



Stand4Change Day 2019

May 3rd 12:00 PM, EST

Thank you for bringing Defeat the Label's **Stand4Change** Day into your classroom. We are excited to be joined by more than 6 million students and educators, representing more than 40 countries around the globe in taking a stand against bullying in our schools.

Each year, **Stand4Change** Day celebrates young people around the world who are taking a stand against bullying, social labeling, and unkind peer behaviors in their schools and communities, and raises critical awareness on the issue by driving attention, resources and support into the communities that need it most.

Defeat the Label's mission is to empower young people to take a stand against bullying in their schools and communities by promoting an inclusive and judgment-free society. Students are empowered to make this change by realizing that they are the change agents in their communities, and that the change starts with them.

The attached toolkit will provide everything you need to activate **Stand4Change** in your classroom. The program consists of a warm up and introduction to the issue, an anti-bullying pledge, an age appropriate activity and ways for students to

become involved with Defeat the Label. The entire program takes about 30 minutes.

It is our suggestion that you begin the discussion around 11:30/11:45 and engage your students in the anti-bully pledge at noon EST. Please feel free to extend or shorten the program as you see fit. Additional information and resources are available at www.defeatthelabel.com.

At the end of the lesson, please encourage your students and staff to visit www.defeatthelabel.com and send us an email or message about how **Stand4Change 2019** went in your school! We would love to read and share your feedback, photos and ideas.

We are thrilled you are joining us for **Stand4Change** and thank you for your support!

Defeat the Label's Stand4Change 2019 Activities

Introduction

Provide students with a brief background on **Defeat the Label** and our mission.

*“Defeat the Label’s mission is to empower young people to take a stand against bullying in their schools and communities by promoting an inclusive and judgment-free society. They work with artists, athletes and celebrities to educate young people, parents and educators (like myself) and provide us with social empowerment tools to help students take a stand against social labeling and bullying. Defeat the Label considers all students that are willing to take a stand, **Upstanders**. **Upstanders** are able to recognize when a situation isn’t right, and they take the power into their own hands to make a difference.”*

“They have worked with artists, and celebrities including Olympic Gold Medalist Meryl Davis, Miley Cyrus, Sky Blu best known as one half of the musical duo LMFAO, Cody Simpson, Joe Jonas, Lucy Hale, Ryan Beatty, and various NHL and NFL athletes along with committed parents and students who have lost loved ones to bully attacks.”

Start by implementing a quick warm up to get the students engaged. The goal of the warm up exercise is to get your students moving and thinking. Ask your students to stand up and gather together in a centrally located area of the room, if possible. Choose one individual and ask them to read aloud one of the facts from the list that we have included below. Instruct the students, who believe the statement is true, to move to one side of the classroom. The students who disagree with the statement should then be instructed to move to the opposite side of the classroom. If room space and/or set up do not accommodate this much physical movement of the students, you may also give each student two Post-It notes, of two different colors. For example, one yellow and one green. Ask the students to respond to each statement by holding up the green Post-It if they believe the statement and the yellow Post-It if they do not.

All of the following statements are true:

- Every 7 minutes a child in the United States is bullied.
- 50% of all bullying incidents go unreported.
- About 30% of students in the United States are involved in bullying on a regular basis either as a victim, a bully or both.
- 160,000 students miss school everyday due to a fear of an attack or intimidation by other students.

Classroom Workshop Activities

Elementary Level

Activity Name: Wrinkled Wanda

Workshop Overview: This activity helps to teach students the impact of their hurtful words by physically seeing the damage it causes to “Wanda.”

Materials Needed:

- Chart paper or large roll of paper
- Markers
- Tape

Lesson Plan Steps:

1. Draw a large (student sized) outline of a student in black marker on the chart paper prior to starting the activity.
2. Have students come up and write, inside the student outline, some of the unkind things that they have said to others, or have had said to them. Examples include, “I don’t want to sit with you, I don’t like you, no one likes you, you are weird,” etc. Once the drawing is completely filled up with comments, introduce the outline as “Wanda.”
3. Discuss, with students, how these comments or mean words can make us feel inside. As you have this discussion, start to crumple up “Wanda.” Allow students to come up and crumple up the drawing, as well. Crumpling up “Wanda” is meant to represent how they felt when these derogatory statements and names were said to them.
4. Explain to the class that these crumpled “Wandas” are examples of how negative comments can hurt, and often scar, a person who is bullied.
5. Ask the students to try to repair “Wanda” by smoothing her out, attempting to tape any rips or holes in the drawing. They will be unable to repair “Wanda” to her original smooth look and feel, because the paper is now permanently wrinkled and scarred. Bullying comments can destroy a person’s self image and can often lead victims to display a very defeated body language.

6. Next, have the participants do the drawing again. This time have students write positive comments or affirmations that they have received from, or given to, others. Comments like, “You did such a great job, You are a kind person, I love hanging out with you.” Fill the outline with kind, positive statements. Cut this “Wanda” out, but don’t wrinkle it.
7. Post both “Wandas” next to each other. Ask students what the difference is between the drawings.

Middle School & High School Level

Activity Name: The Write Around

Workshop Overview: This activity helps students learn to appreciate their classmates, while building a sense of community in the classroom.

Materials Needed:

- Teacher needs White board (or pages copied in advance; See below)
- Students need pencil and piece of paper

Lesson Plan Steps:

1. Write the following list of prompts on the board:
 - One idea I've gotten from you is . . .
 - I really like your personality because . . .
 - I know I can count on you when . . .
 - I really appreciate when you . . .
 - Some positive adjectives that describe you are . . .
 - I am impressed by the way you . . .
 - I look forward to seeing you because . . .
2. Give each student a blank piece of paper. Instruct the students write their name on the top of the piece of paper and then copy the list above, from the board. Have them leave enough space for writing after/below each prompt. ***If you would prefer, there is a pre-formatted version below, that can simply be printed/copied, one per student.***
3. Collect the lists, shuffle the order and randomly pass them back out to the students. Have the students pick one of the prompts from the list on the paper to finish, about the person who's name is at the top of the paper. **REMINDE THE STUDENTS THAT THEY ARE TO ONLY WRITE POSITIVE THINGS.** Give the students a couple of minutes with each piece of paper. (They may respond to

more than one sentence starter if they like, and multiple students can respond to one prompt as the paper is circulated.)

4. After a few minutes, ask them to pass the papers to another person. Do several rounds/passes. Once you have completed your desired number of rounds/passes, collect the papers and pass them back to their original owners.

Discussion:

- How did this activity make you feel?
- What was your favorite question to answer?
- How do you think students feel reading their classmates answers?
- What impact do you think this activity may have on your classmates?
- How can your view of something be influenced by others?
- How can we stop rumors and gossip when we hear them?

See preformatted activity page (for printing/copying) on the following page.

NAME: _____

- I really like your personality because . . .

- I know I can count on you when . . .

- I really appreciate when you . . .

- Some positive adjectives that describe you are . . .

- I am impressed by the way you . . .

- I look forward to seeing you because . . .

- One thing I've learned from you is...

Middle & High School Level

Activity Name: Resources

Workshop Overview: To examine people's attitudes toward and expectations of people with different economic backgrounds. To recognize how students, oftentimes, label or bully students that they do not feel come from the same economic background as their own.

Materials Needed:

Five large Ziploc bags containing ONLY the following art supplies listed for each of the five groups:

- Group 1: Regular pencils and one colored pencil
- Group 2: Regular pencils, colored pencils, crayons, assorted colored construction paper
- Groups 3 and 4: Regular pencils, colored pencils, crayons, assorted colored construction paper, scissors, colored markers, glue.
- Group 5: Regular pencils, colored pencils, crayons, assorted colored construction paper, scissors, rulers, colored markers, glue, tape, glitter, ribbons, stencils, stickers, and anything you would like to add to give this group a noticeable advantage over the others.

Lesson Plan Steps:

1. Divide the students into 5 groups of equal size. Give each group one large-sized piece of paper and one supply bag. Supply bags do not need to be "secret" or hidden from other groups. When students ask why the supply bag contents are different, simply say "That's just the way it is."
2. Explain that each group is to create a poster to celebrate an upcoming holiday. (In advance, select one holiday – Thanksgiving, 4th of July, New Years, etc. All groups will be doing the same holiday.) Students may only use the items that they were provided in the supply bag. They may not borrow or use materials from other groups. The group that does the best job will receive a prize.
3. Give the groups 15 minutes to work on the posters, with a 5 minute warning for finishing time. Once the time is up, ask the students to clean up materials and to please put any unused materials back into their bags. Call each group, one by one, and ask them to present their poster. Make sure to comment on each poster and applaud the students work.

Discussion:

- How did you feel when you noticed that some people had more materials than you did?
- How did you feel when you noticed that some people had fewer materials than you did?
- In what ways did the resources, or lack thereof, affect your project?
- How would you have felt if I had judged your final products for a prize or for a grade? Would that have been fair? Why or why not?
- If other people saw your posters and were asked to pick the most talented students in the room, based on their posters, who do you think they would choose? Would these posters be a fair assessment of what all of you can do? Of your artistic talent?
- Why do you think I set up this activity this way?
- In what other situations do people sometimes have advantages over others? (Provide some examples to prompt the class.)

How to be an Upstander!

An **Upstander** is a person who stands up or helps someone in need whether they are a victim of bullying or if they are just being treated unfairly. Upstanders recognize that they have the power to make a difference in their school and community.

Ways to be an Upstander:

- Call the bully out
 - Tell him/her stop.

- Befriend the victim
 - Ask him/her if they are okay.
 - Let them know that you saw what happened and that they are not alone.

- Tell a trusted adult
 - Afraid? Leave an anonymous note.

- Stop rumors and gossip when you hear them. Do not continue spreading them.

Stand4Change Pledge

Introduce the Pledge to your students by reading the following:

“Bullying is known by many names. Whether it’s talking trash in the hallway, terrorizing someone on the Internet or committing physical violence; bullying hurts more than the person being bullied. It hurts everyone. Today we have the opportunity to stop bullying in its tracks.”

Ask your students to take the pledge by repeating after you:

I pledge to speak up when I see someone being bullied or treated unfairly.

I will be kind to my classmates, teachers and other people in my school.

I will reach out to help others who are bullied and need my help.

I, a student at (insert school name) pledge to be an Upstander.

And starting today, I will stand up and Defeat the Label.

Congratulate the students for taking a stand against bullying.

Conclusion

Encourage your students to visit defeatthelabel.com and sign up to stay involved or “LIKE” us on Facebook/Twitter or Instagram.

- www.facebook.com/defeatthelabel
- www.twitter.com/defeatthelabel
- www.instagram.com/defeat.the.label

Additional Resources

[Pacer.org](https://www.pacer.org)

Founded in 2006, PACER's National Bullying Prevention Center actively leads social change, so that bullying is no longer considered an accepted childhood rite of passage.

[Stopbullying.gov](https://www.stopbullying.gov)

StopBullying.gov provides information from various government agencies on various bullying-related topics: What is bullying? What is cyber bullying? Who is at risk? How you can prevent and respond to bullying?

[Itgetsbetter.org](https://www.itgetsbetter.org)

The It Gets Better Project is a nonprofit organization with a mission to uplift, empower and connect LGBTQ youth around the globe.

THANK YOU FOR TAKING A STAND AGAINST BULLYING!!

TOGETHER, WE CAN MAKE A CHANGE!