



Stand4Change Day 2024

Dear Educators, Administrators, Counselors, and Parents,

Thank you for bringing Defeat the Label's **Stand4Change** into your schools for this year's Stand4Change! Each year, this event empowers and celebrates young people around the world who are taking a stand against bullying, social labeling, and unkind behaviors in their schools and communities. Stand4Change raises critical awareness about these issues by driving attention, resources, and support to the communities that need it most, which has always been at the core of Defeat the Label's mission.

We are excited and inspired by the more than **6 million students, representing over 40 countries** globally, who are participating this year. We also extend a special welcome to the many homeschoolers and virtual learners joining us—knowing that learning looks different for everyone, we appreciate how inclusive this movement has become.

In 2024, we've made an important change by moving Stand4Change from May to October. This adjustment was made for several reasons:

- **To align Stand4Change with National Bullying Prevention Month**, ensuring that the conversation about bullying and inclusivity happens during this critical time of awareness and action.
- **To honor PACER's National Bullying Prevention Day**, supporting a united front in the fight against bullying on a global scale.
- **To allow schools to address bullying early in the academic year**, giving educators and students the chance to build a culture of kindness and respect from the start and make meaningful plans to tackle these issues throughout the year.
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We are incredibly thankful for your commitment to this cause. The stories we hear from students, families, and educators about the impact you make in your schools are truly inspiring, and we are proud to stand alongside you.

Attached, you'll find the **Stand4Change toolkit** for 2024. As in previous years, we've included classroom activities that can help guide your discussions and bring students together in solidarity.

If you're receiving this toolkit from a colleague or friend, we kindly ask that you register at www.stand4change.org to ensure you receive all of our updates and resources throughout the school year.

Finally, we encourage you to visit www.defeatthelabel.org and share your experiences with us. Let us know how Stand4Change went in your school, and feel free to send feedback, ideas, or photos. We'd love to hear from you!

We are thrilled to have you join us for **Stand4Change 2024** and sincerely thank you for your continued support in standing against bullying and fostering inclusive, supportive communities.

Warm regards,
The Defeat the Table Team

Defeat the Label's Stand4Change 2024 Activities

Information about Defeat the Label

***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. **Defeat the Label** works with artists, athletes and celebrities to educate young people, parents and educators, and to provide resources and 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 be agents for change and to make a difference.*

Some statistics about Bullying:

- Over 37% of adolescents and teens report having been the targets or victims of cyber-bullying, via their cell phones and/or social media. (as reported by *The U.S. Department of Justice*)
- 41% of students who reported being bullied at school indicated that they think the bullying would happen again. (*National Center for Educational Statistics, 2019*)
- The reasons for being bullied reported most often by students include physical appearance, race/ethnicity, gender, disability, religion, and sexual orientation. (*National Center for Educational Statistics, 2019*)
- Students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school. (*Centers for Disease Control, 2019*)
- 1 in 7 students is either a bully or a victim of bullying. (*www.education.com*)
- According to students in the United States, 42% of young people report having been bullied or harassed on Instagram, more than any other social media platform. (*www.Dosomething.org*)
- Approximately 45% of students admit to having participated in bullying behavior. (*NEA Today*)

- Only 30% of students, who report having experienced bullying, notified an adult in their lives about the bullying. (www.stopbullying.gov)

A note about the increased incidents happening around the county targeting different racial and ethnic groups of students and other individuals. According to L1ght, an organization that monitors online harassment and hate speech, there has been a 70% increase in cyberbullying in just a matter of months. They also found a 40% increase in toxicity on online gaming platforms, a 900% increase in hate speech on Twitter directed toward China and the Chinese, and a 200% increase in traffic to hate sites. Additionally, there has been a significant rise over the last 13 months in biased based bullying and harassment toward Black students as well a rise in Anti-Semitic bullying and harassment.

Stand4Change 2024 - Classroom Activities

Activity 1: Nice Vs. Hurtful Words

Grade Level: Elementary

Workshop Overview: This activity is an excellent tool for helping students understand kind versus hurtful words.

Materials Needed:

- 1 small block of wood or box
- Handful of cotton balls
- Piece of sandpaper
- Glue

**Glue cotton balls to one side of the block of wood/box and then glue sandpaper to the opposite side of the block of wood.

Lesson Plan:

Explain to students that you are going to be talking about words that are nice and words that hurt. Walk around to students and have them feel the cotton and the sandpaper. Discuss how each feels on their hands. Students will share that the cotton feels soft and fluffy while the sandpaper feels rough and hard. Explain to the students that this is how it can feel to others when we use certain words. Discuss what types of words would be hurtful and what types of words would be nice such as compliments (“I really like your shirt”) and good manners (“please” and “thank you”).

Conclusion: Discuss how certain words create feelings inside of us. How do we identify when a word or phrase makes us feel good or bad? What can we do when we are hearing these words or phrases, and how can we help others when they are “aimed” at them?

Activity 2: Spaghetti in a Hot Dog Bun: Having the Courage To Be Who You Are
By Maria Dismondy

Grade Level: Elementary School

Workshop Overview: Being an Upstander means speaking up and using your voice or actions when you see someone being treated unfairly. We could not be more thankful to have the support of award-winning author Maria Dismondy for **Stand4Change**. This activity uses a video of Ms. Dismondy reading her book **Spaghetti in a Hot Dog Bun: Having the Courage To Be Who You Are**. In this engaging book, Ms. Dismondy provides an age-appropriate look at accepting differences as well as the concept of respect.

Materials Needed:

You can find the video (YouTube) of author Maria Dismondy reading **Spaghetti in a Hot Dog Bun: Having the Courage To Be Who You Are** [HERE](https://www.youtube.com/watch?v=3cXWrUJIOK8) (<https://www.youtube.com/watch?v=3cXWrUJIOK8>)

Lesson Plan/Activity:

Have students read the book “The Sneetches” by Dr. Seuss and then use the following questions to start a conversation around what differences make us unique, as well as how people are treated based on a number of different items.

Introduction:

Prior to the activity, introduce the idea of respect to your students.

How do we show respect towards others? Our friends, teacher, classmates, parents, etc.

How do they show respect to us?

Is it possible to show respect and kindness to those who do not treat us in the same way?

Is it every ok to make fun of or bully someone for being different? Looking different, eating different foods?

Have you ever felt made fun of or bullied for being different?

Lesson Activity:

Watch the reading of **Spaghetti in a Hot Dog Bun: Having the Courage To Be Who You Are** using the link above, and encourage students to think about the ways that Ralphie treats Lucy, and how Lucy responds to it. Why does Lucy make the decision to help Ralphie when he has bullied her throughout the book?

Discussion Questions:

- Would the story be different if it was told from Ralphie's perspective? How?
- What traits does Lucy show in the story- Kindness, respect, courage? What are some examples of these?

Lucy talks to Papa Gino about how to treat others, who would you talk to if you were in a similar situation to Lucy?

Activity 3: Open for Compliments

Grade Level: Middle School and High School

Workshop Overview: This activity is an excellent tool for helping students elevate empathy and discuss social stereotypes. So often the compliments that students give each other focus on superficial or physical traits, given to check off the “do something nice” box. What would happen if we were to give genuine compliments?

Materials Needed:

- Index Cards (cut in half)
- Sharpies
- Tape

Lesson Plan:

Preteaching- What is a genuine compliment?

- **Give specific compliments:** instead of “you’re smart” say something like, “I was really impressed with the way you solved that problem”
- **Say things that are true:** people quickly pick up on compliments that aren’t true!
- **Focus on strengths, qualities, and characteristics** instead of appearances. Tell people what you notice they’re good at doing and what qualities and characteristics you appreciate. Some students need a little help thinking of qualities, so we spend some time making a list here. It is worth noting that often, students do not know how to Receive compliments, so they will deflect “Oh, no I am not” “It was a lucky throw”, or “Not as good as you are at X”.

Partner Activity:

After we’ve spent time offering and accepting compliments, we do a mindfulness exercise to practice and notice what the whole experience is like. Students will pair up with one partner and sit facing one another in their seats or on the floor. One partner will offer the other a genuine compliment. The partner receiving the compliment will take a moment to soak in and accept the compliment, letting it wash over him or her.

Discussion Questions:

- What was it like to sit with the compliment instead of respond right away?
- “How were you treated?”
- Where in your body did you notice sensations while you sat with the compliment?
- What thoughts did you notice? Which thoughts did you push away?
- What emotions did you have when you received the compliment?
- How is this different from how you normally respond when given a compliment?
- What feelings do you have right now? What feelings do you have when you deny a compliment given to you?
- How do you think accepting a compliment can affect your well-being? your relationships?

Credit: https://www.counselorkeri.com/2019/03/09/mindfulness-group-activity/?utm_source=pinterest&utm_medium=social

Activity #4: What Can I Control ?

Grade Level: Middle School and High School

Workshop Overview: So often students are worried about so much that is far removed from their control. When they attempt to tackle these “adult sized” problems, these can leave them feeling anxious, confused, and dismayed. This quick activities helps to provide a visual reminder about what they can control and what they cannot.

Materials Needed:

- Markers
- Blank piece of paper (per students)

Lesson Plan:

1. Have students begin by tracing their hands on their piece of paper.
2. On the inside of the hand have them write “In my Control” outside the hand “Outside of my control”
3. Have students start to fill it in, for example, on the inside of the hand “Which shoes I wear to school”, “what book I read during my free time” etc. Outside the hand, have them write things that are outside their control, for example, “The weather”, “What my teacher gives for homework”, etc.

Guiding questions for after-activity discussion:

- How did this activity make you feel?
- What impact do you think this activity may have on your classmates?
- How can your view of something be influenced by others?
- How can you use this tool to help you realize what is out of your control, and what is within your control?

Credit: <https://www.counselorkeri.com/2017/10/06/what-can-i-control-a-simple-visual-activity-for-school-counseling/>

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
 - Too afraid to? You can leave an anonymous note.
- Stop rumors and gossip when you hear them, don't pass them on to others.

THANK YOU

Each year Defeat the Label is pleased and honored to come into your schools, classrooms, and even your homes with our Stand4Change activities. However, we could not do it alone.

Thank you to Maria Dismondy and her team for sharing her story “Spaghetti In A Hot Dog Bun”

Thank you to The National Education Association and The American Federation of Teachers for sharing our toolkit and information about Stand4Change Day.

In closing...

Encourage your students to visit www.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

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

StopBullying.gov provides information from various government agencies on what bullying is, what cyberbullying is, who is at risk, and how you can prevent and respond to bullying.

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!***