

Dear Health Educator,

Bullying is a serious problem. This year, more than 13 million American kids will be bullied, and 3 million of them will miss school because they don't feel safe there.

BULLY is a documentary film that can help you and your students take a stand against bullying at your school. Directed by Sundance- and Emmy Award-winning filmmaker Lee Hirsch, **BULLY** follows the lives of five students who were bullied daily and sometimes even hourly. The film examines the shocking effect of bullying on these children, their families, and their communities.

BULLY will be available on Blu-Ray™ and DVD on February 12, 2013, providing you with an important opportunity to educate your students about the problem and to engage them in becoming agents for change as they help to create a school community that promotes caring and combats bullying.

To help you begin this learning process, the award-winning curriculum specialists at Young Minds Inspired (YMI) are proud to partner with Anchor Bay Entertainment to bring you this free health education program on bullying. Designed to set the stage for sharing the film with your students, the program aims to help students recognize bullying, consider how they should react to it, and take action to prevent it.

In addition, you can find many additional free resources to enrich your viewing of **BULLY** at The BULLY Project, a collaborative effort that brings together partner organizations that share a commitment to end bullying and ultimately transform society. Visit www.THEBULLYPROJECT.com for a detailed film study guide created by FACING HISTORY AND OURSELVES and community action guides for both students and schools.

We encourage you to share this program with fellow teachers and your school guidance department. Although these materials are protected by copyright, you may make as many copies as you need for educational purposes.

Please let us know your opinion about this program by returning the enclosed reply card or by commenting at www.ymiclassroom.com/bully.html. We depend on your feedback to continue providing free educational programs that make a real difference in students' lives.

Sincerely,



Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired



the paper, a person who is bullied can never be made perfect again either. Next, have your students write their responses to the questions on the sheet and share their responses in class. Explain that the statement, "Everything starts with one," means that every single student has the power to take a stand against bullying.

To extend the activity: Have students work in groups to research bullying and its impact on those who are bullied. Students might focus on a specific aspect of the problem—the use of the Internet to bully, bullying in schools, bullying among different age groups, etc. Each group should present an oral report to the class.

Target Audience

This program is designed for middle school students in health education classes.

Program Objectives

- To engage students in thinking about what bullying is, how bullying happens, and the serious—and sometimes life-threatening—consequences.
- To guide students in understanding what they can do, as individuals and as a group, to prevent bullying.
- To inspire students to take action by teaching them that change can start with one person.

Standards Alignment

This program aligns with National Health Education Standards. For more details, visit www.ymiclassroom.com/bully.html.

Program Components

- This one-page teacher's guide
- Three reproducible student activity sheets
- A classroom wall poster
- A teacher reply card, or reply online at www.ymiclassroom.com/bully.html

How To Use This Program

Make a copy of these materials to share with fellow teachers and your school guidance department before displaying the poster in your classroom. Introduce the program by reviewing the information on the poster. While it is not necessary for your students to have seen **BULLY** in order to complete these activities, viewing the film will greatly enhance the effectiveness of the lessons.

Activity 1 What Is Bullying?

To introduce this activity, have each student crumple a sheet of paper into a ball. Then, tell them to restore the paper to its original, smooth condition. Students will quickly realize that, even though they can un-crumple the paper, they can never make it smooth again. Tell students that, just like the

Activity 2 What Would You Do?

Explain that when students watch **BULLY** they will see examples of some very cruel and even violent forms of bullying. There are, however, subtler, but equally pervasive, forms of bullying. Review the scenarios on the activity sheet and provide time for your students to write their thoughts about the situations and discuss them. Focus on the fact that in each scenario no one said or did anything to try and make the bullying stop. Point out that students who witness such behavior have several options: They can speak up and say, "This isn't right, and you need to stop." They also can (and should) inform a responsible adult in the school. After the discussion, divide students into small groups to role-play how they would respond to one of the scenarios—both as the student who is bullied and as someone who witnessed the event.

To extend the activity: As a class, make a pledge to stop bullying. Go to www.THEBULLYPROJECT.com to find a pledge written by the National Education Association or develop one of your own. Students can publish the pledge on the school website or in the school paper along with an article explaining how serious a problem bullying can be and encouraging all students to sign the pledge.

Activity 3 A Call to Action

Two of the students profiled in **BULLY** were so traumatized by their experiences that they took their own lives—one at age 11 and the other at age 17. Explain that bullying generally involves more than the bully and the student who is bullied. As shown in the study guide created by FACING HISTORY AND OURSELVES, there also are perpetrators, bystanders, and upstanders. This activity will show your students how they can become upstanders by devising a plan to foster a more caring, tolerant school environment. Divide students into small groups for initial brainstorming. Suggest that they go to www.THEBULLYPROJECT.com for ideas such as planning a **BULLY** Awareness event, lobbying the help of administrators, filming a video, or creating safe zones in school. As a group, combine the best ideas into an implementation plan.

To extend the activity: Have students plan and present a program about bullying for your school PTA/PTO or another local group, or post information about what they have done on The BULLY Project Facebook page.

Resources

www.THEBULLYPROJECT.com—The BULLY Project
www.facinghistory.org/safeschools—Facing History and Ourselves for a full-length film guide and free online workshop
www.ymiclassroom.com to download more free programs



YMI is the only company developing free, innovative classroom materials that is owned and directed by award-winning former teachers. Visit our website at www.ymiclassroom.com to send feedback and download more free programs. For questions, contact us toll-free at 1-800-859-8005 or email us at feedback@ymiclassroom.com.

WHAT IS BULLYING?

The new film **BULLY** presents the powerful, true story of five students who were bullied daily, and sometimes even hourly. As you'll see in the film, bullying results in serious, life-threatening consequences. No matter what form bullying takes, every incident is serious.

Bullying occurs when an individual or a group repeatedly harms another person. It can be physical—punching, pushing, tripping; verbal—teasing, name-calling, making threats; or social—ostracizing or spreading rumors. Sometimes bullying is public and clearly visible. Other times—when the bully uses the Internet or a cell phone—it is not.

What is your experience with bullying? It may be painful or embarrassing to think about, but to stop bullying we all have to start talking about it. Get started by answering the following questions. Be prepared to share your thoughts in a class discussion. If you need more space for your responses, use the back of this paper.

Have you ever been a bully? Yes No

If your answer is yes, what did you do? _____

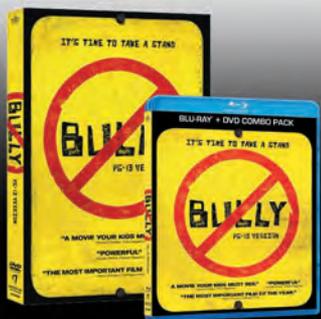
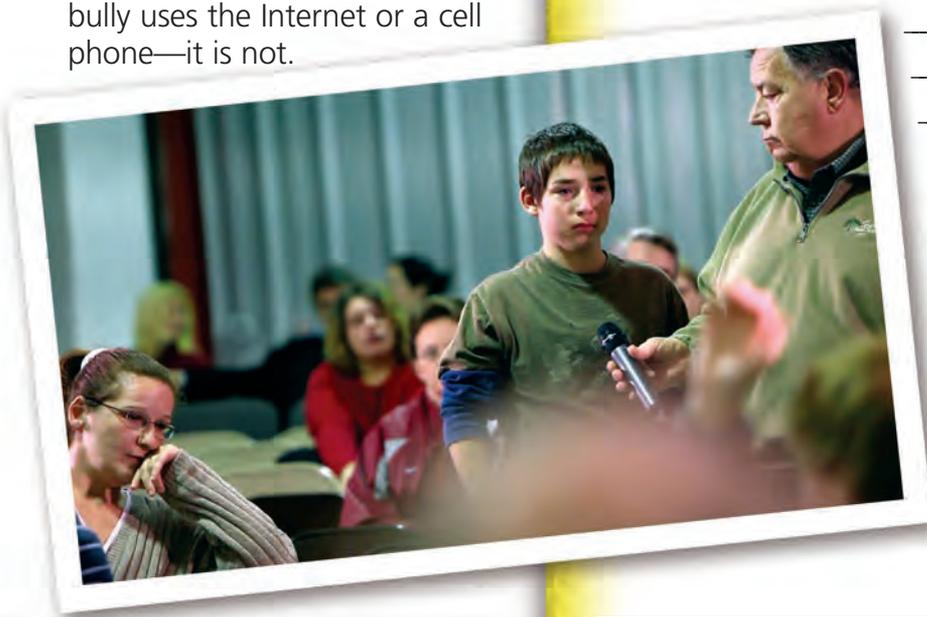
Have you ever been bullied or do you know someone who has been bullied? Yes No

If your answer is yes, briefly describe what happened.

If you were either a bully or the victim of bullying, how did it make you feel?

Why do you think it is so hard for victims and onlookers alike to stand up to bullies?

At the end of the film **BULLY**, the statement "Everything starts with one" appears on the screen. What do you think that statement means as it relates to bullying?



Look for **BULLY** on Blu-Ray™ and DVD in a store near you on February 12, 2013. To learn more about what you can do to combat bullying, go to www.THEBULLYPROJECT.com



WHAT WOULD YOU DO?

In the heart-wrenching documentary film **BULLY**, by Emmy Award-winning filmmaker Lee Hirsch, you will watch as Alex is subjected to some very cruel treatment by other students. Sadly, Alex is so accustomed to being bullied that he seems not to recognize it for what it is.

After an especially disturbing incident on the school bus, Alex has a conversation with his mother, who tries to explain that these kids are not his friends and what they are doing to him is wrong. His response: "If these people aren't my friends, then what friends do I have?"



Bullying exists in many forms. Sometimes, like what happened to Alex, it occurs in the open for everyone to see. Other times it is more subtle. The following four scenarios provide some examples of what bullying can look like. Use the back of this paper to write your thoughts about each example: How would you feel if you were the victim? What could/would you do if you knew about the bullying or were a witness to it? And, finally, what is the common thread that appears throughout each scenario?

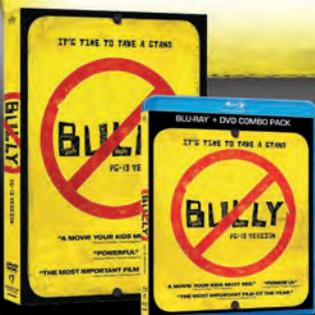
Scenario 1: A group of boys has been intentionally bumping into another boy in the hallway, and now the behavior is escalating to shoving and even tripping. There are always other students around, and some students even laugh when it happens.

Scenario 2: A group of girls has targeted one particular girl who has recently come out as gay—like Kelby, featured in **BULLY**. They routinely spread rumors and gossip about her character. Pretty much everyone in school has heard and/or talked about the rumors, and most students do their best to make her feel like an outcast.

Scenario 3: Someone has been tweeting and posting some very mean comments about a student on Facebook, and the comments have been making the rounds of the school. This student's only crime is that she looks very young for her age and wears thick glasses. A friend of yours just sent you a link to some of the comments with the message: "LOL!!"

Scenario 4: There's a kid in school who seems shy and is a little bit different—just like Alex in **BULLY**. Not only is he having difficulty making friends, but most students seem to ignore him. A few make mean comments and snicker when he walks by. This kid walks to class alone, eats by himself in the cafeteria, and often sits alone on the school bus.

The
BULLY
Project



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A CALL TO ACTION



Anyone can be bullied. Despite being an athlete and a top student, Ja'Meya, profiled in **BULLY**—the highly-acclaimed film about real kids who were the victims of bullies—was picked on every morning and afternoon of her hour-long bus ride. Research shows that the reactions of classmates who witness bullying play an important role in affirming or condemning the behavior of the bully.*

When it comes to bullying, there are three kinds of people in addition to the bully and the person being bullied. They are:

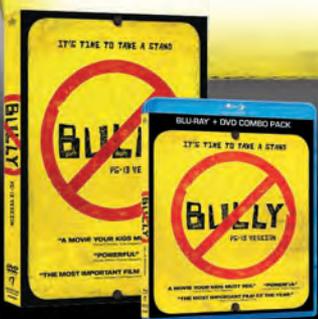
- **Perpetrators.** They join in the bullying, help escalate it, or launch new attacks.
- **Bystanders.** They try to stay out of the situation. They either watch silently or find a reason to walk away.
- **Upstanders.** These people take action to help stop the bullying. They might intervene directly and tell the bullies to stop. They might seek help from adults. Or they might reach out to the targeted student as a friend.

Do you recognize yourself in any of these descriptions? _____

If yes, which one? _____

Unless you are an Upstander, you are a part of the problem. Until enough students decide to take positive action to combat bullying in your school and community, it will continue.

With your team, brainstorm what you can do to promote a more caring and tolerant environment and to combat bullying in your school. Use the space below to list the things you might do. Be prepared to share your ideas with the rest of your classmates and to develop a plan that you can make happen!



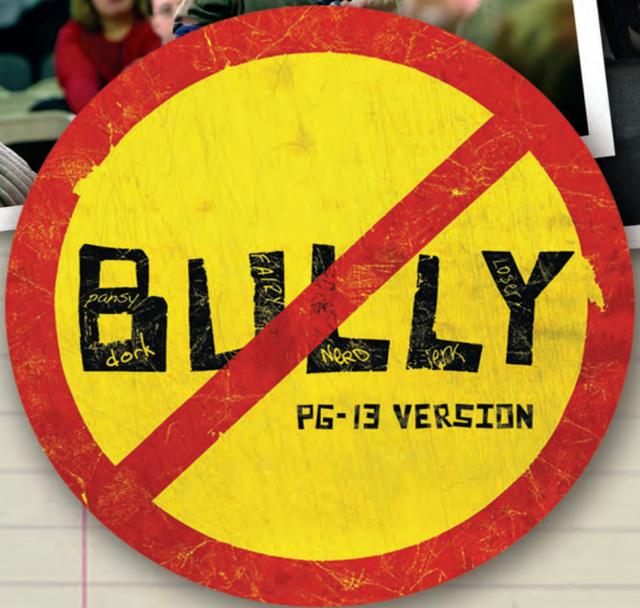
*Christina Salmivalli et al., "Bully as a Group Process: Participant Roles and Their Relations to Social Status Within the Group," *Aggressive Behavior* 22 (1996): 2.



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MAKE A DIFFERENCE. BE AN UPSTANDER.

**Bullying is not "just messing around."
Bullying can cause serious and lasting harm.**



This year, 3 million kids will be absent from school because they don't feel safe there.

Bullying occurs most frequently in school.

This year, 13 million American kids will be bullied.

Students who experience bullying can suffer from poor self-esteem, anxiety, and severe depression.

Everything starts with one. Take a stand against bullies.



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