

"Our lives begin to end on
the day we become silent
about the things that matter."

—Dr. Martin Luther King, Jr.

"The only way to stop bullying is if we
all acknowledge that it is hurtful, wrong,
and vow to stand up for what is right."

—BullyBust Upstander

UPSTANDERS >>> IN ACTION

MODERATOR TOOLKIT

for Creating an *Upstander Alliance*



BullyBust

by The National School Climate Center

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> INTRODUCTION

Goals + Structure

Bullying behavior has become a national epidemic. Successfully addressing this problem requires going beyond “business as usual”—beyond simply identifying and punishing the bully. Working together, adults and young people need to become upstanders instead of bystanders. Being an upstander means working together, side by side, as adults and young people committed to stopping bully behavior and promoting safe, respectful, inclusive school climates.

Our *Upstander Alliance* is a national movement. We invite you to join this movement by using this *Upstander Alliance Toolkit* to empower and work collaboratively with the students in your school.

Young people want to learn in, and contribute to, school communities that are safe, creative, respectful, and inclusive—schools where students’ skills, ideas, energies and commitments are welcome and engaged, and where they can develop the skills they need to succeed outside of school. But they cannot do this alone. This toolkit will help you work with students as the adult moderator of an *Upstander Alliance* to prevent and respond to, patterns of bullying behavior in ways that create and sustain a safe, healthy and inclusive school climate. It will also help you connect with other groups across your state and nationally.

The Toolkit Includes:

- **Background information** about the importance of youth-adult alliances as a way to prevent and address patterns of bullying, and heal the damage that bullying behavior creates for everyone. Bullying prevention work is part of a larger movement that promotes positive youth engagement, youth-adult partnerships, positive school climate, social-emotional learning, character education, community development and social justice;
- **Guidelines, principles, steps and sample activities** for youth leaders and adult allies who want to start and sustain an *Upstander Alliance* in their school and community;
- **Strategies** to connect your Alliance with other youth leaders and alliances locally, state-wide and nationally;

- **A brief list of resources**, including links to the BullyBust website (www.bullybust.org/upstander), so that your group can contribute ideas and activities to a growing national movement that wants to improve school programs as well as educational policies.

The *Upstander Alliance Toolkit* is part of a movement to change bully prevention work from short-term crisis responses, to a sustained campaign that involves prevention, school climate improvement, and community engagement. This toolkit grows out of the National School Climate Center’s (NSCC) bully prevention/Upstander efforts in general and our BullyBus resources (www.schoolclimate.org/bullybust) in particular, created in part through the generous support of the Broadway musical WICKED. We deeply appreciate their continued collaboration and commitment to this important effort. This toolkit is our next step: it provides guidelines and resources for students and adult allies who want to form school-wide, districtwide and national *Upstander Alliances*.

What’s Here + What’s NOT Here

The *Upstander Alliance Toolkit* includes background material, guidelines, sample activities, and resources (including readings and links to other organizations). It is not intended to be a comprehensive encyclopedia about bullying, or a guide for clinicians, or an outline of policy changes in the field—although we want to include and connect to each of these resources. We have created two parallel toolkits: this one is for the adult moderator, and the second is designed for student members of your *Upstander Alliance*. The student toolkit contains some similar information, but it also speaks to important strategies for student leaders.

We take a strong and clear position that issues like race, social class, homophobia and adultism contribute to bullying patterns. **We see effective bully prevention as a comprehensive, school-wide issue rather than simply a question of individual or inter-personal behavior.**

We have tried to make the toolkit a first step to support your work. Therefore, we have included some examples of projects and some critical background information. However, there is much more on our BullyBust website, so we encourage you to use it—and improve it!

“Sometimes bullies want to impress or entertain their friends, or they enjoy feeling power over someone because they are being bullied by someone else at the same time, or they just don’t realize that they are hurting the other person.”

—Student involved in BullyBust program



> Why an *Upstander Alliance* is Important

Youth can help create safe environments in schools and communities. They bring important experiences, resources and strategies that can promote equity, inclusiveness and a sense of belonging. They are critical stakeholders who deserve a voice and a leadership role in preventing bullying.

While seeking independence, youth also recognize and understand the need to be part of a group. They understand the “power of one” as well as the increased influence of many, and they recognize that ensuring safe environments for all requires a collaborative strategy.

Advocating for safe, creative, respectful and inclusive schools and communities is a team activity.

Youth are rarely perceived as leaders: while some adults are comfortable stating that “youth are the leaders of tomorrow”, others see youth as problems. However, young people’s own experiences and interactions provide them with a sense of what works

and what does not work to prevent bullying. In addition, they observe youth interacting in ways that prevent bullying and in ways that encourage it. These experiences and observations are most salient when youth come together to develop an *Upstander Alliance* that includes their insights and gifts. Engaging youth in team-building and leadership development supports the creation of collaborative bullying prevention strategies and enhances individual knowledge and skills.

Upstander Alliances bring youth with diverse experiences together to focus on the “common good.. While youth are capable of creating and sustaining positive change in schools and communities, they also need adults to support their alliances. Consider a time in your youth when an adult assisted, mentored and/or supported you in effective ways to achieve your goals. Every young person deserves feeling a comparable level of support and advocacy as they stand with others to prevent bullying.

“It is better to light a candle than to curse the darkness.”

—Eleanor Roosevelt

“Bullying is arrogance in action.”

—Barbara Coloroso, author

“All of us have been hurt at one time or another and we all know how it feels—awful!”

—Student involved in BullyBust program

"I spoke with the students about this. Do we want war or peace? If we can teach the children how to deal with conflict in ways that do not exclude but include, that do not break down but build up and empower, then the future can be bright. Thank you for the BullyBust project. It is important." —Classroom teacher



> STARTING AN UPSTANDER ALLIANCE: Understanding is the First Step

Key Terms

A **bully** is a person or group who uses physical, social, intellectual or psychological power to hurt, threaten or intimidate others. Here we use the term “bullying” and “bullying behavior” to refer to any behavior that is mean and cruel.

A **victim** is a person or group who is a target of the bullying behavior –often based on their race, social class, gender, or other attributes (e.g., prior relationship with the bully, immigrant status, language, religion, obesity, or special needs).

A **witness** is a person who observes or hears about cruel, mean and/or bullying behavior (as well as everything else “good and bad” that goes on in school). Students and adults who witness cruel, mean and/or bullying behavior make a conscious or unrecognized choice to be a bystander or an Upstander.

A **bystander** is a person or group who observes or hears about bully behavior. An active bystander supports/encourages the bully with words, gestures or actions. A passive bystander supports the bully by ignoring or doing nothing in response to the bullying.

An **upstander** is an individual or group who acts to interrupt or prevent bully behavior and/or supports the target of bullying. Upstanders are heroes, and are socially responsible examples to others.

Bully behavior can take many forms. It can be physical (poke, push, hit, kick), verbal (yell, tease, insult, threaten), or indirect (ignore, exclude, tease, spread rumors).

Cyber-bullying involves sending or posting hurtful, embarrassing or threatening texts or images electronically. Unlike other forms, cyber-bullying is more difficult to see and address, so it can be especially dangerous and difficult to stop.

An **ally** is a person or group who supports others working to prevent harm and promote social change. Allies often work across barriers of race, age, gender, role or levels of power. Allies are Upstanders.

Empathy involves more than simply understanding another person’s point of view; empathy involves entering into the feelings and experience of the other(s), especially when your perspective is different. Empathy has to do with “the moral imagination” (John Paul Lederach).

Courage often involves standing up for a value, person or group in the face of threat fear or actual harm. One root of “courage” is from the French word, “coeur” - to speak and act from the heart. Courage has many roots, but it is often supported by the culture around us.

The Roots of Bully Behavior: THE BULLY IS A PERSON, TOO

We can't stop mean, cruel and bullying behavior if we only focus on the bully as an isolated individual, because the roots of bullying are often broader than the individual. Some roots include: myths and stereotypes about "masculine" behavior and toughness as a way to survive; fear, including the idea that "differences" are frightening or dangerous; socially-sanctioned exclusion responses to those who are "different" in terms of gender, race, dress, weight, background or other issues; media models of bullying—including film, video games, reality TV, and government; zero-tolerance and other school policies that focus on exclusion, punishment and power as a response to problems; a pervasive sense of win/lose, better/worse and privilege—societal values that often drive young people to seek power over peers in order to succeed. You can read more about some of these roots in materials on the BullyBust website.

An *Upstander Alliance* helps everyone in the school understand that the bully is also a person, and that prevention is more important than punishment. The Alliance helps everyone go beyond roles of bully, victim and bystander. The Alliance can help create a school climate where everyone is included and respected.

The Roots of Upstander Behavior: WE CAN ALL BE UPSTANDERS

While most of society's focus has been on bullying and other related risk behaviors, it is important to remember that upstander behavior also has deep and powerful roots. A growing body of research has shown that young people of all ages not only want to help—they do help. They reach out to peers who are lonely, sad or in pain. They help in school and in their communities, through individual acts of kindness and organized community service-learning projects. **Being an Upstander is also a foundation for a caring community—and upstander behavior strengthens our democracy.**

"Never under-estimate what a simple gesture can do. It is the little things that you do that make a big difference in other people's lives."—*Catherine Pulsifer*

SAFETY

Especially when working with youth, it is important to carefully create and sustain structures that promote safety in two ways: first, physical and psychological safety for those who take the risk to be upstanders (as well as for the victims of bullying); and second, the safety and trust involved in following through on what we have promised. As we have written elsewhere, issues of safety are especially important when dealing with cyber bullying—but the effectiveness of our structures and our "first responder" strategies are also critical. As you begin to develop your *Upstander Alliance*, think about these safety issues:

- What goals and expectations have you established for your *Upstander Alliance*.
- How can you balance a long-term and large vision, with small realistic steps towards success?
- What structures are in place to support students as leaders?
- How are you balancing adult responsibilities (for safety, school policies, law enforcement) with opportunities for students to exercise democratic, collaborative leadership in developing policies as well as dealing with individual problems?
- What structures are in place to protect student anonymity, and to respond to crises?
- What are your plans to raise awareness as well a. prevent and address issues related to cyber-bullying? How will you teach the members of your *Upstander Alliance* to protect themselves?
- How have you connected your work to school and legal policies related to bullying, harassment, inclusion and other school climate issues?

CORE QUALITIES OF AN EFFECTIVE UPSTANDER

As you begin your work, it is useful to reflect on the qualities and skills of an Upstander—or of any effective, democratic leader. Here are some that we have identified:

- I am clear about who I am and what I believe.
- I communicate who I am and what I believe to others.
- I communicate what I expect from others.
- I communicate what I can and can't do; what I'm willing to do and what I'm not willing to do.
- I believe that students working together can change the climate of the school.
- I have a vision of where I want to go, and where I'd like the team/school to go.
- I listen to and learn from others.
- I consider what's best for others in deciding my actions.
- I know what I need to learn and I find ways to learn it.
- I find out what others need and help create ways for them to meet their goals.
- I know that there are students who are isolated, marginalized and bullied.
- I follow through on my commitments.
- I face problems and conflicts honestly, and use many resources to solve them.
- I have a personal support system.
- I have some responsibility to support and protect my peers.
- I look to others for examples of their leadership.
- I openly appreciate those who help, guide and support me.

THE UPSTANDER PLEDGE

The qualities of an upstander can form the basis for an Upstander Pledge—which can then be used to strengthen the group's identity. You can use the pledge as part of the celebration to mark the start of your Alliance, and/or to start your meetings or at your events to help remind members of the Alliance of your core values and behaviors. Below is one example of an Upstander Pledge, which you can sign on BullyBust.org. You can also create your own Upstander Pledge.

An Upstander Pledge

I WILL ALWAYS:

- **SUPPORT** those around me who are being bullied or victimized.
- **TELL A FRIEND**, teacher or parent when I see someone being bullied
- **ASK MYSELF**, "How would I want to be treated?"
- **NOTE** where and when bullying occurs.
- **DO SOMETHING** when I see someone being bullied—be an Upstander.
- **UNDERSTAND** why bullies bully.
- **PRACTICE** being a positive role model for my fellow students and share "Stand Up to Bullying" strategies with others.



> STARTING AN *UPSTANDER ALLIANCE*: Adults & Youth Working Together

Establish Supportive Adult-Youth Leadership Roles

As you prepare to start a youth-adult *Upstander Alliance*, here are ways to be sure you are ready!

- **Inventory your own personal and professional resources and challenges, values and skills, roadblocks and networks.** True collaborative work with young people demands that adults shift some of our core patterns—especially related to age-ism, sharing power, and in some cases both race and class. The rewards of a successful collaboration are large and significant—for both the adults and young people. But the challenges can also push us back into comfort zones that get in the way of authentic collaboration. Knowing yourself and being well-grounded is an important tool for a successful *Upstander Alliance*.
- **Talk with others who have worked collaboratively with young people.** Locally and nationally, there is a growing set of resources for this work. Feel free to call the NSCC and speak with a staff member there.
- **Read about this kind of work, which has special rewards, challenges and rhythms.** You might look at the following resources: Oasis Center (www.oasiscenter.org) and Youth Voice: Selected Resources (link to youth advisory council materials). Other resources are listed on the BullyBust website.
- **Listen, check in frequently, and be slow to judge.** In your first steps toward collaboration, it is especially important to listen, to ask questions that are designed to help strengthen understanding and communication, and to withhold judgment. Working across generations, like any other cross-cultural work, requires patience and persistence as well as passion.


“Adult Do’s”

Anderson Williams of the Oasis Youth Opportunity Center in Nashville, Tennessee, has contributed a set of terrific guidelines for adults who want to share authentic leadership with young people. For a full set of Anderson’s guidelines (for both youth and adult allies), visit the BullyBust website. Here are nine “Adult Do’s” to think about as you get started:

- Come willing and ready to listen and learn.
- Help keep the other adults in check.
- Help ensure a safe environment for all to offer their input and ideas.
- Articulate clearly the roles, responsibilities and expectations for all youth and adult participants.
- Articulate from an adult perspective why youth voice is so important.
- Ensure and articulate the importance of youth input and its impact after the event.
- Prepare youth to be facilitators and co-facilitators, and work to make sure a youth is the first to speak.
- Lead with a question.
- Have fun!

“The BullyBust Partner School Program was a huge success!!!! Our kids are now reporting the “Upstanders” of the school instead of the bullies! The reports of bullying have gone down over half of the reports from last year! I am so impressed with this program that I am going into the community with it. We have an “Upstander Wall of Fame” where we put Upstanders pictures, and “I Am An Upstander” buttons we give to the children who are reported to be Upstanders. The teachers are so happy that we began this program.”
—School Counselor, Arkansas District

“Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek.”
—President Barak Obama, building on the words of Sweet Honey and the Rock



“In the end, we will remember not the words of our enemies, but the silence of our friends.”
—Dr. Martin Luther King, Jr.

How Adults Can Help

Excerpt from *Breaking the Bully-Victim-Bystander Cycle Toolkit*

1. **Be a living example** of upstander behavior, and a thoughtful adult social, emotional, ethical and civic learner in general. Be aware of what we teach in our behavior as an adult and member of the school community. Children and young people watch us carefully.
2. **Use classroom management** as an opportunity to support upstander behavior. How we manage a classroom gives clear messages and guidelines, and teaches our core values to students. Include students in key decisions that affect them. Speak respectfully and listen carefully. Be careful in the development of discipline strategies and minimize punishment. Use curriculum and “teachable moments” to strengthen students’ social skills and the ability of the classroom to promote upstander behavior.
3. **Integrate social, emotional and civic content** into classroom curricula. In middle and high schools, this may involve working with others on a faculty team or with administrators. Humanities and health curricula offer numerous opportunities, but it is also possible to integrate these skills through content and pedagogy in math and science curricula.
4. **Use pedagogies** that support upstander behavior. Include strategies like cooperative learning, conflict transformation/mediation, moral discussions, and community service learning in our core pedagogies; share these with colleagues, parents and administrators.
5. **Share leadership** in the *Upstander Alliance*. Work with students as co-leaders of the Alliance. Share power and leadership: balance responsibility and risk; share rather than abdicate leadership authority.
6. **Be an active ally** for and with young people. Work with colleagues, administrators, parents and community agencies to help them understand and support young people as key leaders in the school and community. Write, speak, listen, share ideas and speak up in public forums about the importance of positive youth leadership.

> STARTING AN UPSTANDER ALLIANCE: First Steps

Start with your self. As you begin this work, take a personal inventory. What are the roots of your interest in being an Upstander? What skills and resources do you bring. What are your concerns or fears? Where do you need help. What experiences do you bring to this work that can help others. What does it mean to you to be an ally for and with young people. We recommend that you pull together a small group of students and colleagues who share your interests and commitment, and then do a fun but formal inventory using these kinds of questions.

What structures already exist in your school and how can you build on them? Most schools have structures that support youth leadership, diversity, community service learning and social change. As you create a personal inventory, we recommend that you also do an inventory of your school. Is there a student council, principal's cabinet, student leadership group, diversity council, service club, or peer mediation program for students. Do similar structures exist for adults? Is there a PTO, a principal advisory group, school climate committee, diversity committee, faculty advisor for community service, or a group of teachers who want to extend their academic civics classes into community service work. The BullyBust website and the Bully-Victim-Bystander Toolkit (BVBT) include some forms and resources that can provide a starting structure for these efforts.

Inventory your community resources and challenges. As you inventory your personal and school resources, you can also begin to identify broader resources and challenges. Are there community groups or individuals who might support your work. Some examples include: boys and girls clubs, scouts or 4H groups, adult civic organizations, churches, municipal officials, community mental health or child-serving agencies, local businesses (for example, media, advertising, or businesses that might support your project with materials or adult helpers). What are some challenges you know you will face. Some examples include: denial on the part of parents or other community members about

the scope or intensity of bullying behavior, teen norms that pull against being an Upstander, school policies or practices that do not model upstander values, time, lack of money or other resource challenges. Challenges can become resources, but it is important to be aware of both. The BVBT has several useful resources for this inventory process and others are posted on the BullyBust website.

Start with those you know best, and then move out to include others. Although your alliance should have broad, visionary and long-term goals, it is important to start your work where you can have some visible, concrete success. For example, this usually means starting at school, with a small group of allies (a peer leadership club, a staff school climate or diversity committee). Once you have started, move out to broader communities—to your circle of influence (peers, other staff members, parents) and then your circle of concern (elementary school students, the broader community). Include school structures as you create a long-term plan for expanding as well as sustaining your *Upstander Alliance*.

Keep the big picture and small steps in focus. One of the key strategies for effective organizing is to keep both the big picture and the next steps in focus. Your inventory, early meetings and planning process can help you identify both long-term and short-term goals. You can support this balance through the agendas you create for your *Upstander Alliance* meetings. Be sure to include time for both: what is our core mission? How are we doing in our concrete steps? Other ways to sustain this balance include: posting your goals, reciting your pledge to start each meeting, sharing work in a monthly newsletter. This toolkit has some concrete ideas in section 5; more are available on the BullyBust website.

Create democratic, inclusive structures. Our experience with school climate and other school-wide programs, as well as the experience of successful youth organizers, reminds us that we need to respect, support and practice democracy in

everything we do. This includes how you invite people into your work and communicate your efforts to others. Meetings should include democratic roles and strategies (not just voting but shared leadership), rituals, the use of agendas and timelines that share power and include many voices. Democracy is about who gets to make which decisions when. It is not easy, but it is the best way to expand your circle and sustain your Alliance.

Celebrate, evaluate, improve, and spread the word. Although the work of bully prevention can be serious and even challenging, it also can and should be fun. As you make your plans and start your Alliance, save time to celebrate—within the group but also in the larger school community. Let

others know about your work, and include them in your celebrations. Like bad news, good news can be spread—and people are hungry for it. You can use your *Upstander Alliance* as a foundation for other school climate and civic engagement work—especially if you share the fun and spread the word.

We don't have room in this toolkit to provide detailed examples of *Upstander Alliance* activities—like sample meeting agendas, activities to train your Alliance members, outreach materials or other specific tools. You can find some of these on our BullyBust website. Many more are included in the Stop Bullying Leader ToolKit: www.stopbullying.gov/teens/stand_against_bullying/youth_leader_toolkit.pdf.

Some Local Actions You Can Take

This section is an overview and thought starter. It includes a sample of activities and honors projects that schools are doing around the country. We invite members of *Upstander Alliances* to contribute new ideas by using our interactive portals at www.bullybust.org/upstander—where you will find additional strategies and resources.

Start with yourselves and your circle.

The first steps in forming a successful alliance are to listen and learn. Gather together a few colleagues for a brief study group focused on a shared reading (we share some ideas in our resource list), plan a brief activity for a faculty meeting (we share some ideas on the BullyBust website), invite a speaker or plan a facilitated discussion about bullying and school climate.

Use Public Service Announcements and other outreach activities.

As you begin to create your *Upstander Alliance*, reach out to the broader school community. Public Service Announcements (PSA's) are one powerful way to do this. Gather some student volunteers to create posters, ask the principal for time during morning announcements, post some information in faculty rooms, write a letter for the school newspaper or district staff newsletter. Invite interested individu-

als to an organizing lunch or after-school coffee (food always helps) and be sure to have information available at that time. Here is one example from the Special Olympics: www.bullying.org/external/documents/ACF15F.pdf. This document charts one community's stance against bullying and can provide ideas and guidance for other communities.

Launch your *Upstander Alliance*.

With a bit of fanfare, launch the *Upstander Alliance*. Here are some ideas: after-school coffee or snacks for faculty and interested students; table in the entrances to the school in the morning and afternoon with simple free give-aways (BullyBust stickers, bookmarks, etc.); if you are ambitious and well-organized, a series of grade-level assemblies with a key speaker or presentation by your school theater group can be effective; homeroom or Advisory discussions (you'll need to create an outline for teachers). How do you publicize school events? Build on those rituals and skills!

Use poetry slams, concerts, and other forms of student arts/performances. School-time or after school student presentations can be a great way to build interest and involvement, and to connect themes of bully prevention and school climate to other school-wide and faculty interests.

Develop a cross-age tutoring or teaching project. One way that young people can be positively engaged, and use their talents in a positively powerful way, is to create or strengthen cross-age work where members of your *Upstander Alliance* work with elementary school students. These kinds of community service learning projects can include cooperative games, leadership activities, peer tutoring for literacy (especially using books on Upstander themes), playground peacemaking or other activities. For more ideas, check out the Bullybust website.

Create community outreach and service projects. A second community-service strategy is to work outside school—with churches, scouts or civic organizations. These projects can also focus on upstander-related themes or skills related to civic engagement, peacemaking or community change. Here are some examples. oral histories of community upstanders, service for elders or other populations that have needs as well as stories to tell, cross-age work with younger children through scouts or 4H programs, public speaking at churches or civic organizations. Additional ideas can be found on the Bullybust website.

Use classroom circles. If your school is structured to support this kind of strategy, it is a good idea to integrate your work on bully prevention and school climate into the classroom. A few ideas include: circle times in homeroom or Advisory periods, or weekly check-in sessions spread over the Humanities or full curriculum. These require a high level of staff support and some basic training for adults who will lead these sessions. You can get some help in this area from the resources listed on the Bullybust website—especially in the areas of restorative practices and advisory programs.

Create multiple opportunities for student input. One simple way to keep the pulse of student (and adult) responses, ideas, concerns or questions, is to make feedback opportunities available in multiple ways. An *Upstander Alliance* Box (in the school office, or the room that houses your Alliance) can be used to gather this kind of feedback. Be sure to announce it weekly on the morning announcements, and to get the word out in as

many ways as you can; be sure to report back on what you are learning as well. One ally has initiated what she calls “Kelo Boxes” (named in honor of a student who committed suicide as a result of bullying) to gather student information and opinions; see the Bullybust website for more information.

Link your Alliance with existing groups or projects. Whenever possible, be sure to link your work with other ongoing groups or projects. For example, you might help engage the student council or faculty council in this work, or sponsor joint projects with the peer leadership club, and/or co-sponsor a theater or spoken word festival with the theater department. There are many other ideas, some of which can be shared across Alliances through the Bullybust website.

Include local media work. Most communities have a local newspaper and many have a local cable TV station that is obligated to provide community access. Along with radio and billboards, these are important local resources—and they are often very interested in promoting positive projects like the *Upstander Alliance*. Creating the materials for media work is also a great opportunity to engage young people and faculty in communications, media or fine arts classes.

Connect with local resources. Two specific kinds of local resources are especially important for a successful *Upstander Alliance*. Local counseling or mental health agencies can provide support, training, crisis intervention and opportunities for students to explore human service careers that are connected to upstander behavior, school and community climate. Universities often have these kinds of support services for their own students (especially in areas of harassment or dating violence); their staff and interns can be important resources for your *Upstander Alliance*.

Engage youth in school climate improvement and Upstander efforts. Affinity Mapping is a strategy that allows us to learn from students about their suggestions—in this case about how to make your school safer, more supportive, engaging, helpfully challenging and joyful!

Engage parents/guardians in Upstander efforts. Here are some questions that you—as a faculty moderator for your local *Upstander Alliance*—can raise with students. You can also encourage students to consider raising these questions with their parents/guardians as well as in the local student newspaper and other public forums:

- Have you ever seen a friend or classmate being bullied? What are possible ways you can respond to the situation? How would each way affect other people involved?
- How would you like others to react if you were being bullied, targeted or excluded?
- What music, TV shows and movies promote kindness or upstander behavior?
- What are your special talents? What are special talents of your friends and classmates? Why is it important to be different and work together?
- How is upstander behavior similar and/or different from being a hero?

“BullyBust really helped me to realize how many people are affected by bullying every day. This realization gave me a better respect for people’s feelings.”
—Jack L. 7th grade student

- When you think about our country’s past, who would you consider upstanders? Who are our country’s current upstanders?
- When have you been an upstander? What is difficult or scary about being an upstander?

Ensure policy and infra-structure support.

As you build your *Upstander Alliance*, it is critical to connect and align your work with the school’s mission, priorities and initiatives. Sometimes the match will be easy. Many schools have discipline guidelines that are open to and supportive of, a broader approach to upstander behavior and school climate; some schools and districts have established structures to sustain this work. At other times, your work may challenge local policies—or advocate for structures that do not yet exist. All of this is part of an *Upstander Alliance*. Success requires time, care, planning, persistence, patience—and allies. But the work you do matters.

“BullyBust helped our school start really solving the problems with bullies. Our school has started a club to promote kindness to everyone.”
—Lauranne W., 7th grade student

How to Connect with Other *Upstander Alliances*

Check out the links on the BullyBust website (www.bullybust.org/upstander). Assign members of your *Upstander Alliance* to research a few of the resources and groups on the website; report back and decide on your top priorities for networking. On the project resources page, you will find examples of how other teams have engaged their community and have access to tools that will help your Alliance start a project together.

Contact national organizations that have resources and sponsor events. These might include the national student council groups, Special Olympics, GLSEN—or even agencies within the state or federal government. Check out the Bullybust website for more ideas.

Visit youth organizing sites. Young people around the nation are engaged in organizing initiatives around issues related to your *Upstander Alliance*, as well as more generally to projects that promote civic engagement and social change. They will be interested in your work, and you can learn from them. The Resource section includes a few examples.

Share successful activities through links, blogs, etc. The BullyBust website includes opportunities for student and adults to connect through online discussions, the blog, Q & A sessions with experts, and more. Visit www.bullybust.org/upstander for more details. With your help, we’ll continue to build and strengthen these opportunities.

Examples of Effective *Upstander Alliances*

Every school uses BullyBust supports in different ways to help make a difference. In the Fall of 2010, BullyBust teamed up with the Broadway show WICKED to create “Stand Up to Bullying,” a national bully prevention Student Learning Guide and Teacher Tool Kit with lessons designed to raise awareness about the harmful effects of bullying on victims, bystanders and bullies themselves. These

supplements educated students on how to prevent bullying using the inspiring story of the Broadway musical WICKED and real-world examples from the news. Below we’ve highlighted how two schools brought these supports to life and engaged youth in the effort to prevent bullying. You can find more inspiring stories in our Upstander Heroes section on www.bullybust.org.

> Debra Leporati, and her 7th grade class Warwick Valley Middle School, Warwick, NY



Ms. Leporati truly helped bring the BullyBust/WICKED “Stand up to Bullying” student guide to life in her classroom by engaging students in real-life conversations about how they can become upstanders –instead of passive bystanders–in their school. The “Defying Gravity” essay contest was designed to help schools promote upstander behavior in the classroom and allow students to share their stories about how they stood up to bullying in their own lives, drawing on the inspiring story of WICKED. All the 7th graders took part in the contest, and shared their experiences on how they overcame bullying, stopped bullying others, or stood up for a victim of bullying in their own lives. In addition, Ms. Leporati worked through each of the classroom-based activities with students and found ways to enrich them by encouraging student writing on

the topic. She asked students to submit their best upstander ideas, for how they could work together to prevent bullying at Warwick Middle School, and these ideas will form the basis for a student-led engagement project in the 2011-12 school year.

Ms. Leporati also explored themes of bullying through students favorite books, poems, and media, using these opportunities to have in-depth conversations with her students about the values they hold and the way others should be treated. By highlighting topics that are close to them and using themes from WICKED, Ms. Leporati helped students recognize bullying behavior more readily and develop strategies for dealing with it effectively when bullying occurs.

Seventh-grade student at Warwick, Natalie D. was a finalist for the “Defying Gravity” contest for her powerful essay. Ms. Leporati and her 7th grade class’ dedication to this work brought them to New York City to see the show live on Broadway. Prior to the performance, the class attended a free workshop led by the WICKED cast members, sending the message that we can all be “upstanders” and become part of the solution to end bullying. Beyond the benefits of the contest, Debra reported that she noticed a change in her classroom. The bullies became more conscious of their behaviors, the victims felt supported, and the passive bystanders became active Upstanders. The BullyBust program has become a catalyst of change beginning with the 7th grade class and is now expanding to all of Warwick Val-

ley Middle School. Ms. Leporati and her class have become an important agent and powerful partner in our mission to end bullying.

As Ms. Leporati notes, *"I spoke with the students about this. Do we want war or peace? If we can teach*

the children how to deal with conflict in ways that do not exclude but include, that do not break down but build up and empower, then the future can be bright. Thank you for this project. It is important."

> Carol Little, and campus students

Harrisburg School District, Weiner Elementary & High School Campus, Weiner, AR



On the Weiner Campus of the Harrisburg School District, the BullyBust supports form the foundation of a district-wide anti-bullying program with the anticipated outcome to be "no more bullies!". Each year, the district hosts an Anti-bullying week to kick off their awareness initiatives. To begin the program, a demonstration of a bullying situation is played out by high school students. The characters in the role play are the bully, doormat (the person who does and says whatever the bully wants him/her to do), bystanders, victim and Upstander. At the start of the presentation the bully and victim holds to either side of a piece of material with the words "POWER" written on it. The bully holds to a bigger piece of the material and the victim holds to very little. The doormat comes in and causes more "POWER" to be given to the bully. The bystanders, who do nothing, come in and even more "POWER" is given to the bully. As the Upstander comes up and stands next to the victim some "POWER" is given to the victim. When the bystanders see the Upstander they walk closer to the victim pulling more "POWER" toward the victim. As the doormat watches he also walks toward the victim which gives the victim even more "POWER" and now the bully is holding on to very little of the material. This demonstration shows how "POWER" works in a bully situation.

After this demonstration we explain that an Upstander is one who stands up with the victim not the bully. Many people are intimidated by bullies and will not stand up to them if they are the ones being bullied or not. But when they are taught to leave the bully completely out of the equation and stand up with the victim so that he/she does not feel alone, they feel more comfortable and therefore will carry through with the act. The Weiner Campus has proven this to work for the past two years.

Each grade, K-12, has two ambassadors that the teachers have chosen to be trustworthy students. If the students see someone being an Upstander they report their names to their ambassador and the ambassador reports the names to their teacher, school counselor or principal. The Upstander's picture will go up on the "Upstander Wall of Fame" in the elementary and the "Upstander Graffiti Wall" in the high school. Just this little bit of recognition has proven to be incentive enough for students to help each other.

One of the high school students, Drake Melton, wrote an Upstander Rap and two of the EAST lab students, Carly Bradley and Katelyn Junyor, put together a video to the rap in which the whole school is embracing the Upstander message. The first two lines are "Don't be a bully 'cause bullies aren't cool, Be an Upstander, 'cause Upstanders rule!. If one walks down the hall of the elementary or high school at any given time during the day, they are sure to hear someone reciting the rap.

As Ms. Little notes, "The bullying may not have completely stopped yet, but the students are talking about it and distinguishing the difference between being a bully and being an Upstander. That is the first step. The teachers and staff of the school are also a big part of this endeavor in that they keep this in front of the students on a daily basis. We are dedicated to have a school full of Upstanders and not bullies! I cannot tell you how well BullyBust's Upstander message works!. Our motto is, "Stand up WITH the victim not up TO the bully!"

Resources to Support Your Work

Below is a sampling of resources to support your work.

BullyBust Website

The NSCC website (www.bullybust.org) contains many resources (organizations, sample forms, sample projects, links to other resources)—as well as opportunities for your *Upstander Alliance*.

www.StopBullyingNow.hrsa.gov

This site includes two rich sets of resources: The Youth Leaders' Toolkit and the Youth Have the Power! (YHTP!) website. Here you can find tools to organize alliances at your school and in your community.

www.inthemix.org/bullying

This website includes a 30 minute documentary for teens about bullying. In The Mix is an award-winning PBS teen series.

www.pacer.org/bullying

This site is the home of the National Bully Prevention Awareness Month activities and provides key resources, including links to two age-appropriate student-focused web sites (www.teensagainstabullying.org and www.kidsagainstabullying.org).

That's Not Nice

This article tells the story of one young student's efforts to stop bullying, and the response it generated from school personnel. The article can be used to raise awareness, initiate discussion or provide an example of an *Upstander Alliance* (www.ascd.org/publications/educational-leadership/summer11/vol68/num09/Stop-It!-That's-Not-Nice!.aspx?utm_source=summerpromotion&utm_medium=social-media&utm_campaign=el-summer-2011)

National School Climate Center Breaking the Bully-Victim-Bystander Cycle Toolkit

W. Eyman & J. Cohen, 2009

This toolkit provides resources, roadmaps, activities, and resources that link bully prevention to school climate efforts.

The Bully, the Bullied and the Bystander

Barbara Coloroso (Collins, 2008)

This book provides a readable, effective introduction to the consequences of bullying and strategies to prevent/respond to bullying. The book can be a useful component of a resource library, the focus for staff or parent discussion groups, or a source of information for a PSA.

The Little Book of Restorative Discipline for Schools

Lorraine Stutzman Amstutz and Judy H. Mullet, (Little Books Publishing)

This book is a brief, readable introduction to discipline strategies that focus on healing and strengthening community, rather than responding to bullying or other violence through exclusion and punishment.

Making Your School Safe: Strategies to Protect Children and Promote Learning

J. Devine & J. Cohen, (Teachers College Press, 2007)

This book provides an overview of bullying and prevention that includes definitions, strategies and materials.

Stand Up to Bullying: Developing a Community of Upstanders with BullyBust

Available from the National School Climate Center (www.bullybust.org), this toolkit provides an overview, information, and curriculum materials.

Oasis Center, Nashville, Tennessee

www.oasiscenter.org

The Center is the source of some ideas for youth organizing that are contained in this toolkit.

<http://scrc.schoolclimate.org/>

This link from the NSCC includes curriculum and lesson plans to infuse bully prevention and other school-climate projects into your school program.

www.adl.org/education/education_resources_prek.asp

Lesson plans and resources for anti bias/discrimination education.

www.safeschoolscoalition.org/rg-lessonplans.html

This resource focuses on issues pertaining to homophobia. Lesson 4 speaks directly about upstanding. Lesson 5 postulates a school without bullying or cruel behavior.

<http://webhost.bridgew.edu/marc/hscurrdetails.html>

The goal of this curriculum is to increase the knowledge and awareness of children in grades 9-12 about cyber-skills.

www2.facinghistory.org/Campus/bethechange.nsf/TeacherResourcesPre?OpenForm

This resource provides Guidelines for school-based work from Facing History and Ourselves.

www.tolerance.org/supplement/resources-and-project-partners

This link includes general resources for teaching and promoting tolerance in school settings.

www.tolerance.org/supplement/anti-bullying-resources

This resource focused on bully prevention guidelines from Teaching Tolerance.

THANK YOU for starting an *Upstander Alliance*!

Keep in touch with us at www.bullybust.org.

Please let us know what you are **learning, doing** and **changing!**