

Help, don't hurt.

Représentation de soi et rapport à autrui: Bullying is to seek to harm, intimidate, or coerce someone perceived as vulnerable. Bully is a national cause, world-wide.

To what extent does bullying concerns us all?

1- Bullying; what ? Why?

1a – Bullying : quotes : choisir son quote préféré, expliquer pourquoi (pair work)

retour au tableau: quel sont les éléments qui ressortent le plus ?

Mise en commun ½ classe un tableau: un mot par personne

puis photo pour garder pour la fin (faire le pendant)

travail sur la feuille de papier: on insulte, on plie = à la fin c'est une boule.

On déplie on dit un mot gentil

conclusion: il reste des marques, plus la même

parallèle entre la boule (solide, va loin = le côté je me protège / je me consolide) et la feuille de papier, molle qui ne va pas loin

mais pas la même utilité. Et pour avoir la même: qqe plis intelligent le permet (avion)

summary dans le cahier

1b- what? (manuel Sparks 2nde, Belin education) : travail de repérage: 4/5 min sans note

lecture du texte: repérage de ce qu'on a compris: on écrit 2 questions autour du texte, distribution des questions, réponse en groupe au tableau

1c- why? (manuel Sparks 2nde, Belin education): lecture puis 5 conseils à celui qui bully et à celui qui ne bully pas

passage au tableau, explication et chaque groupe donne un conseil => écrit au tableau et expliciter

écriture d'une saynète en vue de la jouer et mise en oeuvre d'un conseil. Groupe libre

ou

1c- why? (manuel Sparks 2nde, Belin education)

=> découpage du doc en 7 parties

appropriation du texte, explication / résumé sous format écrit par les élèves (un papier par groupe)

mettre les titres au tableau:

WHY : stress and trauma – low self-esteem – They've Been Bullied – difficult Home Life -

WHAT: Bullying - what? - 6 common Bullying Behaviors – Nothing New (A word from Roald Dahl

proposer titre: Why / What et demander au élèves de trier entre les deux

leur demander de créer le flyer à partir des documents => peuvent en enlever certains éléments, peuvent mettre les titres en couleur + doivent rajouter 2 items rédigé + titres

(cf textes dans doc annexe en dessous)

2- Cyberbullying

2a- What is Cyber Bullying ? From *stopbullying.gov and unicef.com*:

texte découpé: faire faire parler les élèves entre eux

donner les titres et les faire remplir => soit en commun avec un mot et une explication soit en pair / group work pour rédaction (sans les textes)

2b- *Cyber Bullying: Worse Than Traditional Bullying*, [Scott Meech](#) May 01, 2007, teachlearning.com
réfléchir à des mots clés et les expliquer
faire faire recap en commun / mind mapping avec passage au tableau de certains en échangeant les mind maps?

CO :bullying (en entrainement) et stop bullying en CO noté

I've never understood bullying. Why do people have to make the life of another person so miserable? Why do they think they have the right to punch and kick someone they think is weaker than them. I was bullied when I was a child. It was a living hell. I was really afraid to go to school, for many, many years. I knew I was not safe during break times. It was always a group of bullies that got me in the corridors, or on the playing fields. They made me hate school. I know they also changed me for life. I have no confidence now. I'm 32 years old but I'm afraid to speak up for myself. The school bullies took away my belief in myself. They didn't know that they would scar me for life. The physical scars have gone but not the emotional ones.

3- Bullying consequences

3a- *Thirteen Reasons Why*, movie poster by Netflix: 4 posters :
travail sur les images avec le carré blanc: on se focalise sur ce que l'on voit puis travail sur l'image en entier : travail en pair work au hasard et présentation en commun

Trailer en annexe

3b- *Thirteen Reasons Why*, Netflix, Season 1, episode 1 – 45 minutes, photo qui circule => visionner, réaction.

Imaginer la photo – revenir sur la capture d'écran

conclusion: who are the bullies? Everybody y compris la prof qui ne fait rien

imagine a message Hannah or Justin might have sent later on
recap écrit dans le texte

3b1- *Thirteen Reasons Why*, Jay Asher, 2007, extract question sur le drive
séparer Clay et Hannah => liste des sentiments / action / réaction

rédaction notée: guess what happened to Alex, Clay or Jessica after everyone read the list and listened to the tape

What next? imagine what happens to Alex, Jessica or Clay, once everyone read the list and listened to the tapes

1- j'ai raconté une histoire 1pt

2- J'ai écrit 200 mots - 1pt

3- Je me suis focalisé sur un seul personnage 1pt

4- J'ai utilisé les mots imposés (3 mots parmi 4 listes de mon choix sur le Netboard) 3 pt

5- cette histoire était logique par rapport aux documents

6- j'ai mis des rebondissements intéressants 3 pt

7- mon histoire était développée 2 pt

8- Richesse lexicale : 4pt

9- Richesse linguistique 4pt

3c- Who is next? Part 1, Laura Kasischke, *The Life before Her Eyes*, 2002 :
mettre en pairwork, distribuer une feuille brouillon par personne
lecture du texte (group work) : mind mapping ou mots clé ou texte
on échange les documents : lecture et appropriation résumé d'un autre groupe
proposition squelette histoire sur 2nde feuille: on redistribue la feuille au hasard

écriture histoire : what next?

Confrontation avec le texte:

3d- Who is next? Part 2, Laura Kasischke, *The Life before Her Eyes*, 2002
même exercice
mais cette fois: travail en interaction (impro? Semi impro? Noté ?)

4- Anti-Bullying action

4a- How to deal with a bully? www.stompoutbullying.org : texte avec titre à trou, retrouver les titres et correction => surligner les meilleurs conseils et en discuter en pair work
expliquer en échange commun pourquoi on a choisi / on est d'accord ou pas

4b- *Silence Hurts*, Jordan Bailey: travail de description

4c- *Evan*, Sandy Hook promise campain : débat + / -

<https://www.youtube.com/watch?v=A8syQeFtBKc&t=32s>

4d- are you okay? | Award-Winning Short Film
<https://www.youtube.com/watch?v=tJsGGsPNakw>

découpage en 4 partie, son enlevé.

Travail au dialogue : ttes la vidéo doit être meublée.

Passage au tableau des partie les unes après les autres, en une seule traite.

Activité 2: faire Imaginer la fin

3- Bullying consequences

3a- *Thirteen Reasons Why*, movie poster by Netflix: 4 posters : travail en pairwork de description de son poster puis monter le poster (ou le faire dessiner?)

recap ensemble => what is it going to deal with?

Trailer en annexe

3b- *Thirteen Reasons Why*, Jay Asher, 2007, extract from the book à réfléchir – question sur le drive

3b2- - *Thirteen Reasons Why*, Netflix, Season 1, episode 1 – 45 minutes, photo qui circule => visionner, réaction.

Imaginer la photo – revenir sur la capture d'écran

imagine a message Hannah or Justin might have sent later on

recap écrit dans le texte

3c- Who is next? Part 1, Laura Kasischke, *The Life before Her Eyes*, 2002 :
mettre en pairwork, distribuer une feuille brouillon par personne
lecture du texte (group work) : mind mapping ou mots clé ou texte
on échange les documents : lecture et appropriation résumé d'un autre groupe
proposition squelette histoire sur 2nde feuille: on redistribue la feuille au hasard

écriture histoire : what next?

Confrontation avec le texte:

3d- Who is next? Part 2, Laura Kasischke, *The Life before Her Eyes*, 2002
même exercice ou le gardé avec le film

4- Anti-Bullying action

4a - *Evan*, Sandy Hook promise campain : mettre en rapport avec le textte puis avec le film Are U ok

<https://www.youtube.com/watch?v=A8syQeFtBKc&t=32s>

4b- are you okay? | Award-Winning Short Film

<https://www.youtube.com/watch?v=tJsGGsPNakw>

découpage en 4 partie, son enlevé.

Travail au dialogue : ttes la vidéo doit être meublée.

Passage au tableau des partie les unes après les autres, en une seule traite.

Activité 2: faire Imaginer la fin ou fin du texte au choix: mettre en // la notion de pouvoir: pouvoir de celui qui bully, pouvoir de celui qui tend la main
montrer le film / regarder le film en entier en HW

4c- *Silence Hurts*, Jorden Bailey: travail de description

4d- How to deal with a bully? www.stompoutbullying.org : texte avec titre à trou, retrouver les titres et correction => surligner les meilleurs conseils et en discuter en pair work
expliquer en échange commun pourquoi on a choisi / on est d'accord ou pas

Help, don't hurt.	
<i>Représentation de soi et rapport à autrui: Bullying is to seek to harm, intimidate, or coerce someone perceived as vulnerable. Bully is a national cause, world-wide.</i>	
	To what extend does bullying concern us all?
At the end of the Unit, I will be able to	<ul style="list-style-type: none"> - identify what bullying is - understand what makes a person vulnerable - conclude to what extend it can go to - mature a conclusion about what to do
What vocabulary will I need ?	<ul style="list-style-type: none"> - vocabulary from Sparks 2nd - advice - feeling

What grammatical structure will I need ?	<ul style="list-style-type: none"> - advice - suggestion - the / article zéro
What documents will be used ?	<p>1- Bullying; what ? Why? 1a – Bullying : quotes 1b- what? (manuel Sparks 2nde, Belin education) 1c- why? (manuel Sparks 2nde, Belin education)</p> <p>2- Cyberbullying 2a- <i>What is Cyber Bullying ?</i> From stopbullying.gov and unicef.com 2b- <i>Cyber Bullying: Worse Than Traditional Bullying</i>, Scott Meech May 01, 2007, teachlearning.com</p> <p>3- Bullying consequences 3a- <i>Thirteen Reasons Why</i>, movie poster by Netflix 3b1- <i>Thirteen Reasons Why</i>, Jay Asher, 2007, extract from the book 3b2 - <i>Thirteen Reasons Why</i>, Netflix, Season 1, episode 1 3c- Who is next? Part 1, Laura Kasischke, <i>The Life before Her Eyes</i>, 2002 3d- Who is next? Part 2, Laura Kasischke, <i>The Life before Her Eyes</i>, 2002</p> <p>4- Anti-Bullying action 4a- <i>Evan</i>, Sandy Hook promise campaign 4b- are you okay? Award-Winning Short Film 4c- <i>Silence Hurts</i>, Jordan Bailey 4d- How to deal with a bully? www.stompoutbullying.org</p>
What will I learn about ?	<ul style="list-style-type: none"> - about how bullying is about low self-esteem - what are the consequence of bullying - how bullying is fought in the USA (and why)
Final Task	You will launch an anti-bullying campaign of your own

Instructions for your Final Task :

- 1- you may work in pairwork
- 2- your campaign must be visual but you will also need to explain what made you decide to conduct it the way it is going to be conducted
- 3- It may be a poster, an article, a poem, a video, a call for a precise action that you are advertising for
- 4- make it rallying!

	Qualité du contenu	Pt score	Expression orale en continu	Pt score	Correction de la langue orale	Pt score	Richesse de la langue	Pt score
C1	J'ai traité le sujet et j'ai produit un oral fluide, convainquant, étayés par des éléments (inter)culturels pertinents.	30	J'ai développé mon sujet de manière complexe, en me basant sur mes connaissances acquises et personnelles. Mon sujet a été traité de façon très approfondie sans que je n'ai recours à des notes écrites	30	J'ai une langue correcte grammaticalement, y compris lorsque je mobilise des structures complexes, mon accent est authentique ou presque	30	J'utilise de manière pertinente un vaste répertoire lexical incluant des expressions idiomatiques, des nuances de formulation et des structures variées.	30
	B2 vers le C1	25	B2 vers le C1	25	B2 vers le C1	25	B2 vers le C1	25
B2	J'ai su expliquer l'ensemble de ma campagne anti-harcèlement qui était convaincante et concluante, mon support était original, mon travail très poussé.	20	J'ai su donner une opinion claire sur ce qu'était le harcèlement, sous toutes ses formes, j'ai justifié le choix de ma prestation.	20	J'ai une bonne maîtrise des structures simples et courantes. Les erreurs sur les structures complexes ne donnent pas lieu à des malentendus, j'ai une très bonne intonation,	20	Je produis un énoncé dont l'étendue du lexique et des structures sont suffisantes pour permettre des précisions et une variété des formulations.	20
	B1 vers le B2	15	B1 vers le B2	15	B1 vers le B2	15	B1 vers le B2	15
B1	Le choix de support était attractif, direct et percutant. J'ai expliqué mon choix et le déroulé de ma campagne de façon précise	10	Le sujet du harcèlement a été traité de façon constructive, convaincante et étayée. Ma prestation était convaincante	10	Je maîtrise des structures simples et courantes. Les erreurs sur les structures simples ne gênent pas la compréhension, j'ai un bon accent / je fais des efforts pour mon accent.	10	Je peux produire un énoncé mais je n'ai pas suffisamment de vocabulaire: je dois utiliser des périphrases et de répétitions	10
	A2 vers le B1	7	A2 vers le B1	7	A2 vers le B1	7	A2 vers le B1	7
A2	J'ai mené une campagne anti-harcèlement et j'ai su expliqué dans les grandes lignes cette campagne	5	J'ai traité le sujet en terme simple, mon discours était bref, et les éléments juxtaposés	5	Je produis un énoncé oral immédiatement compréhensible malgré des erreurs fréquentes, mon accent est trop français	5	Je peux produire un énoncé dont les mots sont adaptés à l'intention de communication, mais mon répertoire lexical est limité	5
	A1 vers le A2	4	A1 vers le A2	4	A1 vers le A2	4	A1 vers le A2	4
A1	j'ai présenté un travail en rapport avec le thème mais le travail était trop léger / l'explication confuse / la campagne pas convaincante	3	J'ai traité le sujet en terme très simple, mon énoncé est ponctué de pause, de faux démarrages, d'hésitation	3	Je produis un énoncé oral globalement compréhensible mais il n'est pas facile de me comprendre	3	Je peux produire un énoncé intelligible malgré un lexique pauvre.	3
Pré-A1	J'ai présenté une campagne anti-harcèlement	1	J'ai pu amorcer un propos avec des mots mémorisés	1	Je produis un énoncé oral mais il est peu intelligible.	1	Je peux produire quelques éléments stéréotypés.	1

Total point obtenus	0	1-4				5- 12				13-18				19-22				23-31				32-39				40+				B1			
	0	1-12				13-17				18-20				21-25				26-39				40-59				60+				B1-B2			
	0	1-12				13-20				21-29				30-39				40-59				60-79				80+				B2			
NOTE s/ 20	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20												

1a- Anti-Bullying quotes

Anti- Bullying Quotes

1. "If you're insulting people on the Internet, you must be ugly on the inside."
2. "Cyber bullying is bullying. Hiding behind a pretty screen doesn't make it any less hateful."
3. "Unless and until our society recognizes cyber bullying for what it is, the suffering of thousands of silent victims will continue."
4. "Cyber bullies can hide behind a mask of anonymity online and do not need direct physical access to their victims to do unimaginable harm."
5. "Not all forms of abuse leave bruises."
6. "Maybe you never considered yourself a bully, a batterer or an abuser before, but maybe you are —."
7. "No one heals himself by wounding another."
8. "People who repeatedly attack your confidence and self-esteem are quite aware of your potential, even if you are not."
9. "Bullying is a horrible thing. It sticks with you forever. It poisons you. But only if you let it."
10. "No one can make you feel inferior without your consent."
11. "Never be bullied into silence. Never allow yourself to be made a victim. Accept no one's definition of your life, but define yourself."
12. "Knowing what's right doesn't mean much unless you do what's right."
13. "If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse, and you say that you are neutral, the mouse will not appreciate your neutrality."
14. "Be yourself, because the people who mind don't matter. And the people that matter, don't mind".
Dr Seuss
15. "All the whispering, glaring, pointing and judging makes them no better than whoever or whatever it is they're gossiping about."
16. "Plenty of clever children have to pretend to be not clever or else they get bullied by the thick."
17. "School administrators can't say it's up to the parents. Parents can't say it's up to the teachers. Teachers can't say it's not their job. And kids can't say, "I was too afraid to tell." Every single one of us has to play our role if we're serious about putting an end to the madness. We are all responsible. We must be." – Megan Kelley Hall (author)
18. "What if the kid you bullied at school, grew up, and turned out to be the only surgeon who could save your life?"
19. "One's dignity may be assaulted, vandalized and cruelly mocked, but it can never be taken away unless it is surrendered." — Michael J. Fox
20. "People who love themselves, don't hurt other people. The more we hate ourselves, the more we want others to suffer."
21. "I would rather be a little nobody, than to be a evil somebody." — Abraham Lincoln
22. "People say sticks and stones may break your bones, but names can never hurt you, but that's not true. Words can hurt. They hurt me. Things were said to me that I still haven't forgotten." –[Demi Lovato](#)

23. “You will never reach higher ground if you are always pushing others down.”

24. “People try to say suicide is the most cowardly act a man could ever commit. I don’t think that’s true at all. What’s cowardly is treating a man so badly that he wants to commit suicide.”

25. “The common mistake that bullies make is assuming that because someone is nice that he or she is weak. Those traits have nothing to do with each other. In fact, it takes considerable strength and character to be a good person.”

1b/ c textes:

Bullying is a problem that affects many young people.

It still occurs in a lot of schools and the consequences for both the victim and the bully can be physically and mentally damaging.

The American CDC (Centers for Disease Control and Prevention) and Department of Education define bullying as involving the following three factors:

1. unwanted aggressive behavior
2. observed or perceived power balance
3. repetition of behaviors or high likelihood of repetition

A bully might use physical, verbal or social methods to hurt his or her victim.

In English public schools, young students were forced to act as servants to older pupils. This system, known as “fagging”, led to some older students abusing their “fags”, with beatings and other mistreatment.

Bullies will mask their own insecurities, focusing instead on other people. The pressure to live up to high standards of beauty and fitness can make things worse.

Those who have been bullied are twice as likely to bully others. By bullying other students, some think they will not be bullied themselves, which can lead to a vicious cycle.

A third of children who regularly bully others say that they feel neglected and rejected by their parents/ guardians, feeling they do not spend enough time together.

In his biography, *Boy*, the British author described his own experiences of fagging. He had to sit on freezing cold toilets seats to warm them for a senior student.

“I wiped the frost off the seat with my handkerchief, then I lowered my trousers and sat down? I was there a full fifteen minutes in the freezing cold before Wilberforce arrived on the scene.

Wilberforce lowered his own trousers and sat down.

“Very good,” he said “Very good indeed”.

“Some Fags have cold bottoms,” he said, and some have hot ones.
I only use hot-bottomed Fags to heat my bog-seat. I won't forget you”

Bullies are far more likely to have lived through a stressful or dramatic episode in the previous five years, like the death of a family member or parent's divorce

1b/ c :ttre

Stress and Trauma

Low self-esteem

They've Been Bullied

Difficult Home Life

Bullying

What?

6 common Bullying Behaviors

Nothing New

A word from Roald Dahl

2b- what is cyber bullying? Stopbullying.gov + unicef.org



What is cyberbullying?

Cyberbullying is using technology to bully or hurt someone else.

Cyberbullying can include:

- Sending/sharing nasty, hurtful or abusive messages or emails
- Humiliating others by posting/sharing embarrassing videos or images
- Spreading rumours or lies online
- Setting up fake online profiles
- Excluding others online
- Repeated harassment and threatening messages (cyberstalking)
- posting embarrassing photos of someone on social media
- sending hurtful messages or threats via messaging platforms
- impersonating someone and sending mean messages to others on their behalf.



What makes cyberbullying so hurtful?

While any type of bullying can be hurtful, cyberbullying can hurt someone just as much as physical or verbal bullying because:

- It's public – lots of people can see it
- It spreads quickly
- It can be hard to escape
- The bully can be anonymous
- Removing it can be a difficult process



If you're being cyberbullied

it's important to remember:

It's **NOT** your fault

You're not alone

There is help available

It's not weak to get help

There are things you can do : The first line of defense against cyberbullying could be you.

on Twitter:

- [Mute](#) - removing an account's Tweets from your timeline without unfollowing or blocking that account

- [Block](#) - restricting specific accounts from contacting you, seeing your Tweets, and following you
- [Report](#) - filing a report about abusive behaviour

on Facebook/Instagram:

- You can opt to ignore all messages from a bully or use our [Restrict](#) tool to discreetly protect your account without that person being notified.
- You can [moderate comments](#) on your own posts.
- You can modify your settings so that only people you follow can send you a direct message.
- And on Instagram, we [send you a notification](#) you're about to post something that might cross the line, encouraging you to reconsider.

REMEMBER : You can get through this



Bullying or teasing?

The short answer is: It's complicated. Sometimes teasing is harmless and playful. Other times it can be used to hurt others. And even playful teasing can hit raw nerves or be misinterpreted.

Teasing Is a Type of Communication : Good-natured teasing is a way for people to communicate with each other. It's a social exchange.

Bullying is meant to hurt. It's not done to make friends, or to relate to someone. Just the opposite: The goal is to embarrass the victim and make the bully look better and stronger. The tricky thing is that bullying may start out as teasing. But when it's done over and over and is meant to be hurtful or threatening, it becomes bullying.

Bullying or harassment can be identified by repeated behavior and an intent to harm. Victims may have lower self-esteem and a variety of emotional responses, retaliating, being scared, frustrated, angry, and depressed. Individuals have reported that cyber-bullying can be more harmful than traditional bullying.

<https://www.techlearning.com/news/cyber-bullying-worse-than-traditional-bullying> :

Cyber Bullying: Worse Than Traditional Bullying

By [Scott Meech](#) May 01, 2007

from Educators' eZine

To most teachers, the general stereotype of a bully is an over-sized male student who uses verbal and/or physical abuse to torment the smaller or weaker child. This stereotype is perpetuated throughout pop culture.

But the Internet has changed that, as it has changed so much else. Now there is "Cyber Bullying," and although it is less physical than traditional forms of bullying, it can have more devastating and longer-lasting effects. It is rapidly becoming a major problem.

Cyber bullying is a very difficult form of bullying to prevent and to police. A major difference between cyber bullying and traditional bullying is the ability to bully without a face-to-face confrontation. Kids become emboldened by the false feeling of being anonymous and they say things they might not have said in person.

Authorities have greater difficulty in tracking down the bully because of problems in identification. Students are too often lax in their security with usernames and passwords so messages can be falsely written by individuals and misrepresented.(Beckerman & Nocero, 2003).

The long-term impact of cyber bullying is greater than with traditional bullying. Digital images, cell phones, and other electronic means can greatly increase the speed in which the bully's messages can spread. Instead of remaining a private matter or event known by only a small group, text or photographs can be communicated to a large audience in a short time" (Strom & Strom, 2005).

Perhaps the greatest long-term effect is the loss of the home as a safe-zone. Traditional bullying usually ended when a person was home, safe with their family. Cyber bullying enters into the home and is with the students at all times.

Students need to be educated on how to deal with cyber bullying as much as learning the traditional issues of drugs, sex, and nutrition. There are additional strategies that should be employed when dealing with cyber bullying. Never respond to a cyber bully. This just provides fodder and they now know that have actually made official contact. Protect your personal information with technology and change your online information including password and screen names on a regular basis.

Unit 2 : Help, don't hurt

Give your opinion on the following question, in about 150 words : How can one act against bully ?

	Qualité du contenu	Pt score	Cohérence de la construction du discours	Pt score	Correction de la langue écrite	Pt score	Richesse de la langue	Pt score
C1	J'ai traité le sujet et j'ai produit un écrit fluide, convainquant, étayés par des éléments (inter)culturels	30	J'ai produit un récit ou une argumentation complexe, cela m'a permis de démontrer d'un suage	30	J'ai une langue correcte grammaticalement, y compris lorsque je mo-	30	J'utilise de manière pertinente un vaste répertoire lexical incluant	30

	pertinents.		d'une langue et d'un raisonnement structurés.		bilise des structures complexes.		des expressions idiomatiques, des nuances de formulation et des structures variées.	
B2	mes exemples et arguments étaient étayés, variés et s'appuyaient sur le contenu du cours	20	Mes arguments étaient très développés. J'ai utilisé des connexions logiques et des connecteurs. J'ai apportés des connaissances personnelles sur le sujet	20	J'ai une bonne maîtrise des structures simples et courantes. Les erreurs sur les structures complexes ne donnent pas lieu à des malentendus	20	Je produis un texte dont l'étendue du lexique et des structures sont suffisantes pour permettre des précisions et une variété des formulations.	20
B1	j'ai argumenté et donné des exemples concrets sur les différents type de harcèlement	10	Mes arguments étaient logiques, cohérents et construits. J'ai essayé de les développer	10	Je maîtrise des structures simples et courantes. Les erreurs sur les structures simples ne gênent pas la lecture.	10	Je peux produire un texte mais je n'ai pas suffisamment de vocabulaire: je dois utiliser des périphrases et de répétitions	10
A2	J'ai traité le sujet et produit un écrit court et peu étayé.	5	J'ai exposé une expérience ou un point de vue en utilisant des connexions élémentaires	5	Je produis un texte immédiatement compréhensible malgré des erreurs fréquentes.	5	Je peux produire un texte dont les mots sont adaptés à l'intention de communication, mais mon répertoire lexical est limité	5
A1	J'ai amorcé une production écrite en lien avec le sujet	3	J'ai énuméré des informations simples et brèves.	3	Je produis un texte globalement compréhensible mais il n'est pas facile de me comprendre	3	Je peux produire un texte intelligible malgré un lexique pauvre.	3
Pré-A1	J'ai rassemblé des mots isolés, en lien avec le sujet.	1	J'ai rassemblé des notes, non articulées	1	Je produis un écrit mais il est peu intelligible.	1	Je peux produire quelques éléments stéréotypés.	1

Total point obtenus	0	1-4	5- 12	13-18	19-22	23-31	32-39	40+	B1													
	0	1-12	13-17	18-20	21-25	26-39	40-59	60+	B1-B2													
	0	1-12	13-20	21-29	30-39	40-59	60-79	80+	B2													
NOTE s/ 20	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

Are You Being Bullied? How to Deal with Bullies

Bullies: What to do?

If you're being bullied there's a lot you can do. While different tactics work for different people, the

first thing you should do is try to work it out yourself.

The more empowered you are, and the more you can help yourself, the better chance you have to stop the bully.

If the bully doesn't change their behavior, that's when talking to someone else can be really helpful.

The bully wants you to react. Their goal is to take away your power, make you sad and scared. And if you show them you are not sad and scared, they will often lose interest and they cannot take away your power.

Remember they want to upset you constantly so you get angry. If you don't get angry, the bully will lose their *own* power.

Remember that bullies are human - they eat, sleep and live just like you do. The only difference is that you are NOT a bully! Bullies act the way they do because they lack the attention or parental love and nurturing that you have. They are insecure and bully only to feel powerful.

Bullies look for a reaction from you and often lose interest if they aren't given the satisfaction of getting one.

If You Feel Safe, Here Are Some Ways To Handle The Bully:

- Walk away when the bully approaches you. Try and imagine you're walking away from a stranger. Both you and your body language will show you don't care.
- Concentrate on thinking about something else (maybe a concert you want to go to, or a new outfit you want to buy.)
- When the bully approaches you, count to 100 and keep walking. They'll never see how upset you are.
- Yelling STOP and walk away. Keep walking and don't turn around no matter what they say.
- When the bully harasses you and calls you names, look them in the eyes, LAUGH and walk away without any additional conversation.

Some great comeback lines to deal with bullies are:

- Whatever!
- Do you feel better now?
- If you're talking about me behind my back, clearly my life is a lot more interesting than yours is!
- Let's move on!
- You finally found something funny to say?
- I'm not sure why you keep saying these things about me, but I don't care.
- Be really cool and stop this!
- Enough!
- Why are you talking to me?
- Here we go again. This is boring. Let me know when you're done.
- I've been called worse from better.
- Wow, did you come up with that all by yourself?
- Pardon me, but you seem to think that I care.

Stay Positive

It can be hard to remember all your good points when someone is doing their best to be negative. However, try to think of all the things you do well and remember that you are a valuable person. Thinking of how bad the bully must be feeling may also help you to stay positive.

Build An Armored Shield Around You

Visualize a tall armored shield. Build that shield around you and when it's up, imagine all the things the bully is saying bouncing off that armored shield.

Be Confident

Bullies usually pick on people that they think are weaker than they are, so stand up to them. You might be scared but if you keep standing up to them they'll stop.

Keep out of the bully's way

If you are afraid of your bully avoid places where your bully hangs out, or take a different route to school. If the bully doesn't see you, they can't bully you.

Use The Buddy System Against Bullies

Bullies feel empowered to bully one person, but rarely will they bully a group. Hang out with your friends. If the bully does feel like conquering the group, walk away.

If after using these tactics and the bullying doesn't stop, it may be time to ask for help. Don't be afraid to let someone know that you are being bullied. There are people who care about you and will help you.

Get Help - Tell An Adult About the Bully

It may seem scary to tell someone but, telling will not only get you help, it will make you feel less afraid. If you are being physically bullied and are in danger you must speak with a trusted adult immediately. And if you can't go to your parents, seek out a trusted teacher guidance counselor or school psychologist.

If you've told a grown-up before and they haven't done anything about it, tell someone else. Tell them exactly what happened, who did the bullying, where and when it happened, how long it's been happening to you, and how it's making you feel. When you tell your teacher, guidance counselor or school psychologist, ask them what they will do to help stop the bullying. It is their job to help keep you safe. Most adults really care about bullying and will do everything they can to help you. Keep telling until someone does help you!

[If you are being bullied online ...](#)

NEVER RESPOND This could actually make the bullying worse. Immediately tell your parents or a trusted family member. Have your parents block all communications from this person. Be sure to save evidence of the cyberbullying. If you get a nasty e-mail, print it out or save it so that you can show it to an adult.

What NOT To Do If You Are Bullied

DO NOT...

- Think it's your fault. Nobody deserves to be bullied!
- Fight back or bully a person back
- Keep it to yourself and just hope the bullying will "go away." Make sure you report the bullying.
- Skip school or avoid school or afterschool activities because you're afraid of the bully
- Be afraid to tell. Telling is NOT tattling! It's the right thing to do!

- Hurt yourself. Nothing is that hopeless that it can't be resolved. As painful as bullying is, NOTHING is ever that bad that you should hurt yourself in any way.

Your Rights Against Bullies

NO MATTER, you deserve to feel safe. Everyone has the right to live in a safe and violence free atmosphere both at home and at school.

<https://www.stompoutbullying.org/how-to-deal-with-bullies>

1) Stay Positive

2) Get Help - Tell An Adult About the Bully

3) Be Confident

4) [If you are being bullied online ...](#)

5) If You Feel Safe, Here Are Some Ways To Handle The Bully:

6) Use The Buddy System Against Bullies

7) Bullies: What to do?

8) What NOT To Do If You Are Bullied

9) Build An Armored Shield Around You

10) Keep out of the bully's way

11) Some great comeback lines to deal with bullies are:

12) Your Rights Against Bullies

Texte ^plus bas

Idée DST:

DST – Help, don't Hurt

Give an account of the text in English (+5 score points) or in French, taking into account the situation described, the consequences and how to deal with it.

Don't forget to make a link with the notion: what definition, what reasons, what can be done about it.

Document A – Cyberbullying

Cyberbullying is the use of technology to harass, threaten, embarrass, or target another person: online **threats and mean**, aggressive texts, tweets, posts, or messages, as well as posting personal information, pictures, or videos designed to hurt or embarrass someone else. Cyberbullying also includes photos, messages, or pages that don't get taken down, even after the person has been asked to do so. Intimidation or mean comments that focus on things like a person's gender, religion, sexual orientation, race, or physical differences count as discrimination, which is against the law in many states. That means the police could get involved, and bullies may face serious penalties.

Online bullying can be particularly damaging and upsetting because it's usually anonymous or hard to trace. It's also hard to control, and the person being victimized has no idea how many people (or hundreds of people) have seen the messages or posts. People can be tormented nonstop whenever they check their device or computer.

Online bullying and harassment can be easier to commit than other acts of bullying because the bully doesn't have to confront their target in person.

Sometimes, online bullying, like other kinds of bullying, can lead to serious long-lasting problems. The stress of being in a constant state of fear can lead to problems with mood, energy level, sleep, and appetite. It also can make someone feel anxious, or sad. If someone is already depressed or anxious, cyberbullying can make things much worse. Students who are cyberbullied can struggle to concentrate in school, which can affect how well they do there.

It's not just the person being bullied who gets hurt. The punishment for cyberbullies can be serious. More and more schools and after-school programs are creating systems to respond to cyberbullying. Schools may dismiss bullies from sports teams or suspend them from school. Some types of cyberbullying may violate school codes or even break anti-discrimination **laws**. So a bully may face serious legal trouble.

Www.https://kidshealth.org/

Reviewed by: [Elana Pearl Ben-Joseph, MD](#) - August 2022

threats : *menace* mean: *méchant* laws: *lois*

Document B: SOME CYBERBULLYING STORIES SHARED WITH US

The following is a small sample of the thousands of anecdotal cyberbullying stories and comments we've received from children and adolescents who have experienced cyberbullying

""I've been bullied on Twitter, by two people in the last couple weeks. I've told them to stop and to leave me alone, but they keep at it. After I told them to stop and leave me alone, I stopped communication with them but they still kept tweeting me. I feel like I can't say anything with someone on Twitter bullying me. I try to make it look like I don't care and all, but it never seems to work. I've reported and blocked them. Anyone have any suggestions please?" " - 21 year-old girl from USA

"I found my daughter was being cyber bullied a week ago. It had started a few weeks earlier but became extreme last week. This was part of an ongoing bullying campaign by a group of girls at her school after a broken friendship. When it became Cyber I kept copies of the **harassment** which was lucky as I was able to take it to the school. She had been called vile horrible names, accused for things she hadn't done and set up to appear racist. We rang the school who suggested the Police. We rang them and they said that as they are all under 14 years old they couldn't do much. I then referred to the **schools policy** which clearly stated that if cyber bullying could be directly related to the child and school then it was an issue the school had to deal with in order to create a safe environment for my daughter. Feeling i might be dismissed with "your daughter is too sensitive" or similar I wrote a very precise letter with **evidence**. Protocol was then followed which was satisfactory. I did however suggest that a very active learning program be set up to educate these children on how to use privacy settings etc. I explained that banning this technology was a useless **endeavor** and would not work so we need to work with it. I would love to be able to do more in the schools so have found your site fantastic."" - mum of an 11 year-old girl from Australia

<https://cyberbullying.org/stories> - 2022-

harrasment: *harcèlement* schools policy: *règlement intérieur* evidence: *preuve* endeavor : *effort*

Doc C: stop bullying campaign (au tableau)

<https://www.springwise.com/16th November 2018>



[https://www.springwise.com/16th November 2018](https://www.springwise.com/16th-November-2018)

DST – Help don't hurt

	Identification du contexte ou de la situation d'énonciation	Pt score	Identification des réseaux de sens	Pt score	Identification des stratégies de communication	Pt score
C1	J'ai identifié les détails fins ou l'implicite tout en les replaçant dans le contexte : analyse fine des différents auteurs : MD, jeune adulte et mère au nom de son enfant campagne destiné aux adolescents mais les adultes sont tout aussi concerné de même que les acteurs de la loi et les établissements scolaires	30	J'ai identifié et analysé la logique interne du document ou dossier en distinguant le cas échéant ce qui est de l'ordre de la digression : limites à la prise en charge du harcèlement, solitude face au problème constante remise en cause critique du système	30	J'ai identifié l'articulation entre les documents, la tonalité des propos : dénonciation de la lenteur des changements de mentalités pourtant nécessaire	30
	B2 +	25	B2 +	25	B2 +	25
B2	J'ai identifié la richesse du contexte ou de la situation d'énonciation (implicite) : reconnaissance des difficultés posées par le harcèlement : impossibilité de contrôler – peu d'aide – peu d'action qui aboutissent la nécessaire prise de conscience – besoin que la justice s'en mêle témoignages qui viennent du monde entier – différence d'âge	20	J'ai identifié la cohérence globale du document ou du dossier : compréhension fine des situations des situations de harcèlement : les limites de la loi (preuve à apporter), la nécessaire prise en charge personnelle besoin du rappel constant des obligations des uns et des autres. Anonymat des différents acteurs : les auteurs du cyberharcèlement (doc A et C), les témoignages	20	J'ai repéré l'intention en distinguant l'expression du point de vue de l'exposé de faits, et les éléments implicites de l'articulation entre les documents : désir d'éclaircissement de partage de faire bouger les choses à travers 3 sortes d'action : définition détaillée et générale, les témoignages ciblés et une campagne.	20
	B1 +	15	B1 +	15	B1 +	15
B1	j'ai relevé des informations détaillées sur le contexte et établir des liens entre elles : définition détaillée du harcèlement / cyber harcèlement – conséquences sur les personnes harcelées définition générique et témoignages	10	j'ai relevé l'essentiel des éléments porteurs du sens : compréhension détaillée des situations de harcèlement telle que présentées dans le doc A et B (différence entre cyber et harcèlement, outils, conséquences sur la santé mentale- conséquence à long terme)	10	J'ai identifié l'expression de points de vue, souhaits, perspective. J'ai identifié la nature de l'articulation entre les documents :	10

			difficulté de prise en charge			
	B1-	7	B1-	7	B1-	7
A2	j'ai relevé des informations explicites sur les documents : témoignage – définition globale - campagne	5	j'ai compris globalement les les documents : définition du cyberharcèlement – détail des situations de cyberharcèlement – campagne contre (description de l'affiche)	5	J'ai identifié la nature du / des documents et j'ai pu les mettre en lien avec quelques éléments du contenu.	5
	A2 -	4	A2 -	4	A2 -	4
A1	j'ai relevé des informations isolées, simples et les ai articulées les unes aux autres.	3	J'ai construit une amorce de compréhension en relevant des mots ou des expressions.	3	J'ai relevé quelques données caractéristiques évidentes du / des documents.	3
pré-A1	j'ai relevé quelques données.	1	J'ai relevé des mots transparents et / ou familiers.	1	J'ai relevé quelques informations isolées, simples..	1

Total point obtenus	0	1-5			6-9			10-12			13-15			16-22			23-29			30+	B1	
NOTE s/ 20	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

Unit 2 : Help, don't hurt

Give your opinion on the following question, in about 150 words : How can one act against bully ?

	Qualité du contenu	Pt score	Cohérence de la construction du discours	Pt score	Correction de la langue écrite	Pt score	Richesse de la langue	Pt score
C1	J'ai traité le sujet et j'ai produit un écrit fluide, convainquant, étayés par des éléments (inter)culturels pertinents.	30	J'ai produit un récit ou une argumentation complexe, cela m'a permis de démontrer d'un usage d'une langue et d'un raisonnement structurés.	30	J'ai une langue correcte grammaticalement, y compris lorsque je mobilise des structures complexes.	30	J'utilise de manière pertinente un vaste répertoire lexical incluant des expressions idiomatiques, des nuances de formulation et des structures variées.	30
B2	mes exemples et arguments étaient étayés, variés et s'appuyaient sur le contenu du cours	20	Mes arguments étaient très développés. J'ai utilisé des connexions logiques et des connecteurs. J'ai apportés des connaissances personnelles sur le sujet	20	J'ai une bonne maîtrise des structures simples et courantes. Les erreurs sur les structures complexes ne donnent pas lieu à des malentendus	20	Je produis un texte dont l'étendue du lexique et des structures sont suffisantes pour permettre des précisions et une variété des formulations.	20
B1	j'ai argumenté et donné des exemples concrets sur les différents type de harcèlement	10	Mes arguments étaient logiques, cohérents et construits. J'ai essayé de les développer	10	Je maîtrise des structures simples et courantes. Les erreurs sur les structures simples ne gênent pas la lec-	10	Je peux produire un texte mais je n'ai pas suffisamment de vocabulaire: je dois utiliser des périphrases et de répétitions	10

					ture.			
A2	J'ai traité le sujet et produit un écrit court et peu étayé.	5	J'ai exposé une expérience ou un point de vue en utilisant des connexions élémentaires	5	Je produis un texte immédiatement compréhensible malgré des erreurs fréquentes.	5	Je peux produire un texte dont les mots sont adaptés à l'intention de communication, mais mon répertoire lexical est limité	5
A1	J'ai amorcé une production écrite en lien avec le sujet	3	J'ai énuméré des informations simples et brèves.	3	Je produis un texte globalement compréhensible mais il n'est pas facile de me comprendre	3	Je peux produire un texte intelligible malgré un lexique pauvre.	3
Pré-A1	J'ai rassemblé des mots isolés, en lien avec le sujet.	1	J'ai rassemblé des notes, non articulées	1	Je produis un écrit mais il est peu intelligible.	1	Je peux produire quelques éléments stéréotypés.	1

Total point obtenus	0	1-4	5-12	13-18	19-22	23-31	32-39	40+	B1													
	0	1-12	13-17	18-20	21-25	26-39	40-59	60+	B1-B2													
	0	1-12	13-20	21-29	30-39	40-59	60-79	80+	B2													
NOTE s/ 20	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

UNIT 2 : Help, don't Hurt CO – Cyberbullying

	Identification du contexte ou de la situation d'énonciation	Pt score	Identification des réseaux de sens	Pt score	Identification des stratégies de communication	Pt score
C1	J'ai identifié les détails fins ou l'implicite tout en les replaçant dans le contexte :	30	J'ai identifié et analysé la logique interne du document ou dossier en distinguant le cas échéant ce qui est de l'ordre de la digression : impuissance exprimée face à l'anonymat et l'incompréhension de l'origine du cyberharcèlement, ensemble des explications du cyberharcèlement et des actions prises	30	J'ai identifié l'articulation entre les documents, la tonalité des propos : appel à une prise de conscience généralisée : acteur, victime, réseaux sociaux qui permettent l'anonymat	30
B2	J'ai identifié la richesse du contexte ou de la situation d'énonciation (implicite) : appel à la vigilance : besoin de l'action de tous (harcelés, harceleur, adulte) limite des actions (anonymat)	20	J'ai identifié la cohérence globale du document : explication détaillée du cyberharcèlement : message de haine, demande de quitter le lycée, isolement de la personne harcelée, incompréhension, messages anonymes qui durent malgré les appels à cesser actions prises : couper l'Internet, sortir des réseaux sociaux, alerter le personnel du lycée conséquence à long terme : dépression, perte d'estime de soi, incompréhension, difficulté à faire cesser	20	J'ai repéré l'intention en distinguant l'expression du point de vue de l'exposé de faits, et les éléments implicites de l'articulation entre les documents : appel à une prise de conscience	20

B1	j'ai relevé des informations détaillées sur le contexte et établir des liens entre elles : interview, Taylor (la fille), sa mère (Barbara) situation de cyber harcèlement, mesure prise	10	j'ai relevé l'essentiel des éléments porteurs du sens : explication de ce qu'est le cyberharcèlement, conséquence, anonyme, durée (au moins un éléments de chaque)	10	J'ai identifié l'expression de points de vue, souhaits, perspective : désir d'informer, de partager son expérience, possible qu'avec le recul	10
A2	j'ai relevé des informations explicites sur le document : témoignage, 3 intervenants : une journaliste, une mère et sa fille lycéenne	5	j'ai compris globalement le document ou le dossier : situation de harcèlement via Internet, incompréhension, message de haine	5	J'ai identifié la nature du document : témoignage quelques années après la fin du harcèlement	5
A1	j'ai relevé des informations isolées, simples et les articuler les unes aux autres.	3	J'ai construit une amorce de compréhension en relevant des mots ou des expressions.	3	J'ai relevé quelques données caractéristiques évidentes du / des documents.	3
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	0	1-5				6-13			14-17			18-22			23-29			30-49			50+		B1-B2
	0	1-11				12-15			16-20			21-29			30-39			40-59			60+		B2
NOTE s/ 20	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Cyberbullying

Taylor is a middle school student who has a circle of good friends. She's quiet, not the kind to provoke people or get into fights. So she wasn't prepared for what she found when she logged on her Facebook page one day.

I believe the first message I received was someone telling me I didn't have any friends and they wished I would just die and they wished I would go away and telling me how much they hated me and all these things that... I can't understand why someone would tell these awful things to me, because no matter who you are, no one deserves to be told those things. No one deserves to have to feel the pain.

Her pain grew to the point where she finally broke down and told her mother.

It took her weeks to come to me and finally she did. It had gotten to the point where she felt so out of control that she was like: 'I don't know what to do.' And I didn't know what to do.

Barbara, Taylor's mother, reacted as many parents would.

Immediately my snap reaction was: 'We're deleting all the accounts!' Or, you know, turning off the internet. Anything I can, to, at least take out some part of the equation.

Compounding the pain was the fact that Taylor's attackers were able to post their comments anonymously. Barbara alerted school officials and Taylor got help from her school counselor. Eventually the attacks stopped. [01:26]

<https://beta.prx.org/stories/103272>

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Bullies look for a reaction from you and often lose interest if they aren't given the satisfaction of getting one.

- Walk away when the bully approaches you. Try and imagine you're walking away from a stranger. Both you and your body language will show you don't care.
- Concentrate on thinking about something else (maybe a concert you want to go to, or a new outfit you want to buy.)
- When the bully approaches you, count to 100 and keep walking. They'll never see how upset you are.

- Yelling STOP and walk away. Keep walking and don't turn around no matter what they say.
 - When the bully harasses you and calls you names, look them in the eyes, LAUGH and walk away without any additional conversation.
-

- Whatever!
 - Do you feel better now?
 - If you're talking about me behind my back, clearly my life is a lot more interesting than yours is!
 - Let's move on!
 - You finally found something funny to say?
 - I'm not sure why you keep saying these things about me, but I don't care.
 - Be really cool and stop this!
 - Enough!
 - Why are you talking to me?
 - Here we go again. This is boring. Let me know when you're done.
 - I've been called worse from better.
 - Wow, did you come up with that all by yourself?
 - Pardon me, but you seem to think that I care.
-

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If you've told a grown-up before and they haven't done anything about it, tell someone else. Tell them exactly what happened, who did the bullying, where and when it happened, how long it's been happening to you, and how it's making you feel. When you tell your teacher, guidance counselor or school psychologist, ask them what they will do to help stop the bullying. It is their job to help keep you safe. Most adults really care about bullying and will do everything they can to help you. Keep telling until someone does help you!

NEVER RESPOND This could actually make the bullying worse. Immediately tell your parents or a trusted family member. Have your parents block all communications from this person. Be sure to save evidence of the cyberbullying. If you get a nasty e-mail, print it out or save it so that you can show it to an adult.

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 - Fight back or bully a person back
 - Keep it to yourself and just hope the bullying will "go away." Make sure you report the bullying.
 - Skip school or avoid school or afterschool activities because you're afraid of the bully
 - Be afraid to tell. Telling is NOT tattling! It's the right thing to do!
 - Hurt yourself. Nothing is that hopeless that it can't be resolved. As painful as bullying is, NOTHING is ever that bad that you should hurt yourself in any way.
-

NO MATTER, you deserve to feel safe. Everyone has the right to live in a safe and violence free atmosphere both at home and at school.

<https://www.stompoutbullying.org/how-to-deal-with-bullies>