



Empowering Students to Find Their Voice

Competency

Educator empowers students to recognize bullying, respond safely, seek support, and take appropriate action when they experience or witness bullying.

Key Method

The educator uses developmentally appropriate instruction, practice, and resources to build students' knowledge, skills, and confidence to respond safely and appropriately to bullying.

Method Components

Recognize Bullying and Roles

Students need opportunities to recognize bullying behavior and understand the different roles people may have in bullying situations. Educators should help students:

- Recognize bullying behavior and distinguish it from other peer conflict
- Identify the roles of the student being targeted, the student engaging in bullying behavior, and students who witness the behavior.
- Understand how peers' actions can contribute to, reinforce, interrupt, or help stop bullying.

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Respond and Take Action

Students should have opportunities to learn and practice developmentally appropriate strategies for responding to bullying. Educators should help students:

- Identify safe ways to respond when they experience or witness bullying
- Know when and how to seek help from a trusted adult
- Practice strategies for supporting a student who is being targeted
- Identify ways to safely interrupt bullying behavior without putting themselves or others at risk

Apply to Practice

Educators should provide opportunities for students to apply what they have learned to realistic situations, practice safe response strategies, and consider how their actions can contribute to a safer and more supportive learning environment.

Supporting Rationale and Research

Chen, Q., Lin, W., Wu, Q., & Chan, K. L. (2025). The effectiveness of interventions on bullying and cyberbullying bystanders: A meta-analysis. *Trauma, Violence, & Abuse*, 26(5), 938–954.

<https://doi.org/10.1177/15248380241297362>

George, P., et al. (2024). Antibullying interventions in schools: Assessing the evidence base. *Psychiatric Services*, 75(9), 899–907.

<https://doi.org/10.1176/appi.ps.20230541>

Ng, E. D., Chua, J. Y. X., & Shorey, S. (2022). The effectiveness of educational interventions on traditional bullying and cyberbullying among adolescents: A systematic review and meta-analysis. *Trauma, Violence, & Abuse*, 23(1), 132–151. <https://doi.org/10.1177/1524838020933867>

Resources

[Bias-Free Schools | NEA.](#)

[Bystanders to Bullying | StopBullying.gov](#)

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[Digital Well-Being Lessons for Grades K–12 | Common Sense Education](#)

[The Roles Kids Play in Bullying | StopBullying.gov](#)

[Standing Up for Others | Common Sense Education](#)

[Support the Children Involved | StopBullying.gov](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and be proficient in all components in Part 2.

Part 1. Overview Questions (Provides Context)

Suggested word count: 250–350 words

Please do not include any information that could identify you or your students to reviewers.

1. What is your general educational setting?
 - *Briefly describe your grade band, subject area, and general school environment (e.g., public, private, alternative, urban, suburban, or rural). Do not include specific school, district, or town names. Describe the developmental traits and learning needs of your students that shaped your choice of activities, resources, and response strategies.*
2. What bullying-related needs or concerns are most relevant in your educational setting?

Passing: Response addresses all required components and provides sufficient context for the assessor to understand the educator's learners, setting, and planned application of the micro-credential.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **three** artifacts to prove your learning.

**Please do not include any information that will make you or your students identifiable to your reviewers.*

Please note: For artifacts, the preferred file format is PDF

Artifact 1: Student Learning Activity

Submit a developmentally appropriate learning activity that helps students recognize bullying and understand the roles people may have in bullying situations.

You may create your own activity, adapt an existing activity or resource, or use a combination of both. Please identify the source of any materials you did not create.

The activity must provide opportunities for students to:

- Recognize bullying behavior
- Identify the roles people may have in a bullying situation
- Consider how the actions of peers can contribute to, reinforce, interrupt, or help stop bullying

Include a brief description of how you used or plan to use the activity with students.

Artifact 2: Resource for Responding to Bullying

Create or adapt a developmentally appropriate resource that helps students respond safely when they experience or witness bullying. The resource may be designed for students or for adults who support students.

Please identify the intended audience and the source of any materials you did not create.

The resource must:

- Provide practical strategies for responding to bullying
- Identify ways students can seek help or support
- Include strategies for safely supporting someone who is being targeted
- Provide language, actions, or tools the intended audience can use in bullying situations

The resource may take any appropriate format, such as a handout,

presentation, infographic, poster, guide, or other tool.

Artifact 3: Evidence of Student Learning

Submit two examples of student work or assessment evidence that demonstrate student learning from your implementation of this micro-credential.

The evidence should demonstrate students' ability to apply one or more of the following:

- Recognize bullying and the roles people may have in bullying situations
- Identify safe and appropriate ways to respond to bullying
- Identify when and how to seek help or support
- Identify ways to safely support someone who is being targeted or interrupt bullying behavior

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Student Learning Activity	Learning activity is developmentally appropriate and provides opportunities for students to recognize bullying behavior, identify the roles people may have in bullying situations, and consider how peers can contribute to, reinforce, interrupt, or help stop bullying.	Learning activity addresses bullying and roles but provides limited opportunities for students to practice or apply one or more of the required skills.	Learning activity does not adequately address bullying and roles or does not provide opportunities for students to practice the required skills.
Artifact 2: Resource for Responding to Bullying	Resource is appropriate for the intended audience. Resource provides practical strategies for responding to bullying, seeking help or support, safely supporting someone who is being targeted, and using appropriate language, actions, or tools in bullying situations.	Resource is appropriate for the intended audience but provides limited guidance or does not fully address one or more of the required strategies.	Resource does not adequately support the intended audience in responding to bullying or is missing multiple required components.
Artifact 3: Evidence of	Two examples of student work or assessment evidence demonstrate	Two examples of student work or assessment evidence are included, but	Required evidence is missing or does not demonstrate student

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Student Learning	student understanding and application of strategies for recognizing, responding to, or safely interrupting bullying.	evidence of student understanding or application is limited or unclear.	understanding or application of strategies for recognizing, responding to, or safely interrupting bullying.
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Part 3 Reflection

200-350 words

For tips on writing a strong reflection, review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that could identify you or your students to reviewers.

1. What did you learn about how your students recognize bullying, understand their roles, or decide how to respond when bullying occurs?
2. What did you learn about your role in helping students feel prepared to seek support, support others, or take safe action in bullying situations?
3. Based on what you learned, what is one change you will make to strengthen how you empower students to respond to bullying? Why?

Passing: Reflection addresses all guiding questions and demonstrates thoughtful consideration of the educator's learning, professional practice, and next steps. The response connects learning from the micro-credential to future practice.