

# LEADER'S GUIDE



## STEPPING UP TO BULLYING

### **Lesson 1**

Dealing with Bullies

### **Lesson 2**

Standing Up, Not Standing By

### **Lesson 3**

Reaching Out to Victims

### **Lesson 4**

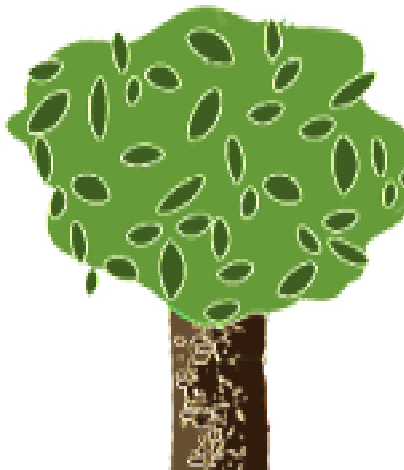
Building Bully-Free Schools/Communities





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## Series Overview

***Stepping On Up with Michael Pritchard*** is a four program series designed to instill the necessary social and emotional skills to successfully navigate the profound challenges and changes of elementary school and the pre-teen years. With well-developed social and emotional skills, students will be more aware of their feelings and more capable of managing them. They will be better able to set goals, make decisions, solve problems, and relate to other people effectively. In school, these skills can increase motivation, lessen anxiety, improve study skills, and boost academic achievement. The overarching goal of *Stepping On Up* is to help students build character and develop the social and emotional skills they need to become responsible, caring, and successful people. The series covers a broad range of skills and attributes: self-knowledge, self-control, resiliency, empathy, problem solving, developing interpersonal relationships, building character, respect, responsibility, and working towards success. Each of these skills and attributes is an important component of social and emotional intelligence.

Each program includes four lessons presenting real-life problems in a warm-hearted skit performed by Michael Pritchard and our lovable puppet characters, Dieter and Zazi. Each lesson includes two video segments and this leader's guide and is designed to spark student discussion in guided brainstorming sessions. Used together, this three-part lesson will bring valuable new insights for educators and a powerful array of tools for guiding students through this challenging period of rapid change. The four programs in the *Stepping On Up* series are:

### **Stepping Up To Bullying**

- Lesson 1 Dealing with Bullies
- Lesson 2 Standing Up, Not Standing By
- Lesson 3 Reaching Out to Victims
- Lesson 4 Building Bully-Free Schools/Communities

### **Stepping Up to Cyber Bullying & Web Safety**

- Lesson 1 Being Safe and Secure on the Web
- Lesson 2 Protecting Yourself from Cyber Bullying
- Lesson 3 Online Rumors, Texts, and Gossip
- Lesson 4 Helping and Caring in a Digital World

### **Stepping Up to Character**

- Lesson 1 The Power of Respect
- Lesson 2 Making Responsible Choices
- Lesson 3 Using Good Judgment
- Lesson 4 Being True to Yourself

### **Stepping Up to Life Skills**

- Lesson 1 Controlling Your Anger
- Lesson 2 Resolving Conflicts Creatively
- Lesson 3 Learning to Bounce Back
- Lesson 4 Choosing to Do Your Best

The foundation of the *Stepping On Up* curriculum is a six-step problem-solving strategy. This strategy is demonstrated in each program and provides students with a flexible, practical approach to managing the social and emotional challenges they face every day. The six steps are:

1. **Stop and calm down**
2. **Name the problem**
3. **Understand others**
4. **Brainstorm solutions**
5. **Evaluate and choose**
6. **Make a plan**

Although each program has unique objectives, they all share the goal of providing students with the above important life skills. The *Stepping On Up* approach can help students think through difficult situations and make good choices.

***Stepping On Up*** is an interactive video series which models and promotes research-based strategies. Video instruction is an effective instructional strategy for prevention education.<sup>1</sup> Fifty-seven percent of public school teachers use video to demonstrate educational concepts to their students.<sup>2</sup> The violence prevention strategies used in *Stepping On Up* are cited as effective by organizations such as the National Institute of Justice<sup>3</sup>, the National Education Association (NEA)<sup>4</sup>, Office of Juvenile Justice and Delinquency Prevention (OJJDP)<sup>5</sup>, and the comprehensive report issued by DRUG STRATEGIES, Safe Schools, Safe Students<sup>6</sup>. Strategies demonstrating effectiveness in reducing youth violence include:

- Using interactive methods such as peer discussion groups
- Enhancing protective factors such as creating strong interpersonal bonds
- Raising student awareness
- Creating a climate of ownership and school pride
- Emphasizing personal responsibility
- Implementing peer counseling and peer mediation programs
- Fostering school norms against bullying, aggression and violence
- Encouraging thinking, social, and resistance skills education for students
- Instituting school-wide communication campaigns to influence school norms about violence
- Building empathy and perspective taking, social problem solving, communication, and character/belief development

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<sup>1</sup> U.S. Department of Education (1996) *Making it Happen, National Technology Plan: Benefits of Technology Use*. [www.ed.gov/Technology/Plan](http://www.ed.gov/Technology/Plan)

<sup>2</sup> U.S. Department of Education, National Center for Educational Statistics, Teacher Follow-up Survey 1994-95; *The Condition of Education 1997*.

<sup>3</sup> National Institute of Justice (1998) *Preventing Crime: What Works, What Doesn't. What's Promising*. Washington DC. [www.preventingcrime.org](http://www.preventingcrime.org)

<sup>4</sup> National Education Association (1996) *Safe Schools Manual: A resource on making schools, communities and families safe for children*. Washington DC.

<sup>5</sup> Office of Juvenile Justice and Delinquency Prevention (1995) *Guide for Implementing the Comprehensive Strategy for Serious, Violent and Chronic Juvenile Offenders*. Rockville, MD. Call 800-638-8736 for a copy.

<sup>6</sup> Drug Strategies (1998) *Safe Schools, Safe Students: A Guide to Violence Prevention Strategies*, 2445 M, Street NW, Suite 480 Washington DC 20037.

## How to Use this Program

This program is designed for use in classrooms, community centers, youth organizations, camps, libraries, or for children at home. Although upper elementary students are the target audience, parents, teachers, school administrators, school support staff, counselors, social workers, youth workers, peer counseling trainers, mentors, and anyone else who has regular contact with, and a commitment to, young people can benefit from the program. This Leader's Guide is aimed at teachers, but it can be used by any group leader who wants to get the most out of *Stepping On Up*. This program is intended (as are all programs in the *Stepping On Up* series) for use as part of a learning experience that begins before viewing the program and ends beyond the classroom walls. The discussion questions and activities are intended to focus and enhance this learning experience.

### Before Viewing

Before presenting the lessons included in this program to your students, you may find these steps helpful:

- Screen each lesson at least once, noting areas of instruction you would like to highlight and issues you think would particularly benefit your class or group.
- Read through this guide to get a sense of how you can use the program, what discussion questions would work best, and what follow-up activities would be most productive.
- Ask the students questions to get them thinking about some of the key issues presented in each lesson. Be sure to review the questions in advance to make sure they are clear to you and appropriate for your students. You might want to write some of the discussion questions on your board before you begin. While they are intended to guide an instructional discussion between Act 1 and Act 2, it may help your students to have them in mind while watching the first video segment.

Peer education, rather than frontal teaching, is the technique that underlies the entire *Stepping On Up* series. Because we believe that young viewers will more easily learn the skills and attitudinal changes proposed if they are taught by their peers, each lesson is structured in a problem-solving format designed to sparks student discussion in guided brainstorming sessions. To further this goal, it is suggested that the discussion of the programs take place, whenever possible, in smaller groups so that students have the opportunity to more easily participate. Individual questions can be assigned to different sections which then report their answers to the whole group for further discussion.

### To use these lessons as designed, please use the following approach:

- Introduce lesson
- **Present Act One** of lesson
- Lead group discussion
- **Present Act Two** of lesson
- Extend lesson through follow-up discussion and activities

This sequence may be completed in a single session or segmented in two, three or four installments. This format is designed to provide maximum flexibility for presenters.

## Stepping Up to Bullying

**Stepping Up To Bullying**, the first program in the *Stepping On Up* series, deals with the critical and widespread issue of bullying. It contains four lessons that present a comprehensive program of research-based solutions to the many aspects of bullying. The four lessons in the program are:

- |                 |   |
|-----------------|---|
| <b>Lesson 1</b> | Dealing with Bullies                    |
| <b>Lesson 2</b> | Standing Up, Not Standing By            |
| <b>Lesson 3</b> | Reaching Out to Victims                 |
| <b>Lesson 4</b> | Building Bully-Free Schools/Communities |

It is generally recognized that bullying is a significant problem in our schools and communities. Every day children are teased, threatened or tormented by bullies. A seminal study chronicled an incident of bullying every seven minutes on a school playground, with adult intervention taking place in only 4% of those incidents (*Craig and Pepler*). It is estimated that 160,000 students skip school each day because they are being bullied or harassed. Bullying has many harmful social, physical, psychological and academic impacts: it interferes with learning, can lead to school violence and have lasting consequences on students and their emotional development. While bullying behaviors peak in the middle school years, it begins in the primary and elementary grades. Learning to identify bullying is critical to developing effective programs to stop it.

### What is Bullying?

By definition, a student is bullied or victimized when he or she is exposed, repeatedly and over time to negative actions on the part of one or more other students. Bullying takes place when *someone intentionally inflicts, or attempts to inflict, injury or discomfort on another*. (*Olweus*). It can be physical, verbal or emotional:

- **Physical bullying** includes: hitting, kicking, or pushing someone (or threatening to do it), stealing, hiding or ruining someone's things, making someone do things he or she don't want to do
- **Verbal bullying** includes: taunting, teasing, name calling, insults, threats or hate speech
- **Emotional bullying** includes: rejection or exclusion of others, refusing to talk to someone, social isolation, rumors and gossip

Every incident of bullying involves the victim, the bully and the bystanders. To stop bullying, every member of the school community must play a part.

### Things victims can do while bullying is taking place:

- Ignore the bully whenever possible
- Try not to respond emotionally: don't cry, get angry, or show that you're upset
- Respond to the bully evenly and firmly
- When appropriate, use humor to diffuse the situation
- Turn and walk away

### Things victims can do after bullying takes place:

- Talk to your parents or an adult you trust such as a teacher, school counselor or principal
- Don't blame yourself for what happened
- Avoid situations and places where bullying can happen
- Stay in a group: don't walk alone, travel with other people whenever you can
- Sit near the bus driver on the school bus



- Don't bring expensive things or money to school
- Label your belongings with permanent marker in case they get stolen
- Act confidently: hold your head up, stand up straight and make eye contact

**Things bystanders can do:**

- Be a part of the solution
- Speak up and offer support to the victim
- Walk away: bullies enjoy an audience
- Do not instigate or encourage conflicts and fights
- Refuse to join in if someone is being bullied
- Report bullying to an adult

**Things the school community can do to prevent bullying:**

- Talk about what bullying is and identify bullying behaviors
- Develop clear school rules and sanctions regarding bullying
- Protect victims from retaliation: provide a wide range of safe and effective interventions so victims are not left alone to deal with aggressive behavior
- Encourage bystanders to make positive interventions that diffuse violence
- Create clear, easy and confidential ways to report incidents of bullying
- Increase supervision to protect victims
- Promote a climate of inclusion and respect for all students
- Teach tolerance and empathy
- Develop school-wide activities that create an awareness of bullying; discourage bullying behavior and identify effective strategies to stop it
- Support local bullying prevention programs

While bullying is a persistent and pervasive problem in our schools, it is not an intractable or permanent one: we all can take steps to reduce and eventually eliminate it from our school communities. The Colorado Trust launched an initiative to help students and adults in school districts, schools and community-based organizations intervene to prevent bullying. Although bullying was prevalent in schools that were evaluated during the initiative's first year, findings from an evaluation show the initiative had a positive impact over time. Study highlights include:

- "A reduction in bullying occurred in schools where teachers and students are willing to intervene, treat each other fairly and demonstrate that they care."
- "Adult and student intervention in bullying is critical from elementary through high school."
- "A positive relationship with adults and students at school and a school culture of trust and fairness are key to reducing bullying."
- "Schools with lower levels of bullying report higher scores on statewide tests."

***Stepping Up to Bullying*** is an evidence-based program that can be a powerful tool in a school-wide campaign to prevent bullying. Its lessons present important teaching and learning opportunities, not only to stop bullying, but to create respectful, inclusive and caring school communities. As our puppet character Dieter and Zazi say, "*It is our school too*", and it is the intent of this program to empower students and community members to take the steps necessary to make schools safe and bully-free.

## Lesson 1: Dealing with Bullies

This program outlines the key issues and strategies of a successful anti-bullying curriculum: identifying and defining bullying behaviors and providing students with practical strategies for confronting bullies safely and effectively.

### Objectives

- To identify common forms of bullying
- To outline safe and positive strategies for victims
- To demonstrate the following steps in the *SOU* problem-solving strategy:
  1. Stop and calm down
  2. Name the problem
  3. Understand others
  4. Brainstorm solutions
  5. Evaluate and choose
  6. Make a plan

### Synopsis

**Act One** opens with our heroine Zazi feeling sad and dejected because she is being mistreated by a former friend. After correctly identifying Zazi's emotions ([understanding others](#)), Dieter makes a feeble attempt to cheer her up. Zazi then tells us about how her friend Penelope has been treating her, which includes a variety of bullying behaviors: social exclusion, teasing, ridicule, insults and physical intimidation. Zazi is understandably confused by Penelope's actions (and may blame herself for them), but Dieter quickly sees that Zazi is being bullied ([naming the problem](#)). With this help, Zazi now understands her situation and, together with Dieter, begins to think of positive ways to deal with it. However, Dieter immediately loses his temper at the thought of Zazi being bullied and threatens to "knock the stuffing" out of Penelope. Zazi points out that this is not an effective way to deal with bullies ([evaluate and choose](#)) and Dieter realizes he needs to take a moment to gain control of himself ([stop and calm down](#)). Zazi suggests that they need a plan and asks Dieter to help her figure one out ([brainstorming solutions](#)). When Dieter comes up empty handed, our dynamic duo decides they need to go see their adult friend Michael Pritchard for advice on how best to handle the situation ([make a plan](#)).

**Act Two** brings our puppet characters into conversation with Michael about solutions to Zazi's problem. When Dieter again suggests that he would like to aggressively confront the bullies, Michael uses humor to help him understand the possible consequences to that course of action. After Michael learns what has happened to Zazi, he helps them work out some good solutions to Zazi's problem. These solutions include: talking to her parents and teachers, suggesting that her class hold a discussion about bullying (without mentioning Zazi), not being isolated but staying in a group, avoiding the bullies whenever possible, ignoring them when confronted and acting confidently and non-aggressively towards them. When Zazi says that she would like to talk to Penelope about her feelings, Michael helps her plan good ways to do that, including having an adult present and writing her a letter.





## Introduction to Lesson

Before presenting Act One to your students, you might want to introduce it along these lines:

*Today we are going to watch a short video about bullying. It involves two characters, Dieter and Zazi, who are having a problem and don't know how to solve it. It is our job to help them figure it out and, after we finish watching, we will brainstorm solutions for them. While you are watching, I would like you to think about:*

- *How you would feel if you had this problem*
- *What you would do about it if you did*

## Discussion Questions Following Act One

After Act One, please conduct a group discussion of the problems presented. The following questions will help you lead that discussion.

1. What are some of the emotions Zazi might be feeling after she was bullied? What emotions do you think you might feel in that situation?
2. Zazi seems to be confused about what is happening to her until Dieter is able to name it as bullying. Why do you think it is important to **name the problem** when we are trying to figure something out? Has naming the problem ever helped you deal with a complicated situation?
3. Name the different things Penelope and her friends are doing to Zazi and why you think they are forms of bullying. Without using any names, tell us if you have seen bullying behavior like this take place in our school/community. How did it make you feel when you saw this happen? What did you do about it?
4. Zazi decided that she needed to **make a plan** to deal with her situation. Why do you think having a plan is important; what benefits does it give us? Have you ever had to come up with a plan of action to achieve a goal? Tell us about it.
5. Without using any names, have any of you ever been bullied? How did it make you feel? What did you do while it was happening? What did you afterwards? Did you tell anyone about it? Who did you tell? Did it help to talk to other people about what happened to you? Why?
6. Dieter gets upset when he thinks about his friend being bullied. Do you understand why he might feel this way? Do you think it would be a good idea for Dieter to confront Penelope and her friends? Why or why not? What could happen if Dieter did aggressively confront Penelope and her friends?
7. Dieter takes a moment to calm down after he realizes he is a little out of control. How did he do that? (Took a moment to relax.) Have you ever been in a situation where **you** needed to calm yourself down? What did you do? What are some good things we can do to calm ourselves down when we are upset? Why is it a good idea to **stop and calm down** before we respond to a situation?
8. Let's **make a plan** for Zazi: What are some things Zazi could do to make her situation better? What are some things she could do at the moment when she is confronted by the bullies? What are some things she could do afterwards to keep herself safer?

## Introduction to Act Two

When you decide to view Act Two, you can simply introduce it by saying, “Let’s see how Zazi, Dieter and Michael decide how to deal with all this.”

## Discussion Questions Following Act Two

After viewing Act Two, please consider using this outline for an optional follow up discussion

1. Let’s list all the solutions Michael, Dieter and Zazi came up with. Do you think they are good ones? Why or why not? Can you think of others they didn’t mention?
2. The first thing Michael asked Zazi was if she had talked to anyone about what was going on. Why do you think he asked her that immediately? Why is it important to report bullying and talk to someone about it?
3. Why is it important to tell your parents when things like this happen? Is it sometimes hard to talk to your parents about things? Why? Tell us about a time when your parents gave you some good advice about a difficult situation?
4. Who are some people here at school you could talk to about bullying and other problems? What would be a good way to approach this person about a problem like bullying?
5. Who do you like to talk to when you are having a problem? Why do you like talking to them? How does it make you feel when you share like this and get support? How does it help you figure things out?
6. After talking to Michael, Zazi decided to wait a little before talking to Penelope directly. Why do you think she did that? Michael suggested it might be good to have an adult present when they do talk. Do you think that is a good idea? Why?
7. Michael also suggested that Zazi might want to write Penelope a letter. Why do you think he suggested that? How would it help Zazi deal with the situation? Have you ever written someone a letter or note when you were dealing with a complicated or difficult situation? Without going into details, how did writing the letter help you better understand your situation and how you felt about it?
8. What are some things we could be doing to make our school safer and bully-free? Let’s make a list of all the things that would help stop bullying and make our classroom and school a more caring place?



## Lesson 2: Standing Up, Not Standing By

This program brings students to the understanding that every act of bullying involves three participants: the bully, the victim and the bystander -- and the key role that bystanders play in bullying behavior.

### Objectives

- To outline the three participants in bullying: the bully, the victim and the bystander
- To identify the key role bystanders play
- To clarify the difference between friendly kidding and harmful teasing
- To illustrate the power dynamics that are fundamental to bullying

### Synopsis

**Act One** begins with Zazi confronting Dieter for standing by earlier that day when a young boy was bullied by some of Dieter's friends. Dieter defends his actions, saying that it was just "*some kidding around*." We learn that the boy was subjected to verbal taunting and teasing and made to do things he didn't want to do (carry a heavy backpack). Dieter remains convinced that the boy enjoys the play until Zazi reveals that the boy got extremely upset after Dieter left the playground and the bullying became physical. While he begins to realize that something more serious is taking place, he sticks by his friends and refuses to consider them bullies. Zazi then tells Dieter about how she did not stand by, but intervened to protect the young student. Unfortunately, she confronted the bully aggressively and ended up kicking him. A fight almost broke out when others egged Zazi on, but luckily the bully backed down and moved on. After Dieter points out that this is not the best way to deal with bullies, Zazi realizes that she could have handled it better. However, Dieter continues to refuse to intervene with his friends on behalf of the younger boy, causing Zazi to insist that they go see their friend Michael Pritchard to sort things out.

**Act Two** brings our puppet characters into conversation with Michael about solutions to the situation. After Michael learns what is happening, he clarifies the situation by **naming the problem**, "*So you are trying to figure out if this was bullying and what to do about it, if it was.*" Michael asks them to define bullying and Dieter and Zazi agree that it can be both physical and verbal and includes threatening, taunting and teasing behavior. However, Dieter still maintains that the verbal razzing was all in fun. When Michael points out that the young boy lacks the power of the older, bigger, stronger boys and that he may be just tolerating the teasing, not enjoying it, Dieter begins to realize that it is, in fact, bullying. They discuss three types of bystanders: those who do nothing, those who try to instigate bigger fights and those who intervene to stop it. Zazi again realizes that she could have intervened to stop the bullying in a better way. When Zazi pushes Dieter to challenge his friends about their behavior, Dieter **brainstorms solutions** which include: encouraging his friends to **understand others** and the hurt feelings of the young boy, suggesting the young boy play more with kids his own age and his own determination to no longer be a bystander, but to positively intervene when his friend's razzing turns into bullying in the future.



## Introduction to Lesson

Before presenting Act One to your students, you might want to introduce it along these lines:

*Today we are going to watch a short video about bullying. It involves two characters, Dieter and Zazi, who are having a problem and don't know how to solve it. It is our job to help them figure it out and, after we finish watching, we will brainstorm solutions for them. While you are watching, I would like you to think about:*

- *How you would feel if you had this problem*
- *What you would do about it if you did*

## Discussion Questions Following Act One

1. Zazi seems angry when she talks to Dieter about what happened on the playground. Do you understand why she would feel that way? Do you think her anger is helping or hurting her resolve her conflict with Dieter? In what ways is it helping? In what ways is it hurting? Zazi was also angry when she confronted Dominic on the playground. Do you think her anger helped or hurt her ability to deal with that situation? Why?
2. Dieter seems to be confused about why Zazi is so upset. Do you understand why he might feel this way? Is it difficult sometimes to realize that your friends are doing something wrong? Why?
3. Do you think Dominic and his friends were bullying the younger boy? Why or why not?
4. Friends often kid each other and it can be a form of harmless fun. However, it can also cross the line into teasing and taunting. How do you know the difference between harmless kidding and hurtful teasing? Give an example of each and tell us why you think it is harmless or hurtful.
5. Let's list all the different ways Dominic and his friends were bullying the younger boy. Without using any names, have you seen your friends or others at school tease and taunt in this way? How did it make you feel when you saw this happen? What did you do about it?
6. It is often hard to confront our friends when they are doing something wrong. Why is that? Have you ever been in situation when a friend was doing something wrong? Not using any names, tell us what happened and how you handled it.
7. Zazi lost her temper when confronting Dominic. Was this a good thing? What could have happened if Dominic hadn't walked away? How could Zazi have handled this better? Would it have helped if she had paused to **stop and calm down**? Why?
8. Do you think Dieter should talk to his friends about how they are treating the young boy? Why or why not?
9. Let's **make a plan** for Dieter: What are some positive things he could do and good ways he could talk to his friends about what they are doing.



## Introduction to Act Two

When you decide to view Act Two, you can simply introduce it by saying, “*Let’s see how Zazi, Dieter and Michael decide how to deal with all this.*”

## Discussion Question Following Act Two

After viewing Act Two, please consider using this outline for an optional follow up discussion.

1. After learning about what is going on, Michael says, “So it sounds like you two are trying to figure out if this was bullying and what to do about it, if it was.” Do you think this helped clarify the situation? Why? What was Michael doing here? Why is it helpful to **name the problem** before trying to come up with solutions?
2. Michael asks Dieter if there is an age difference between Dominic, Peter and their friends and Davey’s little brother. Why would a difference in age be important in this situation? Do you think Davey’s little brother has as much power as the older kids? What difference would that make?
3. Other than age, what other differences between people can result in unequal power and make bullying easier? (Gender, size, strength, cultural differences and race)
4. Do you ever play with the older or younger siblings of your friends? Does that ever get complicated? Why or why not? What problems can arise? Tell us of a time when playing with these siblings went well. Tell us about a time when it didn’t go so well.
5. How do you think Davey’s little brother feels about this situation? What are some of the emotions he might be having? Do you think it is a good idea for him to keep playing with the older kids? Why or why not?
6. Let’s list all the solutions Michael, Dieter and Zazi came up with. Do you think they are good ones? Why or why not? Can you think of others they didn’t mention?
7. Three different types of bystanders are mentioned. Can you name them and give an example of each?
8. Dieter suggests that instead of confronting a bully directly you could distract him to take his attention away from the victim. Do you think this is a good idea? Why or why not? Dieter suggests using humor to do this. Can you think of other humorous ways to distract a bully? Can you think of ways other than humor to distract a bully?
9. Dieter **brainstorms solutions** and comes up with a number of ways he can make the situation better. Can you name them and tell why you think they are a good idea? One of his ideas is to help his friends understand how Davey’s little brother is feeling. Why is it helpful to **understand others** in a situation like this?
10. Do you think bystanders are a big reason that bullying continues to exist? Why? How would things be different if bystanders did positive things to stop bullying?
11. What are ways we could encourage students and other people in our community to stop being bystanders and help stop bullying?

## Lesson 3: Reaching Out to Victims

A key to bully-free schools is an inclusive school culture that does not allow bullies to prey on isolated victims. This program focuses on thoughtless and cruel social dynamics that allow students to be stigmatized, isolated and eventually preyed upon.

### Objectives

- To demonstrate ways to reach out to victims of bullying
- To instill the social-emotional skill of empathy
- To underline the importance of an inclusive, caring school community
- To encourage students to reach out for help when they need it

### Synopsis

**Act One** opens with Dieter despairing about his science unit on electricity. Not always the best student, he is struggling to understand the concepts in the lesson and complete it well. Zazi enters and Dieter reveals his science table is having problems and that is making it even harder for him to complete his assignments. After Zazi makes some unsuccessful attempts to cheer him up, Dieter shares that very little studying ever took place in his group and, when a new boy at school joined, things got even worse. It appears the new student, Larry, is trying too hard to fit in and be popular and ends up disrupting the group even further. Dieter identifies with Larry ([understanding others](#)), since they share a boisterous sense of humor and has been (unsuccessfully) trying to integrate him into the group. Zazi shares that Larry is also having problems on the playground, trying to insert himself inappropriately in social situations. Tensions have arisen and students are beginning to call Larry names and it appears that unless something changes, Larry is in danger of becoming a target for bullying. Zazi wonders if there is something they could do to help Larry ([brainstorming solutions](#)) and suggests that Dieter reach out for help from his teacher, but he is reluctant, certain that he can handle the situation. When Zazi presses further, Dieter reveals another source of his reluctance to talk to Mrs. Lessing: he does not want to get anyone in trouble. Adamant that adult help is needed, Zazi suggests they go talk things over with their friend Michael Pritchard.

**Act Two** brings our puppet characters into conversation with Michael about solutions to the situation. After learning that many students are already openly insulting and bullying Larry (calling him *idiot* and *moron*) Michael understands the gravity of the situation and agrees with Zazi's suggestion that Dieter approach his teacher about it. He also suggests that Dieter and Larry study together and ask for some academic help from Mrs. Lessing. Sensitive to other students' opinion of his own academic abilities, Dieter is reluctant to reach out so publically to Larry, afraid that he will also become the target of demeaning insults. After Zazi offers to also join the group, Dieter's attitude softens and he is able to overcome his barriers to empathy ([understanding others](#)) and agrees to reach out to Larry. On Michael's suggestion, they [brainstorm solutions](#) on ways to encourage students at school to be nicer to Larry, which include: getting students to think about what it is like to be the new kid at school, introducing Larry to their friends and including him in social activities. Michael ends the act with a heartwarming story that teaches a basic lesson about empathy, inclusion and caring: never underestimate people who are different or new, because you never know what you might learn from them.



## Introduction to Lesson

Before presenting Act One to your students, you might want to introduce it along these lines:

*Today we are going to watch a short video about bullying. It involves two characters, Dieter and Zazi, who are having a problem and don't know how to solve it. It is our job to help them figure this out and, after we finish watching, we will brainstorm solutions for them. While you are watching, I would like you to think about:*

- *How you would feel if you had this problem*
- *What you would do about it if you did*

## Discussion Questions Following Act One

1. When Dieter is pouring over his textbooks and trying to understand his unit on electricity, what are some of the emotions he might be feeling? Have you ever struggled with a class assignment? What were some of the feelings you had at the time? Did you finish the assignment by yourself or did you reach out for help? Tell us about a time when you did reach out for help on a school assignment. How was it helpful in finishing and understanding your work?
2. Larry, the new boy at school, is having some problems making friends and fitting in. Why do you think he is having so many problems? What are some of the feelings Larry may be having as the new kid in school? Have any of you changed schools and gone to a new one where you didn't know anyone? What did it feel like? What were some of the most challenging things about it?
3. Dieter thinks he understands Larry and what he is going through. Why do you think he feels that way? Do you think it is a good thing that Dieter is trying to understand Larry and reach out to him? Why or why not? Why is it important for us to **understand others** and reach out and include them?
4. Some kids at school are having a difficult time with Larry. Do you understand why? What are some things Larry is doing that make it hard for people to like him? Does his behavior make it okay for other students to call him names and bully him?
5. Have you ever become friends with someone you did not like very much when you first met him? Without using names, tell us about this friend and how your opinion of him changed as you got to know him better. Tell us about some of the things you like about him now and why you enjoy having this person as a friend.
6. Dieter is reluctant to talk to his teacher about what is happening in his group. Do you understand why he feels that way? If he did talk to his teacher, would you consider it tattling or a betrayal of a trust? Why or why not? Have you ever felt reluctant to talk to a teacher about problems you are having with other students? Tell us about how you handled it. If you did eventually talk to your teacher, how did things work out?
7. Let's **make a plan** for Dieter: Do you think he should he talk to Mrs. Lessing about what is going on? Why or why not? What are some other things he could do to reach out to Larry and protect him from becoming a victim of bullying? What are some good ways he could get help with his science assignment?

## Introduction to Act Two

When you decide to view Act Two, you can simply introduce it by saying, “*Let’s see how Zazi, Dieter and Michael decide how to deal with all this.*”

## Discussion Questions Following Act Two

After viewing Act Two, please consider using this outline for an optional follow up discussion.

1. While Dieter likes and supports Larry, he does not like the idea of both of them getting help from Mrs. Lessing. Why do you think he is reluctant to do this? Do you think his fear of becoming a target of insults and bullying is realistic? Why or why not?
2. Fear of retaliation often holds people back from standing up to bullies and protecting victims. Have you ever seen that happen? Have you ever felt that fear? What are some ways we as a school could lessen that fear so more students would feel comfortable standing up to bullies?
3. Zazi volunteers to join Dieter and Larry when they get help from Mrs. Lessing. Why do you think she did that? Do you think that would help? Why or why not?
4. After Michael wonders if there are ways to encourage other students to be nicer to Larry, Dieter and Zazi [brainstorm solutions](#). Can you name them? Do you think they are good ideas? Why or why not? Can you think of others they didn’t mention?
5. Michael tells a story about a boy who misspells a lot. What do you think is the point of the story? Why do you think Michael decided to tell this story at that time? Do you think it helps us understand Larry better? Why or why not?
6. We all learn in different ways. Some of us are good in math, others at reading and still others excel in art. Can you see how you and your friend learn in different ways? Have you ever gotten help from a friend who could solve a problem you found difficult? Have you ever helped someone else solve a problem that you thought was easy? What is the benefit of being around people who learn in different ways?
7. Michael says the best way to help Larry and stop bullying is to reach out to others and be caring. Do you agree with him? Why or why not? Can you tell us about a time you reached out to someone? How did it make you feel after you did that? What were some nice things that resulted from your reaching out?
8. Zazi uses the word *empathetic*. Do you know what it means? Tell us about a time when you were empathetic and able to [understand others](#)?
9. The way Larry acts puts off some students and keeps them from empathizing with him. Is it easier or harder to empathize with people who are different from us? Why is that? Can you think of other barriers to empathy that result from differences? Why is it important for us to overcome differences and barriers to empathy? How would things be better here at school if more people were caring and empathetic? Do you think it would help reduce bullying? Why

## Lesson 4: Building Bully-Free Schools/Communities

To effectively combat bullying the entire school community must be engaged. This program explores ways to build a school-wide response to bullying and provides a range of activities for a student-centered campaign to prevent bullying and create a more positive school culture.

### Objectives

- To demonstrate the frequency of bullying behavior
- To outline ways students can create school-wide, anti-bullying campaigns
- To empower students to actively build a positive school culture
- To demonstrate how to [make a plan](#): goal setting, strategies and implementation
- To review and reinforce skills presented previously in the program

### Synopsis

**Act One** opens with Zazi frustrated and angry about the amount of bullying at her school and a lack of awareness on the part of her fellow students. She cites the *Craig and Pepler* study which found that incidents of bullying took place every seven minutes on a school playground to buttress her argument. Using simple math, she then extrapolates a startling number of incidents this rate would suggest were occurring on her school playground. Dieter is shocked but becomes skeptical when he realizes that Zazi's enthusiasm may be clouding her judgment. Zazi counters with some of her own *primary research* in the form of a journal she has kept of bullying incidents she has observed recently. Faced with these facts, Dieter concurs that bullying is a serious problem at their school but expresses pessimism about being able to do anything out it, "*Changing people is a tricky thing to do.*" Undeterred, Zazi proclaims that they need to initiate a school-wide campaign to stop bullying because, "*It is our school too.*" Dieter agrees and the two review Zazi's plans. Zazi's ideas are grandiose and include a large poster/mural on the playground wall depicting bullies as saber-toothed tigers. Dieter now sees that Zazi has been carried away by her ardor and asks her about a rumor he heard that she tore up the homework of a student she suspected of bullying. Zazi is horrified that she misread the situation and, as a result, acted like a bully herself. Dieter reassures her that she is not a bully and suggests they go see Michael Pritchard to sort things out.

**Act Two** brings our puppet characters into conversation with Michael about solutions to the situation. Zazi shares her idea for a school-wide campaign to stop bullying and how thing got complicated when she became overly enthusiastic about it. Michael thinks it is a wonderful idea and suggests they [brainstorm solutions](#) and [make a plan](#), beginning by identifying their goals, which include: defining bullying and identifying its three parts (the bully, the victim and the bystander), outlining positive way to respond when bullying happens (intervene safely, distract the bully and protect the victim), things to do afterwards (report bullying to an adult) and encouraging everyone at school to not be a bystander but an *up-stander* to stop bullying. Dieter and Zazi then outline ways to make their school more caring, respectful and inclusive: Dieter suggests befriending potential victims and breaking down social barriers that divide people and Zazi, reflecting on her recent actions, underlines the important of respecting others, even when you disagree with them. Michael is moved by the insight and character of our dynamic duo as they set off to implement their plans with their teacher, Mrs. Lessing.



## Introduction to Lesson

Before presenting Act One to your students, you might want to introduce it along these lines:

*Today we are going to watch a short video about bullying. It involves two characters, Dieter and Zazi, who are having a problem and don't know how to solve it. It is our job to help them figure it out and, after we finish watching, we will brainstorm solutions for them. While you are watching, I would like you to think about:*

- *How you would feel if you had this problem*
- *What you would do about it if you did*

## Discussion Questions Following Act One

1. Zazi is pretty worked up over the bullying at her school. What are the different emotions you think she might be feeling? Why do you think she is feeling this way? She has been the victim of bullying herself. How do you think this is affecting her?
2. Zazi has done a great deal of reading and research about bullying and seems to be impatient with others who don't know as much as she does. Why is she feeling so frustrated? Have you ever been frustrated with others when they didn't recognize a problem that is completely obvious to you? Tell us about a time when this happened. How did you resolve things? Was it hard to remain respectful throughout?
3. Zazi mentions some research that outlines the number of times bullying can take place on school playgrounds. Do you think these numbers are accurate or do you think she is exaggerating? If you kept track of all the incidents of bullying on your playground, do you think there would be more or fewer of them?
4. Dieter understands that bullying is a serious problem but says, "*Changing people is a tricky thing to do.*" Why do think he said that? Do you agree with him? What are some of the challenges Dieter and Zazi will face if they want create a school-wide campaign to stop bullying?
5. Zazi is adamant that they must do something to stop bullying, even if it is difficult because, "*It is our school too.*" What do you think she means by that? Does this attitude describe how you feel about your school? Why or why not? Do you think many students share this sense of responsibility about what happens at school? If you wanted to broaden this sense of responsibility and empower students to be more active, how would you accomplish that?
6. Zazi has some big plans for a school-wide campaign to stop bullying. What do you think of them? Do you think they will be effective? Why or why not?
7. Zazi falsely accused a boy of being a bully. Do you understand how that could happen? What do you think of her reaction to what she did? Was she too hard on herself? Why or why not?
8. Let's **make a plan** for Dieter and Zazi to create a school-wide anti-bullying campaign. What should be the goals of this plan? How could they best accomplish these goals?

## Introduction to Act Two

When you decide to view Act Two, you can simply introduce it by saying, “*Let’s see how Zazi, Dieter and Michael decide how to deal with all this.*”

## Discussion Questions Following Act Two

After viewing Act Two, please consider using this outline for an optional follow up discussion.

1. After Michael hears about Zazi’s idea for a school-wide campaign to stop bullying, he asks them to **brainstorm solutions**, and **make a plan** by first defining their goals. Why is it important to define your goals when you are creating a plan? Tell us of a time when you set goals and how that helped you create a plan to achieve them?
2. Zazi and Dieter want to create a plan that will inform students about bullying and ways to stop it. The plan has several goals. Can you name all of them?
  - Defining bullying and its three parts (the bully, the victim and the bystander)
  - Outlining positive way to respond when bullying happens (intervene safely, distract the bully and protect the victim)
  - Outlining positive things to do afterwards (report bullying to an adult)
  - Protecting the victims
  - Encouraging students to not be a bystander but an *up-stander* to stop bullyingDo you think these are good goals? Do you think they will help stop bullying? Why or why not? Can you think of other goals that should be part of this plan?
3. Zazi tells us her research says that to stop bullying the whole school must be involved. What do you think she means by this? Do you agree or disagree?
4. Zazi points out there are more bystanders than either bullies or victims. Why is that important? If every bystander safely intervened to stop bullying, what effect do you think it would have? What are some good ways we could encourage bystanders to start standing up to bullying?
5. Dieter talks about how he reached out to Davey’s little brother after he was bullied. Why do you think he did that? Do you think that was a good thing to do? Why? Have you ever reached out to include someone you didn’t know very well? Tell us why you did that. How did it make you feel afterwards?
6. If more people reached out to others like Dieter, do you think that would help reduce bullying? Why or why not? What other effects do you think it might have?
7. Zazi says that she now realizes that to stop bullying we must respect each other, even when we have strong disagreements. Do you agree with her? Why or why not?
8. Do you like Zazi’s idea of making buttons that say *Bully* or *Up-stander* and asking students to decide which one they want to wear? Why or why not?
9. Following Dieter and Zazi’s example, let’s make a plan for a school-wide campaign to stop bullying and make our school a more respectful, inclusive and caring place. What things would you like to see included in this plan?

## Extension Activities

Following the example of Dieter and Zazi, create your own school/community-wide campaign to stop bullying. Brainstorm your plan in class. Here are some starter ideas:

Write a class/school pledge to stop bullying and not be a bully or a bystander. Put it on a large piece of butcher paper and have students sign it.

Hold essay writing contests on bullying and publish the results on your school website.

Create the two buttons Zazi describes in Lesson 4 that say either *Bully* or *Up-stander* and let students decide which one they want to wear.

Create a series of posters for your group, classroom or school/community center that:

- Illustrate different types of bullying
- Demonstrates the difference between friendly kidding and hurtful teasing
- List good things to do when being bullied
- List good things bystanders can do to help stop bullying
- Show easy ways to report bullying
- Illustrate ways your school/community can be more caring and inclusive

Debate these questions in your group, class or at a school/community-wide assembly:

- True or false: The problem of bullying is greatly exaggerated by the media and is not as common as most people believe.
- True or false: Only physical acts of violence should be considered bullying because people get their feelings hurt all the time and it is not a big problem.
- When you are having problems at school, is it more important to talk to an adult about it or stay quiet so no one gets in trouble?
- True or false: Victims of bullying are not blameless. They often do things that annoy and anger people and so can cause bullying themselves.
- True or false: Teasing is harmless fun and we should not have to stop it, even if it occasionally hurts someone's feelings.
- True or false: Bullying will never stop because it is part of human nature and you cannot change the way people think and act.

Have the students make simple sock puppets and mime puppets movements to the audio of the programs. Teams of students can perform Act One of the skits for other classes and lead problem-solving discussions based on their performances. You can find simple instructions for making puppets on the Internet by entering *sock puppets* or *making puppets* in your browser or search engine.

Please visit [www.SteppingOnUp.com](http://www.SteppingOnUp.com) for more resources and extension activities







### About Michael Pritchard

Michael Pritchard is a youth educator, humorist, actor, former probation officer, and Public Television host who is known by audiences across the United States for his ability to help young people gain real insight into themselves and the choices they make. For over 30 years, Mr. Pritchard has traveled the country, thrilling his youthful audiences while spreading his message of good choices, personal responsibility, and respect for others. Featured in **Time** magazine and on **CNN**, Pritchard has the unique distinction of winning the *San Francisco International Comedy Competition* while he was *California Probation Officer of the Year*. He keeps a demanding schedule visiting schools and universities across the country, while finding time to bring his inspiring message to parent, civic and professional groups, community organizations and corporations.

Michael's award-winning series include: **LifeSteps**, **Saving Our Schools**, **PeaceTalks**, **You Can Choose**, **The Power of Choice** and **Big Changes, Big Choices**. A nationally acclaimed motivational speaker, Michael serves on the boards of directors for The Guardsmen, The Giants Community Fund, the Special Olympics, the California Association of Peer Programs, the Chinese-American Educational Institute, Ronald McDonald House, and the Salvation Army.

### About Jim Watson

Jim Watson is an award-winning writer, producer and director of educational television and video programs. He has produced a wide range of nonfiction films and videos in his thirty year career. He has produced and directed six critically acclaimed Public Television series, including: **Saving Our Schools**, **PeaceTalks**, **You Can Choose!**, **Big Changes - Big Choices** and the current **LifeSteps**. These series have been highly acclaimed in the educational press and received more than 100 major awards including: the *CINE Golden Eagle*, the *Parents' Choice Gold Award*, the *Teachers' Choice Award*, and the *Golden Camera Award* at the US International Film and Video Festival. Since the early eighties, he has produced a number of educational programs, including: **The Yosemite Institute**, narrated by Robert Redford; **Classrooms Without Borders**, a six-part series on bilingual education for elementary schools; and co-produced **Finding the Solutions**.





A Four-Part Guidance Series for Elementary Students on  
**Bullying, Cyber-Bullying, Character and SEL**

**Stepping Up To Bullying**

- Lesson 1 Dealing with Bullies
- Lesson 2 Standing Up, Not Standing By
- Lesson 3 Reaching Out to Victims
- Lesson 4 Building Bully-Free Schools/Communities

**Stepping Up to Cyber Bullying & Web Safety**

- Lesson 1 Being Safe and Secure on the Web
- Lesson 2 Protecting Yourself from Cyber Bullying
- Lesson 3 Online Rumors, Texts, and Gossip
- Lesson 4 Helping and Caring in a Digital World

**Stepping Up to Character**

- Lesson 1 The Power of Respect
- Lesson 2 Making Responsible Choices
- Lesson 3 Using Good Judgment
- Lesson 4 Being True to Yourself

**Stepping Up to Life Skills**

- Lesson 1 Controlling Your Anger
- Lesson 2 Resolving Conflicts Creatively
- Lesson 3 Learning to Bounce Back
- Lesson 4 Choosing to Do Your Best

*Stepping On Up* developed by  
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