# LEADER'S GUIDE



**with Michael Pritchard**

## 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

**with Michael Pritchard**

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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.[1]  Fifty-seven percent of public school teachers use video to demonstrate educational concepts to their students.[2]  The violence prevention strategies used in *Stepping On Up* are cited as effective by organizations such as the National Institute of Justice[3], the National Education Association (NEA)[4], Office of Juvenile Justice and Delinquency Prevention (OJJDP)[5], and the comprehensive report issued by DRUG STRATEGIES, Safe Schools, Safe Students[6].  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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[1] U.S. Department of Education (1996) *Making it Happen, National Technology Plan: Benefits of Technology Use.* www.ed.gov/Technology/Plan

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

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

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

[5] 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.

[6] 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 Cyber Bullying & Web Safety*, the second program in the *Stepping On Up* series, deals with the growing and complex issues of cyber bullying and Internet safety.  It contains four lessons that prepare students for the safe use of digital devices, develop an understanding of the opportunities and dangers of the internet and show them how to become good citizens of the digital world. The four lessons in the program are:

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|---|---|
| **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 |

**Impacts of the Growing Use of Digital Devices by Preteens**

There is little doubt that the Internet, new media and digital devices are transforming our lives and the lives of our children in the most profound ways.  Perhaps not since the invention of the printing press has such a dramatic revolution in the way we communicate, interact, educate and consume taken place.  Most of us are familiar with the tragic incidents of cyber bullying and its young victims: Megan Meier, Phoebe Prince, Rachael Neblett, Jamey Rodemeyer, Ben Lewis…..  While these heartbreaking suicides exemplify the extreme consequences of cyber bullying, the more far-reaching transformation of digital culture may result from its deep and ever-expanding penetration into the lives of our children.  Recent studies show that:

- 52% of 5 to 8 year-olds are using smartphones, video iPods, iPads, or similar devices
- 23% of 5 to 8 year-olds use more than one medium "most" or "some" of the time.
- 19.8% of teens reported sending more than 120 messages per school day
- 43% of teens report having been bullied online

There is also evidence of a correlation between high use of digital devices and at-risk behaviors: teens who hyper-text (more than 120 messages a day) are 40% more likely to have tried cigarettes, twice as likely to have consumed alcohol, 43% more likely to be binge drinkers, 41% more likely to have used illicit drugs, 55% more likely to have been in a physical fight, nearly three-and-a-half times more likely to have had sex and 90% more likely to report four or more sexual partners (Case Western Reserve School of Medicine).

It is clear that profound and often unwelcomed changes are a part of this digital age and a major challenge for educators, parents and students alike is to find positive ways to use these technologies and minimize their risks by promoting web safety and reducing the incidents of cyber bullying.  It is also clear that this education needs to start at younger ages and is of particular importance in the upper elementary grades, when the use of these digital devices most typically begins and life-long patterns for their use are set.  The Internet is one of the most transformative developments in the history of human culture and when its powers can be accessed unsupervised by children and pre-teens using personal hand-held devices, guiding principles and clear rules are obviously needed.  This program provides this guidance and will help concerned adults teach young people the skills and attitudes they need to be responsible citizens of the connected digital world.

**What is Cyber Bullying?**
Cyber bullying takes place when a child, preteen or teen is, threatened, tormented, humiliated, embarrassed or otherwise harassed by another child, preteen or teen using the Internet, using any number of digital devices.   Or as Michael defines it in Program #2, *"Someone is harassing Zazi using the Internet.  And over an extended period of time."*


**Cyber bullying takes many forms:**
- Sending threatening, taunting or teasing e-mails or texts, embarrassing pictures or videos
- Spreading gossip or rumors, or making someone's private information public
- Attempting to pick on, isolate, exclude someone online
- Impersonating someone else by using their online identity to send embarrassing or hurtful messages in their name
- Pretending to be someone's friend in order to later hurt or humiliate them
- Ganging up on someone in a chat room or on a message board
- Using chat, IM, online polls or blogs to divide the *in crowd* from the *outsiders*

**What Educators Can Do**
Cyber bullying can be difficult to deal with by school-based educators.  It often takes place off campus and is usually anonymous.  However, cyber bullying can be severe and have significant impact on students' behavior in class and their ability to learn.  To counter the spread of cyber bullying, educators can raise awareness of the issue by making it an essential part of their anti-bullying campaigns and use these programs and guides to share the tips and information below with students, parents and guardians.  It is important to remember that educators have a key role to play in ending cyber bullying and helping their students stay safe on the web. They see their students daily and so have the ability to recognize signs of bullying.  They have the trust of their students and may be the first person students turn to.  And they have the authority to reach out to parents, guardians, administrators and law enforcement to help their students when cyber bullying does take place.

**Things to do in the classroom and other group settings:**

- Talk to you students about cyber bullying and its consequences -- and brainstorm ways everyone in the community can help stop it
- Use the lessons contained here to give your students the knowledge and skills to deal with cyber bullying.  They contain many suggestions for ways to create a school and/or community-wide campaign to stop cyber bullying and raise awareness about web safety
- Raise awareness of the issue with your students, parents and guardians, in class, in parent education programs and in school-wide meeting and activities
- Raise these issues and ideas with school administrators and in staff meetings
- Hold an assembly and create fliers to hand out to your students and parents
- Talk about the importance of web safety with your students and develop guidelines for doing research on the web
- Monitor incidents of bullying in your class and site.  Cyber bullying is often related to on-site bullying, causing additional hurt and isolation to those already victimized.  It can also serve as a form of retaliation for those bullied at school
- Have your students write a pledge to stop bullying, rumors and gossip in all its form, in school, in the community and on the internet

**What Student Can Do When Bullied Online:**

- **Don't retaliate.** If someone is being mean to you online, do not respond in anger.  In fact, it is never a good idea to send a message of any kind when you are angry and upset.  The message you send could escalate the bullying.
- **Ignore it.** In real life it is often hard to "walk away", but online it is much easier. Move on to something else you like doing on the web.
- **Block the bully**. If you get mean messages by text, IM or on a social networking site, "unfriend" the person and take them off you lists. Use preferences or privacy tools to block the person. If it's in chat, leave the "room."
- **Save and print out bullying messages**. If the bullying continues, the police may need to become involved so save the evidence.
- **Sign off the computer**. Turn off your computer.  Do not go back to web sites or chat rooms where you've been bullied.
- **Talk to a friend**. When someone hurts your feeling online, it helps to reach out to a friend and share your feelings.  Do not isolate yourself or keep secrets about how you are feeling.
- **Tell your parents or guardians.**  They need to know what is going on in your life and can help you be safer on the web and avoid cyber bullying.
- **Talk to you teachers or other trusted adults**. There are a many people at school and in the community who will listen and help you deal with this and other problems.  Brainstorm good ways to approach a trusted adult with your parents or friends.  And remember, you can always keep you these conversations confidential and make your reports anonymously.
- **Report the problem** to an Internet service provider or website moderator.

**Don't Become a Cyber-Bully --** Follow these simple *Rules for Digital Etiquette*:

- **If you wouldn't say it in person, don't say it online**. Remember that everyone you are talking to on the web is real person with feelings and emotions.  Never say anything on the web that you would not say in person, face to face.
- **Never post a comment or send an e-mail when you're angry**.  It is easy to get angry and post mean things on the web without thinking about the consequence.  As Michael says, *"everything we text or post on the web is more or less public"* and can last forever.
- **Be civil and kind**. Remember the golden rule: treat people the way you want to be treated.  Never trash talk -- research shows that it increases your risk of being bullied.
- **Block on-line rumors.**  Never spread gossip or rumors online and help block them by naming the problem by saying, *"Sounds like a rumor to me."*
- **Be an *up-stander*, not a bystander**. Bad things can happen when insulting or embarrassing messages, pictures or video go viral.  Watching or forwarding these mean messages makes you a partner of the bully and hurts victims even more.  Whenever possible, calmly name the problem: tell the sender that you think what they are doing is bullying and tell them to stop.  It can help to remind them that they are hurting someone and that such cruel behavior is unacceptable, in person and on the web.
- **Report incidents of cyber bullying to your parents, guardians, teachers and other adults.  They can help you figure out good ways to stop the cyber bullying and protect the victim, such as** reporting the problem to an Internet service provider or the police.

**Other Tips for Student Web Safety**

- Don't go to web sites that you know are unsafe or are favorite hang-outs for bullies.
- Never post or share your personal information online (this includes your full name, address, telephone number, school name, parents' names, credit card info, or Social Security number) or your friends' personal information.
- Never post your e-mail address on a public message board or in a chat room. E-mail should only be shared with fiends, people you know and trust.
- Never share your Internet passwords with anyone, except your parents.
- Never meet anyone face-to-face whom you only know online.
- Talk to your parents about what you do online.
- Ask your parents to install software that keeps you safe on the web by identifying suspicious sites, blocking unwanted ones and monitoring hostile messages.

**What Parents Can Do**

Look for signs that your child is being bullied. Sudden changes in behavior, friends, attitude toward school can be the result of online bullying. **(See below for more.)**

- Monitor your child's Internet use on computers and mobile devices.
- Set clear limits. For younger children delay use of digital devices and make sure they follow age restriction for social networking (13 years and older). For older children, limit time spent texting and social networking with realistic consequences if they don't.
- Install filtering software to safeguard you child from stumbling onto objectionable material.
- Place student/family computer in a common room, not the bedroom.
- Have a family meeting about internet use, cell phones and social networking -- and brainstorm ways to use digital devices safely.
- Discuss internet etiquette with your child so they do not retaliate, send angry messages and remember that there is always someone on the other end or their texts, messages and posts.
- Report incidents to your school so teachers, guidance counselors and staff can keep an eye out for in-school bullying.
- Report persistent problems to your Internet Service Provider or website moderator. They can block messages from cyber bullies from reaching your child.
- Learn about the anti-bullying and cyber bullying campaigns at your child's school and become involved in making them a central part of the school culture.
- Be a good role model. Put your gadgets away and turn off the computer and TV.
- Keep talking to your teens. Keep lines of communication open and don't over react.
- If there is any indication that personal contact information has been posted online, or any threats have been made to your child, immediately contact local law enforcement.
- Teach tolerance and empathy.

**Signs of cyber bullying**

While not always definitive, possible signs your child is a victim of cyber bullying include:
- Sudden reluctant to go online or use a cell phone
- Avoiding a discussion about what they're doing online
- Depression, mood swings, change in eating habits
- Disinterest in or reluctance to engage in school activities
- Closing the browser or turning off the cell phone when a parent enters the room

## Lesson 1: Being Safe and Secure on the Web

This program prepares elementary school students for the complex, confusing and often dangerous world of the internet. Students learn important lessons about web safety and positive ways to protect themselves while taking advantage of the positive aspects of digital culture. The harsh world of social-networking *ranking polls* and the culture of anonymity are also explored.

### Objectives
- To identify various dangers of the internet, including cyber bullying
- To outline safe and positive strategies for using the internet
- To develop an awareness of web etiquette and age-appropriate use
- To present positive ways to handle online bullies

### Synopsis

**Act One** opens with our puppet pair doing some history homework. After Zazi excitedly completes the assignment on the Great Pyramids of Egypt, she suggests they do some internet research for extra credit. After some reluctance, Dieter gets fully onboard with the task once he realizes how interesting the topic can be. Unfortunately, he decides the teacher-assigned website is boring and suggests they jump off the sanctioned site to do their own exploring of the web. Amid their excitement at all the possibilities the web presents for research, they also learn of its darker side. Exploring links for the *Egyptian Book of the Dead*, they stumble on some questionable material and then are remotely *redirected* to a site containing a highly disturbing picture. After composing themselves, they decide to connect with some of their schoolmates on the web. Although too young for most social networking sites, Dieter and Zazi find their way to one which allows easy access. After Zazi learns the ropes (and the language) of the site, she is excitedly communicating with a band of older students, who immediately begin insulting her. She then finds a *ranking poll* where students nominate each other for both positive and negative attributes. They soon learn the downside of these polls as Zazi is voted the weirdest girl in middle school. In an attempt to defend his friend against this bullying, Dieter quickly retaliates, insulting the online bullies and setting off an escalating exchange of insults which ends badly.

**Act Two** brings our puppet characters into conversation with Michael about ways to stay safe on the web. Upon learning of the troubles Dieter and Zazi have encountered, he immediately suggests they overcome their embarrassment and talk to their parents about what has happened. He points out that they can put filters on their search options which will keep them from stumbling onto disturbing content. After learning of the bullying which took place on the social networking site, he helps our pair discover a number of strategies for dealing with cyber bullying (brainstorm solutions): report it to your parents and teachers, ignore it while online, and don't escalate things by retaliating. Dieter learns powerful lessons about web etiquette when he is too ashamed to speak out loud the insults he used in the chat room: stay cool before responding online (stop and calm down), never say anything online you wouldn't say in person and always remember that there is someone at the other end (understand others). Dieter and Zazi make a plan to not visit the site again and talk to their parent and teachers about what has happened.

**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 internet safety. 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. Deiter and Zazi got very excited about exploring new content on the web. Can you understand why they would be so excited? (Understand others) Why? Have you ever used the internet while working on a school assignment? How did it go? What were the positive things about it? Did anything negative happen?

2. Dieter and Zazi stumble onto some disturbing content while doing their research. What are some of the emotions they might be feeling? (Understand others) Without going into specifics, have you ever stumbled onto disturbing content while surfing the web? If you have, how did it make you feel? What did you do when it happened? Did you tell your parents, guardians or anyone else about it? If so, how did it go?

3. While most social networking sites have an age requirement, Dieter and Zazi find one that is not strict about it. Why do you think most sites restrict children under 13 from joining? Do you think it is a good idea? Do you think it was a good idea for Dieter and Zazi to go on the site, even though they are not 13? (Name the problem)

4. The students on the social networking site are not identified by their real names. Do you think this is a good idea? Can you see any problems that could result? (Name the problem) Do you think people should be able to be on sites and in chat rooms anonymously or should they have to identify who they are? Why or why not?

5. The site contains a poll where kids rank their friends according to positive or negative things. Do you think this is a good idea or is it just mean? (Name the problem) Why or why not? Zazi is repeatedly insulted on the site: she is called a loser and the weirdest girl in middle school. How do you think this made her feel? (Understand others) Have you ever been called names or insulted? How did it make you feel?

6. Dieter gets angry when his friend Zazi is insulted. Can you understand why he would feel this way? He quickly retaliates against the online bullies. Do you think that is a good idea or not? Why? Why is it a good idea to stop and calm down before we respond to bullies online or in real life?

7. Let's make a plan for Zazi and Dieter to make themselves safer while on the web. Do you think they should be visiting social networking sites? Why or why not? What are some good things they could do when confronted by bullies on the web?

**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. (Brainstorm solutions)  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 Dieter and Zazi was if they had talked to their parents about what was going on.  Why do you think he asked them that immediately?  Why is it important to tell your parents or guardians 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.

3.  Why is it important to report cyber bullying and talk to someone about it?  Who are some people here at school you could talk to about bullying, cyber bullying, internet safety and other problems? What would be a good way to approach this person about these problems? (Make a plan)

4.  Michael suggests that Dieter and Zazi might put filters on their search options so they don't stumble onto bad stuff on the web.  Do you understand how this works?  Do you think it is a good idea?  Have you filtered your search options at home?

5.  Dieter is embarrassed to say out loud the things he said in the chat room.  Why do you think he feels that way?  Why do you think he felt it was okay to say these things on the internet but not in person?  What does this teach us about the things we say in texts and chats and other messages on the web?  Why is it important to think of and understand others, even when we are on the web?

6.  Michael says that we need to remember that everything we text or chat or post on the web is more or less public.  Why do you think he said that?  Why is it important to remember this whenever we are on the internet?

7.  Michael suggests that it would be a good idea for Dieter and Zazi to talk about internet safety and cyber bullying in class.  Why do you think he suggested that?  What are the benefits of talking about things like this in class, with your teachers and classmates?

8.  What are some things we could do here in our school/community to raise awareness of internet safety and cyber bullying?  Let's make a list of all the things that would help stop cyber bullying and make ourselves safer on the internet?  (Make a plan)

## Lesson 2: Protecting Yourself from Cyber Bullying

Cyber bullying has become an unfortunate fact of life in the digital world and this program introduces students to the issue in an age appropriate way. Students learn positive ways they can enhance their online privacy and protect themselves from web-based bullying. The complexities of issue are demonstrated as students learn that the school, parents and even the police often need to become involved.

### Objectives
- To define cyber bullying and identify common ways it takes place
- To explore the harmful effects of cyber bullying on its victims
- To develop realistic and effective means to counter cyber bullying
- To illustrate a full range of school, family and community responses

### Synopsis
**Act One** begins with Zazi searching the web for Thanksgiving decorations. At first skeptical, Dieter slowly warms to the project and joins in. Without warning, a strange picture appears on Zazi's computer screen: it is a disturbing photo which has been digitally altered to put Zazi's head on the body of a woman. Zazi is being harassed by an anonymous stalker and is the victim of cyber bullying. As he looks more closely, Dieter realizes the base photograph was taken in their classroom and the woman is their teacher, Mrs. Lessing. Zazi reveals that this has been going on for some time and she has been keeping it a secret because of feelings of embarrassment and shame. Dieter confronts his friend, telling her that this is a serious issue and she needs to get adult help. Still reluctant to seek help, Zazi acquiesces after Dieter informs her that the picture could be all over school and seen by all her fellow students. As the segment ends, we see how difficult this has been for Zazi as she reveals her feelings of helplessness and fear.

**Act Two** brings our puppet characters into conversation with Michael about solutions to this tricky situation. After Michael learns what is happening, he names the problem and defines cyber bullying: *Someone is harassing Zazi using the internet over an extended period of time.* Michael then asks Zazi if she has told her father about the cyber bullying and we learn, once again, that feelings of embarrassment, shame and guilt have kept her from talking to him about it. Michael reassures her that her father will not blame her for the cyber bullying and strongly encourages her to talk to him about it, so he can help her stop it. He then outlines a number of things Zazi and her father can do including contacting their internet provider to block the messages and possibly deny internet service to the cyber bully. He advises Zazi to work with her father to erase any personal information she may have shared on the social networking site previously, and suggests the school might be able to get involved because the picture was taken at school and a teacher is involved. However, the complicated nature of cyber bullying is explored as Dieter and Zazi realize how hard it will be to identify the cyber bully and the difficulty the school may have disciplining him even if he is a fellow student. Michael then informs them that the police may need to become involved and oultines things they can do about cyber bullying: report it to parents, guardians and teachers, ignore it while online, and don't escalate things by retaliating. Zazi and Dieter make a plan to talk to their teacher and explore ways a community-wide effort could be started to stop this and other cyber bullies. The segment ends as Michael counsels Zazi that she did nothing wrong and has no reason to blame herself for what has happened.

## 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 cyber 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 has been receiving a disturbing picture on her computer for some time and it has been troubling her.  What are some of the emotions you think she might be feeling?  Let's list all the different things she might have felt since she started being bullied and harassed on the internet.

2.  Zazi has not told anyone about the picture when Dieter discovers it.  Why do you think she has kept it a secret?  Do you think this is a good idea?  Do think this has helped the situation or made it worse?  Why?  Who could Zazi talk to about what is going on?  Who do you think should be the first person she talks to?  Why?

3.  It took a lot of time and effort to make the photo that is being sent to Zazi.  Why do you think someone would go to all that trouble to hurt Zazi?  Why do you think bullies try to hurt their victims?

4.  Zazi seems to blame herself for what is happening even though she has done nothing wrong.  Can you understand why she might feel this way?  Why do you think she feels so ashamed and embarrassed?  Do you think these feelings are making it easier or harder to deal with the cyber bully?  Do you think the cyber bully wants her to feel this way?  Why or why not?

5.  Dieter tells Zazi that the picture could be all over school and, in fact, could be posted anywhere on the internet.  This seems to change her mind about getting help.  Why do you think this changed her mind?  How would you feel if an embarrassing picture of you was being sent all over school and the internet?  How would you feel if someone was posting the picture to intentionally hurt you?

6.  This is a very complicated situation.  Let's list all the difficulties Dieter and Zazi face in solving the problem (identifying the cyber bully, getting him to stop, disciplining him at school, etc.).  Which do you think is the most difficult?  Why?

7.  If you were Zazi's friend, what advice would you give her?  Let's make a plan that would help her deal with the situation and stop the cyber bullying.  Let's make a plan for our school/community that would help prevent cyber bullying.

**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 defines cyber bullying by saying, "Someone is harassing Zazi using the internet, over an extended period of time." 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.  After Zazi despairs that there is nothing she can do to stop the cyber bullying, Michael outlines a number of steps she could take to make things better. Let's list all the things Michael suggests Zazi do. (Brainstorm solutions) Let's make a plan for Zazi and Dieter to deal with the cyber bullying.

3.  Zazi seems unsure that anything can be done to stop the cyber bullying. Why do you think she might think that? Can you imagine feeling this way if you were in her situation? (Understand others) Do you think this attitude helps or hurts Zazi's ability to positively deal with the cyber bully. If you were her friend, what would you say to her to help her change her attitude and do more to make things better?

4.  It seems to be a big deal that the picture was taken at school and involves Zazi's teacher, Mrs. Lessing. Why do you think that is important? If the cyber bullying did not involve any school activity, do you think the school could get involved? Why or why not? Sometimes it is difficult for schools to get involved in cases of cyber bullying. Why do you think that is? Do you think schools should be able to get more involved when a student is the victim of cyber bullying, even when it takes place outside of school? Why or why not?

5.  Michael tells Zazi and Dieter that the police might have to become involved. Why do you think that might be necessary? Do you think it would be a good thing if they did become involved? Why or why not? What does this say about how complicated and serious cyber bullying is?

6.  Zazi is surprised when Michael suggests she and Dieter are handling things well. She says she hasn't done anything. What are the two things Zazi didn't do that helped the situation (ignored the bullying and didn't retaliate)?

7.  Michael tells Zazi that he is sorry that she is the victim of cyber bullying and says it is very unfair this is happening to her. Why do you think he said that? Why do you think he told her she did nothing wrong? Do you think victims of cyber bullying sometimes think they did something to deserve being bullied? Why do you think they might feel this way? (Understand others) Do you think cyber bullies want their victims to feel this way? How does cyber bullying encourage these feelings?

## Lesson 3: Online Rumors, Texts, and Gossip

Rumors and gossip are a hurtful part of pre-teen culture and are often used by bullies to harass and isolate their victims. The power of the Internet and the prevalence of mobile devices greatly speed and broaden the transmission of this rancorous chatter. In this programs students learn methods to block rumors, even when they travel at the speed of light in the 24/7 world of texts, twitter and chat.

### Objectives
- To show the hurtful nature of gossip and rumors
- To identify the spreading of gossip and rumors as bullying behavior
- To outline effective ways to block rumors online and in school
- To underline the importance of an inclusive, caring school community

### Synopsis
**Act One** opens with Zazi ruefully closing her texting phone as Dieter joyously enters with the news that he has just earned an A on the recent geography test. Generally not an "A" student, Dieter is unabashedly proud of his accomplishment. Zazi remains guarded as she learns about the depth of Dieter's knowledge of the topic, gently prodding Dieter to reveal how he did so well on the test. As she learns Dieter has a private passion for the topic, she becomes more distraught and reluctantly reveals to Dieter thatthere is a rumor going around via texts and chat that he cheated on the test. Understandably upset, Dieter now probes Zazi to learn the extent of the rumor and how she reacted when she heard it. Upon learning that she said nothing in his defense, Dieter feels betrayed and chides his friend for not standing up for him. Feeling regretful, Zazi suggest they get advice from Michael about how to stop the rumors, even as Dieter despairs that it is too late: "*Once a rumor starts, it's ten times harder to stop it. Especially when it goes viral!*"

**Act Two** brings our puppet characters into conversation with Michael about solutions to the situation. After learning about Dieter's accomplishment and the hurtful rumors being spread about him, Michael encourages Dieter to express his feelings about the situation. When he learns the topic of the test was on a shared topic of interest (The South Indian Ocean), he realizes that Dieter has been seriously wronged by the rumors being spread by students at school. He also helps Dieter understand how difficult the situation has been for Zazi (understanding others), who was unaware of Dieter's interest in the area and was being pressured by an avalanche of peer pressure. Michael then outlines a number of effective methods for blocking rumors both at school and on the internet, which include: naming the problem by identifying the statements as rumors and gossip, challenging the rumor directly by questioning its accuracy, suggesting that it might be the result of a misunderstanding, going to the victim of the rumor to find out what is going on and never repeating rumors or passing them on. With Michael's help, Dieter and Zazi brainstorm solutions and make a plan, which calls for Zazi talk to her friends about the rumor, Dieter speaking to their teacher about it, and together judiciously confronting the people who are spreading the rumor so they learn how hurtful it has been to Dieter. Michael cautions not to escalate the existing tensions and advises the pair to remain cool and calm (stop and calm down) when talking to students about it, only talk to people they know well so they don't engender a larger conflict, and enlist their teacher's help when necessary.

**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 rumors and gossip. 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. After Zazi reads the rumor messages on her phone and then sees Dieter so happy about getting an A, she seems to be feeling a number of different emotions. Let's list as many of them as we can. (Understand others) Why do you think she is so cautious with her friend? Do you think she knows if Dieter cheated? Why or why not?

2. Dieter is extremely happy about his accomplishment. Why do you think he feels that way? Have you ever felt a similar sense of accomplishment when you got a good grade? Tell us about it. Dieter often struggles in school, so getting an A is not easy for him. Do you think this contributed to his feelings of accomplishment? Why? Has there been a time in your life when you worked really hard on something and had to struggle to accomplish it? Tell us about what happened and how hard you worked. Did the difficulty of the work give you a bigger sense of accomplishment? Why?

3.  Dieter knows a lot about the South Indian Ocean. They are the *islands of his dreams* and he studies them outside of school for fun. Do you have a place of your dreams: an interest, a hobby, an activity or sport that you are passionate about? Tell us about it. What is it about your passion that engages you and keeps you involved? Passions like this often involve a lot of hard work, but usually don't feel like a sacrifice. Why is that? What does your passion tell you about how you like to learn new things?

4. Dieter is very hurt when he learns people are spreading false rumors about him. Can you understand why he might feel this way? Have you ever had a hurtful rumor spread about you? How did it make you feel? What would you like to say to the people that spread that rumor about you?

5. Dieter feels betrayed by Zazi because she didn't stick up for him when she heard about the rumor. Do you understand why the situation might be difficult for Zazi? What do you think you would do in her shoes? What would be the best thing to do in that situation? Do you think Zazi is being a good friend? Why or why not?

6. What do you think Dieter and Zazi should do about the rumors and gossip? Let's brainstorm solutions and make a plan that would help them make the situation better. The rumor has spread very quickly on the internet. Does that make it easier or harder to stop? Why? Are there ways they could use technology to stop the rumor?

**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. When Michael hears that Dieter got an A on the test, he suggests he must feel very proud of himself. Dieter responds that he did but all the rumors spoiled it. Can you understand why Dieter might feel this way? Do you think the rumors take away from Dieter's hard work and accomplishment? Why or why not? If you were Dieter's friend, what would you like to say to him so he would still be proud of what he has accomplished?

2. Dieter gets very emotional when talking to Michael about the rumors and defends himself by saying, *"I am not a cheater!"* Why do you think he is so upset and feels the need to defend himself like this? Does the fact that Dieter does not usually get good grades make the rumor even more hurtful and difficult to stop? Why or why not? Have you ever had to defend yourself when you were falsely accused of something? Tell us what happened, what you did and how it made you feel.

3. Michael and Dieter share a passion about the South Indian Ocean and seem to feel a strong connection because of it. Do you share a passion or strong interest with a friend or relative? Tell us about the activity and how it makes you feel when you are able to share it with someone you like. Does this shared interest make you feel closer to this person? Why?

4. Zazi seems to feel ashamed that she did not say anything to defend Dieter, but Michael points out that it was a difficult situation for her as well. What are the things Michael suggests would be difficult for her. Can you think of any others? Have you even been in a situation when you needed to stick up for a friend? Tell us about it. Was it difficult or easy? Why is it important to stick up for our friends when others are being mean to them, even when it is hard?

5. Michael helps Dieter and Zazi brainstorm solutions for ways to block the rumors and gossip. Can you name all the things they come up with? Can you think of any others? What are the two rules about rumors that Michael outlines? Why do you think these are so important? Let's make a plan for Zazi and Dieter to stop this rumor before it hurts Dieter any more.

6. Michael praises Dieter for his passion and tells him that no one can take that away from him. Why do you think he said that? Why was it an important thing to say?

7. The internet is both part of the problem and part of the solution to stopping rumors and gossip  Let's make a plan that would help our whole school and community stop hurtful rumors and gossip in class, on the playground and on the internet.

## Lesson 4: Helping and Caring in a Digital World

In this program students will explore the dual nature of the digital world and its power to encourage both positive and negative behaviors. Students will understand the addictive nature of violent video games and their potential to limit empathy. Positive aspects of digital technologies are demonstrated when they are used to help others. Students will learn empathy skills as they discover the deep satisfactions of doing good and being part of a larger caring community.

### Objectives
- To demonstrate the potentially addictive qualities of video games
- To show how violent video games can become obstacles to empathy
- To instill the social skills of empathy and caring (understanding others).
- To underline the personal satisfactions of doing good
- To empower students to help others and build a positive school/community culture

### Synopsis
**Act One** opens with Dieter furiously playing a first-person shooter video game with motion control (where the player controls the game by his movements). As he plays more frantically, he becomes totally immersed in the world of the game, even to the point of mistaking his friend Zazi for an alien intruder. Zazi patiently waits for her friend to come out of his frenzy until he begins shooting her with his remote controlled guns. At this point she breaks the spell of the game and brings Dieter back to reality. We soon learn that it is winter break and our pals have widely divergent plans for the holidays: Deiter wants to spend all his free time playing video games while Zazi is trying to organize a community service project – visiting the elderly at the local home. Undaunted by an initial lack of interest, Zazi is gamely forging ahead by rethinking the project (evaluate and choose) on a more realistic scale. After she brainstorms solutions with her reluctant friend, she lands on the idea of bringing the school *a cappella* group to the home to sing with a music group that plays there on Thursdays. Since he loves *a cappella* singing Dieter is tempted, but eventually declines, citing a somewhat suspicious conflict: his plan to play video games with a friend that day. However, he does volunteer to do the communications for the event, crafting a group email to the potential singers and sending it along to Michael who is acting as adult supervisor of the event.

**Act Two** brings our puppet characters into conversation with Michael about solutions to the situation. After Michael struggles with his email, Dieter demonstrates the importance of good computer skills when he locates the attachment he sent. Michael acquiesces and wisely turns the work over to Dieter as he and Zazi begin making a plan for the upcoming visit to the senior home. As they develop the details of the program, Dieter cannot help himself from being drawn in by the music he loves and inadvertently begins singing along, to his embarrassment. When he learns that his favorite *Do Wop* singer is going to join the program, Dieter can no longer contain his enthusiasm. Prodded by Zazi and Michael, Dieter finally reveals the true source of his reluctance: he had a traumatic experience at the home a year ago when he stumbled onto a terminally ill patient. After Michael suggest going to this event would be just the way to overcome these fears and Zazi assures him she will support him throughout, Dieter succumbs to his better nature and he agrees to join in and make the event a memorable one for all involved.

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**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. Dieter is really enjoying playing his new video game, *Fortress Eden*.  It is a first-person shooter game and is controlled by his movements.  Do you know what a first-person shooter game is?  Have you ever played one?  Tell us how a first-person shooter game works and how you win points.  Players of these games become very excited as they shoot and kill their opponents.  Can you see any problems that might result from playing games like this, or do you think they are just a fun thing to do?

2. Dieter becomes more and more frantic as he plays the game and even seems to lose touch with reality as he mistakes Zazi for an alien intruder.  What do you think is happening to Dieter?  (Understanding others) Have you seen someone become totally engrossed in a video game?  Has this ever happened to you?  The designers of video games go to a lot of trouble making their games as realistic and thrilling as possible.  Why do you think they do that?  Do you see any problems that could result from losing yourself, like Dieter did, playing a realistic and violent video game?

3. Zazi is trying to organize a community service project over the holidays to visit a convalescent home in the neighborhood.  What do you think of the idea? Can you think of other good projects they could do?  (Brainstorming solutions)  Zazi is undeterred by the lack of interest shown by her fellow students and is determined to forge ahead anyway.  What do you think this says about Zazi's character?  Do you think her attitude is a good one?  What are the benefits of having an attitude like Zazi's? What are some problems which could result from it?

4. Dieter seems more interested in playing video games than helping out with the project.  What do you think about his attitude?  Is it a good one or a selfish one?  What would you do if you were in his situation? (Evaluate and choose)

5. Dieter seems determined to spend all his free time over the holidays playing video games.  Do you think that is a good idea?  Can you see any problems in doing that?  Do you know anyone who plays a lot of video games?  How does it affect them?  Do you spend a lot of time playing them?  How does it affect you?

6. Dieter seems to be getting more interested in the project, but in the end makes an excuse for not joining in.  What do you think is going on with him? (Understanding others)  Do you think there might be something else holding him back?

7. Do you think Dieter should join in and be part of the project or spend his free time over the holidays relaxing and playing video games?  Explain your answer.

**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. Michael is having trouble figuring out how to use his computer, but Dieter saves the day and organizes all the emails for the project. Do you think it is a good thing to have computer skills? Why or why not? How are they helping with this project, given that school is out? Do you have good computer skills? Tell us what you are good at. Tell us about a time you used your skills in a project at school or at home. Do you know an older person like Michael, who doesn't have good computer skills? Have you ever helped them out like Dieter helped Michael? Tell us about it.

2. Zazi recounts the decisions she made with Deiter to narrow the project to just the *a cappella* group. (Originally it included the whole school and then first narrowed to students who sing or play instruments.) Do you think it was a good idea to narrow the project like that? Why do you think Zazi made those changes? What was she responding to when she made those changes? What does it say about Zazi and her ability remain flexible and respond to new information? Do think this is a good attitude to have when planning things? Why? (Evaluate and choose)

3. As Zazi and Michael make plans for the project, it seems that Dieter is getting more and more interested and excited about it. What do you think is going on with him as the details of the plan are revealed? Have you ever avoided something you thought would be boring only to find out that it was going to be a lot of fun? Tell us about it and how your attitude changed over time. What does this tell us about making decisions about doing new things and keeping an open mind?

4. After some prodding from Michael and Zazi, Dieter reveals a big reason he doesn't want to go to the home: a year before he had a disturbing experience and is afraid of returning to the home. Michael advises that it would be good for him to get over this fear and being part of the group would provide a good opportunity to do that. Do you agree? What would you do if you were Dieter? What might be some reasons he would decide not to go? What would be some good reasons to go? Have you ever had to get over a fear in order to do something fun or exciting? Tell us about how you overcame your fears? How did you feel about yourself afterward?

5. Dieter's experience seems to make him a little afraid of older people in general. Do you understand why he might feel that way? This fear makes it harder for him to care about older people and their problems. Do you understand why that might happen? Can you think of other things that get in the way of our empathizing with and caring about others? (Understanding others)

6. Michael exclaims "*Doesn't it feel great doing good things and helping others.*" Do you understand what he means? Have you ever been part of a project like this? Tell us about it? How did it make you feel doing good things and helping others?

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## Extension Activities

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

Write a pledge to stop bullying, rumors and gossip in school, in the community and on the internet.  Put it on a large piece of butcher paper and have students sign it.

Hold essay writing contests on cyber bullying, web safety, rumors, gossip and community service projects and publish the results on your school website.

Create a series of posters for your group, classroom or school/community center that:
- Illustrate the different issues of cyber bullying and web safety
- Demonstrates good ways to stay safe while surfing the web
- List good things to do when you are a victim of cyber bullying
- List ways to block rumors and gossip, on the web and in the school/community
- Show easy ways to report cyber bullying and offensive web sites
- Lists a number of community projects and good works students can do
- 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: Kids should be able to have cell phones and mobile devices in elementary school and use them whenever it doesn't interfere with school work.
- True or false: Social networking sites are harmless and they should allow students of any age to join them.
- True or false: The problem of cyber bullying is greatly exaggerated and is not very common.
- True or false: Victims of cyber bullying often bring the problem on themselves by visiting sites they should not.
- True or false: We should be able to remain anonymous on the internet and have the freedom to say whatever we want.
- True or false: Ranking polls are fun and we should take part in them, even if they occasionally hurt other people's feelings.
- True or false: Rumors and gossip are just a part of life and we should accept that.
- True or false: Community service projects rarely work.  They are mostly just ways to make participants feel good about themselves.

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
for more resources and extension activities

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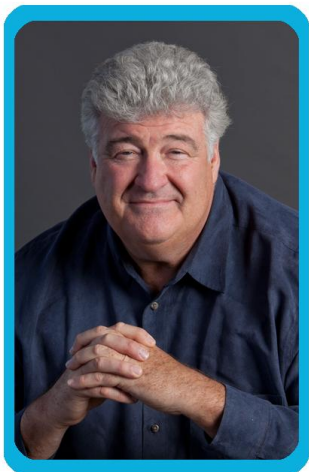
## About Michael Pritchard

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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Rutgers University, Department of Psychology

Teacher Consultant
Kathleen Harriman
San Francisco Unified School District