

Silent Witness



RESOURCE GUIDE



Connect with Kids

- Fact Sheet
- Parent Tip Sheet
- Grades 3-5 Lesson Plan
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Discussion Questions

Character Traits

All Connect with Kids programs address these 26 character traits:

Caring/Compassion

Civility

Cooperation

Courtesy

Freedom

Helpfulness

Honor

Justice/Fairness

Loyalty

Peace

Respect

Self-Control

Tolerance

Citizenship

Conviction

Courage

Diligence

Generosity

Honesty

Integrity

Kindness

Patience

Perseverance

Responsibility

Togetherness

Trustworthiness



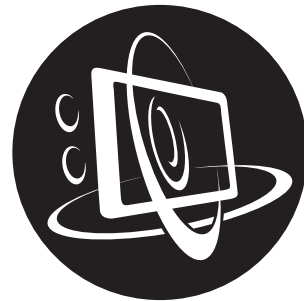
Connect with Kids

Silent Witness

Bullying continues to plague an untold number of children in the playgrounds and hallways of American schools. But there are ways for kids to protect themselves. There are non-violent methods parents and educators can teach kids to stop the bullying, ways that can help them not be the target of bullies.

This resource guide is designed to accompany the video entitled “Silent Witness.” This resource guide includes:

- Fact Sheet
- Parent Tip Sheet
- Grades 3-5 Lesson Plan
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Discussion Questions



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Fact Sheet

WHAT WE KNOW

Bullying is physical, verbal and/or emotional abuse, sexual harassment, cyber-bullying and even racism. Bullying happens when one person or group seems to have more power (such as physical strength, size, verbal or physical skill, popularity or gender) than the other and abuses that power. Bullies hit, kick, pinch, pull hair, push, trip and bite. They threaten, intimidate, tease, spread rumors and eliminate people from groups. They destroy and deface property. They inappropriately touch, stare at and comment on the opposite sex. They make racial slurs and mock different cultures. Bullies frequently torment their victims such that they feel helpless, defenseless and often in physical and emotional pain.

According to recent studies:

- One out of every four students is bullied.
- 30% of students in the sixth through tenth grades have admitted to being involved in bullying as a bully, a victim, or both.
- Most bullying happens on school grounds, not at home or on the way to school.

Perhaps the most shocking statistic is this: **every seven minutes, a child is bullied. 85% of the time, peers are present, and nobody intervenes.**

WHAT WE CAN DO

- Schools and homes must establish clear rules about how bullying behaviors will not be tolerated by anyone.
- Consequences must be outlined and applied when necessary.
- Teach students and children how to help others who are being bullied. Help them understand that telling an adult that someone is being bullied is not tattling; it is important for everyone's safety. If you are a bystander, then you are part of the problem.

- Find ways to build self-esteem in children and ways to include those who might easily be left out.
- Create a climate both at home and in school that allows for those who may be victims of bullying to feel safe in revealing their tormentor.
- Create a school environment that makes students feel comfortable and welcomed; students should know their teachers and parents care about them.

RESOURCES

Kids Health,

www.kidshealth.org

Love Our Children, USA,

www.loveourchildrenusa.org

Med Line Plus,

www.nlm.nih.org

National Institute of Mental Health,

www.nimh.org

Safe Youth,

www.safeyouth.org

Stop Bullying Now!

www.stopbullyingnow.com

Youth Crime Watch

www.ycwa.org



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Parent Tip Sheet

SIGNS YOUR CHILD IS BEING BULLIED

Most children will not tell their parents they are being bullied; therefore parents must keep a look out for any of the possible signs of bullying:

- Clothes, books or other possessions are ripped, excessively dirty, damaged or missing.
- Cannot explain cuts, bruises, scratches
- Does not seem to have any friends or belong to any groups at school
- A once cheerful child becomes teary, sad, moody or depressed
- Has frequent headaches, stomachaches or other physical complaints
- Suffers from bad dreams or bad sleep patterns
- Is anxious
- Has low self-esteem

These signs do not always mean your child is being bullied, but they are worth exploring.

WHAT YOU CAN DO

First and foremost, you need to talk to your children in ways that encourage sharing. Let them know you are concerned and you want to help, but most of all, let them know it is not their fault if they are being bullied. Be supportive and gather information about what has happened. Never approve of retaliation, because it will not solve the problem.

Talk to administrators and teachers at school to find out about your children's relationships with peers during the school day and to see if they have observed any incidents of your children being bullied. Make sure to meet with the principal or school counselor to discuss your concerns and develop a plan. Above all, you should expect the bullying to stop. If it does not, contact the school again. Help your children find ways to deal with or avoid bullies. Find a club or an organization for them to join outside of school to make new friends and establish a supportive group. Work together to create a list of adults who will help in bullying situations, and make sure they know telling about bullying is not tattling. Make your home a safe haven.

SIGNS YOUR CHILD IS A BULLY

Bullies tend to:

- Be dominant personalities with quick tempers
- Get frustrated quite easily, even at the simplest of tasks
- Lack empathy for others
- Find it difficult to follow rules
- Enjoy violence
- Have a high sense of self esteem
- Hang out with other bullies or peers who enjoy violence



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Parent Tip Sheet *(cont.)*

For the Classroom

WHAT YOU CAN DO

Clearly state you will not tolerate this behavior and develop a set of consistent rules and expectations relative to behavior. Be sure to offer praise when peaceful solutions are used to solve problems instead of violent or hostile ones. Spend more time with your child to find out the details of how he or she spends their day and who their friends are. Encourage participation in activities that develop skills and offer opportunities to learn new ones. Talk to the principal, the teacher and the counselor at school and not only share your concerns but develop strategies to help your child understand that everyone involved will not tolerate bullying. If necessary, seek help from a mental health professional such as a social worker.

RESOURCES

Kids Health,

www.kidshealth.org

Love Our Children, USA,

www.loveourchildrenusa.org

Med Line Plus,

www.nlm.nih.org

National Institute of Mental Health,

www.nimh.org

Safe Youth,

www.safeyouth.org

*Stop Bullying Now!, a division of
U.S Department of Health and Human Services,*

www.stopbullyingnow.com

Youth Crime Watch,

www.ycwa.org



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For the
Classroom

Silent Witness

Title: Safe Place

Lesson Plan Grades 3-5

PURPOSE:

Students will survey the school population for ideas to reduce bullying at particular locations at and around their school

OBJECTIVES

Students will ...

- Brainstorm locations where bullying occurs
- Generate a survey
- Administer survey to school population
- Analyze data
- Develop plan to make the location safer

MATERIALS

- Pens, pencils
- Paper
- Copies of survey
- Black/white/green board

PROCEDURE:

1. Open a discussion by asking, *What are the places at this school where you know there might be trouble or bullies?* You are asking them to think about the places they might go to look for trouble or the places they try to avoid so they will not get into bully situations. Write their ideas on the board.
2. Break the students into groups of three or four and have them first select one of the locations from the list on the board. They will then develop a questionnaire they might give to teachers, other students, parents who frequent the school, school secretaries, custodians — anybody who is regularly involved with the school. This questionnaire should ask the different people about the location and ideas they have for making it a safer place.
3. Have the groups administer their survey to various members of the school population. Give them a set amount of time to do so, and consider allowing them to add more interviews for homework.

4. At the end of the allotted time, gather the groups back together, and discuss the responses to their surveys. On the board, write the categories “Students,” “Teachers,” “Staff Members,” and “Other Adults.” Collect the ideas from their surveys and write them in the appropriate categories on the board.
5. Have them break into groups again and tell each group to create a plan they might present to the principal and/or the student council to make the “Bullying Place” a “Safe Place.”
6. Each group should submit a written plan.

EXTENSION

Have the students actually present their plans to the student council and/or principal and report on the results of their meeting.

Evaluation:

- Did students participate in the discussion?
- Did each group prepare, administer and analyze its survey?
- Could students develop strategies to change the nature of the “Bullying Place”?
- Did each group submit a written plan?



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Title: Put Down Boggle

Lesson Plan Grades 6-8

For the Classroom

PURPOSE:

Students will brainstorm put-downs or insults that bullies might use and create responses to deflect the discomfort or pain they were supposed to inflict.

OBJECTIVES

Students will ...

- Brainstorm insults and put downs used by bullies
- Create a cache of calm responses that would protect the intended victim
- Understand “protecting and deflecting”

MATERIALS

- Pens, pencils
- Paper in small pieces as well as intact pieces
- A paper bag
- Black/white/green board
- Open space for rehearsal and presentation

PROCEDURE:

1. Break the class into groups of three or four. Distribute small pieces of paper and ask students to take out a pen or pencil.
2. Begin a class discussion by asking students, *What are some typical insults that people throw at each other to hurt their feelings or instigate a fight?* Ask each group to write these insults or put-downs, one per piece of paper. Remind them that they must edit their language; no foul language will be allowed, so they must think of “substitute words” for any language that might break the school rules on appropriate language.
3. Give them about three to five minutes to come up with as many as possible.
4. Meanwhile, add some of your own, such as:
 - That dress makes you look so fat.
 - Four eyes
 - What a dork.
 - Hey, stupid, I’m talking to you.
 - Where’d you get that rag of a dress, K-Mart?
 - Didn’t I tell you never to talk to me or look at me, you jerk?
 - Everybody knows that — what are you, stupid?
5. Have all the students fold their papers once and place them in the paper bag.
6. Say, *Now comes the challenge. Take out your piece of regular sized paper and a pencil. I’m going to pull out one of the insults you have written, and your team’s job is to come up with as many responses as possible that will NOT start a fight. In other words, you are going to create a response that might use humor or another way to throw the bully off guard but not challenge him or her to a fight. For example, if I pull out, “That’s the ugliest shirt ever,” your responses might include, “Thank you,” or “Yeah, you’re right,” or “Did you see that bird?” You need to take away the sting, make it funny, or change the subject. You will have 10 seconds to write as many of these as possible. Let’s try one.*
7. Pull one of the insults out and try it as an example. Read it, give them 10 seconds, then ask one representative of each group to volunteer to read their responses.
8. Say, *We’re going to score these. I’ll call on somebody to read one of his or her responses. If the class judges it as an appropriate response, then you receive two points. If anybody else has that response, you lose one point. If it is inappropriate, then you receive zero points.*



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Silent Witness

Title: Put Down Boggle

Lesson Plan Grades 6-8 *(cont.)*

**For the
Classroom**

9. Play as many rounds as time allows and tally the points to determine the winner.
10. As a final reflection, have students write a response to the following question: How can these kinds of statements or actions help you or a friend avoid getting caught in a bullying situation?

EVALUATION:

- Did students participate in creating insults and come-back lines?
- Did students work successfully in groups?
- Could students understand how practicing these lines could help them get out of a possible bullying situation?
- Did each student submit a written response?



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Title: You Be The Judge

Lesson Plan Grades 9-12

For the Classroom

PURPOSE:

Students will analyze short skits about bullying and determine the consequences for those involved.

OBJECTIVES

Students will ...

- Act out brief original scenarios about bullying
- Act as jury to decide if bullying occurred
- Determine consequences for behaviors

MATERIALS

- Copies of school policy on bullying
- Bullying scenarios
- Pens, pencils
- Paper
- Black/white/green board
- Open space for rehearsal and presentation

NOTE: Previous experience preparing, rehearsing and presenting skits will be helpful for this lesson.

PROCEDURE:

1. As a class, review the school's policy on bullying.
2. Break class into groups of no more than four and give each group one of the bullying scenarios. The group's job is to prepare a one or two minute skit of the scenario to present for the class. Give them 15 minutes to prepare their presentation.
3. Gather the group back together and have groups present their skits one at a time. Explain to the class that after each skit, the audience will need to decide the following:
 - Identify the bully or bullies
 - Identify the victim
 - Identify the bystanders (if any)
 - Identify the type of bullying going on (physical, verbal, emotional, racial, sexual, other)
 - Determine the consequences for the behaviors exhibited by all participants
 - Discuss other possible actions and outcomes

4. When all the groups have gone and all the consequences have been assigned, ask each student to write a response to one of the skits from the victim's point of view. Will the consequences make him or her feel better? Why or why not? What else, if anything, should be done?

EXTENSION

Have the students perform their skits and judgment sessions for another class or for a student assembly.

EVALUATION

- Did students understand the school policy on bullying?
- Did each group prepare, rehearse and present a skit based on a bullying scenario?
- Could students identify the participants in each scenario as well as the type of bullying going on?
- Did each group submit a written response?



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Bullying Scenarios

-
- Every day, Marta gets on the bus only to be bothered by the other girls in the front seats. They comment on her clothes and make fun of her bookbag. Luckily, Shania lets her sit with her, but she does not talk to Marta.
-
- Phillip has a lazy eye and must wear an eye patch. The guys in his class make pirate noises and pull on his leg asking where his peg leg is.
-
- Josue, the new kid in class, speaks little English, and when he does, he has a very strong Brazilian accent. The kids in his class make fun of the way he speaks and laugh at him. The teacher tells them to calm down but does not punish anyone.
-
- Whenever she is at her locker, Clara notices a boy from her class silently staring at her and watching every move she makes. It makes her really uncomfortable. She tells her friend Lashonda who tells her to ignore him, but he does not stop, even when she finally says something.
-
- Ralph is sick and tired of being picked on in PE class for being much shorter than the other guys and finally decides to strike back one day. When one of the bigger guys says something, he turns around and knocks him down. The other kids in the class gather around and cheer the fight on until the teacher breaks it up.
-
- Charlotte is having a party on Friday night and everyone is invited except Toya. Charlotte talks about her party to all her other friends even in front of Toya, and she makes sure Toya knows about the party and that she will be the topic of conversations when she is not there.



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Discussion Questions

Opening

1. What is the main reason bystanders do not do anything when they witness bullying?
2. Some of the teenagers defend or explain bystander behaviors by saying, “That could be me if I tell,” or “They don’t want their friends to get in trouble and blame them for it,” or “It’s almost like excitement — everyone rushes over,” or “I wish I could stand up for the person, but it’s always easier to just NOT.” Do the statements sound familiar? Why or why not?
3. How do you define bullying? Why do you think bullies do what they do?
4. Have you ever witnessed bullying behavior and though you did not like what you saw, you chose not to do anything because you were afraid to? Looking back at such times, do you wish you had responded differently?
5. What is the difference between “standing by” and “standing up?”

Part I

1. Describe Kyle Finn’s story. What did kids do to him? Why? What did his friends do? Why?
2. What is the typical appearance of a victim?
3. How do bullies sense fear in a prospective victim?
4. What “differences” make kids targets of bullies?
5. What is Asperger’s Syndrome? Why would it make somebody an easy target for bullying?
6. What is perhaps the hardest part of being a parent of a bully? Explain your answer.
7. How would you feel if Kyle’s experience was yours?
8. Have you ever been a victim, or known someone who was the victim, of bullying behavior? Did you tell your parents? Why or why not?
9. Though you may have difficulty admitting it even to yourself, have you ever been the perpetrator of bullying behaviors? Perhaps you regret it now, but why do you think you did it? Were there steps others could have taken that would have encouraged you to stop?

Part II

1. The counselor asked the students, “What is the difference between tattling and telling?” What would your response be?
2. Describe Stanzi’s illness and how it led to being bullied.
3. How did Stanzi’s parents help change things around?
4. What are some steps kids can take to avoid being bullied?
5. What is the role of courage in changing the attitudes toward bullying? Explain your answer.
6. How do you think you could become more courageous in not only helping victims, but also in standing up to those who are bullying them?
7. Do you believe you have a strong sense of who you are as an individual, and do you feel comfortable being who you are? How does feeling good about yourself relate to feeling like you can actually help others who are victims of bullying?



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Discussion Questions

Part III

1. Describe Bill Ehrenreich's story. What was the event that changed his mother's life?
2. How did Bill's mother talk to the school district? Did it work? Would it be effective in your school district? Why or why not?
3. How did the Fox School District make anti-bullying a priority? What were the steps they took?
4. What are some other ways that schools could address the issue of bullying? What role can you imagine yourself taking in establishing a new anti-bullying policy at school?

Close

1. What is "social improvisation" or "social theatre?" Do you think it is a positive step toward changing attitudes toward bullying? Why or why not?
2. Agree or disagree with the following statement: "Students are learning about the power they have to stop bullying and learning how telling not only protects victims, it can protect them, too, from one day becoming victims themselves."
3. Mary Ann Byrne, Counselor, says, "There's not a person in this country that's not involved in [bullying]. You're either the bully, the victim, or the bystander. And we're all affected by it." Respond to this quotation and explain your answer.
4. Thinking back to the beginning of our discussion, consider your response to times you have witnessed bullying but did not speak up. Do you now feel more empowered to do so? Do you think that even though it will still be difficult, you might choose to help by standing up for a victim and seeking help from others in doing so?

For more information

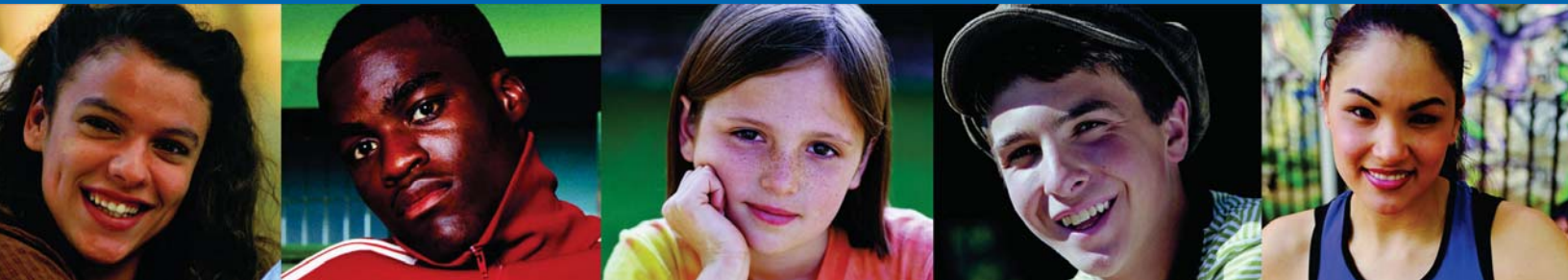


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on *Connect with Kids* or *Silent Witness*,
please call (888) 598-KIDS (5437) or
email to sales@cwknetwork.com

bul·ly (bŭl'ē)

a blustering, quarrelsome, overbearing person who habitually badgers and intimidates smaller or weaker people.



Silent Witness

Bullying continues to plague an untold number of children in the playgrounds and hallways of American schools. But there are ways for kids to protect themselves. There are non-violent methods parents and educators can teach kids to stop the bullying, ways that can help them not be the target of bullies.

This special program was produced by the highly skilled television and education team at CWK Network, Inc.

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Phone 1.888.598.KIDS
www.cwknetwork.com

