

# Sticks and Stones



## RESOURCE GUIDE



**Connect with Kids**

- Bullying Fact Sheet
- Parent Tip Sheet
- 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



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# Sticks and Stones

In *Sticks and Stones*, you'll witness true stories from teens who were bullied with name-calling, gossip, nasty emails and exclusion. This is the torment that today's bullies put others through, and kids say it hurts worse and leaves deeper emotional scars than physical bullying. You'll witness the true story of Ryan Halligan, who committed suicide as a desperate escape from daily teasing and taunting – both at school and online through hateful emails. You'll also hear from Alison Goller, 19: "I'd be walking down the hallway and [it would] be like, 'Alison, you can take your mask off, it's not Halloween anymore.' Or, 'Alison, you're so ugly, no guy would ever kiss you.' They called her names and made sexual slurs, and she cried every day after school. Learn what children and teens face every day, and what parents, students and educators are doing to stop the abusive words than hurt worse than "Sticks and Stones."

**This resource guide is designed to accompany the video entitled *Sticks and Stones*. This resource guide includes:**

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



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*NOTE: The topic of bullying is a very serious one and needs to be presented with sensitivity to children in an age-appropriate manner. The documentary "Sticks and Stones" and its resource guide are directed at adolescents and are not designed for elementary school children.*



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# Sticks and Stones

## Bullying Fact Sheet

The *Journal of the American Medical Association* defines bullying as having three components:

- Behavior – Aggressive behavior with the intent of doing harm to another or a group
- Frequency – Occurs repeatedly over a long period of time
- Targets – Victim(s) is/are less powerful than the bullies

Bullying can be verbal, physical and/or psychological. And among today's technologically savvy kids, bullying is no longer restricted to personal contact with others – it has now advanced to the relative anonymity of cyberspace.

In a 2004 survey of 1,500 students in grades four through eight, iSafe learned the following about "cyber-bullying" (bullying behavior via the Internet):

- Forty-two percent of kids have been bullied while online. One-in-four have had it happen more than once.
- Thirty-five percent of kids have been threatened online. Nearly one-in-five have had it happen more than once.
- Twenty-one percent of kids have received mean or threatening email or other messages.
- Fifty-eight percent of kids admit someone has said mean or hurtful things to them online. More than four-in-ten say it has happened more than once.
- Fifty-three percent of kids admit having said something mean or hurtful to another person online. More than one-in-three have done it more than once.
- Fifty-eight percent have not told their parents or an adult about something mean or hurtful that happened to them online.

The organization Fight Crime: Invest in Kids published *Bullying Prevention IS Crime Prevention* in 2003, offering the following information on bullies and victims of bullies:

- Compared to their peers, kids who are bullied are five times more likely to be depressed.
- Bullied boys are four times more likely to be suicidal. Bullied girls are eight times more likely to be suicidal.
- There were no significant difference in the frequency of being bullied among youths from urban, suburban and rural areas.
- Bullies are more likely to carry weapons to school and be injured.
- Both bullies and chronic victims of bullying have problems throughout their lives developing friendships, and are often loners as adults.
- Boys who bully are more likely commit crimes before the age of 24.
- In cases of school shootings, 75 percent of the shooters had been bullied and chose to retaliate against their perceived tormentors.

On a brighter note, the study reports that there are successful anti-bullying programs being implemented in schools and communities today. Each of these programs has several components in common – the principal is always involved; the entire school signs on to the program; there is a "whole school" approach to reporting bullying; the rules are clearly established and publicized; and, the supervision of students is well staffed, consistent and ongoing.

### RESOURCES

*Fight Crime: Invest in Kids*

*Focus on the Family*

*i-Safe America*



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## Parent Tip Sheet

All parents and educators know that bullying happens in schools, in neighborhoods, and during organized activities. And now, with technology at many of our children's fingertips, bullying is taking place using the Internet. How many children are affected? In 2001, the *Journal of the American Medical Association* reported that one in six American children in sixth through tenth grade are moderate to frequent victims of bullying. That equates to 3.2 million children. And another 3.7 million are actually *doing* the bullying.

iSafe America is a non-profit Internet safety foundation, designated by Congress to bring Internet safety education and awareness to the youth of this country. The foundation encourages parents to help their children remain safe from online threats by doing the following:

- Keep the computer in an open area. Never allow a computer with Internet access in your child's bedroom.
- Communicate with your child in person; talk and listen to each other.
- Become a part of your child's online experience.
- Regularly review your computer files.
- Teach your child how to use online resources wisely and responsibly.
- Talk about online dangers and let your child know you are there to help get him or her out of bad situations.
- Educate yourself on the Internet.
- Talk to other parents.
- Let your child know that responsible adults do not pursue relationships with minors.

Dr. James Dobson, founder of Focus on the Family, urges parents to look for any of the following signs

that their child is being bullied:

- Overreactions to minor frustration
- Fear of new social situations
- Experimentation with drugs or alcohol
- Difficulty sleeping or eating
- Extreme isolation and withdrawal
- Chewing fingernails
- Inability to make friends
- Disinterest in school activities
- Lethargy
- Stomach complaints
- Open anger, hostility or rage

In recent years, many of the violent acts that have taken place in our schools have been the result of bullying. The American Psychological Association encourages parents to be aware of signs that a child may commit violence against others and/or himself or herself. These signs include:

- Loss of temper on a daily basis
- Vandalism or property damage
- Increase in use of drugs or alcohol
- Announcing and making threats or plans for hurting others
- Enjoying hurting animals
- Fascination with or the carrying of a weapon – of any kind
- Feeling constantly disrespected
- Failing to acknowledge the feelings or rights of others
- Gang membership or a strong desire to be in a gang



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## Parent Tip Sheet *(cont.)*

Finally, Bob Smithouser of Focus on Family offers these very specific suggestions for how parents can help their kids who are the targets of bullying:

- Assure your kids that you are on their side and you will take action only after discussing it with them first.
- Keep a diary of incidents. Note what was said or done, where, who witnessed it, etc. This is both therapeutic and essential if outside mediators are needed.
- Know the school's anti-bullying policy and make sure it is being enforced.
- Be selective about your entertainment to avoid negative impact.
- Make sure your child has a good circle of friends or a place other than school and home to go to for support and identity.
- Help your child realize they are not to blame for being bullied and do not let them believe any of the lies being told about them.

### **RESOURCES**

*American Psychologist Association Help Center*

*Focus on the Family's Focus on Your Child*

*iSafe America*



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# Sticks and Stones

## Grades 6-8 Lesson Plan

### Tattling and Telling

#### PROJECT AND PURPOSE

Students will differentiate between “tattling” and “telling” when someone is bullying or being bullied and identify who and how to tell about bullying.

#### OBJECTIVES

Students will ...

- Define tattling and telling.
- Analyze situations to identify tattling and/or telling.
- Develop an appropriate list of people who should be “told” when bullying is happening.
- Develop ways to “tell.”

#### MATERIALS

- Black/white board
- Paper, pens, pencils
- *Tattling/Telling* worksheet
- Guidance Counselor, school police officer, social worker or another adult who helps children with bullying and can help class develop safe ways to “tell” if someone is in trouble

#### PROCEDURE

1. Review the stories presented in *Sticks and Stones* of teenagers who were bullied. Ask the students:
  - *How did each child (Ryan, Marvin and Alison) deal with the bullying?*
  - *What words did each person use to express how the bullying made him/her feel?*
  - *Who were the parties involved?*
  - *Why do you think the bullies picked these people as victims?*
  - *Who helped each of the victims?*
  - *What was the final outcome?*
2. After analyzing the specifics of each story, ask the class: *Why don't bully victims tell anyone? Do teenagers still feel as if they are tattling if they report bullying? What is the difference between tattling and telling?* (This definition will be further developed in Step 5.)
3. Break the class into groups of two or three and distribute the *Tattling/Telling* worksheet. Explain: *Today we are going to analyze imaginary scenarios to discover the difference between tattling and telling. As a group, read through each short scenario and determine whether telling somebody what was happening would be “tattling” or “telling”. Check the appropriate box based on your group consensus. If your group agrees that a case calls for telling someone, you will also list the names or titles of people you think should be told.*
4. Provide time for students to read and discuss the scenarios in their groups, and then gather them back together to discuss their decisions.

For the  
Classroom



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# Sticks and Stones

## Grades 6-8 Lesson Plan

### Tattling and Telling *(cont.)*

For the  
Classroom

5. Ask: *As your group worked through the sheet, what general rules did you create for deciding the difference between “tattling” and “telling.”* You may wish to record their ideas on a chart, with a column labeled for “tattling” and “telling.” Be sure the students understand, after some discussion, that **tattling is to get someone in trouble; telling is to stop someone from getting hurt.**
6. Continue the discussion by asking:
  - *How do you tell someone if another person is in danger?*
  - *What if you feel that telling someone will also put you in danger? What do you do? Is this the correct thing to do? Why or why not?*
7. At this point, you may wish to bring in a guidance counselor or the person who deals with “telling” situations to help the students figure out ways to assist others and themselves.
8. Finally, ask students to write a personal response to the day’s activity, including their own definition of the difference between “tattling” and “telling.” This may be done in class or as a homework assignment.

#### EVALUATION

- Did each student participate in the discussion?
- Did each student work cooperatively in a group to complete the worksheet?
- Were students able to differentiate between tattling and telling?
- Did students politely listen to and respond to the speaker?
- Did students complete the written assignment?



## Tattling or Telling?

After each scenario, decide whether letting someone else know about the situation would be considered tattling or telling. If you select telling, then write the names or titles of the people who should be told.

Scenario	Tattling	Telling	Who Should Be Told?
Several girls have been teasing Anna about her clothes since the beginning of school and they have caused her to break down and cry on several occasions.			
Girls keep leaving notes in Ted's locker that say, "I know somebody who likes you," or "You have a secret admirer."			
Gus is threatening to beat up Victor after school.			
Brianna has had her lunch money taken several times by Clara who has threatened to hurt her if she tells anybody.			
Sharon overhears two boys arguing about asking the same girl to the dance.			
Every day when she gets home, Zoe reads the "On-line Headlines" website written by a bunch of girls in her class. Although her own name has never appeared, she constantly reads all the put-downs about Anna.			
Steve receives unsolicited emails from other kids in his class every day, and when he is on Instant Messenger, kids from his class constantly bombard him with insults and jeers.			
E.J. notices Bill has a bruise or a cut on a different place almost every day. When he asks him what happened, Bill just says, "Nothing."			
A bunch of guys decide to elect Thad, the boy with the bad lisp and stuttering problem, to president of the class because they think it will be funny to see him make his speech. Katy and Mara overhear the plan.			
Amanda's dad had a really bad reaction to some medicine and actually threw himself out of a window in fear. Several kids on the bus started teasing her and calling her dad crazy.			



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## Grades 9-12 Lesson Plan

### Learning Empathy

For the  
Classroom

#### PROJECT AND PURPOSE

Students will learn how to role-play an interview to develop empathy for those who have been bullied in person or on the Internet.

#### OBJECTIVES

Students will ...

- Identify and summarize situations where a person their age has been bullied.
- Create a list of questions to conduct an interview of a bullying victim.
- Learn how to create a non-judgmental “I” statement.
- Role-play both the victim and the interviewer.
- Develop a plan for personal action against bullying.

#### MATERIALS

- Black/white board
- Paper, pens, pencils
- *Bullying Scenario* handout
- *“I” Statements* handout/overhead

**NOTE:** Students should already have some experience conducting an interview.

#### PROCEDURE

1. Review the stories presented in *Sticks and Stones* of teenagers who were bullied. Ask the students:
  - *How did each child (Ryan, Marvin and Alison) deal with the bullying?*
  - *What words did each person use to express how the bullying made him/her feel?*
  - *Who were the parties involved?*
  - *Why do you think the bullies picked these people as victims?*
  - *Who helped each of the victims?*
  - *What was the final outcome?*
2. After analyzing the specifics of each story, ask the class: *Do you think the bullies ever stopped to think about or ever cared about how their behavior was making the victim feel? Why or why not?*
3. Explain that one of the ways we have to combat bullying is to develop **empathy** for others. *Empathy is defined as an ability to imagine what it's like to be in the shoes of another person, and then to be able to communicate that so the other person feels understood.*
4. Say: *Today we are going to practice empathy through role playing an interview. Each of you will have a turn to play the role of a person who has been bullied and to play the interviewer and ask questions to clarify the facts, emotions and consequences of the bullying. I'm going to distribute a Bullying Scenario handout, which you will read in a moment. But first, let's review how to ask questions in an interview.*
5. Review and ask each student to write down three generic questions they could ask in the interview you have described.



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## Grades 9-12 Lesson Plan

### Learning Empathy *(cont.)*

For the  
Classroom

6. Next ask students to read the first scenario and write down three questions that are very specific to way the person felt in the scenario. Do the same for the second scenario. Remind the class that these will not be the only questions they ask in the interview, but are a starting point for them when playing the interviewer.
7. With the whole class, discuss the goals of the interviewer:
  - To collect information as to how the bullying happened
  - To identify the emotions and attitudes of the person who was bullied
  - To communicate the events and the emotions to others**NEVER, at any time, should the interviewer try to be a therapist – do not give advice; only draw out the experiences, feelings and attitudes associated with the event/role.**
8. Distribute the “I” Statements handout. Explain to the interviewer that he/she will need to use “I” Statements when speaking to the victim. An “I” statement helps both people clarify statements without judgment. Review the formats for a successful “I” statement from the handout.
9. Break the class into pairs and have each pair turn their desks to face each other. Each pair should choose one of the scenarios as the basis of the interview, and also decide who will be the interviewer and the bully victim.
10. Tell the pairs to conduct an interview for the next five minutes; they will be timed.
11. At the end of the interview time, give students an opportunity to reflect on the activity and process with each other how they felt about the exercise. Then repeat steps 10 and 11, having students switch roles.
12. In the follow-up reflection time, ask: *Did you learn anything different about the same situation by switching roles? What new insights did you gain? Can you empathize with the victim?*
13. Gather students back together to discuss the results of the interview. Ask them:
  - *What if we were to present these interviews to the bullies? What would be gained by this? Anything? Explain your answers.*
  - *What if we were to conduct empathy interviews with the bullies? What information do you think we would find out?*
  - *Will we ever know what caused the bullies to commit these actions? Why or why not?*
14. As a follow-up activity, ask students to write a response to the activity that answers the following question: *How can empathizing with a victim help curb bullying?*

#### EVALUATION

- Did each student participate in the discussion?
- Did each student prepare interview questions?
- Did students actively participate in the interview, including switching roles?
- Were students able to identify the aspects of empathy in the exercise?
- Did students complete the written assignment?



## Bullying Scenarios

Carla is new to Clarkstown High School, moving from a rural area of California to a new home in the city. Wanting desperately to make a good impression on her first day of school, she wore what she considered a special outfit, one that gave her confidence in her looks and made her feel happy. Instead of a welcoming school community, other girls rolled their eyes at her, turned their backs and laughed at the shirt she had carefully selected. When she selected a seat in her Language Arts class near two girls she thought she might befriend, they got up and moved across the room, muttering names under their breath. In the halls, kids barked like dogs when she walked by and several boys tried to knock her books out of her arms. It was all she could do to get through the day.

The next day, she wore the same clothes she had noticed the other girls wearing and fixed her hair so it looked like theirs, hoping they would see how hard she was trying to fit in with the new community. The reaction she hoped for was dashed when one girl called her a “wannabe” and a “loser,” and another one accused her of buying K-Mart clothes and Big Lots hairclips. Everywhere Carla went she met with mocking laughs and peers who distanced themselves physically.

For two years Carla endured this kind of harassment—alone.

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Corey Brill had been the shortest guy in his class ever since he could remember. Always in the front row of class pictures with all girls, never making any teams, constantly called “Four Eyes”, he had come to see himself and call himself a “nerd,” a “doofus” and a “dweeb.” He was further humiliated when, after P.E., one of the guys on the football team pulled his gym shorts down and pushed him into the girls’ locker room.

One afternoon Corey was in the media center doing research on a project for physics when a couple of guys on the wrestling team surrounded him at his table and began to tease him about a girl named Shanna sitting at another table. He tried to ignore them, but they persisted, piling heavy research books on top of his papers and eventually slamming several down on his hands. Two of the guys grabbed him and carried him over to Shanna’s table, forced him into her lap and shoved his face into her chest. She was just as embarrassed as he was and tried to call for help, but one of the guys got in her face and threatened both of them with worse events if they said anything or moved before they left the room.

The guys left, laughing and making “kissy” noises, singing “Corey and Shanna sittin’ in a tree ... ” Corey pulled himself away from Shanna immediately and apologized over and over again, trying desperately not to cry.

That night, Corey searched the Internet for a gun.



## “I” Statements

Interviewers use “I” Statements to make sure they correctly understand the other person’s situation and feelings. Keeping the statements simple and open-ended leaves room for the interviewee to adjust or correct the statement so there is a clear understanding and, hopefully, a stronger connection between the two people.

The following are open ended “I” statements that you should use in your interview:

- ❖ “I heard you say you felt \_\_\_\_\_ when \_\_\_\_\_ happened. Is that correct?”
  
- ❖ “If this happened to me, I would feel \_\_\_\_\_. Is that true for you?”
  
- ❖ “I often think \_\_\_\_\_ when a person does this. Is that true for you?”

Notice how each is a personal statement by the interviewer first, as the interviewer tries to identify with the situation or the emotion. The question that follows allows the other person to agree, disagree, and make the appropriate corrections. *No words, opinions, attitudes or experiences have been put into the other person’s mouth, only opportunities to communicate more.*

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### STATEMENTS TO AVOID:

“I think you feel \_\_\_\_\_.”

“You must be feeling \_\_\_\_\_.”

“You must have thought \_\_\_\_\_.”

These types of statements put words into the other person’s mouth, and that could cause arguments instead of opportunities for clarification.

This information is adapted from “Using Role Playing in Teaching Empathy” by Adam Blatner, M.D., [www.blatner.com](http://www.blatner.com).



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# Sticks and Stones

## Discussion Questions

**Students, educators and families can discuss bullying after viewing the show. Use these questions as a guide.**

1. In your opinion, how do most kids your age hurt each other?
2. Is bullying common in your school? Explain your answer.
3. Alison Goller says, "People at the school feel ... everybody gets made fun of." Is that your experience? Explain.
4. Have you ever experienced cyber-bullying? Describe the experience.
5. If you have experienced cyber-bullying, did you tell your parents? Why or why not? Do you think this is typical for kids your age? Why?
6. Mr. Halligan says, "The middle school environment ... is very toxic." Do you agree or disagree? Why?
7. Have you ever been a victim, or known somebody who was the victim, of name-calling? How did it make you feel?
8. If we have the statistics on bullying victims and we know that most school shootings are the result of someone wanting revenge for being bullied, what can we do about it? Why don't adults or fellow students see the possible outcome of being a victim of bullying?
9. How would you help someone – or yourself – grow out of letting other people's opinions of you predict or control your life and future?
10. Which, in your opinion, was worse – the verbal, personal teasing Alison Goller had to endure at school or the hateful web page about her? Why?
11. How do rumors get started? How are they prolonged? Why do people participate in rumor spreading? Do these people ever stop to think about the effect the rumors have on others? Why or why not? What does it take to stop a rumor?
12. How should schools react when a student complains of sexual harassment?
13. In your opinion, is bullying an epidemic in America? Why or why not?
14. Do most parents still trivialize bullying? Why or why not?
15. What are some steps the following groups of people can take to help students deal with the effects of bullying and to stop bullying in schools:
  - a. Teachers
  - b. Administrators
  - c. Parents
  - d. Students

## For more information



**Connect with Kids**

on *Connect with Kids* or *Sticks and Stones*,  
please call (888) 598-KIDS or  
email to [sales@cwknetwork.com](mailto:sales@cwknetwork.com)

# bul·ly·ing (bōōl'ē-īng)

The act of threatening to hurt or frighten someone – may be physical, verbal, emotional or sexual in nature.



## Sticks and Stones

In *Sticks and Stones*, you'll witness true stories from teens who were bullied with name-calling, gossip, nasty emails and exclusion. This is the torment that today's bullies put others through, and kids say it hurts worse and leaves deeper emotional scars than physical bullying. You'll witness the true story of Ryan Halligan, who committed suicide as a desperate escape from daily teasing and taunting – both at school and online through hateful emails. You'll also hear from Alison Goller, 19: "I'd be walking down the hallway and [it would] be like, 'Alison, you can take your mask off, it's not Halloween anymore.' Or, 'Alison, you're so ugly, no guy would ever kiss you.' They called her names and made sexual slurs, and she cried every day after school. Learn what children and teens face every day, and what parents, students and educators are doing to stop the abusive words than hurt worse than "Sticks and Stones."

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

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