

TEACHER GUIDE DVD SCENARIOS

Strategies for Use in Class Meetings

The Teacher Guide DVD contains six student scenarios. These video scenarios are grouped according to three developmental/age categories:

- Scenarios 1 and 2 for grades K–3
- Scenarios 3 and 4 for grades 4–6
- Scenarios 5 and 6 for grades 7–8

This document contains suggested follow-up discussion questions for each scenario for you to use with students after viewing the scenarios. Incorporating video scenarios into your class meeting discussions encourages students to:

- identify various forms of bullying among their peers
- recognize the harmfulness of all forms of bullying
- examine why students bully others
- develop empathy for those who are being bullied
- understand students' roles in the Bullying Circle (see pages 23–25 of the Teacher Guide) and what may motivate or not motivate students to stop or prevent bullying
- recognize the importance of including those who may be isolated and left out of class activities because of bullying behavior
- think of positive, nonviolent ways of stopping a bullying incident by identifying appropriate steps that could be taken by adults, bystanders, and the students who are bullied

Using video scenarios as a teaching tool can support your bullying prevention efforts in a number of important ways.

1. They provide a common language for students to comfortably talk about bullying behaviors and incidents of bullying that students may encounter.
2. They provide concrete examples for students to visualize bullying behaviors from multiple perspectives and to assume points of view different from their own. This opens discussions about how bullying affects individuals and is particularly effective in empowering bystanders to consider ways to address bullying.
3. They provide concrete opportunities to discuss school rules, expectations about students' behavior, and the role of adults in helping to stop bullying.

Using the Scenarios in Class Meetings

We recommend you use the scenarios designed for your students' age group. Although you may choose to show scenarios designed for other age groups, keep in mind that these scenarios may be used or may have been used with your students in other years of your school's program. They will likely lose their impact if students view and discuss them multiple times. Plan to preview in advance the scenarios you want to use to determine their relevance and age appropriateness for your students and to add or tailor the discussion questions for your particular students.

Here are some general suggestions for incorporating the scenarios and discussion questions into your class meetings:

1. **Use the scenarios as a springboard to launch or to reinforce your discussions about bullying behavior.** Many students do not understand the dynamics of bullying behavior and need help to “see” what bullying behavior looks and sounds like.
2. **Use the scenarios to reinforce the students' understanding of the Bullying Circle.** Reinforce in discussions with students that, like the characters in the scenarios, each of us has a role in bullying situations and that bullying does not only affect the person being bullied or the person doing the bullying. Use each scenario to discuss the various roles of characters within the Bullying Circle.
3. **Use the scenarios for role-play practice.** As discussed in chapter 7 of the Teacher Guide, we encourage teachers to use two types of role-playing with students: role-playing without solutions and role-playing with solutions. If you are not comfortable having students act out bullying situations, you may instead choose to show one of the video scenarios, then discuss with students the feelings and motivations of the characters. You may then ask students to role-play possible solutions to the scenario. Because each scenario ends without a solution, students can work in small groups to generate, and then act out, positive solutions (see pages 82–84 of the Teacher Guide).
4. **Use the scenarios to reinforce students' understanding of your school's anti-bullying rules and *OBPP* in general.** Have students discuss the possible actions of adults in each scenario. Ask students about the importance of the role of the adult in creating a safe educational environment. Talk about the steps that your school has taken to reduce bullying behavior, such as developing a formal policy and rules against bullying.

5. **Use the scenarios as a springboard for students to discuss and problem-solve situations that they have seen or experienced themselves.** Encourage students to discuss their concerns about bullying and related behavior that is happening in your school and community.

How to Begin Discussions with Students

Each of the following video scenarios contains two sets of discussion questions. Begin by showing a video scenario to students without stopping it. Then, use the first set of discussion questions to help students gain insight into the motivations and perspectives of the different students involved, which may help to build empathy and perspective taking.

Next, focus on solutions to the bullying by leading students in a discussion about positive ways to resolve the situation. (*Note:* You may want to replay the scenario before doing this so the situation is fresh in students' minds.) The second set of discussion questions will help students generate possible solutions for the scenario and possible options for different characters in the scenario. The questions will also help students evaluate the pros and cons of different choices.

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DISCUSSION QUESTIONS FOR SCENARIO 1**Daryll, the New Girl**

(For grades K–3)

Daryll is a new girl at school. Two students in the school, Jada and Matthew, make fun of Daryll because of her unique name. Juan, another student at school, befriends Daryll. He and Daryll talk about why other students are making fun of her.

TEACHER TIP FOR SCENARIO 1

Vocabulary and concepts to introduce and reinforce:

- bystanders
- bullying
- name-calling
- friendship
- the differences between mean nicknames and nice nicknames
- doing something on purpose to hurt someone else

Discussion Questions Set #1

1. How do you think Daryll feels about being new to the school? Have you ever been the “new person” in a school or a group? What was that like?
2. Why do you think the two students, Jada and Matthew, make up the nickname “Daryll the Barrel”? Why do you think other students laughed at this nickname?
3. Why do you think students use mean nicknames for other students?
4. Has anyone ever called you a mean name/nickname? What do you think it was like for Daryll to be called “Daryll the Barrel”?
5. Do you think calling someone a mean name or nickname like this is bullying? *(Refer to your school’s definition of bullying and the four anti-bullying rules if students have difficulty answering this.)*
6. Who bullied Daryll in this story? What were some of the things they did that were bullying?

7. Some students didn't actually call Daryll names, but they didn't do anything to help her either—we call those students “bystanders.” Not all bystanders act the same way. What were some things you noticed bystanders doing? Why do you think they didn't try to help Daryll?
8. What did you think about the way Juan (the boy who befriended Daryll) acted? Do you think Juan acted like a good friend? How might Juan have felt about how Daryll was being treated? What could Juan do to help Daryll? Why do you think he didn't do more to help stop the bullying?

Discussion Questions Set #2

1. Who do you think should have helped Daryll? Who could have helped to stop the bullying?
2. What could Daryll have done to get help?
3. What could Juan have done when he first heard the other students bullying Daryll? At the end of the story—when Daryll and Juan are walking out of the school—what could Juan have said or done to help Daryll when Jada bumped into her and said mean things? What could Juan do afterward (that night or the next day at school) to try to help Daryll? Are there some adults he could have talked to?
4. What could the other students in the classroom have done to help Daryll when they heard the name-calling?
5. Why do you think Daryll and Juan didn't talk to a grown-up about what was going on? Do you think their teacher knew that Daryll was being bullied in class? Why or why not? Do you think a grown-up will do anything to try to stop the bullying?
6. What other adults at school or at home could Daryll, Juan, or the bystanders talk to about the bullying?

DISCUSSION QUESTIONS FOR SCENARIO 2**Daniel and the Kickball Game**

(For grades K–3)

Daniel and some other students are going to play a game of kickball during recess. Whitney and Scott are chosen to be captains, and they pick their teams. Daniel is chosen last and ends up on Whitney’s team, although he wanted to play on Scott’s team. Daniel takes out his frustration by throwing the ball at Scott. A teacher scolds Daniel for pushing Scott and calling him a name. Scott and others continue to bully Daniel by stealing his cap.

TEACHER TIP FOR SCENARIO 2

Vocabulary and concepts to introduce and reinforce:

- bystanders
- bullying
- fairness
- exclusion
- a “provocative” or “bully-victim” (a child who is bullied and then tries to bully others)
- when joking around “crosses the line”
- dealing with differences in self-control and abilities

Discussion Questions Set #1

1. Using the Bullying Circle, which students in the video are bullying, which are bystanders, and which are being bullied? (*Show and explain the Bullying Circle to your students to aid in this discussion. Explain to students that Daniel is both bullying and being bullied.*)
2. Why do you think Daniel was chosen last for the game? How does it feel to be chosen last?
3. Why do you think Scott promised to choose Daniel but then he didn’t?

4. What would it be like to be the bystanders in this story? What do you think they are thinking or feeling?
5. What is Daniel like? What do you think other students think of him? Why do you think he is picked on?
6. Why do you think Trent and Whitney joined Scott to pick on Daniel?
7. Do you think it was right that Mrs. Holz scolded Daniel for calling the other student names and pushing him? Why or why not? Why didn't Mrs. Holz stop Scott and Trent from picking on Daniel?

Discussion Questions Set #2

1. What roles did each of the characters (Daniel, Whitney, Scott, Trent, Molly, or others) play in the Bullying Circle? What could each person have done differently in this situation? *(Review the Bullying Circle with your students to aid in this discussion. Remind them that Daniel was both bullied and bullying others.)*
2. Who are the people who could have helped Daniel? Why do you think they didn't help him?
3. What could they have said or done to stop the bullying?
4. What could you do to include students, like Daniel, who are easily left out?
5. What could Daniel do to get help for the bullying? Which adults could he talk to at school or at home? What could he say?
6. If the school had anti-bullying rules (like ours does), how could this have helped?
7. If someone is going to get in trouble for his behavior, should it be Daniel or Scott? Or both? Why?

DISCUSSION QUESTIONS FOR SCENARIO 3**Michael at Lunch**

(For grades 4–6)

Michael is bullied by Jason and Jason’s friends. First they pull Michael’s backpack off of his back and send it flying down the hallway. Then they interrupt Michael’s lunch, steal his food, and threaten to bully him more later. Angel, a friend who Michael is sitting with at lunch, tries to intervene without much success. Darius and Tameera, two other students in the lunchroom, finally come over and try to help Michael.

TEACHER TIP FOR SCENARIO 3

Vocabulary and concepts to introduce and reinforce:

- “ganging up” on someone
- courage to “do the right thing”
- quiet acts of courage
- motivation for bullying
- consequences of bullying
- social norms and expectations for girls and boys
- why students act in different ways in different situations

Discussion Questions Set #1

1. What kinds of bullying did you see in this video?
2. Who was doing the bullying?
3. Why do you think Jason (the student who was leading the bullying) and his friends targeted Michael?
4. Is this the first time that Jason and his friends picked on Michael? How do you know?
5. How do you think Michael felt when the boys threw his backpack down the hall?

6. How did Angel, the boy who Michael was sitting with in the lunchroom, react when the boys started picking on Michael? What do you think was going through his mind?
7. Think about the Bullying Circle. What roles did Darius and Tameera (the two students who broke up the bullying in the lunchroom) play?
8. Why do you think Darius and Tameera helped Michael? Did it take courage to do what they did?
9. Why do you think Jason stopped bullying Michael when Darius and Tameera spoke up?
10. How do you think Darius and Tameera's actions made Michael feel?
11. How do you think Darius and Tameera's actions made Jason and his friends feel?
12. What did the other students in the lunchroom do? Why do you think they didn't help Michael?

Discussion Questions Set #2

1. There were a number of bystanders in the lunchroom who saw what happened to Michael but didn't do anything. What could they do to help stop the bullying?
2. To feel safe from bullying, what help might Michael need from adults at school? From his friends? From adults at home?
3. What, if anything, could Michael have done when the boys took his backpack away in the hallway?
4. Is there anything Angel, Michael's friend in the lunchroom, could have done when Jason and his friends started to bully Michael in the lunchroom? Whom could he go to for help?
5. In the future, are there things Angel could do to help his friend deal with this situation? If you were Michael's friend, what might you do?

6. What adults at school and at home could Michael or Angel talk to about the bullying? Who might be the easiest for them to talk to? What might Michael and Angel say to an adult?
7. How could Angel and other students work with Darius and Tameera to keep Jason and his friends from bullying others?
8. Should Darius and Tameera be acknowledged or rewarded in some way for what they did? If so, how? Did they act like “champions”?
9. What would make lunchtime easier for students like Michael?
10. Whose parents should be told about the bullying problems at school? Who should tell the parents?

DISCUSSION QUESTIONS FOR SCENARIO 4**Lauren and Her “Friends”**

(For grades 4–6)

After returning to school, Lauren finds out that she is on the “outs” with her group of friends. Lauren has no idea why this has happened. Theresa, once a friend of Lauren, now challenges Ellie, another friend of Lauren’s, to un-invite Lauren to her sleepover. Later Theresa and Julia stain Lauren’s shirt with a marker. Ellie sees what happens, but neither she nor Lauren tell the school librarian, Mrs. Sanchez.

TEACHER TIP FOR SCENARIO 4

Vocabulary and concepts to introduce and reinforce:

- indirect bullying
- relational aggression
- friendship
- popularity
- why friendships change
- how to deal with disappointment
- why students manipulate friendships

Discussion Questions Set #1

1. What types of bullying are shown in this story? How do you know it was bullying?
2. Why do you think Lauren’s old friends excluded her and didn’t want to be around her? What do you think might have changed?
3. How do you think Lauren felt when her friends excluded her and treated her badly?
4. Why do you think Theresa, the student who was leading the bullying, told Ellie, Lauren’s friend, to un-invite Lauren to her sleepover? Do you think things like this happen very often in real life? Do you think this is a “girl thing” or do boys act in similar ways?

5. How do you think Ellie felt about being told to un-invite Lauren to her sleepover?
6. What were Theresa and her friend thinking when they decided to take the bullying to the next level and stain Lauren's shirt with the marker?
7. Why do you think Theresa and the other girl were treating Lauren this way? What do you think these girls are like?
8. What does it mean to be a good friend? Was Ellie acting like a good friend to Lauren? In what ways did she show friendship? In what ways did she not show friendship?
9. Why do you think Lauren and Ellie said that there wasn't a problem, even when Mrs. Sanchez, the librarian, asked them? Why do students sometimes want to keep information like this from adults? What can help change that?

Discussion Questions Set #2

1. What would you have done if you were in Ellie's shoes? (Ellie is the girl who was asked to un-invite Lauren to her sleepover.)
2. What could Ellie have done when Theresa, the girl who was leading the bullying, told her to un-invite Lauren to her sleepover?
3. How could friendships change among classmates without a lot of "drama" or "hurt feelings"? What are some options?
4. What adults at home and at school could Ellie talk to? What might she say to them?
5. What are some ways that friends can support each other when things like this happen?
6. What else could Mrs. Sanchez have done when she saw Lauren's shirt and heard the girls' explanation? What could she have done later?
7. What could Lauren do about the fact that her friends don't want her to be part of their group anymore? What options does she have? What are the advantages and disadvantages of each?

DISCUSSION QUESTIONS FOR SCENARIO 5**Brenna in Homeroom**

(For grades 7–8)

Brenna, a smart student who is good at math, is bullied by two other students, Riley and Jeff, because they are jealous of her. Riley and Jeff throw paper wads at her and take an unflattering photo of her on a cell phone. Then they send the photo to other students as a joke. At the end of the day, Brenna sees the photo on her cell phone and is very hurt by it. When her mom picks her up after school, Brenna is obviously upset, but she won't tell her mom what is wrong.

TEACHER TIP FOR SCENARIO 5

Vocabulary and concepts to introduce and reinforce:

- cyber-bullying
- reputation, code of ethics
- a conspiracy of silence about not reporting bullying
- peer pressure

Discussion Questions Set #1

1. What were the different types of bullying that you observed in this scenario?
(Note: There is physical and verbal bullying, as well as cyber-bullying.)
2. Why do you think Riley and Jeff (the two boys in class who were throwing paper wads at Brenna) were picking on her?
3. Do you think that students are more likely to bully other students who are very smart? Why or why not?
4. What role do abilities (like being smart, athletic, or musical) play in how students are treated in our school?
5. What role do differences (such as looks, physical abilities, or clothing) play in how students are treated in our school?

6. What role do you think gender, ethnicity, or economic status play in how and why students are bullied?
7. Think about the Bullying Circle. What roles did the other students in the class play in this circle? (*Review the Bullying Circle with students to aid in this discussion.*)
8. Why is sending unflattering photos of another student on a cell phone or over the Internet a form of bullying?
9. What makes cyber-bullying like this different from other kinds of bullying?
10. Do you think that Riley and Jeff knew how the cyber-bullying would affect Brenna?
11. There are a number of bystanders to the cyber-bullying in this situation. How do you think they felt about getting the message about Brenna? How did most of them respond?
12. What role does peer pressure play in this scenario?
13. Some of the bullying took place in class. Do you think Mr. Gardner was aware of it? Should he have been aware of it?
14. Why do you think Brenna didn't tell her mom what was going on?

Discussion Questions Set #2

1. If you were a student in this class and somebody "passed" Brenna's book to you, what would you have done or said? What could you have done to help Brenna?
2. What could Mr. Gardner have done when he heard the commotion in class?
3. What could students who received the unflattering photo of Brenna have done about it?
4. How much courage would it take to step in if you witnessed cyber-bullying?
5. What adults could Brenna talk to about the bullying that happened in class? How difficult would it be for her to do this?

6. What could Brenna have done when she found out the unflattering photo of her was being sent to other students by cell phone?
7. Do you think that there is a “conspiracy of silence” for students in terms of not reporting bullying to adults? Why or why not?
8. What could Brenna have done differently to get help when her mom asked her what was bothering her?
9. How should schools deal with cyber-bullying?
10. Under what circumstances should cyber-bullying be reported to law enforcement officials?

DISCUSSION QUESTIONS FOR SCENARIO 6**Gene in the Locker Room**

(For grades 7–8)

Gene is teased by Justin, Jacob, and Tau, because he made a mistake in gym class. They say he “plays like a girl” and make fun of the way he played basketball. Later on the bus, Gene is sitting with his friend, DeShawn. Justin and another student, Alex, approach him. They tease Gene again about being “a girl,” because he plays a clarinet. Marnie, a girl on the bus, tries to intervene, but it doesn’t help.

TEACHER TIP FOR SCENARIO 6

Vocabulary and concepts to introduce and reinforce:

- the role of courage in standing up for what is right
- what it means to be popular
- our responsibility for helping others in our community/society
- gender-role stereotypes (what it means to act like a boy or girl, how attitudes restrict ways we can act or express ourselves)
- sexual discrimination and/or sexual harassment

Discussion Questions Set #1

1. Why do you think the boys are bullying Gene in this way? How would you respond if someone said that Gene was “asking for it”?
2. How do you think Gene is feeling when the other boys bully him in the locker room?
3. What do you think Justin, the student taking the lead in the bullying, and his sidekicks are like? Why do you think they act the way they do?
4. Why is skill in sports considered so important if you are a boy? What role do you think peer pressure plays in how the other boys treat Gene?

5. Why did the boys use put-downs like “you played like a girl”? How is that a put-down to both boys and girls? How do these kinds of put-downs and harassment affect how students feel about school? What are the long-term effects of this kind of behavior?
6. How do you think Justin’s behavior influences how other students may view and treat Gene?
7. Who are the bystanders in this scenario? What role do you think they have in contributing to the bullying?
8. What do you think Justin (the student who is leading the bullying) is thinking?
9. Was the bus driver aware of what was going on? Why or why not? Should she have been?
10. How do you think Marnie, the girl who tried to intervene on the bus, felt when she heard Justin and Alex teasing Gene? What role did she play in the Bullying Circle? (*Review the roles in the Bullying Circle with your students to aid in this discussion.*)
11. Why do you think Marnie was the only one to step in? What are the pros and cons of what Marnie did? How do you think Gene felt about what Marnie said?

Discussion Questions Set #2

1. What could bystanders in the locker room have done? What risks do you think they’d be taking if they tried to stand up to Justin (the student who led the bullying) and the others?
2. Do students talk to adults about this kind of bullying? Why or why not? Which adults could Gene talk to about what happened?
3. What else could Marnie do to help?
4. Whose responsibility is it to stop this kind of bullying? What kinds of actions would make a difference in this situation? For similar situations in our school?
5. What could the bus driver do to make sure students aren’t bullied on the bus?

6. If Gene is bullied again the next day in the locker room, what might he do or say to protect himself or keep himself safe? (Think of nonhostile, nonviolent solutions.)
7. What are some ways students could help make this school feel more welcoming to all students?
8. What are some ways that adults at school can help to make the school more welcoming to all students?

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