

What Every Teacher Needs to Know about

BULLIES AND SCHOOL SAFETY

*A resource guide for educators
and school personnel.*

Brought to you by:



Family Nurturing Center

Education. Prevention. Treatment.

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Dear Educator:

We are pleased to provide you with this resource packet to help you address the difficult issue of Bullies and School Safety.

As a teacher or other professional involved in the education of our children, you have a special opportunity and a special responsibility to protect the children in your care. Bullying can be a big issue in schools and keep both the staff and students from reaching their full potential.

By talking about bullying and the ways to prevent it, the Kids on the Block program encourages kids to be secure and confident in their own right and wrong doing and to not tolerate unacceptable behaviors in others. Promoting safety in a school environment should be number one on the list for making learning a fun and enjoyable experience.

Working together, we can both prevent and confront bully behavior that robs so many children of their childhood, their sense of security, and well-being. You can help by scheduling a Kids on the Block Performance at your school or youth community group.

This teacher's guide was designed to equip you with the information you need to be a resource to children and families. It provides various solving techniques, increases awareness and acceptance of human similarities and differences, and encourages students to talk about their feelings and unjust situations.

Family Nurturing Center's mission is to end the cycle of child abuse by promoting individual well-being and healthy family relationships. For more than 30 years, we have been at the forefront of providing quality, innovative and effective programs to help children and parents build strong and healthy family relationships. The Kids on the Block Program is one of many vital resources we offer to the community.

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Thank you for your commitment to children and families! You can make a difference in the life of a child!

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WHAT TEACHERS AND OTHER ADULTS SHOULD KNOW

ABOUT BULLIES

Bullying has long been considered a “normal” part of growing up. It is still often shrugged off by adults who may not know how to respond to it. However, those who have been bullied as a child or teenager remember the pain, humiliation, and terror that accompanies what was once thought of as “harmless child’s play”. Today, children must cope with an ever-growing number of stresses in their lives. Often, the stress of peer rejection and bullying can send a child into a very real depression, causing them to live in constant fear that the bullying will recur. In the saddest and most desperate situations, the end result may be violence or suicide. With potential consequences like these, it is crucial that adults prevent, intervene, and assume responsibility for stopping this behavior.

Since bullying most often occurs at school, teachers, principles, and other adults have the responsibility to intervene. Research surveys of teachers and children noted that teachers thought they intervened often or almost always in bullying situations while children felt that teachers did little or nothing to stop the bullying. Fear of retribution, embarrassment, humiliation and feeling powerless to change the situation contribute to a child’s reticence to report common forms of playground bullying which often go unseen by teachers who may be responsible for watching 100 or more children at a time. Many teachers also commented that they were not sure exactly what should be done in cases of bullying. Some were hesitant to intervene because of the belief that children should solve- their own problems.

Children often need to be taught HOW to solve problems. When bullies are allowed to continue their bullying, and the bullied are allowed to be tormented, both parties suffer. It is believed by many researchers that bullying creates a vicious cycle. The bully believes that aggression and power will get him what he wants, and the bullied child continues to be submissive and non-confrontational. Neither of these children develop advanced problem solving skills and without intervention both may continue to find themselves in the same types of situations in adulthood.

Teachers can help by talking about bullying in class, stopping it immediately when it happens, being aware of more subtle forms of bullying (such as relational bullying in which a student is excluded socially), and by encouraging students to report when an incident occurs. The students and school personnel should be made aware that bullying will not be tolerated and that there are clearly defined consequences. School administrators should develop procedures to be followed when a bullying incident occurs. Children must understand the difference between “tattling” or “ratting someone out” and *reporting* an incident. Tattling or ratting is when a child tells with the intention of getting another person in trouble, and reporting is used to get someone OUT of trouble. Also, students should be able to report to school personnel with the assurance that their statements and identities will be kept confidential.

It is time to reject the perception that bullying is “just a part of growing up.” If adults don’t tolerate abuse, humiliation or other forms of victimization in the workplace, then a child should not be expected to endure hitting, kicking, ridicule, or isolation at school. It is the ultimate responsibility of adults to see that every child has a safe, secure environment in which to learn and play.

Bullying can be addressed and prevented by clearly defining behaviors and their consequences, teaching problem solving skills, and encouraging empathy and acceptance of differences.

ABOUT CYBER BULLIES

Electronic communication has made life easier in some ways and harder in others. Children use computers for homework, entertainment and socializing with friends. Adults can help make a child’s online experience positive and ensure steps are taken to protect children from online victimization and cyber bullies. Cyber bullying is a type of verbal harassment. It may come in the form of repeated text messages (notes) sent to a cell phone, threatening e-mails, rude instant messages, using the victim’s screen name and assuming their online identity, sexually harassing or mocking someone on social

networking or other types of websites and even forwarding “private” communications such as e-mails, messages or pictures to others.

Placing the computer in a public area such as the kitchen or family room can help parents be more aware of a child’s online activities. Young people should be instructed to NEVER share personal/private information including passwords, pins, name, address, phone number, school name or family and friend’s names. That kind of information can be used by bullies as well as other harmful types of people on the Internet. Passwords and pins should not be shared with friends as they could be misused in anger. Adults should engage kids in discussions about their online activities just as they do their real-world activities, stressing that even though the Internet is different from the real world in many ways, words still have the power to hurt those who read them, so we should always try to treat others with kindness. Remind youngsters that they should not respond to messages that are angry or mean, nor should they open messages sent from people they don’t know. Discuss the difference between the real people we interact with face to face as friends and the people we “meet” online who we don’t really *know*. Finally, acknowledge that the Internet can be fun but “if you’re online and something doesn’t feel right, you should leave the site.”

ABOUT SCHOOL SAFETY

School staff and students deserve a safe place in which to work. For some schools, violence and crime are minor issues, for others they are daily occurrences. For the majority of schools, extreme forms of violence are rare. Nonetheless, the threat of any kind of violence may keep students out of school, prevent participation in after-school events, and create an undermining climate of fear within the school.

An important first step in preventing school violence is recognizing when a child may be in trouble and in need of help. The U.S. Department of Education and the Department of Justice have published an early warning guide for spotting trouble in schools. Some warning signs of kids at risk include:

- Lack of interest in school
- Absence of age-appropriate anger control skills
- Seeing self as the perpetual victim
- Obsessions with violent video games or entertainment
- History of bullying
- Self-isolation from family and friends
- Talking about or bringing weapons to school

Evidence of one or more of these warning signs should not be looked at as an inevitable predictor of violent behavior. School administrators must also consider a child’s history and act accordingly. The sooner an at-risk child gets help, the more likely the problem can be solved.

Every school should conduct an annual school safety assessment. To be most effective, administrators should involve teachers and students in the assessment process. Numerous issues can be uncovered in a dialogue with students. Students may avoid certain areas of the school where they may be more likely to be victimized, there may be certain initiation rites for incoming students (hazing), or there may have been times when weapons were present in the school without staff knowledge. By making students part of the assessment process, school administrators might gain valuable insights.

Many school districts have taken the extra step of getting students involved in developing a school safety plan. Often, young people will serve on committees which are supervised by adults. These committees might explore the types of crimes (vandalism, theft, assault) which are most prevalent in school, decide what other issues (conflict resolution, bullying) need to be addressed, and make recommendations for prevention strategies. Of course, the amount and type of involvement will depend on the age of the kids.

Although there is no simple solution, one thing is clear—restoring an environment of safety requires the diligent involvement of everyone in the school community.

WHAT CHILDREN SHOULD KNOW

ABOUT BULLIES

Bullying is the act of a person or group purposely trying to hurt or upset a person or group by saying or doing mean and hurtful things over and over again. Also, some bullies hit or kick another or force that person to hand over personal belongings. Sometimes, bullies tease or embarrass a person or make a person do humiliating things he/she doesn't want to do. The person who is being bullied has difficulty making this treatment stop and starts to feel terrible. These types of bullying are fairly easy to recognize, but some bullying can be more subtle-harder to recognize. Sometimes a person decides to ostracize or isolate another person by not including that person in social plans, making up awful rumors or convincing others to dislike that person.

Bullying most often occurs on school grounds in the lunchroom, hallways or classrooms, on the playground or on the way to or from school. It usually makes everyone feel terrible, sad, or uncomfortable. When some children were asked what they did when they saw another child being bullied, some said they tried to intervene and help the person. Many said that they thought they should help the person but didn't know what they should do, and others said they would do nothing because it was "none of their business". What happens at school is *most certainly* a student's business. School should be a safe place to learn where every child feels respected and secure. Bullying is everybody's business: students, teachers, administrators, custodians, cafeteria workers, and parents. A child should not be left to deal with the humiliation and fear from being the target of a bully by him/herself.

There are several different ideas about why some people are bullies. Sometimes a child is bullied at home by an adult, a brother, or sister and repeats the behavior with his/her peers. Sometimes a kid acts like a bully to feel powerful or to get attention. Regardless of why a person is a bully, this behavior is destructive, wrong and unacceptable.

ABOUT CYBER BULLIES

Cyber bullying is when a person uses a computer, cell phone or other device to hurt, embarrass or upset somebody. It may be easier for people who wouldn't normally be bullies in real life to write mean and hurtful things about someone else on a computer because it's not as "real" as saying something horrible to another person's FACE. Although it may *seem* less real, the hurt a cyber bully can cause is *very* real. A cyber bully might send repeated text messages, threatening e-mails or rude instant messages. They might post mean things on websites about the person they are bullying for other people to read. Cyber bullies might pretend to be someone else while online to try to embarrass that person or they could even forward "private" things like e-mails, messages or pictures to other people.

NEVER share personal/private information including passwords, pins, name, address, phone number, school name or family and friend's names. That kind of information can be used by bullies as well as other harmful types of people on the Internet. Passwords and pins should not be shared with friends as they could be used against you if you stopped being friends because of an argument or something. Remember that the real friends we talk to face to face are not the same as the people we "meet" online who we don't really know. When you are using the Internet, be careful and always follow the Online Safety Rule: "*If you're online and something doesn't feel right, LEAVE THE SITE.*"

Sometimes no matter how careful you are, something bad might happen. If you are the victim of a cyber bully, TELL an adult right away. Your parent or the grown-up taking care of you might need copies of the things the cyber bully has sent, so don't delete anything, but if you get messages that are angry or mean, DO NOT respond. If someone is being hurtful or nasty on a website or in a chat, leave that site. If you receive unwanted or upsetting instant messages, log out or turn off the computer. Being the target of any kind of bully can make someone feel confused, angry and hurt. It will be important to talk with an adult about those feelings and what steps you might take to stop the cyber bully such as changing cell phone numbers, e-mail address or avoiding websites/chat rooms where you're getting picked on.

It is important to remember that the rules we follow in the real world: being smart and staying safe, acting responsibly, and being kind and respectful to others should be followed online as well.

ABOUT SCHOOL SAFETY

There are lots of things we can do to make school a safer place. Perhaps the first and most important step is to choose to settle disagreements without violence. There will always be times when two people (or groups of people) will not agree with one another. Those times of disagreements will test the ability of everyone involved to find ways to talk it out, work it out, or walk away and let it go.

We can also refuse to bring weapons to school, refuse to carry weapons for others, and refuse to keep silent about those who carry weapons. No one wants to be looked upon as a “tattletale”, but it’s important to remember that crimes, suspicious behavior, or threats of violence put everyone in danger and *must be reported immediately* to school authorities or police.

We can set good examples for our friends by helping others solve conflicts without violence. This is sometimes called “peer mediation” or “peer counseling.” Some schools even have youth courts where students hear cases and serve as judges, prosecutors, juries, and defense counsel, just like in a real court of law.

Often, adults will use the term “peer pressure” to mean something that has a negative effect on young people-when kids feel compelled by friends or others their own age, their peers, to do things that are wrong. But we can also use “positive peer pressure” to accomplish GOOD. The more students are willing to reject violence, weapons, and acts that hurt or endanger others, the more likely your school will be a positive place where kids feel safe to make friends, play, and learn, too.



Kids on the Block

Bullies and School Safety Script Summaries

You're Not the Boss of Me!

Eddy is being harassed by a school bully, Robbie Jenkins, and is unsure how to resolve the situation. When his friend, Clare insists he talk about it, Eddy lashes out in frustration. Eddy feels like a crummy friend for not helping his friend Jason when he was being bullied by Robbie Jenkins, and suggests that maybe he should fly over to Robbie's house to beat him up. With Clare's help, Eddy learns that problems with a bully are not something to be ashamed of or embarrassed about – nor are bullies a problem which must be dealt with by an individual or with violence. Claire helps Eddy see the difference between Tattling and Reporting. Claire further clarifies that adults should take reports of bullying seriously and wouldn't put up with being harassed or harmed in their work place. Claire opens up with Eddy about her experiences being bullied and explains that girls also gets picked on and discusses her Cyber Bullying experience. Claire explains how she used her experiences with Bullies to write an article for her school paper to explain how big of a problem it is.

Rescue or Report

Melody is feeling badly that her friend Brenda was teased on her way home from school. She feels guilty that she wasn't there to stop the situation because she had a dance recital. When Eddy asks Melody how her presence would have made a difference, she explains that bullies often target kids who appear to be "easy prey". Melody demonstrates that "getting involved" and helping another person does not necessarily mean confronting the bully and reaffirms that you cant problem solve with your fists. Melody demonstrates getting involved by using her instincts to assess a situation where Eddy is pretending to be bullied and helping in a way that is safe for her by hollering for Eddy to come play a game with her and a few other students. Melody also explains that sometimes the best way to help in a bully situation if there is violence or a weapon is to get an adults help immediately.

Safe At School

Melody and her classmate, Eddy Franklin have volunteered to work on a student committee to help develop a school safety plan at Woodburn Elementary. They have enlisted the help of teen mentor, Clare Sanchez, who shows them that bullying and other school crimes can have a negative effect on the entire school population, not only the targets of those crimes. Eddy demonstrates how he can protect himself by creating a school uniform that includes elbow and knee pads, a pillow under his shirt and a kitchen colander on his head to help protect his great brains. With the audiences help, the kids brainstorm ways to promote safety and reduce crime in their school.

After the Puppets – Now What?

Classroom and Small Group Discussion

DISCUSSION QUESTIONS

Use some or all the following questions to stimulate a discussion with small groups of children about bullying and school safety.

“YOU’RE NOT THE BOSS OF ME!”

1. Who is yelling at Eddy? Why? What does Eddy do to Clare before deciding to tell her what is happening?
2. Where was Clare expecting Eddy to meet her? Why wasn't he there?
3. What does Eddy tell Clare about Jason? Why does Eddy feel guilty about Jason? How would you feel if you were in Eddy's place?
4. At one point, Eddy says he'll just fly over to Robbie's house and beat him up. Do you think this is a good idea? Why or why not?
5. Clare tells Eddy he should talk to an adult. How does Eddy respond? Clare goes on to tell Eddy about "reporting". What does Clare say is the difference between "tattling" and "reporting"?
6. Eddy tried "reporting" to Mr. Taylor, a teacher at school. How did Mr. Taylor respond? Do you think it's common for adults to not take reports of bullying seriously? Why or why not?
7. Eddy tells Clare that "girls don't get bullied." Is his statement true? What does Clare tell Eddy about her experience with bullies?
8. When Clare was bullied by a group of girls, what did she do at the time it was happening?
9. Clare says the bullying she experienced in fifth grade bothered her for a long time. What did she do recently to deal with her bad feelings? How do you think writing an article for the school paper might be helpful?

“RESCUE OR REPORT”

1. Why does Melody feel sad? Why didn't she walk home with Brenda as she promised?
2. What happened to Brenda on her way home?
3. Melody believes that if she had walked home with her friend, Brenda may not have been teased at all. Why does Melody think this?
4. Eddy makes a joke about Melody beating up the bully who picked on Brenda. How does Melody respond? What does she say about violence and "solving problems with fists"?
5. Melody tells Eddy that bullies like an audience. Do you think this is true? Why or why not?
6. When Eddy pretends to be getting bullied, Melody decides to help. What does she do first?

7. After looking at the situation, Melody pays attention to the “little voice inside.” What does she call that voice? How might instincts help?
8. Melody’s instincts help her decide how to help. What does she do to help Eddy? Is hollering for Eddy to come play a game a realistic choice? Why or why not?
9. How else could Melody have helped Eddy?
10. Melody couldn’t solve a bully problem alone, what could she do? What circumstances might lead a kid to get an adult’s help to solve a problem?

“SAFE AT SCHOOL”

1. Melody thinks that school safety plans involve crossing guards and fire drills. Are these the only things school safety plans can address? Why or why not?
2. Clare tells Melody that most schools are safe, but even good schools can have problems sometimes. What kinds of problems might occur in school?
3. Clare tells Melody that when bad things happen, like people getting picked on or their belongings being stolen, school doesn’t feel like the safe place it should be. Has anything ever happened at school that made you feel unsafe? What was it?
4. Melody tells Clare that she never uses the bathroom near the gym. Are there places in your school that you avoid? Why or why not?
5. When Eddy arrives he is wearing a “school uniform.” What is his uniform like? Why is he wearing pillows and protective sports equipment?
6. Clare wants to help Eddy and Melody get rid of “bully behavior” in their school. What are examples of some bully behaviors?
7. Do you think kids should be involved in making their school a safer place? Why or why not?
8. If you were planning a project on school safety what problems would you focus on?

Letter Writing

Use the following “letter starters” to encourage children to express themselves regarding Eddy or Melody’s bully “situation” and/or school safety issues. These letters can be used to stimulate discussions or they can be sent to the puppet troupe following the school performances.

Dear Eddy,

It’s too bad that bully was picking on you. It’s no fun getting bullied because...

Dear Clare,

It was nice of you to give Eddy some advice about the bully. If I had a friend who was getting picked on I would ...

Dear Eddy,

I know exactly how you feel when Robbie picks on you. One time I...

Dear Robbie,

I don’t think you should pick on other kids because...

Dear Melody,

When you and Eddy were pretending, you really helped Eddy out. I have another idea you could use in the bully situation. You could...

Dear Clare,

Bullies are not the only thing a school safety plan can deal with. Sometimes, kids might not feel safe at school because...

CLASSROOM ACTIVITIES

A RULE IS A RULE

Objective: Students will discover the importance of rules.

Materials: Paper and writing instrument for each child

- Procedure:**
1. Individually, have students spend a few minutes writing down some rules they have at home.
 2. Group students together in work groups of four. Instruct the students to compare and discuss their home rules
 3. As a class, discuss the following; what are some reasons for the rules we have at home? Were there any rules that everyone in the group had? Were there any rules which were unique and different from other members of the group?
 4. In work groups, have students compile a list of other places where we have rules.
 5. Inform the students that they are now going to work in their groups to make new rules for the classroom. Stress the importance of being serious about this task, as everyone will have to live by these rules for the remainder of the school year. Each group should come up with 8-10 classroom rules.
 6. Have one person from each group share the rules their group came up with, as the teacher or volunteer list the rules on the board.
 7. Combine similar rules into a single rule. You should finish with six or eight classroom rules. (Try to reword any negative rules which contain the words "don't" or "no".)
 8. Have students copy the new classroom rules.

Follow-up: As a group discuss the following: besides home and the classroom, what other places were you able to think of that has rules? Why are rules necessary? What might happen if there were no rules?

*As a conclusion to the exercise you may have students create classroom rules posters for display around the room.

Peer Mediation

- Objective:** Students will have the opportunity to participate in a peer mediation exercise.
- Materials:** role play scenarios (two are found on the following pages, feel free to create more) 3 chairs placed in the front of the classroom
- Procedure:**
1. Ask for volunteers who will work in teams of three portraying the mediator and the disputing parties for each scenario. Hand out scenarios to each three-member team, giving them time to read through the scene.
 2. Inform the rest of the class that three students will be conducting a role play in which a person accused of being a bully and the target of the bullying meet in a controlled environment to discuss the situation.
 3. The third person will serve as the non-biased “go between,” or referee, helping the disputing parties try to reach an effective solution for the problem. This person, the mediator, will keep the two parties focused on the rules for the discussion, disallowing name calling, and stopping the discussion if it becomes combative or angry. The mediator also calls on members of the audience during the question and answer period.
 4. Set up the front of the classroom so the three chairs are in a row. The mediator sits in the middle with the disputing parties on either side.
 5. Have the first team act out their role play.
 6. When the role is finished, the class will brainstorm solutions to the problem. They may question any of the three characters to glean more information about the dispute.
 7. Discussion: Was it easier to see both sides of the story since they each had a chance to share their own side? Was the solution acceptable to everyone involved? Did opening up communication help? Why or why not? What could be done when a child won't change his/her bullying behavior?

Peer Mediation Role Play # 1

- Characters:** Three students. Jesse is accusing Tom of bullying behavior. The third student is acting as a peer mediator.
- Situation:** Jesse has a complaint that Tom has been harassing, threatening, and humiliating him/her. Tom denies the accusation and claims he was only “kidding around.”

THE PARTICIPANTS ARE SEATED AT THE FRONT OF THE CLASSROOM. THE MEDIATOR SITS BETWEEN THE OTHER TWO.

- Mediator:** OK. We are here today to help Jesse and Tom work out their problem. We will hear each side of the story, and then help them resolve the conflict. We will use these guidelines:
1. Each person will state his/her side, one at a time, while remaining calm and speaking in a calm voice.
 2. Listen to the other person, without interrupting.
 3. Pause when the other person finishes speaking to consider what he/she said.
 4. Try to use “I” statements such as, “I’m having a hard time making it clear that I want to be left alone,” instead of, “You don’t listen when I tell you to knock it off.”

5. We ask our observers to be as kind and considerate as possible when giving advice.

Now, let's hear from Jesse first. Jesse, what do you think is the problem?

Jesse: I'm sick of him mothering me. He picks on me, pushes me around on the playground...he humiliates me in front of other people.

Mediator: Why do you think this happens?

Jesse: I don't know, but I want it to stop.

Mediator: Now, Tom. Jesse is upset by some of your actions. What do you think is the problem?

Tom: *(laughing it off)* There is no problem. He (or she) just doesn't know how to take a joke, that's all.

Jesse: What joke?! What's funny about that!?

Mediator: Jesse, Tom is talking now. Tom, Jesse doesn't think it's just a joke.

Tom: I'm just kidding around, that's all. Jesse needs to lighten up.

Mediator: *(to audience)* OK. We have two very different opinions about what's happening. It's your chance to ask Jesse and Tom questions about what has occurred.

THE MEDIATOR CALLS ON AUDIENCE MEMBERS WHO HAVE QUESTIONS FOR JESSE OR TOM. AFTER THE QUESTION PERIOD, THE MEDIATOR THEN QUESTIONS THE AUDIENCE.

1. Is Tom using bullying behavior? Why or why not?
2. Is Jesse being overly sensitive? Why or why not?
3. How do you think both participants feel?
4. What should Jesse do about the problem? What should Tom do?
5. What should change about how these two interact?
6. How can they solve their problem?

Peer Mediation Role Play # 2

Characters: Three students. Samantha is accusing Janet of being a bully. The third student is acting as a peer mediator.

Situation: Samantha is upset because she feels Janet has turned all of her friends against her.

THE PARTICIPANTS ARE SEATED AT THE FRONT OF THE CLASSROOM. THE MEDIATOR SITS BETWEEN THE OTHER TWO.

Mediator: OK. We are here today to help Samantha and Janet work out a problem they are having. We will hear each side of the story, and then help them resolve the conflict. We will use these guidelines:

1. Each person will state his/her side, one at a time, while remaining calm and speaking in a calm voice.
2. Listen to the other person, without interrupting.
3. Pause when the other person finishes speaking to consider what he/she has said.
4. Try to use "I" statements such as, "I'm having trouble understanding you," instead of, "You're not making any sense!"
5. We ask our observers to be as kind and considerate as possible when giving advice.

Now, let's hear from Samantha first. Samantha, what do you think is the problem?

Samantha: I'm really upset because I know Janet did something to make everyone in the fifth grade turn against me. All of a sudden, in one day, none of my friends would talk to me...well they say "hello" if I say it first, but that's about it. They act sort of cold, like they all got together and decided to hate me. And I know they talk about me when I walk away.

Mediator: Why do you think Janet had something to do with their behavior?

Samantha: Because she was mad at me. This guy in our class told someone that he likes me. She's mad because she likes this guy.

Janet: No Way! That is so not true!

Mediator: Janet, it's Samantha's turn. It will be your turn in a moment. Go on, Samantha.

Samantha: Anyway, that's when everything changed-when Billy said he liked me, not her.

Mediator: OK, we've heard Samantha's side. Now let's hear from Janet. Janet, what do you see is the problem?

Janet: First of all, it's not my fault that everyone thinks she's jerk now. And I do not like Billy. I don't care who he likes.

Mediator: So, you didn't say anything bad about Samantha behind her back?

Janet: Yeah, I did. So?

Mediator: What did you say?

Janet: I just told some of my friends that I didn't like her.

Mediator: Why don't you like her?

Janet: I just don't.

Mediator: Did you say anything else?

Janet: I don't know.

Samantha: You know! She also told people I said mean things about them.

Mediator: OK, let's see if we can get to the bottom of this. *(to audience)* It's your turn to ask them some questions.

THE MEDIATOR CALLS ON AUDIENCE MEMBERS WHO HAVE QUESTIONS FOR SAMANTHA OR JANET. AFTER THE QUESTION PERIOD, THE MEDIATOR THEN QUESTIONS THE AUDIENCE.

1. Is Janet using bullying behavior? Why or why not?
2. Is Samantha being overly sensitive? Why or why not?
3. How do you think both participants feel?
4. What should Samantha do about the problem? What should Janet do?
5. What should change about how these two interact?
6. How can they solve their problem?

DRAMATIC ROLE PLAY

DIRECTIONS:

1. Divide students into groups of two to five people.
2. Distribute one of the following three scenarios to each group.
3. Discuss the story and the potential conflict or choices involved.
4. Each group should assign parts and come up with a realistic ending. Tell the groups they can add characters, create more than one scene and expand on what has been presented. Encourage them **not** to use one word endings.
5. Have the students practice the vignette at least two times, complete with the ending. They do not need to memorize their parts. They can read from their notes.
6. Have the students perform their vignette for the whole group and tell them to be prepared to discuss their reasons for ending the story in the way they did.

Discussion: After students have performed their scenarios, discuss what happened during the presentation by asking the following questions:

1. How did your character feel?
2. Did you like playing your character? Why or why not?
3. Do you think your character's reaction was realistic?
4. What are some of the other ways this scenario could have been resolved?

Be sure to make a connection for the students between their own beliefs and those that have been presented. Reinforce the information presented during the puppet performance.

Vignette A: Gimme Your Lunch Money!

Setting: Eddy is on his way to school. When he encounters Robbie he is nervous and unsure about what to do. Robbie begins to harass Eddy for his money.

Characters: Eddy - a ten year old boy
Robbie - a kid who has been bullying Eddy

Props: a classroom chair which may be used as a park bench a backpack or book bag for Eddy

ROBBIE IS SITTING ON A PARK BENCH ON A POPULAR PATH TO SCHOOL. EDDY WALKS BY ALONE ON HIS WAY TO SCHOOL.

Robbie: Well, look who it is! It's Eddy! Where you headed, Eddy?

EDDY DOES NOT LOOK AT ROBBIE, HE TRIES TO GET PAST HIM BUT ROBBIE BLOCKS HIS WAY.

Eddy: *(quietly)* Leave me alone.

Robbie: Sure thing. *(he puts his hand out)* Just pay the toll first.

Eddy: I don't have any money...

Robbie: *(giving Eddy a shove)* You can't pass if you don't pay the toll!

Eddy: Cut it out, Robbie. I don't have any money...

Robbie: *grabbing Eddy's backpack and rifling through it* I don't see a lunch in here. If your mommy didn't make you lunch, then you must have some lunch money!

Eddy: So?

Robbie: So, you LIED to me, twerp! *(he shoves Eddy again)* You have MONEY, now fork it over!

FINISH THE VIGNETTE BY ADDING A DETAILED ENDING. PRACTICE WITH YOUR GROUP.

Vignette B: Don't Talk to Her!

Setting: A group of friends are having lunch. When a new girl approaches to sit at the table, she is rebuffed. When one member of the group reaches out to the newcomer, she too becomes a target for harassment by her "friends."

Characters: Lisa – a 13 year old girl
Shandra – Lisa's classmate and friend
Terri – Lisa's classmate and friend
Andrea – Lisa's classmate and friend
Leann – a new girl at school

Props: various desks and chairs set up to stimulate a lunch room/cafeteria
lunch bags, trays, or food containers

THE GIRLS ARE EATING THEIR LUNCH AND TALKING

Lisa: So after practice we went to Pizza Hut and you'll never guess who was there!

Shandra: Your boyfriend, Eric?

Lisa: *(nudging Sandra and laughing)* Shut up! He is NOT my boyfriend!

Terri: No, but you WANT him to be!

EVERYONE IS LAUGHING AS LEANN APPROACHES THE TABLE.

Leann: *(trying to "break the ice")* This looks like the best table to be at.

THE LAUGHTER STOPS AND EVERYONE STARES AT LEANN.

Lisa: What's that supposed to mean?

Leann: Nothing. I just meant it looked like you were having a lot of fun.

THE GIRLS JUST STARE.

Leann: *(getting a little uncomfortable)* Umm...I'm sorry. *(she sticks out her hand)* Hi, I'm Leann. Would you...uh...mind if I joined you?

Lisa: There's no room.

Andrea: Don't be ridiculous. There's an empty chair here next to me, Leann.

Lisa: *(standing and glaring at Andrea)* No, there isn't. I'm saving that for someone else.

Leann: Oh.

Shandra: Maybe you should sit (*pointing far across the room*) over there.

Andrea: (*standing as well*) What's the matter with you guys? Why can't she sit with us?

Terri: She just CAN'T.

Leann: (*looking at Andrea*) It's OK...

Andrea: No, it's not OK.

Lisa: Look everyone, Andrea wants to be friends with the new girl.

Shandra: Maybe you can have a little "welcome wagon party!"

Terri: Yeah. (*standing and pointing across the room*) Over there!

FINISH THE VIGNETTE BY ADDING A DETAILED ENDING. PRACTICE WITH YOUR GROUP.

Vignette C: Bully Buster

Setting: Eddy is getting harassed by a bully on the playground. When Jo(e) sees what is happening she/he tries to help Eddy out of the situation.

Characters: Eddy - a kid getting bullied
Robbie - a kid who is known for bullying
Jo(e) - a witness to a bully event (may be played by a boy or girl)
Chris - Jo(e)'s friend (may be played by a boy or girl)

(note: feel free to add other characters as witnesses or friends Jo(e) may turn to for assistance.)

Robbie: (*pushing Eddy around*) I warned you not to be on this side of the playground, didn't I?

Eddy: You're not the boss of the playground...

Robbie: Oh, yeah? I'll show you who's the boss!

JO(E) AND CHRIS HAVE BEEN WATCHING WHAT'S HAPPENING.

Jo(e): Look at that. Robbie's at it again. Why can't he just leave people alone?!

Chris: I know. Poor Eddy. I know just how he feels, too. I sure am glad it's not me anymore!

Jo(e): How can you say that? Nobody should get picked on. Not you, not Eddy, not anybody. We need to do something!

Chris: No way! Stay out of it. You want Robbie coming after you, too?

Jo(e): If we just stand here and watch it, then we're no better than Robbie is. I mean, it's like saying that kind of stuff is OK.

Chris: So what are you gonna do, hit Robbie?

Jo(e): No! Using violence only makes bad situations worse.

Chris: All right then. What are we supposed to do?

FINISH THE VIGNETTE BT ADDING A DETAILED ENDING. PRACTICE WITH YOUR PARTNER OR GROUP.

Vignette D: It's Just Part of Growing Up

Setting: Chris is concerned that a classmate, Frank has been picking on other kids in school. Chris decides to talk to Frank about the bully behavior he/she has witnessed.

Characters: Frank - a kid known for bullying
Chris - Frank's classmate (may be played by a boy or girl)

Props: two desks and chairs

FRANK ENTERS AND SITS DOWN. CHRIS ENTERS AND SITS AT THE OTHER DESK. THEY HAVE JUST RETURNED FROM RECESS.

Chris: Hey...

Frank: Hey.

Chris: Can I ask you something?

Frank: It's a free country...

Chris: How come you were picking on Tom?

Frank: What do you mean?

Chris: A few minutes ago, outside during recess. I saw you shoving him around and stuff.

Frank: That was just horsing around...no big deal.

Chris: It looked like a big deal. Tom kept asking you to leave him alone.

Frank: Well, he's just a cry-baby.

Chris: No, he's not. He's just a kid in our class. He just doesn't want to get picked on anymore by the bullies like you.

Frank: I am not a bully. I'm just playing with him. My brother does that kind of stuff to me all the time.

Chris: What do you mean?

Frank: You know, smacking me around, calling me names.

Chris: Your very own brother hits you?

Frank: Sure. Gave me a black eye a couple weeks ago.

Chris: That's not right.

Frank: It's just part of growing up. Who cares?!

Chris: It shouldn't be part of growing up. Nobody should have to put up with getting picked on and bullied... not by other kids at school, and not by somebody in their very own family. If that kind of stuff was happening to me, I would...

FINISH THE VIGNETTE BY ADDING A DETAILED ENDING. PRACTICE WITH YOUR GROUP.

INDICATORS of CHILD ABUSE and NEGLECT

Type of Abuse	Physical Indicators	Behavioral Indicators
Physical Abuse	Unexplained bruises and welts Human bite marks Bald spots Unexplained burns: Rope burns on arms, legs, neck or torso Unexplained fractures Unexplained lacerations or abrasions	Wary of adult contact Apprehensive when other children cry Behavioral extremes: Aggressiveness or Withdrawal Overly compliant Afraid to go home Reports injury by parents Exhibits anxiety about normal behavior (i.e., napping) Complains of soreness and moves awkwardly Destructive to self and others Early to school or stays late as if afraid to go home Accident prone Wears clothing that covers body when not appropriate Chronic runaway Cannot tolerate physical contact or touch.
Physical Neglect	Consistent hunger, poor hygiene, inappropriate dress Consistent lack of supervision, especially in dangerous activities or long periods Unattended physical problems or medical needs Abandonment Chronic Lice Distended stomach, emaciated	Begging or stealing food Constant fatigue, listlessness or falling asleep in class States there is no caretaker at home Frequent school absences or tardiness Destructive School dropout Early emancipation from family
Sexual Abuse	Difficulty in walking or sitting Torn, stained or bloody underclothing Pain or itching in the genital area Bruises or bleeding in external genitals, vaginal or anal areas Frequent urinary or yeast infections Frequent unexplained sore throat Encopresis (involuntary soiling) Enuresis (inability to control urination)	Unwilling to participate in certain physical activities Sudden drop in school performance Crying with no provocation Bizarre, sophisticated or unusual sexual behavior or knowledge Anorexia Sexually provocative Poor peer relationships Reports sexual abuse by caretaker Fear of or seductiveness toward males Suicide attempts Chronic runaway Early pregnancies
Emotional Maltreatment	Speech disorders Lags in physical development Failure to thrive Asthma, severe allergies or ulcers Substance abuse	Habit disorders (sucking, biting, rocking, etc.) Conduct disorders Neurotic traits Behavior extremes: Compliant, passive Aggressive, demanding Overly adaptive behavior Inappropriately adult Inappropriately infantile Delinquent behaviors

Reporting suspicions of child abuse and neglect is mandatory in Kentucky and Ohio!



To report suspected child abuse or neglect:

- KY:** Call Centralized Intake 859-292-6550 (weekdays)
 Call 877-KY SAFE 1 (statewide hotline—nights/weekends)
- OH:** Call 513-241-KIDS

*For information on child abuse prevention, education or treatment services
 Contact Family Nurturing Center at 859-525-3200 or visit www.familynurture.org.*