

DISCUSSION / VIEWER
GUIDE

bystanders

Ending Bullying

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With additional support by:
KOB-TV, KRWG-TV, KENW-TV
New Mexico PTA

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THANK YOU

Thank you for your interest in the **BYSTANDERS: Ending Bullying** Discussion Guide. We are excited to present this program to ignite discussion among children, parents and teachers. We want to empower and support young people to discover solutions to difficult and perhaps dangerous situations. We also want parents, educators and youth to fully understand what bullying is and is not and how best to address the issue depending on the situation and who is involved.

Enclosed are some ideas for discussions and activities for students and adults. Feel free to alter any of these suggestions for a better fit with your particular group. This is intended as a guide and starting point.

You may find it helpful to visit some of the websites listed under resources near the end of this guide for further information on this and other issues of concern for young people including dangers of illegal use of prescription drugs, mental health issues, alcohol and drug issues, date violence, distracted driving and others.

RESPONSE REQUESTED: We supply these materials to you free of charge, in the hope that they support your efforts in reaching students with enlivened discussions about difficult situations and adolescent curiosity, insecurity and empowerment.

The only thing we ask in return is that you let us know if you are using this so we can track the number of participants and the lives you've affected. A response page can be found at the end of this guide.

On behalf of all the sponsors listed on the title page, thank you for taking the time to view and use our program about bullying. Together, we can all make a difference in the lives of young people by helping to educate and inform as well as empower youth to help each other be safe.

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SHOW OVERVIEW

“BYSTANDERS: Ending Bullying” is a project designed to help people understand the what bullying is and what it is not and how to address these issues. We hope this will also help generate discussion about ways for schools, parents and youth to help end bullying all together.

A years worth of research went into the information in the program including “think tanks” with experts, parents and youth from middle schools and high schools.

This show is meant to be a catalyst for discussion, which means that there are no right or wrong answers. The purpose is to encourage discussion so young people can discover, for themselves, the issues around aggressive behavior. Young people should be encouraged to actively participate in exchanging ideas and researching related topics.

Please read the script and watch the program prior to sharing it with students. This will make discussion with your students easier and more effective.

THE SCRIPT IS AVAILABLE THROUGH

www.SafeTeen.net

and

www.ChristopherProductions.org

Please download, read and have available prior to viewing program.

This guide includes discussion and activity ideas for involving students at various levels of development. **Further information and a complete list of additional resources are included at the end of this guide.** Our hope is that this is just the beginning, and that together we can make an important difference in our communities and in the lives of our children.

GENERAL INFO

OVER 3 IN 10 MIDDLE SCHOOL STUDENTS (31.2%) IN NEW MEXICO SAY THEY HAVE BEEN BULLIED ON SCHOOL PROPERTY.

New Mexico Youth Risk and Resiliency Survey 2011

ALMOST 2 IN 10 HIGH SCHOOL STUDENTS (18.7%) SAY THEY HAVE BEEN BULLIED ON SCHOOL PROPERTY.

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“BULLYING IS A WAY OF USING POWER AGGRESSIVELY IN WHICH A PERSON IS (REPEATEDLY) SUBJECTED TO INTENTIONAL, UNWANTED AND UNPROVOKED HURTFUL VERBAL AND/OR PHYSICAL ACTIONS”

Albuquerque Public Schools Bullying Prevention Procedural Directive

PROJECT BACKGROUND

Cyber bullying, School bullying, Workplace bullying; and the list continues. The word bullying has become a watchword nationally for hurtful behavior that has led to horrific consequences including suicide. It can be motivated by actual or perceived characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation or identity, or any kind of disability according to the APS bullying directive. As the media continues to lead with stories related to the issue and school districts across the state and around the country hear outcries from parents, the definition and ways to deal with the issue are becoming more and more important. Is this something new? Who is responsible for helping, in what ways and how?

ALMOST 2 IN 10 HIGH SCHOOL GIRLS (18.5%) AND ALMOST 1 IN 10 HIGH SCHOOL BOYS (8.2%) SAY THEY HAVE BEEN ELECTRONICALLY BULLIED.

New Mexico Youth Risk and Resiliency Survey 2011

“FACEBOOK POSTS “TERRORIZE” STUDENTS”

Albuquerque Journal Sept 29, 2012

“CYBERBULLYING LIABILITY: Lawsuits beat insurance policies to the punch”

Primary Agent Magazine for Insurance Agents
August, 2012

“WORKPLACE BULLYING ON THE RISE, ACCORDING TO NEW STUDY.”

Career Bulder.com

The purpose of this project is:

To give **YOU** a tool...something to rally around...to address aggressive behavior that we call “bullying” and END IT in **YOUR community**, in **YOUR family**, and in **YOUR schools**. Check out your tools below:

- DVD “BYSTANDERS: Ending Bullying”
 - Half hour Documentary
 - Elementary School Video 1 (what is bullying)
 - Elementary School Video 2 (what to do to help)
 - Middle School Video 1 (what to do to help)
 - Middle School Video 2 (cyber bullying)
 - Parents Video 1 (What bullying is and what to do)
 - Parents Video 2 (Cyber bullying)
- Discussion guide for classroom or group use
- Online resources (see “resources” at the end of this guide)

To get copies of these tools, please visit:

www.SafeTeen.net

or

www.ChristopherProductions.org

V I E W I N G S U G G E S T I O N S

- **Provide additional information and instruction.**

The information and stories in “BYSTANDERS: Ending Bullying” are presented in a style that serves as a catalyst for thoughtful discussion. It is assumed by the creators of the program that more in-depth information and instruction will be provided by the group leader or teacher. Some of this information can be found in the resource section of this guide.

- **Discuss the content before watching the show.**

Many young people today are exposed regularly to situations in which they must make difficult decisions about their own behavior. Most likely, they’re struggling to balance personal beliefs and social pressures in order to make good decisions. Briefly discuss the content before watching the show in order to make the discussion after the show more effective. **Discuss the difference between a documentary (real life) and a fictional movie (created script). Discuss that this is about real youth in New Mexico.**

- **Set ground rules prior to viewing.**

Teachers or group leaders need to be prepared to offset disruptions in order to guarantee respect for those students wanting to see the show. Talk to students ahead of time and agree on appropriate behavior during the viewing. This should include **no talking, comments or asking questions** until the show is concluded. You should also supply or **have available paper and pens or pencils** so that students can **jot down ideas and questions during the viewing for later discussion.**

- **Use “Discussion and Activities” for your grade level.**

There are many ways to encourage open discussion. Since the need for facilitation and supervision will vary among ages, more age-specific suggestions are given on the following pages.

P R I O R T O V I E W I N G

Instructors: Please keep in mind that this guide contains discussion questions that may be sensitive in nature and may cause uncomfortable feelings and emotions to surface for some students due to personal experience or other reasons. Have counselors or other resources available for youth who may have issues that need to be addressed.

Have resource information readily accessible to students and discuss only those questions that you feel comfortable handling.

PRIOR TO SHOWING THE DOCUMENTARY:

1. Be certain to preview the video and read through this guide.
2. Gather and have available print resources (reference resources list at the end of this guide).
3. Download and read the script of the video.
4. Determine how much time you will have and what the discussion goal will be.
5. If you can, ask a trained expert to assist with the discussion (perhaps your school counselor).
6. Use clear guidelines. Avoid general, unstructured discussion.
7. Allow enough time to discuss the topics after the viewing.
8. Discuss only those questions that you feel comfortable handling

Go over the following with your group **prior to viewing**:

1. Explain that this is about making healthy decisions.
2. Be certain all cell phones and pagers are turned off.
3. Be sure everyone has pen and paper and encourage them to jot down notes, ideas, and questions. (perhaps review questions you'll be asking after the show – see "Discussion" Section. – and have them jot down some answers.)
4. Explain the program is a half hour long and then a discussion about the program will follow.
5. Explain that the video was created with the help of teenagers and that all the **interviews are real**. You might explain the difference between a documentary (real stories and people) and a fictional film (written and not real).
6. Tell your group that if they feel uncomfortable at any point they may choose not to watch (be sure to arrange for a place where they can go in advance).
7. Explain that the program can be an emotional experience and to respect everyone's personal feelings.

AFTER VIEWING

Because it is important to protect everyone during the discussion, ask the group **not to use any names**, and set ground rules that include using the phrase “a person I know” **OR REFERRING TO THE PEOPLE IN THE VIDEO** each time. It is extremely important **not** to allow personal stories.

Explain that after the discussion if anyone wants to talk about specific issues, how they can do that in private (with a school counselor or other professional). Make that a strong point and have resources available.

- 1. Give everyone a few moments to jot down ideas and questions they may have about the information in the documentary.**
- 2. Explain that this is not a tattletale session, it's not about telling on others.**
- 3. Say that this will be a discussion about the facts regarding aggressive behavior and the repeated targeting of a person with intent to harm.**
- 4. Follow some of the ideas for discussion in this guide and from the aforementioned specialized tapes you may have already viewed as group leader.**
- 5. Be sure to leave enough time for adequate discussion. If time is short after the viewing (30 minutes or less), you may want to take just one of the discussion topics and leave the rest for later.**

DISCUSSION

Middle and High School Students

OVERVIEW:

It is important that young people are provided with tools to make smart decisions on their own. All discussions should be conducted with this in mind. **Young people will make better decisions if they understand that their actions will have consequences.**

Discuss what people in the video said about **what bullying is and is NOT. Why did the producers of the video make such a point about what bullying is and is not?** (discuss that bullying is about power and control and not about personal conflict and how those two things differ)

Discuss why the producers used shadows as the visual theme (makes people bigger and smaller and bystanders are the largest group).

Discuss what people said about why aggressors target certain people and why they feel the need to do that.

Discuss who has the MOST power in these situations (bystanders) and all the ways the bystander can help (emphasize continuum of help from walking away and not laughing, to intervening to getting help and when to do those things – refer to script: **Distract, Support, Balance, Report**).

REVIEW the above by showing the pull out video Middle School Video 1

Discuss Cyber Bullying: What is cyber bullying? (anything on line, computer, cell phone, etc)

Why is cyber bullying so destructive to a target? (repeated even if only put on line one time, not sure who the aggressor is, EVERYONE sees it)

Can someone who cyber bullies be caught? (yes, in every case they can be found and it can have legal consequences that are very serious)

REVIEW the above by showing the pull out video Middle School Video 2

A C T I V I T I E S

Middle and High School Students

- Have the students write a scene about how bystanders can stop a bullying incident in three different ways.

Have the full class play the role of Bystanders (**do not select or use a student as a target, use an inanimate object and do not name it**).

While the instructor explains what's happening and acts as the aggressor, the group has to create ways to end the behavior four different ways:

“Distract” (tell the aggressor someone is coming, or pizza is in the lunchroom, or other distractions)

“Support” (the instructor should knock the target's books away and other things that the bystanders can react to, such as help the target pick up their books if they're knocked down, or go sit next to the target, or just go talk to the target)

“Balance” (the instructor should say mean things about the target and allow the bystanders to say something nice about the target)

“Report” (the instructor should indicate that they are going to physically hurt the target and allow the bystanders to go tell someone about the situation).

After each scene, the group should discuss the best reactions to stop the behavior and perhaps replay the scenes using best practices they've learned.

- Have the students do posters about how to support the targets of aggressors. (it's cool to be helpful and kind, etc).
- Have the students create an ad campaign about how differences can be a great thing.
 - Variety is the spice of life
 - We're all different and unique

DISCUSSION

Elementary School Students

It is important that young people are provided with tools to make smart decisions on their own. All discussions should be conducted with this in mind. Young people will make better decisions if they understand that their actions will have consequences.

- Discuss the definitions of:
Aggressor (not Bully): someone who acts aggressively toward someone else, multiple times, with intend to harm or hurt feelings
Target (not victim): someone who is the target of the aggressor
Bystander: everyone who sees this
- Discuss how the Bystanders are the most powerful (because they are the larger group and can act as a group to stop the behavior)

REVIEW by playing Elementary Video 1 (what is bullying)

- Ask the students the following:
 - According to the show, what kinds of things can the bystanders do to help stop the behavior? (help guide their answers into “Distract”, “Support”, “Balance” and “Report”)
 - If you see this aggressive behavior take place, is it always right to step in and try to help? (no, can be dangerous, that’s why there are a variety of tools)
 - If you are watching this behavior, what are some things you can do to help without saying a word? (just don’t laugh or encourage, walk away)
 - If you decide to help by saying something, what can you say and to whom? (You can say to the aggressor “We don’t do that at this schools”, but be certain that you have a number of kids helping you and then just walk away, don’t encourage any other discussion).
 - When should you NOT say anything and get help from an adult? (if you feel there will be any physical violence or any chance of getting hurt by anyone, then leave and tell an adult)

REVIEW the above by playing Elementary Videos 2 (what can we do)

A C T I V I T I E S

Elementary School Students

CREATE A “CELEBRATE OUR DIFFERENCES” CAMPAIGN:

This can tie in with a variety of classes (English, Social Studies, Art, etc).

The campaign can include:

Logos and slogans

Posters

Songs

Poetry

Dances (different kinds of dances)

CREATE A “STAND UP FOR KINDNESS” CAMPAIGN:

Slogan could be “Don’t just stand there” see resource facebook page.

Posters could include each of the four ways to react as a bystander.
(Distract, Support, Balance, Report)

Perhaps an art contest or other way to bring the school together and begin the discussion.

DISCUSSION

PARENTS

Initiate a discussion and then let the parents direct its course. As with all discussion, ground rules will need to be set regarding respecting each other's opinions. As with the students say up front that you DO NOT want personal stories during the discussion.

The parents need to understand the difference between Bullying and Conflict. They are treated entirely differently. Conflict can be handled with mediation. Bullying should never bring the aggressor and the target together.

DISCUSS:

Based on the film, what are the **major differences between Bullying and Conflict?**

How does the media play into bullying behavior? Discuss the comedies that put down people making it fun and funny to make someone or someone's behavior the joke.

Why are parents in a difficult position regarding Bullying behavior and their child? (Include elements from the film that discussed how sometimes you have to let the child help themselves and when to step in).

What is the schools role in helping to stop this aggressive behavior?

Does bullying behavior continue as we grow up and in the workplace?

ACTIVITIES

PARENTS

- Pick a date and time to talk with your children about this program or a time to watch it with them. Then ask the kids what they think you should do as parents to help or not.
- Meet with school officials and discuss showing the video in health classes or for a school assembly.
- Create an event for youth that could celebrate diversity and stand up for kindness.

F A C T S t o D I S C U S S

BULLYING BEHAVIOR AMONG NEW MEXICO YOUTH

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August, 2012

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Career Bulder.com

Q U E S T I O N S t o A S K

FOR ALL GROUPS, THESE CAN BE CONVERSATION STARTERS:

- Is this video a fair representation of bullying behavior?
- What is the difference between Bullying and Conflict and why is it important to know that difference?
- Is bullying behavior really a problem in our (school, community, state)?
- Whose problem is it?
- Is it a teenage problem?
- Is it a parent problem?
- Is it a legal problem?
- Why and how does bullying behavior affect all of us?
- Is it possible for youth to change the school climate about this? How?
- What role do parents play in helping kids in these situations?
- When is it safe for the bystanders to take action?
- What is the least and the most a bystander can do to help?
- Is it really possible to change a school or community culture around bullying behavior?

CONTINUE TO ASK “why?” and “why not?” and “can you explain that? ” after each answer.

If a group can establish that this is a problem, ask:

- Is it a problem that needs to be solved?
- Can it be solved?
- Who can solve it?
- How can it be solved?

RESOURCES

New Mexico Information on youth issues	www.SafeTeen.net
Anti Bullying resources and information	www.bullyfreeresources.com
Albuquerque SafeSchools Information	www.abqsafeschools.org
Don't Just Stand There: Stop Bullying Now	www.facebook.com/dontjuststandthere
Bernalillo County Information	www.bernco.gov/bullyfree
Information, resources and videos	www.stopbullying.gov www.stopbullyingnow.com
Cyber Bullying Information	www.cyberbullying.org www.stopcyberbullying.org
Teen Site for Alcohol Information and Safety	www.thecoolspot.gov
Alcohol prevention campaign information	www.samhsa.gov/underageddrinking
Parenting Skills Website	www.parentingteens.about.com
The Partnership at Drugfree.org	www.drugfree.org
Gay, Lesbian, Straight Education Network	www.glsen.org
New Mexico Attorney General's Office	www.nmag.gov
National Institute of Mental Health	www.nimh.nih.gov/
Life Skills Training, Institute for Prevention Research	www.lifeskillstraining.com
Parenting Adolescents Wisely, Ohio University	www.familyworksinc.com
SMART Moves Program, Boys & Girls Clubs of America	www.bgca.org
National Organizations for Youth Safety	www.noys.com
Christopher Productions Social Issues Information	www.ChristopherProductions.org
New Mexico Parent Teacher Association	www.nmpta.org



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BYSTANDER: Ending Bullying

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PLEASE NOTE: YOU CAN ORDER THIS VIDEO ON LINE AND
AT www.SafeTeen.net

BYSTANDERS: Ending Bullying

RESPONSE FORM:

Please take a moment to fill out the information below and then EMAIL to us as a word doc: Chris@ChristopherProductions.org

Thanks for letting us know how you're using the materials.

Name:

Organization:

Address:

Email:

Phone:

Which materials were used (documentary, curriculum):

Date(s) materials used:

Group(s) using materials (i.e. Class, Club, Group – what kind?)

Number of people using the materials:

Youth:

Adults:

Other comments about the materials and your discussion: