

The Bystander: Victim or Villain?

A Special Curriculum to Help Young People
Understand and Cope with Conditioning

Ages 9 -14



by
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with Adryan Russ

based on the
Education for Peace Series books
by Dr. Terrence Webster-Doyle

A Personal Note to You from Dr. Terrence Webster-Doyle

Thank you for caring enough to want to help your students resolve conflict peacefully. Bullying is a serious affair. I personally suffered from it in my younger years. I think that's why I am compelled to help young people today.

Do We Fight, Run Away, Help?

When I was a boy, I had one option: to run away. That's what I did, and although it often saved me from being bullied, running away gave me no confidence in myself and caused me emotional pain. I was also caught and beaten up. Once I learned how to protect and defend myself, I then had another option: to defend myself physically against a bully who bothered me. This has a certain logic. We *do* have the right to defend ourselves against being violated. Physical self-defense has a place.

But in my preadolescent and adolescent years, the limited options of fighting or running away were not successful in helping me cope with bullying. As I grew older, I thought there must be a better way. So many people are bullied, and many of them never get help from others who are standing by! What concerned me then, and still does today, is that practicing *only* physical self-defense doesn't stop conflict; it merely creates another on top of the one that exists. We need to develop our mental strength so we know how to handle a bully, and how to help a victim in need.

How Do We Promote Nonviolence in a Violent Culture?

Today our young people face far greater threats. Bullying has escalated to homicide. Guns are now the weapons of choice for settling disputes. Physical self-defense, by itself, has become ineffectual in defending us from bullying. The media have conditioned young people to think that using weapons to resolve conflicts is the justifiable — and even honorable — thing to do. Our children have grown up in a tremendously violent culture fed by violent movies, TV programs, video games, magazines and comics. Since 1956 more than 1,500 studies have shown that violence in the media (especially television) *does* affect young people's behavior in a negative way. In other words, we've taught our children to be junior Rambo's, to resolve their problems of relationship by extreme and violent means.

As our young people face more violence, we adults are challenged to come up with ways they can resolve conflicts *nonviolently*. Parents are overwhelmed with making ends meet in this economically unstable time. Teachers are overworked trying to educate young people academically, to give them the intellectual skills they need to go after their chosen vocations. So who's going to help our children understand and

resolve the problems they have with people around them? Who's going to teach them the skills to cope with bullies, conflict and violence?

Learning How to Stop a Fight

One of the greatest gifts we can give our children is the ability to understand and resolve conflict peacefully. This is what this curriculum is all about — to create a new kind of education that teaches Mental Self-Defense™ skills. These skills provide students the ability to resolve conflict before it becomes physical.

When young people learn how to defend themselves mentally, they learn how to deal with bullies, and how to help victims. Our culture has taught us that in order to survive, we need to stand back, observe, and not get involved. We have become bystanders who are either afraid to help or simply don't know how to help. Hopefully, this curriculum will help change this — in your mind, in your school, in your community.

If you have questions about the curriculum, or how to implement it, please feel free to contact me. I also offer teacher-training courses to train people in conflict resolution using this and several other books and curriculums.

Thank you again for selecting these materials for your school. I hope they live up to your expectations and, most importantly, that they help your young students understand and resolve conflict peacefully — by becoming aware of their conditioning and by their willingness to see the world in a new way.

Respectfully yours,

Dr. Terrence Webster-Doyle



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Section 1:

Are Bystanders Spectators or Survivors?

Section 2:

Do Bystanders Ever Have the Whole Picture?

Section 3:

Are Bystanders More Than “Innocent” Observers?

Section 4:

**Do Bystanders Have More Choices
Than We Thought?**



LESSON 1

Bullies & Their Victims

Breakdown of Lesson 1:

- What a bully does.
- How the bully selects a target.
- How practice prepares us.

Materials & Tools Needed:

- Activity 1: Prepare a chart called “A Bevy of Bullies,” p. 2.
- Activity 2: Make 2 copies of the roleplay, p. 6, for Volunteers.

Note to Instructors: Welcome students to this new curriculum. As you ask questions, encourage ALL responses. There are no “right” or “wrong” answers. A “mistake” creates an opportunity to learn something new. Statements in *italics* indicate notes or possible student responses.

What A Bully Does

1. Ask students:

- Have you ever been badgered by a bully? *Encourage students to tell brief stories.*
- Do you think there’s anyone who has never been intimidated by a bully?
- How many different kinds of bullies can you think of? Let’s make a chart. We can add to this chart every time we meet!

**Go to Activity 1, “A Bevy of Bullies!”
on the next page.**

ACTIVITY 1 – THART

A Bevy of Bullies!

Create a chart called “A Bevy of Bullies” and encourage students to add to the list on an ongoing basis. The more varieties they can name, the more aware they become of how many different kinds of bullies there are. Below are a few to get you started.

A bully is someone who:

1. Nit-picks and finds fault with everything you do.
2. Refuses to recognize your existence and value.
3. Singles you out and treats you differently from everyone else.
4. Threatens you in front of other people.
5. Twists and misrepresents everything you say and do.
6. Is charming to everyone, but cruel to you.
7. Calls you names, which saps your self-confidence.
8. Frightens you.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

2. Tell students:

- There are many reasons why bullies target certain people.
- An important thing to know is that all cruelty springs from weakness. A bully who nit-picks, accuses or threatens you is someone who feels powerless — and takes it out on you.
- Understanding why a bully harasses you is the first step toward taking control of a bully situation.

How the Bully Selects a Target

1. Ask students:

- How would you guess a bully selects a person to harass?
- Would a bully target someone who looks strong? Someone who appears weak? Someone tall? Someone short? A good student? A mediocre student?
- Would a bully attack someone who excels at everything? Excels at nothing? Someone popular? Someone apparently anti-social? Someone with a strong sense of honesty? Someone who lies?

2. Tell students:

- Bullies are skillful at selecting a target. Sometimes they select someone who is, or has, something the bully envies — popularity, success, competence, integrity.
- Other times bullies select someone they recognize as fearful, easily intimidated, vulnerable or lacking in self-esteem.
- Bullies need to be in control, and will do anything to get it. They will lie, deceive, or charm you, and cannot be trusted or relied upon.
- Let's look at two students talking, and see if we can figure out who the bully is! Are you ready?

**Go to Activity 2, "The Bully Is Back!"
on the next page.**

ACTIVITY 2 – TOLEPLAY EXPLANATION

The Bully Is Back!

How Practice Prepares Us

1. Ask students:

- When you want to become a great football player, a great writer, or an accomplished concert pianist — how do you make that happen? *Practice!*
- If I told you that there's a great way to practice handling a bully of any kind — would you want to know more about it?
- Do you think playing the part of, or pretending to be, a bully could help you understand the bully's thinking?

2. Tell students:

- To get really good at anything, we have to **practice**.
- The best way to practice dealing with bullies is through **roleplay**. We take turns playing certain characters. One day you might play a bully, and on another day, you might play a victim. One day you could play yourself; on another, someone you know.
- Roleplay gives us the chance to practice using skills in different situations, so when the situations happen in real life, we're ready!
- Every time we practice, we get stronger — and smarter.
- When we roleplay, we get to see a situation from all sides, rather than just our own. If we're a victim, this helps us see things from the bully's point of view. And if we're a bully, this helps us see things from the victim's point of view! Can you see how this might help you?

ACTIVITY 2 – TOLEPLAY PREPARATION

The Bully Is Back!

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers to roleplay the parts of **Shelly** and **R.J.** (Make two copies of roleplay.)*****
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses () which are instructions and should not be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. Most bullies act in conflict-provoking ways toward other people in order to **protect themselves** from getting hurt — physically, mentally or emotionally.
 2. As you listen to what these two characters say, see if you notice anyone saying or doing anything to protect him- or herself.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Who is the bully in this roleplay?
 2. Which person was trying to be self-protective?
 3. Did both Shelly and R.J. act in bully-like ways?
 4. How did each bully select his or her target?
 5. Did R.J. select someone strong or weak? Did Shelly select someone vulnerable in some way?
 6. Do you think that if either one of them hadn't felt a need for self-protection, they might have acted more respectfully?
- ✓ **Thank students for their good work.**

ACTIVITY 2 – TOLEPLAY

The Bully Is Back!

Attention Roleplayers! Read your part with enthusiasm!
Have fun roleplaying!

SHELLY

Well, if it isn't my buddy, R.J., putting up posters. So, you're running for president of the student body. Always needing to be in control!

R. J.

Listen, Shelly, I am not your buddy. Never have been. Probably never will be. Yes, I'm running for president. What's it to you?

SHELLY

You really think you're gonna win? Ha! Just 'cause you get good grades and have a gift for gab doesn't mean you get all the votes you need, buddy. I hear that Wesley is gonna win, and I'm gonna help Wesley.

R. J.

You are free to do anything you like, Shelly. Of course, if you want to help me hang MY posters, I could put a word in to the principal for you. I hear you need a certain number of community points to stay in school this year, and nobody seems to want to give them to you.

SHELLY

(Thinks carefully.) So, what exactly would you say to the principal?

R. J.

Well, assuming you help me put up every one of the 200 posters I have here — I could probably suggest you get, well, maybe 20 points? Isn't that exactly what you need to stay in school, "buddy"?

SHELLY

(Thinks for a minute.) I guess I'm not THAT big a fan of Wesley. I mean, no one would have to tell Wesley I'm switching sides, right?

R. J.

Here. Take this poster. Here's a stapler. Get to work, my friend.



LESSON 2

Bystanders Are Unblemished

Breakdown of Lesson 1:

What is a bystander?

Bystanders are creatures of habit.

How can we break the habit?

Materials & Tools Needed:

Activity 3: Prepare a chart called “A Bunch of Bystanders,” p. 8.

Activity 4: Provide enough paper and pencils for all students.

Activity 5: Make a copy for each student of “Ten Ways,” p. 12.

Note to Instructors: As you ask questions, remember to encourage ALL responses. There are no “right” or “wrong” answers. Most important is that students learn to think for themselves and to listen to other people’s points of view.

What Is A Bystander?

1. Ask students:

- How would you define a “bystander”? *Encourage all responses. There are no “right” or “wrong” answers!*
- Is a bystander someone who spectates? Witnesses? Looks on? Watches but does not act?
- How many different kinds of bystanders can you think of? Let’s make a new chart. We can add to this chart every time we meet!

**Go to Activity 3, “A Bunch of Bystanders!”
on the next page.**

ACTIVITY 3 – THART

A Bunch of Bystanders!

Create a chart called “A Bunch of Bystanders” and encourage students to add to the list continually! This helps them become aware of bystanders on an ongoing basis! Below are a few to get you started.

A bystander is someone who:

1. Watches and takes no action.
2. Refuses to help you when you’re being attacked.
3. In the face of danger, takes cover.
4. Doesn’t know what to do about a bully.
5. Uses ignorance as an excuse for not helping.
6. Denies responsibility for helping you when you need it.
7. Sometime pretends to not see harm being done.
8. Gets caught between the bully and the victim.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

2. Tell students:

- There are many reasons why bystanders do not take action during bully situations.
- One reason is that, like any human being, they might be afraid. The bully could be strong, influential, and have an eye on them.
- No one wants to aggravate a bully who is already upset.
- Many bystanders don't believe they have the responsibility to get involved in a conflict between a bully and a victim.
- Some bystanders believe that "getting involved" means they have to fight, or put themselves in danger.

Bystanders Are Creatures of Habit - of Conditioning***

1. Ask students:

- Do you think that, like all of us, bystanders are creatures of habit? We want to be good but, on the other hand, we may be too frightened, hurt or angry to take any action?
- Do you think we are taught — by family, friends, teachers, any figures of authority — how to "be" in life and "conditioned" to act in certain ways?
- Are we all creatures of habit who do what we do on a daily basis, sometimes without thinking at all about what we're doing?

2. Tell students:

- Let's look at some of the ways we've been conditioned. Some of them are positive, and some are not.
- When we can SEE our conditioning, we can understand why we creatures of habit think and act the way we do.

Go to Activity 4, "I Am A Conditioned Person!"

on the next page.

ACTIVITY 4 – EXERCISE

I Am A Conditioned Person!

Ask students to sit— on the floor, on chairs, wherever they can be the most comfortable. Make sure there is enough paper and pencils for all students.

✓ **Tell students:**

- ▲ As creatures of habit, we have all been conditioned in many different ways.
- ▲ Perhaps we've been taught to do well in school, to do everything we're told, to obey the law, to follow the rules, to do what's right.
- ▲ Think about the ways you've been "conditioned" and write, on your piece of paper, a few of those ways. For example, you might say, "I've been conditioned to brush my teeth." "I've been conditioned to not tell strangers where I live." (Allow a couple of minutes.)
- ▲ Now think about whether you think each of these conditioned ways is either positive conditioning or negative conditioning. For example, you might consider being conditioned to brush your teeth as positive. And being conditioned to lie might be negative.
- ▲ Let's think again about the bystander. Write down three reasons you think that being a bystander is either a result of "positive" conditioning or "negative" conditioning. It's okay to guess!

✓ **Call time and ask for Volunteers:**

1. **Who wants to tell us some way you've been conditioned and whether you think this conditioning is positive or negative?** *Give as many students a chance to respond as possible.*
2. **Now, who wants to tell us a reason you think that being a bystander is the result of either positive or negative conditioning?** *Encourage any and all responses! There are no "right" or "wrong" answers.*

✓ **Congratulate students on their good work!**

How Can We Break the Habit?

1. Ask students:

- Whether being a bystander is the result of “positive” conditioning or “negative” conditioning, do you think that a bystander’s lack of action can be hurtful? In what way?
- Whether being a bystander is the result of “positive” or “negative” conditioning, do you think that there are ways a bystander’s behavior might be altered?
- How would you propose we get bystanders to not be onlookers and spectators — but to take action? Would you have to change their conditioning? Send them to “Action Hero school?” Teach them to not be afraid? Show them how to break their habits? Provide them with alternatives to their current behavior? *Encourage all responses!*

2. Tell students:

- Bystanders are, most likely, people who are unaware that they are capable of helping a victim in trouble.
- Since we are all likely to be put in the position of being a bystander one day, it’s important that we learn how we can help.
- Becoming a victor instead of a victim requires that you become aware of how a bully can be thrown off balance.
- Just because the bully uses violent tactics doesn’t mean that you have to use violence in return. As a matter of fact, it is best not to use violence — whether you are violently attacked or not. It is always best to ACT based on your own thinking than to RE-ACT based on someone else’s.
- Let’s look at several ways a bystander can take some action!

**Go to Activity 5, “Ten Opportunities!”
on the next page.**

ACTIVITY 5 – EXERCISE

Ten Opportunities!

- ✓ **Before class, make a copy of the “Ten Opportunities” list, on the next page, for each student.**

Tell students:

1. A bystander has many choices. Instead of reacting out of fear and doing nothing, a bystander can take some action.
2. Here are a few suggestions. The following are opportunities to help a victim in distress. Some are more dangerous than others, so we have to carefully, but quickly, decide which might work best in any given situation. Let’s read through them together.

- ✓ **Read through each of the ten opportunities on the following page. Then return to this page and the questions below.**

Afterward, ask students:

1. When is the last time you saw a bully attack a victim? *Encourage all responses! Allow students to offer brief examples.*
2. Were there any bystanders who did nothing? *Again, encourage responses. This is not “tattling” on someone; it is describing a situation that happened, without blaming anyone.*
3. Do you think that any of these new alternatives we just read might have been useful in the situation you witnessed? Which? How could this have helped?
4. Is there anything that would stop you from using one of these alternatives? Which one? Why would you hesitate to use it?
5. Do you think that by learning all we can about bullies, we can develop more confidence when it comes to dealing with them?
6. Is there anything you know about a bully now that you didn’t know before this class? Do you think it will help you in the future? How?

ACTIVITY 5 – TIST

Ten Opportunities!

1. **Make Friends.** All bullies need admiration and respect. Get the bully's mind off the victim by treating the bully as a friend instead of an enemy.
2. **Use Humor.** Turn a scary situation into a funny one — use humor, but be careful. Have fun *with* the bully rather than making fun *of* the bully. Getting the bully's mind off anger can help.
3. **Use Trickery.** Pretend the victim is sick — has poison oak or some disease or infection the bully will get if he/she fights with the victim. Or, tell the bully that some authority figure is due any moment.
4. **Agree With Bully.** If a bully attacks a victim, pretend to take sides with the bully. This is like making friends. It helps to distract the bully from doing any harm to the victim.
5. **Stand Up to the Bully.** This can work, but it can also make a bully angrier. If you can, get help before you stand up to the bully.
6. **Scream/Yell.** A good shout or yell can shock the bully. Arrange for someone to yell, to distract the bully, and for several people to then pull the victim away while the bully is distracted.
7. **Ignore The Threats.** Listen to the bully's threats, walk up to the bully, take hold of the victim and walk the victim away. This can work, but it can also be dangerous, because it may put you in position to be the next victim.
8. **Use Authority.** Call a teacher, a police officer, a parent, or someone you know who can help stop the bully from hurting the victim. These days many of us have cell phones, and we can call for help.
9. **Reason With The Bully.** If you are a good talker, perhaps you and the bully can talk it out. If you don't argue or get angry, if you act friendly, you might convince the bully to not hurt the victim, or anyone else.
10. **Convince the Bully of a New Definition of Power.** Attempt to convince the bully that NOT hurting a victim takes greater power than hurting the victim.



LESSON 3

Our Drive to Survive

Breakdown of Lesson 3:

What is fear?

How does fear create conflict?

Does our conditioning cause our conflict?

Materials & Tools Needed:

Activity 6: Make a copy for each student of fill-in-the-blanks, p. 16.

Have plenty of pens and pencils available for students.

Activity 7: Make 4 copies of the roleplay, p. 19, for volunteers.

What Is Fear?

1. Ask students:

- How would you describe fear? What does it mean to be afraid?
Encourage responses!
- Is fear the strong feeling we get when we are aware of danger?
- Do you think that because we live in a violent world, there are things to be afraid of every day?

2. Tell students:

- Fear is part of our conditioning, something that everyone experiences.
- All humans feel fear — even the bully. Fear appears without our having any say in the matter! And once it appears, it creates reactions that can cause us to totally lose confidence.

**Go to Activity 6, “Fight or Flight!”
on the next page.**

ACTIVITY 6 – EXERCISE

Fight or Flight!

- ✓ **Have plenty of pens and pencils available for students.**
- ✓ **Make a copy for each student of the fill-in-the blank statements on the following page.**
- ✓ **Tell students:**
 1. There is no right or wrong to the way we act when we're afraid. It's all based on our conditioning. We are conditioned in two ways:

Biological Conditioning
One way we are conditioned is **biological**. We act spontaneously to find adequate food, shelter and clothing — everything we need physically to survive. This conditioning happens spontaneously without our controlling it! We are born with it.

Psychological Conditioning
Another way we are conditioned is **psychological**. Our psychological drive to survive makes us want to triumph, prevail, to beat, to be better than — to win over “the other.” We are not born with this conditioning. We learn it, from other people. This kind of drive to survive can get us into a disagreement or fight. On a larger scale, this is what drives people to go to war.
 2. Our **biological** drive to survive is very real. Without adequate food, shelter and clothing, we would perish.
 8. Our **psychological** drive to survive is often not real. Whenever we put ourselves first — to the exclusion of others — we create conflict. This conflict is between “you” and “me,” between “us” and “them.” We create differences instead of similarities.
 9. When we can recognize our psychological conditioning and see the damage it can do — and also see that we do not have to create this conflict — between ourselves and another person, or between our country and another country — then, we no longer feel the need to fight or run away.
 10. With no need to fight or run away, fear stops and conflict ends.

ACTIVITY 6 – TILL IN THE BLANKS
Fight or Flight!

1. A situation that makes me feel fear is: _____

2. I think this fear is caused by _____ conditioning,
because _____

3. I can see my conditioning in this situation. The way it creates
conflict is _____

4. The way I think I create conflict in this situation is _____

5. One way I might be able to end the conflict in this situation is _____

How Does Fear Create Conflict?

1. Ask students:

- How does fear create conflict inside us? Let's use a bystander situation to get us started. If you've ever been a bystander when a bully was attacking a victim, did you feel any conflict? If so, what was your conflict? *Encourage students to tell brief stories.*
- Did you want to help the victim, but feel afraid to help the victim because the bully might attack you instead?
- What action, if any, could you have taken in this situation that would have ended the conflict you felt inside you?
- Would this action have created a different kind of conflict?

2. Tell students:

- To be in conflict means to feel caught between two opposing forces. You are scared to take action and scared not to. This leaves you feeling helpless.
- In a bystander situation, you may think, "I want to help, but I can't fight that bully. I'm not strong enough!"
- Some people believe that having conflict in our lives is good, because it teaches us how to work through problems and strengthens our ability to solve them. This is true. But some kinds of conflict are harmful and cause unnecessary pain.
- In order to take steps not to catch a cold, it's necessary to understand *why* we got our cold in the first place. Did we not wear warm clothing in winter, eat healthy food, get enough rest?
- In order to prevent conflict, it's necessary to understand what gets us INTO conflict in the first place. We have to look at how our conflict got started and at all the steps that made it happen.

**Go to Activity 7, "The Cause of My Conflict!"
on the next page.**

ACTIVITY 7 – TOLEPLAY PREPARATION

The Cause of My Conflict!

- ✓ **BEFORE THE ROLEPLAY**, ask for four volunteers to roleplay the parts of **Ram, Bull, Icon** and **Uni**. (Make 4 copies of roleplay.)
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses () which are instructions and should **not** be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. Let's focus, in this roleplay, on the bystanders and what they say and do to **protect themselves** from getting hurt — physically, mentally or emotionally.
 2. Ask yourself: What is causing the conflict in the bystanders?
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. What conditioning did you notice in this roleplay?
 2. What conflict did you see? What was the cause of the conflict?
 3. Who was trying to be self-protective? Who was interested in helping?
 4. Was there more than one bully in this situation? More than one victim?
 5. Would you describe a non-active bystander as a bully or a victim? Why do you think so?
 6. Do you think that recognizing the cause of our conflict is helpful? In what ways?

✓ **Thank students for their excellent work.**

ACTIVITY 7 – TOLEPLAY

The Cause of My Conflict!

Attention Roleplayers! Read your part with enthusiasm! Have fun roleplaying!

RAM

Help! Someone help me, please!

BULL

Stop yelling for help. No one is going to help you. One false move, and my fist is going to remodel your face. Give me your wallet!

ICON

Oh, no! Look! It's Ram. He's in trouble. Bull has a grip on him. We gotta do something!

UNI

Are you crazy? If you try to help, then you're going to be Bull's victim. Once you get on Bull's bad side, you can never get away.

RAM

Icon! Uni! Can you hear me? Help, please!

BULL

Those gutless geeks aren't going to help you! Shut up! Hand over your wallet and be quick!

ICON

Hey! You've got a cell phone! Let's call the school! Call the cops! We gotta call someone!

UNI

I already used up all my minutes for the month. Forget about it. Besides, Bull won't hurt him bad. He's just trying to scare him.

ICON

C'mon, Uni. Use the phone. All right. If you're not using the phone, I'm going to run for help. Don't leave Ram here alone! Wait for me!

Does Our Conditioning Cause Our Conflict?

1. Ask students:

- The last time you were in conflict with someone, did you make the decision to get away from that person? To fight with that person? *Encourage all responses.*
- How did you feel when you ran away? When you fought? Good? Bad? Happy? Depressed? In conflict?
- Why do you think you made the decision to act the way you did?

2. Tell students:

- Conflict comes from being conditioned to act in a certain way, but feeling that you would rather act in a different way.
- For example, you may want to fight someone for making fun of you, but you've been conditioned to not fight. You may want to yell at someone, but you've been conditioned to think that yelling isn't nice.
- The causes of conflict in any situation are: **how we think, how we act, and the effect of our thoughts on our actions.**
- **If you think...** "My parents are cruel when they ask me to stay home on a weekend night..."

You may act.... Angry with them and try to take out revenge in some way. Perhaps you're conditioned to act in a vengeful way toward someone you believe has acted in a hostile way toward you.

The effect of your thoughts on your action. created conflict.

- In our next lesson, we will look more closely at how our thoughts trigger our actions, and how both create conflict. Then, we'll look at how we can change our conditioning. Yes, we can actually do that!



LESSON 4

Thoughts Trigger Actions

Breakdown of Lesson 4:

How we think.

How we act.

How our thoughts affect our actions.

Materials & Tools Needed:

Activity 8: Prepare to read aloud story, p. 22, to students.

Activity 9: Make 4 copies of roleplay, pp. 26-27 before class.

How We Think

1. Ask students:

- We ended our last lesson talking about how our thoughts affect our actions. Think about a time in your life when you felt afraid. And think about whether you stayed and faced the fear, or you ran away to avoid it. What was the thought in your mind at the time you made the decision to either stay or go? Do you remember?
Encourage all responses!
- Based on what your thought was, do you remember the action you took? What was it?
- Do you suppose that the thought you had, and the action you took were based on your conditioning?
- What kind of conditioning do you think inspired the thought you had? What kind of conditioning do you think inspired the action you took?

**Go to Activity 8, “The Thoughts in My Head!”
on the next page.**

ACTIVITY 8 – STORY

The Thoughts in My Head!

- ✓ Read to your students the following story, “The Boy Who Thought He Could Fly.” Then ask the questions on the following page.

“Faster than a speeding bullet, able to leap tall buildings in a single bound. Look, it’s a bird! It’s a plane! It’s Superman!”

*** Billy. Age __?_ had just finished watching the video “Superman.” He watched the image of his caped hero leaping tall buildings. He draped a towel over his own shoulders to feel like Superman as his eyes took in the images of his hero performing superhuman feats.

When the show ended, the boy stretched and yawned. He turned toward the stairs of his house and climbed to the third story. He walked over to the only window and opened it. Expressionless, he looked down the many feet to the ground below, and then climbed onto the window ledge. It was a glorious summer evening and he felt a rush of energy pulse through his small body. He felt powerful.

Billy’s mother was downstairs in the kitchen washing dishes. Her husband was in town doing errands, and she was thinking of what to make for dinner. She heard the sound of the TV and felt assured that her son was safely involved in his favorite show. As she washed dishes before the kitchen window, there was a sudden movement — as if a large bird had dropped from the sky, swooping to the ground. There was a loud thump and a small human cry.

Shocked for a moment, the mother stood frozen with water running over her hands, thinking “Bird? or boy?” Terror gripped her heart as she raced outside to find her son lying on the group, the towel-cape still draped over his still body. Miraculously, he groaned and began to move. Incredibly, Billy was not hurt. He had fallen three stories and didn’t have a scratch on him. “I did it!” Billy cried.

Billy’s parents were thankful that their son was alright, but disturbed because he did not seem to understand the danger in what he had done and how lucky he had been. Because he was unhurt, they were afraid he might try it again and really hurt himself.

To convince him of the danger, the boy’s father went up to the third story and pushed a large watermelon out. The melon fell heavily through the air and landed with a shattering thud in a mass of squashed pieces.

ACTIVITY 8 – TORY

The Thoughts in My Head!

✓ Ask students:

1. Many young people watch “Superman” type movies and enjoy watching this hero fly through the air and commit startling feats of strength. But Billy was different. His thought was different from that of most of us. What did this boy think?
2. Do you think Billy honestly believed he could fly? What do you think made him believe this?
3. Do you think that Billy had a need to feel powerful, and that’s why he tried to fly? What would make him want to feel powerful?
4. What do you think conditioned Billy to think that he actually had a chance to fly? We don’t know for sure, but we can guess.
5. Do you think that Billy lost touch with reality in this situation?
6. Do you think that sometimes, when we act based on our own thoughts — perhaps when we get upset, angry or lonely — that we, too, can lose touch with reality?
7. When was the last time you saw someone lose touch with reality?

✓ Tell students:

1. Sometimes when we are heavily emotionally involved in a situation, we lose touch with what’s fantasy and what’s real.
2. Losing touch can be based on our psychological conditioning, which is the primary reason for conflict in our lives.
3. Since we can’t “see” our conditioning in the same way that we can see a bird, a tree, or each other, it’s important to become more aware of our conditioning, and talk about it.
4. When we can understand *how* we have been conditioned, we can then understand why we humans sometimes choose to be spectator bystanders instead of active participants.

- ✓ **Remember to add to the “Bevy of Bullies” and “Bunch of Bystanders” charts!**

How We Act

1. Ask students:

- If you are trained to believe that dogs are all mean animals who like to bite people, how are you going to act whenever you run into a dog?
- If we are all trained to believe that all people from a certain country are ignorant, how are we going to act when we meet someone from that country?
- If you are trained to believe that all rock 'n roll music is bad for you, how are you going to act if you listen to a rock 'n roll song?
- Do you think that the way we act is based on the things we are *trained* to believe? Why do you think so?

How Our Thoughts Affect Our Actions

1. Tell students:

- There are many different ways we are conditioned, or “trained.” Let’s take a look at some of them.
- Parents and teachers condition us to think and act in certain ways, because they believe these ways will help us survive in the world. “Be home by 10:00 p.m.!!!” Sometimes they create rules for us that will help *them* survive! If you’re home by 10:00 p.m., *they* won’t have to worry about you! And that’s a good thing!
- Another form of conditioning happens when we use rewards and punishments. When we want people to act in a certain way, we may reward them when they do, or punish them when they don’t.
- We are also conditioned by our surroundings — everyday habits, family traditions, customs and values.

**Go to Activity 9, “My Conditioned Life!”
on the next page.**

ACTIVITY 9 – TOLEPLAY

My Conditioned Life!

- ✓ **BEFORE THE ROLEPLAY**, ask for four volunteers to roleplay the parts of **East, West, North** and **South**. (Make 4 copies of roleplay.)
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses () which are instructions and should **not** be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. Watch these four people as they talk with each other. They are all conditioned in some ways.
 2. See how many different kinds of conditioning you can notice!
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Who saw some conditioned people in this roleplay?
 2. What kind of conditioning did you see, and how could you tell?
 3. Based on what you saw of the character West, what are some ways you might guess that this character has been conditioned?
 4. Based on what you saw of the character East, what are some ways you might guess that this character has been conditioned?
 5. Based on what you saw of the characters North and South, what are some ways you might guess that these characters have been conditioned?
 6. Which of these characters do you think would be most likely to take action rather than be a bystander in a bully/victim situation? Why do you think so?

- ✓ **Congratulate students on their good work.**

ACTIVITY 9 – TOLEPLAY
My Conditioned Life!

Attention Roleplayers! Read your part with enthusiasm! The words in parentheses () are instructions to you, so you don't have to say them out loud. Have fun roleplaying!

EAST

What are you doing with a knife in your locker, West? Are you crazy? If you get caught, you'll get kicked out of school.

WEST

I need this knife. I've been bullied one too many times by you know who, and I need to be prepared. Look out. Here comes the bully now.

NORTH

Yo, West! It's time you and I had a little discussion after school today. Don't you think?

WEST

I don't think we have anything to discuss, North. Where I come from, if people can't talk with each other respectfully, we don't talk at all. I gotta go. Let's go, East. (Starts to walk away.)

EAST

Right. (Starts to walk away, too.)

NORTH

Wait a minute! Wait a minute! How do you know what I have to say to you isn't something good, huh? Hey, here comes South. He'll help. Yo, South. I'm telling my friend West here -- and his buddy, East -- that I have some really good information for them. You agree?

SOUTH

(Thinks for a minute.) The best information. You always have nothing but the best, North. You are the most informed person I know.

NORTH

There you go. You see? So, how about we meet after school today, off the school grounds — know what I mean?

WEST

North, I have a class after school, so I don't have time for any meetings.

NORTH

And where would that class be held, my friend?

EAST

It's an orchestra rehearsal, North. We both...

WEST

It doesn't matter where. The fact is that we have a class and we can't make it, okay?

NORTH

So, you guys play instruments in the orchestra, do you? That's very cool, right South?

SOUTH

Very cool. The coolest. Whatever you say, North. You're always right.

NORTH

Well, we have some cool "stuff" we think you might be interested in buying. Can't talk about it here, but it makes you feel really good. Right, South?

SOUTH

The best, Boss. Makes you feel the best.

WEST

Not interested, North. I don't do stuff like that. You should find someone who's interested. I was told long ago that the kind of "stuff" you are selling will rot my brain. I need my brain, North -- especially when I have to deal with druggies like you. Let's go, East.

EAST

Is that what you're selling? Drugs? Wow. I didn't think anyone in this school did that anymore. Didn't you hear what happened to....

NORTH

I heard! I heard! I heard! I don't want another person telling me about it! I don't care! It doesn't mean anything! It doesn't happen to everyone! I need the money! My dad's going to jail! I gotta eat

somehow! My dad says it's the best way to make a buck! You have to buy some! You be there after school if you know what's good for you!!



LESSON 5

What the Bystander Never Sees

Breakdown of Lesson 5:

A bully can frighten bystanders.

A bully can mislead bystanders.

Bystanders are instruments of the bully.

Materials & Tools Needed:

Activity 10: Read through this activity before class to make sure you understand it.

A Bully Can Frighten Bystanders

✓ Ask students:

- Have you stood, along with other bystanders, and watched a bully take advantage of a victim? Tell us about your situation.
- Did the bully frighten the victim? Did the bully frighten the bystanders as well?
- If there were more than 10 bystanders — so, it was 10 to 1 — why do you think people were too afraid of the bully to help the victim?
- Did the bully have a gun? Did the bully have a knife? Did the bully seem so powerful that not even 10 people could overcome the bully and take charge of the situation? Were people simply scared, or waiting for police to show up?

**Go to Activity 10, “The Bystander Pause!”
on the next page.**

ACTIVITY 10 – TAME

The Bystander Pause!

✓ **Tell students:**

- ▲ Bullies are not dumb — they most often know what they want and have learned how to get it. They know what works for them.
- ▲ A bully will often go around a school and warn everybody to not help a potential victim, often using implied threats of physical action against anyone who helps the targeted victim.
- ▲ The bully creates fear in bystanders — a fear of reprisal. Maybe you will be the bully’s next victim.
- ▲ Bystanders who do not understand sometimes accuse a victim of being too timid. They will say, “Why don’t you stand up for yourself?”
- ▲ When put to the test, very few people have the courage to stand up to a bully’s harassment. The reason is that it’s very scary.
- ▲ Facing a bully often means that the bully becomes even more threatening, which no one wants.
- ▲ Bystanders often don’t understand that, unlike assault or harassment, bullying is subtle. It may comprise hundreds of incidents which, alone, seem trivial, but to the targeted victim who goes through it day after day — it becomes terrifying and intolerable.

✓ **Tell students:**

- Let’s play a game called “The Bystander Pause.”
- In this game, if you are a bystander, you take a pause to stop and think, for a very short moment, about whether or not you are going to help a victim in distress.

- There is no “right” or “wrong” way to act in these situations. All you need to do is to trust your instinct — trust your thoughts, and then take action. Are you ready?

ACTIVITY 10 – TAME

The Bystander Pause!

- ✓ **Ask students to sit comfortably in a circle, either on chairs or on the floor.**
- ✓ **Tell them you will read a situation out loud. Then you will go around the room and ask each person a question.**
- ✓ **Encourage students to listen to the answer that comes before. Then, think for a quick moment before responding!**
- ✓ **Remind students that there are no right or wrong responses. Just honest ones!**

SITUATION A.

You hear a cry from your friend, Pat, on the playground at school. He holds his shoulder as if he's been hit with something. You spin around and see the kid who threw the ball and purposely hit Pat. This is the third time you've seen this happen to Pat, and Pat says it's happened many more times. Pat yells loudly, "Somebody's got to stop this kid from hurting people!"

- ✓ **Walk around the circle and give each student a question. Encourage students to think as a group. So, the answer to the first question might lead to the answer to the second question, and so on.**
 1. What are you thinking?
 2. What action do you want to take?
 3. Why do you want to take this action?
 4. Will you take this action, or will you take another?
 5. What thought is running through your mind now?
 6. Do you see your thinking aligned with anyone else's?
 7. How will you communicate your plan with the others?
 8. What do you think the outcome will be?
- ✓ **Congratulate students on their good teamwork!**
- ✓ **Move on to Situation B on the next page.**

ACTIVITY 10 – TAME (CONTINUED)

The Bystander Pause!

SITUATION B.

A man with a gun has a strong arm around Terry, a friend of yours. The man is pointing the gun at a group of people that includes you. Terry looks panicked but is doing everything he says. The man tells everyone to move away as he backs toward a car that appears to be his. He drags Terry with him. He yells, “If anyone gets near me, I’m going to pull the trigger!” He continues to drag Terry and prepares to force Terry into the car.

✓ **Walk around the circle and give each student a question. Encourage students to think as a group. So, the answer to the first question might lead to the answer to the second question, and so on.**

1. What are you thinking?
2. What action do you want to take?
3. Why do you think this action will help?
4. Are you going to take this action?
5. What thought is running through your mind?
6. Do you see any way to turn your thought into action?
7. Do you want to communicate your plan to the others?
8. How will you do this?
9. How quickly are you going to have to act to make this work?
10. Do you think you can outsmart this bully as a team?
11. Is there a chance that someone other than the original victim will get hurt?
12. If there’s a chance you might get hurt, why would you even consider doing this?

✓ **Congratulate students on their excellent teamwork!**

✓ **Remember to add to your “Bully” and “Bystander” charts!**

A Bully Can Mislead Bystanders

1. Tell students:

- Bullies exert power and control by spreading bad information, information that is not true.
- The bully tells everyone only what the bully wants us to see, so we all have a distorted picture of the situation.
- Many bullies are sly, smooth, deceptive people who use false self-assurance and charm to cover their Dr. Jekyll/ Mr. Hyde nature.
- A bully can undermine and create doubt and suspicion about a target victim, so only the victim fully understands what the bully is doing.

Bystanders Are Instruments of the Bully

1. Ask students:

- Do you think that some bullying goes on behind closed doors so that people don't see it happening?
- When have you seen this happen?
- Have you seen bullies who don't "look" like traditional bullies? Do they threaten people quietly so that no one but the victim knows that a threat is going on?
- When have you seen this happen?

2. Tell students:

- Bystanders are often tricked by a bully's ways of disclaiming responsibility and evading accountability for their actions.
- A bully can be clever enough to manipulate bystanders into helping to punish the victim for supposed offenses.

- What happens is that bystanders become a bully's instrument of harassment and, therefore, victims of the bully, too.



LESSON 6

Re-Balancing the Bully!

Breakdown of Lesson 6:

Bystanders have a certain power.
Power comes from being aware.
Awareness can alter conditioning.

Materials & Tools Needed:

Activity 11: Make a copy for each student of exercise, p. 36.
Activity 12: Make 2 copies of roleplay, pp. 39-40, for volunteers.

Bystanders Have a Certain Power

✓ **Ask students:**

- Do you think it's possible that bystanders have some power — a power that they are not aware of — to take hold of a situation?
- How would you describe that power?
- Is it an ability to think and take action in a challenging situation?
- Does it take just one bystander to get a group of bystanders to act courageously in such a situation?

✓ **Tell students:**

- Most bullies act tough but are very insecure people.
- Bullies threaten others, because they want to hide the fact that they themselves are frightened.
- A bully can do a lot of damage and harm a lot of people, but bystanders working together can outsmart a bully and create a happy ending. Not always — but it IS possible.

Power Comes From Being Aware

✓ **Ask students:**

- What does it mean to you to “be aware”?
- What do you think is the best way to become aware of what’s happening around you?
- Is it best to walk around and look at everything in sight?
- Should you ask lots of people if they are aware and how they do it?
- Are there experts on awareness? Should you listen to experts, or is it best to figure it out for yourself?
- Is it best to sit still, in one place, and just focus on your thoughts?
- Is it best to go sit on a mountaintop somewhere and hope everything in the world works out?

✓ **Tell students:**

- The best way we know of improving any behavior is to practice. The same is true for learning how to become more aware.
- Becoming aware requires that we let our body rest while we engage our mind.
- What we focus on is not what’s around us, but what’s inside us.
- We sit quietly, close our eyes and allow anything we are thinking about to drift to the surface where we can really see it.
- Sometimes this scares people — to allow thoughts to rise to the surface. Many of us have thoughts that we would rather not think about. But most people discover that once they allow their thoughts to surface, thinking becomes clearer and easier.

**Go to Activity 11, “I Am Aware!”
on the next page.**

ACTIVITY 11 – EXERCISE

I Am Aware!

- ✓ **If you can, perform a short physical exercise with your students before getting involved in the “I Am Aware” exercise. Getting them to be physical first will enhance their response to this exercise. Perhaps bending, stretching, doing jumping jacks or some other short form of exercise will suffice.**
- ✓ **Then, ask students to sit comfortably, wherever they are. Sitting on the floor is fine. So is sitting outside on the grass when the weather is good.**
- ✓ **If your students have been physically active, this is an excellent way to get them to relax. After recess is a good time. Their bodies are energized, but ready for rest; and their minds are active and alert.**
- ✓ **When you ask students to close their eyes and listen to your words, do your best to read in a calm, peaceful voice, which will inspire them to relax. No need to be superficial. Just your own normal relaxed voice.**
- ✓ **Tell students that they can do this exercise anytime, anywhere when they feel angry, hurt, frustrated, alone or discouraged.**
- ✓ **Stress the fact that watching their thoughts creates a new, powerful awareness that’s waiting to come alive!**
- ✓ **Also let students know that this exercise is one that every bully should know about, but doesn’t! If anyone wants to help a bully in a positive way, teach the bully how to do this. You may be creating a more peaceful world if you do!**
- ✓ **After reading through the exercise on the next page, give a copy of it to all students, so they can do this whenever they wish, and perhaps give a copy to someone else.**

Remember to read calmly, slowly!

ACTIVITY 11 – EXERCISE

I Am Aware!

1. Sit as comfortably as you can. Slowly close your eyes so that you see absolutely nothing.
 2. Think of someone who's been on your mind lately, or something you've thought a lot about lately — your father, mother, teacher, close friend, kids at school, your homework. **Pick one thought.**
 3. You might want to think about someone or something you feel **angry** or **hurt** about. It's okay to do this, and could be a really helpful thing to do.
 4. As you are sitting comfortably, close your eyes and look **inside** at your hurt or angry feelings. Don't do anything — **just watch.**
 5. Whatever your hurt or angry thoughts and feelings, let them rise like bubbles in a glass of soda. Watch them bubble up, and then watch how they disappear, without any effort.
 6. You don't have to do anything. All you have to do is **watch.**
 7. Try not to judge what you see, by saying that's good or that's bad. If you do, just watch that you are doing that.
 8. The point is to let fearful thoughts and feelings come and go without ever acting on them.
 9. When you do this, you are becoming **aware**. You're not hurting yourself for having negative thoughts. You're not hurting anyone else for hurting you. You are only watching, becoming aware of thoughts that create conflict inside you.
 10. I'm going to be quiet now for a minute, so all you have to do is watch your thoughts and feelings, and let them go.
- ✓ **Allow students to sit quietly for an extra minute. Then ask them to open their eyes.**

Awareness Can Alter Conditioning

✓ **Ask students:**

- How did you like this exercise?
- What did it do for you?
- Do you think it altered your conditioning in any way? How so?
- Can you see yourself using this exercise on an ongoing basis? Why would you want to use it?
- Do you think this exercise could be helpful to a bully? In what way?

✓ **Tell students:**

- Bullies are masters of manipulation. Many are smart but often use their brain power for negative reasons.
- Whenever we can get a bully to use his or her brain power for positive reasons, we are doing something good!
- Many bully situations can be prevented **before** they happen if people will take the time to **understand** a bully and attempt to **work with** a bully.
- Part of this process is helping a bully to feel wanted, needed, important — things we all want to feel.
- Sometimes, when we work on improving our awareness, we can come up with alternative ways to handle bullies that really work. Let's do a roleplay that demonstrates this. Who would like to participate in a roleplay?

**Go to Activity 12, "The Bully Is a Friend!"
on the next page.**

ACTIVITY 12 – TOLEPLAY

The Bully Is a Friend!

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers to roleplay the parts of **Mars** and **Venus**. (Make two copies of roleplay.)
- ✓ Tell the volunteers that to get the full benefits of roleplaying, they really need to get involved in the parts they are playing.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses () which are instructions and should not be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. Let's focus, in this roleplay, on how Venus, the would-be victim, winds up taking control over Mars.
 2. There are no bystanders in this roleplay, but watch the way Venus operates. Venus is the victim, but almost becomes a bystander in the approach.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Did you notice any conditioning in this roleplay? Who showed conditioning?
 2. How did Venus, the victim, take control of this situation?
 3. Even though Venus is the victim, did Venus almost become a bystander, watching the bully and watching her- (or him-) self handle this situation? An active bystander?
 4. Is this a different approach to handling a bully than you've seen?
 5. Did you like this approach? Why?
 6. What part did AWARENESS play in this situation?
- ✓ **Thank students for their excellent work.**

ACTIVITY 12 – TOLEPLAY

The Bully Is a Friend!

Attention Roleplayers! Words in parenthesis () are directions for you to follow. You don't have to say those out loud! Read your part with enthusiasm! Have fun roleplaying!

MARS

Hey, brain! Got your homework for math class?

VENUS

Yes, I do. Right here.

MARS

Give it to me!

VENUS

Now, Mars. Why would I give MY homework to YOU?

MARS

Because, Brain, I didn't do MY homework and I need to hand in YOURS. That's why. (Reaches for Venus' homework.) Now, give it to me before I am forced to take it from you.

VENUS

(Pulls homework away from Mars' reach.) Now, Mars. This homework has my name on it. You can hand it in, if you like.

MARS

No problem. I'll just tear off your name and write in mine.

VENUS

(Takes a good look at Mars and really sizes up this bully.) Hey, look. Why don't you really let me help you?

MARS

(Surprised.) What are you talking about? The only way you can help me is to give me your math stuff. Now!!!

VENUS

I really want to help you, and you're not going to let me, are you? You say you want help but you don't let anyone help you. How can we be friends if you don't let me tell you my idea?

MARS

Friends? We're not friends. Okay, okay. Shoot. What's your idea?

VENUS

You're sure you want to hear this? I don't want to tell it to you if you don't want to hear it.

MARS

I want to HEAR IT!!! Yes! Yes! Yes! Tell me! Tell me now!!!

VENUS

I'll make you a deal. I'll help you with your homework if you do something for me.

MARS

(Thinks.) Like what?

VENUS

You're a terrific basketball player.

MARS

So?

VENUS

You teach me to play basketball, and I'll teach you how to do this math. We'll help each other.

MARS

You want to learn how to play basketball? You? The shortest nerd in the school?

VENUS

Yeah. I want to shoot baskets. But I only want to learn from you, because you're the best.

MARS

If I teach you to shoot hoops, you'll do my math homework?

VENUS

I won't DO your math homework. I'll show YOU how to do your math homework. You'll actually know how do it yourself. Isn't that cool?

MARS

(Thinks for a few seconds.) I'm not sure, but when do we start?



LESSON 7

Standing in the Bully's Shoes!

Breakdown of Lesson 7:

How bullies can become winners.

Bullying is a lose/lose situation.

Awareness creates a *desire* to change.

Materials & Tools Needed:

Activity 13: Make 3 copies of roleplays, p. 44.

Activity 14: Make a copy of the chart, p. 47, for every student.

How Bullies Can Become Winners

✓ Ask students:

- Have you ever tried to stand in a bully's shoes — think the way a bully thinks, feel the way a bully feels?
- Why do you think bullies act the way they do? *Encourage all responses!*
- Do you think that bullies are people who are afraid of not living up to the expectations of others?
- Can you relate to that feeling?

✓ Tell students:

- If you've ever felt anxious, worthless, hurt, ashamed, humiliated, rejected, enraged, scared, powerless, frustrated, lonely and unloved — then you know how a bully feels!
- If you've ever thought, "What did I do to deserve this?" then you know how a bully thinks. When we can stand in a bully's shoes,

and see the world through a bully's eyes — we strengthen our own mental power.

Bullying Is a Lose/Lose Situation

✓ **Ask students:**

- Have you ever thought to yourself, “If everyone thought and acted the way I do, the world would be a better place!”?
- Are there times when we simply want what we want and don’t want to hear anyone else’s opinion?
- Have you ever tried to FORCE someone into thinking and acting the way you do? Do you know someone who has?

✓ **Tell students:**

- When we try to FORCE another person into thinking or doing anything, we are bullying.
- What happens when someone bullies another person is that one person wins and one person loses. This is a losing game.
- You may have the strength — mental strength or physical strength — to make another person do what you want, but in the end, you’re not getting what you really want.
- That person may do what you want in the moment, but once you’re gone, that behavior will stop.
- What you really want — caring, affection, friendship — you don’t get. It’s a lose/lose situation. The victim loses self-esteem, and the bully loses self-respect.
- It’s okay to FEEL that you would like to hurt someone, but it’s NOT okay to actually do it.

**Go to Activity 13, “For Bullies Only!”
on the next page.**

ACTIVITY 13 – TOLEPLAY PREPARATION For Bullies Only!

- ✓ **BEFORE THE ROLEPLAY, make 3 copies of the roleplays on p. 44, one for each volunteer.**
- ✓ **Ask for three volunteers to roleplay Bully 1, Bully 2 and Bully 3.**
- ✓ **Tell students:**
 1. Let's do some roleplaying exercises for acting out peaceful, nonviolent ways to win.
 2. If you're not used to handling things in a peaceful way, these are going to feel strange to you!
 3. But, like anything, with a little practice, new behavior feels less and less strange.
 4. Our first volunteer is going to read the part of Bully 1 in this first roleplay, then take a moment to **STOP!** and **THINK!** In this moment, our Bully takes the time to become more **AWARE.**
 5. I want to remind our volunteers to:
 - Really get into the part!
 - ACT OUT** the Alter Ego (what you think and feel).
 - Stop and think, before you act!
 - Ask for help if you need it!
 6. Is everyone ready? Let's start with Bully 1!
- ✓ **After the Volunteer reads Bully 1, go to p. 45 and follow those instructions.**

ACTIVITY 13 – TOLEPLAY For Bullies Only!

BULLY 1

(Clenches fists and gets ready to punch someone.) I am going to let this kid have it! I am tired of his whining and acting like a crybaby!

Stop and think!

(Unclenches fists .) But what good will it do to hit this kid? He’s just scared of me and looking for sympathy.

(Turns to kid and says:) Why are you acting like such a wimp? You’re always feeling sorry for yourself. Okay, I’m not going to punch you. Lighten up.

=====

BULLY 2

One thing I hate more than anything are kids who are well off! Look at the clothes on that kid! Look at that car her parents drive! I’m gonna give her a hard time! She’s always showing off!

Stop and think!

What am I thinking? Who cares what she’s wearing? I would never wear those clothes even if I could! If I get that job, maybe I’ll have enough money to get the clothes I want to buy. Why waste my time being jealous of someone else?

Turns to kid and says: “Nice outfit. Looks good on you.”

=====

BULLY 3

That kid bumped into me on purpose! I’ll show him! *Gets ready to punch.*

Stop and think!

What am I doing? He apologized. It was an accident. Look at his face! He’s afraid of me!

Turns to kid and says: “No problem. Accidents happen. Just watch it. You gotta be more careful.

✓ **AFTER EACH SHORT ROLEPLAY:**

Ask Roleplayer:

1. How did it feel to get angry with that kid?
2. How did it feel to almost punch that kid?
3. How did it feel to unclench your fist and let it go?
4. Once you talked to the other kid you were going to punch, did you feel different? How so?
5. Did you get a sense of power in releasing your anger rather than acting on it? Did it trigger any memories?
6. Is this behavior a different sensation from what you usually do?
7. When you let go of your hostile feelings, did you feel better or worse? Why, do you think?

Ask Other Students:

1. What ran through your head when you watched this roleplay?
2. Did watching it trigger any memories of your own?
3. Do you think that even though you may FEEL like bullying someone, you really don't have to ACT on it?
4. Do you think you have the power to turn your thinking around?
5. Do you think turning your thinking around may take more strength than bullying does?
6. Do you talk to someone when you're angry? Why? What does talking with someone do for you?
7. Do you think that talking can help to relieve the tension you feel?
8. All it takes to change your behavior is a different way of looking at things and real desire to change!

✓ **Thank all students for their excellent work.**

- ✓ Remember to add to your “Bully” and “Bystander” charts!

Awareness Creates a Desire to Change

✓ Ask students:

- Do you think that if bystanders understood the make-up of a bully, they might act differently in a bully/victim situation? Why do you think so?
- Do you think that victims and bystanders are, more often than not, afraid of a bully because they know nothing about the bully?
- If you could tell a group of bystanders what you've learned about bullies, what would be the first thing you'd want them to know?
- Would you want bystanders to understand that a bully is a human being who has hopes and fears like everyone else? And that bystanders who work as a team can sometimes overcome a bully?

✓ Tell students:

- Becoming AWARE of our possibilities often creates a desire inside us to change in some way.
- When we become aware that we can alter our thinking by taking only a moment to STOP and THINK — we begin to feel more powerful.
- When we STOP and THINK, we find that place inside us that helps us know what to do. Some people call this INSTINCT.
- We're not always taught to trust our instinct, but many people believe that our instincts are right a majority of the time!
- All of us who've been a bully, a victim or a bystander can do things that will change the way we approach our life. Here is a chart that lists things we can do to get started. Let's read them. You may like some of the suggestions and not like others. Follow your instinct on which ones to use. It's up to you!

**Go to Activity 14, "I Am Qualified to Change!"
on the next page.**

ACTIVITY 14 – THART
I Am Qualified to Change!

1. I can talk with my parents or with trusted friends about what I feel.
2. I will request a family time when we can all share our lives together.
3. I can think and talk about ways I can get what I want without hurting other people.
4. I will practice these ways.
5. I can learn to appreciate who I am and praise myself for doing things I feel proud of.
6. Instead of teasing my family and friends, I will help them in some way.
7. I can communicate in ways that make me feel good and make others feel happy.
8. I want to find friends that support the positive sides of myself.
9. I want to watch healthy, nonviolent television programs and movies.
10. I can play video games that make me feel creative and peaceful. Many of these are even more exciting and challenging than the violent ones.
11. I can find books to read that inspire my imagination in a positive way.
12. I want to engage in activities with friends and family that encourage new learning that's positive and fun.
13. I will allow myself to admit that nobody is perfect and that we all make mistakes.
14. Making mistakes doesn't mean that I can't remedy what I've done.
15. I know that every day of my life I can do something to make myself even better. All I need is the desire to do it!



LESSON 8

The Bystander: A Bully's Defender!

Breakdown of Lesson 8:

- Is indifference a mistake?
- How important is it to help?
- What are some possible actions?

Materials & Tools Needed:

- Activity 15: Make 3 copies of roleplay, pp. 50-51.
- Activity 16: Read this exercise before class. It helps to prepare!

Is Indifference a Mistake?

✓ Ask students:

- Do you think that in a bully/victim situation, the decision to not do anything makes the bystander a “middleman” — someone who does not support the bully or the victim?
- Do you think that not taking any action in such a situation makes a bystander guiltless, blameless, innocent?
- Do you think that we tend to convince ourselves that not helping someone in distress is the “safer” road to take?

✓ Tell students:

- The bully often is able to manipulate bystanders into taking his or her side.
- Bystanders who do nothing end up on the side of the bully!

**Go to Activity 15, “Will the Real Bully Please Stand Up!”
on the next page.**

ACTIVITY 15 – TOLEPLAY

Will the Real Bully Please Stand Up!

- ✓ **BEFORE THE ROLEPLAY**, ask for three volunteers to roleplay the parts of **Aloe**, **Ari** and **Sully**. (Make two copies of roleplay.)
- ✓ Tell the volunteers that to get the full benefits of roleplaying, they really need to get involved in the parts they are playing.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses () which are instructions and should not be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. Let's focus, in this roleplay, on finding the bully and the victim.
 2. Sometimes, in real life, we can't always tell the bully from the victim, so watch carefully!
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Who is the bully in this roleplay? What makes you think so?
 2. Who is the victim? What makes you think so?
 3. Is there a bystander in this roleplay? Who, do you think?
 4. Would you say that the bystander is on the side of the bully or the victim? Why do you think so?
 5. Is this bystander simply an innocent observer, or has the bystander chosen a side?
- ✓ **Thank students for their excellent work.**

ACTIVITY 15 – TOLEPLAY

Will the Real Bully Please Stand Up!

Attention Roleplayers! Any words in parenthesis () are directions for you to follow. You don't have to say those out loud! Read your part with enthusiasm! Have fun roleplaying!

ALOE

Hello, Sully. What are you doing, reading? Whenever I run into you, you're always by yourself. Don't you like to hang out with friends?

SULLY

Oh, I don't..... I don't know. I like to read.

ALOE

You need a friend who can help you, protect you, be on your side. I am here to help you.

SULLY

Me? Really? You want to be friends with me? Wow.

ALOE

Sure, kid. I can make sure nobody picks on you, because, well, no offense, but you're kind of....small. Sometimes the big guys like to pick on kids who are small, if you know what I mean. Like, here comes Ari. You need protection against him.

SULLY

Ari? Protection? I don't think so! I mean, Ari's a good person, and...

ALOE

Well, well, well, if it isn't Ari, the town bully, the guy who wants to be captain of the football team! And he'll do anything to get it!

ARI

Hello, Aloe. What are you doing to Sully — brain-washing this nice kid into thinking evil thoughts?

ALOE

This kid could not have an evil thought if all our lives depended on it. (Puts an arm around Sully.) This kid needs a good friend.

SULLY

Yeah! A friend!

ARI

Now, Sully. Don't let this beast talk you into thinking that what you're going to get is help! What you're going to get is someone who pretends to be a friend and that gets you to do the dirty work that he (she) doesn't want to do.

ALOE

Tell Ari, Sully. Tell this thug that you don't like when people talk to you as if you're stupid. Tell Ari that you know how to pick your own friends because you're smart.

SULLY

Yeah! That's right, Ari! I know how to pick my own friends. Aloe is going to be my friend, and he's going to protect me!

ALOE

That's right, little one! I am going to be your body guard!

ARI

Aloe, you are up to no good again. I can smell it! Last time, you talked Cappy into spreading a rumor that wasn't true, because you wanted everyone to think that you weren't responsible for starting the playground fight last week. But you were!

ALOE

You be careful what you say about me! You're the one who's spreading rumors and telling lies!

ARI

How can you go on and on lying and misleading people! Don't you feel the least bit guilty?

ALOE

I don't have to feel guilty about anything I do, you punk! I have just as much right to defend myself as you!

SULLY

I hope you guys aren't going to have a fight, because....

ALOE

Keep quiet, Nerd! If you want protection, you better learn when to keep your mouth shut!

How Important Is It to Help?

✓ **Ask students:**

- Have we learned that it's important for us to be able to stand in a bully's shoes and see the bully's point of view?
- Have we learned that it's also important to not JUDGE the bully, because when we judge, we take sides and make the bully wrong?
- Do you think that, when we're bystanders, it's also important to not judge the bully OR the victim? Why do you think so?
- Even though we need to understand rather than judge, do you think it's important for bystanders to choose a side — to decide whether we're going to help the bully or the bully's target? Why do you think so?

What Are Some Possible Actions?

✓ **Tell students:**

- There are times when, without having a choice in the matter, we all become bystanders in a bully/victim situation.
- These situations are sometimes safe, and sometimes not.
- In these moments, we have to make a decision: Are we going to help someone in distress, or not.
- The times to help are when we strongly believe that there is a good chance that we can do some good — that we're able to help, and that we have enough people to make the action work!
- The point of the following exercise is to encourage us to THINK about possible actions to take. Whether or not we take them is another story. But THINKING rather than WALKING AWAY WITHOUT THINKING is an active, positive decision.

**Go to Activity 16, "It's Possible!"
on the next page.**

ACTIVITY 16 – EXERCISE

It's Possible!

- ✓ **Read aloud these short situations, one by one, to one student at a time. After each one, ask the questions on the next page.**

Situation A: Someone you know has just robbed money from someone else you know. You watched it happen. What do you do?

Situation B: A stranger has just insisted that you provide the address and phone number of someone you know. The stranger insists that he is a police officer.

Situation C: A stranger is fighting with a woman, trying to steal her purse. The woman is holding onto it for dear life and is having a hard time hanging on.

Situation D: One of your parents insists that you cannot leave the house until you finish mowing the lawn. You are scheduled to play soccer with your team in 15 minutes.

Situation E: You are unseen, but you've just watched the school principal apparently bully a teacher into agreeing to stay after school to discuss some private matter. You've seen the principal do this before, and all the teachers seem frightened in the principal's presence.

Situation F: A stranger has just entered your school building, and looks suspicious.

Situation G: A shop owner bullies an employee you know and embarrasses the employee in front of a lot of customers.

Situation H: A man with a gun is holding the gun to the head of a woman who appears defenseless. He is threatening everyone to leave the premises immediately, or he will pull the trigger.

Situation I: Three people wearing masks have just run out of the bank, next door to where you are standing. They are holding guns and shooting at passersby.

Situation J: A woman who is the manager of a company you work for is in the process of firing a young man standing before her for accidentally leaving his computer on all night.

ACTIVITY 16 – EXERCISE

It's Possible!

✓ **Ask the following questions after reading each situation on the previous page:**

1. Is this a situation you would avoid? Would you walk away? Run? Hide?
2. Is this a situation you think you could do something about? What, for example?
3. If you were to take some action, is this something you would do alone, or would you get help?
4. As a bystander in this situation, do you think you have the responsibility to do something? Why do you think so?
5. As a bystander in any situation, what do you think you are required to do, if anything?
6. If you find yourself a bystander in this situation, do you think you're not doing what's right if you don't take some action?
7. Do you think that there are some situations that cannot be helped, and that this is one of them?
8. How would you feel if you were the bully in this situation? Would you want any accomplice to help you?
9. How would you feel if you were the victim in this situation? Would you want a bystander to help you?
10. How would you feel, after the incident, if you were a bystander who didn't help, and the victim recognized you afterward?
11. Would you feel compelled to explain your reasons for not helping? Would you believe that it was not your job to help and therefore you would have no need to explain anything?
12. Do you think that being a bystander often puts you between a rock and a hard place?



LESSON 9

Adjusting Our Focus

Breakdown of Lesson 9:

Learning to stop
Learning to think
Those who can — do.

Materials & Tools Needed:

Activity 17: Read this activity, p. 57, before class. Add more of your own!
Activity 18: Make 3 copies of roleplay, p. 60, for volunteers.

Learning to Stop

✓ **Ask students:**

- Would you say that, most of the time, we all act without thinking much before we do?
- When we wake up in the morning, do we think about what makes us brush our teeth, or take a shower, or eat breakfast — or do we just do it?
- Do you ever STOP and ask yourself: Why am I eating this food? Why am I wearing these clothes? Why am I taking this route to school?

✓ **Tell students:**

- The things we do one day, we do the next day, and the next. Why? Because we've been taught to do them!
- In many ways, we are like a dog trained to go for a walk, or a cat trained to find its food in a certain place.
- Let's face it — we are creatures of habit!

Learning to Think

✓ Ask students:

- Are there certain people, places or things that you've been taught to believe are "right" and other people, places and things that you've been taught to believe are "wrong"?
- What are some examples of this? *Encourage all responses!*
- Do you ever QUESTION what you've been taught to believe? Do you ever say to yourself: Why do I believe that? Where did I learn that? Is that really true?

✓ Tell students:

- Learning to think for ourselves does not mean purposely challenging our family and friends, just to be different or hostile.
- Learning to think for ourselves means developing the ability to understand what's really true and what isn't — being able to determine what's fact and what's fiction.
- When we have not learned to think for ourselves, it's easy for us to be prejudiced — to have some unbalanced points of view about people and places around us.
- Prejudiced thinking makes us prisoners, more interested in protecting ourselves by living in the past than from learning something new by living in the here and now.
- Our prejudice is often what keeps us from helping another person in distress.
- Unable to see that a bully is just as much a person in need as the victim, we do not act to help either one.

**Go to Activity 17, "Adjusting My Focus!"
on the next page.**

ACTIVITY 17 – RAPID-FIRE QUESTIONS! Adjusting My Focus!

- ✓ Tell students that you are going to ask rapid-fire questions! They must answer spontaneously! They must say the first thing that comes to mind! Since there are no “right” or “wrong” answers, there’s nothing to lose!
1. In a situation where there’s a bully, a victim, and a bystander, it’s best to help_____.
 2. A bully is someone who was once a victim. The reason I might want to help a bully is _____.
 3. A victim is a person who is picked on by a bully and has, in most cases, done nothing wrong. The reason I might want to help a victim is _____.
 4. A bystander is not a bully or a victim. But a bystander who takes action to help is _____.
 5. Sometimes a bully will manipulate a bystander to help punish a victim. The thing to do in such a situation is _____.
 6. When there’s a conflict going on, most people want to be on the side that _____.
 7. Some people get a mean feeling of satisfaction from seeing others in distress. I think these people should _____.
 8. A bystander who takes no action is generally afraid of _____.
 9. A bystander who takes some action but doesn’t succeed may turn out to be _____.
 10. It has been said that “Those who can — do. Those who can’t — bully.” What do you think of this statement?
 11. Do you think the statement is fair? Why do you think so?
 12. Do you think a bystander is a victim in disguise? Why do you think so?

Those Who Can — Do

✓ Ask students:

- Do you think that there are some bystanders who just don't know what to do in a stressful situation, and just couldn't?
- Do you think that there are some bystanders who can — and do?
- What do you think is the difference between them?
- Do you think some people are watchers and others are doers?
- Do you think that some simply take the time to STOP and THINK, and follow their instincts?
- Do you think it's possible that prejudice stops some bystanders from helping others?

✓ Tell students:

- Prejudice is seeing other people as **different** from yourself — in a way that does not promote positive thoughts and feelings. “If that victim is different from me, why should I help?”
- Prejudice is feeling **superior** to another person which **separates** us from that person. “That person was dumb enough to get into that situation. That person will just have to get out of it alone.”
- Prejudice is feeling **afraid** of someone because that person represents something **threatening**. “That bully looks frightening. If I try to help, I could become the next victim.”
- Many times, it is prejudice that keeps bystanders from helping another person. Does that surprise you?
- Let's take a look at a roleplay that demonstrates this. Who wants to volunteer to roleplay?

**Go to Activity 18, “My Prejudice Is Alive!”
on the next page.**

ACTIVITY 18 – TOLEPLAY

My Prejudice Is Alive!

- ✓ **BEFORE THE ROLEPLAY**, ask for three volunteers to roleplay the parts of **River**, **Royce** and **Ray**. (Make 3 copies of roleplay.)
- ✓ Tell the volunteers that to get the full benefits of roleplaying, they really need to get involved in the parts they are playing.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses () which are instructions and should **not** be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. Let's focus, in this roleplay, on finding the bully and the victim.
 2. Sometimes, in real life, we can't always tell the bully from the victim, so watch carefully!
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Did you see any prejudices in this roleplay? What kind did you see?
 2. Who was prejudiced in this roleplay? The bully? The victim? The bystander?
 3. Did prejudice prevent anyone from taking action? Why do you think so?
 4. Did our bystander take action? Do you think that most bystanders do not take action because of some fear?
 5. Do you think the fear that keeps a bystander from taking action is based on prejudice?
 6. How did this bystander do?
- ✓ **Thank students for their excellent work.**

✓ **Have you been adding to your “Bystander”/“Bully” charts?**

ACTIVITY 18 – TOLEPLAY
My Prejudice Is Alive!

RIVER

Stay where you are, Royce. Don't come one step closer. You know I don't like your kind. The further away you are, the better.

ROYCE

But, River, didn't you hear the principal's speech today? We're all supposed to be friendly toward each other, even if some of us come from the "other" side of the tracks.

RIVER

(Pulls a knife out of his pocket and flashes it.) I said, don't come any closer, or I will use this!

RAY

(Walks in.) Hey, guys. Wo! What's going on? You could hurt somebody with that knife, River. What are you doing?

ROYCE

River doesn't want us to come any closer. River thinks he owns that side of the ground he's standing on. He thinks he's better than us.

RIVER

You people are responsible for the reputation of our neighborhood. We were doing fine until you moved in.

RAY

I really think you should put that knife away, River. You're making everyone nervous. Come on. Scaring everyone is not the answer. Are we going to just stand here and be scared, or are we going to make some attempt at talking like civilized people? What do you say?



LESSON 10

Do We Protect, or Do We Learn?

Breakdown of Lesson 10:

Learning from the news.

Creating similarities instead of differences.

Bystanders can make a difference.

Materials & Tools Needed:

Activity 19: Review these questions before class. Add some of your own!

Activity 20: Make enough copies for all students of exercise, p. 66.

Learning from the News

1. Ask students:

- Do you listen to or watch the news on TV and want to run away from it? When you hear or read news reports about clashes between individuals, races, religions and cultures, do you wonder if the prejudice and the fighting will ever stop?
- Is it sometimes difficult to decide whether you want to protect yourself from a situation, or learn from it?

2. Tell students:

- There is a lot to learn from the news. The most important may be that we must all learn to understand and go beyond the violence and disorder we live with on a daily basis.
- Every day, we see the mental suffering that comes from people who, physically attacked, are the victims of prejudiced thinking.
- By examining prejudice in ourselves and others, we protect ourselves from ignorance, and we learn how to survive at the highest level of understanding — getting along with other people.

Creating Similarities Instead of Differences

1. Ask students:

- What's something **different** about someone you've seen that would give you strong feelings about that person? *Encourage all responses!*
- Can you think of a time someone tried to hurt you, or bully you, because you were different? And, as a result, do you now have feelings of prejudice toward that person?
- Now, what's something **similar** about someone you've seen that would give you strong feelings about that person? *Encourage all responses!*
- Can you think of a time someone was kind to you because you were similar, in some way? And, as a result, do you now have feelings of camaraderie toward that person?
- Are you AWARE of the kinds of thoughts that arise from finding differences and the kinds of thoughts that come from finding similarities? Do you FEEL different when you talk about similarities rather than differences? Is one positive and the other negative?

2. Tell students:

- Prejudice is based on something that happened in the past. But if you let it continue, it can make you unhappy in the present.
- The next time you notice a feeling of prejudice creep up inside you, think about what gave you that unhappy feeling in the past. Ask yourself: Do I want to hang on to that unhappy feeling, or would I rather let it go?
- Imagine you are a bystander watching a bully attack a victim. What prejudice do you feel toward the bully? What prejudice do you feel toward the victim? Where did the prejudice come from? Whose side are you on? Let's answer some rapid-fire questions!

**Go to Activity 19, "Becoming the Bystander!"
on the next page.**

ACTIVITY 19 – RAPID-FIRE QUESTIONS

Becoming the Bystander!

✓ **Ask students the following questions and encourage them to answer quickly and spontaneously!**

1. You are encouraged by someone to help make fun of another person. Do you do it? Why?
2. Someone you know strongly encourages you to help annoy another person; otherwise, this person will annoy you instead. Will you do it? Why?
3. Someone you know pushes you to help put down another person you know. Will you stop and think before you do anything, or will you just do it?
4. When you see someone bullying another person, and you know that you are not particularly fond of the person who is being bullied, will you help the bully? Why?
5. If there's a conflict going on, and you don't agree with the side that's winning, will you join in with the winners anyway — just to be on the winning side? Why?
6. Do you think that people who are intelligent, reasonable and civilized are weak and powerless? Why? Is this based on some prejudice you have? Is it based on a fear you have?
7. Do you think that people who are uncaring and apparently unconcerned are afraid? What could they be afraid of?
8. Do you suppose some people lack important thinking skills and therefore are not able to see through a bully's mask of deception? Why do you think so?
9. Has a bully ever convinced you that someone *deserves* to be punished? How did the bully convince you of this? Do you think anyone *deserves* to be punished?
10. Do you think bystanders often lack the big picture — the complete picture of what's actually going on? Do you think it's difficult to

make a decision to take action when you have only part of the picture?

Bystanders Can Make a Difference

1. Ask students:

- While we've all seen bullies in our school, have you noticed that young bullies grow up into big bullies? Where have you seen some?
- Do you think there are lots of bullies in the workplace? In shops and stores? Driving cars? Running for office? Leading countries?
- Have you ever thought about how Adolph Hitler, one of the most destructive leaders of all time, became the bully he was?
- Do you think it's amazing that Hitler was able to get so many German "bystanders" to support him? And are you aware that those who spoke out against him were arrested, tortured and shot?
- Did you know that other dictators created their great empires, not by having meetings, but by killing all of those who opposed them?

2. Tell students:

- Bystanders can make a important difference in bullying situations in our school. They can learn to handle bullies in positive ways.
- Bullies are sometimes cowards in disguise, and if they sense that someone other than their victim is going to expose them, they often creep away quietly. Bystanders need to know this!
- Some bullies are cruel and will do anything in their power to destroy anyone who can see through their mask of deception. Bystanders need to know this, too!
- In rare cases, there are bystanders who want to help but are afraid to do so publicly, for fear of revenge — and for fear of becoming the next target. That's the difficulty of the bystander — the problem we'd all like to resolve.

**Go to Activity 20, "The Next Target!"
on the following page.**

ACTIVITY 20 – EXERCISE

The Next Target!

- ✓ **Divide your students into groups of 4. Give each group some paper and pencils.**
- ✓ **Give each student a copy of the “Worst Case Scenario” sheet on the following page.**
- ✓ **Tell students:**
 1. The idea of this exercise is for all of us to be faced with a worst-case scenario, so we can practice dealing with it.
 2. What happens is that we walk into a situation we did not start, but a situation we cannot get out of until we take some action.
 3. Together we will read aloud the first scenario. Then, in each of your groups, please talk about the situation and what you, as a BYSTANDER, would do.
 4. Make a list of approaches you think would be good actions to take, or reasonable solutions to try.
 5. I will call time in five minutes. Then each group will select a representative to read your list of solutions.
 6. Are you ready? Okay, let’s read.
- ✓ **Read aloud to all students Worst Case Scenario #1, on the following page (then follow with the other scenarios).**
- ✓ **After each scenario discussion, ask students:**
 1. How did it feel to stop and think, then come up with some possible action to take?
 2. Do you think it’s better to take action than to not take action? Even if you might become the next target?
 3. Do you think bystanders have a more important role to play than you originally thought?

ACTIVITY 20 – EXERCISE

The Next Target!

Worst Case Scenario #1

You are walking down the street and you hear someone cry for help. You turn the corner and there you see a mean-looking man threatening a female whose back is flat against the wall of a building. **Your immediate reaction:** I better run away! I better hide where I'll be safe! **You stop and think.** I cannot leave the victim in that terrifying position by herself. What can I do?

Worst Case Scenario #2

You just got a job working for a company you've been wanting to work for, for a long time. You are on the job for two weeks, when you hear your supervisor yelling at another employee. You pretend to continue working, but you hear the supervisor tell the employee, "If you don't do what I tell you, you're going to get fired. I don't care what YOU think about the situation. I'm telling you what I WANT you to do!" **Your immediate reaction:** This is none of my business. I should stay out of this. **You stop and think.** This supervisor seems over-the-top bossy and somewhat dangerous. What can I do?

Worst Case Scenario #3

A music teacher in your school has been relentlessly picking on one of your fellow students, telling her that she has no musical talent whatsoever and has no right to be in the music class. Many people think the victim in this situation is very creative and talented, but this teacher constantly puts her down. **Your immediate reaction:** I hate this teacher, but there's nothing I can do. **You stop and think:** This teacher is the biggest bully I've ever seen. What can I do?

Worst Case Scenario #4

You join a community club in your neighborhood. When you arrive after school one day, you see a student come out of someone's office crying and apparently very upset. You let it go. A few days later, you arrive again, and you see the same student, crying again after leaving the office. **Your immediate reaction:** Some student must be getting punished for doing something wrong. **You stop and think:** I wonder if I should do something. What can I do?



LESSON 11

Making a Difference

Breakdown of Lesson 11:

- What I know about bullies.
- What I know about victims.
- What I know about bystanders.

Materials & Tools Needed:

- Activity 21: Make 2 copies of roleplay, pp. 70-72, for volunteers.
- Activity 22: Make 2 copies of roleplay, pp. 75-76, for volunteers.

What I Know About Bullies

1. Ask students:

- Given what you know now, how would you define a bully?
Encourage all responses! There are no “wrong” answers.
- Is a bully someone you know very well? Someone you would rather not know? Someone you would like to get to know better?
- Is a bully someone who’s different from you? How so? Similar to you? In what ways? Have you ever been a bully?

2. Tell students:

- Bullies come in all shapes and sizes, all ages and nationalities, all levels of income and education, and can be male or female.
- What all bullies have in common is that they verbally or physically pick on other people, because they are hurt, angry, afraid and frustrated.
- A bully is someone who was once a victim.

What I Know About Victims

1. Ask students:

- Given what you know now, how would you define a victim?
Encourage all responses!
- Is a victim someone you know very well? Someone you would rather not know? Someone you would like to get to know better?
- Is a victim someone who's different from you? How so? Similar to you? In what ways? Have you ever been a victim?

2. Tell students:

- Victims also come in all shapes and sizes, all ages, nationalities, all levels of income and education, and can be male or female.
- What all victims have in common is that they have been either verbally or physically attacked for a number of reasons — they were in the wrong place at the wrong time; they are good at what they do; they are popular, intelligent, and have a strong sense of values.
- Some victims are attacked because they appear vulnerable or weak.
- Some victims demonstrate independence, or refuse to join a particular group.
- A victim is someone who, after being repeatedly attacked, easily turns into a bully.

**Go to Activity 21, "The Bully & The Victim!"
on the following page.**

ACTIVITY 21 – TOLEPLAY

The Bully & The Victim!

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers to roleplay the parts of **Bull** and **Vic**. Make 2 copies of roleplay.
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses () which are instructions and should not be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. Watch carefully as these two people encounter each other and how they are transformed.
 2. Be aware of who is the bully and who is the victim.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Who is the bully in this roleplay? How can you tell?
 2. Who is the victim? What makes you think so?
 3. What happened during the course of the roleplay to both people? Were they both bully and victim?
 4. Why do you think the bully selected this target?
 5. Do you think the victim did some independent thinking?
 6. What do you think of the decision Vic made? Is it a positive one? Do you think it could do some good, for both people?
- ✓ **Thank students for their good work.**

ACTIVITY 2 – TOLEPLAY
The Bully & The Victim!

BULL

Hey, Vic! Wait up! We need to talk!

VIC

I really have to go. Sorry.

BULL

Listen when I talk to you! Don't you have any respect for people? I need your help, and you have to say yes, because if you don't, I'm going to tell everyone that you're a phony— that you never keep your word.

VIC

Are you actually thinking about falsely blackmailing me for something I didn't do just to get me to listen to you?

BULL

I have ways of getting what I want, Vic.

VIC

Okay, I'm listening. Go ahead.

BULL

I'm trying to get on the swimming team.

VIC

I'm sure you'll do fine, Vic. You're strong. You're athletic. You're a bull.

BULL

Yeah. Thanks.

VIC

So what do you want?

BULL

To get on the team, you need to be more than a good player.

VIC

Really? I wouldn't think that would matter to you.

BULL

WHY DO YOU SAY THAT! THAT'S MEAN!

VIC

Okay, okay. I'm sorry. That was a judgment on my part. I was wrong. Okay, let's say that there are other things that matter to you besides getting on the swimming team.

BULL

Yeah. That's right.

VIC

So what do you want?

BULL

To get on the team, I need THREE people to sign this paper that says you think I get along well with other people.

VIC

(Pauses to think.) You're kidding.

BULL

NO! I'M NOT KIDDING! I WOULDN'T KID ABOUT THIS!

VIC

Okay. Take it easy. It's just a phrase. Okay. So you want me to sign this paper saying that I think you get along well with other people.

BULL

Yeah.

VIC

(Stops to think.) I could get in a lot of trouble.

BULL

Why?

VIC

Because if it turns out, for any reason, that you do NOT get along well with people on the team, I'll get called in by the principal for lying.

BULL

No, you won't.

VIC

How do you know?

BULL

I would take care of the principal.

VIC

Bull! Don't you understand? You cannot "TAKE CARE" of the principal! If you "TAKE CARE" of the principal, you're only proving how well you do NOT get along with other people!

BULL

Oh. Yeah. I see that.

VIC

Okay. Here's what we're going do. You and I are going to get together a couple times after class and we're going to roleplay how you are going to speak with other people. You are going to PRACTICE talking with other people so that when I sign this piece of paper, I will be telling what I believe is the truth. Okay?

BULL

You are going to a teach me how to talk to people — in a nice way?

VIC

Yes. We're going to practice, until you get it right. THEN, I will sign your piece of paper. When does the paper have to be in?

BULL

One week from today.

VIC

Not enough time. But we'll do our best. If you come through on this roleplaying stuff, I'll not only sign, but I'll encourage two other people to sign, because it's my guess that you do not know — okay, that you have not asked anyone else to sign this paper yet. Am I right?

BULL

You are so smart. See? That's why I come to you.

VIC

Okay, swim-team hero. May the force be with me. What time do we meet tomorrow?

What I Know About Bystanders

1. Ask students:

- Given what you know now, how would you define a bystander?
Encourage all responses!
- Is a bystander someone you know well? Someone you would rather not know? Someone you have been?
- Is a bystander someone who's different from you? Similar to you? In what ways?

2. Tell students:

- Like bullies and victims, bystanders come in all shapes and sizes, all ages, nationalities, all levels of income and education, and can be male or female.
- There are two basic kinds of bystanders. One is the kind that's been manipulated or tricked, in one way or another, to support a bully. Another kind of bystander is someone who does not have the emotional intelligence to understand bullying and therefore becomes a victim.
- Some bystanders will always jump to the winning side, to ensure their own survival. Others get a warped sense of gratification from seeing others in distress and therefore become a partner in the bullying.
- Bystanders are observers, onlookers, witnesses, spectators who, more often than not, decide to passively accept someone else being harassed, without helping.
- A bystander is someone who can help and, given the opportunity, can make a difference in a bully/victim situation.

**Go to Activity 22, "The Bystander Rules!"
on the following page.**

ACTIVITY 22 – TOLEPLAY

The Bystander Rules!

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers to roleplay the parts of **Wit** and **Spec**. Make 2 copies of roleplay.
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses () which are instructions and should not be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. In this roleplay, we are looking for bystanders.
 2. Be aware of what the bystander does.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. Who is the bystander in this roleplay?
 2. What action did each bystander take?
 3. In your opinion, was this an appropriate action to take?
 4. Do you think it's tough for a bystander to "size up" a situation quickly and efficiently, and make a decision that's "right"?
 5. Do you think that a bystander who makes a positive decision can make a huge difference in a bully-victim situation?
 6. Does a bystander have more control than the bully or the victim? How can the bystander make the best use of this control?
- ✓ **Thank students for their excellent work.**
- ✓ **Remember to add to your "Bunch of Bystanders" chart!**

ACTIVITY 2 – TOLEPLAY

The Bystander Rules!

WIT

Hey, Spec! Come over here! Look at this! Those two are having a brawl. I can't believe this. One of them is so much bigger, and obviously stronger, than the other. The weaker one is in big trouble!

SPEC

Wow. Definitely an unbalanced fight.

WIT

Maybe we should help.

SPEC

Are you kidding? Get involved in THEIR fight? No way.

WIT

Yes, it's their fight, but it's ridiculous how unbalanced it is!

SPEC

Don't do this, Wit. Don't get involved. You'll just get yourself into trouble. I have to go.

WIT

Listen, if we both go and grab the guy from behind, then the other kid can get away. What do you say?

SPEC

Are you serious?

WIT

Of course I'm serious. We can help this kid. He's going to get mangled — soon!

SPEC

Sorry, my friend. Why don't you call the police?

WIT

They won't get here in time! Okay, maybe. (Pulls cell phone out of pocket, punches numbers and waits.) Hello, police? You got to get to the

corner of Wilson and Chalmers right away. A kid is getting brutally beaten!
Quick! (Pauses.) ~~Does he have a gun? No, I don't see a gun.~~

SPEC

Uh-oh. Shouldn't have said that. They'll never show up.

WIT

Hello? Wait a minute! Don't hang up!

SPEC

I knew it. If you don't say that ~~someone has a gun~~, they just don't show up.

WIT

The kid's on the ground. C'mon, Spec. If you don't go with me, I'm going alone.

SPEC

Please don't do this.

WIT

Listen to me! Together we are stronger than this kid! Together, we are much, much stronger!!

SPEC

(Thinks) Okay. I'm going to regret this. Deep breath. Let's go.

WIT

I'm going to grab him on the right. You get him on the left. Are you with me? The point is to let the littler kid go, and then we run like crazy. Got it?

SPEC

Got it!

WIT

LET'S GO!!!



LESSON 12

Bystanders Have Great Power

Breakdown of Lesson 12:

- Getting the big picture.
- Learning to use our mental strength.
- Understanding what's possible.

Materials & Tools Needed:

- Activity 23: Make 2 copies of roleplay, pp. 79-80, for volunteers.
- Activity 24: Make a copy for every student of new chart, p. 82.

Getting the Big Picture

1. Tell students:

- When we began this curriculum, most of us were sure that bystanders are “middlemen,” people who observe, spectate, witness — but do nothing.
- Now, we are aware that while this is true of many bystanders, we know that bystanders can do more — that they can be active participants in helping someone in trouble.
- The truth is that helping someone in trouble is a decision that only we can make. Making that decision can have a happy ending, but it can also have a sad one. The passengers on the plane that crashed in Pennsylvania on 911 made such a decision.
- What we now know about bullies can inspire us to make the decision to help. When we look at the big picture, we can see that a bully who harasses or attacks is someone who is frightened — someone who was once a victim and now wants revenge.

**Go to Activity 23, “The Big Picture!”
on the following page.**

ACTIVITY 23 – TOLEPLAY

The Big Picture!

- ✓ **BEFORE THE ROLEPLAY**, ask for two volunteers to roleplay the parts of **Thel** and **Lou**. Make 2 copies of roleplay.
- ✓ Tell the volunteers to get the full benefits of roleplaying by really getting involved in the parts they are playing.
- ✓ Bring to their attention any words in *italics* — which are private thoughts said out loud, but not to the other person in the roleplay, and to words in parentheses () which are instructions and should not be said out loud.
- ✓ Give volunteers a minute to read silently, as you tell the class:
 1. In this roleplay, we are looking for bystanders who can see the big picture — who understand what the bully is about.
 2. Notice the power that this bystander assumes.
- ✓ **DO THE ROLEPLAY (next page).**
- ✓ **AFTER THE ROLEPLAY**, ask:
 1. We met a tough character in this roleplay, but did we meet a bully?
 2. Did Thel, the tough one, have the big picture in this situation?
 3. In your opinion, did Lou have more of the big picture?
 4. What do you think of Lou’s solution to offer the bully a buck?
 5. What did you think of Thel’s counter-solution?
 6. Do you think these two bystanders worked out a quick, workable plan?
- ✓ **Thank students for their excellent work.**

ACTIVITY 2 – TOLEPLAY

The Big Picture!

THEL

Look at that! I have seen this bully pick on kids after school so they go running home terrified of this character. I can't stand it anymore! I'm going to punch the daylight out of him!

LOU

Wait a minute! Stop! You can't just go over there and punch that kid!

THEL

Sure I can. Watch me!

LOU

Wait, wait! Stop! You have to think about this.

THEL

There's nothing to think about. I just go over there, pull his shoulder, and punch him in the nose. It's really quite simple.

LOU

No, no, no! You don't understand! If you go over there and punch him, what do you think will happen next?

THEL

I don't know. Doesn't matter. What matters is that the bully gets punched.

LOU

No, wait! Listen to me. Before you do something like that, you have to think it through. If you punch him, he's going to want to punch you right back, right?

THEL

Probably.

LOU

And when he does, what are you going to do?

THEL

Punch him again.

LOU

So, the two of you keep punching each other forever, right?

THEL

Right.

LOU

You think this is a really good solution to this problem? You punch this kid, and then you become the next victim. Then you become the bully and you punch this kid, and he becomes the victim. You guys play this game of bully, victim, victim, bully, and it never stops!

THEL

You're right.

LOU

Let's walk over there and offer the bully a buck to stop fighting.

THEL

Are you kidding?

LOU

No. This kid is poor. He'll appreciate a buck.

THEL

You know what he'll appreciate more?

LOU

What.

THEL

A baseball card. I have a baseball card he really wants.

LOU

That's brilliant. Wait. Are you willing to part with this baseball card? You want to just give him the card, for nothing in return?

THEL

I want him to not punch kids in return. That's what I want!

LOU

Thel, you surprise me. Okay, let's go. But remember, no punching.

THEL

Not on your life.

Learning to Use Our Mental Strength

1. Ask students:

- Do you think a bystander who makes the decision to help a victim is better off being mentally strong or physically strong?
- Do you think there's an advantage to being able to use your head instead of your fists? Why do you think so?
- If you have the big picture, and know that bullies are usually people who are fearful themselves, does this provide you with more mental power to help overcome the bully?

2. Tell students:

- Your mind is the most powerful weapon you have!
- When you learn to use your mind to stop conflict before it begins, you become very powerful.
- Using your mind gives you control over yourself and the situation you're in, so you don't need to freeze, run away or fight.
- This reduces your chances of getting hurt and puts you in a powerful place!
- Mental strength comes when we do not run away and when we do not fight, but when we use our mental strength to find a better way!
- Mental strength comes when we act instead of react!
- The best way to acquire this mental strength is to practice watching our thoughts come up, like bubbles in a glass of soda. Remember that exercise? Have you been doing it?

**Go to Activity 24, "Standing By for Action!"
on the following page.**

ACTIVITY 24 – THART

A Bunch of New Bystanders!

Create a chart called “A Bunch of New Bystanders” and encourage students to add to the list! Put this chart close to the other chart, “A Bunch of Bystanders,” and take note of whether students’ perspective of bystanders has changed. Below are a few to get you started.

A bystander is someone who:

- 1. Can be mentally powerful.**
- 2. Can outwit a bully and help a victim.**
- 3. In the face of danger, thinks about possible action.**
- 4. Understands why bullies harass.**
- 5. Has great power in a bully situation, and knows how to use it!**
- 6.**
- 7.**
- 8.**
- 9.**
- 10.**
- 11.**
- 12.**
- 13.**
- 14.**
- 15.**

Understanding What's Possible

1. Ask students:

- Do you think that we all have it in us to be a bully every now and again?
- Does it help you or scare you to know that bullies are simply people with problems?
- Do you think people who bully are just weird, or do you think they are human beings in need of help?

2. Tell students:

- In this violent world in which we live, it's more important than ever to learn to understand the bullies who live with us, and within us.
- When we can learn to stop a conflict of any kind by understanding, and by finding a way to stop it before it starts — we can save reputations, save people from being injured, and save lives.
- No one can tell you when to act in a bully situation. Some bully situations are very dangerous and could mean serious injury to you and people around you.
- What's important to know is that a bystander can sometimes make a significant difference — simply by knowing that there are ways of reaching bullies and stopping them from creating conflict that they may regret for the rest of their lives.
- Bullies will often do anything they can to destroy anyone who can see through their mask of deception, so we must always be on guard, careful and AWARE!
- Congratulations on your excellent work in this curriculum! We should all be proud of ourselves, and of each other, for opening our minds to new ideas, and for willingly practicing the art of being a brave, new bystander! Good luck!