

Are You My Friend?



Main Point:

A true leader will help resolve problems, care and think about everyone, and not manipulate a situation at the expense of others. .

Summary of “Instigating” Scenario:

Two girls are sitting at a desk in a classroom when another girl joins them. The three girls appear to be friends. A discussion begins about two of the girls’ plans that evening with a new student. The girl in the middle makes comments that pit both of the other girls against each other. Her actions are clearly self-centered, jeopardizing the friendship of the other girls, and manipulating one of the girls..



Questions/Discussion Items:

1. **Have you ever manipulated a situation for your own self interests**
2. **As a bystander, would you criticize a friend while solving a problem?**
 - Can a friend s disagree and still be your friend?

What do you think was the bystander’s reasons/motivation for making these comments?

- Sometimes bystanders say things purposefully. They do this to ensure that the conflict makes things go their way. This is verbal aggression and it is a form of bullying.
3. **As a bystander, can you influence your friends to solve problems?**
 - What would your goal be in solving this problem?
 - Do you think the girl in the middle realized what the result of not solving this problem would be?

Summary of “Solve the Problem” Scenario:

Two girls are sitting at a desk in a classroom when another girl joins them. The three girls appear to be friends. The two girls already seated tell the girl joining them about their plans to go to a new girl’s house that evening. They encourage the other girl to join them. The girl in the middle tells the one girl that she and the girl have a lot in common. Although she chooses not to join them, she is ok with what they are doing. She invites them to “hangout” with her on another night.

Discussion Items:

Why do you think this scenario ended differently than the first one?

- How was the girl in the middle’s tone of voice and choice of words different than in the first scenario?
- Bystanders can change the outcome of a situation by choosing their words carefully and by paying attention to their tone of voice, facial expressions, and body language.
- Do you think the girl in the middle had different motivation in this scenario? What was her motivation in this scenario?
- Real friends allow their friends to make new friends.
- What is the best way to introduce a new person to your friends?
- Look for things that your current friends and a new friend may have in common. Do you all like video games, movies or playing a particular sport? Plan a time that you can introduce the newcomer to your friends. Maybe inviting them all for an afternoon of playing basketball will be the way to break the ice.

“Because We’re Friends”



Main Point:

Peer pressure is one of the most difficult problems for young people. Bystanders can influence, embarrass and ridicule their friends into making bad decisions. A true test of leadership is when a bystander can reverse peer pressure, stand up to the group and support a person being pressured.

Summary of “Instigating” Scenario:

A group of friends get together to drink alcohol. One girl who has never tried alcohol, but wants to be part of the group joins them. She is reluctant to try the drink. The group uses peer pressure to influence her. She gives in and drinks the alcohol.



Questions/Discussion Items:

1. Would you join the group forcing someone to do what he/she would normally not do?

- Did you know that trying to force someone to do something that he/she does not want to do is bullying?
- Many kids make bad decisions because of peer pressure. Has that ever happened to you? Where you a victim? Where you pressure someone else?
- Do true friends don't make their friends do things they don't want to do?

2. Could you stand alone and challenge the group?

- It is hard to challenge the group, and risk them turning on you, but leaders need to do it to keep ourselves and others safe.
- If we don't feel safe challenging the group, is it an option is to walk away?

3. As a bystander, can you help the victim?

- Yes, bystanders have the power to change the situation.
- It takes courage to stand up to a group.
- It is always important to first size up the situation to make sure it is safe to challenge.
- When someone tries to help the victim, the aggressor(s) often backs down.

Summary of the “Solve the Problem” Scenario

Some friends get together to drink alcohol. One girl who has never tried alcohol joins the group. One of the girls asks her why she is there if she’s not going to drink. Another bystander, a leader, speaks up and stops the peer pressure. Others try to pressure her again. The same bystander tells the group that they should respect her decision not to drink.

Discussion Items:

- It is very difficult to challenge your friends in a group. This bystander did it twice.
- How do you feel when someone is using peer pressure to get you to do something you don’t want to do?
- How do you feel when someone defends you while others are using peer pressure to get you to do something you don’t want to do?
- Groups often back down when even one bystander challenges them.

“Don’t Embarrass Us”



Main Point:

Bystanders who don’t speak up and allow a victim to be bullied are really supporting the bully but leaders speak up and support a victim often resulting in the bully backing down peacefully.

Summary of “Instigating” Scenario:

A group of girls allow one of the group to bully and pick in the new girl at school because she doesn’t like the way the new girl dresses. The lack of intervention by the other girls in the group and their body language shows that they support the bullying behavior. The new girl feels over powered. The bully ends the scene by threatening the girl.



Questions/Discussion Items:

1. **Have you ever been bullied by a group of people?**
 - Were you hoping a member of the group would help you?
 - Did a member of a group ever come to your rescue or have you rescued anyone whose been threatened by a group?
 - Is t “cool” to be loyal to our friends when they are doing something wrong?

2. **As a bystander, would you risk losing your friends and defend the victim?**
 - It is important to put yourself into the shoes of the victim.
 - If you were being victimized, would you want someone to help you?
 - Are friends who try to persuade you to do the wrong thing are not true friends?.
3. **As a bystander, can you influence your friends to change the consequences?**
 - Do bystanders have the ability to change a bullies behavior?

Summary of the “Solve the Problem” Scenario

One girl bullies the new girl at school because she doesn't like the way the new girl dresses. A leader/bystander speaks up and defends the victim. When challenged, the bully backs down. The girls actually engage in friendly conversation by the end of the scene.

Discussion Items:

- It only takes one person, one leader/bystander, to influence a situation.
- Notice the look of relief on the victim's face. She really appreciated the support.
- Bullies who do not feel supported often back down. The bystander made the bully realize that she was being ridiculous.

He's Not One Of Us!



Main Point:

One leader/bystander has the power to influence a whole group to reconsider their thoughts and actions in a situation.

Summary of “Instigating” Scenario:

A group of friends is sitting around a table in the library. One of the girls at the table asks a boy to join them. Her friends tell her she should not be calling him over to associate with them. They make unkind “cultural” remarks about the boy even though they don’t know him. The girl who wanted to befriend the boy is told that she must choose between her friends and the boy.



Questions/Discussion Items:

4. **Would you feel comfortable being part of a group that told you who you could be friends with?**
 - Would you be part of a group which forced you to follow their rules which were hateful and racial?
 - Have you ever been a victim of prejudice?

5. **Can one person have an effect on the group?**
- What could victim do in this situation? What do you think would happen if the girl let her friends know she will continue to be friendly with the new person?
 - Have you ever gotten involved in this type of situation? What were the results?
6. **As a bystander, can you change the outcome?**
- What things might you say to friends to encourage them to give a different person a chance to be part of the group?
 - Do you think that if you say things like “Why don’t you wait until you get to know him/her before making a decision?” or “ I like him a lot and I think you will too.” you could have an effect on the group/.

Summary of “Solve the Problem” Scenario:

A group of friends is sitting around a table in the library. One of the girls at the table asks a boy the others don’t know to join them. All of the friends at the table, except for one boy, make unkind remarks about the boy. They discourage the girl from befriending him. A boy who did not join in putting the new boy down defends the boy, and supports the victim, stating that what they are doing is not right. The group is embarrassed and influenced to give the newcomer a chance.

Discussion Items:

- How difficult would it be for you to stand up to your friends in this type of a situation?
- Do you judge a person by the way he/she looks, dresses or talks? Has anyone ever misjudged you in this manner? How did that make you feel?
- Do the other bystanders always agree with the bully?
- Do you think they may be afraid to stand up to him/her? Why?
- Have you ever been afraid to stand up to a bully even though you don’t agree with what he/she is doing? What did you do?

SECTION I - Introduction

Purpose

The purpose of this manual is to assist the school personnel, teachers, counselors and other professionals in the use of the CD-ROM skills training curriculum, ***Bullying – Bystanders Can Make a Difference***. The manual is designed to serve as a teaching tool to help facilitators expand their knowledge of one of the most underrated, widespread, and destructive problems in our schools today – bullying. It also focuses attention on the pivotal role that bystanders play in either promoting or preventing bullying behavior. The manual is divided into three sections.

Section I provides: (a) a description of the program; (b) an explanation of the rationale for teaching students that bystanders can change the outcome of a situation; and (c) suggestions for using this program effectively.

Section II includes background information about several forms of bullying behavior and the various roles bystanders can take in conflict situations.

Section III presents a guide for facilitating the effective use of this program with individual students, small groups, and entire classes. The Facilitator’s Guide is designed to (a) prepare facilitators to generate focused discussions that will heighten students’ understanding of the underlying dynamics of bullying behavior; and (b) provide students with hands-on opportunities to practice various ways to respond to bullying behavior as bystanders who can make a difference in the outcomes of situations. For each scene, guidance is provided to help students to identify the instigating and problem-solving components, discussion items, and main points to be learned.

Using the CD-ROM - Bullying – Bystanders Can Make a Difference

When the *Bullying – Bystanders Can Make a Difference* CD-ROM is inserted into the computer, the user is able to select from nine (9) scenes, each depicting a situation that students often encounter in middle school.

Each scene will challenge the user to identify how he/she would react in this situation. Each instigating scenario has a set of three questions that a student responds to with a yes or no answer. A tip is available to assist the student in thinking through the situation and deciding how he/she may answer the question. After responding to all three questions, an adult professional gives the user feedback as to what is happening in the scene. The user is then asked whether or not he/she wants to “do nothing” or “solve the problem.” Students who choose “do nothing” will view a scenario in which the bystanders did not respond and the outcome was not positive. The narrator will then automatically take the user to a scenario in which the bystander takes the role of a problem-solver and the scene ends in a nonviolent way. Choosing “solve the problem” takes the student immediately to the problem-solving scenario. This is consistent for all scenes. Section II will assist the facilitator in encouraging student discussion.

What is the *Bullying – Bystanders Can Make a Difference* program?

Bullying – Bystanders Can Make a Difference utilizes CD-ROM technology, providing students the opportunity to interact in ordinary conflict situations in which bystanders are present. Students have numerous opportunities to observe bystanders in their various roles – as passive observers, active encouragers, instigators, and problem-solvers. The technology encourages students in situations by first asking them what choices they would make and then providing tips to assist them in making their decisions.

The CD-ROM has nine scenes, each requiring students to assess the situation, think through the options, and make a choice as to how they would act. The scenes represent situations that happen regularly in a school setting.

Interaction with the CD-ROM provides students a “hands-on” experience in dealing with situations that have the potential to lead to violence. However, by building students’ skills as problem-solving bystanders, they learn that they can make choices in each scenario that lead to a peaceful solution.

Why was *Bullying – Bystanders Can Make a Difference* developed?

Our society is changing. Research has shown us that youth violence is common and has risen in America at staggering levels. Most violence is neither random nor uncontrollable, but rather is preventable. Violence is primarily learned – and so it can be unlearned, or conditions can be changed so that it is not learned in the first place.

Conflict is a normal part of life. In conflict, there is often a bystander who has great influence on the outcome of the situation. Most violence prevention programs have focused on the behavior of the bully or victim – ignoring the important role of bystanders. This program was designed to focus instead on the pivotal role of bystanders in conflict situations. Youth are often unaware of how, in their roles as bystanders, they can alleviate conflicts and prevent violence. By dealing with realistic scenarios depicting typical school conflicts that focus on bystander roles, students can learn to think through a situation and act on solutions that provide a positive outcome for themselves and others.

What is the Relationship between a Problem-Solving Bystander and a Peaceful Conclusion to Conflict?

Youth hold many beliefs that support the use of violence. Many youth also lack the necessary skills and know how to solve conflict situations in a peaceful manner. At any time they may find themselves in a critical bystander situation. If students do not understand or do not have the skills to think and act constructively in these situations, violence is more likely to occur. The middle school years provide a particularly important opportunity for students to develop the skills that will influence their actions as adolescents and later as young adults.






How do I use the Manual and *Bullying – Bystanders Can Make a Difference* CD-Rom in my Classroom with Students?

Bullying – Bystanders Can Make a Difference CD-ROM can be used with individual students, in small groups, or full classrooms. Guided instruction and discussion is critical to the successful implementation of the program.

When used in the classroom or in small groups, you can facilitate group discussions. In Section III, each scene has discussion questions pertinent to that scene. These questions are included to assist you in facilitating the discussion. A main point is included to ensure that students understand how their actions in the role of bystander can influence the outcome of a situation.

As an adult facilitator, it is appropriate for you to share how you have developed and used skills as a problem-solving bystander throughout your life.

General questions may include:

-  What scenario did you watch?
-  How did you answer the questions asked of you?
-  How did the tip given influence your answer?
-  Were there other actions to take that would be appropriate?
-  Are these choices realistic for you in your school and your everyday life?



Have you ever been in a situation like this? What did you do? Would you do something differently now?

In Section III, each scene has discussion questions pertinent to that scene. These questions are included to assist you in facilitating the discussion. A main point is included to ensure that students understand how their role as a bystander influences the outcome of a situation. Charts are also included that identify the scenario, motivation for the behavior, the form of bullying behavior, the type of bullying behavior and the bystander response for each scene. These charts can serve as teaching tools for the various aspects of bullying behavior, victim response and bystander strategies.

Individual Student Use of *Bullying – Bystanders Can Make a Difference*

Students can use *Bullying – Bystanders Can Make a Difference* individually by simply placing the CD-ROM in the computer and following the prompts. The following instructions can be used as a guide:

This CD-ROM highlights the role of the bystander in conflict situations. It teaches you how your thoughts and actions influence the outcome of a conflict. There are a number of real scenes you will watch. Then you will respond to three questions for each scene. These questions relate to how a bystander can make a difference in influencing the outcome of a scene. There is a tip provided for each question. After you have answered each question you will be asked whether you wish to do nothing or attempt to solve the problem. A different scenario will then be played out depending on your choice. We will discuss the scene after you have finished.

SECTION II - Background Information

What is Bullying Behavior?

Bullying is a situation in which a person or a group uses greater power (physical, verbal, so or psychological) for any reason in a willful manner with the intent of hurting, controlling, humiliating another individual or group of lesser power.

Facts about Bullying Behavior:

- ***Emotional scars last a lifetime.***
- ***Bullying behavior is often repeated. These behaviors are intended to put the victim under duress.***
- ***Boys tend to engage in direct bullying - physical means of bullying behavior.***
- ***Girls tend to engage in indirect bullying – known as “Odd Girl Out”. An example of occurs when three girls are friends and two of them decide to exclude one of the girls any variety of reasons. The group uses its power over the individual girl to reject her form of bullying is indirect and exhibits itself as social alienation.***

Forms of Bullying:

Direct Bullying

- *physical attacks, name-calling, insults, extortion, threats, unwelcome touch*

Indirect Bullying

- *repeated exclusion, rejection, disapproving looks, gossiping and forms of hostile, non verbal communication*

Types of Bullying:

Physical Aggression

- *Hitting, kicking, pushing, shoving, defacing property, using weapons, inflicting bodily harm*

Verbal Aggression

- *Verbal threats of violence, mocking, teasing, insulting, name calling*

Social Alienation

- *Public humiliation, malicious behaviors, rumors, gossiping, social exclusion, embarrassment*

Intimidation

- *Publicly challenging, defacing property or clothing, coercion, threatening with a weapon, threatening to reveal personal information*

Bystander Notion

Aggressive youth not only show a tendency to act impulsively, but also hold beliefs that support the use of aggression. They also lack skills in solving social problems in nonviolent ways. Research shows that aggressive youth often carefully and repeatedly select particular children as victims. Those who are repeatedly victimized may develop habits of thought that put them at-risk for involvement with violence. However, the majority of adolescents are neither habitual aggressors nor victims. Instead, they play an important bystander role that frequently influences whether or not violence will occur. The focus of this CD-Rom is on the role of the bystander in conflict situations.

Research indicates that bystanders can contribute either to the onset and escalation of violence or, on the other hand, to its prevention and reduction. Bystanders play a pivotal role in conflict situations. This CD-Rom was designed to heighten awareness of the role of youth as bystanders.

and to demonstrate options that are open to them. It is important that bystanders understand the following concepts:

- *Bystanders have a sense of responsibility to intervene when someone is being victimized*
- *Bystanders have the potential to avert or diffuse a range of violent episodes – from pushing, shoving, and bullying to weapons use and major eruptions of school violence*
- *Bystanders will be most likely to take preventive actions if the environment supports such behaviors and protects the bystander*
- *It often takes courage to be a proactive bystander and to confide in adults in situations where peer norms strongly support silence*

The importance of the bystander role is highlighted when we consider that in most school shootings, one or more bystanders knew that something serious was likely to happen, but did nothing to intervene. However, there are many incidents when potential tragedy has been averted because bystanders did come forward and shared the information with a trusted adult.

This program focuses on teaching violence prevention through the perspective of the bystander. This strategy works well because bystanders are generally free from blame, not defensive, and do not feel the emotions of extreme anger or fear that aggressors and victims may feel. These characteristics potentially allow bystanders to see the big picture and make better decisions for aggressors or victims.

Young people can be taught the skills to help prevent fights, cool down tempers, or assist in resolving conflicts nonviolently. The scenarios in this CD-Rom demonstrate various possible roles of bystanders. Students observe bystanders who support violence through their passive acceptance, active encouragement, or direct instigation of violence. By contrast, they see bystanders who are given the opportunity to intervene on behalf of potential victims, and to help the participants in the conflict to make effective, nonviolent, problem-solving choices.

SECTION III- Facilitator's Guide

The purpose of the *Bullying- Bystanders Can Make a Difference* interactive CD-ROM is to give students the chance to experience realistic, school-based conflicts where the role of a bystander influences the outcome of a situation. Students will have the opportunity to develop problem-solving skills and will benefit from the experience of discussing why the options were chosen and whether or not another option would have led to a better solution.

The role of the facilitator is to encourage discussion and interaction regarding the options chosen, reasons for these options and the consequences of the options. Facilitators also need to discuss student bystander beliefs and encourage students to defend their beliefs. Bystander beliefs can be accurate or inaccurate, for example:

“As a bystander, I can’t do anything to change the outcome of a conflict.” (inaccurate)

“Doing nothing during a conflict doesn’t affect the outcome.” (inaccurate)

“Bystanders have incredible power to change how a conflict will end.” (accurate)

“Doing nothing during a fight supports violence.” (accurate)

Bystanders can develop the skills to defuse situations and settle conflicts peacefully. They can discuss the statements and justify their beliefs. Bystanders also need to understand that they always need to put their own safety first before intervening in a conflict. Sometimes getting involved in a conflict means getting an adult.

Section III begins with three different charts that highlight the contents of each scenario. The form of bullying behavior, the type of bullying behavior, and the bystander response for each scenario is listed. Each scene has three different endings and three different bystander responses. The bystander responses are identified in the following three charts:

- Bullying Behavior and “Instigating” Bystander Response

- Bullying Behavior and “Do Nothing” Bystander Response
- Bullying Behavior and “Problem-Solving” Bystander Response

Each of the pages in Section III for all scenes includes:

- Instigating Scenario Summary
- Instigating Scenario Questions/Discussion Items
- Problem-Solving Scenario Summary
- Problem-Solving Questions/Discussion Items
- Main Point of the Scenario

Two important concepts that the facilitator should develop with the students are:

1. Conflict is a normal part of life but the outcome of conflict can be influenced by the bystander’s actions.
2. Although bystanders should strive to be problem-solvers, their personal safety is their first consideration.

The facilitator should utilize this section of the manual in conjunction with his/her own appropriate real life experiences to encourage student discussion. There are many learning experiences presented in ***Bullying – Bystanders Can Make a Difference***. These experiences are enhanced when students have an opportunity to relate them to every day life.

“So What’s Your Point?”



Main Point:

Leaders have the courage to stand up to bullies/ That doesn’t mean putting themselves in danger, you must size up every situation, But leadership is a quality that means thinking about others and the consequences of behavior that you witness. Leaders gain respect because they of their actions, especially in crucial situations.

Summary of “Instigating” Scenario:

A very angry girl pushes her way through the line to cut in front of other kids. One of the bystanders takes wants to start trouble and encourages her to pick on the other kids in line. When one of the targets says that he will tell an adult, she grabs him by the shoulders and shakes him.



Questions/Discussion Items:

- 1. Would you think it were cool if you saw strangers being bullied?**
 - Bullying is never cool, even if we don’t know the victims.
- 2. Would you see the need to help?**
 - If we put ourselves in the shoes of the victim, then we would understand the

need to help.

- We never know when we might be the victim of bullying behavior.
- It is important that bystanders size up the situation before getting involved. Safety is the #1 consideration. If the situation is unsafe, a bystander always has the option to tell an adult.

3. As a bystander, can you change the outcome?

- Bystanders can always change the outcome of a scene.
- Bystanders must always remember to keep themselves safe.
- If the situation is unsafe, the best option for a bystander is to go to an adult or person in authority (police, etc.) for help.

Summary of the “Solve the Problem” Scenario

In this scene, a very angry girl pushes her way through the line to cut in front of other kids. One of the bystanders tells her to calm down and wait her turn. She tries to intimidate him but he doesn't let her. The girl backs down and the scene ends peacefully.

Discussion Items:

- How did the bystander change this scene?
 - Calming down the aggressor changed the outcome.
 - It is important that the bystander was assertive himself but not aggressive.
- The tone of voice and body language of the aggressor changed when the bystander challenged her. She became much less aggressive.

What's Up With That?



Main Point:

Leaders have the desire to avoid unnecessary and a harmful confrontations, they attempt to change the outcome of a scene. They are most impressive when they stay calm tactfully let the aggressor “save face”.

Summary of “Instigating” Scenario:

Several boys are standing on a stairway when another boy walks down the stairs and steps on the first boy’s sneakers. The boy whose sneakers are stepped on wants to know why the boy did it. The boy states that it was an accident. The bystander encourages the bully to get more hostile throughout the scenario.



Questions/Discussion Items:

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7. **Would you be loyal to a friend even if you knew he/she were wrong?**
 - When do you feel loyalty should end in a friendship?
 - Have you ever had to speak up to a friend when you knew he/she was doing something wrong? What happened?

- Would you be willing to lose a friendship if you felt strongly that your friend was not doing the right thing? In what situation(s) would this be serious enough for you to do so?

8. Can you stand up to a friend to tell him he may be overreacting?

- What is the best way to stand up to a friend and keep a friendship?

3. As a bystander, can you help the victim?

- What could the bystander have said in this situation that may have helped?

Summary of “Solve the Problem” Scenario:

Several boys are standing on a stairway when another boy walks down the stairs and steps on the first boy’s sneakers. The boy whose sneakers are stepped on wants to know why the boy did it. The boy states that it was an accident. The bully continues to be angry that his sneakers were stepped on. The bystander intervenes and calms down the bully. He helps the bully realize that this is not a big deal, his sneakers will get dirty anyway.

Discussion Items:

- What words did the bystander use to calm down the bully?
- Did you notice that the bystander used humor in this situation?
- How did the use of humor change the outcome of the scenario?

You've Got A Big Mouth!



Main Point:

When bystanders do nothing or encourage a bully, the bully feels supported. This often leads to verbal or physical aggression. These conflicts often end in a non-peaceful way. Leaders can change the outcome of a situation by realizing that their involvement could make the bully feel uncomfortable and unsupported.. .

Summary of “Instigating” Scenario:

A group of boys are playing basketball when a bully approaches. The bully tries to force the group to agree with him about his favorite basketball team. Other bystanders encourage the bully. When the bully realizes that he has bystander support, he becomes physical.



Questions/Discussion Items:

1. **As a bystander, would you be afraid of this bully?**
 - It's o.k. and even a good idea to be afraid of this bully.
 - Your safety should be your first concern.

2. **As a bystander, would you get involved and help the victim?**
 - If you put yourself in the shoes of the victim, how would you feel?
 - Would you want someone to help you?
 - If the situation is dangerous, you can help by getting an adult.

3. As a bystander, could you change the consequences?

- Bystanders have the power to change the outcome of a situation.
- Why do you think the bystanders didn't speak up or help in this situation?

Summary of the "Solve the Problem" Scenario

A group of boys are playing basketball when a bully approaches. He tries to force the group to agree with him but the bystanders speak up and diffuse the situation.

Discussion Items:

- Bystanders can change the outcome.
- When no one supports the bully, he/she often backs down.
- When bystanders intervene, the problem is often solved peacefully with no one being victimized.

Wanna See Something Cool?



Main Point:

Leaders first and foremost have the responsibility to keep themselves and others safe.

Summary of “Instigating” Scenario:

A group of boys are standing together when one of them pulls out a gun and shows it off to the others. He states how “cool” it is and encourages the other boys to touch the gun. One bystander wants the bully to put the gun away. He encourages the other boys to leave. Another bystander thinks the gun is cool and wants to hold it. The scenario ends with this bystander reaching for the gun and being shot.



Questions/Discussion Items:

9. **Would you think that it was cool if your friend had a gun?**
 - Do you think that you would be safe in this situation?
 - Has anyone ever told you they had a gun or shown you one? What did you do?
 - If someone shows you a gun or tells you that he/she has one, leave the area immediately. You are in danger even if you can not see the gun!
 - Would you be afraid to let the bully know you didn’t think this was cool?
 - First and foremost is your safety. If you think telling the bully it is not cool to have a gun will make he/she angry, do not say anything. Being afraid in this situation is the right way to feel. Leave and get help.

10. Would you see the need to help?

- What choices do you have?
- Never touch a gun or look at one. A gun can go off without someone's finger on the trigger. Your only choice is to leave and get help.
- Who could help you in this situation?

- Any trusted adult can help you. In a school this would include your teachers, guidance counselors, principal or assistant principals, and the school police officer. Do not make the mistake of leaving the situation but **not** telling anyone. Although the person with the gun will probably be angry with you, you are helping to ensure that you, the person with the gun and fellow students are safe.

3. As a bystander, can you change the outcome?

- How can you help but remain safe?
- Encourage other bystanders to leave with you if it does not compromise your safety.

Summary of “Solve the Problem” Scenario:

A group of boys are standing together when one of them pulls out a gun and shows it off to the others. He states how “cool” it is and encourages the other boys to touch the gun. Two of the bystanders tell the bully that they do not think it is cool and that it is dangerous. They encourage the bully to put the gun down and tell an adult that he found the gun. The scenario ends in a non-violent manner.

Discussion Items:

If you found a gun, what would be the first thing you would do to remain safe?

- Always leave the area immediately and get help.

How did the bystanders change the outcome of this scenario?

Do you think it helped that more than one bystander stood up to the bully?

- When one bystander stands up for another bystander doing the right thing, a bully will often back down. The bully feels that the bystanders are not supporting his/her behavior and will want to “save face”.

Who can you go to for help in a situation like this?

- Go to any trusted adult including your parents or other family members. Time is very important so do not wait and think about it. Do the right thing!

What's His Problem?

Main Point:

Leaders sometimes can keep themselves from becoming victims by avoiding angry situations. In this case a girl decides to confront the bully which makes the bully more aggressive.

Summary of “Instigating” Scenario:

An angry boy who exhibits bullying behavior starts to verbally abuse a group of kids. When they verbally challenge him, he becomes physical. They apologize, even though they feel they didn't do anything wrong. He continues to try to intimidate them, then leaves the scene.



Questions/Discussion Items:

1. **Can bystanders make bad choices even when they are trying to help?**
 - What are some bad choices that this group of friends could make?
 - What other options do these students have?
 - What should these students do if they see this boy again?
2. **Should bystanders defend their friends no matter what?**
 - Bystanders should defend their friends but defending can look many different ways. What are some ways that you can defend your friends?
 - Physically (Using violence/aggression does not stop violence).
 - Verbally (It is best to use our words to solve conflicts).
 - Getting help from an adult (This is best when the situation is unsafe).
3. **As a bystander, can you change the outcome?**
 - Bystanders have the power to change an outcome of a situation.
 - A bystander's responsibility is safety. Always keep yourself safe!
 - Getting an adult may be the best option.

Summary of the “Solve the Problem” Scenario

An angry boy starts to pick on a group of kids. They try not to get involved with him. The bully verbally threatens them and walks away.

Discussion Items:

- It is best not to argue with someone when he/she is angry.
- Obviously, this boy is carrying baggage with him. This may cause him to become angry and take his anger out on others, even if he doesn't know them.
- When someone exhibits anger to people he or she does not know, it is often misdirected. This type of behavior can put others in danger. Be careful not to become a victim.