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Invisible Weapons



RESOURCE GUIDE



Connect with Kids

- Bullying Fact Sheet
- Parent Tip Sheet
- Grades 3-5 Lesson Plan
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Discussion Questions

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Character Traits

All Connect with Kids programs address these 26 character traits:

Caring/Compassion	Citizenship
Civility	Conviction
Cooperation	Courage
Courtesy	Diligence
Freedom	Generosity
Helpfulness	Honesty
Honor	Integrity
Justice/Fairness	Kindness
Loyalty	Patience
Peace	Perseverance
Respect	Responsibility
Self-Control	Togetherness
Tolerance	Trustworthiness



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Bullying Fact Sheet

Results of a 2002 survey reveal that children in the fifth through twelfth grades fear the emotional violence of bullying more than they do physical violence. A survey of 1,000 children, conducted by the Families and Work Institute, found that two-thirds of students say that peers teased or gossiped about them in a mean way in the past month.

Fourteen-year-old Alex Freed, who is tall and skinny with red hair and glasses, says it happened to him “all day, from morning till the end; from 8 o’clock until 3 o’clock. I sometimes had to lie to mom and tell her I was sick — so I wouldn’t have to go to school.”

Alex’s bullying was not physical. Instead of being beaten up or threatened, some of his classmates teased, laughed at and excluded him. Consider these additional findings from the survey.

- 12% of the students said they had been bullied five times or more in the past month.
- Approximately 23% admitted they had bullied someone else.
- 8% said they had been attacked with a weapon.
- Another 8% said they had been forced to perform sexual acts.

Children report that, oftentimes, bullies will use anything — clothes, hair, body size and even feelings about school — as a springboard for ridiculing others.

Dr. Tim Jordan, a pediatrician who conducts a bullying workshop with students says, “We have a whole building full of kids who feel unsafe — emotionally unsafe.”

In fact, the National School Safety Center cites a 2001 poll of 477 teens and 456 parents that provides further evidence to support that

intimidation and physical abuse are typical events of a school day for U.S. students:

- Of the 14- to 17-year-olds surveyed, more than two-thirds report that their school has a group of students who sometimes or frequently intimidate others, often with no or few consequences.
- While many victims respond by isolating themselves, almost a third of respondents said victims usually plan ways to get back at the intimidators.
- Only a third of students believe the school penalizes students who engage in intimidation.
- Only 16% of teens said that other students intercede when a fellow student is being intimidated or embarrassed.

WHAT YOU NEED TO KNOW

The U.S. Department of Education (DOE) says that bullying — the act of threatening to hurt or frighten someone — may be physical, verbal, emotional or sexual in nature.

Physical bullying includes punching, poking, strangling, hair pulling, beating and biting.

Verbal bullying includes hurtful name-calling, teasing and gossiping.

Emotional bullying includes rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics — such as race, disability, ethnicity or perceived sexual orientation — manipulating friendships, isolating, ostracizing and peer pressure.

Sexual bullying includes many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment and physical and sexual abuse.

(continued on next page)



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Bullying Fact Sheet *(cont.)*

WHAT YOU NEED TO KNOW

- According to the American Academy of Adolescent & Child Psychiatry, children and adolescents who bully thrive on controlling or dominating others. They often have been the victims of physical abuse or bullying themselves. Bullies also may be depressed, angry or upset about events at school or at home. Children targeted by bullies also tend to fit a particular profile. Bullies often choose children who are passive, easily intimidated or who have few friends. Victims also may be smaller or younger and have a harder time defending themselves.
- Direct, physical bullying increases in elementary school, peaks in middle school and declines in high school. Verbal abuse, on the other hand, remains constant. The U.S. Department of Justice reports that younger students are more likely to be bullied than older students.
- The National Education Association reports that an estimated 160,000 children miss school every day due to a fear of attack or intimidation by other students.
- The National Resource Center for Safe Schools reports that bullies identified by age eight are six times more likely than non-bullies to be convicted of a crime by the time they reach age 24 and five times more likely to end up with serious criminal records by age 30.
- A 2002 Families and Work Institute survey found that one out of every 10 fifth- through twelfth-graders is bullied on a regular basis. Of the 1,001 students surveyed, 46% reported being hit, shoved, kicked or tripped at least once in the past month.
- A 2002 study published in the *Journal of the American Medical Association*, which examined bullying among sixth- through tenth-graders, found that bullies were more likely to drink and smoke. It also found that 6% of those surveyed said they had been both the victims and perpetrators in bullying incidents.

RESOURCES

American Academy of
Adolescent & Child Psychiatry
American Psychological Association
Families and Work Institute
Journal of the American Medical Association
National Education Association
National Resource Center for Safe Schools
National School Safety Center
U.S. Department of Justice
U.S. Secret Service



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Parent Tip Sheet

Adolescents and Bullying

WHAT YOU CAN DO

If you suspect that your child is being bullied, the Committee for Children suggests you help him or her by using the following guidelines.

Encourage your child to report bullying incidents to you.

Validate your child's feelings by letting him or her know that it is normal to feel hurt, sad, scared, angry, etc. Help your child be specific in describing bullying incidents — who, what, where and when.

Ask your child how he or she has tried to stop the bullying. Coach him or her in possible coping methods, including avoidance of the bully and making new friends for support.

Treat the school as your ally. Share your child's concerns and specific information about bullying incidents with appropriate school personnel. Work with school staff to protect your child from possible retaliation. Establish a plan with the school for dealing with future acts of bullying.

Encourage your child to continue to talk with you about all bullying incidents. Never ignore your child's report. Remember that you should not advise your child to physically fight back. Bullying lasts longer and becomes more severe when children fight back and physical injuries often result. Also, you should not confront the bullying child or his or her parents.

Unlike victims, bullies appear to suffer little anxiety and possess strong self-esteem, according to the National Resource Center for Safe Schools. They often come from homes where physical punishment is used and where children are taught to strike back physically as a way of handling problems. Bullies thus believe that it is all right for stronger children to hit weaker children. They

frequently lack parental warmth and involvement and desire power and control.

If you suspect that your child is bullying others, the American Academy of Child & Adolescent Psychiatry (AACAP) suggests you seek help for him or her as soon as possible. Without intervention, bullying can lead to serious academic, social, emotional and legal difficulties. Talk to your child's pediatrician, teacher, principal, school counselor or family physician. If the bullying continues, the AACAP advises you to arrange a comprehensive evaluation of your child by a child and adolescent psychiatrist or other mental health professional.

The Coalition for Children says you can also help your child by discussing with him or her these key points about bullying.

- Remind your child that bullying is not acceptable in your family or in society.
- Provide your child with alternatives to taking frustrations or aggression out on others. You can even role-play different ways to behave in situations where your child would normally bully another.
- Specify concretely the consequences if the aggression or bullying continue.

RESOURCES

Committee for Children

Families and Work Institute

U.S. Department of Education



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For the
Classroom

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Grades 3-5 Lesson Plan

Turning Lemons into Lemonade

OBJECTIVES

Students will be able to:

- Define the term “self-confidence”
- Discuss the importance of self-confidence
- Work independently to compose a friendly letter

MATERIALS: Pens, pencils

PROCEDURE:

1. Open this activity by presenting the following statistic to your students: According to the Families and Work Institute, three out of four children say that they have been bullied.
2. Explain to your students that many times, bullies tease or taunt children who appear vulnerable. One way in which children can protect themselves from bullies is to demonstrate self-confidence
3. Ask your students to explain what self-confidence means to them. Tell your students that sometimes self-confidence means feeling good about yourself even if you are not perfect.
4. Continue to explain to your students that people often forget just how great they are. They tend to focus on the negative. Instead, they should concentrate on how they can turn a negative into a positive. Share the following example with your students.
Singer Kenny Rogers performs a song about a little boy who is getting ready to practice hitting a baseball. Before he begins to practice, the boy reminds himself that he is the greatest baseball player ever. Then the boy throws the ball into the air, swings his bat and misses the ball. Before trying again, the boy says how great he is. For the second time, the young baseball player throws the ball into the air, swings and misses. Undeterred, the youngster tries again. For the third time, he tells himself that he is a great baseball player, throws the ball into the

air, swings his bat and misses. That's strike three. By this time, many people would be disappointed with the failure. The boy, however, has a different perspective. In the last verse of the song, he says "I am the greatest; that is a fact. But even I didn't know I could pitch like that. I am the greatest; that is understood. But even I didn't know I could pitch that good."

5. Ask your students to summarize a lesson that people could learn from the song you shared in class.
6. Next, tell your students that it is their turn to find the positive in what appears to be a negative situation. Assign students to select a personal character trait that is not perfect and is something they wish they could change. Then, have students write letters to themselves in which they will explain why the chosen trait is really something very good. Students' letters should offer at least two reasons why the chosen trait is really something of which to be proud.
- Example:** I wish I were more outgoing instead of being so shy. However, being shy and quiet allows me to focus on the people around me and helps me to be a better listener.
7. Review the parts of a friendly letter with your class, and then allow time for students to begin their drafts. After students complete their drafts, allow time for peer editing. Assign students' final drafts to be completed for homework.
8. On the day you designate, collect students' letters.

Note: You may consider reviewing the skill of addressing an envelope and have students complete an envelope in which to mail their letters to themselves.



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Grades 6-8 Lesson Plan

A Friend in Me

OBJECTIVES

Students will ...

- Define the term “self-confidence”
- Discuss the importance of self-confidence
- Work independently to compose a friendly letter

MATERIALS: Pens, pencils

PROCEDURE:

1. Open this activity by presenting the following statistic to your students: According to the Families and Work Institute, three out of four children say that they have been bullied.
2. Explain to your students that many times, bullies tease or taunt children who appear vulnerable. One way in which children can protect themselves from bullies is to demonstrate self-confidence
3. Ask your students to explain what self-confidence means to them. Tell your students that sometimes self-confidence means feeling good about yourself even if you are not perfect.
4. Continue to explain to your students that people often forget just how great they are. They tend to focus on the negative. Instead, they should concentrate on how they can turn a negative into a positive. Share the following example with your students:

Singer Kenny Rogers performs a song about a little boy who is getting ready to practice hitting a baseball. Before he begins to practice, the boy reminds himself that he is the greatest baseball player ever. Then the boy throws the ball into the air, swings his bat and misses the ball. Before trying again, the boy says how great he is. For the second time, the young

baseball player throws the ball into the air, swings and misses. Undeterred, the youngster tries again. For the third time, he tells himself that he is a great baseball player, throws the ball into the air, swings his bat and misses. That's strike three. By this time, many people would be disappointed with the failure. The boy, however, has a different perspective. In the last verse of the song, he says, "I am the greatest; that is a fact. But even I didn't know I could pitch like that. I am the greatest; that is understood. But even I didn't know I could pitch that good."

5. Ask your students to summarize a lesson that people could learn from the song you shared in class.
6. Next, redirect your students' attention back to the discussion of preventing bullying. Explain that another way to avoid being the victim of a bully **is to have a circle of friends because bullies tend to pick on individuals, not groups.**
7. Tell your students that they will write a poem or song and dedicate it to a friend. Before beginning the assignment, instruct them to select one character trait or behavior that makes the friend self-conscious and which the friend wishes he or she could change.

Note: *Emphasize the importance of selecting a trait or behavior that the friend finds less than perfect and about which he or she has complained. Then, have students compose a poem or song that explains why the trait or behavior is really something very positive. The poem or song should offer at least three reasons why the friend should be proud of the trait or behavior.*

For the
Classroom



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Grades 6-8 Lesson Plan

A Friend in Me *(cont.)*

Example: I wish I were more outgoing instead of being so shy. However, being shy and quiet allows me to focus on the people around me and helps me to be a better listener. Also, my reserved demeanor has earned me a reputation of being thoughtful and respectful.

Note: Encourage your students not to mention specific names in their songs or poems in order to avoid embarrassment of their friends.

8. Allow time for students to begin their drafts. After completing their drafts, allow time for peer editing. Assign students' final drafts to be completed for homework.
9. On the date you specify, set aside time for students to share their songs or poems with the class.

Note: Consider using this time to teach a specific type of poetry or the use of metaphors and similes.

**For the
Classroom**



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Grades 9-12 Lesson Plan

Get Involved

For the Classroom

OBJECTIVES

Students will be able to:

- Identify and discuss the possible reasons why students do not report bullying
- Survey peers to learn additional reasons for not reporting violent acts
- Work with their peers to develop plans to encourage more students to report bullying

MATERIALS: Pens, pencils

PROCEDURE:

1. Begin this activity by asking your students to take out a clean piece of paper and write the letters “a” to “h” down the left side of the paper. Explain to your students that you will ask them an eight-part question to which they must respond by recording “yes” or “no” to each part on their papers.
2. Ask students the following eight-part question:
Within the last two weeks, have you noticed one or more people at school commit any of the following acts?
 - a. Lose his or her temper on a daily basis
 - b. Engage in hurtful name-calling, teasing or gossiping
 - c. Exclude or ostracize others
 - d. Perpetrate vandalism or property damage
 - e. Punch, choke, hit, bite or inappropriately touch others
 - f. Terrorize, blackmail, defame or humiliate others
 - g. Treat adults or authority figures with hostility
 - h. Participate in the act of hurting animals
3. After your students complete their answers, explain that the actions you listed were “warning signs” that indicate a student may be bullying others.
4. Tell your students that a group called the National Association of Students Against Violence Everywhere (SAVE) commissioned a survey of 501 students. The results of the survey revealed that approximately 81% of the students said that they are more willing now than in the past to report threats of bullying and student violence.
5. Generate a class discussion by asking the following questions.
 - Why do you think some students are more willing to report bullying or other violent acts to school officials?
 - Why do you think some students are reluctant to report their concerns?
 - How does “peer acceptance” influence whether or not a student reports a concern?
 - Should a student have a legal responsibility to report bullying? Explain.
 - Does a student have a social responsibility to report bullying or other potential threats of school violence? Explain.
 - How can the school environment encourage students to report their concerns?



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Grades 9-12 Lesson Plan

Get Involved *(cont.)*

6. Divide the class into groups of three students. Explain to group members that they will devise plans to encourage more students to report their concerns about bullying and other violent acts at school. Provide groups with the following instructions.
 - Interview at least three students. Use the questions below
 - A. What issue(s) would prevent you from reporting a concern about bullying?
 - B. What issue(s) would motivate you to report a concern about bullying?
 - C. Does acceptance or approval from your peers influence your decision to report a concern? Explain.
 - Using the survey results, work with group members to develop a plan to encourage more students to report their concerns about bullying at school.
7. Allow time for groups to complete their surveys and develop their plans. Once each group completes its plan, allow class time for members to share their ideas.



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Discussion Questions

Students, educators and families can discuss bullying after viewing the show. Use these questions as a guide.

1. What does bullying mean to you? What are some examples of bullying?
2. Where do you draw the line between innocent teasing and incidents of bullying?
3. Are some types of bullying incidents more acceptable than others? Give examples to defend your answer.
4. How does bullying affect a person physically and emotionally? Why do you think some students continue to bully others even when they know how much their victims are hurting?
5. In what ways do some victims unknowingly give bullies ammunition to use against them? (Hint: Think about body language and self-perception.)
6. Why do some victims refuse to tell someone about a bullying incident? If you were a bullying victim, would you tell your parents or a teacher? Why or why not?
7. Do you have someone, other than a parent, you can confide in when you have a problem? What is your relationship to this person? How does he or she help you cope with your problems?
8. Have you ever witnessed a bullying incident in your school? What were the circumstances? How was the situation resolved? As a witness, do you think you had a responsibility to intervene? Why or why not?
9. How does your school staff handle bullying incidents (warning, detention, suspension, etc.)? Do you agree with the school's measures? Why or why not?
10. How will the way you live your life and treat others now affect your future? Are you creating the type of future you want? If not, what adjustments do you need to make now in order to create your desired future?

For more information



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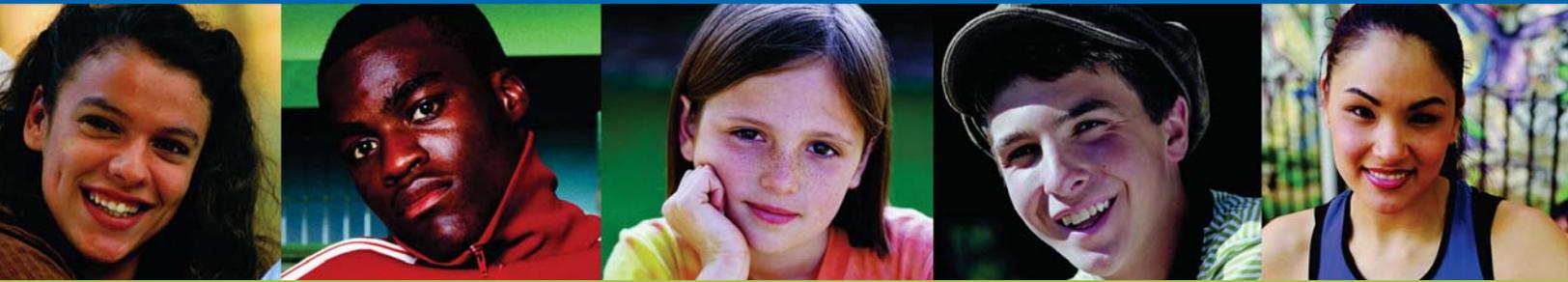
on *Connect with Kids* or *Invisible Weapons*,

please call (888) 891-6020 or

email to sales@cwknetwork.com

bul·ly·ing (bŭl'ē-īng)

The act of threatening to hurt or frighten someone — may be physical, verbal, emotional or sexual in nature.



Invisible Weapons

It's not only sticks and stones but also words — relentless, harsh and painful — that are hurting our children. According to many authorities, bullying has become an epidemic in America's schools, with 3 of 4 students saying they've been bullied or harassed and one in 10 saying it happens to them every day. INVISIBLE WEAPONS is an insightful and compelling look at boys and girls who torment other children, featuring interviews with bullies, their victims and bystanders. The half-hour special examines many of the thornier questions facing kids, educators and parents... Do the spectators of bullying fear any responsibilities? Why do bullied children resist talking to adults, particularly parents, and what can parents do to help? How can a school realistically assess the threat of violent students? (In fact, the FBI calls their new protocol for schools "threat assessment.") And, just as important, are there ways the victims of bullying can stop the bully (in part by changing their silent messages, which say to the bully "pick on me")?

Sponsored by Wachovia, this special Emmy Award-winning program was produced by the highly skilled television and education team at CWK Network, Inc.

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