

***Bugs!* Teacher's Guide**

The performance of *Bugs!*, along with the materials in this guide, is intended to supplement (not replace) current education and guidance on bullying and other related issues in the schools.

DISCUSSION ETIQUETTE

Due to the sensitive nature of the issues presented in *Bugs!*, it is very important for everyone to follow the standard ground rules for group discussion.

- ◆ Respect what others say without passing judgment.
- ◆ All things said within the group should remain confidential. Students ought to bear in mind that they should speak in general terms, as opposed to specific, when talking about personal or uncomfortable facts.
- ◆ Only those students who feel comfortable speaking should be asked to do so.

ABOUT THE PLAY

Breakdown of Characters

Max: New at school, eager to make friends using their scientific method! Loves bugs!

Parker: Logan and Maria's friend, loud, energetic. Learning how to speak calmly.

Maria: Logan and Parker's friend. Quieter, learning how to use her voice. Also interested in bugs

Logan: Loves art and having friends, worries that Max is going to steal all of their friends

Ms. Dupree: Teacher, works with Logan on how to be welcoming to new kids, loves science jokes

Play Summary

When Max begins his first day at school, he is excited to test out his three steps on how to start at a new school. At the bus stop, Max is in Logan's spot and learns that there is a certain order to things at his new school. Max also meets Parker and Maria, who welcome him at first but follow behind Logan's footsteps. In class, Ms. Dupree tells the class many science jokes and Max introduces himself by comparing humans to bugs. At recess, Logan tells Max that everybody thinks bugs are weird and that he should stop talking about bugs so much. Maria tries to invite Max to play but Logan makes it clear that he is not welcome. Back at home, Max dreams of an ant colony where he looks completely different from the other ants. The dream is reminiscent of Max's first day at school.

The next day Max and Parker are playing bugs at recess until Logan appears and throws Max's jacket over the fence. He has to get his jacket back, so is excluded from playing the next game at recess. Back at home, Max has another dream but this time he's amongst a group of bees and a single butterfly. The butterfly, that looks a lot like Logan, tells Max that he is not welcome simply because she does not like him and threatens to call "The Bird" to come attack him. Several weeks pass as Logan continues to leave Max out on purpose and call him names.

One day at recess, Maria and Parker check in on Max since he hasn't been playing with them. They talk to him about bullying and how to make the bullying stop. Logan appears and rips Max's beloved science journal in half. They report the situation to Ms. Dupree who meets with Logan privately. Ms. Dupree learns that Logan is bullying Max not because she doesn't like bugs or doesn't like Max, but because she is worried that she is going to lose all of her friends. After talking it over with Ms. Dupree, Logan knows what she has to do.

The next day at recess, Logan apologizes to Max for bullying him and offers him a brand new journal she made just for him using her art skills. The journal has a special page for friendship stamps and Max asks her to put her friendship stamp in it too. They all celebrate and talk about all the different ways they can play bugs together.

***Bugs!* Education Goals**

Bullying Prevention:

- Recognizing
- Reporting
- Refusing
- Positive Bystander Skills

Celebrating Differences/Welcoming Newcomers:

- Acceptance despite differences
- Sensitivity to others feelings
- Celebrating everyone's interests
- Forgiveness

Pre-Viewing Discussion Questions

To place the students in a proper frame of mind for viewing the play, we suggest using the following discussion questions.

1. Have you ever seen someone get bullied (picked on unfairly) before? How did that make you feel?
2. Can you define bullying? What are some examples of bullying?
3. What does it mean to respect others? How can you respect someone you don't get along with, or who is different from yourself?
4. What should you do when you see someone being bullied? How do you know if the situation is safe for you to help?
5. Have you ever been picked on because you were different?
6. Do you think bullying is a problem at our school? Why or why not?

Post-Play Discussion Questions

1. What parts of the play did you like the best? Were there parts that made you think more than others? Were there things in the play that surprised you?
2. What characters did you like best and what characters did you not like, and why? Who did you identify with?
3. What is bullying? What is cyberbullying?
4. What should you do when you see someone getting bullied?
5. How can you focus on things about yourself and others that are the same and not different? How can we celebrate our differences?
6. What are the negative effects of bullying? For the student who is being bullied? For the student who is bullying?
7. What can we do to help stop bullying in our school?

Definitions

Bullying: Bullying is one-sided and unfair. It happens when someone who is more powerful, physically or socially, repeatedly hurts, scares, threatens or leaves out another person on purpose.

Bystander: Someone who witnesses bullying behavior.

Positive Bystander: Someone who witnesses bullying behavior and helps the student being bullied, either by intervening in the situation or by reporting the behavior to an adult.

Tattling: Telling on someone just to get them in trouble or to get revenge.

Reporting: Telling on someone to keep you or someone else safe.

Recognize, Report, Refuse: When faced with a bullying situation, it is important to *recognize* that the behavior is a bullying behavior, *report* the behavior to a trusted adult who can help you *refuse* the behavior by staying calm and confident when asking them to stop. Recognizing, reporting, and refusing bullying focuses on safe ways to keep someone/yourself from getting hurt.

*The definitions used in this show and study guide are brought to you through our partnership with **Committee for Children**, and their **Second Step** bullying prevention program. Please visit them at www.cfchildren.org for more information.*

For Teachers Only

Handling Bullying Reporting with Students

From Committee for Children's *Second Step* curriculum
www.cfchildren.org

Following performances of our shows, schools often experience an increase in bullying reporting as students become aware that bullying is not acceptable and help is available. Administrators, counselors, and teachers are all seen by students as responsible adults who can help in a bullying situation.

Every school has their own process for handling bullying reporting. The following guidelines are used by permission of Committee for Children. They are taken directly from the *Second Step* curriculum and are intended to supplement (not replace) existing curriculum and guidelines already used in your school.

Handling Bullying Reports

The Four-A Response Process

Because *Steps to Respect* is a schoolwide program, it is essential that all staff know how to respond to bullying reports. Following is the process adults should use when a student reports bullying.

1. **Affirm the child's feelings.**

Ideas:

- a. "You were right to report/get help from an adult."
- b. "I'm glad you asked for help with this."

2. **Ask questions.**

Ideas:

- a. "Tell me more about what happened."
- b. "Has this happened before?"
- c. "Did anyone try to help you?"
- d. "Are you telling me this to get someone in trouble or to keep someone safe?"

3. **Assess the child's safety.**

Determine what the child needs to feel safe now.

4. **Act.**

Coach the child or refer the child for coaching.

Tell the child what will happen next.

Coaching Students Involved in Bullying Situations

Second Step Coaching Models

Once bullying has been reported, both the student who was bullied and the student who did the bullying must receive coaching—it is essential that no exceptions to this rule occur. *Second Step* recommends that all classroom teachers be prepared to coach students. The following sections detail the models teachers should use when coaching students.

Coaching the Student Who Was Bullied

Children rarely report the bullying they experience to adults—in part because they believe that adults are unable or unlikely to stop the harassment. Adults can combat children's feelings of helplessness by (1) affirming children's actions in reporting (which demonstrates that adults will provide the needed support and consequences) and (2) checking back with students who report bullying to see whether the problem has stopped.

Second Step recommends the following five-step model when coaching a child who has been bullied.

1. **Affirm the child's feelings.**
 - a. "You were right to report/get help from an adult."
2. **Ask questions.**

Get information about the current situation and the history of the situation
3. **Identify what has and has not worked in the past.**
4. **Generate solutions for the future.**

Ideas:

 - a. Discuss how the child can avoid the student who has bullied him or her. (Examples: The child could sit somewhere else, play somewhere else, or travel with a group of friends.)
 - b. Coach the student in using assertive refusal skills. (If relevant to the situation, remind the student that aggression is *never* an appropriate solution.)
 - c. Identify others (parents, teachers, friends) who can support the child
5. **Follow up.**
 - a. See how the plan is working.
 - b. Contact parents as appropriate.
 - c. Refer more serious or chronic cases to an administrator or counselor.

Coaching the Student Who Bullied

Your school's bullying policy should provide the necessary framework for applying consequences for student bullying. In addition to those consequences, children who bully need more targeted help addressing their problem behavior. Children are more likely to change problem behavior if adults help them select positive alternative behaviors and provide consistent feedback on their progress.

This coaching model (for use with students who bully) has five steps.

1. **Identify the problem and diffuse reporting responsibility.**

Ideas:

 - a. "I have been hearing that..."
 - b. Many students have reported that..."
2. **Ask questions and gather information.**

Ideas:

 - a. "I'd like to hear from you about what happened."
 - b. "How would you feel if this happened to you?"
3. **Apply consequences.**

Ideas:

 - a. Review the school policy regarding bullying.
4. **Generate solutions for the future.**

Ideas:

 - a. "What are some ways to prevent this happening again?"
5. **Follow up.**

Ideas:

 - a. See how the plan is working.
 - b. Contact parents as appropriate.
 - c. Refer students for further discipline as appropriate.
 - d. Refer more serious or chronic cases to an administrator or counselor.

Note: Be sure to coach the students who have been bullied separately from those who bullied them. Children who have been bullied are often frightened, and may deny that there is any problem when face-to-face with children who have repeatedly harassed them.