



respect

staging conversations

Educator Handout

Discussion and Activity Guide for Before & After RESPECT Programs

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Puppy Pals
Pre-K & Kindergarten

Prepare to see a show!

Tell your students that they are going to see a play about making friends and being kind. Ask them to share examples of plays they've seen and talk about appropriate audience behavior such as:

- Listen quietly
- Look at the actor-educators
- Stay in their own space
- Participate as invited

Just before the play, instruct students to watch and listen for the following...

- Specific examples of kind behavior
- What to do if someone is unkind to you

Before the RESEPECT program...

Activity

- Give each student a card with a happy face on one side and an unhappy face on the other side, or simply ask them to do a thumbs up or thumbs down for each of the behaviors listed below.
- Explain that this activity will help us identify and discuss kind and unkind behaviors.
- The teacher will give several examples of how children might treat each other. For each example given, ask students to respond by holding up the Unhappy Face/Thumbs Down, if they would not want to be treated that way, or the Happy Face/Thumbs Up if they would like to be treated that way.
- Make sure to use everyday examples of positive and negative student to student interactions, such as helping a friend, name calling, excluding, sharing a toy, etc.
- After each example, ask about students' responses. For example, "Why did you hold up the Unhappy Face?" or "Tell me more about why this behavior got a Thumbs Up."

After the RESPECT program...

Class Discussion

Discuss what the students saw, heard, and learned by asking them...

- What were some kind and unkind behaviors you saw in the program?
- Demonstrate how to do the "Stop and Think Routine" from the play. When could you use it?
- From what you saw in the performance, what could you do if someone is unkind to you or someone else?



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Stop & Think
Grades K-3

Prepare to see a
show!

Tell your students that they are going to see a play about making friends and being kind. Ask them to share examples of plays they've seen and talk about appropriate audience behavior such as:

- Listen quietly
- Look at the actor-educators
- Stay in their own space
- Participate as invited

Just before the play, instruct students to watch and listen for the following...

- Specific examples of kind behavior
- What to do if someone is unkind

Before the RESPECT program...

Activity

- Give each student a card with YES written on one side, and NO on the other side (variations...a card with a happy face and an unhappy face, or simply Thumbs up or Thumbs Down.)
- Explain that you are going to discuss kind and unkind behavior.
- The teacher will give an example of how students might treat each other, and the children will respond by holding up the NO side of the card if they would not want to be treated that way or the YES side if they would like to be treated that way.
- Teacher should use everyday examples of positive and negative student to student interactions, such as helping a friend, name calling, excluding, inviting someone to play, etc.
- Have a brief discussion about their responses. For example, "Why did you hold up the YES card?" or "Tell me more about why this behavior got a NO Card."

After the RESPECT program...

Class Discussion

Discuss what the students saw, heard, and learned by asking them...

- What were some kind and unkind behaviors you saw in the program?
- Demonstrate how to do the "Stop and Think Routine" from the play. When could you use it?
- From what you saw in the program, what should you do if someone is unkind to you or someone else?



Prepare to see a show!

Tell your students that they are going to see a play about being kind. Ask them to share examples of plays they've seen and talk about appropriate audience behavior such as:

- Listen quietly
- Look at the actor-educators
- Stay in their own space
- Participate as invited

Just before the play, instruct students to watch for:

- Specific examples of kind behavior
- What to do if someone bullies you
- How you can help someone else who is being bullied

Before the RESPECT program...

Activity

- Divide your classroom in half by putting a piece of blue painter's tape or colorful duct tape across your floor. Designate one side of the room the *safe zone* and the other side of the room the *unsafe zone*, or something similar. (Options: Post a picture of a stop sign in the *unsafe zone* and a picture of a green traffic light in the *safe zone*. Or a picture of an unhappy face and a Happy face.)
- Explain that you are going to identify and discuss kind and unkind behavior.
- The teacher will give an example of how students might treat each other. Students respond by moving to one side of the room or the other, moving to the *unsafe zone* if they would not want to be treated that way or the *safe zone* if they would like to be treated that way.
- Teacher should use everyday examples of positive and negative student to student interactions, such as inviting someone to play, name calling, excluding, sharing a toy, etc.
- Have a brief discussion about students' responses. For example, "Why did you go to the *safe zone* or "tell me more about why this behavior is an *unsafe zone* kind of behavior."

After the RESPECT program...

Class Discussion

Discuss what the students saw, heard, and learned by asking them...

- What were some kind and unkind behaviors you saw in the program?
- From what you saw in the program, what could you do if someone is unkind to you?
- From what you saw in the program, how can you help someone who is being treated unkindly?



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The Bubbylonian Encounter

Grades K-3

Prepare to see a show!

Tell your students that they are soon going to see a play about safe and unsafe touch. Ask students to share examples of plays they've seen and talk about appropriate audience behavior such as:

- Listen quietly
- Look at the actor-educators
- Stay in their own space
- Participate as invited

Instruct them to watch and listen for the following...

- Specific examples of safe touch
- What to do if someone makes you feel unsafe

Before the RESPECT program...

Safety & Senses Discussion

- Ask students to share ways that they keep themselves safe. (For example, wear a helmet when bike riding, only go swimming when a lifeguard is on duty, look both ways before crossing the street, wear a seatbelt in the car, don't talk to strangers, etc.)
- Ask students to name and give examples of all their senses (sight, taste, hearing, touch, smell). Then ask:
 - Why are our senses important?
 - Why is it important to pay attention to the information our senses give us?
 - What might it feel like to not have one of your senses? (Option to discuss and build empathy for people who may be without one or more senses).

After the RESPECT program...

Class Discussion

- Ask the students to tell you about Bub. Let them draw pictures and/or tell stories about the adventure Bub had. Who was Bub? Where was Bub from? What did they like best about Bub? Review what Bub learned: Safe versus unsafe touch, the five senses, how to identify which parts of our bodies are private, difference between surprise and secrets.
- Bub learned how to tell someone to "stop" when Bub did not like how they were being touched. What did Bub learn to say? Have the students practice saying, "Please stop. Don't touch me like that."
- Bub learned that there are safe people to talk to about unsafe touching. Ask children to close their eyes and think about at least two trusted adults they could go to for help. Ask them to raise their hands when they have thought of at least two people who could help them. Make sure students know who to get help from in their school and how to contact those individuals.



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Explorers in Cyberspace

Grades 1-3

Prepare to see a show!

Tell students that they are soon going to see a play about online safety. Ask students to share examples of plays they've seen and talk about appropriate audience behavior such as:

- Listen quietly
- Stay in their own space
- Participate as invited

Instruct them to watch and listen for the following...

- What to do if someone bullies you online
- Examples of personal information that should or should not be shared online
- How to 'Stop and Think' about what could happen

Before the RESPECT program...

Activity

- Brainstorm the following with students. (Option draw three columns on the board. Label them "Kinds of Tech, Benefits of Tech, Dangers of Tech" and list their responses).
 - What kinds of technology do or your family use? (iPad, smartphone, computer, games, social media, etc.)
 - What are some of the benefits of technology? (Helps with school, entertainment, interact with friends from many places, etc.)
 - What are some of the safety concerns when using technology? Or what kinds of experiences have they had that might have made them feel unhappy or angry or afraid or uncomfortable while using technology?

After the RESPECT program...

Follow-up Discussion

- The characters found that it was always helpful to ask themselves to say 'STOP! THINK - WHAT COULD HAPPEN?' before interacting online. Have the students apply these to the scenarios:
 - if I am not careful with personal information...
 - if I am not careful with what I type...
 - if I am not careful with the information or pictures I share...
- The characters also learned about how to stay safe from cyber bullying. Ask students to define cyber bullying. Talk about what to do if you are being bullied online or if you "see" others being bullied online. Explain your school rules and policies about any kind bullying and who to go to for help.



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Navigators in Cyberspace
Grades 4-6

Prepare to see a show!

Tell students that they are soon going to see a play about online safety. Ask students to share examples of plays they've seen and talk about appropriate audience behavior such as:

- Listen quietly
- Stay in their own space
- Participate as invited

Instruct them to watch and listen for the following...

- What to do if someone bullies you online
- Examples of personal information that should or should not be shared online
- How to 'Stop and Think' about what could happen

Before the RESPECT program...

Brainstorming and Discussion Activity

- Brainstorm the following with students. (Option draw three columns on the board. Label them "Kinds of Tech, Benefits of Tech, Dangers of Tech" and list their responses).
- Ask "what kinds of technology do or your family use?" (iPad, smartphone, computer, games, social media, etc.)
- Ask, "what are some of the benefits of technology?" (Helps with school, entertainment, interact with friends from many places, etc.)
- Ask, "what are some of the safety concerns when using technology? Or what kinds of experiences have they had that might have made them feel unhappy or angry or afraid or uncomfortable while using technology?"

After the RESPECT program...

Follow-up Discussion

- The characters found that it was always helpful to ask themselves to say 'STOP! THINK - WHAT COULD HAPPEN?' before interacting online. Have the students apply these to the scenarios:
 - if I am not careful with what I post or look at...
 - if I am not careful with what I type...
 - if I am not careful with the information or pictures I share...
- The characters also learned about how to stay safe from cyber bullying and inappropriate messages. Talk about what to do if you are being bullied online or if you "see" others being bullied online. Ask students to explain what the Actors did to stay safe. Explain your school rules and policies about any kind bullying and who to go to for help.



Teaming Up
Grades 4-6

Prepare to see a
show!

Explain that they are soon going to see a RESPECT performance that deals with bullying and child abuse. Instruct them to watch and listen for the following...

- Specific examples of abusive or bullying behaviors
- Types of secrets that are not good to keep
- How to help someone you are concerned about

Before the RESPECT program...

Activity

- Explain that they are now going to complete an activity that can help us better identify and discuss behaviors that can be hurtful and how they affect all of us differently.
- Divide students into small groups of 2-4. Give each group a large poster paper and markers.
- Instruct each group to divide their poster into 4 boxes or columns. Label each box/column "Hurts Allot", "Hurts A Little", "Unsure", "No Big Deal".
- Ask students to discuss with their partners and list various words and actions that go into each box/column. Explain that they may not agree on everything so its okay to list words and actions under more than one box/column. Give students some examples of what they might write, such as name calling, excluding, not sharing, etc.
- Allow about 5-7 minutes for small groups to complete their poster.
- After posters are completed, invite each group to explain and/or post their poster for the class to see. Have a brief discussion about their responses. E.g., "Why do you think so many students in our class says it hurts a lot when someone calls them a name?" or "Why do you think some people only hurt a little and some hurt a lot when excluded?"

After the RESPECT program...

Follow-Up Discussion

Discuss what the students saw, heard, and learned during the performance and talkback by asking...

- What were some of the hurtful behaviors you saw in the program?
- From what you've learned, what should you do if someone hurts you?
- What were some of the ways they actors tried to help others who were being hurt? What else could you do to help someone who is being hurt?



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Between the Lines

Grades 4-6

Prepare to see a show!

Explain that they are about to watch a RESPECT performance that deals with different types of bullying.

Instruct them to watch and listen for the following...

- Examples of hurtful and/or bullying behaviors that fall into each category: verbal, physical, social, cyber.
- What to do if someone hurts or bullies you
- How you can help someone else who is being hurt or bullied

Before the RESPECT program...

Post-It Note Activity

- Put up 4 large pieces of poster paper in different parts of your classroom. Label them "Cyber", "Verbal", "Physical" and "Social".
- Explain that they are going to identify and discuss different kinds of hurtful behaviors, and how these behaviors can affect all of us differently.
- Give every student a stack of various colors of post it's. (To protect anonymity, make sure no student has all the same-colored post-it's.)
- Explain by saying something like...
 - On the poster labeled "Cyber", we'll post examples of how people can hurt or bully each other online on Twitter, Instagram, TikTok, texting, etc. (E.g., posting an inappropriate pic of others, posting mean things about others, etc.)
 - On the poster labeled "Verbal", we'll post examples of how we might hurt others with what we say. (E.g., name calling, spreading rumors, etc.)
 - On the "Social" poster, we'll post examples of how we might hurt each other socially. (E.g., not letting someone sit with you at lunch, not being chosen for a team, etc.)
 - On the "Physical" poster, we'll post examples of how we hurt each other physically. (E.g., book checking, shoving, etc.)
- Give students time to write examples on post it notes and place them on the appropriate posters.
- Once students have placed their post it notes, ask for a volunteer to stand by each poster and read the examples one at a time. Have a brief discussion about each example.

After the RESPECT program...

Follow Up Discussion

Discuss what the students saw, heard and learned in the paly and talkback by asking ...

- What were some of the hurtful behaviors you saw in the program?
- From what you saw in the program, what should you do if someone hurts or bullies you?
- From what you learned in the program, how could you help someone who is being hurt or bullied?
- From what you learned in the program, what can you do if you are stuck in the middle of some friends who are hurting or bullying each other?



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Top Secret
Grades 4 - 6

Prepare to see a show!

Explain that they are soon going to see a RESPECT performance that deals with bullying and child abuse. Instruct them to watch and listen for the following...

- Specific examples of abusive or bullying behaviors
- Types of secrets that are not good to keep
- How you can help someone else who you are concerned about

Before the RESPECT program...

Staying Safe & Getting Help

- Brainstorm different ways we keep ourselves safe in different situations. Ask a student volunteer to write class responses on the whiteboard. (E.g., wear protective gear in sports, wear seat belt, practice tornado drills at school, etc.)
- After brainstorming ask:
 - What is so important about staying safe?
 - Why do your parents, guardians and teachers want you to stay safe?
 - What is the difference between emotional and physical safety? How do you stay emotionally safe?
 - What could you do if you, or a friend, were in a difficult situation but weren't sure what to do?
- Explain that the play they are about to see deals with topics that can be hard to talk about, but that your parents, guardians, and teachers want you to see this play so that everyone will have the information they need to be emotionally and physically safe, and how to get help if needed. If the play or talkback bring up some strong feelings, there are people here at school to talk to. (List them and how to contact them.)

After the RESPECT program...

Follow Up Discussion

- What are the differences between surprises and secrets? What should never be kept secret?
- With students' help, compile a list of ways to help friends. Post the list so students can be easily reminded of what do to help. Remind students who to go to at school for help.
- Have students draw pictures, or write a description, of a boundary they have with a friend, family member or even a stranger (e.g., hugging my mom, standing arms width from a stranger, etc.). Invite students to share and explain what they drew or wrote. Discuss or role-play how they can let people know what their boundaries are. What are words they can use to let people know? What body language can they use?
- Invite students to close their eyes and picture at least two trusted adults they could go to for help if someone crosses their boundaries in a hurtful way.



Prepare to see a show!

Explain that they are about to watch a RESPECT performance that deals with mental health and peer pressure. Instruct the students to watch and listen for...

- Specific examples of issues students are facing
- Specific examples of what to do if you are facing one of these issues
- How to best help someone else who is experiencing one of

Before the RESPECT program...

Blind Vote Activity

- Ask students to name examples of issues or problems facing middle school students today. Teacher or another student writes examples on the board.
- Direct student to put their heads on their desks, close their eyes, and put their right hand in the air in a fist.
- The teacher will then ask questions based on the issues/problems listed on the board and will keep a tally of students' responses. For example, the teacher might say, "Put your index finger up if you think any students in our school struggle with an eating disorder?" Or "Put your index finger up if you think students in our school might think about suicide?" The teacher counts the number of fingers and records on the board. (Raising a finger from a fist is quieter than raising a hand since students nearby might hear others put a hand up or down but are much less likely to hear another just put a finger up or down.)
- When finished asking questions, direct students to sit up and open eyes. Teacher then reviews the information gathered from the Blind Vote.

After the RESPECT program...

Follow Up Discussion

Discuss what the students learned by asking them...

- What were some specific examples of issues facing teens today that you saw in the program?
- From what you saw in the program, what is the best way to respond if you are going through one of these issues?
- From what you saw in the program, what is the best way to help someone who is going through one of these issues?



Prepare to see a show!

Explain that they are about to watch a RESPECT performance that deals with bullying. Instruct them to watch and listen for the following...

- Specific examples of bullying
- Specific examples of how to best respond to being bullied
- How to best help someone who is being bullied

Before the RESPECT program...

Blind Vote Activity

- Ask students to give some examples of how middle school students might bully each other? Teacher or another student writes examples on the board.
- Direct student to put their heads on their desks, close their eyes, and put their right hand in the air in a fist.
- The teacher will then ask questions based on the responses on the board from question #1 and will keep a tally of students' responses. For example, the teacher might say, "Put your index finger up if you think bullying happens in our school." Or "Put your index finger up if you think online bullying happens more often than bullying in person."
- The teacher counts the number of fingers and records on the board. (Raising a finger from a fist is quieter than raising a hand since students nearby might hear others put a hand up or down but are less likely to hear putting a finger up or down.)
- When finished asking questions, direct student to sit up and open eyes. Teacher then reviews and leads a discussion based on the information gathered from the Blind Vote.

After the RESPECT program...

Class Discussion

Discuss what the students saw and heard by asking them...

- What were some specific examples of bullying you saw in the program?
- Based on what you saw in the program, what is the best way to respond if you are being bullied?
- Based on what you saw in the program, what is the best way to help someone who is being bullied?



Prepare to see a show!

Explain that they are about to watch a RESPECT performance that deals with many of the challenges facing young people today. Instruct the students to watch and listen for...

- Specific examples of issues raised in the play
- Specific examples of what you could do if you are going through a difficult time
- How to best help someone else who is experiencing one of these

Before the RESPECT program...

Blind Vote Activity

- Ask students to name examples of issues or problems facing middle school students today. Teacher or another student writes examples on the board.
- Direct student to put their heads on their desks, close their eyes, and put their right hand in the air in a fist.
- The teacher will then ask questions based on the issues/problems listed on the board and will keep a tally of students' responses. For example, the teacher might say, "Put your index finger up if you think any students in our school struggle with an eating disorder?" Or "Put your index finger up if you think students in our school might think about suicide?" The teacher counts the number of fingers and records on the board. (Raising a finger from a fist is quieter than raising a hand since students nearby might hear others put a hand up or down but are much less likely to hear another just put a finger up or down.)
- When finished asking questions, direct students to sit up and open eyes. Teacher then reviews the information gathered from the Blind Vote.

After the RESPECT program...

Follow Up Discussion

Discuss what the students learned by asking them...

- What were some specific examples of issues facing teens today that you saw in the program?
- From what you saw in the program, what is the best way to respond if you are going through one of these issues?
- From what you saw in the program, what is the best way to help someone who is going through one of these issues?



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Cracked But Not Broken
High School

Prepare to see a
show!

Explain that they are about to watch a RESPECT performance that deals with Teen Dating Violence. Instruct them to watch and listen for the following...

- Specific ways the dating partners treated other that was good, positive or healthy
- Specific ways the dating partners treated others that was unhealthy, abusive or made you feel uncomfortable
- How to best help someone who is being abused or hurt by

Before the RESPECT program...

Golden Rule Activity (Created by Kathleen M. McGee)

- Draw a T-Chart on the board. Title one column, "How I want to be treated by someone I date" and the other column, "How I DO NOT want to be treated by someone I date."
- Start with the "Do Not Want" column. Ask for a student volunteer to list other student's responses to the question. Encourage students be as specific as possible in naming words and behaviors they do not like or want from someone they date.
- Next have students complete the "How I want to be treated by someone I date" column. Encourage students to be specific. For example, if a student writes "nice" or "good", ask them what "nice" looks like or sounds like. Have them focus on words and actions. If someone says, "I wanted to be treated like a queen", ask what that looks like or sounds like.
- After both columns have been completed, ask the students, "Why do you think this activity is called the Golden Rule activity? What is the Golden Rule (treat others the way you want to be treated). After some discussion, teacher points out the following...
 - If you want who you date to treat you with respect, to treat you as you described in the "Want to be treated" column, then you must first treat them with respect, treat them the way they want to be treated.
 - When you treat others the way they "Do Not Want to be Treated," it damages relationships and can even become a form of bullying or teen dating violence.

After the RESPECT program...

Follow Up Discussion

Discuss what the students learned by discussing the topics addressed in the "Prepare to See a Show" box above. Make sure to list places and people students can go to for help, such as the Boys Town Hotline 800-448-3000, YourLifeYour Voice.org or LovelsNotAbuse.org



Prepare to see a show!

Explain that they are about to watch a RESPECT performance that deals with bullying that uses gay slurs to hurt others. Instruct them to watch and listen for the following...

- Examples of bullying
- How slurs and other negative comments and actions may affect the target of the comments and those around them
- What you can do to help if you see someone being hurt by teasing, name calling or slurs

Before the RESPECT program...

Class Discussion

- What is a “slur”? How is it different from name calling or teasing?
- In your opinion, which is more hurtful and why: When someone says something that hurts you, for example calls you a name or spreads a rumor about you, or if someone does something to hurt you, like slap you in the face or trip you? Why?
- How do you know if someone is just teasing you or really trying to hurt you?
- What can you do if you are being teased or slurs are being used against you and you want it to stop?
- Does it matter if you identify with the group that the slur is intended to hurt? Is it more or less hurtful? Why?

After the RESPECT program...

Class Discussion

Discuss what the students learned by discussing the topics addressed in the “Prepare to See a Show” box above. Make sure to list places and people students can go to for help, such as the Boys Town Hotline 800-448-3000, YourLifeYourVoice.org or StopBullying.gov.



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Reporting
High School

Prepare to see a
show!

Explain that they are about to watch a RESPECT performance that deals with bullying that uses gay slurs to hurt others. Instruct them to watch and listen for the following...

- Examples of bullying
- How to best respond if you are being bullied
- What you can do to help if you see someone being bullied
- What are the possible consequences of bullying that is not

Before the RESPECT program...

Blind Vote Activity

- Ask students to give some examples of various ways high school students might bully each other? Teacher or another student writes examples on the board.
- Direct student to put their heads on their desks, close their eyes, and put their right hand in the air in a fist.
- The teacher will then ask questions based on the responses on the board and keeps a tally of students' responses. For example, the teacher might say, "Put your index finger up if you think bullying happens in our school." Or "Put your index finger up if you think online bullying happens more often than bullying in person."
- The teacher counts the number of fingers raised for each topic and records on the board. (Raising a finger from a fist is quieter than raising a hand since students nearby might hear others put a hand up or down but are less likely to hear a finger going up or down.)
- When finished asking questions, direct student to sit up and open eyes. Teacher then reviews and discusses the information gathered from the Blind Vote.

After the RESPECT program...

Class Discussion

Discuss what the students learned by discussing the topics addressed in the "Prepare to See a Show" box above.



Prepare to see a
show!

Explain that they are about to watch a RESPECT performance that deals with bullying and discrimination and is based on real events that have happened across the country. Instruct them to watch for

- Examples of bullying and discrimination seen in the play
- What you should do if something like this happened to you.
- How to best help someone else who is experiencing bullying or discrimination

Before the RESPECT program...

Blind Vote Activity

- Divide class into small groups of three. Each person in the group is assigned specific task, either Reader, Writer, or Reporter. The Reader reads aloud the research found to their small group, the Writer writes/types the answers to the questions below, and the Reporter explain their findings to the rest of the class.
- Give each group one of the following topics: Discrimination, Stereotyping, Prejudice, Identity Based Bullying, Hate Crimes. Each group then has 7-10 minutes to research their topic and answer the following questions:
- Define your topic.
- Provide at least three examples of how it has happened in the recent past.
- Why is your topic harmful? What do you think it even happens?
- What is being done to prevent your topic from continuing? Are there any laws in place?
- What suggestions does your group have for eliminating this problem from society?
- Have each small group present their findings to the class.
- Conclude by showing and discussing one or more of the following:
 - www.noplaceforhate.org
 - <https://www.bsvt.org/2022/05/02/stop-the-hate-campaign/>
 - Don't Put People in Boxes short video: <https://youtu.be/5WJx2xRKucw>

After the RESPECT program...

Class Discussion

1. What were some examples of bullying and discrimination you saw in the play? How were they harmful or hurtful?
2. What you should do if something like this happens to you?
3. What are some ways to help someone else who is experiencing bullying or discrimination?



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During most middle school and high school programs, RESPECT allows students to submit questions anonymously on notecards. While we do our best to answer as many questions as we can, it is almost always impossible to get to every question.

Following the programs, RESPECT types up all of the cards that were submitted and sends that list back to the school.

Included here are ideas for following up on the questions that your students have on their minds.

Ways to Keep the Conversation Going

- Share AND respond to a “question a day” in school emails or announcements to students.
- Invite the school counselor to come to your class to answer the questions submitted to RESPECT by your students.
- Share student questions and your responses with parents. Pair with appropriate student/family resources.
- Share the students’ questions and your responses with other teachers so that they might build assignments (i.e., reading, writing, research, community service, artistic learning, etc.) around the topics identified as important to students.
- Share the questions and resources provided to students and parents with school board members to better explain the kinds of issues they are facing. The information could help inform mental health grant writing, staffing, and funding.
- Share the questions and resources with donors and funding sources to better demonstrate what students are facing and to encourage discussion around how to best provide mental health services, programs, events, and materials.
- Create a way that students can continue to ask questions, anonymously when possible.
- Teach students how to access resources for help.
- Host another RESPECT workshop for students, teachers or parents that continues to address student issues and questions.
- Have a RESPECT program for younger students targeted at prevention of bullying and other challenges.
- Share YOUR ideas with RESPECT so we can add to this list and share with others!



Songs From Our Programs

THE RESPECT SONG

When you're alone and you're feelin' blue,
Please don't forget it's not only you.
So be that leader, be that friend,
Be kind to others, not just pretend.
So be that leader, be that friend,
Be kind to others, not just pretend.
So be that person, who shows their might,
RESPECT for others, and do what's right.
* And do what's right,
*AND DO WHATS RIGHT!

THE SUPER SWEET FRIENDLY SNUGGLES SONG FROM PUPPY PALS

You need to make a friend? Soon you will see,
You made a good choice in asking me,
What might be the best way in town,
To make sure you have friends all around.

There are four steps that you must take,
If a good friend is what you wanna make,
So why don't we go over them now,
And if you remember them you will know how.
To make a friend.

Step One

Pick a new friend and a time to meet,
Make sure it's a time that's super sweet,
Because if you pick a time that's kinda bad,
You might end up feeling really sad.
Without a friend.

Step Two

Walk up to your friend and please stay calm,
If you're too loud they might think you're a bomb,
Because when people are loud and scream,
Others might think they are kinda mean.
And have no friends.

Step Three

Go ahead and say your name,
If they're friendly they'll do the same,
But if they aren't playing your game,
Go ahead and ask them, "What is your name?"
And let's be friends.

Step Four

And the last thing you want to say,
Is ask them,
"Hey, you wanna come out and play?"
Make sure you're kind, say thank you and please,
And these four steps are the main keys.
To make some friends.



Routines From Our Programs

The Stop & Think Routine

1. Put your hands out in front of you and say, "Stop!"
2. Take a deep breath in through your nose and out through your mouth.
3. Point to your brain and say, "Think!"
4. Let the wheels turn and say, "How can I help?"
(Spin your fingers like wheels.)

The Sticking Up Routine

1. Make your body nice and strong.
2. Look the person who is bullying in the eye.
3. Say in a calm clear voice, "Stop it please!"

Three Steps to Making an Apology

1. Say "I'm sorry"
2. Promise to never do it again.
3. Ask what you can do to make it better.



Why Use Role-Play

Staging Conversations to Build Healthy Relationships

Role playing is the process of reenacting a specific, problematic interpersonal situation with the goal of developing a better understanding about it – it includes problem solving, brainstorming, and practicing different ways to interact in similar situations, always working towards positive and safe outcomes.

As an educational theatre company, RESPECT has been using role playing as one of many tools to bring out and explore issues that students have with bullying, negative peer pressure and other kinds of challenging relationship dynamics. Since theatre is part of our training, role playing comes naturally to our actors, but role playing is something anybody can do! We have found role playing to be an engaging and exciting way to work with students of all ages for more than two decades.

Why Role Play?

Role-playing is an effective way to discuss social issues, relationship skills and interpersonal relationships because:

- *Role playing facilitates a specific understanding of situations. Instead of just hearing about what has occurred through a child telling a story or giving information, an adult gets to see and hear what the child perceives as well. For example, if a child says that another student "gave them a funny look", re-enacting it as a role play allows the adult to see what the child perceived and experienced.*
- *Role playing puts emotions on display. Children have varying levels of being able to identify and label emotions. Role playing allows the adult in the situation to assist in labeling emotions the child demonstrates in the role play, helping the child to further identify and regulate these emotions.*
- *Role play is engaging for children of all ages. Many children love to pretend and role playing has a large element of play in it. Role playing also facilitates creative problem solving for children and encourages them to think independently while at the same time practice skills using not only their mind, but also their body, voice, and words.*
- *Role play facilitates a more concrete understanding of a behavioral choice. When a child role plays their own solutions, the adult sees them act that solution out and can provide feedback. This process better prepares the child for a recurrence of the problematic situation, and it allows the adult to observe and make suggestions to improve the solution. And if suggestions are made, the child can practice again. Practice makes perfect! (Almost everything is better if practiced!)*



Building a Role-Play Step By Step

1. Have students share situations they have experienced in which they have felt big emotions and have been unsure what to do and/or would like to discuss. They can share these prior to the session, during the session, anonymously or in group, written or otherwise.
2. Suggested guidelines for role play exercises:
 - Physical participation “onstage” is voluntary - ideas can be shared for others to “act out.”
 - It’s important to be safe and respect the boundaries of others, so consent is required for any physical contact.
 - There is generally no right or wrong idea, but the intent of the exercise is to share ideas and options that will help people and keep them safe.
3. Chose a situation/question/problem from those submitted and turn it into a simple role play. Example of a question & role play: “What can I do if someone calls me a hurtful name?”
 - Student 1 – “You’re a loser!”
 - Student 2 – “No I’m not.”
 - Student 1 – “You are too! Loser!”
4. Ask for volunteers to role play.
5. Ask them to practice if needed. Clarify any questions they might have.
6. Have students perform the role play. Stop the role play as soon as the conflict is clear.
7. Ask the audience what the targeted student could do in this situation.
8. Invite students to come up and try out their solutions by taking the place of the target or having the student who is in the role of the target try out their idea.
9. After each suggested idea/intervention ask the audience/students questions like: “How did this work?” “Will this work every time?” “Could this work with some people?” “Why did it work?”
10. To further the discussion, ask the audience to explain what they saw happen and what they liked about the idea/intervention. For example: They stayed calm, they used a kind voice, they did not bully back, and they stood straight and tall.
11. After you try out two or three interventions for the target to use, ask what a bystander could do to make the situation better and go through the process again.
12. Invite students to come and join the role play to try out their ideas.
13. Repeat the questions to the audience for each intervention.
14. RESPECT likes to highlight the idea that there is NO MAGIC solution for any problem and that it is important to keep talking, keep trying, use your resources (including the people who care about you, your creativity, and your brain!)



respect

Additional Resources &
Information

Stopbullying.gov

Boys Town National Hotline

1-800-448-3000

Or Text, Chat, or Email at www.yourlifeyourvoice.org

Call 988

Suicide and Crisis Lifeline

www.988lifeline.org

The Kim Foundation

www.thekimfoundation.org

All individuals who work with children in Nebraska are mandated reporters.

Call Child Protective Services at 1-800-652-1999