

September: Theme is “Starting the Conversation”

Education: Bullying 101

Age relevant classroom guides to start the bullying prevention conversation. Can include group discussion on action steps students will take if they know or see students with disabilities in situations in which they might be hurt, harmed, or humiliated.

- **Elementary School Students** — [Bullying 101: The Club Crew’s Guide to Bullying Prevention](#)

A visually friendly, age-appropriate 16-page colorful guide for early learners. The guide provides helpful information to use when talking with children about what bullying is and isn’t, the roles of students, and tips on what students can do to address bullying situations.

- **Middle and High School Students** — [Bullying 101: Guide for Middle and High School Students](#)

A visual, age appropriate 14-page guide with easily understood information. The guide provides the basics for talking with students about what bullying is and isn’t, the roles of students, and tips on what students can do to address bullying situations.

Interaction: Elementary school students

“You are Braver, Stronger and Smarter Than You Think”

Have you ever felt like the whispers, giggles, note passing, and looks were directed at you or someone you care about? Imagine if all that attention was channeled into positive action.

The Walt Disney Company supports PACER’s National Bullying Prevention Center with the creation of an inspiring video titled “You are Braver, Stronger and Smarter Than You Think.”

(Invite students to watch the video followed by the discussion questions.)

View the video here: [“You are Braver, Stronger and Smarter Than You Think”](#)

Classroom Discussion Questions

- During the video, when the students are passing the note, how did you feel?
- Was your initial thought that the message in the note was something mean spirited? Why?
- Did you notice the students’ expressions after they read the note? What were they?
- Why did the teacher ask a student to read the note out loud?
- When one boy stood to support the message of the note, what was the reaction from the rest of the class?
- Does this peer-to-peer support have a stronger impact on the students and the school environment than if the teacher just read the note out loud and commented on the kind message?
- How does sending positive, kind notes to others impact that student, the class, the entire school community? Does it impact school spirit?
- What would be some alternative ways to share positive, kind messages to students without being disruptive by passing a note in class?

Interaction: Middle and high school students

“Silent”

Lindsey Hunter is a 15-year-old freshman at Folsom High School in Folsom, Calif. “Silent” is her first short film. She created it for a Northern California Media Educators film contest for which she received first place in the live action short film division. Lindsey wanted to create a film titled “Silent” that was a silent film about a girl living in a silent world and wanted to convey the message, “If you are going to say something mean, remain silent.” Lindsey has grown up around disabled people since her father is blind. In fact, when she first showed “Silent” to her father, Lindsey had to describe each scene to him. The story brought her dad to tears. Lindsey has a genuine heart for those with disabilities. Lindsey is passionate about her interest in creating projects on film. She got her start by creating videos of her sister on her iPod Touch. Lindsey also loves to perform with El Dorado Musical Theater where she met the girls who starred in “Silent” The redeemed mean girl is played by Julianne Yonano and the deaf girl is played by Jocelyn Haney. Lindsey hopes to get a scholarship to the USC Film School so she can pursue a career in filmmaking. –*By Richard, Lindsey’s father*

(Invite students to watch the video followed by the discussion questions)

View the video here: [“Silent”](#)

Classroom Discussion Questions

- As you were watching the video, how did you feel?
- Did the lack of hearing the words spoken have an impact on how you felt?
- When a student has a disability, do you think they can be more vulnerable to bullying?
- When a student has a disability, do you think it can more difficult for them to tell a trusted adult?
- Why do you think Amelia decided to reach out to the girl who is deaf?
- Why do you think the girl who is deaf was afraid when Amelia first tried to befriend her?
- What impact did Amelia’s reaching out have on the girl who is deaf?
- How did that gesture of kindness impact Amelia herself?
- Amelia took it upon herself to think about how she could communicate her desire for friendship with the deaf girl by learning sign language and by writing a message in sidewalk chalk. Discuss how this decision impacted how the deaf girl felt.
- Do you think the girls who were mean are going to change their behavior after Amelia approached them?
- Is it harder for kids to step up in kindness when the target of bullying has a disability?
- What are some challenges in working to fix a situation or experience after you are mean to someone?