



TRANSFORM COMMUNITIES
CHANGE KIDS' LIVES

RISE ABOVE BULLYING

HEALTHY CHOICES,
HEALTHY CHILDREN



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INTRODUCTION

ABOUT THE CAL RIPKEN, SR. FOUNDATION

During his 37-year career with the Baltimore Orioles organization, Cal Ripken, Sr. taught the basics of the game and life to players big and small. After he passed away, his sons and Major League Baseball players Cal and Bill recognized that not every child is lucky enough to have such a great mentor and role model. In this spirit, the Ripken family started the Cal Ripken, Sr. Foundation, a national 501(c)(3) nonprofit organization, in 2001.

By teaching kids how to make positive choices no matter what life throws at them, the Cal Ripken, Sr. Foundation strives to help underserved youth fulfill their potential and become healthy, self-sufficient, successful adults.

ABOUT *HEALTHY CHOICES, HEALTHY CHILDREN*

With the support of community-based organizations, the Cal Ripken, Sr. Foundation provides programs, resources, training, and support across the country that directly impact the lives of at-risk youth. A primary component of this support is the *Healthy Choices, Healthy Children* (HCHC) program – a comprehensive life skills curriculum that provides youth development professionals and mentors with a vehicle to begin meaningful conversations with kids who need it the most.

Through discussions about the choices they make today and the consequences that follow tomorrow, combined with activities demonstrating these lessons, youth learn to make productive decisions for their futures.

INTRODUCTION

THE GUIDING PRINCIPLES OF THE FOUNDATION

Cal Ripken, Sr. was a player, coach, and manager in the Baltimore Orioles organization for nearly four decades. He developed great players and, more importantly, great people through his style of coaching. No matter what you are teaching, you can use these four key ideas as your guide.

Keep it simple

Lessons on the field and in life are best learned when presented in a simple manner. Teach the basics and keep standards high.

Explain why

By helping kids understand the connections between everyday decisions and real-life outcomes, we can help them make smarter choices which guide their futures.

Celebrate the individual

When kids are encouraged to be themselves, respected for their opinion, and asked to share it, they are more likely to have a higher self-esteem and a better feeling of self-worth.

Make it fun

If kids aren't paying attention or participating, how much are they learning? Whether it's using a game to teach a concept or motivating kids with a little friendly competition, keeping kids engaged is essential.

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KEEPING KIDS ENGAGED

Here are some tips to help you structure activities that keep kids engaged, excited, and coming back:

- Have a plan
- Keep activities structured
- Use visual tools (diagrams, cones, props, etc.)
- Provide feedback
- Encourage, encourage, encourage
- Set parameters and stick to them
- Assign groups/teams
- If you use captains, be sure to rotate them often
- Set achievable goals
- Use short time increments
- Rotate activities frequently
- Let kids have input in the activities they like best
- Stay consistent and create routine
- Affirm kids when they do well



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GETTING STARTED

ABOUT HCHC: RISE ABOVE BULLYING

“We constantly have to adjust and readjust to the situation and the condition.” – Cal Ripken, Sr.

Healthy Choices, Healthy Children (HCHC) has, and always will be, a vehicle to help young people make smart decisions on their path toward a productive adulthood. Building relationships is key to success in school, work, and life—and the cornerstone of every healthy relationship is respect.

Youth often see two options: bully or be bullied. Both can have devastating results. The goal of this is to show kids that they have the opportunity to choose a third option: be a positive leader.

Bullying is ultimately about power; it is a shortcut that uses fear to control others. Earning respect is much more difficult and takes much longer. But like all shortcuts, bullying behaviors* do not pay off in the long run. You will not always be (literally or metaphorically) the biggest kid on the playground. And then what?

In contrast, positive leaders earn respect by first respecting others. First, kids need to be able to recognize bullying behaviors (defined in the “Game Plan”).

Second, kids need to learn positive ways they can act and react in any situation. Self-respect—which includes recognizing when we can do better—is also key.

The *HCHC: Rise Above Bullying* is a learning module designed for kids to learn how to practice positive interpersonal skills. By teaching kids to rise above, we can coach a generation of leaders who will lead by example, with kindness, integrity, and respect for all.

**Throughout HCHC, you will see that we focus on behaviors. We believe that everyone has the choice to act in a positive (or negative) manner in each situation. Environment also plays a big role. When we feel threatened, we will act defensively. Feeling safe and secure allows kids to cope with life’s up and downs in a healthy manner.*

GETTING STARTED

ABOUT RACHEL SCOTT AND RACHEL'S CHALLENGE

"I have this theory that if one person can go out of their way to show compassion, then it will start a chain reaction of the same. People will never know how far a little kindness can go." – Rachel Joy Scott



Rachel Scott was the first student killed at Columbine High School in 1999. She was 17 years old.

Rachel left a legacy of reaching out to those who were different, who were picked on by others, or who were new at her school. After her death, stories poured in from her peers about the impact she had on their lives.

Based on her life and writings, her family created Rachel's Challenge: a series of student empowering programs and strategies that equip students and adults to combat bullying and allay feelings of isolation and despair by creating a culture of kindness and compassion.

Throughout the *HCHC: Rise Above Bullying*, you will see quotations from Rachel Scott—a young woman who truly rose above the fray to shine a light for others. Learn more about Rachel's Challenge and how you can help your kids start a chain reaction at www.rachelschallenge.org.

GETTING STARTED

USING THIS WITH THE HCHC COACHES MANUAL

We recommend that you use the HCHC: Rise Above Bullying together with the HCHC Coaches Manual. If you are using the HCHC: Rise Above Bullying by itself, skip the Recommended Implementation steps below and go directly to the “Game Plan” section on the next page.

This is designed to help you guide youth in connecting the concept of respect, as taught in the *HCHC Coaches Manual*, to real life bullying situations.

Once the kids have learned a little bit about respect, it's time to put those lessons into some real life examples. The *HCHC: Rise Above Bullying* focuses on teaching kids how to be positive leaders who treat others with respect and kindness.

Recommended Implementation

1. Start by using the *HCHC Coaches Manual* to teach the lesson on “Respect.”
2. Use Lesson 1 in the *HCHC: Rise Above Bullying* as a bridge between respect and positive leadership.
3. Instead of using the activity from the Coaches Manual, have the kids complete the activity following Lesson 1 on recognizing bullying behaviors.
4. Continue using the lessons and activities in this to teach youth how to rise above bullying.

GETTING STARTED

GAME PLAN

Respect is an abstract concept. Yet we know instantly in our gut reactions to someone else's behavior whether it made us feel disrespected.

So when does it cross the line into bullying?

Bullying behavior has the following characteristics:

- It is aggressive or otherwise intended to cause physical or emotional harm.
- It is repeated, or can be, over time.
- It occurs within a (real or perceived) power imbalance.

There are three main roles in a bullying situation:

- **Person with bullying behavior**
 - When people bully, they intend to hurt targets and are driven to dominate others. They often don't feel good about themselves and may be modeling others around them.
- **Victim/Target**
 - Targets often have difficulty standing up for themselves, are made to feel different from their peers, and feel powerless.
- **Witness/Bystander**
 - People in this role observe bullying and have the power to prevent it.

Kids who are targets in one situation may bully others in a different setting, so it is important to emphasize behavioral choices. Most often, we are witnesses. We can choose to be part of the problem (bystander) or part of the solution (positive leader).

It's just as important for us as coaches (or mentors or teachers—we refer to all adults in this role as coaches) to understand what is not bullying, even though these behaviors may also require guidance:

- **Mutual conflict** – There is a difference between two children arguing over who gets to play with a toy and one child taking toys away from another child repeatedly.

GETTING STARTED

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- One-time acts of aggression – Likewise, there is a difference between shoving someone out of the way once and shoving someone (or threatening to) whenever you see them.
- Dislike or social rejection – It is natural to want to hang out with familiar faces. It's different to intentionally exclude a specific peer or spread rumors to make others dislike this person, too.

This edition of *HCHC* will help you teach kids how to be positive influences wherever they are. In addition to recognizing bullying behaviors and the three roles, we will introduce these concepts:

- The importance of self-respect and why people bully
- How to be considerate, because what makes others feel respected can vary
- How to help the target instead of being a bystander
- The difference between respect and fear
- While we cannot control other people's behavior, we can control how we respond
- Positive leaders earn respect by treating others with kindness, looking for the good in everyone, and by proactively reaching out to include others

COACHING TIP: Familiarize yourself with all the lessons and activities before you begin using the *HCHC: Rise Above Bullying* with your kids. Access resources for the activities at [RipkenFoundation.org/Resource-Portal](https://www.ripkenfoundation.org/Resource-Portal).

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GAME PLAN

As the coach, you have a unique role and responsibility. Through your words, actions, and expectations, you can create an environment that fosters inclusion, respect, empathy, and allows no room for bullying behaviors.

Practice the 3 R's "The Ripken Way":

- **Recognition**
 - Recognize bullying behaviors
 - Be proactive - Bullying behavior usually occurs in unsupervised areas
 - *Make it fun for everyone* - Encourage inclusion through group activities, varying and monitoring groups
 - Set clear and consistent limits on behavior, ensuring that everyone is aware that bullying will not be tolerated
- **Response**
 - When bullying occurs, take immediate action to protect the target and stop the behavior (call for help if needed), and apply consequences as appropriate
 - *Keep it simple* - Respond with empathy
 - Hold youth accountable not only for their actions, but also for their inaction
 - Establish a confidential reporting system
 - *Explain why* - Remind youth that reporting an incident is not getting someone into trouble but helping to get someone (being bullied) out of trouble
- **Relationships**
 - Youth with at least one significant friend are usually better able to cope with the effects of bullying when it occurs
 - Building trust is crucial and takes time
 - Reward positive, inclusive behavior
 - *Celebrate the individual* - Be an affirmer to build resilience in youth
 - Lead by example

NOTES

NOTES

RESPECT VS. BULLYING BEHAVIORS

LESSON 1: CONNECTING THE DOTS

Key Points:

- Respectful and considerate behavior shows other people that you value them.
- **Bullying behaviors** are specifically intended to hurt someone, done repeatedly, and involve an imbalance of power.
- You are valuable and how others treat you does not change this. Practicing **self-respect** enables you to respect others.

Respect relates to the choices we make in how we treat other people, their belongings, and the world around us. Through our words and actions, we can show people that we think they are valuable.

Bullying behaviors are the opposite of respect. **Bullying behaviors** are when we choose to show someone—the **target**—that we do not think they are valuable or worthy of respect. Here are some examples of bullying behaviors:

- Name-calling
- Taunting, which is when you make fun of someone and laugh at them, not with them, especially when they ask you to stop
- Threatening to hurt somebody
- Leaving someone out on purpose
- Spreading rumors about someone
- Telling other people not to be friends with someone
- Embarrassing someone in public
- Hitting, kicking, pushing, or tripping someone
- Taking or damaging someone else's belongings

Sometimes we have bad days. How many of us have been upset, after losing a game for example, and taken it out on someone or something else nearby? Maybe we said something mean to our friends or kicked their backpack, even though they didn't do anything wrong. Does that mean we were bullying our friends?

RESPECT VS. BULLYING BEHAVIORS

LESSON 1: CONNECTING THE DOTS

When does behavior cross the line into bullying?

When all three of these statements are true:

- It is intended to hurt the target, physically or emotionally.
- It happens over and over again, over time.
- It involves an imbalance of power. For example, the target does not act the same way back to this person for fear that this person might do something worse, or because the person bullying controls something that affects the target.

We are all human. Sometimes we make mistakes, but what matters is what we choose to do next.

So even though we were disrespectful, we probably picked up the backpack, and we probably apologized to our friends and explained the real reason we were upset. We were upset because something happened that made us feel bad about ourselves.

In order to respect others, we must first respect ourselves. If someone bullies us and is disrespectful, it does not change the fact that we are worthy of respect. It probably just means the other person feels bad about his or herself and is trying to put us down because they think this will make them feel better.

If we practice **self-respect**, we know that how someone else treats us does not determine our worth. Also, we know that we do not need to make other people feel bad about themselves in order to feel good about ourselves.

"Don't let your character change color with your environment. Find out who you are and let it stay its true color." - Rachel Joy Scott

RESPECT VS. BULLYING BEHAVIORS

LESSON 1: **CONNECTING THE DOTS**

Just as each of us is capable of choosing to be respectful, each of us is capable of choosing to bully. That's why it is important to get in the habit of considering other people.



To consider is to think carefully. Practicing consideration means thinking carefully about other people's feelings and points of view before you speak or act—because you have their best interest in mind. Even if we disagree with someone, this does not mean they deserve to be treated with any less respect.

Respecting others means treating others in a way that feels good to both of you. How many of us have ever told a joke that made a friend angry, even though we didn't mean to offend anyone?

We are all different, so pay attention to how the other person reacts. Let's talk about different ways we can be considerate and what respect means to us.

COACHING TIP: Keep it simple. Have them remember a time when they felt disrespected and look at each other's faces and body language so they can learn to recognize when someone else feels disrespected. You can also have them do this using a memory of a time when they felt good about themselves so that they can see the difference.

RESPECT VS. BULLYING BEHAVIORS

LESSON 1: CONNECTING THE DOTS

Discussion Questions:

- **Think about a time when someone made you feel disrespected or bad about yourself. How did you react or what kind of face did you make?**
- **What makes something bullying behavior?**
 - When it is intentionally hurtful or disrespectful (the goal is to hurt or scare the target, or to make them feel bad about themselves)
 - When it happens repeatedly over time
 - When there is an imbalance of power—or essentially when the target cannot behave the same way back and get away with it
- **What are some ways that we can be respectful and considerate of other people?**
 - *Possible answers: ask to borrow something instead of just taking it; ask them how to pronounce their name if we're not sure; clean up if we spill something on the floor so someone else doesn't slip and fall*
- **How can we practice self-respect?**
 - *Possible answers: take care of ourselves by eating healthy, exercising, and practicing good hygiene like brushing our teeth; by choosing friends who respect us and others*
- **What does respect mean to you? What makes you feel respected?**
 - *Possible answers: when people call me Michael instead of Mike, when my friends let me finish what I'm saying, when other kids make room for me at their lunch table*



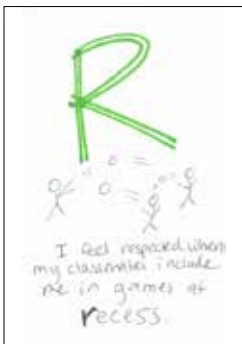
RESPECT VS. BULLYING BEHAVIORS

LESSON 1 ACTIVITY: **SPELLING OUT R-E-S-P-E-C-T**

What you will need for this activity:

- Blank paper (one sheet per participant), can also use index cards
 - Markers or crayons
1. Divide the kids into groups of seven.
 2. Each group will spell out respect, with each participant responsible for one of the letters. (If there are uneven groups, you can have two participants use the same letter.)
 3. Participants will need to finish the sentence, "I feel respected when," using at least one word that starts with their letter, and draw a picture of this behavior. Encourage them to be specific. For example, a kid who chooses the letter "r" might write: "I feel respected when my classmates include me in games at recess."
 4. Then ask the groups to present how, together, they spell out respect, having them show their drawings and read out their sentences.

Variation: Have the kids exchange with the person next to them, and read the other person's statement. So if Michael swapped with Taylor, Michael would read: "Taylor feels respected when people look her in the eye when talking to her."



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GETTING STARTED

**RESPECT VS. BULLYING
BEHAVIORS**

WRAP UP

RESPECT VS. BULLYING BEHAVIORS

LESSON 2: BE A LEADER, NOT A BYSTANDER

Key Points:

- If you see someone being bullied, you can choose to be a part of the problem (bystander) or a part of the solution (positive leader).
- By doing nothing to help the target, **bystanders** allow bullying behavior to continue.
- Be proactive. You can help the target of bullying by **reporting** the situation to a trusted adult.

Raise your hand if you think it is okay to bully other people.

Last time, we talked about how we can be considerate of other people and the different behaviors that make each of us feel respected. Let us discuss some other situations.



COACHING TIP: Make it fun! If you have kids who love to be on stage, have them act out the scenarios in the discussion questions below. Only tell the scenario to the actors, but ask the questions to everyone. Alternately, you, the adult, can play the witness/bystander and ask the kids what they think you should do and why.

RESPECT VS. BULLYING BEHAVIORS

LESSON 2: **BE A LEADER, NOT A BYSTANDER**

Discussion Questions:

Scenario 1 - Every day on the school bus, a bunch of older kids take your friend's lunch money, threatening to beat him up if he tells the bus driver. You are not sitting next to your friend, so he doesn't know that you see it, and he doesn't tell you either.

- **What do you do?**
 - *Possible answers: pretend I don't see anything, tell the older kids to stop, share my lunch with my friend, tell a teacher or my parents*
- **Why would you do that?**
 - *Possible answers: I was scared they would beat me or my friend up, I felt bad for my friend, I wanted to help my friend*
- **What do you think your friend is feeling?**
 - *Possible answers: scared, sad, angry at the kids who took his lunch money, alone*
- **If you were in your friend's shoes, and your friend was in your shoes, what would you want your friend to do?**
 - *Possible answers: report the situation to a trusted adult, anything that helps target*

Scenario 2 - You are sitting with a bunch of friends in class, and they are making fun of a girl who is sitting directly in front of them. She gets up and leaves the room in tears.

- **What do you do?**
 - *Possible answers: join them in making fun of her, tell them to stop, laugh, don't laugh but not say anything, go run after the girl to comfort her*
- **Why would you do that?**
 - *Possible answers: I didn't want my friends to start making fun of me, I didn't want to fight with my friends, I felt bad for the girl, if I were the girl I would have wanted a friend*
- **If you chose not to say anything or stop your friends from making fun of her, what kind of message does that send?**

RESPECT VS. BULLYING BEHAVIORS

LESSON 2: BE A LEADER, NOT A BYSTANDER

- *Possible answers: it sends the message that making fun of the girl was okay, it shows that keeping my friends is more important than the other girl's feelings*
- **Who is responsible for the bullying behavior? What if you don't say anything to stop your friends from making fun of the girl? Are you responsible?**
 - *Possible answers: my friends who were making fun of her, I am responsible too, I am not responsible because I didn't say anything*
- **What can you do to be a positive leader in the future if something like that happens?**
 - *Possible answers: report the situation to a trusted adult, anything that helps the target*

Sometimes we know someone's behavior is not right, but we aren't sure what to do. Maybe there aren't any adults around. Maybe we think it's wrong, but everyone around us seems to think it's okay—or at least nobody else is trying to stop what's happening. So we start to wonder if we're just being too sensitive or taking it too seriously.

Or maybe the person who is bullying is our friend, and we don't want to get them in trouble. Or we're afraid to tell someone because we don't want to become the next target. Maybe that's what everyone else who sees what's happening and says nothing is thinking, too.

But when someone behaves in a way that we know is wrong and we choose to do nothing, we are choosing to be a **bystander**.

Just like we can choose to do something, like **report** bullying to a trusted adult or not laugh along, doing nothing is also a choice that we make. Bystanders allow negative behavior, such as bullying, to happen or continue. We are just as responsible for choosing to do nothing as we are when we choose to do something.

RESPECT VS. BULLYING BEHAVIORS

LESSON 2: BE A LEADER, NOT A BYSTANDER

Positive leaders are proactive. We can be proactive by taking initiative; if we witness bullying behavior, we can choose to do something to help the target.



How can we be considerate and be a positive leader when we witness someone else being bullied?

- We can report the situation to a trusted adult.
- We can support the target of the bullying by listening to them, making sure they're not left out, reminding them of things that they are good at, being a good friend, etc.
- We can let the person bullying know that their behavior is not okay by telling them to stop, choosing not to laugh, walking away with the target, etc. We can also ask the person bullying what is wrong and remind them that they, too, can choose to be a positive leader.

If you see bullying, reporting the situation to a trusted adult is not tattling. Your goal is not to get other people in trouble. Your goal, as a positive leader, is to help the target of the bullying by informing an adult who can safely handle the situation.

RESPECT VS. BULLYING BEHAVIORS

LESSON 2: BE A LEADER, NOT A BYSTANDER



You do not have to be the biggest, strongest person to be a leader. It's okay to be scared. It's a natural reaction to be relieved that you are not the target. But if we see something that we know is wrong, we are responsible for how we choose to act on that information. Like every decision, how we decide to respond, including doing nothing, has consequences.

When in doubt, keep it simple: imagine yourself in the other person's place. Consider how they might be feeling. As a witness, you also play an active role. How can you choose to practice respect in this situation?

Rachel's Challenge created a game plan for kids when they witness a bullying situation. You can download the Game Plan resource along with all the HCHC:Rise Above Bullying resources at RipkenFoundation.org/Resource-Portal

RESPECT VS. BULLYING BEHAVIORS

LESSON 2 ACTIVITY: **WHAT'S YOUR ROLE?**

What you will need for this activity:

- 1 set per group (3-4 kids) of playing cards (tear out and copy the cards after the instructions or download *HCHC: Rise Above Bullying* resources from RipkenFoundation.org/Resource-Portal)

Characters:

- Mayumi or Miles (person bullying)
- Tabitha or Truman (target)
- Florence or Felipe (bystander)
- Coach (you)
- Optional: Samira or Sheldon (witness)

NOTE: Change the names on the playing cards, keeping the first letter the same, for any characters with the same name as any participants.

1. Divide the kids into groups of 3-4.
2. Explain the rules:
 - a. Participants cannot play a character whose name starts with the same first letter more than once. (The first name on the card is the name of the female character; the second name is for the male character.)
 - b. At the beginning of each round, participants will introduce themselves as their character name, but will not tell their group anything else on the card—they must act it out!

COACHING TIP: Celebrate the individual! Encourage kids to be creative with their facial expressions and body language to get into character.

3. Hand out the cards you have downloaded and printed out for Scenario 1. If the group only has three participants, skip the S-name card.

RESPECT VS. BULLYING BEHAVIORS

LESSON 2 ACTIVITY: **WHAT'S YOUR ROLE?**

4. Read the scenario and then say, "Action!"
Scenario 1 – You are all standing in a hallway. The T-name character is at one end of the hallway, and the other characters are at the other end of the hallway. (Players should refer to the corresponding cards for what to do next.)
5. After all the groups have finished, hand out the cards for Scenario 2, asking the first name of the character they played in the last round, so you can make sure they get to play a different character. Read the scenario and then say, "Action!"
Scenario 2 – You are in the cafeteria. The T-name character just walked in looking for a place to sit. The M-name and F-name characters are sitting together. If someone is playing the S-name character, he or she will be sitting at another table.
6. Repeat steps 3-5 with the Scenario 3 cards.
Scenario 3 – The M-name character is the captain of the basketball team. The other characters are players on the team, including the T-name character, who is new to the team. The F-name and S-name characters are practicing free throws. The coach hasn't arrived at the gym yet.
7. Bring everyone back together and ask them how they felt playing each character.
8. Remind the kids that we are all capable of playing each role, but in real life, we are not stuck in any of the roles. We can always choose how we act next.
9. If any of the groups had a fourth player, ask who played the S-name character and what they chose to do as that character.
10. Ask the kids how they chose or if they could have chosen to be positive leaders in the scenarios and what they can do in the future if something similar happens.

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**HEALTHY CHOICES, HEALTHY CHILDREN:
RISE ABOVE BULLYING**

**LESSON 2 ACTIVITY:
WHAT'S YOUR ROLE?**

SCENARIO 1

Mayumi/Miles

**HEALTHY CHOICES, HEALTHY CHILDREN:
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**LESSON 2 ACTIVITY:
WHAT'S YOUR ROLE?**

SCENARIO 1

Tabitha/Truman

SCENARIO 1

Your name is **Mayumi** or **Miles**.

Introduce yourself by your character's name, then get into position. Do not show anyone this card.

You are all standing in a hallway. The T-name character is at one end of the hallway, and the other characters are at the other end of the hallway.

The T-name character walks past you in the hallway and you pretend to bump into them so they fall down. Do not help them up. Point and laugh. Call them clumsy, and say to the F-name character, "Isn't T_____ such a loser?"

SCENARIO 1

Your name is **Tabitha** or **Truman**.

Introduce yourself by your character's name, then get into position. Do not show anyone this card.

You are all standing in a hallway. The T-name character is at one end of the hallway, and the other characters are at the other end of the hallway.

Walk by the M-name character. She or he will pretend to bump into you. Pretend to fall down on the ground. Lay there.

**HEALTHY CHOICES, HEALTHY CHILDREN:
RISE ABOVE BULLYING**

**LESSON 2 ACTIVITY:
WHAT'S YOUR ROLE?**

SCENARIO 1

Florence/Felipe

**HEALTHY CHOICES, HEALTHY CHILDREN:
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**LESSON 2 ACTIVITY:
WHAT'S YOUR ROLE?**

SCENARIO 1

Samira/Sheldon

SCENARIO 1

Your name is **Florence** or **Felipe**.

Introduce yourself by your character's name, then get into position. Do not show anyone this card.

You are all standing in a hallway. The T-name character is at one end of the hallway, and the other characters are at the other end of the hallway.

Stand next to the M-name character. Watch what happens. Don't do or say anything.

SCENARIO 1

Your name is **Samira** or **Sheldon**.

Introduce yourself by your character's name, then get into position. Do not show anyone this card.

You are all standing in a hallway. The T-name character is at one end of the hallway, and the other characters are at the other end of the hallway.

You can choose from the follow options:

- Do whatever the M-name character does.
- Don't do or say anything.
- Help the T-name character by (fill in the blank)

**HEALTHY CHOICES, HEALTHY CHILDREN:
RISE ABOVE BULLYING**

**LESSON 2 ACTIVITY:
WHAT'S YOUR ROLE?**

SCENARIO 2

Mayumi/Miles

**HEALTHY CHOICES, HEALTHY CHILDREN:
RISE ABOVE BULLYING**

**LESSON 2 ACTIVITY:
WHAT'S YOUR ROLE?**

SCENARIO 2

Tabitha/Truman

SCENARIO 2

Your name is **Mayumi** or **Miles**.

Introduce yourself by your character's name, then get into position. Do not show anyone this card.

You are in the cafeteria. The T-name character just walked in looking for a place to sit. The M-name and F-name characters are sitting together. If someone is playing the S-name character, he or she will be sitting at another table.

Sit or stand next to the F-name character. When the T-name character comes over, move around and move your lunch tray or backpack around. Say, "There's no room at this table for people like you."

SCENARIO 2

Your name is **Tabitha** or **Truman**.

Introduce Introduce yourself by your character's name, then get into position. Do not show anyone this card.

You are in the cafeteria. The T-name character just walked in looking for a place to sit. The M-name and F-name characters are sitting together. If someone is playing the S-name character, he or she will be sitting at another table.

Walk into the cafeteria, carrying a lunch tray. Look around for a place to sit. Walk over to the M-name character and ask to sit at the table.

**HEALTHY CHOICES, HEALTHY CHILDREN:
RISE ABOVE BULLYING**

**LESSON 2 ACTIVITY:
WHAT'S YOUR ROLE?**

SCENARIO 2

Florence/Felipe

**HEALTHY CHOICES, HEALTHY CHILDREN:
RISE ABOVE BULLYING**

**LESSON 2 ACTIVITY:
WHAT'S YOUR ROLE?**

SCENARIO 2

Samira/Sheldon

SCENARIO 2

Your name is **Florence** or **Felipe**.

Introduce yourself by your character's name, then get into position. Do not show anyone this card.

You are in the cafeteria. The T-name character just walked in looking for a place to sit. The M-name and F-name characters are sitting together. If someone is playing the S-name character, he or she will be sitting at another table.

Sit or stand next to the M-name character. Watch what happens. Don't do or say anything.

SCENARIO 2

Your name is **Samira** or **Sheldon**.

Introduce yourself by your character's name, then get into position. Do not show anyone this card.

You are in the cafeteria. The T-name character just walked in looking for a place to sit. The M-name and F-name characters are sitting together. If someone is playing the S-name character, he or she will be sitting at another table.

You are at another table. You can choose from the follow options:

- Do whatever the M-name character does.
- Pretend not to see the T-name character or what happens. Eat your lunch.
- Invite the T-name character to come sit with you.

**HEALTHY CHOICES, HEALTHY CHILDREN:
RISE ABOVE BULLYING**

**LESSON 2 ACTIVITY:
WHAT'S YOUR ROLE?**

SCENARIO 3

Mayumi/Miles

**HEALTHY CHOICES, HEALTHY CHILDREN:
RISE ABOVE BULLYING**

**LESSON 2 ACTIVITY:
WHAT'S YOUR ROLE?**

SCENARIO 3

Tabitha/Truman

SCENARIO 3

Your name is **Mayumi** or **Miles**.

Introduce yourself by your character's name, then get into position. Do not show anyone this card.

The M-name character is the captain of the basketball team. The other characters are players on the team, including the T-name character, who is new to the team. The F-name and S-name characters are practicing free throws. The coach hasn't arrived at the gym yet.

When the T-name character walks up to you, tell them that rookies have to do 10 push-ups before they're allowed to speak to the team captain.

SCENARIO 3

Your name is **Tabitha** or **Truman**.

Introduce yourself by your character's name, then get into position. Do not show anyone this card.

The M-name character is the captain of the basketball team. The other characters are players on the team, including the T-name character, who is new to the team. The F-name and S-name characters are practicing free throws. The coach hasn't arrived at the gym yet.

Walk up to the M-name character and introduce yourself. Do (or pretend to do) whatever the M-name character tells you to do.

**HEALTHY CHOICES, HEALTHY CHILDREN:
RISE ABOVE BULLYING**

**LESSON 2 ACTIVITY:
WHAT'S YOUR ROLE?**

SCENARIO 3

Florence/Felipe

**HEALTHY CHOICES, HEALTHY CHILDREN:
RISE ABOVE BULLYING**

**LESSON 2 ACTIVITY:
WHAT'S YOUR ROLE?**

SCENARIO 3

Samira/Sheldon

SCENARIO 3

Your name is **Florence** or **Felipe**.

Introduce yourself by your character's name, then get into position. Do not show anyone this card.

The M-name character is the captain of the basketball team. The other characters are players on the team, including the T-name character, who is new to the team. The F-name and S-name characters are practicing free throws. The coach hasn't arrived at the gym yet.

Stand in another part of the "gym" and practice free throws. Look over at the M and T-name characters when they start talking, but stay where you are and continue practicing.

SCENARIO 3

Your name is **Samira** or **Sheldon**.

Introduce yourself by your character's name, then get into position. Do not show anyone this card.

The M-name character is the captain of the basketball team. The other characters are players on the team, including the T-name character, who is new to the team. The F-name and S-name characters are practicing free throws. The coach hasn't arrived at the gym yet.

Practice free throws with the F-name character. You can choose from the follow options:

- Pretend not to see what happens.
- Report the situation to the coach.

HEALTHY CHOICES, HEALTHY CHILDREN: RISE ABOVE BULLYING

LESSON 2 ACTIVITY: WHAT'S YOUR ROLE?

SCENARIO 3

Coach

Need more than one set of playing cards? Download *HCHC: Rise Above Bullying* resources and print as many as needed from [RipkenFoundation.org/Resource-Portal](https://www.ripkenfoundation.org/Resource-Portal)

SCENARIO 3

Your name is **Coach**.

The M-name character is the captain of the basketball team. The other characters are players on the team, including the T-name character, who is new to the team. The F-name and S-name characters are practicing free throws. The coach hasn't arrived at the gym yet.

Once you see someone in each group beginning (or pretending) to do push-ups, walk around to each group and say, "Hello, team! Sorry your coach was running late, but here I am. What have I missed?"

RESPECT VS. BULLYING BEHAVIORS

LESSON 3: **RESPECT VS. FEAR**

Key Points:

- We are not born winners or losers; we are all born choosers with the power to make good choices.
- We may try to use fear to control other people, but ultimately we will lose control because fear is forced.
- Earning the respect of others gives positive leaders influence.
- Respect is earned by practicing self-respect and consideration for other people.

Warm up: Monkey in the Middle

Count off groups of three, with the third player being the monkey. (If your whole group doesn't divide evenly by three, some groups can have an extra thrower.)

The object is to toss a ball (or something soft, like a stuffed animal) back and forth without the monkey catching it. If the monkey catches it, the last player to throw becomes the monkey.

Play for 3-5 minutes. If there isn't some natural movement (i.e. monkeys catching the ball) after the first minute, try to rotate the kids so everyone is the monkey at some point.

Discussion Questions:

- **When you were throwing the ball, how did you feel watching the monkey try to catch it?**
 - *Possible answers: in control, like I was having fun, afraid that the monkey would catch it*
- **When you were a monkey, how did it make you feel when you couldn't catch the ball?**
 - *Possible answers: angry, embarrassed, annoyed*
- **When you were a player throwing the ball, did the monkey ever catch it? How did it feel to become the monkey?**
 - *Possible answers: mad, embarrassed, like I lost*

RESPECT VS. BULLYING BEHAVIORS

LESSON 3: RESPECT VS. FEAR

- **If we played again, would you rather be a player throwing the ball or the monkey?**
 - *Possible answers: player throwing the ball*
- **Everyone, close your eyes. Raise your hand if anyone else has ever made you feel like the monkey in the middle, even though you weren't playing this game. Now open your eyes and look around. (Coach should participate, too.)**
- **Think of someone who made you feel like the monkey. Now think of someone who makes you feel respected. Whom would you rather be like?**
 - *Possible answers: person who makes me feel respected*

Sometimes it seems like we can control other people. We can try to show that we're better than they are because they are not good enough to play with us or our friends. We can do things that make them get out of our way, or give us what we want. Or so we think.

But in reality, we cannot control other people. Even if you were one of the players throwing the ball, the monkey still had a chance to catch the ball and take your place. It's kind of hard to keep making sure the monkey can't catch the ball. And what happens when the monkey does catch the ball? Or chooses to walk away?

Imagine that instead of not letting the monkey catch the ball, you had invited the monkey to play with you and your friend. If you were the monkey, it probably would have made the game more fun if all three of you could have played catch together. If you are the person holding the ball, then you don't need to worry about the monkey catching the ball. And if the monkey had a toy that you wanted to play with, do you think they would let you after you had invited him or her to play catch?

RESPECT VS. BULLYING BEHAVIORS

LESSON 3: **RESPECT VS. FEAR**



This is the difference between respect and fear. Fear is forced. If we try to control someone else through bullying behaviors, the control we think we have disappears if we stop bullying or if the person stops being afraid of our behavior. It is a losing battle, and you will always be afraid that the monkey might catch the ball.

"Trust and honesty is an investment you put in people; if you build enough trust in them and show yourself to be honest, they will do the same in you." – Rachel Joy Scott

While we cannot control other people, we can lead by earning their respect. Think about a positive leader in your life and the specific things they do that make you feel respected and valued. When we respect someone, usually we want to be more like them. They are often people who make us feel good about ourselves. When they give us advice, we listen to them because they explain why and have shown us that they have our best interests in mind. These are behaviors that have earned them your respect and that make this person influential even if they are not present.

COACHING TIP: Share a story about a positive leader in your life who influenced you and explain how they earned your respect. You can also ask the group to share.

RESPECT VS. BULLYING BEHAVIORS

LESSON 3 ACTIVITY: **PARTNER CHALLENGE**

What you will need for this activity:

- Enough space for everyone to move around safely
 - Optional: Sticky notes, pens or pencils, space on a wall or bulletin board
1. Start by having all the kids stand in a large circle.
 2. Establish a “go word.” Tell the group that when they hear the “go word,” they have to begin mingling so that everyone gets mixed up.
 3. After they’ve mingled for a little, tell them to stop and find a partner close to them.
 4. This partner is now their “Secret Handshake Partner” and they have to come up with a secret handshake together.
 5. Once they have come up with a secret handshake, say the “go word” and have them mingle again.
 6. Repeat the previous step of finding a new partner.
 7. This is their “Wacky Dance Partner” and they have to come up with a wacky dance together.



RESPECT VS. BULLYING BEHAVIORS

LESSON 3 ACTIVITY: **PARTNER CHALLENGE**

8. Repeat the previous steps one more time to establish a third and final partner. This partner will be their double high five partner.
9. Confirm with everyone that they know who their partners are, and tell them that when you say the “go word” they begin to mingle again.
10. While they’re mingling, the leader will begin to shout out the different partners and the participants have to run to those partners. With their partners, they will do the respective action (high five, dance, handshake).
11. Shout each partner a few times to mix them up, then ask them to stop on one of them. Once they’re stopped with that partner, ask them the question below and have the partners share their answers.

“What is one way you will be a positive leader and earn respect?”

12. Repeat step 11 until the players have landed on each partner and discussed this with each of them. Encourage them to come up with a different answer for each partner.
13. If you have time, you can have the participants share their partners’ answers with the entire group.

COACHING TIP: Make it fun for everyone! Some kids will naturally speak up more than others. Give more reserved kids an equal “voice” by having the participants share non-verbally. Have them write on sticky notes and then decorate a designated wall or bulletin board. You can also encourage them to make a shape or spell out a word, such as “lead,” with the sticky notes. The only condition is that they cannot talk while writing the notes or putting them on the wall/board!

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RESPECT VS. BULLYING BEHAVIORS

LESSON 4: **CHOOSING TO BE A POSITIVE LEADER**

Key Points:

- While you cannot control other people's behavior, you can control how you act and react. You have the choice to be a positive influence among your friends.
- Don't be afraid of people who seem different. If you look for the good in others, you will find you have more in common than you think.
- It may take time to trust people who are different from you or whom you do not know—and this is okay. The key is to give them a chance.
- Positive leaders earn respect and friends by making people feel good about themselves. This includes reaching out to, welcoming, and building up other people.

Warm Up: Copy Cat

Have the participants form a circle. Ask each person to choose someone in the circle to be their leader but not to tell anyone who their leader is.

Explain that once the activity starts, if the person you chose as a leader moves or changes position in any way, you must do exactly as she does. Whenever she moves, mirror her.

Ask them to try to watch their leaders without staring directly at them so that leaders won't know who (if anyone) is following them.

Confirm that everyone has a leader chosen.

Before beginning, have people close their eyes and get in a comfortable pose—sitting or standing. As soon as everyone opens their eyes on your command, they should change their pose to duplicate that of their leader. Play for 3-5 minutes.

RESPECT VS. BULLYING BEHAVIORS

LESSON 4: **CHOOSING TO BE A POSITIVE LEADER**



Whether we know it or not, other people notice our behavior and may follow our lead. With that influence comes responsibility.

Last time, we talked about ways we could be positive leaders. For example, we know that we do not need to make other people feel bad about themselves in order to feel good about ourselves.

But as leaders, we must go beyond doing no harm. Part of being a positive leader is putting aside our fear or pride because we recognize it is more important to make sure other people feel respected and are treated with consideration. Let's talk about what that means.

RESPECT VS. BULLYING BEHAVIORS

LESSON 4: **CHOOSING TO BE A POSITIVE LEADER**

Discussion Questions:

- **If someone treats you with disrespect, you don't have to treat that person with respect. Do you agree? Why or why not?**
 - *Possible answers: no because they didn't respect you first, yes because positive leaders treat everyone with respect*
- **You are playing kickball with your friends at recess when the new girl walks over and watches from the sidelines. Do you invite her to join you? Why or why not?**
 - *Possible answers: no because if she wanted to play she should ask us, yes because she probably wants to play and is shy*
- **There is a boy at school who always sits alone and does not have any friends. He dresses differently and seems scary. Would you try to start a conversation with him? Why or why not?**
 - *Possible answers: no because he seems scary, yes because maybe he is lonely*
- **Have you ever wanted to join, wanted a friend, or wanted help, but weren't sure how to ask?**
 - *Possible answers: yes, sometimes*

Sometimes people are not sure how to reach out. One way of being considerate is to pay attention to those who might be new or otherwise left out.

Bystanders allow things to happen. But respect is an active choice. If you notice that someone sitting alone or being left out, think about how you could make them feel respected. Positive leaders strive to celebrate the individual and to make it fun for everyone.

People who are different may scare us because we do not understand the differences. Positive leaders move beyond whatever fears they may have to look for the good in other people. Even if someone seems very different, we often find we have more in common once we get to know them. How often has your first impression of someone turned out to be wrong?

RESPECT VS. BULLYING BEHAVIORS

LESSON 4: **CHOOSING TO BE A POSITIVE LEADER**

Let's think back to the stories we shared previously of the positive leaders in our lives and how they made us feel. What would they have done in a similar situation? How did they make everyone around them feel respected and valued?

"Look hard enough and you will always find a light, and you can even help it grow." – Rachel Joy Scott

COACHING TIP: Use real life examples of positive leaders who reach out to others, especially those who seem different or are excluded by everyone else. Refer to the "Getting Started" section for more information on Rachel Scott and the resources offered by Rachel's Challenge.



Positive leaders consider how others may be feeling in an unfamiliar situation and don't hesitate to reach out.

Everyone can use a pick me up. It may be as simple as smiling at someone and saying "hello," giving an unexpected compliment, or inviting them to join us in an activity. Even if someone chooses not to join—maybe they really did just want to watch you play kickball—they at least know that you considered their feelings.

It can be scary to make the first move, so we are going to practice!

RESPECT VS. BULLYING BEHAVIORS

LESSON 4 ACTIVITY: **CELEBRATE THE INDIVIDUAL**

What you will need for this activity:

- Enough space for everyone to move around safely
- 1 bingo sheet for each participant (download *HCHC: Rise Above Bullying* resources from RipkenFoundation.org/Resource-Portal)
- Pens or pencils
- Optional: small prizes like stickers or fun erasers

1. Have everyone stand in a circle.
2. When you say "Go," everyone must walk around in the area saying "mingle, mingle, mingle" until you yell a number.
3. When a number is given (e.g. 4), everyone must quickly try to get into a group of that number (e.g. 4 people per group). After a few seconds, anyone not in a group is "out." Any group having more or less than the given number is also "out."
4. Those who are "out" should stand outside the play area so they can still watch the rest of the game.
5. Keep playing until there are only two people left.
6. After playing one round by the above rules, play another round with added characteristics that people must group by. Here are some ideas:
 - a. First name starts with the same letter
 - b. Same favorite color
 - c. Birthday in the same month
7. Once the kids are divided into fairly even groups (hopefully 4-5 kids per group), give them 3 minutes to discuss and come up with:
 - a. Something they all have in common (it cannot be that they are all members of your organization!)
 - b. One unique fact about each group member
 - c. A group member who will share the

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LESSON 4 ACTIVITY: **CELEBRATE THE INDIVIDUAL**

- answers with everyone
8. After every group has shared their answers and everyone has gotten to know each other better, gather everyone back into one big group.
 9. Give everyone a bingo sheet and a pen or pencil.
 10. Time to celebrate the individual! Players must go up to another participant and tell him or her something they are good at, and then write the person's name into the corresponding square on the bingo sheet. Blank squares mean that they can come up with their own unique compliment.



11. Once they have a row/column filled with names (without any duplicates), players can yell, "Bingo," and read off who they have listed for each compliment. If you have prizes, hand them out.

RESPECT VS. BULLYING BEHAVIORS

LESSON 4 ACTIVITY: **CELEBRATE THE INDIVIDUAL**

CHALLENGE FOR THE FUTURE!

"I have this theory that if one person can go out of their way to show compassion, then it will start a chain reaction of the same. People will never know how far a little kindness can go." – Rachel Joy Scott

Challenge the kids to keep finding new ways to make it fun for everyone and celebrate the individual:

- Write a thank you note to someone who is normally underappreciated (e.g. bus driver, cafeteria staff, janitor, garbage collectors)
- Eat lunch with different people every day.
- Choose one person a day you would not usually compliment and compliment them.
- Be creative! Come up with your own or use the kids' ideas from the Lesson 3 activity.

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WRAP UP

REINFORCING THE LESSONS

"Perfect practice makes perfect." – Cal Ripken, Sr.

The ability to build healthy relationships is crucial for a successful transition to adulthood. Bullying behavior can have devastating short-term and long-term consequences both for those who bully and those who are targets of bullying.

If we want to prevent bullying, we need to teach youth how to treat others with compassion, communicate respectfully, and lead by bringing others up and in. Positive interpersonal and leadership skills—not standing by silently while others suffer—are the countermeasures to bullying behaviors.

Continue looking for opportunities to reinforce the lessons learned and ensure youth continue to practice respect and positive leadership in any situation. Whether it's welcoming the new kid, eating lunch with people you don't normally eat with, standing up for a target, or giving an unexpected compliment, every interaction we have with other people presents an opportunity.

When our kids are empowered to make active choices, understand why and how to be considerate of others, and have the self-respect to know that other people's behavior does not lessen their worth, then our kids will be able to rise above bullying. They can go beyond doing no harm to actually being a positive influence on their peers.

Bullying situations can be very emotionally charged. Remember to practice the 3 R's: recognition, response, and relationships. Be empathetic and affirmative, but remember that respecting others also includes respecting their abilities to make more productive choices.

WRAP UP

REINFORCING THE LESSONS

We can't ensure that our kids will never get hit by a pitch or be the target of bullying, but we can prepare them to handle whatever life throws their way. We cannot choose their teammates for them, but we can teach them to be great teammates to others. It starts with you, so set the tone and make it fun!



WRAP UP

RESOURCES

In addition to [RipkenFoundation.org](https://www.ripkenfoundation.org), here are some resources that might be helpful in your work with youth.

[rachelschallenge.org](https://www.rachelschallenge.org)
[stopbullying.gov](https://www.stopbullying.gov)
[startempathy.org](https://www.startempathy.org)

Fun Games

[playworks.org/games](https://www.playworks.org/games)
[gameskidsplay.net](https://www.gameskidsplay.net)
[kidshealth.org](https://www.kidshealth.org)
[letsplay.com](https://www.letsplay.com)
[familyfun.go.com/playtime](https://www.familyfun.go.com/playtime)

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A devoted educator for 35 years, Joe has worked as a teacher, counselor, coach, athletic director, and school administrator. As a presenter for Rachel's Challenge, he has brought a common sense approach to stop bullying behavior through building relationships to teachers and staff in schools across the country.

WRAP UP

CONNECT WITH US

You are on the front lines, empowering kids in your community each and every day. You're there through life's challenges, just as Cal Ripken, Sr. was for his kids and his players: teaching them how to make the best of every situation, leading by example, and encouraging them to reach their full potential in life.

At the Cal Ripken, Sr. Foundation, we see our role as supporting you in this shared mission.

Visit our website RipkenFoundation.org to learn more.

Visit our Resource Portal Section for more free activity resources.

Join the conversation:



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**The Cal Ripken, Sr. Foundation helps
build character and teach critical life
lessons to at-risk young people living in
America's most distressed communities.**



**TRANSFORM COMMUNITIES
CHANGE KIDS' LIVES**

RipkenFoundation.org