




# STAND UP TO BULLYING



Developing a Community  
of **UPSTANDERS** with BullyBust



**WICKED**  
THE UNTOLD STORY OF THE WITCHES OF OZ

 National School  
Climate Center

## STAND UP TO BULLYING

### DEVELOPING A COMMUNITY OF 'UPSTANDERS' WITH BULLYBUST

This Newspapers in Education supplement has been created to help raise awareness about the harmful effects of bullying and draws from the prevention materials and supports offered by the BullyBust campaign of the National School Climate Center (NSCC).

It explores the way in which bullying affects every person, and shows how students can stand up against bullying in their own communities. The supplement brings this message to life using the inspiring story of the Broadway musical *WICKED* and real-world examples from the news.

The activities in this supplement and its companion Educator Tool Kit are adapted from the Breaking the Bully-Victim-By-stander Tool Kit, a rich resource that is part of NSCC's comprehensive bully prevention/pro-upstander program.

Through the activities and stories that follow, students will gain a deeper understanding of this toxic issue, learn concrete strategies for how to prevent bullying and be empowered to help create positively engaged, safe and caring schools and communities.

*Credits: This NIE supplement was written by Darlene Faste and Lauren Naefe. All WICKED Materials are reproduced with permission of WICKED LLC, all rights reserved. WICKED music and lyrics by Stephen Schwartz, book by Winnie Holzman. All WICKED photos courtesy of Joan Marcus, all rights reserved. All activities are from the Breaking the Bully-Victim-Bystander Tool Kit, created and distributed by the National School Climate Center (NSCC) (www.schoolclimate.org). Graphic design was by Jon Barthmus of Hollister Creative.*

# BULLYING IS EVERYONE'S RESPONSIBILITY

Feeling safe in school — physically, socially and emotionally — is something every student deserves.

When bullying occurs, it creates feelings of sadness, loneliness and fear. It gets in the way of students' ability to learn and keeps them from becoming fully engaged in the community.

The good news is that we can do something to stop bullying when we see it happen and prevent future incidences from occurring.

There are three main roles played by people in any bullying incident: the bully, the victim and the witness.

We all have a choice: to be a passive bystander who does nothing and adds to the problem, or to be an "upstander" who responds to the problem in a positive way.

The BullyBust program was created to help students and adults stand up to bullying by providing educational resources, activities and student supports that teach self-awareness, empathy and other critical skills for positive youth development.

Through [www.bullybust.org](http://www.bullybust.org), BullyBust's free



Students at Shiz University

materials reach thousands of educators, students and parents who are dedicated to creating communities of upstanders. Together, we CAN help put an end to bullying — for good!

## WHAT IS BULLYING?

Bullying occurs when a person or a group of people who have more power than others hurt, scare or are mean to someone else (or a group) on purpose, usually more than once.

### Common Ways That People Act as Bullies

- Shoving, punching, pushing or other ways of hurting people physically.
- Leaving someone out of your group on purpose.
- Ganging up on others. This can be done without being physical or with words. It can be done with mean "stares," too.
- Teasing or being mean or inconsiderate in other ways verbally — with words. One of the most common ways that people do this is spreading bad rumors.
- Cyberbullying: Cyberbullying is when kids bully others using texting, email or other technology. Some of the most common examples include: sending hurtful messages, and posting pictures or untrue messages online on blogs or social networking sites like Facebook and MySpace.

## How Is Our School Doing?

Below is a survey adapted from the BullyBust program resources. Respond to each statement and discuss your answers as a class.

	Always	Sometimes	Never
I feel safe in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I stand up for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I stand up for others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New students are welcomed by other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## How Often Does This Happen in Your School?

	Often	Sometimes	Never
I have been bullied by another student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have seen other students bullied by peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I avoid doing things I like because of bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students seek help from an adult to stop bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students seek help from a peer to stop bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# HOW ART CAN CHANGE ATTITUDES

Art is a powerful way to reach people. In books, movies and musicals like *WICKED*, artists give us new ways to look at things that are important to us.

Art gives us fresh insights into things we're afraid of, things we hope for and things that hurt us.

Art sheds light on old love, new love, lost love and the desire for love. It explores families, friends, dreams and disappointments.

Art also inspires — by telling the stories of underdogs who overcome obstacles to succeed and by exposing injustice in order to make the world a better place.

A novel called *Uncle Tom's Cabin*, for example, helped change America's history. Harriet Beecher Stowe's story about a family of slaves was hugely popular before the Civil War and convinced many white people that slavery had to stop.

More recently, the movie *Avatar* got people thinking in new ways about protecting the environment, the *Harry Potter* books looked at discrimination through the tension between wizard-born and muggle-born students and the play *The Laramie Project* offered insights into the attitudes that lead to prejudice against gays.

And of course the book *To Kill a Mockingbird* is still on school reading lists 50 years after it first put a spotlight on race relations in America.

Like those works, the musical *WICKED* uses the power of art to reach and teach

audiences. It shows how important it is to stand up against bullying and unfairness and how every person has a responsibility to work to make things better for others.

The story of *WICKED* dramatically matches the mission of the BullyBust program of the National School Climate Center. And that makes it a great way to extend the message of BullyBust through this special student supplement.

*WICKED* is the story of somebody who has been treated unfairly all of her life.

Elphaba, the future "Wicked Witch of the West" in the Land of Oz, is smart, talented, unusual, independent, strong-hearted and green, but is teased and left out by her classmates — and everyone else.

The Wizard who rules Oz is a bullying leader who is unfair to many of those who live in his land, and tries to control the Animals by taking away their ability to speak.

He first uses his power and popularity to try to get Elphaba (and her powerful magic) to join forces with him. When that doesn't work, he threatens her and turns everyone against her.

Still, Elphaba stands up against this bully and won't be part of his plans to scare, control and hurt others. Doing the right thing is hard, but heroic. And her actions eventually inspire her former classmate and rival Galinda to become an "upstander" and change "for good."

P.J. Benjamin as the Wizard



**"It is the glory and good of art,  
that art remains the one way  
possible of speaking truth."**

— Poet Robert Browning

## Learn with the News

Many writers are inspired by current events. Look through today's news for an interesting story about a situation you think more people need to know about. Now get creative and write a fictional short story, song or poem inspired by the news. Share it with others. Use the space to the right or use a sheet of paper if you need more room.

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“When you bully someone, think of the pain they go through every day. They might not even want to wake up, for they won’t want to go to school and get bullied. Remember, never hurt someone because it amuses you. And if you were bullied and do it now to others to get the pain out of you ... it won’t release the pain. **Two wrongs do not make a right.**” — Joel, 8th Grade Student

### WHAT IF I AM A BULLY?

Actually, there are a lot of kids who act as a bully at some point in their life. Usually, this is because there is something that is making them feel bad. We might think that if we are “really strong” and push people around, it will make us feel better. This is NEVER OK, and pushing people around will only make you and others feel worse. Bullies are not bad people, but they are doing bad things and need help. If you have been a bully, talk to an adult you trust. You might be scared to tell a grown-up that you have been a bully, but most adults will understand and help you figure out a plan to feel better and/or deal with whatever is making you feel bad. If you are not sure whom to trust, see your school’s counselor, principal, nurse or assistant principal. They are often people in school who not only care, but will have specific ideas about how best to deal with these kinds of situations.

#### Name the Top Three Reasons Students Are Bullied at Your School:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Share some of the most common reasons as a class, and discuss what students can do to protect each other from bullying. Include ways adults could help as well.

#### How to Protect Students from Bullying:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Keep these ideas posted as you go through the rest of this supplement, and see how you can build on them with what you learn.

# THE ROOTS OF BULLYING

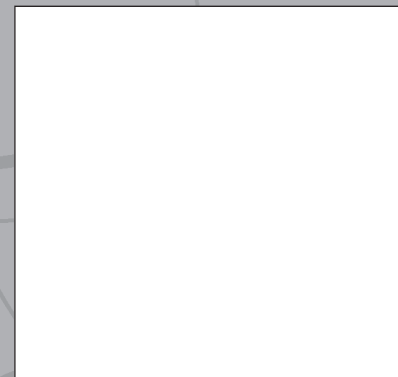
## Why Do People Bully Others?

There are lots of reasons that students bully. For example, students too often see adults being bullies. Sometimes, they think, “If they are doing it, I will too!” Here are some other common reasons why students bully:

- Students sometimes feel the need to bully so they can be accepted by a peer group (especially if others in that group also act as bullies).
- When people feel bad about themselves, they sometimes believe bullying others will make them feel “stronger” or better. It really only makes everyone involved feel worse.
- Sometimes people are afraid that if they are not a bully, someone else will bully them. Bullies are often being bullied in other ways — by parents or siblings at home, by teachers or by others from their neighborhood — and they become a bully to let out their hurt and anger.

### Learn with the News

Read the comics and find instances of bullying. Pick one and make a list of the characters and whether they are a bully, a victim or a bystander. Why is the bully character being a bully? What is the victim’s response? Does anyone stand up for the victim? Re-draw the cartoon to show a positive result. Start in the space at right and finish on a piece of paper.



## What Is an Upstander?

The best way to prevent bullying is to become an “upstander” to bullying (as opposed to a bystander who stands by and does nothing). An upstander is someone who recognizes when something is wrong and acts to make it right. When an upstander sees or hears about someone being bullied, they speak up. Being an upstander is being a hero: We are standing up for what is right and doing our best to help support and protect someone who is being hurt. In many ways, this is another word for being *socially responsible*.

# STANDING UP TO BULLYING:

“Everyone that is a victim of bullying deserves that chance to break all the walls that surround them and understand that they are special, even in a world of billions.”

— Nusrat, 6th Grade Student



The students at Shiz University turn on Elphaba.

## What YOU Can Do to Stop Bullying

### WHEN YOU'RE BEING BULLIED...

**Being bullied is painful, but it is important to remember that you are not alone! Below are some tips on what you can do if you are being bullied.**

**Don't ignore the situation.** When you are being bullied, you naturally just want to make it all go away. As a result, some of us just keep everything inside or even avoid going to school! Sometimes the bully does stop and moves on to someone else, but this doesn't always happen.

**Always tell an adult you trust.** Tell your parent, a trusted teacher, school counselor or another trusted adult about what's happening. Share all of the details, and let them know how this made you feel. Ask them what to do next.

**Keep in mind that no one deserves to be bullied.** Bullies are not bad people, but they are doing bad things. Sometimes kids become bullies because they are bullied at home by their parents and are determined not to be bullied at school — so they bully others instead. Knowing this will

help you understand that the bullying doesn't have to do with you, but with the bully.

**Never fight back, but let the bully know you are not an easy target.** Stay calm, and tell the bully with confidence and determination to “Stop it,” and to “Leave me alone.” Walk off with confidence.

**Stand up to the bully if you feel “safe enough.”** This is sometimes easy to say and much harder to do! If you do feel safe enough, confront the bully by telling him or her how you feel, why you feel the way you do and what you want the bully to do. For example, “I feel angry when you call me names because I have a real name. I want you to start calling me by my real name.”

**Do not respond directly to the bully's teasing.** Sometimes we just feel too scared to respond. Not responding is actually another good strategy that we can use when we are being bullied. To the best of your ability, just walk away! This is also an important tip to remember when dealing with bullying online. Keep harmful messages from spreading by not responding, adding

comments or sending them on to friends. (Again, it is important to let an adult know about this. When you are bullied online, print out a copy of the text or picture and show it to a grown-up.)

**Don't blame yourself!** It is common for students to feel that they have somehow “caused” the bullying. Remind yourself that it's not your fault and talk to a friend, adult in school or parent about the way you feel. Write down your good qualities and discuss them with your family, and use this list as a reminder if you start to blame yourself or feel down.

### Learn with the News

Find a story in today's newspaper that shows a person, group or organization being an upstander. Use the definition at the top of this page as a guide and write a journal entry about why this story is a strong example of upstander behavior and who is benefiting from these positive actions.





### WHEN YOU SEE SOMEONE ELSE BEING BULLIED...

**Tell an adult you trust.** Some kids think this is tattling or being a snitch, but it is not. When you tell an adult, you are helping someone else who needs support. Most adults really do want to know about bullying, and they want to help. If you tell a grown-up about this and they don't respond, find another adult you trust and tell them. Many schools have programs to not only help prevent bullying, but to support people — kids and adults — standing up to bully behavior and saying "No, this is not an OK way to act!"

Name three people in your school community who are upstanders based on the definition on page 5, and explain how. They can be a parent, teacher, student, safety officer, bus driver or any other person who is part of your school.

1. WHO: \_\_\_\_\_

How: \_\_\_\_\_

2. WHO: \_\_\_\_\_

How: \_\_\_\_\_

3. WHO: \_\_\_\_\_

How: \_\_\_\_\_

## SPOTLIGHT: AN UPSTANDER IN ACTION:

### "It's looking at things another way..."

*WICKED* the musical tells the story about the Land of Oz made famous in *The Wizard of Oz* story. In the play, it is revealed that the two witches of Oz — the Wicked Witch of the West and Glinda the Good Witch — actually went to school together at Shiz University. In the beginning, they started off as unhappy roommates, but they became surprisingly good friends.

Glinda the Good (originally known as Galinda) is beautiful, spoiled and popular. Elphaba, the "Wicked" Witch, is ... unconventionally green. Elphaba is also a brilliant student with strong values, and is never afraid to stand up for what she believes in.

Sadly, Glinda and the other students only see Elphaba's green skin, and constantly tease and exclude her for being different.

In the play, Elphaba learns firsthand what it means to be an upstander. Defying the gravity of those around her, she stands up for what she knows to be right. On a visit to the Emerald City, she and Glinda discover that the Wizard is taking away the rights of Animals throughout the country. Despite this revelation, Glinda is tempted by the Wizard's invitation to join his administration. Elphaba refuses and vows to fight the Wizard's injustice. Even when doing the right thing is difficult and unpopular, Elphaba stands up against the toxic behavior corrupting the Land of Oz — and makes a difference.

Glinda learns that being a passive bystander to wrongdoings — as opposed to being an upstander — hurts everyone involved. In the end, she also comes to understand the importance of being an upstander, and speaks up for her friend, Elphaba — and for what's right.



### Upstander in Action: Elphaba, the "Wicked" Witch

Born with emerald-green skin, she had a rough childhood and has been an outcast from the very beginning. She has a great talent for sorcery. She is smart, sensitive, passionate, misunderstood and sincere and has potent inner beauty. Her sympathy for the Animals being silenced and her rebellion against the Wizard cause her to be unfairly labeled as the Wicked Witch of the West.

### Glinda, the "Good" Witch

She is pretty, charming, ambitious, vain and very popular, but also vulnerable and sympathetic. She sacrifices her friendship with Elphaba to climb the social ladder and seize the opportunity to join the Wizard. In time, she realizes that popularity gained at a high price is not as rewarding as lifelong friendship and becomes "Glinda the Good."



### Other Characters in the Play:

Nessarose — Elphaba's sister  
Boq & Fiyero — Fellow students at Shiz University  
Madame Morrible — Headmistress at Shiz University  
Doctor Dillamond — Instructor at Shiz University  
The Wizard — Leader of Oz

# 10 WAYS to be AN UPSTANDER

**1. Help others who are being bullied.** Be a friend, even if this person is not yet your friend. Go over to them. Let them know how you think they are feeling. Walk with them. Help them to talk to an adult about what has happened. (Just think for a moment about how great this would be if someone did this for you when you were being picked on or hurt!)



**2. Stop untrue or harmful messages from spreading.**

If someone tells you a rumor that you know is untrue or sends you a message that is hurtful to someone else, stand up and let the person know this is wrong. Think about how you would feel if someone spread an untrue rumor about you. Don't laugh, send the message on to friends or add to the story. Make it clear that you do not think that kind of behavior is cool or funny.

**3. Get friends involved.** Let people know that you are an upstander and encourage them to be one, too. Bullies often target people who are alone. You and your friends can help prevent a bad situation by creating a group of support for the person being bullied.

**4. Make friends outside of your circle.** Eat lunch with someone who is alone. Show support for a person who is upset at school, by asking them what is wrong or bringing them to an adult who can help.

**5. Be aware of the bullying policy at your school and keep it in mind when you witness bullying.** If there isn't a policy, get involved or ask teachers or front office staff to speak about how you can reduce bullying.

**6. If someone is new at your school, make an effort to introduce them around and make them comfortable.** Imagine how you would feel leaving your friends and coming to a new school.

**7. Refuse to be a "bystander."** If you see friends or classmates laughing along with a bully, tell them that they are contributing to the problem. Let them know that by laughing they are also bullying the victim.

**8. Respect others' differences and help others to respect differences.** It's cool for people to be different — that's what makes all of us unique. Join a diversity club at school to help promote tolerance in your school.



**9. Ask your teacher or principal to develop a bullying program or project that will help reduce bullying in school.** Ask them to bring together a team of students, parents and teachers to meet as "Stand Up Ambassadors" to talk about bullying on a regular basis and share stories and support.

Talk about the "hot spots" where bullying most likely occurs (the bus, bathroom, an unmonitored hallway) and what can be done on a school level to make sure students and teachers are on the same page about bullying.

**10. Learn more about bullying.** For example: Why do kids bully? Where does bullying take place most often in your school? What are the effects of bullying? Why are people afraid to get involved? Understanding this information will help you if you are bullied and will help you to stand up to bullies if a friend or classmate is being bullied.

# 10 STUDENT EXAMPLES OF UPSTANDER BEHAVIOR

- Dean and Gregorio organize a community service program in which they teach cooperative playground games at an elementary school nearby so that everyone, including students in wheelchairs, can play. Before this, those students were excluded.
- Saveth teaches a lesson on the Cambodian holocaust. He wants people to know about his heritage and to understand Cambodians.
- Lily, Cassandra and Perla cut their hair short in support of Maria, who is losing her hair because of a disease. Lily, Cassandra and Perla are well liked and say, "We're not brave. It's just like the right thing to do."
- Jolie has lunch with Larissa, who always eats alone. She ignores a couple of students who comment on her "eating with the loser."
- Bernie coaches Alphonse in basketball. Bernie is very athletic. Alphonse is not.

- Chuckie makes and wears a T-shirt that says "Diss the Diss." Chuckie is popular.
- Yolanda, Terrell, Cody, Sam, Desiree and Faith start a Welcome Squad. The Welcome Squad has grown to 30 students, has a faculty advisor and meets regularly. They greet all newcomers and mentor them in their first month.
- Because of a rumor, a girl had stopped coming to school, became depressed and ran away. Tori writes an article for the school's online newsletter, "Rumors Are Dangerous."
- Dion has been bullied because he is considered a "fag." Steve mentions that he has a gay uncle who is cool so that Dion overhears it and feels safe to come out to Steve.
- Dahlia tutors Yashira in English. Yashira has a strong accent and was told, "Go back to your country."



Megan Hilty and Eden Espinosa

**"Because I knew you, I have been changed for good!"**

— Quote from *Elphaba & Glinda*

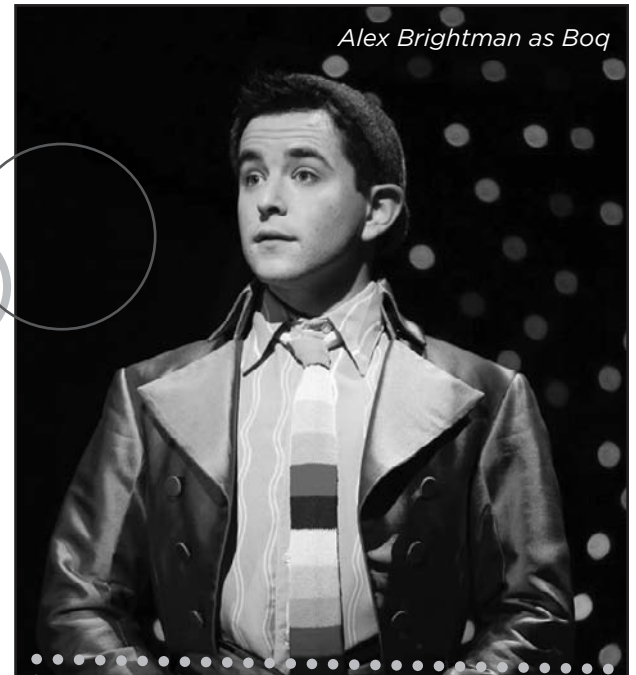
# I AM AN UPSTANDER

Every day we have the opportunity to make our schools (and our world!) a better place. Putting an end to bullying is everyone's responsibility. Read the Stand Up Pledge below to see how YOU can help today.

## THE STAND UP PLEDGE. I WILL ALWAYS:

- Support those around me who are being bullied or victimized
- Tell a friend, teacher or parent when I see someone being bullied
- Ask myself, "How would I want to be treated?"
- Note where and when bullying occurs (bathroom, playground, online)
- Do something when I see someone being bullied — be an UPSTANDER
- Understand why bullies bully
- Practice being a good role model for my fellow students and share "STAND UP to Bullies" strategies

Join thousands of students and adults from across the country by pledging your commitment to make a difference in your school and community. Sign the pledge today at: [www.bullybust.org](http://www.bullybust.org)!



Alex Brightman as Boq

"The only way to stop bullying is if we all acknowledge that it is hurtful and wrong and vow to stand up for what is right."

— Gabriela, 7th Grade Student

## Bullying IS Personal . . .

And it takes every person's effort to stop the harmful effects of teasing and harassment. You can turn the Stand Up Pledge into your own personal upstander commitment. Read each of the statements above, and find the one that you relate to best. How can you live it each day in your school? Here are a few examples of what others are doing to show that they are upstanders:



I am an upstander because I welcome new students at my school.



I am an upstander because I stop untrue and hurtful messages from spreading online and in school.



Elphaba is an upstander because she helps others defy gravity and stand up for their rights.



Glinda is an upstander because she is a good friend to others and values what makes each person different.

Read each statement below with your commitment in mind. If you can answer yes to each one, your commitment passes the test!

**A positive commitment statement is ...**

- Important to you
- Important to others (will help, NOT hurt)
- Something you want to do
- Something you have the right support to do
- Really something you can see yourself doing.

**SPREAD THE WORD:** Share your pledge with others on the Commitment Wall at [www.bullybust.org](http://www.bullybust.org)! You can also read commitments from other students, and pick up their stories and tips on how to prevent bullying!

Make your own unique commitment to be an upstander! Write your pledge in this box or use a sheet of paper if you need more room.

**I AM AN UPSTANDER BECAUSE ...**



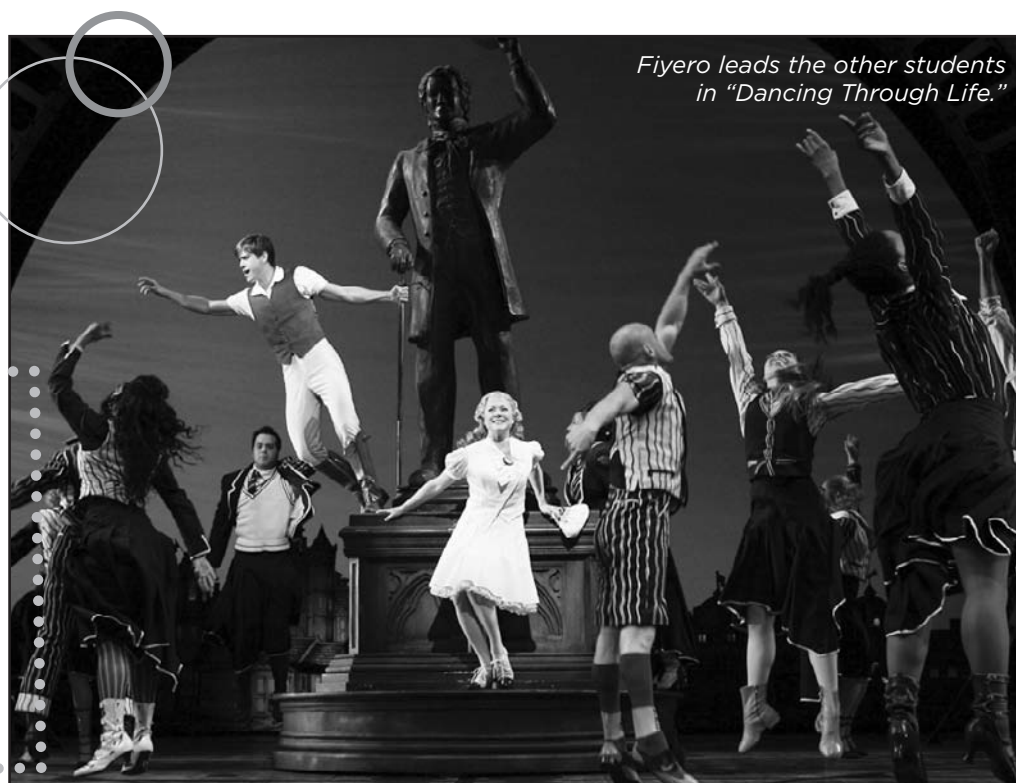
# EMPATHY: WHAT BULLYING FEELS LIKE

At Shiz University, Elphaba was often the victim of bullying and exclusion. Her classmates, who teased and ignored her because of her green skin, never considered who Elphaba really was as a person or how it might feel to be treated the way she was. In fact, they seemed to lack **empathy** for Elphaba altogether.

**Empathy** is often defined as, “understanding and entering into another person’s feelings.” When we feel empathetic toward others, we think about the world from their perspective. We imagine what it would feel like to be a friend or classmate in a given situation, before we react or respond.

“If you think calling others names is really harmless, or if you think pushing, hitting or stealing from other kids is funny, you’ve forgotten what it feels like to be hurt yourself! Teasing, hitting and keeping others out of a group — all of these things harm someone.”

— Lisa, 7th Grade Student



*Fiyero leads the other students in “Dancing Through Life.”*

Read the following excerpt from *WICKED* as a class (students can act out different roles). It describes Elphaba’s experience at the first school dance. Beforehand, Galinda had given Elphaba a black hat that she hated, and pretended that it was a fashionable gift. Elphaba was suspicious of Galinda’s kindness, but decided to believe her offer was sincere and wore the hat to the dance.

**IN ‘WICKED’:** THERE’S ELPHABA, standing in the entrance-way, wearing the black pointy hat. All abruptly stop dancing, seeing her. There’s a RIPPLE OF WHISPERED REACTION.

Elphaba slowly looks around the room. She can see that she’s been tricked. ...

Elphaba deliberately moves to the center of the room and stares directly at Galinda. Then, defiantly, still looking at Galinda, she puts the hat back on her head. And as everyone watches, she starts to dance by herself.

**FIYERO:** I’ll say this much for her, she doesn’t give a twig what anyone else thinks.

**GALINDA:** Of course she does. She just pretends not to.  
(turns away, looks down at the wand in her hand)  
Oh, I feel awful!

**FIYERO:** Well, it’s not like it’s *your* fault.

**GALINDA:** (looks up at him, stricken)  
Excuse me.

Galinda crosses to Elphaba, who is still dancing. She taps her on the shoulder.

**GALINDA:** May I cut in?

Elphaba looks at her. Galinda begins to dance in “Elphaba style.” Elphaba allows her to embarrass herself for a while. But then gradually, the other students pick up the dance, too, and it is clear that Elphaba has been accepted. As Elphaba and Galinda dance, the others join them.

**IN YOUR WORLD:** Write a journal entry from Elphaba’s perspective. How did it feel to walk into that dance? Describe Elphaba’s feelings dancing in the middle of the room alone. How did those feelings change when Galinda joined the dance?

Share these entries as a class and make a list of the feelings before and after Galinda stood up for Elphaba. Discuss as a class some reasons why Galinda decided to help Elphaba.

**IN HISTORY:** Think of a historical figure who stood up for others, such as the Dalai Lama, who has worked to peacefully obtain the freedom of his Tibetan people since 1950. Share your examples as a class and talk about the different ways each figure stood up for what he/she believed was right.

## Learn with the News

Pick a story from the front page of the newspaper about an issue affecting people in a community in your state, the nation or another country. Create a poster promoting empathy for the people dealing with the issue. Use words and images to help your audience understand how the people described in the story feel about the situation.

# IT WAS HARD AND I DID IT ANYWAY



*Glinda invites the Citizens of Oz to celebrate.*

Reflecting on our struggles and successes can help us build confidence in our abilities to stand up in future difficult situations. It also helps build our awareness of others and the challenges they face.

**IN ‘WICKED’:** For her entire life, all Elphaba wanted was to meet the Wizard and be accepted by him. When her dream finally comes true, the Wizard tricks Elphaba into using her powers to cast a spell that will allow him to control others for his personal gain. She refuses to help him with his plan, and escapes from Oz. The Wizard spreads lies about her to protect himself, and Elphaba becomes known as the “Wicked Witch of the West.” Though it was very difficult for Elphaba to stand up to the Wizard and reject his offer, she knew it was the right thing to do.

**WIZARD:** Elphaba, when I first got here, there was discord and discontent.

And where I come from, everyone knows: The best way to bring folks together, is to give them a really good enemy.

**ELPHABA:** You can’t read this book at all. Can you? That’s why you need an enemy. And spies. And cages. You have no real power!

## Learn with the News

Look for an example of people overcoming a difficult situation. Who helped make their success possible? How are they modeling upstander behavior for others?

As a class, discuss the Wizard’s claim — “the best way to bring folks together, is to give them a really good enemy.” Do you agree with his statement? Why or why not? With your classmates, brainstorm positive ways to bring people together, and talk about how these ideas differ from the Wizard’s.

## IN YOUR WORLD:

What was one thing you did in school that was hard, but you did it anyway?

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Who helped you and how?

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What is one thing that is still hard for you and YOU WANT TO DO ANYWAY?

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What help do you need to get this done? How will you ask for this help?

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“In the end, we will remember not the words of our enemies, but the silence of our friends.”

— *The Rev. Martin Luther King Jr.*

**IN HISTORY:** The Rev. Martin Luther King Jr. was a key leader and hero of the Civil Rights Movement in America. A victim of discrimination as a child and adult, Dr. King saw the injustice of the laws separating people based on race and dedicated his life to standing up for racial equality. He was a powerful speaker and had great passion for his cause. As a leader, he promoted peaceful, non-violent protests against the unfair segregation of African Americans in the 1950s. He traveled across the country inspiring people to join the movement, led protest marches, sit-ins and boycotts, and was arrested more than 30 times.

On August 28, 1963, Martin Luther King Jr. and other Civil Rights leaders led a march into Washington, D.C., that involved more than 200,000 people. It was here that Dr. King delivered his “I Have a Dream” speech. In 1964, Dr. King won the Nobel Peace Prize for his efforts.

Even though Dr. King faced many obstacles and was unfairly treated, he never gave up on his dream for racial equality. He was a true hero and a courageous upstander in history, who stood up for what was right and changed our country for the better.

Each year, we celebrate the life and work of the Rev. Martin Luther King Jr. in January, the month of his birthday.



# CYBERBULLYING & SPREADING RUMORS

Cyberbullying is one of the fastest-growing, and most dangerous, kinds of bullying. Cyberbullying is defined as “willful and repeated harm inflicted through the use of computers, cell phones and other electronic devices.”

Recent research has shown that cyberbullying leads to negative emotions such as sadness, anger, frustration, embarrassment or fear — all of which have been linked to delinquency and violence among students. It is also tied to low self-esteem, thoughts about suicide, school difficulties, substance use, carrying a weapon to school and traditional bullying and victimization.

Statistics show that **15-35 percent of students have been victims** of cyberbullying. About **10-20 percent of students admit to cyberbullying** others.

Girls are just as likely, if not more likely, to be involved in cyberbullying as boys. Most

**victims of cyberbullying know, or think they know, who the cyberbully is.** (From “*Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying.*”)

Sometimes we forget that name-calling, teasing and harassing others really hurts, especially when a computer screen or cell phone separates the bully from the victim. It’s just as important for us to help each other and be upstanders online as it is for us to be upstanders at school and at home.



## Think About It

At the beginning of *WICKED*, Elphaba and Glinda are at the university, and Elphaba is often verbally teased for being green-skinned. Imagine that this teasing had taken place on the Internet. In a roundtable discussion, pose these questions to the group: How might (and do) people use the Internet to tease or bully others? How is the impact of online bullying different and similar to verbal teasing? Imagine you are Elphaba. How would you react to the bullying? As an upstander, how would you defend Elphaba and help end the online bullying?

**IN YOUR WORLD:** In your journal, write about any recent instances of cyberbullying you have experienced, witnessed or started. DO NOT use names, but share the basic details of the situation.

Was it resolved in a positive way? How? If not, what could have been done to create a more positive outcome? Share a few of these examples with the class, and create rules that could help prevent these instances of bullying.

As a class, discuss the rules on technology use and cyberbullying within the school. Make a list of new rules or supports that could help prevent cyberbullying in school. How can students help make this a reality? For instance, an anonymous reporting hotline could be set up, so students would feel safe alerting adults in the school about unfair treatment of their classmates. A student committee could help manage this hotline under the supervision of your school’s Guidance Department.

## Here Are 5 Things You Can Do Today to Be an Upstander Online

**Stop untrue or harmful messages from spreading.** With blogs, Facebook and forums, it’s easy for a quiet comment or negative inside joke to spread FAST. If someone posts a rumor that is untrue, or shares a message that is hurtful and harmful, stop it before it goes viral. Don’t laugh or pass the message on. Stand up and let the person know it’s wrong.

**Protect your personal information.** The Internet is like a giant neighborhood, and has good and bad parts. Limit any private details you reveal about yourself to friends and family you know and trust. Remember that the Internet is a public forum, and anything you choose to share will become part of your online reputation. Do not share anything that could be used against you.

**Practice being a role model to younger kids.** Being safe online is serious, and we need to teach others who don’t always know what to do — especially at a young age. Share your cyberbullying learning experiences with younger students. Mentor those who may not understand the scope of the Internet and convey why it’s essential to be socially responsible online.

**Tell a friend, teacher or parent when you see cyberbullying behavior.** If you see someone share a cruel message or post a harmful photograph, report the message or photograph online (to Facebook administrators, for example). Or at least tell someone you know what’s going on. When you tell an adult, you are helping someone who needs support.

**Know the rules!** Be aware of the **DOs** and **DON’Ts** for using cell phones, computers and other electronic devices in school and at home. Talk to teachers or with family members if you are unsure. Always check new sites with a trusted adult before signing up or connecting with others online.

## Learn with the News

Research the privacy and security policy of a well-known site you use (Facebook, YouTube, MySpace, etc.). What are the specifications? Do you think they protect users’ privacy enough? What would you add or take away? Summarize your findings and views in the form of an editorial or opinion column for the newspaper. Remember that editorials and opinion columns always support opinions with facts.



*Glinda and Elphaba spend "One Short Day" in the Emerald City.*

# KEEPING SOCIAL NETWORKS SOCIAL — AND POSITIVE

## IT'S ANONYMOUS, SO WHAT'S WRONG?

Social Networking sites can be a great way to connect with people and share information about ourselves, but sometimes comments can go too far. Knowing how to use technology responsibly is important in helping to prevent situations from getting out of control. Sites like [www.Formspring.me](http://www.Formspring.me) that allow people to post questions and comments anonymously too often become unsupervised bullying forums. Before you contribute or respond to a negative comment (even jokingly) or spread rumors that could hurt another person, consider this:

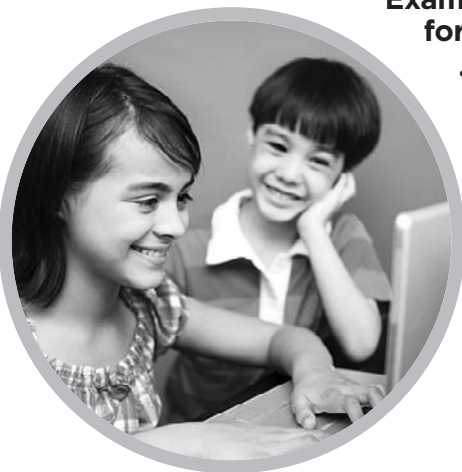
- 1. Think about the other person's reaction before you act.** Imagine saying a hurtful comment to the other person's face, instead of online. You are still responsible for your words, even if they are anonymous.
- 2. Know that emotions don't always come across online.** Even when you're kidding around, the other person might not get the joke and a small comment could become something much bigger and more painful.
- 3. You can walk away, even online.** When someone posts a mean or inappropriate comment about you or someone you know, the first impulse is to respond. Instead, you could end the conversation, delete your profile or literally walk away from the computer to stop the attack. Stay out of negative conversations, and let your friends know you don't agree with spreading hurtful messages. If you see comments that have gone too far, alert a parent, teacher or other trusted adult.

## Using Social Networks for Good

Technology, the Internet and social networks have dramatically changed the way people communicate. And they have the potential to dramatically change things for the better. As a class, or in groups, discuss how you can use technology to make life better for others. Discuss the examples below, and then think about and share a way that you could use technology to improve the life of someone else or a group of people.

### Examples of Using Technology for the Greater Good:

- Facebook pages and applications that help raise awareness or money for causes. The site [www.facebook.com/bullybust](http://www.facebook.com/bullybust) raises awareness for BullyBust, for example; Lil Green Patch is an application that raises money from sponsors to save rain forests; The Equality Project is a page that functions as a safe haven for students to voice their stories and fears about discrimination.

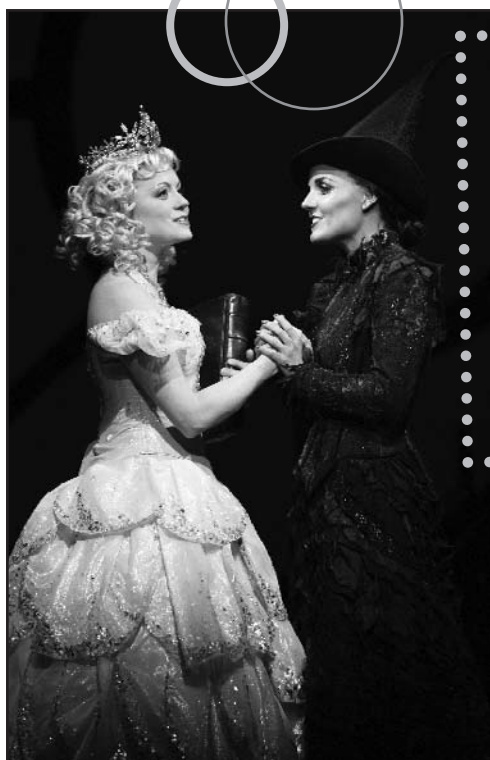


- Students who create applications, social networking pages and websites for charities and nonprofit organizations
- Celebrities, such as Elphaba, who uses videos to spread the word about causes she cares about, such as the BullyBust campaign. View her videos at: [www.bullybust.org](http://www.bullybust.org).
- Schools that created Stand Up to Bullying videos on YouTube
- Twitter therapy, or stories of people using Twitter to connect with others for support. One example is how Drew Olanoff and Brian Simpson used their Twitter accounts to discuss chemotherapy and help themselves and others get through difficult times.
- Political communications. Barack Obama's 2008 campaign broke new ground in American politics for the ways it used websites, social networking sites, e-mail, YouTube and other forms of technology to share the party's information and message. How have other candidates adopted similar approaches, or developed new ones since 2008?





# TRUE FRIENDSHIPS—FOR GOOD



Kendra Kassebaum & Kerry Ellis

“I am always seeing my best friend get picked on every day at school by an eighth grade girl. I can’t tolerate anyone teasing my friend, and it is only because of the clothes she wears. The only thing that matters to me is how she is on the inside.”

— Afrida, 6th grade student

## UPSTANDER MOTTOES

Mottoes express big ideas in simple language. They help us to focus on the habits, values and norms that are most important. Being an upstander is a big responsibility and requires everyone to work together toward the same goal. A motto can help remind people of the purpose behind big efforts.

Here are some mottoes other schools have used to represent their commitment to upstander behavior:

**“Everyone has some responsibility for everyone.”**

**“Community begins with the person next to you.”**

**“We’re all in this together!”**

**“The more I listen, the more I hear.”**

As a class, discuss what Elphaba’s motto might be. What is Glinda’s? Work in small groups to come up with your own motto for being an upstander:

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Discuss these ideas as a class and try to create a universal motto. You can adapt or use one of the examples above, if it represents your class values best. Create a banner for your class motto and post it prominently.

## IN ‘WICKED’:

**ELPHABA:** You’re the only friend I’ve ever had.

**GLINDA:** And I’ve had so many friends. But only one—that mattered.

*(Sings)*

I’VE HEARD IT SAID  
THAT PEOPLE COME INTO OUR LIVES  
FOR A REASON  
BRINGING SOMETHING WE MUST LEARN  
AND WE ARE LED  
TO THOSE WHO HELP US MOST TO GROW  
IF WE LET THEM  
AND WE HELP THEM IN RETURN  
WELL, I DON’T KNOW IF I BELIEVE THAT’S TRUE  
BUT I KNOW I’M WHO I AM TODAY  
BECAUSE I KNEW YOU...

LIKE A COMET PULLED FROM ORBIT  
AS IT PASSES A SUN

LIKE A STREAM THAT MEETS A BOULDER  
HALFWAY THROUGH THE WOOD  
WHO CAN SAY IF I’VE BEEN CHANGED  
FOR THE BETTER?  
BUT BECAUSE I KNEW YOU  
I HAVE BEEN CHANGED FOR GOOD ...

**ELPHABA:** IT WELL MAY BE  
THAT WE WILL NEVER MEET AGAIN  
IN THIS LIFETIME  
SO LET ME SAY BEFORE WE PART  
SO MUCH OF ME  
IS MADE OF WHAT I LEARNED FROM YOU  
YOU’LL BE WITH ME  
LIKE A HANDPRINT ON MY HEART  
AND NOW WHATEVER WAY OUR  
STORIES END  
I KNOW YOU HAVE RE-WRITTEN MINE  
BY BEING MY FRIEND...

## What Is a Friend?

Read or act out the scene from *WICKED* at far right as a class. Talk about how Glinda and Elphaba define friendship. How has their relationship changed over time?

In your journals, list five traits that make someone a good friend (being a good listener, offering help when needed, etc.). Explain why each one is important to you.

Using this list, write about a person in your life who exhibits these qualities — it could be a classmate, sibling, neighbor or anyone else who comes to mind. Share how they have shown you what these traits mean.

Discuss some of the common traits as a class and list them on the board. Come up with ways you can act as good classmates to each other using the list as a guide.

## Learn with the News

Research a public figure — from sports, politics, music, movies, etc. — who exhibits one or more of the positive traits you listed at far left. Write a short biography of the individual, highlighting how these traits are part of his/her life.

# HELP YOUR SCHOOL STAND UP TO BULLYING

Join the Movement During National Bully Prevention Month in October 2010!

Bully prevention doesn't end with this supplement. YOU can help your community become UPSTANDERS and make a real commitment to end bullying one school at a time. Visit the BullyBust campaign online at [www.bullybust.org](http://www.bullybust.org) to share your voice, learn from other students and adults and access more free resources. Here are some ideas for how to keep the effort going throughout your school all month long (and every month that follows!).

- Create a poster for National Bully Prevention Month. Use the resources, images and quotes on [bullybust.org](http://bullybust.org) as inspiration and material for your poster. Make copies and put them up throughout the school, encouraging others to spread the word.
- To foster school-wide knowledge of upstander behavior, create a large poster in a central place in the school where students will be able to tag images and messages of upstander behavior. Frame the poster with drawings, photographs, magazine cutouts and other images depicting people "standing up" to bullying and harassment.
- As a class, create a large sign or mural sharing 10 Ways to be an upstander for your classroom.
- Work with teachers, your principal, parents, the student council or another school group to launch a school-wide upstander effort that recognizes and rewards positive behavior in every grade.
- Create your own Welcome Squad or Upstander Committee (with adult support) to help keep key efforts going throughout the year.
- During National Bully Prevention Month or after, decorate a hallway or classroom like the land of Oz. Fill the space with imagery from the play or book and positive quotes from Elphaba and others. Add your class quotes to the mix and your commitments. Encourage other classes to create their own, and leave space for the wall to grow as more upstanders are added.

## Share Your Creative Ideas!

Visit us at [www.bullybust.org](http://www.bullybust.org) and tell us how you helped spread the upstander message at your school. Pictures, video messages and other examples of your work are welcome.

Your school could be featured on the **WICKED** website or Ozropolitan newsletter, the BullyBust site or in NSCC's quarterly newsletter to celebrate the great work you're doing!



Andy Karl



## Useful Books

**WICKED The Grimmerie**, ISBN: 978-1401308209

**WICKED The Life and Times of the Wicked Witch of the West**, ISBN: 978-0755331604

**WICKED: Original Broadway Soundtrack** available on Decca Broadway

**WICKED: Vocal Selection by Stephen Schwartz**, ISBN: 978-0634078828

**WICKED: A New Musical for Piano, Voice and Guitar**, ISBN: 978-0634078811

**The Wizard of Oz**, ISBN: 978-0140366938

**The Wonderful Wizard of Oz**, ISBN: 978-0140621679

**The Wizard of Oz (DVD)**, Warner Home Video

**The Wizard of Oz**, by Salman Rushdie, BFI Film Classics, ISBN: 978-0851703008

## Useful Links

Official website for **WICKED** author Gregory Maguire: [www.gregorymaguire.com](http://www.gregorymaguire.com)

Official website for Stephen Schwartz, **WICKED** Composer & Lyricist: [www.stephenschwartz.com](http://www.stephenschwartz.com)

Official group sales website: [www.wickedthemusicalgroups.com](http://www.wickedthemusicalgroups.com)

Official website for *Behind the Emerald Curtain*, [www.emeraldcurtain.com](http://www.emeraldcurtain.com)

## Resources and Websites to Help You

Visit [www.bullybust.org](http://www.bullybust.org) to get practical information on how to reduce bullying, find additional resources and share your voice with others.



# ATTENTION TEACHERS



See all the cool WICKED designs for the BullyBust custom FLIP camcorders at: [www.theflip.com/wicked](http://www.theflip.com/wicked). A portion of each sale supports BullyBust in providing critical bully prevention resources to schools.

Submit student essays online using the form at [www.bullybust.org/essay](http://www.bullybust.org/essay). Don't miss out! Entries must be received no later than October 29, 2010.

\*Read Official Essay Rules at [www.bullybust.org/essay](http://www.bullybust.org/essay) for full contest details, prize restrictions, and winner selection.



#### Special Thanks:

NSCC is grateful to The Psiilos Group for their invaluable support of the BullyBust program.

Give **ONE** lucky student the chance to fly  
... to **NEW YORK CITY!**

## Enter the 'Defying Gravity' Essay Contest

In *WICKED*, Elphaba learns how to stand up for what is right. She defies gravity by overcoming the difficult challenges she faces and not letting the harassment and negativity of others bring her down. Ask students to read the lyrics to "Defying Gravity" below, and write an 800-1,000 word essay about a time when they defied gravity in their own life by standing up to bullying, by stopping their own bullying behavior or by not letting teasing and harassment from others bring them down. Students can use the upstander tips in this supplement to help guide their thoughts. **ONE submission will be accepted from each school**, so please send the best student essay you receive! Schools are encouraged to host their own writing competition as part of English Language Arts classes to nominate the entry for this contest. Contest officials will select four finalists.

**One (1) Grand Prize winner will receive a custom-designed WICKED/BullyBust FLIP camcorder, and a trip for two (2) to New York City, two (2) nights' hotel accommodations, and two (2) prime orchestra seats to WICKED at the Gershwin Theatre.\***

**Two (2) First Place winners will receive WICKED gift bags including a custom-designed WICKED/BullyBust FLIP camcorder.\***

**Teachers for each winner will receive a copy of Gregory Maguire's novel *Wicked*.**

"I'M THROUGH ACCEPTING LIMITS 'CAUSE SOMEONE SAYS THEY'RE SO  
SOME THINGS I CANNOT CHANGE, BUT TILL I TRY, I'LL NEVER KNOW  
IT'S TIME TO TRY ... DEFYING GRAVITY. AND YOU CAN'T PULL ME DOWN!"

AS SOMEONE TOLD ME LATELY: "EV'RYONE DESERVES THE CHANCE TO FLY"  
AND IF I'M FLYING SOLO AT LEAST I'M FLYING FREE  
TO THOSE WHO'D GROUND ME, TAKE A MESSAGE BACK FROM ME:  
TELL THEM HOW I AM DEFYING GRAVITY  
I'M FLYING HIGH DEFYING GRAVITY  
AND SOON I'LL MATCH THEM IN RENOWN  
AND NOBODY IN ALL OF OZ, NO WIZARD THAT THERE IS OR WAS  
IS EVER GONNA BRING ME DOWN!

## GUIDELINES:

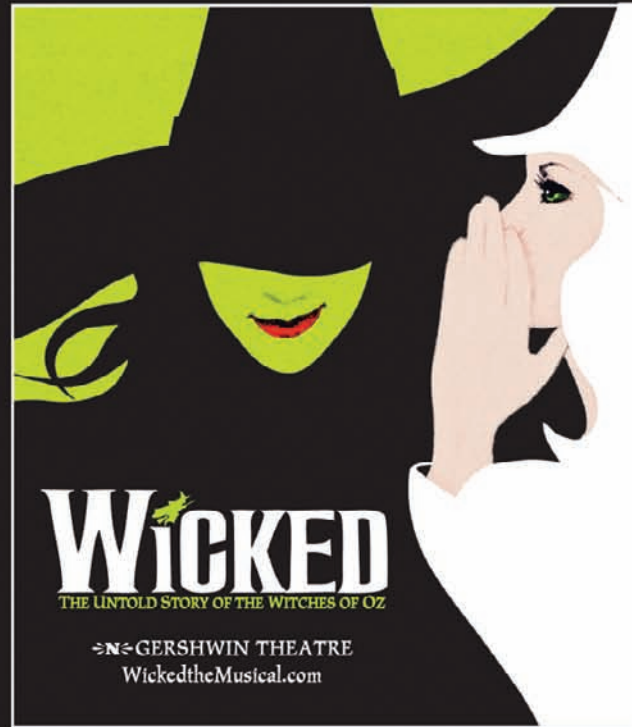
Every essay should have a title that promotes the core message.

Essays should have a clear beginning, middle and end.

Student name, grade, age, school name, teacher name, and legal parent/guardian contact information signature must accompany all entries.

For students under age 13, the parent or legal guardian must provide written consent and signature for entry to be eligible. See full details in Official Rules.

# DEFY BULLYING



The National School Climate Center  
thanks the Broadway musical WICKED for its critical support  
of this BullyBust supplement with NIE.