

STAND UP TO BULLYING

Developing a Community Of UPSTANDERS with BullyBust

A Tool Kit for Teachers

Effective bully prevention efforts need to be comprehensive.

This educator's tool kit and its companion student supplement have been created to help raise awareness about the harmful effects of bullying, and they should be part of a long-term effort that addresses individual, classroom, school-wide and community bully prevention work.

Using the story of the stage musical **WICKED**, this packet of information and activities aligns with the student NIE supplement, and empowers you to explore and promote powerful "upstander" themes — acceptance, friendship and empathy — with your students in an ongoing, organic way.

All activities and supports are adapted from the *Breaking the Bully-Victim-Bystander Cycle Tool Kit*, a rich resource that is part of the comprehensive bully-prevention program of the National School Climate Center.

For more information visit www.bullybust.org.

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Megan Hilty as Glinda & Eden Espinosa as Elphaba



National School Climate Center
formerly the Center for Social and Emotional Education (CSEE)



ABOUT WICKED

“It’s Looking at Things Another Way...”

The premise of **WICKED** is that you have not been told the whole story about the Land of Oz. The musical encourages you to look at things very differently by exploring the themes of friendship, trust and tolerance, the use of propaganda and the manipulation of public opinion. Was the Wicked Witch of the West really wicked? Was Glinda the Good really so good? Why was the Lion so cowardly? How did the Tin Man lose his heart? And why did the Wicked Witch of the West want those jeweled shoes so much?

WICKED sets out to explore all of this and more. The musical is sometimes described as a “prequel” to *The Wizard of Oz*, but in fact the story takes place before, simultaneously and after the familiar Oz tale. It has been described as creating “a parallel universe to that of *The Wizard of Oz*” and a “re-imagining of the same world” that looks at things very differently.



Students at Shiz University

Prior Learning

A practical starting point for welcoming your students into the world of **WICKED** is to clarify their knowledge of *The Wizard of Oz*, so they can henceforth draw parallels and fully engage with the moral content of the **WICKED** story.

The following story synopsis, script excerpts and character profiles provide extensive information about **WICKED** for teachers and students, making it easy for you to share and explore the messages contained in the story.

Synopsis of ‘WICKED’

WICKED reveals that the two featured witches are old University friends who disliked each other intensely when they first met. Glinda is beautiful, spoiled and popular, while Elphaba is ... unconventionally green-skinned. Elphaba is never afraid to stand up for what she believes to be right and demonstrates strong values. On a visit to the Emerald City, she and Glinda discover that the Wizard is corrupt. Despite this revelation, Glinda is tempted by the Wizard’s invitation to join his administration, but Elphaba refuses and vows to fight the Wizard’s injustice.

Concerned that Elphaba might use her natural talent for sorcery against him, the Wizard uses propaganda to turn the people of Oz against her, denouncing her as the “Wicked Witch of the West.” A hunt for Elphaba begins, and she is forced into hiding.

Glinda is left battling with her conscience, realizing that Elphaba has had the strength to stand up for what is right. While she reassures the Citizens of Oz that the “Wicked Witch of the West” is dead, Glinda secretly mourns her lost friend and vows to do “good” — for both of them.

Student Activities for English/Language Arts

- The Wicked Witch of the West is considered one of the most infamous icons of evil, yet the story of **WICKED** reveals she was simply misunderstood. Choose a character from a book you know well. Write a short story that reveals a different side to the same character, explaining his/her actions or revealing something extra the reader does not know.
- Imagine that there is a new student in your school who is green-skinned. She is having trouble making friends, as everyone is teasing and excluding her because of her green skin. Write a persuasive speech sticking up for the new student and explaining to others why it is important for us to accept and support our peers.
- Dr. Dillamond and the other Animals have approached you to help campaign for their right to speak. Create a poster campaign to spread the message and reveal the Wizard’s true intentions.

PLOT SUMMARY

Long before Dorothy dropped in, two other girls meet in the Land of Oz. One born with emerald-green skin is smart, fiery and misunderstood. The other is beautiful, ambitious and very popular. How these two unlikely friends end up as the Wicked Witch of the West and Glinda the Good makes for the spellbinding story of the blockbuster musical **WICKED**.

Act I

Glinda the Good announces to the citizens of Oz that Elphaba, the green-skinned Wicked Witch of the West, is dead (the song “No One Mourns the Wicked”).

We go back in time: Young Elphaba and her wheelchair-bound sister Nessarose, daughters of the governor of Munchkinland, arrive at Shiz University (“Dear Old Shiz”). Elphaba and Galinda clash immediately when Elphaba is invited to join headmistress Madame Morrible’s sorcery class, and Galinda is not. Elphaba, excited and surprised to discover she might have a talent for magic, imagines what it would be like to meet her hero (“The Wizard and I”).

The students settle into their routine at Shiz: Roommates Elphaba and Galinda loathe each other (“What Is This Feeling?”). Galinda and the other students pay little attention to their history professor, Dr. Dillamond, a talking Goat. Only Elphaba is troubled by a warning that, throughout Oz, talking animals are losing their ability to speak (“Something Bad”).

Fiyero, a Winkie Prince, arrives at Shiz, and invites Galinda to a dance at the Ozdust Ballroom (“Dancing Through Life”). To evade her persistent Munchkin admirer, Boq, Galinda convinces him to escort Nessarose to the dance. When a grateful Elphaba gets Galinda into sorcery class, Galinda decides to give Elphaba a social makeover (“Popular”).

Elphaba is distraught when Dr. Dillamond is arrested and taken away by the authorities. When she witnesses a government official experimenting on a caged lion cub, Elphaba’s anger releases a spell, freezing everyone in the room. When Elphaba and Fiyero free the terrified lion in the woods, Elphaba learns to her surprise that she is attracted to Fiyero (“I’m Not That Girl”).

Madame Morrible informs Elphaba she’s been invited to the Emerald City to meet the Wizard; Elphaba invites her friend, now known as Glinda, along (“One Short Day”). Under the pretense of testing magical skill, the Wizard tricks Elphaba into creating an enchanted army of spies for him. Elphaba is shocked to realize that the Wizard has encouraged anti-animal sentiment to strengthen his own political support. As Madame Morrible de-



Glinda and Elphaba spend “One Short Day” in the Emerald City.

nounces her to the public as a “wicked witch,” Elphaba vows to fight the Wizard’s injustice (“Defying Gravity”).

Act 2

Glinda and Madame Morrible are now part of the Wizard’s administration, announcing Glinda’s plan to marry Fiyero (“Thank Goodness”), who is in charge of the hunt for Elphaba. Glinda appears happy, but has paid a price for her success. In Munchkinland, Nessarose has become Governor. She has grown bitter and cruel, earning her the nickname “The Wicked Witch of the East.” Elphaba comes to Nessarose seeking aid and asylum, but they quarrel and go their separate ways. Elphaba returns to the Emerald City, where the Wizard tries to persuade her to join him in ruling Oz. She is tempted, but refuses (“Wonderful”).

After crossing paths in the Emerald City, Elphaba and Fiyero have fallen in love and plan their life together (“As Long as You’re Mine”). Elphaba sees a disturbing vision of a “flying house” and rushes to Munchkinland, only to discover that Nessarose has been crushed. Glinda and Elphaba confront each other; when Fiyero tries to intervene he’s arrested by the Wizard’s guards. Elphaba vows to become truly wicked (“No Good Deed”), since her good intentions bring only suffering. The citizens of Oz set out to destroy her (“March of the Witch Hunters”).

Elphaba escapes the mob, finding solace in one of Fiyero’s castles, Kiamo Ko. Glinda finds her there, and warns her that the crowd will soon follow. Elphaba entrusts Glinda with the Grimmerie, a book of spells, and the girls acknowledge the power of their friendship (“For Good”). Although the unrevealed ending may seem familiar, nothing is ever exactly what it seems in the Land of Oz. ...

CHARACTER PROFILES

Elphaba:

The “Wicked” witch. Born with emerald-green skin, she has had a rough childhood and is an outcast from the beginning. She has a great talent for sorcery. She finds a friend in Glinda and falls in love with Fiyero. She is smart, fiery, sensitive, passionate, misunderstood and sincere, and has potent inner beauty. Her sympathy for the underdog and her rebellion against the Wizard cause her to be labeled as the Wicked Witch of the West.



Elphaba

Glinda

The “Good” witch. She is Elphaba’s roommate at Shiz University. She is pretty, charming, entrancing, ambitious, perky, 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. She realizes that popularity gained at a price is not as rewarding as lifelong friendship and becomes “Glinda the Good.”

Madame Morrible

The power-hungry headmistress of Shiz University. She is dignified, authoritative and haughty, and has a dark side. She is revealed to be working in collaboration with the Wizard and tries to use Elphaba’s innate talents for sorcery for malevolent intentions. She has a special talent for controlling the weather.

The Wizard of Oz

The acknowledged head of Oz, the Wizard is engaging and sweet, with a powerful presence. In public, he presents himself as a father figure to the nation and declares himself a “sentimental man.” Secretly, he is the driving force behind the oppression of Oz’s Animals.

Nessarose

Elphaba’s lonely, attractive younger sister who was favored by their father. She has spent her life crippled in a wheelchair, and she falls in love with the one person who seems to show her kindness: the Munchkin Boq. When her father dies, she is appointed Governor of Munchkinland. She abuses her power to keep Boq around as her servant, and to control the Munchkins, earning her the title, “The Wicked Witch of the East.”

Fiyero

The charming Prince of the Winkies, and a wealthy party boy. He is very handsome and has a scandalous reputation. Glinda pursues him, but he is intrigued by Elphaba. Initially he seems shallow and self-absorbed, but through his encounters with Elphaba, he becomes caring and loving.

Boq

A helpless, quirky Munchkin. He is in love with Glinda, who pays no attention to him and reluctantly, he becomes involved with Nessarose.

Doctor Dillamond

A distinguished and well-liked professor at Shiz University. He is a goat and the sole Animal on the faculty. He falls victim to the Wizard’s animal discrimination and is taken away from Shiz. His removal and loss of speech is the catalyst that arouses Elphaba to rebel against the Wizard.



Glinda

Student Activities for History/Social Studies

- Use the past to explore upstander behavior. As a class, ask your students to think about the past (World War II, the Civil Rights Movement, the attacks of 9/11 or any other difficult periods in history) and think about the people who were the upstanders. What helped or supported their being upstanders rather than bystanders?
- Have a class discussion about historical and current cultural figures (Martin Luther King, Rosa Parks, Nelson Mandela, etc.) who have defied gravity in their own ways.
- Using incidents you have studied in history class, point out a historical figure that did not behave like an upstander. Start a class discussion about how history could have been changed had he or she decided to become an upstander rather than a bystander.

WHAT IS 'UPSTANDER' BEHAVIOR

STARTER RESOURCES FOR EDUCATORS AND STUDENTS

What Is an 'Upstander'?

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. The following characteristics are those associated with student leadership and upstander behavior. Invite your students to reflect on their own leadership qualities and their relationship to upstander behavior by completing the checklist below:

Characteristics of Upstander Behavior

- ☐ I am clear about who I am and what I believe in.
- ☐ I listen to and learn from others.
- ☐ I consider what's best for others in deciding my actions.
- ☐ I know that there are students who are isolated, marginalized and bullied — and I try to help them.
- ☐ I have some responsibility to support and protect my peers.
- ☐ I support those around me who are being bullied or victimized.
- ☐ I tell a friend, teacher or parent when I see someone being bullied.
- ☐ I ask myself, "how would I want to be treated?"
- ☐ I note where and when bullying occurs (like the bathroom or playground) and...
- ☐ I do something when I see someone being bullied.
- ☐ I try to understand why bullies bully.
- ☐ I practice being a good role model for my friends, family and fellow students.

After discussing the list, ask your students what characteristics they would like to add and compile them on the chalkboard or piece of paper. For example:

- I ask for help when I need it.
- I follow through on my commitments.
- I look to others for examples of their leadership.
- I openly appreciate those who help, guide and support me.

After compiling all the classroom-developed characteristics, display them in a place where all students can easily see and access them. To learn more about how to promote skill-based learning in the classroom, visit:

www.schoolclimate.org/guidelines/teachingandlearning.php.



The students at Shiz University turn on Elphaba.

DEFINING BULLY, VICTIM AND BYSTANDER BEHAVIOR: WHO'S WHO

This exercise is designed to help students develop a shared definition of the roles in the Bully-Victim-Bystander cycle, and to begin exploring their personal experiences with bullying. Our understandings of these roles vary, and by reaching agreement on what we mean by these roles we can better address bullying incidences when they occur. This exercise also builds critical awareness. (Adapted from the *Breaking the Bully-Victim-Bystander Cycle Tool Kit*, more info: www.schoolclimate.org)

Activity Sheet: Getting Started:

Introduce the idea that people think about these roles in different ways. When there is not a shared definition and understanding of these behaviors, we can misinterpret and fail to recognize these behaviors. Recognizing and understanding these behaviors will help us know when it is essential to be an upstander.

Understanding: After reviewing with the whole class, organize your students into smaller subgroups. Share the following scenarios with the groups and ask them to identify the Bully (Bu), Victim (V) and Bystander (By) in each case. If they can't agree, ask them to note the disagreement. In each group, one student should serve as scribe to record all the information.

- a. Eddie __ asks Rick __ for \$5 protection money and threatens to beat him up if he doesn't pay. Darren __ laughs.
- b. Glinda__ gives Elphaba an ugly, pointy black hat, pretending it is a fashionable gift. Elphaba__ wears the hat to the school dance, and Boq__ and others__ stand around gawking at her.
- c. Paula __ listens while Carolina __ repeats a rumor that Jeannine __ is "nasty" and that everyone should stay away from her.
- d. Cole _ chooses to play for the volleyball team. He tells Javier __ to "forget it" because he's a "loser." Shane __ wants to stick up for Javier but doesn't.
- e. Darlice __ tells Natalya __ to "learn English or shut up." Larry __ and Bonita __ smile and nod.
- f. Dr. Dillamond __ is told he must leave Shiz University by Madame Morrible __ because of a new law that makes it illegal for Animals to teach. The rest of the faculty and Oz community__ do nothing to stop this discrimination.
- g. Kendra __ texts members of the "Kool Krew" telling them to stop talking to Valerie __ because "she's a snitch." LaVonda __ doesn't answer the text and skips school the next day because she doesn't want to get involved.

- h. Tona __ knocks Leo's __ lunch tray out of his hands on purpose. Bryant __ sees this happen. When Ms. Cullen, the assistant principal, asks who did it, Leo won't talk and Bryant says he doesn't know.
- i. Trent __ draws an unflattering picture of Ms. DiCarlo, signs Beth's __ name on it, and drops it on the floor near her desk. Charlie __ and Victor __ observe this. When Ms. DiCarlo sends Beth to the office, Charlie and Victor say nothing.
- j. Arturo __ invites Isaac __ to join his lab group in science class. Rex __ and Gregg __ tell Isaac he can join if he does their homework for them. Isaac gives in. Arturo goes along with the plan.

After all of the small groups have completed the exercise, ask them to review their notes and to write a draft of definitions for Bully, Victim and Bystander.

Sharing: After students have created their first draft of definitions, ask them to share their definitions by writing them on a central space (such as a chalkboard or large sheet of paper). Then have the students vote on their favorite definitions and establish a common definition. Present the standard definition for each term to the class (listed below). Contrast the two definitions and modify, based on the group's new information.

VICTIM: The person or group that is the recipient of the bully's behavior.

UPSTANDER: The Upstander is a bystander who decides to act to interrupt bullying to support the victim

BULLY: A person or group that uses superior physical, social, intellectual or psychological power to hurt, threaten or intimidate another

BYSTANDER: The person or group that observes or hears about a bully's behavior. There are two subgroups of bystanders:

- Active Bystanders support the bully with words, gestures and actions.
- Passive Bystanders support the bully by doing nothing to interrupt the bullying.

PHYSICAL BULLYING: Poking, pushing, hitting, kicking

VERBAL BULLYING: Yelling, teasing name-calling, insulting, threatening to harm

INDIRECT BULLYING: Ignoring, excluding, spreading rumors, telling lies, getting others to hurt someone

CYBER-BULLYING: Sending or posting hurtful, embarrassing or threatening text or images electronically

DO YOU REMEMBER?

This exercise is designed to help students empathize with other students who are currently being bullied. This is crucial. Almost everyone has been involved in the bully-victim cycle. Use this activity to help your students recall their past experiences as a way of building empathy with students currently in the cycle, and to connect Elphaba's experiences with their everyday lives. (Adapted from the *Breaking the Bully-Victim-Bystander Cycle Tool Kit*, www.schoolclimate.org)

Primary Subject English Language Arts
Secondary Subjects Other
Grade Level Grades 5-10

Objective:

1. Students will have an understanding of empathy, a core concept for recognizing the harmful effects of bullying.
2. Students will learn how to reflect on their own experiences and become more aware of others.

Materials:

Scenes below and reflection journals or sheets for students.

Getting Started:

Share the below paragraph and prompt with students:

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 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 think about how it would feel to be a friend or classmate, in a given situation. We “walk” in their shoes. This exercise is designed to help you recognize and experience the feeling of empathy — and think about how it is important in being an upstander.

- Recall an incident or series of incidents in which you were a victim of bullying or felt excluded. Write a summary.
- What happened? Be as specific as possible. What words, gestures and actions of the bully can you recall?
- How did you feel?
- How did you respond?
- Were there bystanders?
- What did they do?
- What long-term effect did this bullying have on you? For example, did you stop doing things you wanted to do, or did you adopt new protective behaviors that were unpleasant?
- What memories of this event/these events remain with you today? Remember: People who act as bullies were often bullied and/or deeply pained themselves.



Alex Brightman as Boq

Sharing and Reflecting: Invite students to share their journal entries with a partner, adding this alert: “Share only what you feel safe in sharing. Do not identify the bully by name. Be aware that this exercise might evoke a strong, unexpected emotional response.” Encourage your students to just listen and reflect, not responding to partners with their personal feelings, opinions or interpretations but simply with the phrase “I hear you.”

Understanding Empathy: After students share their experiences and thoughts with their partner, invite them to reflect further. (Depending on your class and your comfort in the subject matter, invite students to do this by journaling alone or by class discussion.)

APPEARANCES

As a class, read the excerpts from **WICKED** below. Ask students to look for the similarities and/or differences between the two encounters as they read. (Option: Students can role-play these excerpts within the class for more active engagement.)

1. Glinda's entrance — as the grown-up Glinda, the Good Witch

SOMEBODY IN THE CROWD: Look! It's Glinda! Glinda, resplendent and beautiful in her white gown and tiara, descends from on high on a mechanical creation that spews soap bubbles as the Celebrants point and cheer.

VARIOUS FANATICS: Is it really her? It is, it's her! Glinda! We love yeeew, Glindaaaaa!

GLINDA: It's good to see me, isn't it?

FANATICS: (*shrieks*) Yes!

GLINDA: No need to respond — that was rhetorical. She smiles down at them.



2. Elphaba's entrance — as a young student on the first day of school at Shiz.

Elphaba tries to greet some of the students, but startled by her green-ness, they recoil from her. ... Glinda and all the other students covertly stare at Elphaba. She decides to cut to the chase—

ELPHABA: What? What are you all looking at? Oh, do I have something in my teeth?

(*puts her suitcase down*)

All right, fine. We might as well get this over with: No, I'm not seasick; yes, I've always been green; no, I didn't eat grass as a child...

Elphaba's father wheels in A BEAUTIFUL YOUNG WOMAN IN A WHEELCHAIR—NESSAROSE.

FATHER: Elphaba!

ELPHABA: Oh, and this is my younger sister, Nessarose! As you can see, she's a perfectly normal color.



Have a discussion with students about the two excerpts, using the following prompts:

- In a brief class discussion, point out the differences between each passage (use specific examples from the descriptive text and character lines).
- Work in groups and make a mind map for each character using only the details from each passage. Students can use drawings and colors to represent each. Add specific map items for the feelings of each character based on how they are treated. Share these maps as a class and create master profile maps based on input from each group.

When students have discussed their mind maps and come up with universal perspectives on each character, share the excerpt below with them to deepen the discussion.

MORE APPEARANCES

This scene is a continuation of Elphaba's first day from Page 8.

MADAME MORRIBLE, the imposing headmistress of Shiz University, sweeps in...

MORRIBLE: Oh — you must be the Governor's daughter! Miss Nessarose, isn't it? What a tragically beautiful face you have!

(not yet seeing Elphaba's face)

And who is—AAH!

She comes face to face with Elphaba... YELPS.

ELPHABA: I'm the other daughter, Elphaba. I'm beautifully tragic.

MORRIBLE: *(strives to cover her shock)*

I see. Well, I'm sure you're — very bright.

Galinda turns to the person next to her... a gawky young man named Boq, who has managed to maneuver himself to be as close to her as possible.

GALINDA: Bright?! She's phosphorescent!

All the students laugh, Boq loudest of all.

Ask students to journal about the following prompts:

- Explore the differences between how Elphaba is treated and how Nessarose is treated by others. What do you think of these differences? How did reading this excerpt make you feel?
- Think about a time when you judged someone by how they look (different clothes, skin color, etc.) or were judged for the way you look. Write about your feelings in your journal.
- Did you find that your first view of the person was wrong over time (or did the person who judged you learn more about you)? Imagine how the situation you wrote about could have been different if you (or the other person) practiced empathy before thinking or speaking.

Enrichment Activity:

Invite students to re-enact Elphaba's encounter with her fellow students, adding a role for themselves as an "upstander." What will they say or do to help show the other students how Elphaba should be treated? Assign to all students as homework or allow students to work in groups of 4-5, with each person playing a role. Invite them to share the different role-play scenarios they create with the class.

Student Activities for Drama

- Think about how actors use body language, facial expressions and other nonverbal communication cues to inform viewers of their character's personality. What facial expressions and body language do actors playing upstanders (or great leaders) employ to fully realize their characters?
- Ask your students to go back in time to Elphaba's childhood and collectively write a story, script or scene exploring her first experience exercising upstander behavior. Conduct this exercise over multiple classes to make time for planning, writing and editing. (Extra: Invite your students to take turns acting out the story, practicing their acting and/or singing abilities.)
- Play or teach the song "Defying Gravity" to your students, and ask them to discuss a time they have defied gravity. (Part Two: Invite your students to read the lyrics for "Defying Gravity" and write a straightforward scene enacting the emotion and message of the lyrics.)
- Create a commercial trying to sell "upstander behavior." Nominate students to play different roles: director, cinematographer, actors, costume designers and script writers.
- Must art be "socially responsible"? Discuss **WICKED** and its promotion and embodiment of upstander behavior. What is art's connection to the impact it has on its viewers, readers or listeners?
- The Wicked Witch of the West is considered an icon of evil, yet the story of **WICKED** reveals she was simply misunderstood. Choose a character from a movie you know well. Write the opening scene to a new movie that reveals a different side to the same character, explaining his/her actions or revealing something the viewer does not know. (Extra: Produce a storyboard for the opening scene.)

WHAT IS THIS FEELING?

Background: Young Galinda (later known as Glinda the Good) has unexpectedly been paired up with Elphaba, the ostracized green girl, as roommates at the University. Galinda was expecting a private suite, and Elphaba thought she would be rooming with her sister, Nessarose (who is in a wheelchair), to assist her. Both girls are unhappy with the decision, and begin to share their feelings about the unwelcome arrangement.

Act ONE, Scene 3 – “What Is This Feeling?”

Galinda: What is this feeling, so sudden, and new?
Elphaba: I felt the moment I laid eyes on you.
Galinda: My pulse is rushing.
Elphaba: My head is reeling
Galinda: My face is flushing.
Both: What is this feeling? Fervid as a flame, does it have a name? Yes...
Loathing! Unadulterated loathing!
Galinda: For your face,
Elphaba: your voice,
Galinda: your clothing!
Both: Let's just say — I loathe it all! Every little trait however small makes my very flesh begin to crawl with simple utter loathing! There's a strange exhilaration in such total detestation. It's so pure, so strong! Though I do admit, it came on fast, still I do believe that it can last. And I will be loathing, loathing you my whole life long.

Student

Ensemble: Dear Galinda, you are just too good! How do you stand it, I don't think I could. She's a terror, she's a tartar, we don't mean to show a bias but Galinda, you're a martyr!

Galinda: Well, these things are sent to try us...

Student

Ensemble: Poor Galinda, forced to reside with someone so disgusting-ified, We just want to tell you, we're all on your side!

Present the class with the following prompts, and discuss them together:

What emotions are portrayed in the excerpt? Can you find examples of empathy here? Discuss student responses as a class and note any reactions to the examples provided.

Is the student ensemble's view of Elphaba accurate? Do they seem to understand her feelings and perspective?

Think about the people you consider “Wicked” or “Good” in real life. People often are not what they seem. (For example, you now know that many bullies bully because they themselves are bullied, or deeply hurt.) Why is it important to empathize with all people, even those who are different from us?

Are people ever “all good” or “all bad”? How does context (from our personal lives, our experiences, our moods) affect how we and others behave in different situations?

How might Elphaba's experience at school have been different if students empathized with her from the beginning? Make a list of possible alternate scenarios based on this idea.

Enrichment Activity:

Invite students to write a new version of “What Is This Feeling?” that illustrates empathy. You can use one or more of the alternate scenarios from the list you created as a class to form the basis of the song. Students can also role-play these alternate scenarios as a class or perform them as an ensemble, highlighting the roles of the bystander, bully and upstander in each new scenario.

Examples of Upstander Behavior

This exercise is designed to foster understanding and reflection about the nature of upstander behavior. Examples of upstander behavior are wonderfully diverse and may include a single action taken in response to a specific situation or an action that students engage in every day. This behavior should be fused into the fabric of school through structures (classes, clubs, committees), rituals (greetings, celebrations, buddying) and habits (showing interest in others, expressing empathy).

Elphaba Supports Dr. Dillamond

Elphaba regards the offensive words on the board.

ELPHABA: (*reads aloud*)

“Animals should be seen and not heard?”

Dillamond, who’s been lost in thought, looks up.

DILLAMOND: Oh, Miss Elphaba — don’t worry about me. Go and join your friends.

ELPHABA: (*matter of factly*) That’s all right, I have no friends. Would you like to share my lunch? *She takes out a sandwich wrapped in paper. She holds it out to him.*

DILLAMOND: Oh, thank you. How kind.

Examples: Talk to the class as a whole and give students a brief overview or review of upstander behavior. Have them read the examples of upstander behavior below.

Sharing: Invite students to share other examples of upstander behavior from their experiences. Ask for a student to volunteer to be a scribe to record these examples.

Understanding: For classroom work or homework, give students an excerpted script or actions from **WICKED** below. Ask students to highlight the examples of upstander behavior and turn it in, or discuss as a class.

UPSTANDER Behavior in ‘WICKED’

Use the chart below to expand students’ understandings of upstander behavior. This can be used as a homework assignment or an in-class group effort.

Characteristics of Upstander Behavior	Examples from WICKED	Examples from Students’ Lives
An upstander supports people around her who are being bullied or victimized.	Elphaba speaks up when Dr. Dillamond is fired from the University, because she recognizes that he is being discriminated against as an Animal.	
An upstander tells a friend, teacher or parent when he sees someone being bullied.	Elphaba tells the Wizard about the discrimination against animals in Oz, and asks for his help to prevent the harassment	
An upstander asks himself, “How would I want to be treated?”	Galinda sees that Elphaba is being made fun of by her classmates for dancing in a different way. She begins dancing with Elphaba so the other students will stop their teasing.	
An upstander does something about it when he or she sees someone being bullied.	Elphaba and Fiyero rescue the caged lion cub from class and set it free.	
An upstander stops untrue or harmful messages from spreading.	Fiyero speaks up for Elphaba when the townspeople and Morrible are spreading untrue rumors about her “wicked” deeds.	
An upstander makes friends outside of his or her circle.	Galinda becomes Elphaba’s friend, even though they are very different from each other and gives Elphaba some of her tips on how to be “popular.”	

THE STAND UP PLEDGE

This activity is designed to empower your students to take specific action toward becoming an upstander. Print out the following prompt and commitment card, and ask your class to cultivate a community of upstanders by asking every student to fill out a commitment card. Once you've collected the commitment cards, make a copy and send them to us at BullyBust.org for us to display on our website with Elphaba's pledge. (All students will remain anonymous; only first names, grades and states will appear.)

Note: You can also complete this activity online. Visit www.bullybust.org/pledge.

Pledge Your Commitment

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. Join thousands of students and adults from across the country by pledging your commitment to making a difference in your school and community!

In the pledge form below, share how you will be an upstander to bullying and harassment:

ELPHABA IS AN UPSTANDER BECAUSE ...

She helps others defy gravity: She reaches out to others who appear lonely or in need of a friend

I AM AN UPSTANDER BECAUSE ...

Signed, _____

Visit www.bullybust.org to read commitments from other students, and pick up their stories and tips on how to prevent bullying.

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