

DE CHERISH AND  
PECT EVERYONE



# TEACHER'S *Guide*

A project of the **Chofetz Chaim Heritage Foundation**

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# ICARE: INCLUDE. CHERISH. AND. RESPECT. EVERYONE.

## GOAL

Geared for grades 4-7, this set of 5 true-to-life videos are part of an initiative **to reduce the bullying that often occurs amongst upper grade students.**

Set to the backdrop of typical locations where bullying often transpires, these scenarios are vivid and compelling, with **real strategies provided to reduce negative behaviors on the part of both the bullies and bystanders.** Coupled with teacher training and parent training films that provide guidance by experts in the field, we anticipate that this 3-pronged approach will promote safe and nurturing environments for all children.

## PLEASE NOTE:

- As we know, social interactions are complex, and bullying is a particularly multi-faceted problem, involving various parties and their accompanying strong emotions. Although we have provided much guidance and numerous tools for you and your students to implement through this program, we recognize that it often takes time and various interventions to truly resolve a bullying situation. Based on your class dynamics, you may choose to share this idea with your students at the outset, to reassure them that **change often takes time, and even when we do the right thing, problems may not immediately disappear, but nevertheless, our efforts are well worth it.**
- Standing up for what is right is extremely daunting in any situation. This is especially true when one is standing up against an intimidating bully. Minimizing this challenge when teaching these tools to your students, particularly to the ones who are bystanders to bullying, is counterproductive. **A fine balance of validating the challenge, yet empowering the students to do what is right** is key to enabling them to be successful in implementing the techniques covered in this program.
- Since actively engaging students leads to their better internalizing the lessons and “taking ownership” of what they’ve learned, we recommend doing various role-play activities with your students, whether as a class or on a one-on-one basis, as per your class dynamics. You may choose to do role-playing after showing each video to your class, or upon completion of all five films.
- Although we use the word “bully” numerous times throughout the program, you may choose to avoid using the word in your classroom, referring to him instead as “the one who is hurting another.” This is because emphasizing the term “bully” can cause children to misuse it and label others accordingly, even in typical arguments that are not in the category of **consistent, negative behaviors against a particular victim**, which defines bullying.

## RUNNING THE PROGRAM:

- Although we leave it to the teacher’s discretion to utilize these films in the manner that best suits his/her class dynamics, we strongly recommend showing the students all 5 films, **as each one imparts crucial wisdom and useful techniques.**
- Before showing the films to the class, please take the time to watch the teacher training films that have been provided on the enclosed DVD/USB. The information imparted by Mordechai Weinberger LCSW will enable you to best conduct a follow up discussion with your class after watching each film, as well as to be better-informed if a bullying situation arises in your class.
- After showing each film to your class, it is crucial to conduct a follow up discussion to ensure that your students have grasped the necessary concepts and tools to implement should the need arise. You may choose to use the questions and points we have provided in this handbook for your convenience.
- For any further questions, please contact Rabbi S. Ornstein: 732-905-9909 ext 132 or Rabbi E. Scheller: ext. 134, or email: [icare@cchfglobal.org](mailto:icare@cchfglobal.org).

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# IMPORTANT POINTS FROM EACH FILM:



## CLASSROOM SCENE:

- Bullying refers to **ongoing**, negative behaviors-whether physical, emotional, or verbal, against a victim. Unfortunately, unaddressed bullying can have long-lasting, devastating repercussions.
- Bystanders have a lot of power to minimize bullying, by standing up to the bully as a united team.
- A class culture of “We don’t do that here!” is crucial for stopping bullying behaviors.



## RECESS SCENE:

- We should not exclude boys from a game if they are not athletic. Hashem created each of us with strengths and weaknesses, and He values all of us equally, regardless of our talents. We must do the same and treat everyone equally.
- When we’re not sure if we’re treating others properly, we should ask ourselves, “How would *I* feel?”, and that will help us do/say the right thing.
- Recess is about having fun and taking a break from class; it’s not about winning.
- We are all winners when no one gets hurt along the way!



## LUNCHROOM SCENE:

- Telling a trusted adult about a bullying situation is NOT *loshon hora*-it’s *l’toeles*. This applies to both the victim and the bystanders.
- Just because a bully says something extremely hurtful to a victim, it doesn’t mean those words are true! As teachers, we need to empower the victim with this message.
- The best way for a victim to respond is to “agree” with the bully’s words, which will usually stop him from continuing to bother the victim.
- The goal is not to be right-it’s to be **smart**, by doing what works best to stop the bully’s behavior. This means not fighting back!



## BUS SCENE:

- A child who hurts others may seem strong on the outside but often is really weak on the inside. He is usually looking for attention, and he may have his own personal struggles.
- A group of bystanders has the power to stop a bully by refusing to join with him, laugh at his jokes, etc.
- As teachers, we can build up a bully by giving him the attention he craves in a healthy way.



## BLOCK SCENE:

- Jokes that hurt another person are NOT funny.
- The less others laugh at a mean joke, the less likely it is for a bully to make them!
- When a bystander shows disapproval at a bully’s actions and mean jokes by frowning, shaking his head, or looking down, this will often stop the bully from continuing.
- Even if a bystander is afraid to stand up to a bully, he can still show the victim that he cares by sitting with him, smiling at him, including him in games and conversations, etc.

# FOLLOW-UP QUESTIONS FOR EACH FILM:



## CLASSROOM SCENE:

### 1. Why is it easier to stand up to someone who is mistreating another when we're in a group?

*We feel more secure when others are doing it with us, as we are less likely to then become the perpetrator's next target; the job itself becomes easier when done with others, as the responsibility does not solely lie with us; it feels good to do the right thing when others are also doing it.*

### 2. How will a bully likely feel if all his friends tell him that his behavior is wrong?

*When he realizes that nobody agrees with him, he will learn that bullying is unacceptable and looked down upon, and hopefully, he will not do it anymore.*



## RECESS SCENE:

### 1. Why is it wrong to exclude boys who do not play well?

*It is very painful to be excluded from an activity. Each one of us is a tzelem Elokim who deserves to be treated with respect and included in the game, whether we have been blessed with athletic talent or not.*

### 2. What other situations often arise in which we can work on ourselves to include everyone?

*When working on a class project, when planning a party/siyum, when organizing an after-school game, etc.*

### 3. In the eyes of Hashem, what is real winning?

*When we ensure that every person is enjoying himself and feeling included, we are truly winners, regardless of a game's outcome, and we should take pride in this!*

### 4. How can asking yourself, "How would I feel?" help you avoid hurting someone else?

*It can prevent you from hurting someone's feelings with words and/or actions, since you will better understand how it feels to be on the receiving end of such words/actions.*



## LUNCHROOM SCENE:

### 1. How does "agreeing" with the bully's mean words help stop the bullying?

*When the bully sees that you aren't fighting with him, he cannot continue to fight with you both because it takes two people to maintain a fight, and because he loses interest in attacking someone who doesn't seem to be affected by the mean words. Additionally, the target's agreement of the bully's words often gives the bully the attention/validation he really craves.*

### 2. What thoughts can a bully's target focus on to help himself feel better?

*The mean words are not true; I am so beloved, as every Yid is a child of Hashem with inestimable value; the bully is clearly suffering from his own lack of self-worth - it's not about me; with the right tools, guidance, and support, this will bez"H soon end.*

### 3. Who should be speaking to a trusted adult-the target or the bystander?

*Both. Whenever someone is affected by bullying, he must do what he can to eliminate it, and speaking to a principal/rebbi/teacher or parent is an important starting point.*





#### **BUS SCENE:**

1. What can we do when we don't want to join the bully who is hurting/excluding another, but we also don't want to upset him, thereby becoming his next victim?

*We can make it easier for ourselves to stand up against him by banding together with others. In addition, we can remind ourselves that this boy is probably feeling hurt or jealous inside, which is causing him to act this way. This thought can help us feel less scared of him-perhaps even feeling sorry for him, empowering us to confidently stand up to him on behalf of the victim. When the other boy sees that we are sure of ourselves, there is a strong chance that we will not become his next victims.*

2. Why is it often hard to do what's right?

*The right thing is to stand up against the bully, but this takes a lot of courage, as he may seem strong and threatening!*



#### **BLOCK SCENE:**

1. Why do people make jokes that poke fun at others?

*Answers may include: It makes them feel good when others laugh at their "wittiness"; sometimes, they feel inferior in some way to the person whom they are ridiculing, so this is a way of putting the person down; the jokester does not feel so good about himself, so he makes these jokes in an attempt to make himself feel better.*

2. Why do the listeners sometimes laugh at the joke, even when they realize it's mean?

*They may be embarrassed not to laugh along with everyone else. But the right thing is to stay strong and not laugh, and better yet, to also stop the others from laughing along.*

3. According to the Torah, when are we allowed to laugh at a joke, and when is doing so forbidden?

*We must make sure that the joke is funny for everyone, not just for some of the audience. If we are laughing with our friend(s) about something funny, not at him/them, our joke is on the right track. But if a joke is funny, yet it pokes fun at another person, it may not be said nor laughed at. It is important to focus on jokes that are not about people, but rather about general ideas.*

Upon the completion of showing these 5 ICARE films to your students and conducting follow-up discussions, you may choose to implement further *bein adam lachaveiro* programs and contests in your class to keep up the momentum and ensure lasting change. In addition, we have a **Parent Training Film** available, so that the parents of your students can also receive guidance on this crucial topic.

It is our fervent *tefillah* that through this ICARE Program, your students will experience lives filled with *shalom*, real friendships, and a strong, everlasting sense of their true self-worth.



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