

If You See Something... Say Something.

DVD FACILITATOR GUIDE



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BACKGROUND – As educators are well aware, tragedies related to our school-aged population occur all too frequently. Whether they arrive in the form of a violent school attack, student suicide, or tragic consequences of dangerous behavior – the lives of those impacted are altered forever. Ironically, actions and behaviors leading up to such tragic events are in most cases, known – or knowable. Logic dictates then, that such events may be preventable.

The production of this DVD is based upon a belief that, through recognition, information-sharing, and collaboration - tragedy can be averted. It is designed to be utilized by those entrusted with the education and safety of our children to promote dialogue and initiate thought. The message delivered in the DVD - "*If You See Something...Say Something*" - is more about sharing student concerns than 'ratting-out' peers. Clearly, Students are most often the first to recognize concerning behavior in their peers. However, as countless tragedies have taught us – this concerning behavior is rarely shared with an adult.

The DVD is chaptered to facilitate viewing and topic specific discussion. Individual chapters can be used as Public Service Announcements (PSAs), in general assemblies, or in the classroom. Although each scenario is derived from actual events, final consequences and dispositions have been omitted, to encourage conjecture and discussion about potential consequences. **A synopsis of each scenario is provided to accommodate Facilitators, and is not intended to be read to students.**

For additional resources or New York State Police School and Community Outreach Unit contact numbers, visit: http://www.troopers.ny.gov/Schools_and_Communities/

NOTE TO FACILITATORS – For each scenario, potential criminal statutes have been included where relevant. It should not be presumed that every incident involving a possible violation of criminal law will result in an arrest. Quite often, disruptions to the educational process that may have criminal consequences fall under the 'umbrella' of school policy or code of conduct, and in turn are addressed appropriately by school officials. It should also be noted that this DVD cannot cover all possibilities or eventualities with respect to those scenarios depicted.

SYNOPSIS, SCENARIO 1 – CYBERBULLYING: *Tyler walks into the school library, and sends a text message to another student stating “Check out what I did on Jillian”. Meanwhile, Jillian and Jazmyne enter the library as other students gather at a nearby computer to look at the fake profile page made about Jillian (by Tyler). Upon seeing the profile Jillian becomes visibly upset, as the other students appear to be amused by its contents. Later that day, Jillian comments to Jazmyne she is “sick of being bullied”.*

On a subsequent school day while at the bus stop, Jillian is observed by another student to be in possession of a folding knife, apparently having decided to take matters into her own hands. Both students board the school bus and the student who observed the knife pauses near the bus driver as if to say something. He opts not to mention Jillian’s possession of the knife to the bus driver, and continues to the rear of the bus.

The final scene opens with a police car’s lights flashing, and Jillian being escorted out of the school in handcuffs, accompanied by a State Trooper who is carrying Jillian’s knife in a plastic evidence bag. Tyler is being treated for an injury to her arm and is also placed in handcuffs, for her part in the bullying incident.

QUESTIONS FOR DISCUSSION:

1. How many of you have seen this sort of bullying happen?
 - Of those who have seen this before, how did it play out?
 - If you were to see something like this, would you report it? Why or Why Not?
2. How do you think Jillian feels?
 - How would you feel if you were the target of this kind of bullying?
 - How would you feel if a close friend were the target of this kind of bullying?
 - What effects on the victim are likely? What further effects are possible?
3. How could Jazmyne have helped Jillian?
 - Give examples of who she could have shared this information with.
 - Ex. - Administrator, teacher, guidance counselor, coach, parent, Police Officer, other students?
4. What could Jillian have done differently?
5. What are some potential consequences of Tyler’s/Jillian’s actions?
 - Immediate consequences (getting in trouble, criminal charges)
 - Long term consequences (criminal charges, college, career)

POTENTIAL CONSEQUENCES

- School disciplinary action – Suspension / Expulsion
- Social stigma (victim / bully / arrestee)
- possible criminal charges:

Aggravated Harassment – 2nd degree – with intent to harass, annoy, threaten or alarm another person, he or she...causes a communication to be initiated by mechanical or electronic means or otherwise with a person, anonymously or otherwise,...in a manner likely to cause annoyance or alarm. MISDEMEANOR

Assault – 2nd degree – with intent to cause physical injury to another person, he causes such injury to such person or a to a third person by means of a deadly weapon or a dangerous instrument (knife). FELONY

SYNOPSIS, SCENARIO 2 – GUN ON THE BUS: *On a Monday morning Connor is sitting in the back of the school bus and strikes up a conversation with Brendan. He then produces a silver handgun from his backpack and begins to show it off to Brendan and other boys present in the back of the bus. Connor says that the gun belongs to his father, and that his father collects them. When asked if he is concerned about getting in trouble Connor replies, “Nobody gets in trouble if nobody tells”. Several boys in all see the weapon.*

The next day, Connor boards the bus and walks to the back of the bus where he is met by the same group of boys. He again produces the handgun, but this time is more casual in the way he handles it - even waving it around at one point. Brendan, interested in having a closer look at the weapon puts his hand out. In handing it to Brendan however, the gun is dropped – at which point it discharges. A look of shock immediately comes across Connor’s face as the bus driver stops, quickly unbuckles her seatbelt, and hastily moves toward the rear of the bus.

QUESTIONS FOR DISCUSSION:

1. How many of you have seen a weapon in school or on a school bus?
 - If you saw a weapon in school, would you do anything about it?
 - If you saw a weapon in school, what could you do about it?
 - Would it matter what kind of weapon you saw before you reported it (e.g. gun vs. knife)?
2. What reasons can you think of for Connor to want to bring a gun to school?
 - Based on what you saw in the video, do you think Connor is interested in harming anyone at school?
 - If you could be certain that Connor had no intentions of harming anyone at school, should his possession of the handgun be reported?
 - Give examples of who the boys on the bus could have shared this information with.
3. What are some potential consequences of Connor possessing the handgun?
 - Immediate consequences (hurting/killing someone, getting in trouble, jail)
 - Long term consequences (hurting/killing someone, jail, college, career)

POTENTIAL CONSEQUENCES

- School disciplinary action – Suspension / Expulsion
- Social stigma (hurting someone / getting arrested)
- Possible criminal charges:

Criminal Possession of a Weapon 4th degree – A person is guilty of criminal possession of a weapon 4th degree when...he or she knowingly has in his or her possession a...firearm in or upon a building or grounds...of any school...or upon a school bus. MISDEMEANOR

Reckless endangerment 2nd degree – A person is guilty of reckless endangerment in the second degree when he recklessly engages in conduct which creates a substantial risk of serious physical injury to another person. MISDEMEANOR

Manslaughter in the 2nd degree – A person is guilty of manslaughter in the second degree when he recklessly causes the death of another person. FELONY

SYNOPSIS, SCENARIO 3 – INTERNET SAFETY: *Cailyn arrives at Zoe’s house to pick her up for school. As Cailyn comes into the kitchen she observes Zoe finishing an online conversation with an older guy who it appears, is interested in meeting up with her. Cailyn shows concern.*

Later that same day Cailyn sees Zoe leaving school grounds. Zoe walks over to a car occupied by the older guy from the earlier online conversation, then around to the passenger side presumably to get in. Then the car is gone. Later still, Principal Smith interrupts Cailyn’s science class to speak with her in the hall. Once outside the classroom, Principal Smith tells Cailyn that the police have told him the Zoe is missing. Cailyn becomes visibly upset.

REWIND TO EARLIER IN THE DAY

Cailyn walks into Ms. Conner’s office and asks to speak with her. She reports that her friend Zoe is talking online with an older guy, and that she doesn’t know what to do about it. Ms. Conner assures her that she can help.

The final scene shows Cailyn and Zoe sitting outside of school. Cailyn says to the camera that she was scared (for Zoe). Zoe says, “I can’t believe she said something... she’s got my back”.

QUESTIONS FOR DISCUSSION:

1. How many of you have chatted with someone on line that you did not know?
 - Are you braver online? Why?
 - Are you more inclined to share personal details online? Why?
 - Can sharing personal details online with someone you don’t know be dangerous? How?
2. Do you think it is safe to chat online (with strangers) if you only chat with people who are about the same age as you? Why?
3. When people chat online are they always honest?
4. If a person intended to take advantage of someone they met online, what are some of the strategies they might use?
 - Would they make them think that they have the same problems as the person they were talking to?
 - Would they say that their parents bug them about homework too?
 - Would they say they are a pedophile looking to take advantage of someone?
5. Give examples of some things you should never reveal to strangers online?
 - Full name, address, date of birth, social security number, too many details about your school/grade/course of study, phone number, other information that can be used to befriend (or betray) you.

POTENTIAL CONSEQUENCES

- Compromising your physical and/or emotional safety
- Being victimized / abducted
- Placing your life in danger

NOTES



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