Segment Summary:

Brian Head’s father says his son suffered years of torment at the hands of school bullies before committing suicide at the age of 15.

Brian Head’s life could have been different if he had experienced the kindness that others have to offer rather than the pain and torment that he encountered on a daily basis. Brian was in the first grade when he told his parents about his first experience with a school bully. His thick glasses, chubby build and sensitive demeanor made him a popular target for harassment. Throughout his years in school, Brian confided in his parents and teachers about the bullying, but no one realized the extent of the anguish Brian felt or the toll the bullying took on his self-esteem. During his sophomore year in high school, Brian stopped talking about the name-calling, the fights and the harassment he suffered. His parents believed that things at school had turned around for Brian and that the other kids had matured, leaving behind their desire to be cruel. But nothing at all had changed for the 15-year-old. Brian held all of his pain inside. Feeling misunderstood, uncared for and alone, he took matters into his own hands. He brought a gun to school, and when a classmate began to harass him, Brian used the gun to take his own life.

Discussion Questions:

1. What characteristics does Brian Head possess? What about Brian’s father? What about the school bullies?
2. Why do you think Brian felt like he couldn’t talk to his parents about every bullying problem he encountered?
3. Who else could Brian have turned to for help? Why would it have been effective if he had told this person?
4. Who do you turn to for help when you have problems at school? Why do you confide in this person? How does this person help you?
5. Imagine that you’re Brian’s friend. Could you have done something to help him? Would you have felt a responsibility to help him? Why or why not?
6. Now suppose you were not a friend of Brian’s, but you witnessed someone harassing or attacking him. Do you have any responsibility in this situation? Explain. What responsibilities do teachers and administrators have in a similar situation?
7. What do you think about the way Brian’s parents handled his bullying at school? What do you think your parents would do if you were in a similar situation?
8. Why do you think all of the students knew what a hard time Brian experienced at school, but many of the adults did not?
9. Were there any warning signs to indicate that Brian was thinking about committing suicide? If so, what were these warning signs?
10. What resources are available in your school and community for students who may be thinking about committing suicide? What resources are available in your school and community for students who are victims of violence?
11. What school policies are in place to make sure students like Brian are protected? Do you think these policies work? What could be done at your school to make sure this situation and others like it are avoided?
Activity: Vocabulary & Origami

Objectives:

Students will be able to
- Define the vocabulary words
- Use the vocabulary words in context
- Make an art project
- Create a vocabulary game

Materials:

- Pencils, pens, crayons, colored pencils
- Notebook paper, construction paper
- *Kindness Vocabulary Words and Definitions* handout
- *Kindness Vocabulary* worksheet
- *Origami Directions* handout

Procedure:

In this activity, students will create a game using the words on the *Kindness Vocabulary Words and Definitions* handout.

1. Assign students to research the definitions, synonyms and antonyms of the vocabulary words in order to complete the *Kindness Vocabulary* worksheet.

2. Instruct students to use the steps in the *Origami Directions* handout to make a vocabulary game. Origami steps are as follows:
   a. Start with an 8.5x11-inch piece of paper.
   b. To make it perfectly square, fold one short edge up to one long edge and make a crease.
   c. Cut off the excess paper and unfold.
   d. Fold the opposite corners together to make a second crease and unfold. You will now have a square piece of paper with diagonal creases from corner to corner.
   e. Fold each corner to the center and turn over.
   f. Fold the new corners to the center. Do not turn over.
   g. Fold the square in half from edge to edge in both directions.
   h. Now write the vocabulary words on each one of the inside flaps. Assign a number to each of the outside flaps.
   i. Finally, write the definition, part of speech, synonym and antonym behind each number on each innermost triangle that corresponds to the appropriate vocabulary word. (Make sure the vocabulary words match the inside flap with the definitions, synonyms or antonyms used.) Voila! Your vocabulary origami is complete!

   **Note:** Students may need to create more than one vocabulary origami to include all of the vocabulary words.

3. Allow students time to play their games and correct any errors on them.

4. Allow students time to switch games with their classmates and play the different games.
**Vocabulary Words and Definitions:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Altruism (n.)</strong></td>
<td>the practice of thinking of the needs and desires of other people instead of one’s own</td>
<td>Many people practiced altruism and selflessly helped others during the earthquake.</td>
</tr>
<tr>
<td><strong>Anonymous (adj.)</strong></td>
<td>done, sent or given by someone who does not want his or her name to be known</td>
<td>Onan sent Lydia an anonymous love note because he is shy and afraid of rejection.</td>
</tr>
<tr>
<td><strong>Bullying (n.)</strong></td>
<td>the act of threatening to hurt or frighten someone, especially if he or she is smaller or weaker</td>
<td>In an effort to prevent bullying at her school, Kylie created a student police group to monitor students’ behavior on school grounds.</td>
</tr>
<tr>
<td><strong>Disruptive (adj.)</strong></td>
<td>behavior that prevents something from continuing in its usual manner and causes trouble</td>
<td>Coach Carson accused Packard of being disruptive because the teen continually interrupted him while he was speaking.</td>
</tr>
<tr>
<td><strong>Kindness (n.)</strong></td>
<td>the state of being caring, compassionate, helpful, etc., toward someone</td>
<td>Sylvia demonstrated kindness to the homeless man by offering him a blanket.</td>
</tr>
<tr>
<td><strong>Prevention (n.)</strong></td>
<td>the action taken in order to stop something from occurring</td>
<td>Forest fire prevention begins with following fire safety guidelines in the wilderness.</td>
</tr>
<tr>
<td><strong>Rebel (v.)</strong></td>
<td>to oppose or fight against someone in a position of authority</td>
<td>Aimee rebels against her mother by refusing to keep her bedroom clean.</td>
</tr>
<tr>
<td><strong>Redeem (v.)</strong></td>
<td>to exchange a piece of paper representing an amount of money for that amount of money or for goods equal in cost to that amount of money</td>
<td>Travelers can redeem the special-offer coupons for one-way tickets to Chicago.</td>
</tr>
<tr>
<td><strong>Ulterior motive (n.)</strong></td>
<td>a reason for doing something that someone deliberately hides in order to gain an advantage</td>
<td>Marla’s ulterior motive for helping Tarah wash dishes was that she wanted to borrow her sister’s sweater.</td>
</tr>
<tr>
<td><strong>Violence (n.)</strong></td>
<td>behavior that is intended to hurt other people physically, emotionally, verbally, etc.</td>
<td>Lani believes that people should try to solve their problems by talking about them rather than resorting to violence.</td>
</tr>
</tbody>
</table>

**Kindness Vocabulary**

Name _________________________  Date _____________________

1. **Word:**
   
   **Definition:** ____________________________________________________________

   **Synonym:** _______________  **Antonym:** _______________

   **Sentence:** ___________________________________________________________________

2. **Word:**
   
   **Definition:** ____________________________________________________________

   **Synonym:** _______________  **Antonym:** _______________

   **Sentence:** ___________________________________________________________________

3. **Word:**
   
   **Definition:** ____________________________________________________________

   **Synonym:** _______________  **Antonym:** _______________

   **Sentence:** ___________________________________________________________________

4. **Word:**
   
   **Definition:** ____________________________________________________________

   **Synonym:** _______________  **Antonym:** _______________

   **Sentence:** ___________________________________________________________________

5. **Word:**
   
   **Definition:** ____________________________________________________________

   **Synonym:** _______________  **Antonym:** _______________

   **Sentence:** ___________________________________________________________________

6. **Word:**
   
   **Definition:** ____________________________________________________________

   **Synonym:** _______________  **Antonym:** _______________

   **Sentence:** ___________________________________________________________________
7. **Word:** ______________________
   
   **Definition:** __________________________________________________________
   
   **Synonym:** ___________________  **Antonym:** ____________________________
   
   **Sentence:** ____________________________________________________________

8. **Word:** ______________________
   
   **Definition:** __________________________________________________________
   
   **Synonym:** ___________________  **Antonym:** ____________________________
   
   **Sentence:** ____________________________________________________________

9. **Word:** ______________________
   
   **Definition:** __________________________________________________________
   
   **Synonym:** ___________________  **Antonym:** ____________________________
   
   **Sentence:** ____________________________________________________________

10. **Word:** ______________________
    
    **Definition:** __________________________________________________________
    
    **Synonym:** ___________________  **Antonym:** ____________________________
    
    **Sentence:** ____________________________________________________________
Origami Directions

1. Using an 8.5x11-inch piece of paper, fold the top right corner to meet the left edge. Cut off the bottom portion.

2. Now, fold the opposite corner to make a second crease and unfold. You should have a square piece of paper with two diagonal creases.

3. Fold each new corner to the center, and flip over so the folds are facing the bottom.

4. Now, fold the new corners to the center, just as you did for Step 3. Do not turn over. It should look like a smaller version of the product from Step 3.

5. With the new folds facing up, fold the new square in half horizontally and vertically.

6. Turn the square over. Insert your thumbs and forefingers under each flap, and snap together toward the middle. You will have to play with it some before it works smoothly.

7. Now, assign a number to each outside flap. Write a vocabulary word on each inside flap. Finally, write the vocabulary information behind the appropriate vocabulary word on each innermost triangle. Voila! Your vocabulary origami is complete!

For additional directions, visit:
http://www.tappi.org/paperu/art_class/fortuneTeller.htm