

## Lesson Ten: Bullying and Being Bullied

### Learning Goals:

Students will understand the seriousness of bullying and its effects on individuals and the entire school. Bullying interventions are introduced.

Regarding bullying, three key points are explained:

- What it is
- How it affects others
- What consequences it brings

### Background:

The definition of bullying that is used in this program is as follows:

bullying = bully actor perspective + action + victim responder perspective	
where	
bully actor perspective =	desire to hurt + superior power/enjoyment + desire for control/contempt
action =	hurtful + repeated
victim responder perspective =	vulnerability + sense of oppression/unjust treatment

For the benefit of younger students, here is a simpler view:

You are using a bully action if you

1. want to hurt someone.
2. do something that hurts them.
3. are stronger than them in some way.
4. hurt them more than once.
5. use your extra power to hurt them.
6. enjoy hurting people.
7. cause them to feel sad and helpless.

You are experiencing bully actions if:

1. someone wants to hurt you.
2. someone does something that hurts you.
3. the person is stronger than you in some way.
4. the person hurts you more than once.
5. the person uses her extra power to hurt you.
6. the person enjoys hurting you
7. you feel sad and helpless.

### General Activities (all ages):

Write a few sentences on whether it's easy or hard to make friends, and why; discuss how it feels when you see your friend using a bully action. Do you go along with it? The class can discuss the importance of friends in overcoming fear.

Have the principal or an administrator talk about the consequences of bully actions, and have a class discussion of what the consequences should be, and what else students could do to stop

## SAMPLE LESSONS

### **Elementary**

#### *Brainstorming:*

Is there a place or situation you are afraid to be in?

#### *Storytelling:*

Create a bullying story. Involve the Four Behaviors if you want someone to save the day!

#### *Role-playing:*

Act out the story, and don't forget the voices!

#### *Journaling:*

Create anti-bully action posters for the school.

### **Middle School**

#### *Brainstorming:*

What can you say about a bully action you have experienced or witnessed?

#### *Storytelling:*

Tell the story of a person who used a lot of bully actions looking back on his life, years later.

#### *Role-playing:*

Act out the above person's memories, and his change of heart!

#### *Journaling:*

Write a news article about this change of heart for the school paper.

### **High School**

#### *Brainstorming:*

What are the characteristics of a traditional bully in a good story? Do people who use bully actions fit all these qualities?

#### *Storytelling:*

Write a story about a person using a lot of bully actions. How do others feel around this person?

#### *Role-playing:*

Act out the story as a movie trailer. Don't forget the voices!

#### *Journaling:*

Videotape the trailer, or create a commercial for the movie!

bullying.

Role-play with the students an incident of bullying, and then have the class talk it over. Have several students switch roles and add “what-if” questions and other improvisation to the role-playing.

Discuss people who use bully actions in our modern media. This includes any characters, actors, musicians, reality-show participants or athletes who use aggressive behavior to get their own way. Discuss how we make these media characters into heroes and people to admire. Be aware that all students may not watch these programs. Ideas and clips are found at <http://nosuchthingasabully.com> .

Use the bullying scenarios included in the handouts for role play and/or discussion. Have students make up their own role plays as well.

Discuss the consequences of bullying in your school. Ideas for bullying consequences are found at the beginning of this facilitator’s manual as well. Listen to what the children think are appropriate consequences. Act on these ideas if you can.

Have the class break into groups to discuss what they can and will do to prevent and stop bullying. Have each group present their ideas to the class. Act on these ideas if you can, and encourage the students to follow up on their ideas.

Use the definition to make class posters for the classroom. Let the class write the definitions on large pieces of paper and decorate them as they wish.

Brainstorm the following topics

- Other bullying actions
- Other bullying effects
- Other bullying consequences

Use lots of improvisational role-plays during the discussion. When a child has an idea for a good role-play, do the role-play and then continue the discussion.

Discuss power. What makes one person more powerful than another?

Have each child crumple and stomp on a piece of paper, but not rip it. Then have the children try to flatten and smooth the paper. Note that it can’t be entirely smoothed. Compare the damage to the paper with the damage of using bully actions. You can never entirely repair the damage you do once you use a bully action.

### Activities – Elementary/Middle School

Draw a picture of a place where you’re afraid to go. The students can talk about why they’re afraid and the other feelings that happen during times they are afraid.

Draw a picture of a super-villain, and explain why the super-villain seems so powerful; follow up with the power bullying behavior can have over those who are shy, afraid, or “entertaining,” and that such “villains” can be defeated by our belief in ourselves and by supporting each other.

### Activities – Middle/High School

With an art theme, in the medium of the students’ choice, ask them to depict feelings of safety or lack of safety in the school setting.

Discuss bullies found in our modern media. This could be any characters that use aggressive behavior to get their own way. Discuss how we make these media characters into heroes and people to admire. Reality television shows can be included in this discussion as well.

Bring out the incident reporting form to have the students see the kinds of questions that can be asked about a bullying incident.

Research meanings for the origin of the word bully. When did the word first start being used? What did it mean at that time? How did it change over the years?

Have students create their own ideas for the origin of the word bully, depicting how they think it first started being used.

# Lesson 10

## Bully Actions and Victim Responses



**You are using bully actions if you:**

- want to hurt someone.
- do something that hurts them.
- are stronger than them in some way.
- hurt them more than once.
- use your extra power to hurt them.
- enjoy hurting people .
- The people you hurt feel sad, bad and helpless.



**You are experiencing bully actions if:**

- someone wants to hurt you
- someone does something that hurts you.
- the person is stronger than you in some way.
- the person hurts you more than once.
- the person uses her extra power to hurt you.
- the person enjoys hurting you
- you feel hurt, sad, bad and helpless.

### Bully actions can happen for a few reasons:

1. A person might use bully actions because they are unhappy.
2. A person might use bully actions because they don't know any other way to get what they want.
3. A person might use bully actions because they think it makes them seem cool.
4. A person might use bully actions because someone else is using bully actions to them.
5. A person might use bully actions because they feel so bad about themselves, that if they can make others feel worse, they feel better.

Can you think of other reasons that someone might use bully actions?

### **Bullying can go on because:**

1. You might be scared to stand up to a bully. (You can get help!)
2. You might feel like you are all alone and have no one to go to for help. (You do!)
3. You might feel bad about yourself and feel that you deserve to be treated badly. (You don't!)
4. You might feel like if you try to do something to stop the bully actions it will only get worse. (You will learn how!)
5. You might hope that if you do what the person wants, the person will start to be your friend.

Can you think of other reasons that bullying can keep on happening?

### **Bullying Actions are:**

1. When someone physically hurts someone else.
2. When someone hurts someone's feelings on purpose.
3. When a group of students won't let another student be a part of what they are doing.
4. When someone steals or takes something from someone else.

Can you think of other actions that can be considered bullying actions?

### **If you see someone experiencing bully actions:**

1. Be friends with that person.
2. Help the person who is being hurt to tell a grown up.
3. Don't join in when you see bully actions happening.
4. Don't try to fight the bully action yourself. Tell a grown up, or help your friend tell a grown up.

### **If you are using bully actions:**

1. Ask an adult for help. The adult might be a teacher, a parent, your grandparents or a friend.
2. Learn about feelings, especially anger and sadness. Feeling angry or sad can make us want to treat others badly.
3. Learn about positive ways to handle your feelings, and make sure that you have an adult that you can talk to about your feelings.
4. Learn ways to get what you want and need that are respectful. Learn how to talk respectfully.
5. If something has changed in your life and it is making you angry, sad or mad, tell your parents or another adult that you need some help. This might be a new baby, someone dying, your parents divorcing, or anything else that bothers you.

### **When you see bully actions:**

1. Tell someone! You might choose to tell your parents, or your grandparents or your teacher, but make sure you tell someone! You can tell them who was bullying you and if anyone else saw it happen. If you have seen someone being bullied, tell them about what you saw. You can tell them what happened, what you did or said and who else was there. You can tell them where it happened and how often it happens. If you have any injuries, scrapes or bruises make sure you show them to an adult.



2. Be a friend to someone else who is experiencing bully actions. Help them be in your group so they are safe.
3. Stay away from people using bully actions. If you can, try ignoring them and walking away. They can't use a bully action on you if you are not there!
4. Stay where teachers or grown ups can see you. If they can see the bully action, they will be able to help you.
5. Don't bring expensive things or lots of money to school.
6. Be confident. Bully actions get aimed at kids who seem scared. Hold your head up

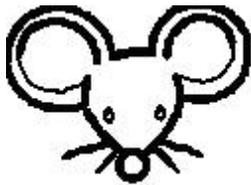
and stand up straight.

7. Don't fight back. Think up things to say ahead of time. Use "I" sentences. Don't say things that are mean. It is important that you deal with the bully action without using a bully action yourself!

8. Don't let the bully action make you mad. Stay calm, ignore the bully action or walk away. Make a plan with an adult or friend.

9. Walk to school with someone. Bully actions don't work as well when children are in groups.

10. Avoid kids who don't seem to like you or who are mean to you. Stay away from the places where they are, if you can.



Marvin Mouse says:

Bully actions are way too common. They can happen in the school, or in the playground. Sometimes they can even happen at home.

If you are able to say what you need and know how to solve problems in a healthy way, you are less likely to use victim responses.

You are also less likely to be use bully actions if you can say what you need and know how to solve problems in a healthy way.

# Bully Action Scenarios

Jim keeps on following Janet around the playground. He teases her about her hair. It's red and curly and he calls it "clown hair". When he can get his hands on her, he cuts pieces of her hair, just little bits off the ends and while he's doing it he tells her not to move or he might cut her accidentally. Janet is scared of him so she stands still. She is afraid to tell anyone and no one seems to be noticing. This has been going on for about two weeks. Janet is scared to come to school. She gets a stomach - ache when she thinks about school. She has one good friend, Lily, but Lily is scared of Jim too.

Are these bully actions? How do you know?  
What can Janet do?  
What can Lily do?  
How do you think Lily and Janet might feel?  
How do you think Jim might feel?  
What might happen to Jim, if Janet and Lily get help?  
What might happen to Janet if she doesn't get help?  
What extra power does Jim have?

Three friends, Jenny, Laura and Darcy all wore pink clothes to school one day. A group of "popular" girls started calling them the inky pinky ugly powderpuff girls. A lot of other girls won't talk to them now, they just say "powderpuff girls - ewww" and walk away. Jenny, Laura and Darcy don't understand all of this because it seems silly - just because they all wore pink clothes! This has been going on for three days and the girls are trying to decide what to do.

Are these bully actions? How do you know?  
What can Jenny, Laura and Darcy do?  
What can the girls who started calling them the "inky pinky ugly powderpuff girls" do? What about the girls who joined in after?  
How do you think this might affect Jenna, Laura and Darcy?  
What extra power do the children calling names have?

Benny is worried about going to school. An older kid, James is always punching his shoulders and pinching his arms and chest. James laughs when he does it. He has a whole bunch of bruises. James is bigger than him and Benny just tries to laugh it off and pretend it doesn't hurt, but he is getting worried about going to school.

Are these bully actions? How do you know?  
What can Benny do?  
How do you think Benny might feel?  
How do you think James might feel?  
What might happen to James if Benny gets help?  
What might happen to Benny if he doesn't get help?  
What extra power does James have?

# Lesson 10

## Bully Actions and Victim Responses



**You are using bully actions if you:**

- want to hurt someone.
- do something that hurts them.
- are stronger than them in some way.
- hurt them more than once.
- use your extra power to hurt them.
- enjoy hurting people .
- The people you hurt feel sad, bad and helpless.



**You are experiencing bully actions if:**

- someone wants to hurt you
- someone does something that hurts you.
- the person is stronger than you in some way.
- the person hurts you more than once.
- the person uses her extra power to hurt you.
- the person enjoys hurting you
- you feel hurt, sad, bad and helpless.

The best way to protect yourself from bully actions is to learn how to act assertively. People using bully actions want your reaction - your victim response. If you learn to act, rather than to react with a bully response, you will not be giving them what they want. After trying for a while, and not getting the reaction they want, they may leave you alone.

### **Bully actions can happen for a few reasons:**

1. A person might use bully actions because they are unhappy.
2. A person might use bully actions because they don't know any other way to get what they want.
3. A person might use bully actions because they think it makes them seem cool.
4. A person might use bully actions because they are being bullied.
5. A person might use bully actions because they feel so bad about themselves, that if they can make others feel worse, they feel better.

### **Bullying actions can go on because:**

1. A person who is dealing with bully actions might be scared to stand up to the person using them.
2. A person who is dealing with bully actions might feel like they are all alone and have no one to go to for help.
3. A person who is dealing with bully actions might feel bad about themselves and feel like they deserve to be treated badly.
4. A person who is dealing with bully actions might feel like if they try to do something to stop the bully actions they will only get worse.
5. A person who is dealing with bully actions might hope that if they do what the person wants, the person will start to be their friend.

### **When you are being bullied:**

1. Tell someone! Your parents, your grandparents or your teacher, but make sure you tell someone! You can tell them who was involved and if anyone else saw it happen. If you have seen someone being hurt, tell them what you saw. You can tell them what happened and what you did or said. You can tell them where it happened and how often it happens. If you have any injuries, scrapes or bruises make sure you show them to an adult.
2. Be a friend to someone else who is being hurt. Most often people using bully actions don't want to pick on kids who are in groups.
3. Stay away from people who use bully actions if you can. Try ignoring them and walking away. They can't use the bully action on you unless you are there.
4. Stay where teachers or adults can see you. If they can see you being hurt, they will be able to help you.
5. Don't bring expensive things or lots of money to school.
6. Be confident. People using bully actions like to pick on kids who seem scared. Hold your head up and stand up straight.
7. Don't fight back. Think up things to say ahead of time. Use "I" statements. (Lesson 12) Don't say things that are mean. Deal with the bully action without using a bully action yourself!

8. Don't let the person make you mad or make you react. That is what the person using a bully action wants. Stay calm, ignore the bully or walk away.

9. Walk to school with someone.

10. Avoid kids who don't seem to like you or who are mean to you. Stay away from the places where they are, if you can.

**If you see someone experiencing bully actions:**

1. Be friends with that person.

2. Help the person who is being hurt to tell a grown up.

3. Don't join in when you see bully actions happening.

4. Don't try to fight the bully action yourself. Tell a grown up, or help your friend tell a grown up.

**If you are using bully actions:**

1. Ask an adult for help. The adult might be a teacher, a parent, your grandparents or a friend.

2. Learn about feelings, especially anger and sadness. Feeling angry or sad can make you want to treat others badly.

3. Learn about positive ways to handle your feelings, and make sure that you have an adult that you can talk to about your feelings.

4. Learn ways to get what you want and need that are respectful. Learn how to talk respectfully.

5. If something has changed in your life and it is making you angry, sad or mad, tell your parents or another adult that you need some help. This might be a new baby, someone dying, your parents divorcing, or anything else that bothers you.

## **Bully Action Scenarios**

**Jerry keeps on following Julia around the school. He teases her about her long legs. Sometimes he tries to corner her alone and scares her. He has even kissed her. Julia is scared of him. A few of her friends know that he is doing this, but she is afraid to tell anyone else. She is worried about him getting really mad at her. No adults seem to be noticing that this is happening. Julia has stopped going to the cafeteria. She has started staying in her classroom for lunch so she doesn't take the chance of running into him.**

Are these bullying actions? How do you know?

What can Julia do?

What can her friends do?

How do you think Julia might feel?

How do you think the person using the bully action, Jerry, might feel?

What might happen to Jerry, if Julia and her friends get help?

What might happen to Julia if she doesn't get help?

What extra power does Jerry have?

**A new girl, Sylvia, has just arrived at school. She is in a minority culture at school. Much of what she is experiencing is new to her. The most popular group in school decide that she is a loser and that no one should be friends with her. The first month of school is terrible for Sylvia. She has to deal with being called names and being pushed. Her books have even been wrecked. After about a month, she met two girls in the library. Since then they have become friends and the others leave her alone a bit more.**

Are these bullying actions? How do you know?

What can Sylvia do?

How might this affect Sylvia?

How could the other students have stopped the bully actions?

Why might the people using bully actions be acting this way?

Why have they eased up on their treatment of her?

What extra power does "the most popular group" have?

**Benny is worried about going to school. An older kid, James is always punching his shoulders and pinching his arms and chest. James laughs when he does it. He has a whole bunch of bruises. James is bigger than him and Benny just tries to laugh it off and pretend it doesn't hurt, but he is getting worried about going to school.**

Are these bullying actions? How do you know?

What can Benny do?

How do you think Benny might feel?

How do you think James might feel?

What might happen to James if Benny gets help?

What might happen to Benny if he doesn't get help?

What extra power does James have?

## Lesson 10

### Bully Actions and Victim Responses

bullying = bully actor perspective + bully action + victim responder perspective	
where	
bully actor perspective =	desire to hurt + superior power/enjoyment + desire for control
bully action =	hurtful + repeated
victim responder perspective =	vulnerability + sense of oppression/unjust treatment

The best way to protect yourself from being bullied is to learn how to act assertively. Bully actions call for your reaction. If you learn to act, rather than to react, you will not be giving the person using the bully action what they want. After trying for a while, and not getting the reaction they want, they may leave you alone.

#### **Bully actions can happen for a few reasons:**

1. A person might use bully actions because they are unhappy.
2. A person might use bully actions because they don't know any other way to get what they want.
3. A person might use bully actions because they think it makes them seem cool.
4. A person might use bully actions because they are using victim responses in other areas of their life.
5. A person might use bully actions because they feel so bad about themselves, that if they can make others feel worse, they feel better.

#### **Bullying can go on because:**

1. A person who is using victim responses might be scared to stand up to a bully.
2. A person who is using victim responses might feel like they are all alone and have no one to go to for help.
3. A person using victim responses might feel bad about themselves and feel like they deserve to be treated badly.
4. A person using victim responses might feel like if they try to do something to stop the bullying it will only get worse.
5. A person using victim responses might hope that if they do what the aggressive person wants the bully actions will stop.

#### **When you are experiencing bully actions:**

1. Tell someone! Note the following details:
  - Where the incident happened.
  - Who was involved.
  - Who witnessed the incident.
  - What everyone said and did.
  - Any physical injuries.

Write down a statement of the bullying as soon as possible after it occurs.

2. Be a friend to someone else who is experiencing bully actions. People using bully actions don't like groups.
3. Stay away from people using bully actions if you can. If you can, try ignoring them and walking away. They can't use the actions on you unless you are there.
4. Don't bring expensive things or lots of money to school.
5. Be confident. Bully actions get aimed at people who seem scared. Hold your head up and stand up straight.
6. Don't fight back. Think up things to say ahead of time. Use "I" sentences. Don't say things that are mean. It is important that you deal with the bully action without using a bully action! Don't let the bully action make you mad.

**If you see someone being bullied:**

1. Be friends with that person.
2. Help the person who is experiencing the bully actions to make an assertive plan and to tell an adult.
3. Don't join in when you see bully actions happening.

**If you are using bully actions:**

1. Ask for help in changing your behavior.
2. Learn about feelings, especially anger and sadness. There are other ways to manage angry or sad without treating others badly.
3. Learn about positive ways to handle your feelings, and make sure that you have someone positive to talk with about your feelings.
4. Learn how to talk in a respectful way.
5. Learn ways to get what you want and need that are respectful.
6. If something has changed in your life and it is making you angry, sad or mad, tell your parents or another adult that you need some help. This might be a new baby, someone dying, your parents divorcing, or anything else that bothers you.

## **Bully Action Scenarios**

**Terry is interested in lots of different things. He is especially interested in computer programming. There are a group of girls in the school who hang around by his locker. They taunt him, calling him a computer geek, telling him they'd go out on a date with him, but he wouldn't know what to do. Terry turns red and stammers. The past few days he's been trying to appear to be ignoring them, but it's difficult.**

Are these bully actions? How do you know?

What can Terry do?

How do you think Terry might feel?

How do you think the girls who are taunting Terry might feel?

What are some things that Terry could try before going for adult help?

What extra power do the students using bully actions have?

**Blaze hates going to science class. He shares a table with Tiny. Tiny is a huge creature. He plays football, hockey, just about anything. He seems to think he is the greatest. Tiny has been harassing Blaze in science. He's been calling him a loser because he isn't involved in sports, telling him he could beat the \*@& out of him. Blaze also has to do all the lab work. Tiny just copies his work and there is nothing he can do about it. Blaze has a pain in his stomach every time he thinks about going to science.**

Are these bully actions? How do you know?

What can Blaze do?

Why might Tiny be acting this way?

What extra power does Tiny have?

**It's the beginning of the school year. Jessica, Sherri and their group of friends have decided that they are going to give Charlene a hard time this year. They practice saying her name like she is the grossest thing on earth. They put down her clothes whenever they see her. They generally make her life miserable. Once they even offered her a ride and then drove her to the outskirts of town and dropped her off.**

Are these bully actions? How do you know?

What can Charlene do?

How do you think Charlene might feel?

How do you think Jessica, Sherri and their friends might feel?

How could anyone in the group have made this stop?

What might happen to Jessica, Sherri and their friends if Charlene gets help?

What might happen to Charlene if she doesn't get help?

What extra power does this group of friends have?