



Combating Conflict with Character

DEALING WITH BULLYING

Introduction

This guide provides information to help you get the most out of *Dealing with Bullying*. The contents of this guide will help you get your students to think about the topic before viewing the video, while also providing follow-up discussion questions and activities to reinforce and expand upon the program's key learning points.

A recent survey by the U.S. Department of Justice states that one out of every four kids is bullied in some way — and that estimate, according to other reports, is too conservative. Why is bullying so widespread? What are the various forms it can take? How should a bullying victim react to intimidation and physical aggression, or — ideally — avoid becoming a victim in the first place? This video addresses those questions as it looks at the root causes and potential solutions to bullying dilemmas. Studying the verbal, emotional, and social aspects of bullying and cyberbullying as well as physical harassment and attacks, the program also distinguishes between bullying that is typically male and typically female — revealing the wide range of results that all forms can have, from hurt feelings to academic problems to murder and suicide. Dramatizations and expert commentary highlight specific strategies to combat this disturbing challenge to education and to the well-being of young people.

Learning Objectives

After viewing the program, students will be able to:

- Explain the differences and similarities between direct and indirect bullying.
- Identify reasons why a bully might inflict verbal or physical intimidation and/or aggression on another person.
- Describe strategies for avoiding bullying situations and for what to do if a situation becomes dangerous.
- Describe how cyberbullying occurs and what to do to stop this unique and increasingly pervasive form of bullying.
- Practice effective strategies and techniques to overcome different types of bullying as a victim or as a bystander.

Program Overview

In this program, the roles, characteristics, and behaviors of bullies, victims, and bystanders are illustrated through reenacted scenes. Why does bullying occur? What should you do if you are a victim of bullying? What can do to prevent bullying from starting in the first place? Strategies for remaining calm and reasonable when faced with bullying takes the power away from the actors and prompts them to think about what they are doing. Stopping bullying starts with individual responsibility, taking action, and standing up for what's right.

Main Topics

Topic 1: What is Bullying?

This section defines bullying as a situation where someone feels they have power or control over another person, inflicting a repeated abusive assault against the victim's sense of self. Reenactments illustrate examples of who is a target and why. The circumstances and effects of ongoing abuse are explored.

Topic 2: Dealing with Indirect Bullying

This section discusses how indirect bullying can occur, such as situations where the victim is excluded or ignored. Indirect bullying, particularly common among girls, has a negative impact on the victim's self-esteem when they continue to try to fit in and be accepted. Here, we see how to handle indirect bullying by staying cool.

Topic 3: Dealing with Direct Bullying

This section discusses how bullying can be direct. Direct bullying includes threats, physical domination, and verbal abuse, any of which can cause victims to feel fear, hopelessness, and intimidation. Overcoming direct bullying can be difficult, but may get worse if the victim doesn't stand up for him or herself and take power away from the bully.

Topic 4: Dangerous Bullying and Cyberbullying

In this section, we talk about what happens when bullying escalates into dangerous and violent situations. What do you do? How do you know when it's time to get help? The devastating effects of cyberbullying are also explained and strategies for dealing with severe bullying, electronic or otherwise, are listed.

Topic 5: Changing the Game: Altering Bully Culture in Your School

The power of the bystander in a bullying situation can't be underestimated. A bystander's confidence to take action and intervene on a victim's behalf can defuse the situation and make it clear that bullying is not cool and won't be tolerated. This section illustrates how a concerned bystander or supportive group of peers can stop bullying in its tracks.

Fast Facts

- Bullying can involve direct attacks such as hitting, name-calling, teasing, or taunting. Indirect bullying includes behaviors such as spreading rumors, or trying to make others reject someone.
- Girls are about twice as likely as boys to be victims and perpetrators of cyberbullying.
- About 21% of kids have received mean or threatening e-mails.
- Four out of ten middle school students have had their passwords stolen and changed by a bully who then locked them out of their own account or sent communications posing as them.
- In The National School Climate Survey, conducted in 2005 by the Gay, Lesbian and Straight Education Network (GLSEN), bullying around issues of sexual orientation, non-conforming gender behaviors, and dress was the most common form of bullying, second only to issues of appearance (e.g., body size or disability).
- In a poll conducted in 2005 by Harris Interactive and GLSEN, 60% of students aged 13-18 had been verbally or physically harassed or assaulted during the past school year because of real or perceived racial, sexual orientation, religious, or other differences.
- Most bullies victimize students in the same class or year, although 30% of victims report that the bully was older, and approximately 10% report that the bully was younger.
- A recent survey by the U.S. Department of Justice states that one out of every four kids is bullied in some way — and that estimate, according to other reports, is too conservative.
- To handle indirect bullying, stay cool, be confident, stand up straight, say what you have to say, and then walk away.
- To handle direct bullying, find at least one good friend, show confidence, stay alert, don't be an easy target, and hold your ground. Say your line, and then walk away.
- When faced with cyberbullying, save and print out all evidence of the bullying, identify the bully, contact the bully's parents and school, don't respond, block the person if possible, file a complaint with the internet provider, and consider taking legal action.

Vocabulary Terms

bully: A person who habitually badgers and intimidates smaller or weaker people.

bullying: A recurring, cyclical pattern of abuse that uses an imbalance of power as a weapon.

character: Moral or ethical strength.

clique: A narrow exclusive circle or group of people.

cyberbullying: Bullying that occurs through electronic means such as email, text-messaging, instant messaging, and chat rooms.

exclusion: Denying someone membership in a group or participation in an activity or event.

hazing: When a group or club requires that others who want to join do certain things; victims of hazing have usually approached the team or club and asked to belong.

indirect bullying: A form of bullying that is not direct or confrontational, for example, when a person or group purposefully excludes a particular person from activities or friendships or spreads rumors to harm another person's reputation.

manipulate: To control or persuade another person through enticing but harmful means.

mentor: A trusted counselor or coach.

peer pressure: The way a peer group influences a person to change his or her attitudes, values, or behavior in order to conform to group norms.

self esteem: A confidence and satisfaction in oneself.

tolerance: A fair, objective, and permissive attitude toward opinions and practices that differ from one's own.

Pre-Program Discussion Questions

1. What does bullying mean to you?
2. What kinds of bullying are you aware of?
3. What are some of the reasons teens are bullied?
4. Who is susceptible to bullying?
5. What can you do to prepare to deal with bullying if it happens?

Post Program Discussion Questions

1. What may be the long term effects of bullying on a victim? What about the effects on a bystander who did nothing to stop it?
2. How does the bully benefit (or not benefit) from the bullying behavior?
3. Describe a situation where you or someone you know experienced bullying (as a victim or bystander) and effectively handled the situation.
4. As a bystander, what can you do to help a friend effectively handle a bullying situation?

Group Activities

- **Don't Just Stand There:** Working in small groups, conduct a role-play activity. Each group selects (or is given) a different type of bullying situation (cyberbullying, indirect, direct teasing, direct physical, etc). Identify at least three different actions that a victim and/or bystander could take to effectively defuse or address the situation. Members of each group take turns role-playing these actions and behaviors, allowing each member an opportunity to assume at least two different roles (bully, victim, bystander).

Individual Student Projects

- **It's a Law:** Dozens of states have laws against bullying. Research your state's laws or the rules in your school district related to bullying. Create a poster to let others know what's not allowed.
- **The Story Ends:** Write a short story about bullying from the view point of the bully, victim, or bystander. Include a short epilogue. How does the situation end? What were the long and short term effects? What could have been done differently?

Internet Activities

- **Do Over:** Use the internet to research a local or national news event or series of related events involving bullying and that had a negative outcome. Write a one-page summary of the situation, including factors that may have contributed, and the ultimate outcome. Then, re-write the story, this time with a positive outcome. Who is the hero? What could have been done differently? What could have been avoided or curtailed?
- **Social Media, Social Bullying?** Cyberbullying has become increasingly prevalent in the last decade. Use the internet to research current statistics and support information. Investigate the bullying and harassment policies of at least one social media website. Create a classroom "cyberbullying" bulletin board (virtual or physical) to share insights and findings. Be sure to work together to define appropriate rules and guidelines for posting information to the bulletin board.

Assessment Questions

- Q1:** Which of the following is an example of direct bullying?
- a) Forcing someone to do something dangerous in order to join a club
 - b) Gossiping or spreading rumors
 - c) Giving someone the “silent treatment”
 - d) Assuming someone’s online identity and embarrassing them
- Q2:** Which of the following is an example of indirect bullying?
- a) Hitting, punching, or shoving
 - b) Excluding someone from a group activity
 - c) Teasing someone about what they are wearing
 - d) Making threatening gestures
- Q3:** True or False: Girls are more likely to be the victim of indirect bullying than boys.
- a) True
 - b) False
- Q4:** True or False: Respecting differences includes tolerance of race, ethnicity, sexual preference, and body type.
- a) True
 - b) False
- Q5:** The most effective way for a bystander to stop bullying is to _____.
- a) walk away from the situation
 - b) go along with it so that they don’t become victims themselves
 - c) let the bullies know their behavior isn’t tolerated
 - d) hang around with friends who don’t do that kind of thing
- Q6:** True or False: Victims of bullying encourage the behavior by being socially awkward or purposely trying to be different.
- a) True
 - b) False
- Q7:** The best way to deal with indirect bullying is to _____.
- a) know how and when to walk away
 - b) try harder to convince the bully to include you in her group
 - c) teach the bully a lesson by doing the same thing to them
 - d) become aggressive so that the bully doesn’t think you are weak
- Q8:** True or False: Bullying is rare and is mainly a problem among boys.
- a) True
 - b) False

Q9: Which of the following is *not* an effective way to handle a bully?

- a) Hang out with a friend or small group
- b) Convey confidence and stand up for yourself
- c) Hold your ground
- d) Put your head down and give in until they stop

Q10: Using the internet, text messaging, and/or email to hurt others is called _____.

- a) internet bullying
- b) cyberbullying
- c) online bullying
- d) web-bullying

Assessment Questions Answer Key

Q1: Which of the following is an example of direct bullying?

- a) Forcing someone to do something dangerous in order to join a club
- b) Gossiping or spreading rumors
- c) Giving someone the “silent treatment”
- d) Assuming someone’s online identity and embarrassing them

A1: a)

Feedback: Hazing is a form of bullying where the victim is forced to do something dangerous or embarrassing in order to be accepted into a social group or club.

Q2: Which of the following is an example of indirect bullying?

- a) Hitting, punching, or shoving
- b) Excluding someone from a group activity
- c) Teasing someone about what they are wearing
- d) Making threatening gestures

A2: b)

Feedback: Indirect bullying is a form of bullying that is not direct or confrontational, for example, when a person or group purposefully excludes a particular person from activities or friendships or spreads rumors to harm another person’s reputation.

Q3: True or False: Girls are more likely to be the victim of indirect bullying than boys.

- a) True
- b) False

A3: a)

Feedback: Girls are more likely than boys to experience indirect bullying, and about twice as likely as boys to be victims and perpetrators of cyberbullying.

Q4: True or False: Respecting differences includes tolerance of race, ethnicity, sexual preference, and body type.

- a) True
- b) False

A4: a)

Feedback: Bullying stems from seeing someone as different, and using those differences to hurt that person. It’s often called prejudice, and prejudice is a result of ignorance — not understanding, or fearing something or someone that’s unfamiliar.

Q5: The most effective way for a bystander to stop bullying is to _____.

- a) walk away from the situation
- b) go along with it so that they don't become victims themselves
- c) let the bullies know their behavior isn't tolerated
- d) hang around with friends who don't do that kind of thing

A5: c)

Feedback: Some bullying can only be stopped if bystanders are willing to intervene. In roughly 50% of bullying scenarios, when a bystander intervenes, the bullying stops.

Q6: True or False: Victims of bullying encourage the behavior by being socially awkward or purposely trying to be different.

- a) True
- b) False

A6: b)

Feedback: Victims often feel isolated, or different from other people for reasons they can't always define. They may have few, if any, friends. Victims are often gullible, vulnerable, honest people who want what most people want — to be accepted for who they are.

Q7: The best way to deal with indirect bullying is to _____.

- a) know how and when to walk away
- b) try harder to convince the bully to include you in her group
- c) teach the bully a lesson by doing the same thing to them
- d) become aggressive so that the bully doesn't think you are weak

A7: a)

Feedback: To handle indirect bullying, stay cool, be confident, stand up straight, say what you have to say, and then walk away.

Q8: True or False: Bullying is rare and is mainly a problem among boys.

- a) True
- b) False

A8: b)

Feedback: A recent survey by the American Justice Department shows that 25% — or one out of every four kids — is bullied. Some surveys have shown that as many as three out of four kids are bullied for the way they look, dress, or speak.

Q9: Which of the following is *not* an effective way to handle a bully?

- a) Hang out with a friend or small group
- b) Convey confidence and stand up for yourself
- c) Hold your ground
- d) Put your head down and give in until they stop

A9: d)

Feedback: When the victim gives in or tries to ignore the bullying, the bully often increases the level of violence and/or abuse in order to gain more power and control.

Q10: Using the internet, text messaging, and/or email to hurt others is called _____.

- a) internet bullying
- b) cyberbullying
- c) online bullying
- d) web-bullying

A10: b)

Feedback: Cyberbullying can be direct (for example threatening emails), or indirect (for instance, spreading rumors about someone). Unfortunately, the internet provides an opportunity for bullying to occur 24 hours a day, seven days a week.

Additional Resources

American Psychological Association (APA)

www.apa.org

Centers for Disease Control and Prevention

www.cdc.gov

Do Something.org

www.dosomething.org

National Crime Prevention Council

www.ncpc.org

Nemours Foundation TeensHealth.org

www.kidshealth.org

StopHazing.org

www.stophazing.org

Teen Help.com

www.teenhelp.com

The Cool Spot

www.thecoolspot.gov

Order from www.CambridgeEducational.com • 1-800-257-5126

7 Ways to Block a Cyberbully

Cyberbullies stay hidden behind technology and target students on the internet and through cell phones. This video will help students learn how to avoid — and, if necessary, deal with — cyberbullying situations. Seven effective strategies for coping with a digital bully are outlined: understanding the e-bully; protecting passwords; guarding personal information; using safety software; cutting off communications; saying “No” to revenge; and telling someone. In addition, a special segment called “Cyberbully: The Adult Role” describes seven ways parents and educators can get involved in stopping cyberbullying. Viewable/printable educational resources are available online. (20 minutes) © 2008

Taking a Stand: The Bullying Prevention Series

No longer a simple matter of schoolyard scuffles and “boys will be boys,” bullying is now recognized as a major threat to the education of America’s young people. Research shows that intimidation and humiliation among students involve both genders, affect young people of every background, and have become even more widespread with the help of digital technology. This three-part series helps students and teachers identify bullying activity, confront the instigators of it, and assist the victims — with the ultimate goal of preventing bullying in all its forms. Behavior and tactics specific to boy bullies, girl bullies, and cyberbullies are discussed at length in each of the respective videos, addressing the complexity of the issues with dramatized scenarios and peer discussions. Includes a 15-minute bonus video, A Teacher’s Guide to Bullying Prevention, that will help educators implement the overall program. Viewable/printable instructor’s guides are also available online. A Meridian Production. (3-part series, 18-20 minutes each.) © 2006

Opposing Aggression and Bullying

Initiate lectures and class dialogue with this cluster of ABC News segments on violence, aggressive behavior, and crime. In each scenario, actors draw unassuming spectators into tense and often disturbing situations—with a broad spectrum of results. Scenes include intense verbal bullying by three teen girls against one in a very public setting; a racially loaded incident in which three teenagers vandalize an automobile in broad daylight; the theft of a wallet in a crowded restaurant while some onlookers apparently couldn’t care less; and an occurrence of the shocking nationwide phenomenon known as bum-bashing, in which a homeless person is attacked for no apparent reason. Each scene is designed to provoke both introspection and group debate. (38 minutes) © 2008