

MODULE #2: Bullying

Objectives:

- To help students understand the definition of a bully and bullying.
- To teach students about the negative effects of bullying.
- To teach students what to do in situations of bullying.
- To emphasize that good parent/guardian-child communication is the best solution to bullying.
- To give students a chance to think through ways to solve problems.

Context



Research indicates that youth who bully are more likely than those who don't bully to skip school and drop out of school. They are also more likely to engage in risky behaviors such as smoking, drinking alcohol and getting into fights (Alude et al, 2008; HRSA, 2008).¹

Bullying takes different forms: physical violence, language attacks and also through the Internet. The effects of bullying can have dire consequences in adolescents. Knowing how to protect one-self from becoming a bully or becoming a victim of bullying is necessary.

Handouts & Resourced Needed:

Handout 2.2: What is Bullying?

Handout 2.3: Bully Prevention Guidelines

Pens/pencils

Sheet of paper – one for each participant

Journals – one per students

Activity #1: Icebreaker: The Importance of Communication (10 min)

Procedure:

- Icebreaker
- Have a volunteer remind the class about icebreaker exercises. Explain to them that this icebreaker will help the class learn a valuable skill that will be used throughout the discussion of the seminar.
- Tell the class that it is always important to have good communication between themselves and their parents or guardians. Without good communication, there is no way to signal to the parents that the youth is in trouble.
- To demonstrate the importance of good communication, explain to the class that they are going to play a game called “Telephone.” Have the students make a circle around the room. The facilitator marks the beginning of the circle. Explain to them that the facilitator will whisper a

¹ Aluede, Oyaziwo; Adeleke, Fajoju; Omoike, Don; Afen-Akpaida, Justina (2008). A Review of the Extent, Nature, Characteristics and Effects of Bullying Behavior in Schools. *Journal of Instructional Psychology*. 32, 151.

message into the student directly to the left of them. Have the student pass the message on by whispering it to the person sitting to the left of them. The student is only allowed to say the message once and the next person must pass on what they heard. This process continues until the message goes around the entire room.

- Have the last person state the message out loud. What usually happens is that the message changed a little as it traveled around the room, preventing the original message from being delivered to the last person. State that this was an example of the importance of having good communication. Any message is clearer if they speak directly to their parents as opposed to waiting until someone else tells them about the problem.

Activity #2: Guided Discussion: Reasons and Effects of Bullying (30 min)

Procedure:

- Icebreaker
- Start the discussion by asking the class to name different forms of bullying. Emphasize the main three: Physical, Verbal, and Peer Pressure. Physical bullying is where a student injures another student's body. Verbal bullying is often seen in name-calling and rumors spreading about a student. Peer pressure is when a student makes another student do something that he/she does not want to do.
- From talking about these three forms of bullying, move on to discuss the difference between "direct" and "indirect" bullying. Direct bullying is where there is an actual confrontation between the bully and the victim. Indirect bullying is most often seen in the case of spreading rumors about someone to emotionally hurt them.
- Ask the class why they think a student would bully another. Tell them that it is most common that a youth wants to establish a sense of superiority. For this reason, the victim of bullying is most often a smaller, younger youth. Introduce the concept that there are specific character traits to spot a bully in school. Also tell the class that anyone has the possibility of becoming a victim of bullying. In order to protect oneself, it is important to be able to identify a bully so that confrontations can be avoided early on.
- Pass out Handout 2.2: What is Bullying? Break the class into groups of 4 or 5. Start a discussion about what each item on the list means. Ask them why they think these characteristics are a bad thing to have.
- Now that the reasons of bullying have been established, take some time to discuss the negative effects that bullying can have in the future of a youth. Ask the class what some of the negative affects might be if bullying is a consistent part of a youth's life. Be sure to focus on the characteristics of depression, increasing feeling of insecurity, and the likelihood of joining a gang (to be discussed in the next activity). Both the victim and bully

would be more willing to join a gang. Victims of bullying seek protection in some form, often stumbling upon the gang lifestyle. It should also be noted that youth are bullied at a young age often turn into bullies themselves when they get older. This causes the cycle to continue.

Activity #3: Guided Discussion II: Solutions to Bullying (30 min)

Procedure:

- Icebreaker
- Start a discussion that emphasizes communication as the number one weapon against fighting the prevalence of bullying in schools. If a situation of bullying comes up, the student should tell somebody about it, especially their parents. Talk about communication being the 'first line of defense.' If they do not know when to bring it up, tell them that the most common place to have a good family discussion is at the dinner table.
- The students should get in the habit of telling their parents what goes on in school. They should get in the routine of talking about their day when they get home. This will make it easier to talk about something serious, such as bullying, if the situation were to ever come up.
- Keeping bullying a secret is not a good idea. Youth will not be able to get help if they do not tell anyone. If the youth feels that they cannot turn to a parent, the next best option is to tell a teacher. Explain to the class that if they are being bullied or if they see someone else being bullied, they should report it so that the problem can be solved.
- Ask the class to explain how telling their parents or another caring adult about problems in school helps them solve those problems. Tell them that it is a lot easier to solve problems when more people are involved. By explaining the problem to their parents, together they can work through a plan on how to get through the problem.
- Now that it is established what to do if someone is a victim of bullying, transition to talk about why the students in the class should not bully others. Tell the students that it is never appropriate to make fun of another student. Teasing is considered bullying. Under no circumstance should a student ever try to hurt another student. Fighting is never the answer to any problem and such behavior can lead to expulsion from school.
- Teach the students about the Golden Rule. The Golden Rule is: treat others the way you want to be treated. Everyone should be treated with dignity and respect. Ask the class to explain what they think that means. Tell them it is not okay to bully other students because they would feel bad if they were the ones who were bullied. Pass out gold stickers to everyone. Tell the class that by putting the gold stickers on their shirts, they are promising to follow the Golden Rule.
- Pass out Handout 2.3: Bully Prevention Guidelines. Go over these and discuss the importance of them with the class. This handout will

summarize the important things to do for a youth if they find themselves in a situation where they are being bullied.

Activity #4: Guided Exercise: Role-Play (20 min)

Procedure:

- Icebreaker
- Tell the class that in groups, they will discuss a scenario that is common in today's school. Explain that the point is to learn how to make good decisions about avoiding situations of bullying. Provide Handout 2.4 Bullying Scenarios and discuss how in each situation bullying can be avoided.
- After these scenarios have been acted out, have the class discuss what can be done in each situation to mitigate the problem.

Activity #5: Debriefing (5 min)

Procedure:

- Summarize the main points of the seminar.
- Ask the class if they have any questions.
- Ask various students to name one important thing that they learned in the seminar.

What is Bullying?

A bully is a person who purposely tries to hurt others by:

- Making them feel uncomfortable
- Hurting them by kicking, hitting, pushing, or tripping.
- Name-calling
- Spreading bad rumors
- Peer Pressure

The person being bullied feels that he or she can do nothing to stop it:

- They might feel smaller or weaker than the bully.
- They might feel outnumbered by the bully and the bully's friends.
- They might feel there is no help
- They feel they have no one to talk to.
- No one is standing up for him or her.
- They often feel very sad, but does not know how to change the situation.

Bullies can be BOYS or Girls!!

Who do bullies pick on?

- Often, bullies are bigger kids, so they pick on:
 - Youth they feel are smaller.
 - Youth they think won't stand up to them.
 - Youth that have few friends to stand up for them.

Why do bullies do what they do?

- Sometimes they think they will win always what they want.
- Sometimes they want to impress or entertain their friends.
- Sometimes they enjoy feeling power over someone
 - Bullies are sometimes bullied by someone else!
- Sometimes they do not even realize that they are hurting the other person.

Bully Prevention Guidelines

What to do if someone is bullying you:

- Tell someone you trust about it.
 - Parents, teachers, the principal, playground officials, or older friends.
- If the person you told cannot help you or does not do anything, find someone else!
- Try not to let the bully see you are upset.
 - Bullies are looking for signs that you are upset and they may do it more.
- Avoid areas where the bully feels comfortable picking on you
 - Places where teachers cannot see you: corners of the playground, lonely halls, etc
- Try to surround yourself with friends and people who will stand up for you.

What to do if you see someone who is being bullied:

- Get friends together and talk to the bully in a nice way.
 - Let the bullies in your school know that bullying is not accepted.
- When a bully is picking on another student, don't cheer him/her on or stand around to watch.
 - Bullies enjoy attention.
- If you see someone being bullied, find someone to help stop it.
 - Tell a teacher, a playground safety, or the principal.
- Be nice to and get to know the people who are being bullied
 - This will boost their confidence and not feel so bad that they are bullied.
- Try to make friends with the bully too.
 - Show them other ways to act with other students.
 - They do not need to bully others to be accepted or cool.
- If confrontation with a bully is necessary, do so in a peaceful way.

Bullying Scenarios

Scenario 1:

- Everyday before lunch Rodrigo has his lunch stolen from his locker by Pablo. He is tired of going the rest of the day hungry but does not know how he can stop Pablo.

Scenario 2:

- In the halls between classes, Cristina accidentally bumps into Maria. Maria gets angry and calls Cristina fat. Everybody in the hall hears and starts to laugh. Cristina feels too ashamed to tell her parents that everyone in school is making fun of her.

Scenario 3:

- Luis did not study for the big test today. He knows his best friend Cesar did so he plans on sitting next to him to copy his answers. When Cesar tells Luis that he does not want to help him cheat, Luis threatens to stop being Cesar's friend. Though Cesar does not want to, he helps Luis cheat.

Scenario 4:

- At least once a week, Beto waits for Juan after school and physically hurts him. Juan has never figured out why Beto has a problem with him and always hurts him. Juan feels that he cannot go to any teacher because Beto is a good student and all of the teachers love him.

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