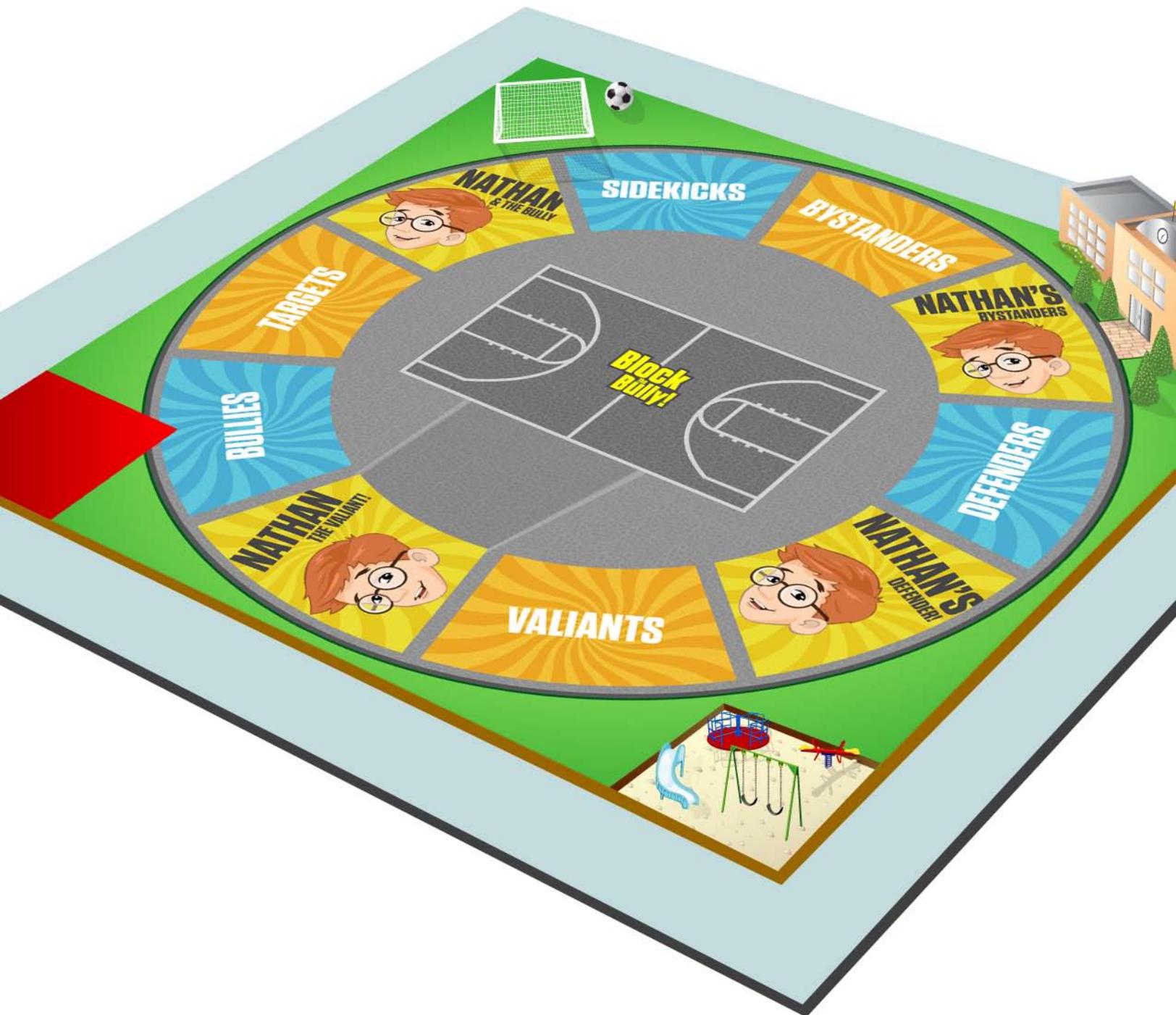




## Grade 5 Bullying Module TEACHER GUIDE

This companion to the online course provides questions and topics for classroom discussion and activities.



## ▪ Bullying Module Outline

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### Introduction

#### Bullies

- Reasons Why Kids' Bully
- Different Types of Bullies

#### Targets

- Who are Targets? Victims?
- Reasons Why Kids are Targets of Bullying

#### Video 1: Nathan's Story

Bully And Target Points Of View

#### Sidekicks

- Who are Sidekicks?
- The Role of Sidekicks

#### Bystanders

- The Role of Bystanders
- Different Types of Bystanders

#### Video 2: Nathan's Story

Bystanders Point Of View

#### Defenders

- How Bystanders Can Become Active Objectors
- Getting Help

#### Video 3: Nathan's Story

Intervening

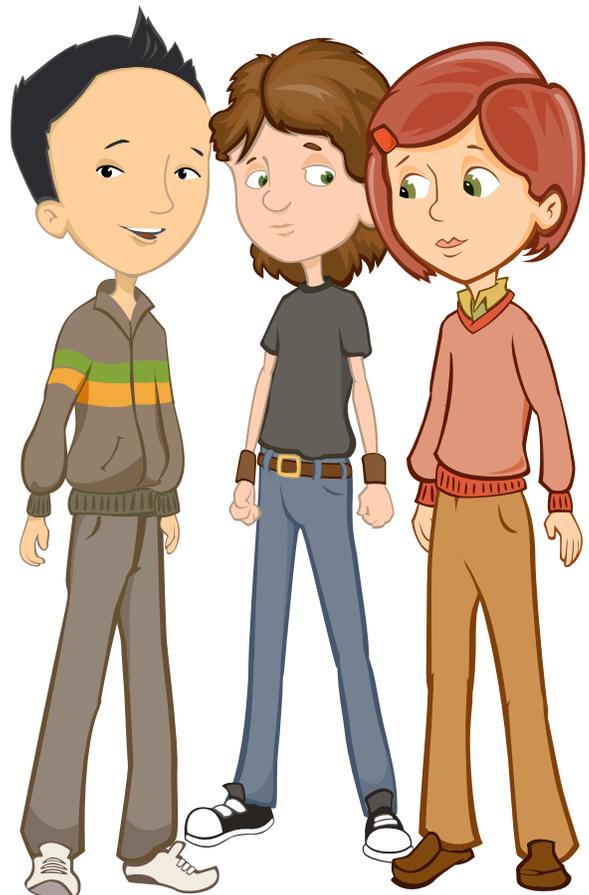
#### Valiants

- How Targets/Victims Can Help Themselves
- How to Get Help

#### Video 4: Nathan's Story

Standing Up To The Bully

#### Block the Bully Video Game



## ▪ Discussion Topics & Questions

Below are questions and topics that may be useful to start classroom discussion or create assignments. They are designed to encourage self-reflection and self-expression.

You might ask students to express themselves as they reflect on the contents of the course through journal writing, role plays, or other creative ideas. You might also have the students break into small groups, choose a topic to discuss among themselves, such as what it means to “not fit in” or how does bullying affect kids’ lives, and present their findings to the rest of the class.

## ▪ Bullying Facts...

Statistics and facts are useful to convey the reality of bullying in kids’ lives today, and get kids’ talking about how they can help prevent bullying.

- 30% of youth in the U.S. experience bullying either as a bully, target or both, that’s 5.7 million kids. And that doesn’t take into account bystanders and others involved in bullying incidents.
- In one study, 60% of those showing bullying behavior in middle school had at least one criminal conviction by the age of 24.
- School-wide commitment to end bullying has shown that bullying can be cut by 50%—that means reducing by half the number of kids who suffer the harmful effects of being bullied, including anxiety, depression, and insecurity.



## Introduction

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How often have students watched, participated, or been the target/victim of bullying? Daily? Weekly? Does bullying happen more in groups or one-on-one interactions?

Why should students and communities care about preventing bullying? Does bullying affect kids' mental and physical health? How? What are some short term effects? Long term?

How does bullying differ from other forms of aggression, such as vandalism? What do they have in common?

Kids often say that they have been both bullies and victims of bullies. Discuss.

Which do students feel is more difficult to prevent: bullying that happens in a group or one-on-one bullying. Why?

Both adults and kids sometimes say that bullying is just a fact of school life. How do students feel about this statement?

## Bullies

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Have students break into groups and focus on either a physical or verbal bullying incident of their choice (one that is based on their experiences or one they make-up). Each group plays out their bullying incident to the class. Have students "interview" the bully in the incident. What kind of day was the bully having? Why did the bully target the particular student? Does bullying feel good? Are bullies more powerful than their targets? What does it mean to be powerful?

Have students "interview" the sidekick, bystander and other players. What could they have done to prevent the incident?

Have students make a list of all the different types of bullies they've encountered. Can anyone be a bully?

Have students experienced cyber-bullying? Through emails, texting, sexting, i-chatting? Are cyber-bullies the same type of kids who engage in face to face bullying? Why or why not?

## Targets

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What is the difference between a target of bullying and a victim of bullying?

Are targets chosen or does bullying just happen to someone unintentionally? Why or why not? Have students give examples from their own experiences.

One of the most frequent reasons youth give for why individuals are targeted for bullying is that they “didn’t fit in.” Does this mean that targets are always outcasts? Can popular kids be targets too? If so, why?

## Video 1: Nathan’s Story

Bully And Target Points Of View

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Have students watch the video as a group. The bullying incident happens at the kids’ school lockers. Why might bullying happen there rather than in a classroom? Where else does bullying often happen?

Some bullies take actions against their target in a group setting, like in the video. Why might bullies want an audience? Is the bully who bullies in front of an audience different than one who bullies their target when he or she is alone?

Is it fair to stereotype bullies as bad kids? Can bullies be good kids? Discuss.

Who is the target in the video? Why would the bully pick that target? Why would kids be uncomfortable if a classmate is different from them? Can differences be positive? Do ethnic differences matter when a kid is being targeted? What other differences might lead to someone being a target of bullying?

## Sidekicks

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Describe a bullying incident with several youth involved. Who are the sidekicks? What is their role? What thoughts and feelings might sidekicks have during a bullying incident? Describe the emotions.

Are sidekicks always funny? Is it easy being a sidekick?

How do sidekicks differ from bystanders? How are they similar?

Is a sidekick in a better position than a bystander to prevent a bullying incident from happening or escalating? Why?

## Bystanders

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What role do bystanders play in bullying situations? Are bystanders at fault if they don't step in to stop a bullying incident? Are there situations when bystanders should remain bystanders, rather than taking action? Have the students give examples.

What thoughts and feelings might bystanders have in reaction to a bullying incident? Have the students name the emotion, such as fear, embarrassment, helplessness. When kids feel these emotions during a bullying incident, is taking action or doing the right thing in response easy? Difficult?

Sometimes thinking in advance about what to do in a bullying incident can help a bystander take action in the moment. Be a friend not a bystander! What does this statement mean and how might it help a bystander?

## Video 2: Nathan's Story

### Bystander View Point

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Have students watch the video as a group. Discuss.

What kinds of kids are bystanders? Do bystanders act differently in a group than they would alone? Why?

Do boys act differently than girls when they are bystanders? Why?

What could the bystanders have done to change the outcome in the video?

Do bystanders ever feel that they'll be a target if they try to intervene? Is doing the right thing sometimes viewed as "not fitting in?" What can students do to make "doing the right thing" easier and more acceptable by their peers? For example, does tone of voice matter?

## Defenders

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What does it mean to be a defender? Does it require action? Is a defender the same as a hero? Why or why not?

Have students create a list of ways bystanders can be defenders to help prevent bullying. Here are few examples: be a friend; believe the kid being bullied; find help; don't fight the bully. Discuss.

What is the difference between telling and tattling? Is telling always okay? Is tattling ever okay?

Do boys and girls experience being defenders differently? If so, how?

## Video 3: Nathan's Story

### Intervening

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Have students watch the video as a group. Discuss.

What methods did the bystanders use to intervene? Does intervention always work? Should students expect intervention to work?

Can intervention escalate a bullying incident? How? If the incident escalates, would that be a reason for a bystander to change strategies or choose a different strategy?

Is walking away a good idea? Give examples.

### Valiants

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Can targets and victims deal with bullying by themselves? If so, how? Is getting help more effective? Why?

Have the students create a list of the actions that victims can take to help themselves. Then, have students list ways that kids can cope with bullying, such as staying positive, speaking up because everyone has a right to be heard, understanding that victims are not at fault. What are other feelings and values that can help a victim be a valiant?

Can some victims deal with bullying better than others? If a victim has a hard time speaking up for themselves, should they go ahead and try anyway? Should they ask for help instead? Is getting help a sign of weakness? Why or why not?

## Video 4: Nathan's Story

Standing Up To The Bully

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Have students watch the last video as a group. Discuss.

Did students feel the story was realistic? Why or why not?

Can a target or a victim of bullying ask a friend to stand up for them? Would this be helpful or hurtful? Why?

## Block The Bully Video Game

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Is it best to have several strategies in mind that can be used to stop bullying? Or should students stick to one strategy that seems to work? Why or why not?

Recognizing bullying when it's happening is the first step to preventing bullying. Discuss.