

13

SESSION

Bullying and Teens

How To Protect Yourself

Overview of Lesson	National Standards for Civics and Government	National Standards for English	National Standards for Health
<p>Students learn that bullying is a crime and practice strategies for stopping intimidation toward themselves and others.</p>	<ul style="list-style-type: none"> • Civic responsibilities (NSCG V.C.2) 	<ul style="list-style-type: none"> • Use spoken, written, and visual language to accomplish their own purposes. (ELA 12) 	<ul style="list-style-type: none"> • Demonstrate the ability to use interpersonal communication skills to enhance health. (NHES 5)

13

SESSION

**BULLYING
AND TEENS****HOW TO PROTECT
YOURSELF**

In this session, participants will examine teen intimidation and bullying, what it is, why it's a serious problem, and what they can do about it. The strategies they will explore will help them learn how to deal with bullies and help others who are being intimidated.

**TEENS WILL
LEARN**

- How to define intimidation
- Key facts about intimidation
- Empathy for victims of bullying
- Strategies they can use to avoid being intimidated or to deal effectively with a bully
- What they can do to prevent others from being intimidated.

TEACHING STRATEGIES

These teaching strategies are included in this session:

- Whole-group Discussion
- Each One Teach One
- Brainstorming
- Small-group Discussion
- Role-play
- Journal Writing
- Conduct a Survey

MATERIALS NEEDED

- Newsprint and markers
- Pens or pencils for each small group of teens
- Masking tape to hang up poster
- *Handling Difficult Situations* poster (from the *Community Works* kit)
- Handout 1: *Facts About Bullying*
- Do-It-Yourself Poster: *What People Can Do To Stop Bullying*
- Handout 2: *Dealing With Intimidation*
- Journal for Session 13



For this session, you might seek out a victim advocate to speak with the group. Contact your local police station and ask for a contact at the victim assistance office. This individual can help young people understand that bullying and intimidation are real threats to personal well-being as well as community safety.

SUMMARY OF STEPS**PART 1****Step A. Warm-up****Step B. What Do You Think?****Step C. Gather Information About Bullying**

55 Minutes

PART 2**Step D. What You Can Do****Step E. Reflection**

50 Minutes

IMPORTANT NOTE: For purposes of this session, bullying is a form of intimidation. While the term “bully” may seem childish to some teens, we have included it in conjunction with intimidation because we want young people to understand that bullying is a serious problem that can lead to dangerous situations, both physically and emotionally. For example, many of the tactics used by a bully to intimidate are also used in dating violence. Moreover, the FBI includes intimidation in its classification of hate crimes. It is important for teens to understand that these more serious crimes have links to or originate in bullying behavior. Feel free to use whichever of these terms—bullying or intimidation—would work best with your audience.



Service-learning Project Idea

Teens who participate in this session might consider using what they have learned to develop a skit or series of skits and perform them for groups of their peers or younger children to illustrate the seriousness of intimidation and communicate some strategies for dealing with it. Another possibility to gather resources on peer mediation and offer training to help teens learn how to resolve issues peacefully.

BEFORE THE SESSION

1. Read the session plan.
2. Review Session 8: *Conflict, Communicating, and Working Together* so that you can use the giving and receiving negative criticism skills to help teens in the role-plays in Step D of this session. Hang the *Handling Difficult Situations* poster in the room.
3. Decide if teens should create their own scenarios for Step D, #4 or use the scenarios provided. If you would rather have teens invent their own scenarios, ask them to begin thinking about them before this session. If you decide to create new scenarios during the session, this step may take an additional 10 to 15 minutes.
4. Decide how you will involve teens in the session as helpers, leaders, readers, creators of posters, etc. For more information about facilitating teen involvement, consult the Introduction in Volume One.
5. Make one copy of Handout 1: *Facts About Bullying*, and cut it into strips so that you have one fact per strip and enough so that each teen has one.
6. Make and put up *What People Can Do To Stop Bullying* do-it-yourself poster.
7. Make copies for each teen of Handout 2: *Dealing With Intimidation*.
8. Make copies of the journal for all participants.
9. Post the teen-created guidelines from Session 1 in the room.
10. Gather the materials you will need.

PART

1

STEP A

TEACHING STRATEGY

- Icebreaker



10 MINUTES

Warm-up

1. Review the previous sessions.
 - Ask teens to think for a minute about the purpose of the *Community Works* program. Ask them to tell what they remember.
 - Ask the group members to update newcomers and those who missed earlier sessions. Assign this task to teens on a rotating basis. Explain that it helps build public-speaking skills.
 - Remind teens that these sessions will help them get information and develop skills to avoid being the victims of crime, as well as help them develop skills to help others and their communities become safer.

- Return their journals with your comments from the last session.
2. Remind teens of the purpose of this session.
 - Tell teens that this session asks them to examine intimidation and bullying. They will define the terms, gather information, and figure out—and practice—strategies they can use to stop it.
 3. Remind teens of the guidelines they developed for these sessions. Be sure their list is posted on the wall.
 - One way to increase teens’ involvement and give them ownership of the session is to have them volunteer to go over the group guidelines at the start and recap the activities from the last session.
 4. To warm up the group, choose an icebreaker (optional) from the Introduction in Volume One. (Allow additional time for this activity.)

STEP B**TEACHING STRATEGY**

- Whole-group Discussion



20 MINUTES

What Do You Think?

1. Start with teens’ own experiences.
 - Ask, “Has anyone here been intimidated or witnessed someone being bullied? You don’t have to give details. How did it feel—or how do you think it felt—to be intimidated?”
 - Ask, “What do you think makes a person want to bully?” Possible answers: “They want attention,” or “They may be overly aggressive.”
2. Write teens’ comments on newsprint under the headings “Being Intimidated Feels Like” and “Why Young People Bully.” Involve as many group members as possible in this process.
3. Based on teens’ comments, have them come up with a working definition for the word intimidation.
4. Use the definitions below to add to or modify teens’ working definition.

Intimidate: To frighten into submission, compliance, or acquiescence. To make timid, fill with fear. To coerce or inhibit by or as if by threats.

Browbeat, bulldoze, bully.

Bullying: Unprovoked meanness; a pattern of repeated aggressive behavior directed from one person to another where there is a power difference, such as a difference in age, size, or social status (in terms of girls).

**Service-learning Project Idea**

Ask your group of teens if they want to find out if bullying is a problem in their school or community. Surveys are a great way to figure out if people are concerned about an issue because they usually answer honestly. Once teens discover the extent of the problem, they will be better able to design a project to deal with it. (See survey at the end this session.)

STEP C

TEACHING STRATEGY

Each One Teach One



25 MINUTES

Gather Information About Bullying

1. Explain why bullying is included in sessions on violent crimes.
 - The point here is to indicate that this is not a matter of “boys will be boys” or “a phase that kids go through” but instead a serious, damaging, and widespread practice. It is *not* acceptable behavior.
 - Tell teens that bullying is often a form of assault. Remind them that *assault* is an intentional physical attack or a *threat* of attack with the clear or obvious ability to carry out that threat, so that the victim feels danger of physical attack or harm.
2. Use the strategy of each one teach one to have teens share information about intimidation.
 - Distribute one fact-strip from Handout 1: *Facts About Bullying* to each teen (or give more than one to each teen if there are fewer group members than facts).
 - Each teen should spend a few minutes reading the information on the fact-strip. Circulate and check that they understand the information they received.
 - Tell teens to circulate around the room and teach their fact to one person at a time until they have spoken to every person.
 - They may talk with only one person at a time. The object is to share a fact and learn one from the other teen.
 - When teens have completed the activity, ask them to tell you something they learned from another teen.
 - Write their information on newsprint under the heading *Facts About Bullying*.
3. Help teens make sense of the key messages below by making sure they appear on the list of facts about intimidation.
 - Many children and teens bully or are victims of bullying, but the largest number of children and teens are bystanders—witnesses to bullying.
 - Both boys and girls can be bullies or victims of bullies.
 - People keep bullying as long as it works—as long as it makes them feel more powerful.

Wrap-up for Part 1

Ask the group if they have any ideas about where they could use their information about bullying. What about younger preteens? Is there a way to use the information to help them? Brainstorm some ideas and keep the flipchart for upcoming discussions about service-learning projects.

Part 2 of Session 13 will continue discussions about bullying, particularly about how teens can protect themselves from bullying.

P A R T

2

REVIEW AND PREVIEW

Begin Part 2 by reviewing Part 1. Be sure to remind participants about the objectives for these sessions and give them an overview of what will be accomplished during this session. (Hint: Use the objectives set out at the beginning of this session.)

STEP D

TEACHING STRATEGIES

- Brainstorming
- Small-group Discussion
- Role-play



40 MINUTES

What You Can Do

1. Have teens recap the giving and receiving criticism skills listed in the *Handling Difficult Situations* poster.
2. Use the *What People Can Do To Stop Bullying* do-it-yourself poster to get teens to think about and discuss what works to stop bullying—and who can be part of the solution.
 - Read the headings aloud:
 - “Children or Teens as Victims”
 - “Children or Teens as Bystanders” and
 - “Adults (parents, teachers, youth leaders, etc.)”
 - Ask teens to brainstorm things that each group can do.
 - Write their ideas in the appropriate column on the poster.
 - Involve as many teens as possible in this process.
3. Use the information below to add to, modify, or expand on the information the teens provide.
 - Child or teen victims can
 - Avoid the bully
 - Ignore the bully
 - Break eye contact with the bully
 - Talk in a calm and brave voice
 - Join a group of other children or teens
 - Recruit a friend to help peacefully resolve the problem (especially on the playground)
 - Turn and walk away
 - Tell the bully assertively to stop threatening him or her (for example, “I don’t like what you’re doing—stop it.”)
 - Do not insult the bully; this will only fuel his or her anger.
 - Use humor to defuse the attack (for example, “Look, Johnny, lay off. I don’t want you to be late for school.”)
 - Get help
 - Do *not* fight back: experience shows that counter-aggression actually increases the likelihood of continued victimization.

Note: There is no one solution to intimidation that works well in every situation. Teens should be encouraged to try a variety of strategies. Emphasize switching to an alternative solution when one solution isn’t working.

- Child or teen bystanders can
 - Speak out against the bully
 - Include the child or teen being bullied in their group and activities
 - Show empathy for the victim (for example, listen and give advice)
 - Get together with other bystanders to tell the bully to stop
 - Get adult help
- Adults (parents, teachers, youth leaders, etc.) can
 - Always intervene when they see intimidation and stop it (for example, by saying “You can’t do that here!” or “Our school does not tolerate bullying!”)
 - Let all children and teens know that bullying is not okay
 - Model good relationships (at home, school, recreation centers, etc.)
 - Help all children and teens learn positive activities, such as sports
 - Build empathy generally or help children and teens understand what it feels like to be a victim
 - Involve other adults to stop bullying before it starts

Note: As a youth leader, be sure to take a clear stand against intimidation behavior. Make yourself available as a resource for your teens.

4. Tell teens that, in small groups, they will discuss situations and decide what they think should be done in each.

Note: The situations in Handout 2: *Dealing With Intimidation* are only examples. Adapt them to the needs of your group as appropriate—even better, have teens develop their own situations for discussion.

- Distribute a copy of Handout 2 to each teen or write other teen-created situations on newsprint.
 - Divide teens into small groups to discuss each situation. Ask for a volunteer from each group to act as a recorder of the group’s decisions.
 - Distribute pencils and paper for the recorder to use.
5. When each small group has discussed all the situations, tell them to select one situation to share their anti-bullying strategies with the other groups by role-playing how they would respond to the situation.
 - Have teens give roles to all members of their small group, including peer bystander(s) and adult(s).
 - Have each group role-play their situation for the larger group.
 - If time permits, have one or more of the groups reverse the roles of victim and bully, so that teens playing the bully get a sense of what it feels like to be the victim and vice versa.
 6. Debrief the role-plays.
 - Ask teens who played the bully, victim, bystanders, and adults what each role felt like.
 - Ask which strategies they think worked and why.
 - Ask which strategies they think did not work and why.

STEP E

TEACHING STRATEGIES

- Journal Writing
- Conduct a Survey



10 MINUTES

Reflection

1. Relate the session to teens' lives.
 - Ask, "How we can create a community that discourages intimidation? How can we do this at our youth center or school and in our neighborhoods?"
 - Ask, "What would be a good way to communicate this information to adults?" Teens might consider such activities as organizing a teen panel discussion or planning and having a meeting with adults in their youth center or school. They might begin by conducting a survey of their youth center or school about bullying. (See the next page for a sample survey.)

2. Turn learning into action.
 - To get teens thinking about possible action projects related to this session, ask, "What would be a good way to communicate this information to younger children? How can you bully-proof your younger friends and relatives?" Ideas such as skits, puppet shows, and posters might spark teens' imagination for a future action project.

Note: Consult Sessions 9–11 for more information.

Note: If this session has sparked special interest among the teens and they are interested in doing a short service-learning project (approximately two hours or less) related to this session, consult the Introduction in Volume One for "Easy Steps to a Service-learning Project."
 - Ask for volunteers for the next session's tasks, such as making posters, contacting community resource people, and setting up the room.

3. Journal
 - Distribute the journals for this session.
 - Explain, remind, or ask teens the purpose of the journal. Be sure they know it is to help them reflect on what they learned and for you to read and respond to what they write. Be clear that you will not be correcting what they write, just reading and responding.
 - Ask teens to write their answers to the journal questions.
 - Ask teens who are willing to share their thoughts with the group.
 - Collect their journals to review them after the session and write short comments. Tell them you will return their journals with your comments at the next session. This gives teens something tangible and provides them with a connection to previous sessions.



Sample Survey

1. How often have you been bullied at school?
 never once in a while frequently daily
2. How often have you been bullied after school?
 never once in a while frequently daily
3. How often have you seen others being bullied?
 never once in a while frequently daily
4. When you or somebody else was being bullied, what did you or they do?

5. Why do you think you or other people have been bullied? (check all that apply)
 because of religion
 because of appearance
 because of physical abilities or learning abilities
 other _____
6. How well do the staff, volunteers, and administrators handle bullying?
 very well somewhat ok poorly
 they don't have a clue about what is going on.
7. What could teachers or other staff do to stop bullying?

8. How can you help stop bullying?



HANDOUT 1

Facts About Bullying

1. According to a survey conducted in 2002 by Worthlin Worldwide for the National Crime Prevention Council (NCPC):
 - Six out of ten American teenagers witness bullying in school at least once a day.
 - Overall, the proportion of those seeing bullying either several times a day or once a day rose from 37 percent in 2001 to 61 percent in 2002.
 - While daily exposure to bullying among boys increased from 44 percent to 61 percent, girls' daily exposure skyrocketed, nearly doubling (from 31 percent to 60 percent).
2. Youth who bully have learned that bullying works. They do it to feel powerful and in control.
3. Those who bully use threats and aggression and have little empathy for their victims. (Empathy includes understanding another person's situation, feelings, and motives.)
4. Those who bully are much more likely than nonaggressive young people to grow up to batter their spouses and abuse their children.
5. Girls can bully too, although bullying by girls often takes a different form. It is more likely to be verbal aggression such as spreading rumors, using social exclusion, or threatening to withdraw friendship.
6. Victims are usually younger, smaller, and weaker than the bully, different from other children or teens in some obvious way.

7. Victims often lack confidence and are anxious. They don't stick up for themselves.
8. About 85 percent of the school population are bystanders—children and teens who do not bully or get bullied.
9. Children and teens who are bystanders usually know who is doing the bullying and who is being hurt by bullying, but they don't intervene to stop the bullying.
10. Although much bullying happens where adults can't see or hear it, it also happens when adults are present. Often, adults don't do anything to stop the bullying.
11. Physical bullying includes mild behavior (such as pushing and shoving), moderate behavior (such as taking someone else's possessions), and severe behavior (such as threatening with a weapon).
12. Bullying with words includes mild behavior (such as gossiping), moderate behavior (such as setting someone up to take blame), and severe behavior (such as threatening a person with total isolation).

**DO - IT - YOURSELF POSTER****What People Can Do To Stop Bullying**

Children or Teens as Victims	Children or Teens as Bystanders	Adults (parents, teachers youth leaders, etc.)



HANDOUT 2

Dealing With Intimidation

For each situation described below, discuss and try to agree on these questions:

- What can the victim do?
- What can peers of the victim and the bully do? (Peers are people who are the same age.)
- What can the adults involved in the victim's or bully's life do? (Assume that the young people in each situation have adults in their lives, including parents, teachers, recreation center workers, etc.)

Situations

- A. On the way to school, Tony (age 11) was told by a bully, Luke (age 14), to hand over his new jacket. Tony gave Luke his jacket, and Luke kicked him several times in the legs. Two other young people saw this happen.
- B. Theresa, a seventh grader, regularly intimidates Carla, another seventh grader, into doing Theresa's math homework for her. One day Carla forgets the homework, and Theresa threatens to spread nasty rumors about her (such as telling other girls that Carla is fat). This happens in a cafeteria full of students.
- C. Every day on the way home from school, Sung, a 15-year-old Korean American, has to walk by a group of boys who aren't Korean American. They often shout racial slurs and threaten to beat him up. There are other young people and adults nearby.

- D.** Kevin (age 13) is repeatedly tripped in the hall of the Boys & Girls Club by Lee (also age 13), and then Lee knocks Kevin's things out of his hands. Kevin sees Lee coming again. There are several other young people in the hall at the time.
- E.** Andrea (age 16) is constantly being harassed by a group of girls in the park. They tease her about her clothes and call her names. The park is crowded with other young people.
- F.** Robert, a 15-year-old African American, likes to go to the basketball court in his neighborhood to shoot hoops after school. A group of young people who aren't African American often show up and kick him off the court. There are usually a bunch of other people hanging out nearby.
- G.** Michelle works at a fast food restaurant after school. A man she works with often finds fault with her and criticizes her in front of customers and other workers. He uses insulting language and threatens to tell the boss about how she messes things up so she'll be fired.
- H.** Paul is a quiet and sensitive man. He tends to keep to himself at work, even though people are generally friendly to him. His supervisor, James, is another story. Paul was behind schedule in completing a report. When James found out, he went berserk. He got up in Paul's face and shouted at him, told him he was a loser, and then shoved Paul away as he stormed out the door.

**JOURNAL****Session 13**

NAME _____ DATE _____

In this session I learned

One thing I would like younger children to know about those who bully is

One thing I would like adults to know is

I can stop this problem by

If I felt tempted to bully someone I could

One thing I observed about myself when we talk about bullying is
