

BULLY DANCE

Teacher's guide and student worksheets

BACKGROUND FOR TEACHERS

WHAT IS BULLYING? Bullying is the repeated intimidation of another person. Bullies look for signs of weakness in their victim (or target) and use social status, superior size or peer influence to establish and maintain power. Bullying behaviour includes excessive teasing, put-downs, threats, violence, social exclusion and defamatory gossip. Girls tend to use the latter two forms of bullying, boys the former, but the impact on victims is very similar. Children who are bullied can experience fear, social alienation, low self-esteem and even depression.

It is important to determine if a particular situation actually involves bullying. Not every conflict on the playground represents bullying, nor is every act of aggression or social exclusion a result of it. Some children push or shove to get something they want, not to prove their dominance over another; likewise, some children choose not to play with others simply out of preference, not because they seek to isolate another child. Students in a typical conflict want the differences or "issues" resolved so that they can keep on playing. A bully is not interested in resolving differences; the bully's only "issue" is power over the other child, and the bully uses differences only as opportunities to reinforce that power.

Beginning a discussion about bullying may be difficult at first: victims will not likely come forward in a classroom situation for fear of being further ostracized. Teachers and discussion leaders can prepare by previewing the film and by reading or thinking about the issue of bullying.

TEACHING IDEAS FOR GRADES 4-10

Integration into curriculum

This lesson can be integrated into any school curriculum that encourages the development of interpersonal skills such as conflict resolution, communication, listening and reflective thinking. Examples include Guidance and Career Education, Religious Education, Health Education and Family Studies.

Focus

Students will learn to identify and recognize the negative consequences of bullying behaviour and learn strategies that will prevent or minimize it.

Preparing the classroom for cooperative learning

These activities work best if the classroom climate respects and supports different opinions. Cooperative warm-up activities are recommended to encourage this type of climate. Teachers may need to move desks or rearrange the room to create space for warm-up activities and small or large group discussions. Ground rules may need to be established, such as:

- no putdowns
- no interruptions
- everyone participates in all activities in some way

Bully Dance



Lesson

Duration: One 75-minute lesson or two 40-minute lessons

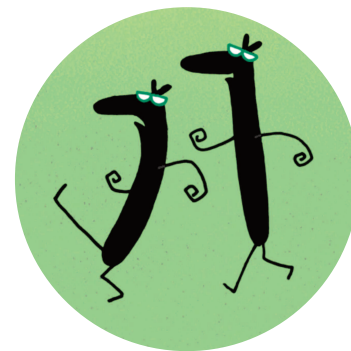
Teacher preparation

- View the film **Bully Dance** with the discussion questions and/or Worksheets 1, 2 and 3 (pages 4, 5 and 6) in hand. Write down your own observations and add any questions/comments not included in the discussion or student worksheet below.
- Photocopy Worksheets 1, 2 and 3 for students.
- Order a DVD projector for the classroom.

Learning objectives

Students will:

1. Learn a definition of bullying.
2. Identify bullying behaviour in the film **Bully Dance** and in their own lives.
3. Understand the role of bystanders in the bullying dynamic.
4. Identify three strategies for targets that may help prevent/end the bullying.
5. Recognize that bullies can change their behaviour.



Activities

A. Previewing Activities

1. **DEFINE BULLYING**—Write “BULLY” on the board and ask for definitions from the class. After gathering 4 or 5 definitions, suggest that a bully is someone who “repeatedly picks on someone else (usually called a ‘target’) and makes that person’s life very difficult.” Elicit specific examples of bullying behaviours that are REPEATEDLY inflicted on the target (such as hitting, teasing, harassing, racial slurs, threatening, stealing, etc.), and write the students’ ideas on the board. Add ‘turning everyone against someone’ or ‘spreading mean rumours’ if the notions of social exclusion and gossiping do not arise.

2. Ask students to complete the quiz on Worksheet 1 or give the quiz orally:

TRUE OR FALSE?

- a) Boys bully far more than girls.
- b) Bullying usually happens when other people are around.
- c) Always leaving someone out of a group is a type of bullying.
- d) Going to the teacher to help deal with a bully always makes things worse.
- e) People who bully can change the way they behave.
- f) Kids who are “cool” will not be bullied.
- g) Most people find it unpleasant to observe bullying.

Review the answers:

- a) False. Girls bully almost as much as boys on the playground.
- b) True. Bullies like to show off their ability to get someone to do or say what they want. Bullying behaviour happens in the classroom, in the hallways and on the playground.
- c) True. Children who are continually left out of a group feel bullied.
- d) False. Sometimes getting help from a teacher or a principal is the only thing that will stop the bullying behaviour. A bully has too much power: he or she needs someone who is really in power to intervene.
- e) True. Children who bully can be taught to have positive relationships; they can learn to develop sympathy for others.
- f) False. Anyone can be bullied.
- g) True. According to a 1993 study by Zeigler and Pepler, 90% of children report that they find it unpleasant to observe bullying.

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B. View *Bully Dance*

C. Post-viewing activities

1. After viewing the film, ask the students about the outcome of the film.
Was the situation worked out? Did the bully learn a lesson? Will the victim feel safe now?
2. Look at the list the students made earlier on the board, and have them identify the exclusion behaviours at the end of the film. Who is likely to be the next victim?
3. **ROLE OF BYSTANDERS:** Suggest that there are at least three components to a bullying dynamic (or situation): the bully, the target and the bystander. Ask students to define “bystander” and write it on the board. Then have students watch the film again with Worksheet 2 in hand to identify bystanders in the film and suggest interventions.

Review of Worksheet 2

- Go over the students’ answers.
 - Ask students to list all the bystanders in the film who might have stopped the bullying behaviour (e.g., teacher, other kids, parents). *Why didn't they stop the bully? (They were afraid, they didn't notice, they were bullies themselves like the parents, etc.)*
 - When the students watched the film again, scene by scene, did they find ways that the bystanders could have changed their actions in order to stop the bully? What were they?
 - Point out that bystanders can do something, even if they don't want to intervene individually (for fear of being the bully's next target). They can, as a group, call a teacher.
4. **STRATEGIES FOR THE TARGET (or VICTIM):** Explain to students that “victims” or “targets” often suffer in silence and think there is nothing they can do. Ask students to list reasons why victims don't act.

Explain that victims can be taught to **ACT**. Write the following on the board to demonstrate.

AVOID: Avoid being alone with a bully.

CALL FOR HELP: Ask a teacher or other adult to intervene.

TAKE A STAND: Use humour or assertiveness, for example.

EXPLORING STRATEGIES FOR THE TARGET: Explain that students are going to explore ways that targets of bullying can **ACT**. Have everyone do Worksheet 3 to come up with **ACT** strategies, and follow up with a discussion by asking students to share their ideas with the group. As a class evaluate the new strategies by how well they worked to stop the bullying and how safe the victim will likely be in the future.

Extension or alternative activity: Instead of completing Worksheet 3, students can get into groups of 2 and “improvise” a dialogue using some alternative strategies. Follow up with a discussion.

5. **RE-FOCUSING THE CHILD WHO BULLIES:** Ask students if they think bullies can change. Suggest that students can learn to stop bullying by learning the **STOP** strategies below. Write them on the board:

STOP the bully behaviour immediately, no excuses.

TAKE responsibility and think of ways to make amends to the victim.

OPEN your mind to **NEW** ways to act, focus on what you can do in school to help, not hurt others.

PREVENT situations that may cause you to start bullying again; find friends that like to have fun, not ones that like to hurt other kids.

Have students write a letter to the bully in *Bully Dance*, with at least three suggestions for ways he/she could take responsibility or make amends.

D. Closing Reflections

In small groups, have students brainstorm ten ways they can be positive leaders at school (doing things that help, not hurt others).

Suggested assessment and evaluation

- Completion of worksheets.
- Participation in large group discussions.
- Evaluation of worksheets and closing reflections exercise to determine if learning objectives (page 2) were successfully met.

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Name: _____

Worksheet

1

Test your knowledge about bullying.

TRUE OR FALSE?

a) Boys bully far more than girls.

True

False

b) Bullying usually happens when other people are around.

True

False

c) Always leaving someone out of a group is a type of bullying.

True

False

d) Going to the teacher to help deal with a bully always makes things worse.

True

False

e) People who bully can change the way they behave.

True

False

f) Kids who are "cool" will not be bullied.

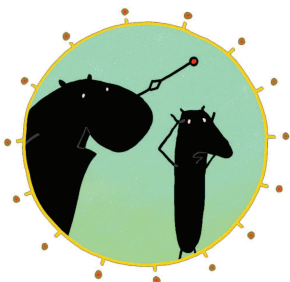
True

False

g) Most people find it unpleasant to observe bullying.

True

False



Bully Dance



Name: _____

Worksheet 2

ROLE OF BYSTANDERS

1. In a bully situation, what do we mean by the word “bystander”?

2. List all the bystanders in the film who might have stopped the bullying behaviour.

3. Why do you think they didn't try to stop the bully?

4. Look at the film again, scene by scene, and suggest at least three things bystanders could have done to stop the bully.

a. _____

b. _____

c. _____

Extension:

Have you ever been a bystander? What did you do? Would you do anything differently if it happened again?

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Name: _____

Worksheet

3

LEARNING TO ACT AGAINST BULLYING

1. Targets of bullying can learn to **ACT**:

A stands for

C stands for

T stands for

2. Recall the lunch room scene from **Bully Dance**. Write a short dialogue to demonstrate how the victim might have used one of the **ACT** strategies to change the scene.

3. Evaluate the new strategies by how well they worked to stop the bullying and how safe the victim will likely be in the future.

