

# Woolly Bully

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Christiansburg Middle School, Christiansburg, VA

**Grade Level:** 6-8

**Time Allotment:** Three 45-minute class periods

**Overview:** This lesson has been designed as a method of bully and teasing prevention to help create safe schools. The purpose of this lesson is to help students understand how to alleviate and suppress any type of harmful or harassing behavior within a school. Students will discuss several of the effects of bullying and teasing and explore several ways of preventing the negative behaviors.

**Subject Matter:** Character Education

## Learning Objectives:

The students will be able to:

- discuss the effects of bullying on classmates
- discuss how students feel after being bullied
- apply what they have learned to relative situations
- relate occurrences in their school to other schools

## Standards:

This lesson addresses the Virginia SOL's which can be found at:  
<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>

Health: 5.1, 5.5, 6.1, 6.3, 6.7, 7.1, 7.5, 8.1, 8.2, 8.5, 9.1

## Media Components:

Video:

*Character Education Series (Middle School)*

#1: "Gossiping, Taunting, Bullying: It's All Harassment"

This video can be obtained through Education Services at WBRA

Website:

"Bullying. No Way!"

[www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

"Bullying. No Way!" is a website which offers students the opportunity to discuss and chat about issues, learn about issues and ways to solve issues. Visitors are given the opportunity to express their feelings and ideas freely, research legislation about bullying and find out what other schools are doing to solve the problems. Teachers are also able to obtain support materials along with lesson ideas.

## Materials:

Introductory Activity:

- Chart tablets (one for every 4 students)
- Student journals
- Computer with monitor or projector hook-up

Learning Activity:

- TV/VCR or computer with monitor or projector hook-up

Culminating Activity

- 1 computer per student with internet access
- Student journals
- Writing utensils and markers or crayons

**Prep for Teachers:**

- Prior to teaching this lesson either:
  - bookmark the Websites used in the lesson on each computer in the classroom or lab
  - or*
  - put Web address on your [www.portaportal.com](http://www.portaportal.com) site. Make sure you have allowed guest access and that you can pull the site up in the lab
- Connect your classroom computer to a television or LCD projector.
- Check that each computer has internet access
- Remind students to come prepared for class with their journals.
- When using media, provide students with a **FOCUS FOR MEDIA INTERACTION**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia elements.

**Introductory Activity:**

Step 1: Divide students into groups of 4 students. Distribute a chart tablet or large piece of paper to each group of students.

Step 2: Give the students specific instructions as follows: **Say**, “We are going to be talking about bullying, harassment and teasing. Nearly everyone in this room has been either the victim of bullying or the actual bully.”

Step 3: **Say** “In your groups, you are going to come up with an accurate illustration of what a bully looks like. Add all the details necessary so that there’s no question that your illustration is of a bully. You may also add captions or things that a bully might say. I will give your group about 5 minutes to create their bully.”

Step 4: When 5 minutes are up, **say** “Now that we’ve created our bullies, let’s see how each group views a bully. Send one person from your group to the front of the room to talk with the class about their illustration. Please be respectful with any comments you may have.” Allow time for each group to share their illustrations with some brief discussion.

Step 5: **Say** “Keep in mind that each group has a different opinion or view of what a bully is.” Talk with the students about similarities among all group illustrations.

Step 6: **Say** “We’re going to do a little more discussion about bullies but this time we’ll be working by ourselves. Please take out your journal and turn to the next clean sheet of paper. On the top of one page I want you to write the following statements: ‘What is a bully? What is a victim?’ On another clean page write the following statements: ‘Have you ever been bullied? Have you ever bullied anyone?’ Think about these statements, think about what we’ve discussed as a class and write as much as you can about your feelings and opinions of these statements. No one but you and I will be reading these journals so please answer honestly.” Give the students about 10 minutes or the remainder of class to write their journals.

### **Learning Activities:**

Step 1: **Say**: “We are going to continue our discussions on the effects of bullying and teasing. I want you to begin today by taking out your journals. You should have completed the questions from yesterday. Turn to the next clean page. I’m going to read you a set of questions. As I read the questions, I want you to provide an answer for each one – it’s kind of like a quiz that you haven’t studied for or didn’t know anything about.” Read the questions from **Bullying and Teasing Quiz**. Go over the questions and answers with the students and conduct a very brief discussion about any surprising answers or facts.

Step 2: **Say** “We are going to watch a brief video clip of a discussion about bullying. Please remember the purpose of this video and discussion is to allow you the opportunity to talk about what you know and how you feel. All comments made will be accepted and no one will make negative comments.” Begin the video clip, “Gossiping, Taunting, Bullying: It’s All Harassment” from *Character Education Series*. The VCR counter should be on 15:50

Step 3: **Provide a Focus for Media Interaction** and **say** “In this first clip, I want you to pay attention to what’s happening to Paul, the student in the yellow shirt.” **Play** the video until counter reaches 16:39 and then **Pause**.

- **Ask** “What happened to Paul?” (He was being bullied in the bathroom. Other students pushed him and took his glasses.)
- **Ask** “What are some of the things the other students said and did to him?” (allow time for brief discussion; students should offer comments)
- **Ask** “Does this type of bullying happen at our school?” More specifically, ask where and when. Allow students to discuss what they see at their school.

Step 4: **Provide a Focus for Media Interaction** and **say** “In this next clip I want you to listen for how our school compares to the school in the video in relation to bullying. Be able to make comparisons.” **Resume and play** the video until counter reaches 17:05 and then **Pause**.

- **Ask** “What types of places did they say bullies use?” (In the hallways, where there are no teachers or supervision, fields, lunch tables)
- **Ask** “How does this compare to our school?”

Step 5: **Provide a Focus for Media Interaction** and **say** “In this next clip I want you to listen for how and why bullies choose their locations to bully. Be able to talk about what

they are trying to avoid.” **Resume** the video and **play** until counter reaches 17:22 and **Pause**.

- **Ask** “Why do bullies choose certain places. What are they trying to avoid?” (They are subtle, they don’t want people to know what’s happening, they hide what they do. Bullies are trying to intimidate other people.)

Step 6: **Provide a Focus for Media Interaction** and **say** “Paul has now decided to ditch school. Pay attention to some of the reasons why and also what advice his friend gives him.” **Resume** and **Play** the video until counter reaches 17:42 and **Pause**.

- **Ask** “Why did he ditch school?” (He didn’t want his birthday punches from the bully)
- **Ask** “What did his friend tell him to do and why did he refuse?” (His friend told him to tell someone about it. Paul said no because he didn’t want to be beaten up twice as hard.)

Step 7: **Provide a Focus for Media Interaction** and **say** “Through the next minute of the film the psychologist and the students have a discussion about the effects of bullying. They state several things that happen to students that are bullied. Pay close attention to the effects and be able to talk about at least one of them.” **Resume** and **Play** the video until counter reaches 18:46 and **Pause**.

- **Ask** “What are some of the effects?” (Depression, drugs, shootings, suicide, feeling victimized)
- **Ask** “What other choices do you have if you’re bullied?” (accept all answers)

Step 8: **Provide a Focus for Media Interaction** and **say** “In this next clip, Paul takes a risk and decides to try to solve his problem. Pay attention to the risk and why his actions might create problems for him.” **Play** the video until counter reaches 19:50 and **Pause**.

- **Ask** “Why did Paul not want to go to the counselor at first?” (He didn’t want to get beaten up for being a rat. He was afraid of being bullied twice as hard.)
- **Ask** “Why is it important to go to an adult for help in these situations?” (To take care of yourself and take care of your needs. The adult will help offer options for what action to take.)

Step 9: **Provide a Focus for Media Interaction** and **say** “The discussions you have with adults should include certain things. In the next clip, pay attention to what you should include in your discussion with counselors, teachers, parents or other adults. Be able to name a few of these things.” **Play** the video until counter reaches 20:11 and **Pause**.

- **Ask** “What is so important about your discussions with adults? What type of information should you include in your discussions?” (Discuss what your needs are and what your options might be for retaliation.)
- **Ask** “If you’re not comfortable going to an adult, what are some other options for getting help?” (Talking with a friend and asking for help. Accept other student answers.)

Step 10: **Provide a Focus for Media Interaction** and **say** “In this final clip, I want you to pay attention to things you should do if you witness bullying. Be able to talk about how witnesses feel and what they should do about bullying.” **Play** the video until counter reaches 21:25 and **STOP**.

- **Ask** “How should you help classmates or friends that are being bullied?” (Tell someone what’s going on.)
- **Ask** “Are there risks involved in being a witness?” (accept all student answers)

At this point, give students the opportunity to talk about anything else related to bullying.

### **Culminating Activities:**

Step 1: Direct students to the Bullying No Way! website ([www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)). Instruct them to visit the Chill Out space and view the Write It! Paint It! section where students can view student art, poems and stories regarding bullying. Students should spend at least 15 minutes going through this site. They may want to visit one of the message forums to see what discussions are happening. Keep them on this website for the duration.

Step 2: Once students have spent some time reading work and thoughts of other students, instruct them to create their own way of expressing how bullying (either as a victim or a perpetrator) makes them feel. Give students the option of creating a piece of art (either on the computer or by hand). They may also create a montage of words and/or pictures, or they may write a poem or a personal account/story of a bullying event. Instead of a poem or story, students may also have the option of writing a letter to a bully from a victim or a letter from a bully to a victim. The remainder of the class period will be spent expressing their thoughts about everything they’ve seen. Post student work anonymously throughout the room as a constant reminder of the lessons they should have learned. Use this activity along with the journal entries as a form of assessment.

(See attached worksheet for activity options/ideas.)

### **Cross-Curricular Extensions:**

**Math:** Gather statistics about bullying and compile them using charts and graphs. Statistics may include how many students are being bullied, how many students feel unsafe, how many students feel like they are the bully, etc. This may include statistics from research already gathered or student may need to conduct a survey to get information.

**Social Studies:** Make connections to forms of bullying in the past. Students can research what has happened in the past, how people throughout history have been bullied or were bullied, and what the consequences were. Students may need to include some discussions with older relatives or friends to gather information on bullying in the past.

**Language Arts:** Find novels related to bullying (for example, some Jerry Spinelli novels including *Loser*, *The Outsiders*, etc.) and conduct class readings or individual readings.

Students may have discussions, use their journals or create skits to express thoughts and feelings about the novels and on bullying.

**Community Connections:**

- Invite a police officer to class to discuss the harmful effects of bullying on individuals later in life. They may be able to give more statistics or describe some crime that has taken place as a result of bullying.
- Invite a psychologist to class to discuss the mental ramifications of either being bullied or being a bully. They may discuss particular cases that have occurred which may impact the students.

## Bullying and Teasing Quiz

1. T/F Bullying is just teasing
2. What percent of kids in the United States report being bullied?  
**(20%)**
3. T/F Bullying is just a part of growing up – the effects of bullying on kids being bullied are minor.
4. Where does most bullying occur? (**Elementary**, Middle or High)
5. T/F Students to feel bullying is tolerated or ignored in schools.
6. T/F Bullying is a normal part of growing up.
7. T/F All bullies have low self-esteem, that's why they pick on other people.
8. T/F People who are bullied might hurt for a while, but they'll get over it.
9. T/F As many as 7% of eighth graders stay home at least once a month because of bullying.
10. T/F The best way to deal with a bully is by fighting or trying to get even.

## Ideas for Bullying Expression Activity

1. Using paper and art supplies or a computer paint program, create/show how you feel about either being bullied or being a bully. Art should include whatever details necessary to clearly send a message to the viewer.
2. Create a montage of words, phrases or pictures to express how you would feel if you were bullied or if you were a bully. You may obtain words from magazines, newspapers or create them in your own handwriting or on the computer.
3. Express your feelings through a poem about a bullying situation. You may write the poem from the point of view of the victim, the bully or a bystander.
4. Recount a time when you were bullied, bullied someone, or witnessed someone being bullied. How did you feel? What did you do or say? Were there any consequences, reactions or results from what happened? Include as much detail as you can think of or remember.
5. Write a letter to a bully or someone that has been bullied. You may address this letter to either a real person or a general type of person. The letter does not need to go to someone real, they may be fictional. (Put yourself in the place of a bully and write a letter to someone you bullied; put yourself in the place of someone who is being bullied and write the letter to the person bullying you.)