

- Students should discuss why they think many of the students in the program participate in or choose to ignore the bullying of Kevin. Then, have students write journal entries reflecting on how they would have reacted on the bus.

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com

- www.cde.ca.gov/spbranch/ssp/bullyresource.htm
The California Department of Education provides teachers with a number of anti-bullying tips and programs through its "Bullying and Hate Motivated Behavior Prevention Resources" page.
- www.colorado.edu/cspv/safeschools/bullying/overview.html
The University of Colorado's Center for the Study and Prevention of Violence defines and debunks myths about bullying, while helping teachers to develop awareness and prevention strategies.
- www.naspcenter.org/factsheets/bullying_fs.html
The National Mental Health and Education Center offers important information about bullying and what both schools and parents can do about it.

TEACHER'S GUIDE

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Titles in this series include:

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|---------------------------|----------------------------|
| • BULLYING | • PEER CONFLICT |
| • CONFLICT WITH AUTHORITY | • PEER PRESSURE |
| • CRISIS INTERVENTION | • SEXUAL HARASSMENT |
| • HARASSMENT | • STUDENT & ADULT CONFLICT |

Also available:

Conflict Resolution for Educators

- | | |
|-----------------------------|--|
| • BULLYING: GAINING INSIGHT | • STUDENTS & SELF-DESTRUCTIVE BEHAVIOR |
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CONFLICT Resolution for Students™

Bullying

Grades 5–12

Conflict resolution can help young people develop critical communication and problem-solving skills. On any given day students are faced with many choices and find themselves in various situations that might easily lead to conflict. As such, it is important for students to learn the causes of conflict, how to recognize the signs of potential conflict, and to develop the skills necessary for dealing with conflict.

Each program in *Conflict Resolution for Students* contains two scenarios that depict students experiencing conflict in real world situations. Each scenario is followed by a discussion of how the situation could have been handled differently by the various parties involved. Programs may be shown in their entirety or stopped for discussion points. Teacher's Guides contain support material in the form of discussion questions, activities and Internet resources.



Introduction

Bullying is an extremely serious problem that negatively impacts a school's learning environment, and can have lifelong consequences for both bullies and their victims. Although some do not equate it with more extreme forms of school violence, bullying has been identified as an underlying and precipitating factor in many school shootings. Increased teacher awareness, school policies that do not tolerate aggressive anti-social behaviors such as teasing, taunting and threatening, and early intervention strategies to promote more positive social skills among students can create a safer atmosphere for children and young adults.

Scenario 1

Just Because You're Bigger...

Program Summary

A group of older students regularly intimidates children from the elementary grades. They extort money from a young boy, and later disrupt a playground basketball game he is involved in with some of his young friends. The bullies taunt, threaten and harass the helpless children, and eventually walk away with their basketball.

Pre-viewing Discussion

- What would you do if you had best friends that engaged in behavior you knew was wrong? Would you watch them do it and not say anything, or would you ask them to stop? What if they refused to stop?
- What is bullying? What types of behavior can be considered bullying? Why do you think people choose to bully others?
- What responsibilities or roles do you think older students have with regard to younger students in your school?

Follow-up Discussion

- Compare and contrast the older and younger students' explanations of what transpires on the playground. Whose interpretation of events do you think is closer to reality? What is the intent of the older boys when they come to the playground?
- When the older boys tell Scott not to tell anyone about them stealing his money, what options does he have? Do you think these responses would help prevent future bullying?
- Do you think the bullying, threats and intimidation used in this scenario fall into the bus driver's description of "boys just being boys"? Should boys be "tough" and be able to handle this type of abuse? Is this type of communication ever acceptable? Why or why not?

Follow-up Activities

- Ask students to write journal entries in which they reflect on moments in their lives when they bullied someone or were bullied themselves. *(Continued)*

- Ask students to discuss whether they think there are differences between the way boys and girls bully or handle being bullied. Which gender do you think participates in bullying more often? Why? Ask students to conduct a school-wide opinion poll on the subject and to present their findings to the class.
- Break students into small groups and ask each group to develop its own anti-bullying slogan or poster for display in class.

Scenario 2

It's Not Funny... it Hurts!

Program Summary

Kevin, the new student in school, comes to dread his bus trip home, as he is overweight and is forced to endure a daily barrage of insults about his appearance from his classmates. Alex, the main bully on the bus, derives a cruel pleasure out of tormenting Kevin, while the other students contribute to the abuse or look away, afraid of becoming Alex's next victim.

Pre-viewing Discussion

- Is there a difference between teasing and bullying? Describe a circumstance in which you bullied someone or were the victim of bullying. How did you feel in this situation?
- What are some personal characteristics of both bullies and their victims? Why do people bully others, or allow themselves to be bullied? Describe the possible effects of long-term bullying on both parties.
- Why do you think some students are bullied, while other students are not? How accepting is your school environment to students who are overweight or who are considered "different"? Why do you think these students are the most frequent targets of bullies?

Follow-up Discussion

- Do you think Alex feels real regret for bullying Kevin? Do you think he will change as a result of this experience? Why? Why not?
- Are there any coping strategies that Kevin could use to deflect the abuse or better handle this situation? Do you think if Kevin were to respond to his classmates' taunts with humor, either self-directed or toward his tormentors, he could reduce or eliminate the harassment?
- Are the other students on the bus responsible for Alex bullying Kevin? Why? How might they prevent the bullying from getting out of control? Why are many afraid to do so?

Follow-up Activities

- Have students role-play a variety of ways Kevin could react the moment he gets on the bus. Students should also role-play different ways Alex, the other students and the bus driver could behave.
- Ask a school security representative to come to your class to describe the rules for appropriate behavior on school transportation. Students should prepare in advance a list of questions to ask the security officer. *(Continued)*