



# Taking a Stand: The Bullying Prevention Series

# Bullies



# Teacher's Guide

## Introduction

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This Teacher's Guide provides information to help you get the most out of *Bullies*. The contents of this guide allow you to prepare your students before using the program and present follow-up activities to reinforce the program's key learning points.

Students should learn how to recognize bullying. It is the objective of this course to give students a better understanding of why bullying occurs and to supply students with alternative courses of action. Students should also gain an understanding of the consequences associated with bullying.

## Learning Objectives

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After viewing this program, students will be able to:

- Identify the destructiveness that can result from bullying
- Recognize that bullying can be both emotional and physical in nature
- Understand what motivates the bully
- Grasp the concept that bullying is a learned behavior
- Acknowledge that each person has the power to break the bully cycle
- Learn methods of resolving conflict as it specifically pertains to bullying
- Recognize the consequences of bullying behavior

## Educational Standards

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This program correlates with the following National Standards for Working With Others (uses conflict-resolution techniques).

- Communicates ideas in a manner that does not irritate others.
- Resolves conflicts of interest.
- Understands the impact of criticism on psychological state, emotional state, habitual behavior, and beliefs.
- Understands that three ineffective responses to criticism are (1) being aggressive, (2) being passive, and (3) being both.
- Understands that three effective responses to criticism are (1) acknowledgment, (2) token agreement with a critic, and (3) probing clarifications.
- Identifies an explicit strategy to deal with conflict.
- Determines the seriousness of conflicts.
- Keeps responses open as long as possible.
- Remains passive while assessing situation.
- Suspends judgment.

## Program Overview

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It starts as name-calling. It escalates to pushing and shoving. It becomes violent and unbearable. It can become deadly. An estimated 1.6 million students in grades 6 through 10 are bullied at least once a week in the United States. As many as 160,000 students ditch school every day to avoid being bullied. Some students, like Evan Ramsey, take matters into their own hands and try to retaliate against their bullies. Evan took a shotgun to school and opened fire. He didn't kill

the classmates who were tormenting him, but the 16-year-old murdered another student and the school's principal. Evan won't be eligible for parole until he's 85 years old.

Evan's story isn't all that uncommon. Dr. James Shaw, a Ph.D. and former teacher, has interviewed and studied more than 100 teenage "violent offenders" (both bullies and bullied kids) while they were in jail. He is the author of the book *Jack & Jill, Why They Kill*. Dr. Shaw shows us how to cope, correct, and counter bullying in our schools.

Students must learn to recognize bullying behavior and work to change that behavior. The program profiles teens who were once victims of bullying, but who later became bullies themselves. It also discusses the motivation that drives bullies to do what they do.

There are ways to break the "bully cycle." *Bullies* spotlights two very different programs that are currently in place. Both are aimed at decreasing the incidence of bullying, but they subscribe to very different courses of action. The first, in Colorado, is an initiative that focuses on anti-bullying education. The second, in Minnesota, incarcerates teens who are found guilty of bully-related assault. Teens speak out on how they are responding to both programs.

## **Main Topic Areas**

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### **Topic 1: The Harsh Reality**

The newspaper headlines don't tell the whole story when it comes to school violence. This segment investigates how endless bullying turned one teenager into an executioner.

### **Topic 2: The Bully Cycle**

This chapter investigates the phenomena known as the bully cycle. In this segment, we meet Dr. James Shaw, author of *Jack & Jill, Why They Kill*, who explains the origins and consequences of this cycle.

### **Topic 3: From Bullied to Bully**

Sometimes the victims of bullying turn the tables and become bullies themselves. This segment introduces us to three bullying victims who became bullies themselves—and how they came to understand the damage they were doing.

### **Topic 4: Option 1: Educate**

In order to stop bullying, experts say you have to break the bully cycle. This segment examines a Colorado program to stop bullying that emphasizes education as a means to making students aware of the damage bullying wreaks.

### **Topic 5: Option 2: Incarcerate**

This segment looks at a very different way to break the bully cycle: a Minnesota anti-bullying program that uses a "scared straight" approach—sending bullies to a night in a juvenile detention center.

## **FAST FACTS**

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- According to the National Institute of Child Health and Human Development (NICHD), an estimated 1.6 million U.S. children in grades six through 10 are bullied at least once a week.

- According to the NICHD, an estimated 1.7 million children bully others at least once a week.
- As many as 160,000 U.S. students skip school each day to avoid being bullied, according to the National Association of School Psychologists.
- The Bully Prevention Program, developed in Norway, has led to a 50% drop in bullying behavior where it has been used.
- According to the National Association of School Psychologists, attackers in two-thirds of thirty-seven school shootings in recent years felt persecuted or bullied over a long period of time.
- Canadian researchers Pepler and Atlas found that 85% of bullying episodes occur in the context of a peer group.
- A recent study by Bertus Ferreira, a criminal justice professor at Washburn University in Topeka, KS, found that nearly 15% of bullying victims have considered suicide.
- Another study shows that 60% of those characterized as bullies in grades six through nine had at least one criminal conviction by age 24 (D. Olweus - 1993).

## **Vocabulary Terms**

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**acronym:** A word formed from the first letters of several words.

**assault attack:** The carrying out of threatened physical harm.

**bully:** One who hurts or threatens weaker people.

**bully cycle:** The cycle of violence associated with bullying where the victim of bullying becomes the bully.

**conflict resolution:** The process of peacefully solving disagreements.

**detention:** The act of detaining or confinement.

**HAHASO:** Help, Assert, Humor, Avoid, Self-talk, Own It.

**harass:** To trouble or attack constantly.

**incarcerate:** Imprison.

**retaliate:** Return injury for injury.

**ridicule:** Remarks made to make fun of another.

**victim:** One killed, hurt, cheated, harassed, or tricked.

## **Pre-Program Discussion Questions**

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1. What is bullying?
2. Is teasing considered bullying?
3. Have you ever been a victim of bullying?
4. Is bullying a problem in your school?
5. Name some of the ways in which boys bully. Do these differ from the ways girls bully?
6. Is bullying purely physical, or are emotional attacks considered bullying too?
7. Name some ways to stop bullies from picking on you.

## **Post-Program Discussion Questions**

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1. What can be done to eliminate bullying in your school?
2. What can you do when you witness bullying?
3. Is there more or less bullying in elementary school compared to junior high?
4. Is there more or less bullying in junior high school compared to high school?
5. What are the most effective ways of resolving conflict?
6. How does conflict resolution help reduce bullying?
7. Is punishment an effective tool in the reduction of bullying?
8. What are the best ways for your teachers and peers to help you if you are being bullied?
9. Do you tease other students?
10. Do you physically harm other students?
11. Have you ever bullied other students?

## **Group Activities**

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### **What Would You Do?**

Divide students into two groups. The first group comes up with a conflict scenario that involves bullying. The second group discusses the best way of resolving the conflict and reducing the bullying. Trade roles and repeat.

### **Words Can Hurt**

Select one student to write on the board while the class lists words and phrases associated with bullying. Once the list is complete, discuss the emotions these words bring up, and list the emotions on the board. Discuss the best ways of handling situations that involve these words and emotions.

### **We're Not Gonna Take It!**

Divide students into groups. Have each group write a proposal for an anti-bullying program designed specifically for your school. The students should discuss the following: methods of student training (e.g., conflict resolution classes); levels of alert (e.g., whether a peer counselor, teacher, or the principal should be alerted, depending on the situation); responses to bullying behavior (e.g., zero tolerance, three strikes, etc.); and checks and balances for their program (e.g., how they will ensure their program is addressing the school's needs). One representative from each group should present his/her group's program. Once all the programs have been presented, discuss them as a class. Select the most effective elements of each and devise a program that can then be presented to the principal for possible implementation.

## Individual Student Projects

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1. For one week, keep a diary documenting each bullying incident at school that you either witness, or are directly involved in.
2. Clip from newspapers and magazines advertisements or articles that involve bullying, and write a one-page paper on what you have learned.
3. Put together a visual project (poster board, video, painting, drawing, computer illustration) that best depicts what bullying means to you.
4. Research your school and others in your area to find out which schools have a bully-proofing program in place, and how it's working. Write a one-page paper on what you have learned.

## Internet Activities

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1. Using the Internet, search news articles for the number of times bullying has been reported in the last six months. Compare that number to the number of reports five years ago. Is bullying increasing/decreasing or is it being reported more/less?
2. Research the bully-related hits on government Web sites such as the Centers for Disease Control and Prevention, and The National Institute of Child Health and Human Development. What are they reporting?
3. Research the timeline of bullying. How does it begin? When does it begin? How does it progress?
4. Research the business being generated by the need to address the issue of bullying. Have many books been published recently on the topic? What kind of seminars are available, and how much do they cost? Are there counseling services available?

## Assessment Questions

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**Q1:** True or False: Bullies pick on other students because it makes the bully feel powerful.

**A:** True

**Feedback:** Most research shows, and the students in this course confirmed, that bullies tend to compensate for low self-esteem by devaluing others. The process of devaluing others can give a bully a false sense of power.

**Q2:** Evan Ramsey retaliated after being bullied for a number of years. What did Evan do and what happened to him as a result of his actions?

**A:** Evan shot and killed the principal and a fellow student at Bethel High School in Bethel, Alaska. He was found guilty of the murders and sentenced to 210 years in prison.

**Q3:** How many students in grades 6 through 10 skip school each day to avoid being bullied?


- a) 10,000
- b) 60,000
- c) 100,000
- d) 160,000

**A:** d.

**Feedback:** According to the National Association of School Psychologists, as many as 160,000 students skip school each day in the United States to avoid being bullied.

**Q4:** What is the Bully Cycle?

**A:** The Bully Cycle is a process in which a victim of bullying eventually becomes a bully.



**Feedback:** According to researchers such as Dr. James Shaw, there is a cycle of violence associated with bullying. This has been termed the Bully Cycle. The Bully Cycle provides a constant supply of bullies in the school system, even as the older ones graduate or are dismissed from school. It is this cycle, according to Dr. Shaw, that must be broken to effectively reduce bullying.

**Q5:** What are the words represented by the anti-bullying acronym HAHASO?

**A:** Help—Assert—Humor—Avoid—Self-talk—Own It

**Feedback:** HAHASO is just one element of a bully-proofing program developed, in part, by Colorado school counselor and psychologist Dr. Marla Bonds.

## **Additional Resources**

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### **WEB SITES**

#### **The Ophelia Project**

[www.opheliaproject.org](http://www.opheliaproject.org)

#### **Stop Bullying Now! Information, Prevention, Tips, and Games**

[www.stopbullyingnow.org](http://www.stopbullyingnow.org)

#### **CyberCitizen**

[www.cybercitizenship.org](http://www.cybercitizenship.org)

#### **Committee for Children**

[www.cfchildren.org](http://www.cfchildren.org)

#### **GetNetWise**

[www.getnetwise.com](http://www.getnetwise.com)

#### **WiredSafety**

[www.wiredsafety.org](http://www.wiredsafety.org)

#### **WiredSafety and WiredKids: Internet Super Heroes**

[www.internetsuperheroes.org](http://www.internetsuperheroes.org)

### **BOOKS**

#### **Jack & Jill, Why They Kill: Saving Our Children, Saving Ourselves**

by Dr. James E. Shaw, Ph.D.

Onjinjinkta Distribution, 2000

ISBN: 1892714086

#### **Odd Girl Out: The Hidden Culture of Aggression in Girls**

by Rachel Simmons

Harcourt Trade Publishing, 2002

ISBN: 0151006040

## **Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends, and Other Realities of Adolescence**

by Rosalind Wiseman  
Three Rivers Press, 2002  
ISBN: 1400047927

## **And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence**

by James Garbarino, Ellen deLara  
Free Press, 2003  
ISBN: 0743228995

## **Weakfish: Bullying Through the Eyes of a Child**

by Michael Dorn  
Safe Havens International, Inc., 2003  
ISBN: 0974124001

## **Additional Resources at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)**

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### **Bullied, Battered, and Bruised**



- VHS/DVD-R
- Close captioned
- Item # 29893

Suicide is the second leading cause of death among adolescents and is often the desperate response to prolonged physical and mental harassment at school. This program investigates the disturbing prevalence of bullying by focusing on a high school where the problem made headlines. Parents, teachers, school officials, bullying victims, and even bullies themselves discuss the conditions that allow abusive behavior to flourish and what can be done to curtail it. A model grammar school is also visited where the principal takes the lead in creating an atmosphere of safety and cooperation, as well as learning. (56 minutes, color) © 2000.

### **The "In" Crowd and Social Cruelty**



- VHS/DVD-R
- Preview clip online
- Close captioned
- Item # 30196

What does it take to be popular? Quite often it has nothing to do with being nice. In this ABC News special, correspondent John Stossel visits middle and high schools to discover why kids dish out abuse, why they take it, and what parents and school administrators can do to make it better. He also visits schools with successful anti-bullying programs. Discussions with students, as well as with psychologist Michael Thompson, author of *Best Friends, Worst Enemies*, reveal a number of factors that cause popularity or unpopularity among children, adolescents, and even adults. (41 minutes) © 2002.

## Bully Breath...How to Tame a Troublemaker



- VHS/DVD-R/Digital On-Demand
- Preview clip online
- 1st Place, National Council on Family Relations; Award of Achievement, Master Communicator
- Item # 11108

Real-life situations, dramatizations, and discussions help viewers understand the reasoning behind a bully's behavior, specific steps to neutralize his or her power, and how to avoid becoming a victim. Practical guidelines are given for managing conflict and creating win-win results for bullies and their victims in the classroom, on the playground, and at home. (18 minutes) © 1997.

## Cruel Schools



- VHS/DVD-R
- Item # 33242

This program outlines what students can do right away to help stop the hurting—and the dying. Victims of bullying are urged to alert adults to their situations, while those on the sidelines are encouraged to stand up for others, or at least to refrain from joining in. Stories of three victims—one who was murdered, another who killed himself in despair, and a third who sought help and survived—underscore the problem. Stories of two victimizers contrast a pair of scenarios for those who feel compelled to lash out: alternative school and anger management therapy for one, state prison for the other. Part of the series *Reality Matters*. A Discovery Channel Production. (23 minutes) © 2000.

## Dealing with Bullies



- VHS
- Item # 32417

As long as there have been schools, there has been bullying. This video uses real-life situations to illustrate clear-cut strategies for dealing with this widespread form of violence. Recognition of circumstances that would require outside assistance is emphasized. (6 minutes) © 2001.

For information on other programs visit our website at

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