Program Description
Taunting, teasing, and a playground brawl were once tolerated. Dealing with a bully was just another rite of passage in adolescent life. Times have changed. From coast to coast, experts say—and many kids confirm—bullying is the first step in a continuum of violence that often escalates.

Discussion Questions
Before watching the video
- Think about aggressive behavior you may have witnessed. As you watch the program, listen to the stories of students who have suffered from bullying.
- What makes a person a bully? Pay attention to what parents, teachers, and students can do to prevent violence in school.

After watching the video
- It often takes the effort of only one person to help end aggression or an abusive situation. Discuss ways a person can make a difference when it comes to ending violence in your school.

Lesson Plan

Student Objectives
- Examine different kinds of hurtful behavior.
- Develop strategies for dealing with hurtful behavior.
- Learn how to create an environment in which students treat each other respectfully.

Materials
- Index cards
- Paper and pencils
- Newsprint and markers
- Computer with Internet access (optional but very helpful)
**Procedures**

1. Begin the lesson by asking students to take an index card and describe a hurtful incident or incidents they have experienced. To make sure that students in the class don’t recognize themselves in the descriptions, tell students to try to keep the descriptions as general as possible. For example, instead of writing, “I was very hurt when I wasn’t invited to the Valentine’s Day party,” have them write, “I feel very hurt when I am not invited to parties with my friends.” Make sure that students do not put their names on their index cards.

2. Collect the index cards and read through the examples. While there will be much variation in the examples given and there may be examples that don’t fit into these categories, the types of behavior that students write about will probably include the following.
   - Verbal harassment, such as name-calling regarding a physical attribute (size, weight, wearing glasses) or taunting about a particular behavior (doesn’t like sports or the perceived “teacher’s pet”)
   - Gossip, such as spreading rumors about a person
   - Exclusion from a desirable party, group, or activity
   - Unwanted physical contact

3. Divide the students into four groups. Have each group focus on one category described above: verbal harassment, gossip, exclusion, or unwanted physical contact. If possible, give each group examples of behavior from those on the index cards. Help students think of specific examples, if necessary.

4. Give each group any cards for their category. Ask students to pick one situation from the examples. Then have each group brainstorm ways to handle that situation. If students need help coming up with ideas, suggest the following strategies:
   - Verbal or physical aggression: Avoid the person or persons who exhibit this behavior.
   - Gossip: Consider confronting the person or persons who started the rumor. Bring an impartial person along to act as a moderator during the discussion. This technique is the basis of peer mediation. For more information about this strategy, students can visit this Web site: [http://education.indiana.edu/cas/tt/v2i3/peer.html](http://education.indiana.edu/cas/tt/v2i3/peer.html)
   - Unpleasant behaviors: Consider forming a committee to confront those engaged in such behaviors. The committee could present guidelines for acceptable ways to behave in school.
   - All categories: Find a trusted adult with whom to discuss these issues. This adult could help students in a variety of ways. He or she could determine whether it is necessary to involve the other people or their parents; serve as a sounding board for any hurt feelings; suggest ways to deal with a problem; or bring in the principal or other authorities to resolve particularly difficult situations.
   - Another way to deal with hurt due to exclusion is for students to write the person a letter explaining their feelings. Sometimes it is easier to start a dialog on paper because the individual is not being confronted directly, and both parties can take time to think about their responses without dealing with the other person’s immediate reaction.
5. After students have had a chance to brainstorm strategies, tell them to develop skits dramatizing the hurtful situation and ways to resolve it. Give each group about 20 minutes to develop a skit. During the next class period, have each group present its skit.

6. After all the groups have presented their skits, make a class list of coping strategies that students suggested. The list may be organized like this:

**COPING STRATEGIES**

**Verbal Harassment**
1. Stay away from the person.
2. Talk to an adult.

**Gossip**
1. Confront the person.
2. Write the person a letter.

**Exclusion**
1. Talk to an adult.
2. Find other friends.

**Unwanted Physical Contact**
1. Stay away from the person.
2. Talk to an adult.

**Assessment**

Use the following three-point rubric to evaluate students’ work during this lesson.

- **3 points:** Students demonstrated highly creative problem-solving strategies, made a clear and persuasive presentation to the class, and actively participated in developing a class list of rules.

- **2 points:** Students demonstrated somewhat creative problem-solving strategies, made a clear presentation to the class, and had moderate participation in developing a class list of rules.

- **1 point:** Students demonstrated weak problem-solving strategies, made an accurate but dry presentation to the class, and had minimal participation in developing a class list of rules.

**Vocabulary**

**conflict**
*Definition:* Struggle resulting from incompatible or opposing needs, wishes, or external or internal demands

*Context:* Conflicts often develop at lunch or recess, when students are less supervised and rowdy students have an opportunity to provoke others.
**peer mediation**

*Definition:* A recognized way to deal with conflict whereby students are trained to act as a moderator in discussions between other students trying to work out their differences

*Context:* Peer mediation works because students are able to connect with their peers in ways that adults cannot.

**resolution**

*Definition:* The act of solving a problem

*Context:* Students may have difficulty finding a resolution to the problem of one student continually making fun of another.

**strategy**

*Definition:* A careful plan or method

*Context:* Developing a successful strategy for dealing with conflict can go a long way toward creating a peaceful environment in school.

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**Academic Standards**

**National Academy of Sciences**

The National Science Education Standards provide guidelines for teaching science as well as a coherent vision of what it means to be scientifically literate for students in grades K-12. To view the standards, visit [http://books.nap.edu](http://books.nap.edu).

This lesson plan addresses the following science standards:

- Science in Personal and Social Perspectives: Personal health; Risks and benefits

**Mid-continent Research for Education and Learning (McREL)**

McREL’s Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit [http://www.mcrel.org/](http://www.mcrel.org/).

This lesson plan addresses the following national standards:

- Language Arts—Viewing: Uses viewing skills and strategies to understand and interpret visual media; Writing: Uses the general skills and strategies of the writing process

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**Support Materials**

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- [http://school.discovery.com/teachingtools/teachingtools.html](http://school.discovery.com/teachingtools/teachingtools.html)

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**DVD Content**

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

**How To Use the DVD**

The DVD starting screen has the following options:

*Play Video* — This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

*Video Index* — Here the video is divided into four parts (see below), indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

*Curriculum Units* — These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher’s Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

*Standards Link* — Selecting this option displays a single screen that lists the national academic standards the video addresses.

*Teacher Resources* — This screen gives the technical support number and Web site address.

**Video Index**

I. Bullying and Violence (9 min.)

School violence, including teasing, taunting, and bullying, is explored. The students who killed classmates at Columbine High School in Colorado and in Paducah, Kentucky, are shown as examples of kids who were bullied.

II. Tell Someone (5 min.)

Brian Head, who committed suicide after being teased for years, is the focus of a discussion about the need for adult intervention. Adults and students express opinions about school violence being treated as a crime.

III. Get Help (6 min.)

Adam, in prison for murder, and Nicole, in an alternative school, describe their inability to control their anger. Both of them express regret for not getting help from an adult.
IV. The Solution (3 min.)

This segment explores strategies that students can use to help stop bullying, particularly stressing the importance of telling adults about bullies and their victims.

Curriculum Units

1. Fear

Pre-viewing question
Q: How safe do you feel at school?
A: Answers will vary, but students may talk about bullies and fights; others may deny problems or they’ll note the presence of security guards that make them feel safe.

Post-viewing question
Q: What is it that the students in the program fear?
A: The students talked about fearing violence, specifically being teased, feeling trapped by the taunting of other students, and of getting hurt if they became involved or tried to stop the bullies.

2. Teasing and Taunting

Pre-viewing question
Q: How can teasing be a problem at school?
A: Most students will tell about how teasing hurts feelings, but some may not see it as a major problem. Other students may connect teasing as the first step in the behavior of a bully.

Post-viewing question
Q: What is the difference between teasing and taunting?
A: Teasing is annoying or irritating. Taunting is using words or gestures to insult, make fun of, mock, or ridicule another person. Both cause embarrassment and can hurt emotionally.

3. Continuum of Violence

Pre-viewing question
Q: What are examples of school violence?
A: Most students will say fighting or pushing and shoving in the hallways; some may mention bringing knives and guns to school; and a few may acknowledge teasing as violence.

Post-viewing question
Q: What is the continuum of violence described by the counselor?
A: She said that violence begins with eye rolling, teasing, name calling, and taunting and escalates into bullying, pushing, shoving, and fights. Some students then explode and the fighting can get violent.

4. Victims

Pre-viewing question
Q: What kinds of kids are the victims of bullies?
A: Answers will vary, but many students will describe the typical victim as small, fat, retarded, or a nerd.
Post-viewing question
Q: Why did Russell and Brian become victims?
A: Russell was very bright and small for his grade, having skipped a couple of years in school. We don’t know why Brian became a victim because he killed himself, but his picture indicates that he may have been overweight.

5. Empathy

Pre-viewing question
Q: How do you suppose it feels to be teased, taunted, or bullied?
A: Students are likely to say that it must hurt inside and make one feel like crying. Those who have been victims may share experiences.

Post-viewing question
Q: What is empathy?
A: Empathy can be thought of as putting yourself into the shoes of another person. By trying to be a friend to a bully, you are showing that you understand that they need friends.

6. Crime at School

Pre-viewing question
Q: What makes something a crime?
A: A crime is an act committed in violation of the law, often to hurt a person or society.

Post-viewing question
Q: What does the term “justice for all” mean?
A: According to the United States Constitution, all citizens are entitled to protection under the law and a fair trial when accused of a crime.

7. The Bullies

Pre-viewing question
Q: What are bullies like?
A: Students will answer based on their own experiences, but most likely will focus on stereotypes: older, bigger, tougher, and mostly male; a few may identify girls as bullies. Note answers and compare their ideas of bullies before and after watching the program.

Post-viewing question
Q: Why did Nicole say that she fought?
A: She learned to fight instead of cry when she felt bad about herself, particularly because she felt that other kids had better families.

8. Out of Control?

Pre-viewing question
Q: When is fighting acceptable?
A: Some students may say never, but others may say that it may be necessary to protect yourself or another person from harm.
Post-viewing question
Q: Both Nicole and Adam defended their fighting as necessary to protect their brothers. How did this get out of control?
A: Nicole explained that the fighting made her feel good, but she reached the point where she couldn’t stop herself. Adam also said fighting made him feel good, but it kept getting worse until one night he killed another boy.

9. Anger Management

Pre-viewing question
Q: What do you do when you are angry?
A: Answers will vary, but students may say that they listen to music, go for a walk or run, punch a pillow, or talk to someone about how they feel.

Post-viewing question
Q: How did Adam and Nicole learn to deal with their anger?
A: Adam was forced into taking anger-management classes after being sentenced to 20 years in prison. Nicole was sent to an alternative school where she learned that when she encounters a potential fight situation, she should call an adult or the police.

10. Kids Know, Teachers Don’t

Pre-viewing question
Q: Do you think the adults in your school know how much teasing and bullying goes on each day?
A: Answers will reflect students’ experiences. A common answer is that the adults in a school do not know anything because students don’t want to risk telling them for fear of being labeled a wimp or a rat.

Post-viewing question
Q: What do bullied kids fear will happen if they seek help from teachers?
A: Many are afraid that telling will make things worse. Some, like Brian, may fear that adults won’t be able to stop the bullying, which could escalate into revenge.

11. Stop the Bullies

Pre-viewing question
Q: What do you think can make a bully stop?
A: Students will share ideas from their own experiences, but should know that adult intervention, especially by the police, will stop a bully.

Post-viewing question
Q: What steps can you take to stop a bully?
A: Answers will vary, but should include the following.
- Don’t ignore: Intervene before anything happens.
- Don’t join in: Say something right away to let the bully know that it is wrong.
- Don’t give the bully an audience: Invite the victim to walk away with you, and do not hang around to see what happens.
- Tell an adult.
12. Changing Your Life

Pre-viewing question
Q: What advice could you give a bully?
A: Answers will vary, but should include advising the bully to seek help to control anger.

Post-viewing question
Q: How can students learn to change bad behavior?
A: Students can learn to change bad behaviors through counseling, peer intervention, or by getting involved in activities that improve their self-esteem.