

**Overview**

Bullying in social groups and friendships is common and can be a serious problem. It is important for students to learn to identify and respond appropriately to different kinds of bullying in these contexts. Students can learn to empathize with those being bullied and take positive steps as bystanders to discourage or report bullying and support peers who are bullied.

**Objectives**

Students will be able to:

- Recognize and identify bullying within social or friendship groups
- Understand what they can do about bullying within relationships
- Understand how a bystander can be part of the problem or part of the solution
- Apply empathic concern and perspective taking

**Lesson at a Glance****Part 1**

**Video:** Real Voices interview about bullying among friends.

**Class discussion:** Definition of bullying; bullying among friends.

**Group activity, Part 1:** Identifying assertive statements that Emily could say to a friend who is bullying and identifying positive qualities to look for in friends.

**Video:** Real Voices interview about being bullied by a friend.

**Video:** Real Voices interviews with teens about crossing the line with friends.

**Group activity, Part 2:** Identifying assertive statements that Ian could say to a friend who is bullying.

**Video:** Real Voices interviews with Emily and Ian about how they handled being bullied by friends.

**Part 2**

**Group exchange:** Discussing how bystanders can be part of the problem.

**Video:** Real Voices interviews about standing up to a friend who is bullying.

**Class discussion:** Bystander power.

**Group exchange:** How bystanders could have been part of the solution in the Real Voices stories.

**Supplies and Equipment**

- DVD player and monitor or computer with projector and screen
- Clipboard and Observational Assessment Form if doing the observational assessment

**Lesson Materials**

- Grade 8 DVD, Lesson 5 segment
- Handout 5A: Bullying in Friendships, page 215
- Handout 5B: Bystander Power, page 217
- Bystander Power poster
- Grade 8, Lesson 5 Family Letter, page 219
- Optional: “Bullying or Joking?” homework, page 221

**Lesson Preparation**

- Copy Handout 5A: Bullying in Friendships (page 215), one per student.
- Copy Handout 5B: Bystander Power (page 217), one per student.
- Display the Bystander Power poster.
- Copy the Grade 8, Lesson 5 Family Letter (page 219), one per student.
- Optional: Copy the “Bullying or Joking?” homework (page 221), one per student.

### Teaching Notes

**Disclosure:** Be aware that students may disclose bullying after this lesson. See the Teacher's Guide section on bullying, pages 61–64, for suggestions for handling disclosure.

**Reassigning groups:** This is a good time in the program to reassign groups. Avoid grouping students who have a history of bullying or being particularly unkind to one another.

### Using Lesson Content Every Day

Be aware of the social dynamics within your classroom. Check for students “ganging up” on others or excluding them from participating in group activities.

Encourage groups of students to use the power they have as a force of numbers to promote positive behavior, working as a team to create a climate of respect.

Always intervene if you witness bullying or even suspect that bullying is taking place. It is better to ask questions and be wrong about the situation than to let bullying occur in your presence. Students rely on the adults in their lives to keep them safe at school. If you feel that a situation is unsafe for you to intervene in alone, call an administrator or other adult in the building for backup.

### Why This Lesson Is Important


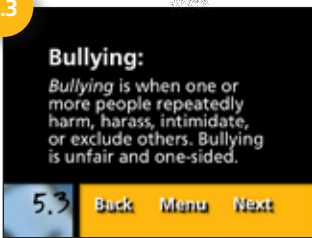
Students sometimes use power inappropriately against friends and others within their same social group. Bullying in these contexts can take many forms, including teasing, threats, or physical attacks. Students may also exploit relationships to cause harm indirectly by organizing others to turn against or exclude someone or by spreading rumors. Bullying is associated with significant emotional and psychological harm, as well as damage to students' ability to succeed in school.

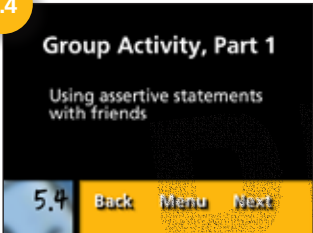


It may be harder to recognize bullying when it comes from a friend. It may also be more painful for the victim. These students can benefit by learning to recognize it as bullying, avoiding self-blame, and applying strategies such as being assertive to safely counter and stop the mistreatment. Those who bully others may stop when their inappropriate behaviors are recognized and countered by victims and bystanders.

Students in social groups in which the bullying occurs can use their bystander power to counter the mistreatment appropriately. Bystanders can label the behavior and refuse to go along with or support it. They can report serious or dangerous situations to school staff or other adults. They can also help peers who are bullied within a group by making sure they recognize the problem, supporting them in being assertive or seeking outside help, and being an ally.


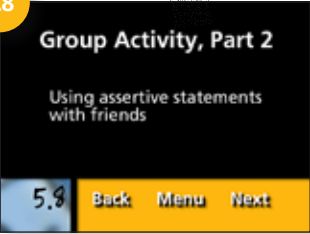






Outline	Script and Instructions
<p><b>5.2</b></p>  <p>Being Excluded</p> <p>5.2 Back Menu Next</p> <p>Discuss student responses to the video as a class.</p> <p>Introduce the lesson topic.</p>	<p style="text-align: right;"><b>1 minute</b></p> <p>Call on a few students to answer these questions:</p> <p><b>What was the situation being described?</b> (Two girls made Emily act cruelly to another girl. A girl was excluded deliberately. The two girls held the power in the group and made others do what they wanted. Emily also got excluded in the end.)</p> <p><b>I suspect that excluding like this has happened to people here. Or perhaps you were the one doing the excluding.</b></p> <p><b>How does it feel to be excluded by people you thought were your friends?</b> (Sad, confusing, upsetting, angry, like you're powerless.)</p> <hr/> <p><b>Today we're going to look at how and when bullying happens among friends and acquaintances—people who know each other.</b></p>
<p><b>5.3</b></p>  <p><b>Bullying:</b> Bullying is when one or more people repeatedly harm, harass, intimidate, or exclude others. Bullying is unfair and one-sided.</p> <p>5.3 Back Menu Next</p> <p>Discuss the definition of "bullying."</p>	<p style="text-align: right;"><b>3 minutes</b></p> <p>If your students have had this program in previous years, you may ask them what they remember about the definition of bullying.</p> <p><b>This is what we mean when we talk about bullying: <i>Bullying</i> is when one or more people repeatedly harm, harass, intimidate, or exclude others. Bullying is unfair and one-sided.</b></p> <p>Briefly review the meaning of each of the words in the definition. Remind students that harming means both physical and emotional harm (such as name-calling or teasing). Harassing means repeated mean behavior, intimidating includes behavior such as threatening, and rejecting includes behavior such as excluding.</p> <p>Emphasize for students that bullying includes behind-the-back behavior, such as spreading rumors and sending harmful emails.</p> <p><b>Do you think that what was happening in Emily's story was bullying?</b> (Yes.) <b>Why?</b> (The excluded girl was intentionally rejected and emotionally harmed. Group members were bullied into excluding someone else.)</p> <p><b>Why do you think a friend would bully others in a group of friends?</b> (To be in charge. To control others. To feel powerful. To feel important.)</p> <p><b>Do you think people who bully their friends recognize or admit that what they are doing is bullying?</b> (Sometimes they do, sometimes they don't.)</p>

Outline	Script and Instructions
	<p><b>Why or why not?</b> (They may not be very self-aware. They might not understand what bullying is. They may be doing it on purpose.)</p> <p><b>What might happen if they are told that what they're doing is bullying?</b> (They might stop. They might apologize. They might understand that others won't let them get away with it.)</p>
<p><b>5.4</b></p>  <p>Introduce Part 1 of the group activity.</p> <p><b>Handout 5A: Bullying in Friendships</b></p>	<p style="text-align: right;"><b>5 minutes</b></p> <p><b>What can you do when you are being bullied by a friend or group of friends?</b> (You can tell your friend to stop. You can find a new friend. You can take a break from your friend(s) and hang out with other friends.)</p> <p><b>Assertively telling a friend to stop is not always easy. What are some feelings you might have that would make it complicated to tell a friend to stop?</b> (You're afraid your friend will get mad. You're afraid the bullying will get worse. You don't want to admit it's bothering you. You're afraid you'll lose your friend or your group of friends.)</p> <p><b>However, getting the bullying to stop is important. Thinking about what you might want to say in advance can be helpful. And if being assertive with your friend doesn't work, you may need to find some other people to hang out with. You can look for positive qualities in these people...qualities that make them less likely to bully a friend.</b></p> <p> Distribute Handout 5A.</p> <p><b>Look at Handout 5A, Part 1. In your group:</b></p> <ol style="list-style-type: none"> <li><b>1. Come up with one assertive statement Emily could use with her friends who are excluding her.</b></li> <li><b>2. Then come up with two positive qualities she should look for in a group of friends.</b></li> </ol> <p><b>You will have two minutes.</b></p>
<p>Have students do the activity.</p>	<p> Give students two minutes to complete the activity. Observe and coach as necessary.</p>
<p>Call on students at random to report.</p>	<p>Call on students to report their groups' assertive statements and positive qualities to the class.</p>

Outline	Script and Instructions
<p><b>5.5</b></p>  <p>Introduce the video.</p> <p>Have students watch the video.</p> <p>Video length: 1:04 minutes</p>	<p style="text-align: right;"><b>2 minutes</b></p> <p>Now let's listen to two other stories about something that happened between friends, this time told by boys.</p> <p>Play the video.</p>
<p><b>5.6</b></p>  <p>Discuss student responses to the video as a class.</p> <p>Have students watch the video.</p> <p>Video length: 3:07 minutes</p>	<p style="text-align: right;"><b>4 minutes</b></p> <p><b>Do you think Ian and Tyler's friends were bullying or just "joking around?"</b> Some will say bullying, and some joking around.</p> <p><b>Sometimes "joking around," "kidding," and "messing with each other" can start out as fun but can end up turning into bullying when one person feels like a line has been crossed.</b></p> <p><b>Let's listen to some students talking about how they notice when they've crossed a line or how they react when someone has crossed a line with them.</b></p> <p>Play the video.</p>

Outline	Script and Instructions
<p><b>5.7</b></p>  <p><b>Crossing the Line</b></p> <p>Discuss crossing the line.</p>	<p style="text-align: right;"><b>1 minute</b></p> <p><b>Who is responsible for recognizing that the fooling around has changed, or that a line has been crossed?</b> (Everyone involved in the joking around.)</p> <p><b>What clues let you know?</b> (Facial expressions, tone of voice, body language, things people are saying.)</p> <p><b>How could you let someone know they've crossed a line with you?</b> (Tell them to stop. Use verbal and non-verbal cues.)</p> <p><b>How do you think "messing around" looks to other students or adults in your school?</b> (Other students might be intimidated if it looks like bullying. Adults will think there's bullying going on.)</p> <p><b>Remember, if you tell someone to stop doing something that you don't like, and they don't, then it's bullying.</b></p>
<p><b>5.8</b></p>  <p><b>Group Activity, Part 2</b></p> <p>Using assertive statements with friends</p> <p>Introduce Part 2 of the group activity.</p> <p>Have students do the activity.</p> <p>Call on students at random to report.</p>	<p style="text-align: right;"><b>4 minutes</b></p> <p><b>Now think about Ian's situation. Look at Handout 5A, Part 2. Again with your group:</b></p> <ol style="list-style-type: none"> <li>1. Come up with one assertive statement Ian or Tyler could use with a friend who was crossing the line.</li> <li>2. Then come up with two things he could do to make new friends.</li> </ol> <p><b>You will have two minutes.</b></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Give students two minutes to do the activity. Observe and coach as necessary.</p> </div> </div> <p>Call on students to report their groups' assertive statements and ideas for making new friends to the class.</p>

Outline	Script and Instructions
<p><b>5.9</b></p>  <p>Introduce the video.</p> <p>Have students watch the video.</p> <p>Video length: 1:06 minutes</p>	<p style="text-align: right;"><b>2 minutes</b></p> <p>Now let's find out how Emily and Ian responded to the situations they described.</p> <p>Play the video.</p>
<p><b>5.10</b></p>  <p>Discuss the video.</p>	<p style="text-align: right;"><b>1 minute</b></p> <p><b>What are some things Ian and Emily did to deal with their feelings about being bullied by friends?</b> (They found new friends. Emily found a hobby that made her feel good about herself. Talked to a trusted adult.)</p>
<p>End of Part 1. Conclude here, or continue on to Part 2.</p>	<p><b>Today we talked about how bullying happens even among people who know each other.</b></p> <p>Review the main points of the lesson:</p> <ul style="list-style-type: none"> <li>• Bullying can happen within friendship or social groups</li> <li>• Definition of bullying</li> <li>• What you can do if a friend is bullying you</li> </ul> <p><b>Next time we will talk about what it means to be a bystander to bullying and how bystanders have the power to make positive changes.</b></p>



Total Time **25 minutes**

**You will need:**

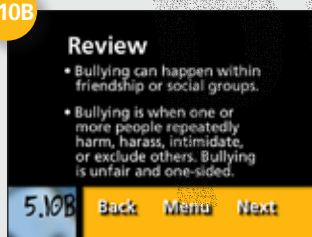
- Grade 8 DVD, Lesson 5 segment
- Handout 5B: Bystander Power (page 217), one per student
- Bystander Power poster
- Copies of Grade 8, Lesson 5 Family Letter (page 219), one per student
- Optional: "Bullying or Joking?" homework (page 221), one per student

### Outline

### Script and Instructions

If presenting the lesson in two parts, select the Lesson 5 menu on the Grade 8 DVD, then select "Part 2."

5.10B



Recap Part 1 of this lesson.

**Last time we talked about how bullying happens even among people who know each other.**

Review the main points of the lesson:

- Bullying can happen within friendship or social groups
- Bullying is when one or more people repeatedly harm, harass, intimidate, or exclude another person; bullying is unfair and one-sided
- What you can do if a friend is bullying you

5.11



Define and discuss "bystanders."

2 minutes

**In any social group where someone is bullying, other people in the group are aware that the bullying is happening. These people are the *bystanders*. You may actually see the bullying, or you may just hear about it—either way, you're a bystander.**

**Think back to Emily, Ian, and Tyler's stories. Who might have been bystanders in these stories?** (The other friends in the group, other people in their classes, other people in their schools, teachers.)

**Almost all of us are bystanders to bullying at one time or another. Bystanders have a lot of power to influence what happens in a bullying situation. They can be part of the solution and help prevent or stop bullying, or be part of the problem and make the bullying worse.**

Outline	Script and Instructions
<p><b>5.12</b></p>  <p>Introduce the group exchange.</p> <p>Have students do the group exchange.</p> <p>Call on a few students at random to tell the class their responses.</p>	<p style="text-align: right;"><b>2 minutes</b></p> <p>I want you to think about Emily, Ian, and Tyler’s stories. Also, think about times when you’ve experienced bullying among friends.</p> <p><b>Do a group exchange about this question: What do bystanders sometimes do that makes them part of the problem?</b></p> <p><b>You will have one minute.</b></p> <p>Give students one minute to do the group exchange.</p> <p>Possible responses: Watched. Went along with it. Did not speak up. Laughed. Allowed others to dictate what happened. Pretended it wasn’t happening.</p>
<p><b>5.13</b></p>  <p>Discuss bystander dynamics in social groups.</p>	<p style="text-align: right;"><b>2 minutes</b></p> <p><b>Why do people go along with bullying?</b> (Want to be associated with a particular group. Afraid of being excluded. Gain popularity or power from being part of the group. Not my problem.)</p> <p><b>What happens when people go along with bullying?</b> (It can get worse. It makes it easier to keep ignoring injustice. You’re not doing the right thing. It can be dangerous to some people. It may make people stay home from school.)</p> <p><b>We know that standing up to bullying is the right thing to do, but even so, sometimes we think we can’t make a difference by ourselves. However, research shows that when kids take action against bullying, the bullying usually stops.</b></p>

Outline	Script and Instructions
<p data-bbox="212 310 261 338">5.14</p>  <p data-bbox="240 594 488 621">Introduce the video.</p> <p data-bbox="240 699 496 758">Have students watch the video.</p> <p data-bbox="240 793 545 821">Video length: 1:50 minutes</p>	<p data-bbox="1422 285 1521 312">2 minutes</p> <p data-bbox="646 321 1373 380">We're going to watch a video of teens discussing what it's like to have to stand up to a friend who is bullying.</p> <p data-bbox="646 699 813 726">Play the video.</p>
<p data-bbox="212 892 261 919">5.15</p>  <p data-bbox="240 1176 456 1203">Discuss the video.</p>	<p data-bbox="1422 867 1521 894">2 minutes</p> <p data-bbox="646 903 1455 995"><b>What did Jordan and Jazmine say they might say to a friend who is bullying?</b> (“Stop being a jerk,” “I don’t want to hang out with you if you do that.”)</p> <p data-bbox="646 1031 1463 1123"><b>Nola mentioned that it could be awkward to stand up to a friend. Why is that sometimes true?</b> (You don’t know how they might react. They might turn on you.)</p> <p data-bbox="646 1159 1474 1251"><b>What did these students say about being friends with people who bully?</b> (They’d rather drop a friend who is bullying. If a friend values your friendship, they’ll stop.)</p> <p data-bbox="646 1287 1479 1379"><b>It takes courage to tell a friend or anyone to stop bullying. What does courage mean to you?</b> (Doing something even if you are afraid to do it. Doing something because you know it’s the right thing to do.)</p> <p data-bbox="646 1415 1484 1535"><b>Knowing this, what could give you courage to do something about bullying?</b> (Thinking about how it feels to be bullied. Remembering that it’s the right thing to do. Knowing it does make a difference.)</p>

### Outline

### Script and Instructions

4 minutes

5.16



Discuss bystander power.

[Bystander Power poster](#)

[Handout 5B: Bystander Power](#)

Let's talk about what else bystanders can do to be part of the solution.



Distribute Handout 5B. Ask a student volunteer to read it.

**What does it mean to be part of the solution? First of all, don't take part in bullying. Don't watch, don't laugh, refuse to participate, or leave so there's no audience for the bullying. Why would this help?** (If there's no one to watch, the person bullying loses the power and attention.)

**This also includes not bullying back. Sometimes your automatic response to being bullied or picked on is to get other people involved to bully the other person back. This is never a good solution and always leads to more trouble.**

**You can also offer support. Be an ally to someone who is being bullied. How could you be an ally to someone?** (Talk to the person. Offer to help. Keep him or her company. Let him or her know that you think it's wrong.)

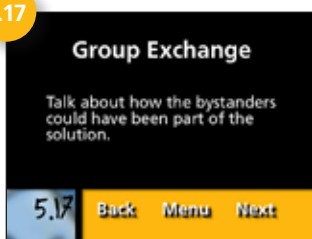
**In addition, bystanders can take action. Bystanders can walk away with the person who is being bullied. They can tell the person bullying to stop. They can distract the person doing the bullying. For example, they could make a joke. They can get support from an adult.**

**Who might you go to for help and support?** (Teacher, counselor, security person, office staff, coach, adult family member.)

**Getting support from an adult is not the same as tattling or snitching. Often, an adult can help you get perspective on a situation and help you brainstorm solutions.**

4 minutes

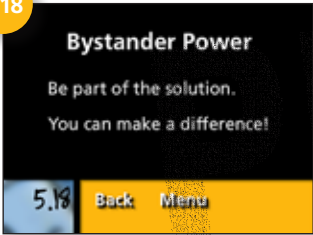

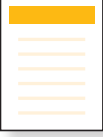
5.17



Introduce the group exchange.

Think back again to Emily, Ian, and Tyler's stories and do a group exchange about this question: **What could the bystanders in those stories have done to be part of the solution?**

You will have two minutes.

Outline	Script and Instructions
<p>Have students do the group exchange.</p> <p>Call on students at random to report.</p>	<p>Give students two minutes to exchange ideas.</p> <p>Possible responses: They could have refused to participate. They could have told the people doing the bullying to stop. They could have talked to an adult to help get some ideas about what to do. They could have been an ally to Emily, Ian, or Tyler in a variety of ways.</p>
<p><b>5.18</b></p>  <p>Summarize the lesson.</p>	<p style="text-align: right;"><b>2 minutes</b></p> <p><b>In this lesson we looked at bullying that can happen among people who know each other.</b></p> <p><b>Bullying is when one or more people repeatedly harm, harass, intimidate, or exclude another person. Bullying is unfair and one-sided.</b></p> <p><b>No matter which response you choose, the important thing is that you consciously make a decision to be a part of the solution in whatever way <i>you</i> feel is safe or appropriate. Doing nothing is the same as approving of bullying. It is being part of the problem.</b></p> <p>Review the Bystander Power poster and handout.</p> <p>Be part of the solution:</p> <ul style="list-style-type: none"> <li>• Don't take part in bullying.</li> <li>• Offer support. Be an ally to someone being bullied.</li> <li>• Take action against bullying.</li> </ul> <p>You can make a difference!</p>
<p>Grade 8, Lesson 5 Family Letter</p>	 <p>Send the Family Letter home via student mail, email, newsletter or standard mail.</p>
<p>Optional: "Bullying or Joking?" homework</p>	 <p>Distribute and explain the "Bullying or Joking?" homework.</p>
<p>Using Lesson Content Every Day</p>	<p>Remember to incorporate the Using Lesson Content Every Day suggestions into daily academic tasks.</p>