

## **GOALS of SAP:**

At SAP, C5 teens will have the opportunity to...

1. learn and become aware of social issues
2. share ideas, experiences and feelings with each other
3. appreciate one another's differences
4. think about pressures on each of us from
  - media
  - friends
  - society
5. develop tools to use in positive and constructive ways



## **SAP**

Year 2, Session 2

## **SAP Mission:**

The Social Awareness Program will increase participant's awareness of issues and how they impact their perception of themselves, of others and of the world.

Through the SAP program we strive to help participants understand themselves, appreciate those who are different from themselves and develop skills for dealing with issues related to peers, families, their communities and the world.

## **Bully, Bully**

### **GENERAL INFORMATION**

#### **C5 Outcomes:**

- Respects human diversity and is capable of living in a diverse community.
- Forms and maintains positive relationships.
- Develops leadership and navigation skills in the areas of: self-awareness, communication and group effectiveness.

#### **Materials Needed:**

Lesson Plan

CD and Lyrics "Waitin' On the World to Change" by John Mayer

Large Group Discussion Needs:

White Board and White Board Markers

\*CD and Lyrics "Waitin' on the World to Change" by John Mayer

DVD "ABC Primetime Cruel Intentions"

CD and DVD Player and Screen

\*Skits

Bookbag with books in it

Scenery that will act as a set of school lockers with a door that will open and is large enough to push someone into.

Large Poster Board that says:

" Sticks and Stones Can Break Your Bones BUT WORDS CAN NEVER HURT YOU" on one side and "IS A LIE" on the other

Index card for each participant

Personal Journals/Paste/Pens/Pencils

\*Lesson Plan for GC's: Insight (6 copies)

Index card for each group member

Pencil or pen for each group member

#10 can or bucket

## \*Items in File Box

**Required Time:** 60-90 Minutes

### **Definitions:**

**Bullying:** a repeated activity in which one member of a group is targeted for verbal abuse, spreading of hurtful rumors, and threats of exclusion from the group; face-to-face bullying may involve physical aggression including pushing, tripping, slapping etc.

**Cyber-bullying:** willful (intentional) and repeated harm inflicted by one person or group of people on another person or group of people through the medium of electronic text and pictures. When a child, pre-teen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, pre-teen, or teen.

## **LEARNING EXPERIENCES**

### **Introduction:**

Play CD “Waitin on the World to Change” . Selected staff performs the song.

### **Skit(s)**

1. Too Cool For School -

Two “Cool” Guys are standing in the hallway at school, by their lockers. Two other boys (“smaller and dresses different”) walk by. One of the Cool Guys call out “Hey Jeffy, I see you are with your boyfriend again. You two are walking mighty close there, watch those PDFs.” The other Cool guy laughs but says nothing. Jeff looks embarrassed and his friend says “I’ll see you later” and walks off. Jeff walks over to his locker and opens it to put his books away. He looks nervously at the two Cool Guys still standing there. The guy who spoke to him before saunters over and says: “What’s wrong Jeffy – can’t put your books up without your boyfriends help? Here let me do it” and then shoves Jeff into his locker pretending to try and close the door and squeezing him in the process. Once again the other guy laughs and slaps his buddy on the shoulder and they exchange a high five as they walk down the hall. Jeff pushes his way out of the locker and then just stands there.

### **Large Group Discussion (led by a Director)**

Director gets up in front of the group and holds up a poster that says:

**Sticks and Stones Can Break my Bones but WORDS CAN NEVER HURT ME!**

The Director says, “Repeat after me: Sticks and Stones Can Break my Bones but WORDS CAN NEVER HURT ME!

Now louder - Sticks and Stones Can Break my Bones but WORDS CAN NEVER HURT ME!

Once again louder - Sticks and Stones Can Break my Bones but WORDS CAN NEVER HURT ME!

Now turn over the poster to the side that says: IS A LIE! (don’t say anything for about 15 seconds)

Today we are going to be talking about Bullying. And learn about how sometimes words can be more fatal than sticks and stones. Can someone tell me what they think bullying is? (gather key words on the whiteboard).

Those are all good descriptions. We usually define bullying as: a repeated activity in which one member of a group is targeted for verbal abuse, spreading of hurtful rumors, and threats of exclusion from the group; face-to-face bullying may involve physical aggression including pushing, tripping, slapping etc.

In today's world bullying can be done face to face, but it can also be done electronically – through texting, on a computer, or through pictures or flyers. Sometimes you don't even know who is bullying you!

### **Activity 1**

#### **Have you Ever . . . Been Involved in a Bullying Situation**

Let me get everyone to stand up and stand in a circle. Hand everyone an index card and ask them to place the index card at their feet. Ask one participant to come and stand in the middle with you and bring their card. Place that card in the middle of the circle. We are going to play a special game of “Have you ever . . .” I have a list of questions here that have to do with Bullying. The person in the middle will pick one of the questions (one that hasn't been used before). If the person in the middle could answer the question with a yes they will say “ have you ever . . . “and read the question. Then everyone who has had that experience must move off their card to a new space – including the person in the middle who is trying to get a space in the circle. You can't move to a space right next to the one you are in and you can't go back to the space you were just it.

Now what happens if you are in the middle of the circle and you read a question and you have not had that experience. In that case you say “I have never . . . “ and all the people who also have never done that thing will move to a new space. So you have to listen carefully. Are we ready?

(List of questions is attached)

### **Activity 2**

OK. Grab your index card and find a partner. You and your partner can come back over her and sit together. With your partner, identify examples of bullying you have heard about, seen or experienced (you don't have to tell us which it is). Write down a list of your examples in your index card. You have 3 minutes to come up with your examples.

(Remind participants to list the examples they come up with on their index cards. Help any participants that are having difficulty finding a partner).

Now who has an example they can share? (allow about 5 youth give examples – ask a question if there isn't much detail or they list types rather than examples). Thanks for sharing your examples with us!

All of these types of bullying behaviors can be categorized under four main headings; Physical Bullying, Verbal Bullying, Relational Bullying and Sexual Harassment (Bullying). Do you see an example of each of these up here? Which one is Physical bullying?, Which one is verbal bullying? Relational bullying is when you convince other people to exclude or be mean to someone you don't like, is there an example of that? How about sexual harassment (if there isn't an example of this last one, refer back to the skit)?

Many bullies try to pass off acts of aggression as rough-housing between friends, just having fun. However, there is a difference between bad play and bullying. Bullying has three identifying intentions (have these written on the white board):

- There is a power difference between the individual being bullied and the bullier
- There is a negative intent on the part of the bullier to hurt, embarrass or humiliate the other
- The behavior is repeated, perhaps with others, perhaps with the same person, perhaps with the

same person over time

Now we are going to watch a video segment on bullying. This DVD focuses on cyber-bullying or bullying that is done electronically through computer chats, emails web-pages and texting.

### **View Video section 1 of ABC Primetime Cruel Intentions (4:28-15:38)**

After watching the video clip, the director asks the following questions of the group:

1. Tell me a little bit about what you've seen so far... is what those girls did normal behavior, something you've seen before?
2. Why do you think things got so out of hand with them so quickly?
3. Who decides who deserves to be bullied like that and who doesn't deserve it?
4. Is anyone safe from having something like that happen to them?
5. How can you ensure that you are not a part of that kind of issue? Can you?
6. What is this really about, when girls single other girls out like that?
7. One part of this segment focused on girls and the cyber-bullying they did in an experiment, have you known of any boys to do something similar on-line? When boys single each other out, what is it usually for? Why do you think it happens?

### **View Video section 2 (19:14-22:09)**

Whether it is in Cyber space or face to face, in most cases of bullying, there are three roles that people take in a bullying situation:

- A. The Bully
- B. The Target
- C. The Bystander

Any one of the people in these three roles can change the situation, if they choose to. For instance, lets think back to our opening skit. Who was the Bully? Who was the Target? Who was the Bystander (hint: there were two of them)?

We are going to break up into our small groups and spend a few minutes talking about what you saw in this last segment of the video. Then we are going to consider how we can eliminate bullying from here at camp, back at school and back in our communities.

Our challenge is to identify things that each of the three roles (Bully, Target and Bystander) could do to change the situation from bullying to a positive interaction. After we have generated some ideas, you will be given a scenario to play out that demonstrates both the bullying and the things that each role could do differently to stop the bullying. OK, let's get into our small groups

(while the small groups are meeting walk around and look for a group that could share their skit(s) to demonstrate a really effective technique)

### **Lesson Plan for Small Group Facilitators:**

#### **Small group discussion:**

With your small group, ask the following questions about the video:

1. What has the video left you thinking about?
2. Is there ever a time when bullying someone like that would be OK?
3. Have any of you seen anyone become the Target of cyberbullying?

4. Can you think of a time when you have been a cyberbully?
5. Can you think of a time when you were a Cyber-Bystander – someone who watched someone else cyberbully someone and maybe even encouraged it?
6. What kinds of things can we do as young leaders to ensure that our internet interactions are appropriate, and not demeaning?

### **Activity 1**

“Now let's talk about what we can do to eliminate bullying situations. As we discuss this let's keep in mind what we have discussed about both normal Bullying and Cyber bullying.” Write “Bully” up on your flip chart paper. Ask “What could a Bully do to change the situation where bullying happens?” (Look for answers that describe positive alternatives, not just stopping the harassment but looking for positive ways to interact.)

Now write on the next piece of flip chart paper: “Target” and ask “what can the Target do to change the situation where Bullying happens? (Avoid solutions that turn the target into a bully or force the target to hide from the bully.)

Now write “Bystander” on the last piece of flip chart paper. What can the Bystanders do to change the situations where Bullying happens?

Once you have generated some ideas. Explain to the group that we are going to try out some of our ideas in a short skit. There will be 4 “takes” of the skit –

Take one for the way it is originally written, and one take each for the changes made by the Bully, the Target and the Bystanders. Hopefully what we will see is that if even one person in the skit changes their behavior, it causes the other people in the situation to change their behavior.

“I'll read the scenario and then we'll choose roles.”

Read your assigned skit and then help the members of the group select roles. Everyone should play a part – extras play additional bystanders.

Take 1 - The first time you act out the skit, so it is exactly as written.

Take 2 -The second time you act out the skit, have the group choose from the ideas they have generated for Bullies and have the bully try out that ideas to change the situation.

Take 3 - The third time you do the skit, have the group choose ideas for the Target and have the Target try the ideas that the group chose.

Take 4 - The fourth time you do the skit have the group choose ideas for the bystanders and then have the bystanders try out the ideas.

You may have to coach the “players” to consider how the changing situation would affect their behavior or ask other members of the group what they think would happen as a result of the changed behavior.

### **Conclusion**

#### **Reconvene for Large Group Discussion:**

Bring the teens back together into a large group.

If time allows, let a group do a skit that demonstrates a really effective technique for stopping bullying and/or

Ask if any of them came up with some good ideas of ways that the people involved could stop bullying?  
How could the bully have stopped it?  
How could the Target have stopped it?  
How could the Bystanders have stopped it?

Have the participants take out their journal and take a few minutes to write down some ideas they have for stopping bullying in their school and in their community when they get back home.

Additional questions for the journal:

How can you as a young leader in your community, ensure that your behavior on the internet is respectful to everyone in that community, and how can you encourage others to do the same?

What should you do if you were the victim of cyber-bullying or if someone you knew was a victim?

**Session developed by:** Clare-Marie Hannon

**References:**



## **Bully, Bully**

### **SAP Lesson Plan for Group Counselors**

#### **Journal Entry**

Have the participants take out their journal and take a few minutes to write down some ideas they have for stopping bullying in their school and in their community when they get back home.

How can you as a young leader in your community, ensure that your behavior on the internet is respectful to everyone in that community, and how can you encourage others to do the same?

What should you do if you were the victim of cyber-bullying or if someone you knew was a victim?

#### **Insight**

Hand out index cards to the members of the group and ask them to write one example of bullying they have seen or experienced (either real or virtual). Have them fold the index cards and place them in a bucket or #10 can.

Tell the group that they are a friend of the person being bullied in the situation on the card. Your friend is telling you about the situation and wants your advice because he respects you as a leader and friend.

Ask a volunteer to reach in the can and pull out a bullying situation and read it to the group and then answer what they would tell their friend to do. Invite others in the group to add their ideas.

Continue around the group until everyone has had a chance.

You guys have come up with some great ideas. I'd come to you if I needed advice and help! Tonight we have spent a lot of time talking about a pretty intense subject – how people are cruel to each other. I feel like we need to change the message here. So we are going to spend the next few minutes planning a "Random Act of Kindness". Random Acts of Kindness are little things we can do to brighten some ones day. First let's think of someone here in camp who could use a little kindness, maybe someone we forget to show our appreciation for (anyone will do but here are some ideas: camp cooks, camp nurse, Maintenance guy, your relief counselor, campers or counselor in another cabin, a Director or Team Leader, activity instructor). Who do you think we should choose? (work with the group to come up with someone they want to recognize). Now what can we do to brighten their day tomorrow: (once again work with the group to come up with an appropriate idea that won't keep the group from participating in the regular program).

Suggestions include: thank you cards, singing (serenading another group in camp, leaving coupons for others that say your group will do their camp Kapers (chores) or wait on their table, setting the dining hall for the entire camp, making signs of encouragement for camp or another cabin. Spend the balance of your insight planning how you will carry out your “Random Act of Kindness”.

### **Other Tools**

[Netsmartz.org](http://Netsmartz.org)

[Cyberbullying.us](http://Cyberbullying.us)

[Stopbullyingnow.hrsa.gov](http://Stopbullyingnow.hrsa.gov)

## **Have You Ever . . . Been involved with a Bullying Situation**

1. Repeatedly shoved, or punched or physically pushed around in a mean way a boy or girl, just because I(you) felt like it?
2. Had someone else hurt someone I(you) don't like?
3. Stood by doing nothing while someone I(you) knew was being bullied?
4. Spread a nasty rumor about someone, in conversation, in a note, or through email or instant messaging?
5. Written an email to someone pretending it was from someone else?
6. Changed a picture and made it look like people were doing something they weren't supposed to do and then shared it with others?
7. Regularly kept one or more kids from hanging out with me(you) at my(your) lunch table at school?
8. Regularly kept one or more kids from hanging out with me(you) during sports or other activities?
9. Teased people in a mean way, calling them names, making fun of their appearance, or the way they talk, dress or act.
10. Been part of a group that was bullying an individual or group?
11. Said something mean about how another kid was dressed when other people were around, so they would laugh?
12. Used a picture I(you) took of someone, to threaten them with embarrassment?
13. Joined in with laughing at someone who was the victim of another person's bullying?
14. Told an adult when I(you) saw someone being bullied?
15. Taken something away from someone and played keep away with the item to frustrate the person?
16. Tried to stop bullying at my(your) school?

## Scenarios/Skits for Small Groups:

### Girls Skit 1

Sondra is planning a slumber part for her birthday. Her parent set a limit of 8 girls, so Sondra can't invite everyone she would like to. Two girls Shelly and Marta, who were not invited to the party hear about it and get angry that they weren't invited.

Shelly and Marta make a "we hate Sondra Jones" web site. They say that anyone invited to the party should not go. They tell people at school the web address and invite them to add new reasons why they hate Sondra and to spread ugly rumors about her.

When Sondra hears about the site she gets a sick feeling in the pit of her stomach. Unable to ignore it, she checks the site often. Each day she finds a new nasty comment or joke about her. She feels hurt and powerless to defend herself. Sondra is too embarrassed to go to school and tells her parents she is sick. She also decides she doesn't want a party – after all who would come anyway?

### Boys Skit 1

Joe and Ben are standing in line to buy tickets and get a seat for the basketball game later in the afternoon. They are talking about the basketball game that their school will be competing in and the potential for the team to get into the district finals. Martine saunters up with his buddy Lawrence (both Juniors) and push in front of Joe and Ben.

Martine: "Hey look, Joe here asked me to take his place in the front of the line."

Lawrence: Laughs and says "Joes a generous guy. He told me I could have his friend Squash Face's place (motioning toward Ben). Thanks a lot Joe."

Ben: Go to get to the back of the line and wait your turn like everyone else.

Martine: Oh . . .and who is going to make me Squash Face.

Joe: Let it go, it's not that big of a deal.

Ben: It's a big deal to me we've been waiting here an hour to be the first in line. You know there aren't enough tickets for everyone – anyway I want a good seat.

Martine: I'd listen to your friend, unless you want to end up under the bleachers instead of sitting on them at the game today.

At this point, teacher walks up and tells Martine and Lawrence to go to the back of the line. As they are walking away, Martine looks back and says:

Martine: You two better watch you back Squash Face . . .