

BULLYING

Unit overview: you are going to learn about bullying; its different types, its shapes, its effects and its consequences as well as possible ways of dealing with it. An opportunity will be put forward for you to help avoid being bullied or help a peer who either bullies or is bullied.

Vocabulary: bullying-related vocabulary.

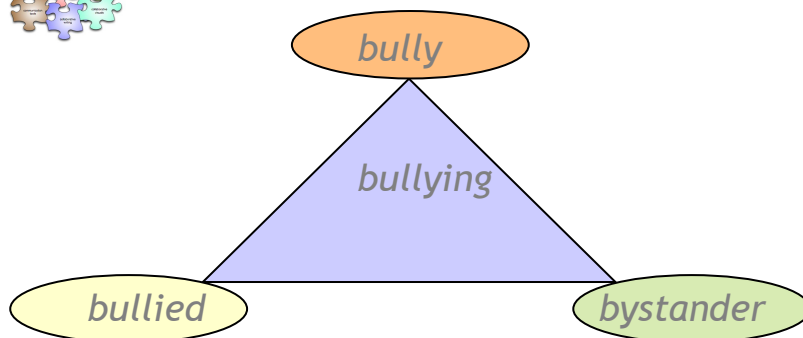
*I shall remember forever and will never forget
Monday: my money was taken.
Tuesday: names called.
Wednesday: my uniform torn.
Thursday: my body pouring with blood.
Friday: it's ended.
Saturday: freedom.*

The final diary pages of thirteen-year-old Vijay Singh.
He was found hanging from the banister rail at home.

-Neil Marr and Tim Field,
*Bullycide: Death at Playtime-An Exposé
Of Child Suicide Caused by Bullying.*

BULLY BULLIED BYSTANDER THREE CHARACTERS AND A FINAL TRAGEDY

- **GROUP WORK:** Do the following tasks:



- Look at the triangle and think of a definition for *bully*, *bullied* and *bystander*.
 - *A bully is someone who (...)*
 - *Someone who is bullied (...)*
 - *A bystander is someone who (...)*
- Describe strategies *bullies* often use. Use the words in the box. Ask your teacher for help if you do not know any of them.

Call names / tease / push or pull about / hit or attack / spread rumours/
take possessions or throw around /shun / deceive

1. Bullies call peers names.
2.
3.
4.
5.
6.
7.
8.

- Read the following experiences some teenagers recount and, in pairs, decide whether they are examples of **bullying**, use a dictionary to look up the words you do not know:

‘When I was little I was attacked by a dog. Now I have a scar in my cheek. My friends tease me and call me “scar-face”. What does it matter what you look like? It is what is underneath that counts.’
John (11)

‘At my last school I was constantly beaten up and threatened because I am gay. No one helped me at all. Teachers just watched and did nothing. It was terrible.’ Paul (15)

order in class. We all gave him a bad time – I felt sorry for him. He looked as if he was going to cry at times.’
Jordi (16)

home from school I always meet this guy who intimidates me and takes my money. I dare not tell anybody. I know he would get me if I did.’
Sheena (16)

Other pupils have started calling me “mora” and making fun of the way I dress (they specially dislike my headscarf) and the way I talk.’ Fatima (17)

‘When I go into the playground, the other boys just turn their backs on me or pretend I don’t exist. They have been doing this for weeks.’
(Gary 14)

- **TEASING & BULLYING.** Read John’s story again. **Can you tell the difference between ‘teasing’ and ‘bullying’?**
- Discuss some examples of **teasing** with your friends. Do you all positively agree on what is **teasing** and what is **bullying**?

THE THREE KINDS OF BULLYING

- Read the experiences reported above again and say which person suffers any of the three following kinds of bullying and then **describe each one**:

Physical bullying

Verbal bullying

Psychological bullying

- **Why do you think bullies bully?**

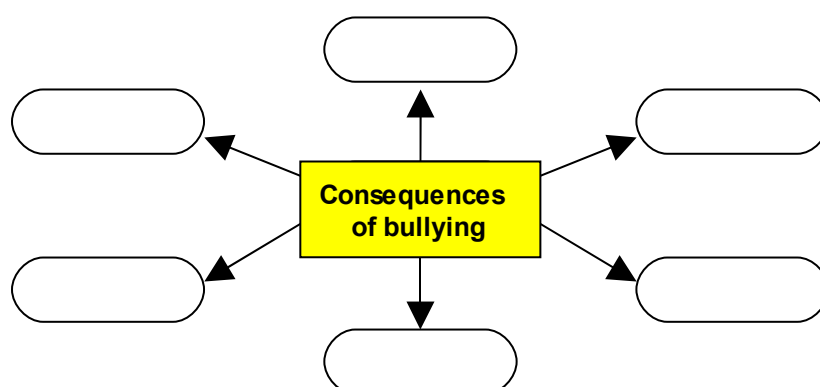
Bullies are neither strong nor tough. Most of the time, however, they need to pretend they are powerful because deep down they feel weak. They have problems and need help too. They may feel jealous of other pupils, unhappy with themselves or insecure or they might even be victims of bullying some place else. They feel miserable and the only way they can find to combat this misery is harassing other people. After that perhaps they feel bad and try to justify their acts claiming that it was the victim's fault or that the victim deserved it.

- **Roleplaying**

In groups of 3 or more people, use your imagination and try to roleplay a bullying incident. Decide who will play the different parts and over what the incident will be.

CONSEQUENCES OF BULLYING

- **Brainstorm.** Think of as many consequences as you can that bullying entails. Complete the following diagram:



Creative writing

Write about a typical real or invented bullying incident. Say what happened and why. What happened to the people involved?

- **What is it like to be bullied?** Can you imagine how the person feels? Can you imagine how they suffer? Here is how someone explained **what it is like to be bullied**. Use the words in the box to complete the paragraph.

Bullying _____. It makes you _____ and upset. It can make you so worried that you can't work _____ at school. Some children have told us they have _____ school to get away from it. It can make you feel that you are no _____, that there is something _____ with you. Bullies can make you feel that it's your _____.

well skipped hurts scared good fault wrong

-  **Ben's Story.** Visit the following website and read a distressing story.

<http://www.bullying.co.uk/bensstory.pdf>

- Answer the questions on *Ben's Story*.
 - How would you describe Ben when he was in junior school?
 - What happened to one of his friends in year 7?
 - When did he start being bullied?
 - What kind of things did the bullies do to him?
 - Whose fault did he think it is?
 - What did he then decide to do?
 - How did his parents react?

How can you know whether a friend is being bullied?

You and your friends have come to school together for a long time. Lately, however, a member of the group doesn't laugh or cheer as he/she used to in the past. He/she seems distracted and irascible. You can't understand what is happening to him/her. He/she refuses to talk about his/her problem. Consider the possibility of your friend being bullied at or outside school. This would be the common response to a bullying situation. Your friend, now a victim, is feeling harassed and troubled and most of the time he/she is thoughtful or distracted. There isn't a specific reason that a bully needs or any specific subject a bully targets. Maybe the victim's got braces, or he/she is the tallest boy/girl in class or has a different religion... anything will seem fair game for a bully.

- **Read the following piece of writing a boy mailed to a forum:**

'I have a group of mates at school, and more and more frequently they make fun of me and make me feel lousy and what seems to make them happy is either the clothes I wear, the music I listen to or the things I say, or just how I look. I don't really have another set of mates so I don't really have anywhere else I can go. I think I have a depression and I don't know what to do!.

*Any ideas or thoughts?
I'm male and 16.*

WHAT CAN YOU DO? HOW CAN YOU DEAL WITH BULLYING?

- How could you have helped Ben or how could you help the person in the previous point or a friend who is being bullied? What ideas or thoughts would you share with them? Write three ideas in the boxes.

- What if you are the target?

There are a number of things that you can do if you find yourself in such a disgraceful situation or if you know of someone who is the objective of bullies. Tick what you would do.

- I would step away from the conflictive situation and tell someone I can trust.
- I would not talk it over with my true friends.
- Let the victim know that you are on their side.
- Try to alleviate my fear by talking with someone who really cares.
- Tell the bullies how brave they are.
- I would tell a teacher, Head teacher, an adult or, if the incident occurs outside of school I would even let the police know.
- I would beat the bully up.
- I would avoid places I know the bully frequents.
- I would change school.

- THE POST-IT BOARD – A MESSAGE TO THE BULLY

What would you say to a bully to make him/her stop? Write what you would say on a post-it and put it up on the post-it board which your teacher has hung in class.



- **IN SCHOOL** Read the poem a student from Clydebank High School (Scotland) wrote.

THE BULLYING POEM

People often judge others
By the way they do or do not look
It seems it's not cool in school
To be seen reading your book!

She was shy and quiet
And top of the class,
She was tall and pretty
And the envy of some in class.

They picked on her
For reasons that didn't seem right,
Her good looks and brains
And because she wouldn't fight!

She found the strength to tell those
That she knew would really care,
With help and advice from those she told
Bullies BEWARE!...

*By Chantell Bulloch 1C2
Winner of the Clydebank poetry contest
(2006/2007)*

School is one of the places in which bullying can effectively be dealt with. It is, in any event, the place where a considerable number of bullying cases originate; consequently schools must have measures in place to encourage good behaviour and respect for others on the part of pupils, and to prevent all forms of this phenomenon. It is a long way to go but if schools tackle bullying effectively a good part will have been completed. Quite a few institutions have started implementing such interesting strategies as poetry contests, making posters, singing songs, plays, interviews, surveys or after-school activities. However, schools do not have the sole responsibility regarding this matter. The community at large should not tolerate bullying; families should also take a stand and make sure that their children know about the importance of mutual acceptance and respect. An added-up problem is the fact that adults have for too long believed that bullying is just part of the growing process, that there have always been kids who are feeble and kids who are tough; this acceptance has encouraged this widespread behaviour. It is clear, therefore, that the involvement of the whole community is required to put an end to this pattern. In some places the community has set a step forward, involving itself, and advocating for anti-bullying action: an example of this is the fact that some shop owners have teamed up with schools to offer bullied students a walk-in haven to make their everyday walk to and from school a safe one.

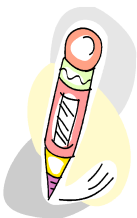
- Group activity – School approach



Do a school survey to find out what children, teachers and staff think about bullying. What is the school doing to tackle this problem? Is it really a problem, should children tell if they are being bullied? Who should they tell? Should a plan be implemented to prevent students from being bullied? In groups, write a list of questions and share the information you obtain with the rest of the class.

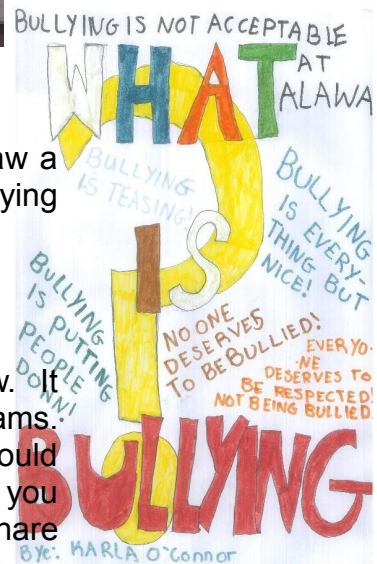


- POINTERS**
- ✓ If you look upset your aggressors will think that they are winning.
 - ✓ Show self-confidence.
 - ✓ Pretend not to hear nasty comments or insults.
- Do not support bullying attitudes towards anyone.**



Drawing

Look at the bullying posters on this page. Draw a poster with your own ideas for tackling the bullying problem in school.



- Videosong.** Watch the video in the URL below. It features the song *Sound the Bugle* by Bryan Adams. While listening to the song, think of strategies you would implement to stop bullying. Whose responsibility do you think it is to put an end to such an evil practice? Share your ideas in groups.

<http://uk.youtube.com/watch?v=ysPetZ4ggDM>

- KNOWLEDGE QUEST**
Complete the summing report your teacher will give you.