LESSON 6

Bullying

Ages 12–15

Lesson 6. Bullying

Ages

12–15

Learning Objectives

Cadets and JCRs will be able to:

- Identify the different types of bullying (Activity 1).
- Understand the differences between bullying and teasing (Activity 1).
- Describe the impact of bullying (Activity 2).
- Identify helpful ways to stop bullying (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).

Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

Learning Tools and Materials

If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Four Types of Bullying
- Look, Listen, Link, Live©
- Kids Help Phone
- Community Resources

Handouts:

- Pictures
- What Can I Do? Scenario Cards
- Bella's Story
- Support Circles
- Safety Plan

Videos:

- (Optional) Rumor (time: 3:01)
  https://www.youtube.com/watch?v=yHPLfRsUjQY&feature=youtu.be
- (Optional) This Is Not A Comedy (time: 5:30)
  https://www.youtube.com/watch?v=dX3mDsVixxk&feature=youtu.be

Lesson Preparation

Introduction

- Nil.

Activity 1. Types of Bullying

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - Four Types of Bullying.
- Gather 10 Post-it Notes for each group.
- Ensure that participants have a pen or pencil.
- Prepare four pieces of flip chart paper, each displaying the title of one type of bullying at the top, from Activity 1, Paragraph 4. Post the pieces of flip chart paper around the room.

Activity 2. Put Yourself in My Shoes

- Print the pictures, and post them on the walls around the room.
- Optional activity: If you wish to also use a video during this activity, choose your video ahead of time, and set it up so it is ready to play:
  - Option A: Rumor (time: 3:01); or
  - Option B: This Is Not A Comedy (time: 5:30).

Activity 3. Standing Up to Bullying: Intervention Strategies

- Print a What Can I Do? Scenario Card for each group.
- Ensure that participants have a pen or pencil.

Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - Look, Listen, Link, Live©;
  - Kids Help Phone; and
  - Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - Bella's Story;
  - Support Circles; and
  - Safety Plan.

Introduction

Estimated Time

3–5 minutes

Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.

This lesson will help you understand the different types of bullying. We will also identify ways to stop bullying and stand up for people who are being bullied.

It is important to avoid using the label "bully" or "victim" when referring to any person, especially a youth. Rather than making a pronouncement about who someone is, we instead want to focus on their behaviour, which they can change if they choose. Bullying others is not about "who you are". It is about "what you do".

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.

Kendra calls Mary and Liz over to her locker. She tells them that Bella was making out with Brendan at a party on the weekend. She calls Bella a slut and says she is going to let everyone in the school know about it.

Bella approaches the group to say hi, and the girls grab their books and walk away. Then at lunch, Bella overhears a group of students talking about her and Brendan. She tries to tell them it isn't true, but everyone just laughs at her.

You hear the rumours being spread around the school about Bella. Later that day, you find her standing outside, crying.

What type of bullying is happening: verbal, physical, social, or cyber?

Answer:

Social. "Social bullying" is hurting someone by ignoring, isolating, excluding, spreading rumours, or breaking up friendships on purpose.

Do you see this type of bullying happen in your school or in the cadet / JCR program? Can you give some examples?

We are going to do an activity to further explore and understand the dynamics of bullying.

Activity 1
Types of Bullying

Estimated Time

15–20 minutes

1. In this activity, we are going to define the different types of bullying.

   Divide the participants into small groups (four or fewer participants per group). Distribute 10 Post-it Notes to each group.

2. In your group, please list examples of bullying behaviour that you have seen at your school, in the community, or in your cadet / JCR program. Write one example on each Post-it Note.

   Give the groups a few minutes to complete their list.

3. Display the Four Types of Bullying content, using the presentation slide or the alternative method you have prepared. Read out the title of each type of bullying, and ask the groups to call out examples of how that type of bullying looks in their school, community, or cadet or JCR program.

Four Types of Bullying

"Verbal bullying" is using words to hurt another person; for example, name-calling, insults, threats, and hurtful teasing.

"Physical bullying" is hurting someone in a physical way; for example, hitting, kicking, slapping, pushing, punching, shoving, threatening someone, or breaking someone's belongings. This can also be considered physical assault, and it is against the law.

"Social bullying" is hurting someone's relationships. This could include ignoring, isolating, excluding, spreading rumours, trash-talking, or breaking up friendships on purpose.

"Cyberbullying" is using social media, texting, and email to hurt someone; for example, posting an embarrassing video, or posting photos with really mean hashtags.

4. Explain that you have posted four pieces of flip chart paper around the room, each displaying the title of a different type of bullying at the top: verbal bullying, physical bullying, social bullying, and cyberbullying. Have the groups place each bullying example under the type of bullying that best describes it. Give the groups a few minutes to complete their task.

5. When the groups have placed all their Post-it Notes, review some examples from each piece of flip chart paper.

6. We are going to look at the difference between teasing and bullying. Teasing can be a normal and fun part of a relationship when the teasing is positive. How can you tell if teasing is positive?

Possible answers could include:

- It is usually done within a strong friendship.
- Both people enjoy the teasing and consider it being affectionate.
- The person doing the teasing is using a friendly, joking tone of voice and is smiling.
- The person being teased is not upset.

7. Can teasing become bullying?

Answer:

Yes, teasing can become bullying in the following ways:

- The teasing becomes negative and aggressive.
- The person teasing has more power and influence among peers.
- The teasing is repeated over and over.
- The person being teased feels hurt or upset.
- One person is teasing the other person in order to hurt or upset them.

8. If we are teasing someone and we see that they are looking distressed or hurt, what can we do?

Possible answers could include:

- Stop what you are doing.
- Apologize for your actions.
- Think about how you use teasing with others. If you tease your friends, ensure your teasing is positive and not hurtful.

Activity 2
Put Yourself in My Shoes

Estimated Time

15–20 minutes

1. In this activity, we are going to talk about the impacts of bullying. Have you ever heard about someone's problem and thought, "I know how they feel"? How do you know how someone feels?

   Possible answers could include:
   - The same thing happened to me.
   - The same thing happened to someone I know.
   - I saw it in a video or a movie or on TV.

2. "Empathy" is the ability to understand and share how someone else is feeling by imagining what it would be like to be in that person's situation. We know that bullying has an impact on everyone involved. Thinking about how you would feel can help you understand what others might feel, and even why they act the way they do.

3. There are different participants in a bullying situation: the person who bullies others; the person who is bullied or targeted; and the people who are bystanders and watch it happen.

4. Let us try to understand how it might feel to be a person being bullied. If you look around the room, there are pictures on the wall. Go stand by the picture that shows how you think the person being bullied might feel. Imagine: what would their experience be like?

If you feel your group would benefit from a specific example of bullying as a starting point for this activity, you may choose one of the following videos to show. Go through the same exercise of having the participants choose a photo, but for the characters in the video: the person bullying others; the person being bullied or targeted; and the person who is a bystander.
- Option A: Show the video, Rumor (time: 3:01).
- Option B: Show the video, This Is Not A Comedy (time: 5:30).

5. Give the participants time to choose a photo and stand beside it.

   Does anyone want to share why you chose to stand beside that photo?

   Allow a few volunteers to share their answers.

6. Now, let us try to understand the person who is bullying others. Go stand by the picture that shows how you think the person bullying someone might feel. Imagine: what would their experience be like?

7. Give the participants time to choose a photo and stand beside it.

Does anyone want to share why you chose to stand beside that photo?

Allow a few volunteers to share their answers.

8. This time, try to understand the person witnessing the bullying. Go stand by the picture that shows how you think the person witnessing the bullying might feel. Think about their experience as a bystander, watching bullying happen.

9. Give people time to choose a photo and stand beside it.

Does anyone want to share why you chose to stand beside that photo?

Allow a few volunteers to share their answers.

10. Have everyone sit down.

Each of you imagined how each participant in bullying was feeling and what they were experiencing. By doing this, you showed empathy!

Thinking about how other people feel can help us to step in and stop bullying. This is important, because bullying does not just hurt at the time; it hurts for a very long time after.

For the person being bullied, they may feel sad, angry, scared, and alone. They may stop coming to school, stop spending time with friends, and think about hurting themselves.

For the person bullying, they may have trouble at school. They may not have good friendships because people are afraid of them. They may feel guilty and angry, but not know how to deal with their feelings.

For the person who witnesses bullying, they may feel nervous, scared, and angry about what happened. They may feel guilty for not doing anything. At the same time, they may feel scared that if they step in, they could get bullied, too.

Activity 3
Standing Up To Bullying: Intervention Strategies

Estimated Time

10–15 minutes

1. In this activity, we are going to look at different strategies we can use to stand up to bullying. We know that bullying is about using power in a negative way. We also know that most bullying happens when other people are watching. Bystanders act as the audience, and give the person or people doing the bullying the attention they need, increasing the power that they think they have.

2. Ask the participants to raise their hands if they have ever witnessed a bullying situation.

3. You may or may not have intervened when you saw the bullying take place. The truth is, although bystanders can give power to those who bully, bystanders also have their own power. In fact, they can have the greatest impact on what happens in the situation. Bystanders can choose to use their power in either a positive or a negative way.

4. Divide the participants into small groups (four or fewer participants per group). Have each group brainstorm a list of things they could do to intervene and help someone who is being bullied. What strategy have they used that has worked in the past? What have they seen others do that was effective? Give the groups a few minutes to brainstorm strategies.

   Have each group share examples from their list. Use the following speaking notes to supplement the discussion with any strategies that may have been missed:

   - Speak up when the bullying is taking place. This can be as simple as saying, “That is not cool,” or, “Leave them alone.”
   - Use assertive language to address the person who is doing the bullying. You could say, “I feel uncomfortable when you talk to people like that. Please stop.”
   - Defend the person who is being bullied. You could say, “Scott does not deserve that. He is a nice person.”
   - Distract the person who is doing the bullying. You could say, “Hey, Jason, this is not cool. How about we go shoot some hoops?”
   - Rally your peers to stand up, too. You could say, “Does anyone here actually think this is funny? I did not think so. We need to do something.”
   - Invite the person being bullied to leave the situation and to hang out somewhere else with you. You could say, “Hey, Julie, you do not need to listen to that. Come eat lunch with me.”
   - Check to see if the person who was targeted is okay. You could say, “Kai, I saw what happened earlier with Chase. That was not okay. Are you alright?”
   - Tell an adult (e.g., a counsellor, a teacher, a principal, a coach, or another trusted adult) about what happened. You could tell an adult, “I heard Hari saying hurtful things to Azmi earlier, and I think it really bothered her. He is making people feel unsafe, and that is not okay.”
   - Question the person who is doing the bullying about their behaviour, especially if you are friends. You could say, “Dude, that is not funny. Why do you do that? I do not really want to be around you when you talk to people like that.”

- Express empathy to the person who is being bullied. You could say, “Sam, what Alex said to you earlier must have really hurt. I feel bad that you had to listen to that. How can I help?”
- Use helpful community resources, like Kids Help Phone.

5. Distribute a What Can I Do? Scenario Card to each group.

The number of participants will determine the size of the groups and how you choose to assign the scenarios—whether you will need to use them all, or whether you will need to repeat scenarios.

6. Explain that each scenario describes a bullying situation. Have each group read their scenario together and then decide how they would respond as a bystander. Encourage them to consider the different intervention strategies that they came up with or that were discussed as a larger group. They need to choose the strategies that they feel would work best for their specific scenario. Let them know they will be asked to share the strategies they come up with. They can choose to describe their strategies verbally or to role play their strategies. Give the groups a few minutes to choose their strategies.

7. Have each group read their scenario out loud and share their intervention strategies.

8. Standing up for others is important, but so is staying safe. If speaking up does not make the bullying stop, get help from someone who can safely intervene.

What Can I Do? Scenario Cards

1	You notice that a student in your class is often excluded and left out. They always eat their lunch in the cafeteria alone.
2	In your corps / squadron / patrol, you notice that someone is being teased, and that they look hurt and upset.
3	Your friend breaks into another student's locker and dumps garbage in it. Your friend laughs and says the kid deserves it for being so stupid.
4	You discover that a very embarrassing photo of your friend is circulating on social media. People are sharing the photo and making mean comments.
5	You are sitting in the cafeteria, and you hear a student at your table making mean jokes about another student's sexual orientation. When you walk by their locker later, you see the word "fag" scrawled across the front.
6	You are walking with some friends when a kid walks by and your friend calls out, "Hey, fatty! Lose some weight!" Your friend continues to make embarrassing comments about the person's weight.

© Her Majesty the Queen in Right of Canada, represented by the Department of National Defence, 2021

Conclusion

Estimated Time

5–10 minutes

Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded the safe people they would talk to. Are these the same people they would talk to about a bullying situation? Allow them time to record any changes.

Intervention: How to Help

Look, Listen, Link, Live©: How to Help a Friend

1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.
2. Display the Look, Listen, Link, Live© content, using the presentation slides or the alternative method you have prepared.

This is a four-step model that we use to help a friend. Let us consider how we can help Bella from our scenario. We are going to review the scenario and help Bella using the Look, Listen, Link, Live© model.

Read the scenario out loud.

> You may distribute copies of the scenario (Bella's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.

Kendra calls Mary and Liz over to her locker. She tells them that Bella was making out with Brendan at a party on the weekend. She calls Bella a slut and says she is going to let everyone in the school know about it.

Bella approaches the group to say hi, and the girls grab their books and walk away. Then at lunch, Bella overhears a group of students talking about her and Brendan. She tries to tell them it isn't true, but everyone just laughs at her.

You hear the rumours being spread around the school about Bella. Later that day, you find her standing outside, crying.

3. Have the participants go through the four steps of the Look, Listen, Link, Live© model by asking the questions below.

STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Bella needs help?

Possible answers could include:

- Bella is being bullied by Kendra.
- She is upset that a rumour has been spread about her.
- She is crying.

STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Bella to talk to her? What would you say?

Possible answers could include:

- Ask Bella to go for a walk.
- Ask her if she is okay, and try to help her calm down.
- Let her know you are sorry this is happening to her and that you are here to listen.

STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Bella for help and support?

Possible answers could include:

- Suggest that Bella could call or text Kids Help Phone to talk about her feelings.
- Connect her with a school counsellor to talk about what happened.
- Offer to go with Bella to talk to Kendra about the hurtful rumour she is spreading and tell her it needs to stop.
- Encourage Bella to talk to her parents / caregivers.
- Let her know that you are available for support.

STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Bella?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Take Bella to a movie, or do something else fun together.

4. To summarize, display the Look, Listen, Link, Live© content, using the presentation slides or the alternative method you have prepared.

Closing Comments

- Most bullying happens when other people are around, so people who witness bullying behaviour are often in a good position to make it stop.
- It is important to stop bullying when we see it happen. This makes a safer, healthier environment for everyone.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.
- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.
- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.

Bella's Story

Kendra calls Mary and Liz over to her locker. She tells them that Bella was making out with Brendan at a party on the weekend. She calls Bella a slut and says she is going to let everyone in the school know about it.

Bella approaches the group to say hi, and the girls grab their books and walk away. Then at lunch, Bella overhears a group of students talking about her and Brendan. She tries to tell them it isn't true, but everyone just laughs at her.

You hear the rumours being spread around the school about Bella. Later that day, you find her standing outside, crying.

Using the Look, Listen, Link, Live© model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Bella needs help?
- STEP 2: LISTEN. How would you approach Bella to talk to her? What would you say?
- STEP 3: LINK. Where would you link Bella for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Bella?

© Her Majesty the Queen in Right of Canada, represented by the Department of National Defence, 2021

References

Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.

Embrace Life Council & Government of Nunavut. (2013a). Bullying is a painful reality for a majority of Canadian children and youth, and Nunavut is not an exception. Retrieved from http://inuusiq.com/resources/bullying/overview/

Embrace Life Council & Government of Nunavut. (2013b). Rumor [Video file]. Retrieved from https://www.youtube.com/watch?v=yHPLfRsUjQY&feature=youtu.be

Gladden, R., Vivolo-Kantor, A., Hamburger, M., & Lumpkin, C. (2014). Bullying surveillance among youths: Uniform definitions for public health and recommended data elements. (Version 1.0). Atlanta, G.A.: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, and U.S. Department of Education.

Pepler, D. & Craig, W. (2000). Making a difference in bullying (No. 60). Toronto, O.N.: LaMarsh Centre for Research on Violence and Conflict Resolution and Queen's University.

Pepler, D. & Craig, W. (2014). Bullying prevention and intervention in the school environment: Factsheets and tools. Kingston, O.N.: PREVNet.

PREVNet. (2013a). Bullying: Definitions. Retrieved from http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Bullying-Definitions.pdf

PREVNet. (2013b). Peers and bullying. Retrieved from http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Peers-and-Bullying.pdf

PREVNet. (2013c). Physical health problems and bullying. Retrieved from http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Physical-Health-ProblemsandBullying.pdf

PREVNet. (2013d). Psychosocial problems and bullying. Retrieved from http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Psychosocial-Problems-and-Bullying.pdf

PREVNet. (2015a). Bullying is a violation of child rights. Retrieved from http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_bullying_and_child_rights_infographic_2015.pdf

PREVNet. (2015b). Facts & solutions. Retrieved from http://www.prevnet.ca/bullying/facts-and-solutions

PREVNet. (2016). Signs of bullying. Retrieved from http://www.prevnet.ca/bullying/signs

PREVNet. (2018). The difference between teasing & bullying. Retrieved from https://www.prevnet.ca/bullying/educators/the-difference-between-teasing-and-bullying

Roland, E. (2002). Bullying, depressive symptoms and suicidal thoughts. Educational Research, 44(1), 55–67.

STOMP Out Bullying. (2016). Why do kids bully? Retrieved from http://www.stompoutbullying.org/index.php/information-and-resources/about-bullying-and-cyberbullying/why-do-kids-bully/

Tang, A., Cummings, J., Pepler, D., Petrunka, K., & PREVNet. (2016). Psychology works factsheet: Bullying among children and youth. Ottawa, O.N.: Canadian Psychological Association.