



## Overview

With intimate glimpses into homes, classrooms, cafeterias, and principals' offices, the film *Bully* follows five stories of children and families who are affected deeply by bullying within the course of a school year. It becomes critical that we provide families and teachers with the tools to create a space for discussing the effects of bullying, improving school climate, and fostering a reflective learning community. Further, we will explore how young people and adults can stand up to this kind of behavior and learn how to prevent it.

**Watch.** Using excerpts from the film, *BULLY*, we will explore important issues around creating safe spaces and how you can use the excerpts to foster productive dialogue around these issues.

**Explore.** We will explore a wealth of resources to help students, teachers and families explore the moral choices we face when confronted with bullying.

**Connect.** We will explore bullying by studying history and Biblical examples. Sometimes the best way to learn to think about the present is by way of a detour through the past. Always, it is best to learn about the present using a Biblical perspective.

## Pre-Work

***Before your family explores the case study, you may want to try one or more of the following short suggested activities that introduce key themes and help develop a common language for discussions about bullying and ostracism.***

### Important Terms:

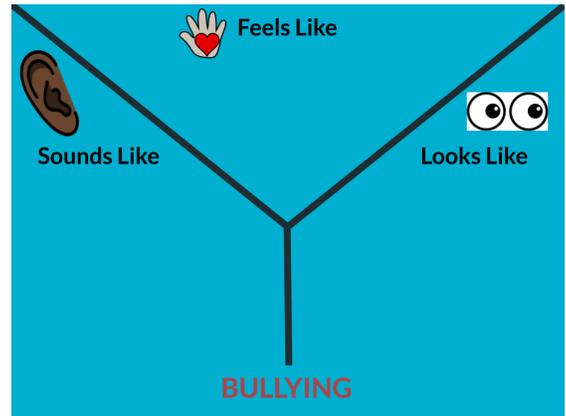
**Building a Vocabulary:** Use the words in **RED** for PART 1. Use the words in **BLUE** for PART 2. Use the words in **BLACK** for PART 3.

Individually or as a family, have your family build working definitions to deepen understanding of some or all of these key terms:

- |               |               |                  |
|---------------|---------------|------------------|
| 1. Belonging  | 5. Exclusion  | 9. Peer Pressure |
| 2. Bullying   | 6. Inclusion  | 10. Perpetrator  |
| 3. Bystander  | 7. Membership | 11. Victim       |
| 4. Conformity | 8. Ostracism  | 12. Upstander    |

- **Complete a “What Bullying Looks Like, Sounds Like Feels Like Chart**

- Work together to create this chart.
- As you learn more about bullying from watching the videos below, continue to add to and grow the chart.
- This is the chart we completed on our Zoom Meet. We will continue to add to it (using a different color each time) throughout the series.



- When does a simple disagreement between students turn into an act of bullying? How do we recognize this shift? What can we do when this happens? These are just some of the questions that people have about tackling the subject of bullying. The two clips below shed some light on these issues. The first clip, from the film *BULLY*, highlights Alex, a teenager who has been the victim of bullying, and his thoughts on what it is like to be bullied. The second clip shows a classroom environment where students work together to brainstorm ideas for conquering bullying in their schools. We will only view Alex’s video this session.

- **Alex from the film BULLY**
- In this clip from the film BULLY, Alex describes what it was like for him to be bullied.  
<https://www.facinghistory.org/using-bully-classroom/watch/how-do-we-define-bullying#responses>
- **PLEASE NOTE: Cubbies should view the Carlitos video instead: CARLITOS SCRIPTURE**

- Bullying
- Bystander
- Peer Pressure
- Perpetrator
- Victim
- Upstander

- **TALKS | I WAS BULLIED! | EPHESIANS 2:10** [When I Was Bullied - Carlitos](#)

- **View the video:** [Bullied by Bed Head Media](#) Use the vocabulary words **in RED** above to identify the events, behaviors and roles each plays in the video.

- How did the events escalate?
- Is this an example of bullying or simply a disagreement among students? What makes it one?
- How were the events diffused?
- What is the difference between bystanders and upstanders?

- Which one would you most likely have been? Why?
- Bible Connections:
  - Lesson: [NOT THE SAMSON MY SECOND GRADE TEACHER TAUGHT ME ABOUT by Digital Felt Productions PART 1](#)
    - Samson, [Judges 13-14:19](#)
    - ["Samson for Kids" \(Judges 13-16\) Sunday School Lesson](#)

## **PART 2**

- **Think on Personal Experiences of Bullying and Ostracism:**  
 Reflect on a time when you saw, heard or experienced bullying. You may have been a victim, a bystander, or even been the person to bully or ostracize another, causing them emotional or physical pain. Describe the experience and the emotions you felt at the time. Now looking back on the incident, do you wish you had acted differently in any way? **(PART 2 Activity)**
- **Building a Definition:**  
 Working together as a family, create working definitions of the word **bullying**. Then, read aloud the following definition from the U.S. Department of Justice's 2002 report, *Bullying in Schools*:  
 Bullying has two key components: repeated harmful acts and an imbalance of power. It involves repeated physical, verbal or psychological attacks or intimidation directed against a victim who cannot properly defend him- or herself because of size or strength, or because the victim is outnumbered or less psychologically resilient.  
 Bullying includes assault, tripping, intimidation, rumor spreading and isolation, demands for money, destruction of property, theft of valued possessions, destruction of another's work, and name-calling. In the United States, several other school behaviors (some of which are illegal) are recognized as forms of bullying, such as:
  - sexual harassment (e.g., repeated exhibitionism, voyeurism, sexual propositioning, and sexual abuse involving unwanted physical contact);
  - ostracism based on perceived sexual orientation; and
  - hazing (e.g., upper-level high school athletes' imposing painfully embarrassing initiation rituals on their new freshmen teammates).
- **Whole family discussion questions:**
  - How does the definition from [Bullying in Schools](#) compare to the definitions you created? What's missing? What aspects of bullying did you choose to emphasize? Are they different from the Justice Department's emphasis?
  - Did the definition from [Bullying in Schools](#) change the way you think about bullying?
  - This definition was created in 2002 before **cyberbullying** was a widespread problem. How have social media tools such as texting and Facebook changed how we think about bullying?
- When you are finished watching the clip, view some sample responses that educators have contributed about how to define bullying in progress.
  - **What is Bullying? Sample Discussion Responses**  
**Staci Tedrow:** When I think about how to define bullying, I think back to how I felt when I was bullied as a kid. The teasing turned into torture, repeated offenses that just didn't seem to stop, the sinking feeling of that person or group when I saw them, knowing that I was going to be

made fun of or pushed into the wall again. Most of the time, it was done out of ear shot of adults, but as I got older, the bullies didn't care and harassed me in front of adults; sometimes I had adults nearby that stood up for me, and other times I was not as fortunate. Bullying became more of a 'mob mentality' in the older grades, especially for girls who preyed on victims in large groups. So some of the qualities I use in my definition of bullying are repeated offenses, verbal taunting, physical assault, intent to hurt or isolate, and using a power dynamic to assert control over someone who has no power or shows fear.

**Jean Mara:** Bullying is the repeated acts to manipulate and intimidation of another. It takes away their dignity and hurts the victim either emotionally or physically. I think sometimes bullies unconsciously continue this act out of a power need.

**Kristen Pariseau:** What I worry about most is not the time in my classroom that I have control over. It is the time the students are without a watchful adult around. Gym locker room, lunch, and outside time can be very stressful for kids who are bullied.

**Leslie Foster:** Bullying can come in many forms...physical, emotional, cyber, verbal, etc. When a person feels threatened, intimidated, humiliated, or scared, that is bullying. If the acts are repeated, it is bullying. Bullying is also intentional...purposefully causing some kind of harm to the victim.

**Emily Hewitt:** I have worked with an amazing group in Boston with my students called Urban Improv. They do conflict resolution interactive theatre with young people. They have given my students so much... Including the words and the route to power to name and address what they see as bullying or what they experience as bullying... I believe you have to have the language to name it before you are able to fight back, and then the language to fight back/prevent it. A community like a school should have shared language to address this problem, but I see less and less emphasis on developing this kind of community and more emphasis on the passing of standardized tests.

**Vaughan Danvers:** Most of my students don't consider it bullying if there is no physical altercation. Most believe that words are just words. They get involved in "Your mama" jokes and the like, which alone do not equal bullying. However, where the jokes are always aimed at the same person or group of people, and the aggressors have "everyone" on their side, it's bullying. Also, we take our victims as we find them. What rolls off one kid's back may keep another from returning to school. It's almost a situation where I may not be able to adequately define it, but I sure do know it when I see it.

**Lesa Thompson:** My own opinions have been changing since I started this workshop. At one point, I would have said that bullying is something overt, something "big," but I'm learning that even "small" things count, and when I really think about it, there's nothing "small" about making someone else feel bad.

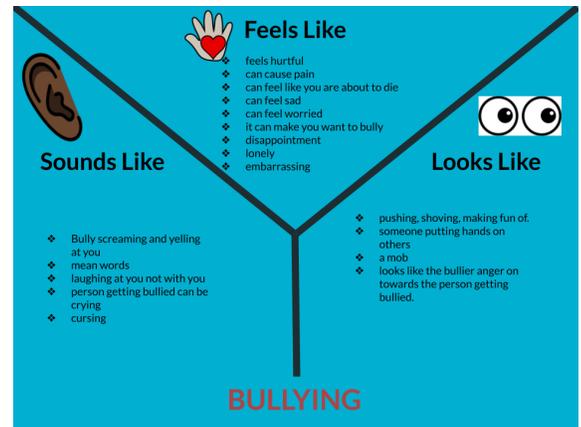
- **Bible Connections:**

- Lesson: [NOT THE SAMSON MY SECOND GRADE TEACHER TAUGHT ME ABOUT](#) by [Digital Felt Productions](#) **PART 2 (6:00-10:00)**

- Samson, [Judges 14:19, 15:1-20](#)
- ["Samson for Kids" \(Judges 13-16\) Sunday School Lesson](#)

- **Complete a "What Bullying Looks Like, Sounds Like Feels Like Chart"**

- Work together to create this chart.
- As you learn more about bullying from watching the videos below, continue to add to and grow the chart.
- This is the chart we completed on our Zoom Meet. We will continue to add to it (using a different color each time) throughout the series.



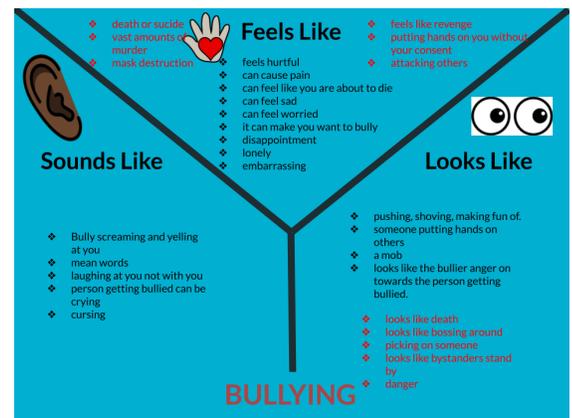
- **What Can Be Done About Bullying?**

- [Alex and a Conversation with his Mother?](#)
  - What are the characteristics that make someone a good friend?
  - How are good friendships formed? How do you learn to be a good friend to others?
  - How would you respond to Alex's question at the end of his conversation with his mother? What is the difference between a healthy friendship and an unhealthy one? How do young people learn the difference?
- [Kids And Parents Talk About How Bullying Hurts | TODAY](#)
  - Three families come together for an honest conversation about bullying... and the kids share some unexpected wisdom with their parents.

## PART 3

- **Complete a "What Bullying Looks Like, Sounds Like Feels Like Chart"**

- Work together to create this chart.
- As you learn more about bullying from watching the videos below, continue to add to and grow the chart.
- This is the chart we completed on our Zoom Meet. We will continue to add to it (using a different color each time) throughout the series.



- **What Can Be Done About Bullying?**

- **PLEASE NOTE: Cubbies should view this video - [Bully: A Read-along Story About Bullies for Kids: Read-Aloud Stories from PlayKids](#)**
  - Does your child have questions about bullies or bullying? Lupi learns how to deal with a preschool bully with the help of his older Junior and their friends. Sometimes kids need

to learn how to deal with scary situations on their own, and to learn how to find the courage to stand up to a playground or school bully. Lupi teaches kids how to be brave, and that sometimes being kind is all it takes to change a bully to a friend!

- Teachers and parents can use this story to help kids learn how to deal with a bully, how not to be a bully, and **how to show kindness and empathy towards others.**

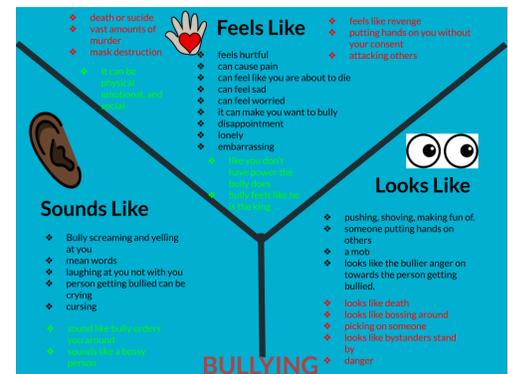
- Bible Connections:**

- Lesson: [NOT THE SAMSON MY SECOND GRADE TEACHER TAUGHT ME ABOUT by Digital Felt Productions PART 3 \(10:00-19:50\)](#)
  - Samson, [Judges 15:1-20, 16:1-31](#)
  - ["Samson for Kids" \(Judges 13-16\) Sunday School Lesson](#)

## PART 4

- Complete a "What Bullying Looks Like, Sounds Like Feels Like Chart"**

- Work together to create this chart.
- As you learn more about bullying from watching the videos below, continue to add to and grow the chart.
- This is the chart we completed on our Zoom Meet. We will continue to add to it (using a different color each time) throughout the series.



- What Can Be Done About Bullying?**

- [I Hate Kate](#)
  - 'I HATE KATE' is an anti-bullying film that is literally changing lives. A must watch!
- [How to Stop Bullying! Examples & and Best Solutions \(For Students\)](#)
- [Be An Upstander - Prevent Bullying: A NED Short](#)
  - The NED Show takes a positive stand on bullying by offering four ways that students can be an upstander (vs a bystander) when they see bullying. The four ways are:
    - 1) Be a buddy.
    - 2) Interrupt the bully.
    - 3) Speak out about bullying.
    - 4) Tell someone at school about the bullying.

What are the implications and possible consequences of these upstander behaviors?  
 What can happen if bystander behaviors are chosen instead?

- Bible Connections**

- [The Arrest, Trial and Crucifixion of Jesus PART 4](#)

(from Lesson: Using Bully in the Classroom - Address Issues of Ostracism, Bullying, and Upstander Behavior Using the Movie, "Bully" and How Do We Define Bullying? <https://www.facinghistory.org/using-bully-classroom> AND <https://www.facinghistory.org/using-bully-classroom/watch/how-do-we-define-bullying> Facing History and Ourselves.)