

Follow-Up Activities for “Bullying”

Activity 1: Statement Line

Create a line in the middle of your classroom. If possible, move your desks and chairs to the side. If this is not possible, use a different room or space in the school. Tell students that you will be reading them different statements. If they agree with the statement they should stand on one side of the line, if they disagree they should stand on the other. Make a simple sign that says **Agree** or **Disagree** and put one sign on each side of the line. Tell students that if they strongly agree or disagree they should move farther away from the line to symbolize their feelings about the statement.

Start off with more relaxed statements – anything will do. Here are a few to get you started: Pizza is delicious. Dogs are better than cats. Winter is best season. Create these first statements based on your own students and what you think will get them to relax and participate. After each statement, call on a few students to share their opinions.

When you feel students are ready to focus on a deeper topic, focus the questions on the issue of bullying. Ask statements such as:

- There are bullies at this school.
- I have seen people get bullied here.
- I have been bullied here.
- Adults can be bullies.
- Governments can be bullies
- I have been a bully.
- There is no way to stop bullying.

After students get settled in their spot after each question, call on students to share their opinions. Let all students speak, regardless of time, but try not to let any one student monopolize the conversation. Encourage quieter students to participate as well. Remind students that there are no wrong answers and that respecting the opinions of others is essential. Ask them at the end of the activity what they observed or learned in doing this.

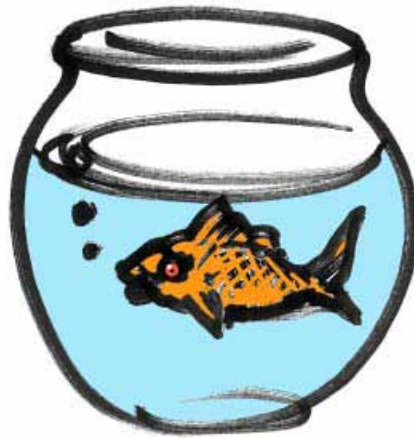


Activity 2: Fishbowl Discussion

In one scene from *The Karate Kid*, Dre's mother is upset and vocal about his black eye in front of the school and the new principal. In response, Dre says: "I know Mom, that's why I don't tell you stuff..."

In this activity, students will hold an honest "**Fishbowl**" discussion about parents and teachers, and their role in students' lives and ways they can help or not help with the issue of bullying.

A "fishbowl conversation" can be used when discussing any topic with a large group. In your classroom, arrange five or six chairs in an inner circle. This is the fishbowl. Arrange the remaining chairs in a circle or two outside the fishbowl. Select a few students to fill the inside fishbowl seats, and ask the rest of the class to sit in the seats on the outside of the fishbowl.



You can set up the fishbowl in two ways, depending on how you wish to structure the discussion: leave one chair empty in the fishbowl, or fill them all. In an open fishbowl, any student on the outside can, at any time, enter the empty chair and join the fishbowl discussion. When this happens, an existing member of the fishbowl must voluntarily leave the fishbowl and free up another chair. The discussion continues with students frequently entering and leaving the fishbowl in an organic and free-flow way. In a closed fishbowl, the first students you select to be in the bowl speak for specific period of time. When time runs out, they leave the fishbowl and a new group from the audience enters the fishbowl. This continues until all students have spent some time in the fishbowl.

Possible topics might include: Should students inform their parents when they have been bullied? Will it help? Who can students talk with at school when they have been bullied? When a student has been bullied is it ever helpful to have a meeting with the principle or a counselor and talk it out with the student who has been the bully?

Design your fishbowl in the way that would best work for your students and the topic, but whichever you choose, remember that before the end of class, you should close the bowl and summarize the discussion, mentioning key statements or themes that you heard. This will give some closure to the sharing. Thank students for their honest participation.



Activity 3: Role Playing

Ask students to think about a time that they were either directly involved in, or witnessed, a situation of bullying. Remind them that they do not have to share unless they are willing. Hand out paper, and ask students to write down as many details as they can remember. On an easel paper or the board, give students some prompts to help them remember details.

- Some questions could be:
- When did this situation occur?
- Where did it occur?
- Describe what you saw.
- Who was involved- were there other people there?
- How did the situation begin and end?
- Imagine if you could go back in time and redesign the scenario:
- How would you like it to have been different?
- What could you, or the other people present, have done differently to change the event?

When students have had enough time to write, ask if any are willing to share. Go around and discuss the events.

Role Play Activity:

Ask if any students are willing to use their stories as the subject for a role-play. Divide the class up into small groups, and give each group a story. Tell the group that they will act out the story for the group. Give them time to practice.

After students act out the skit once, ask them to act it out again, but this time, yell, “freeze”, or ask students to yell, “freeze” when the bullying begins. Ask students to change the scene to avoid the bullying. What could they all do differently? Ask the students in the audience to offer their suggestions on changing the scene.

Write the following questions on the board or on a piece of easel paper, to help students change the events in the skit:

- Who is being targeted or teased?
- Why do you think the bully is bullying in this scene?
- What about the bystanders? What role are they playing and what could they do differently?
- What about the target? What could he/she do differently to avoid the event or change it in the future?