

True Life: Bullying Hurts

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Written For: NFTY-SW Temple Youth Groups

Touchstone Texts:

- “Your friend’s dignity should be as precious to you as your own.” - Pirkei Avot 2:10
- “Life and death are in the hands of the tongue.” - Proverbs 18:21

Goals:

1. Educate PP’s about what bullying is considered
2. Have PP’s grapple with effects of bullying
3. Encourage PP’s to stop bullying.

Objectives:

1. Create awareness among PP’s about the results of bullying
2. Have PP’s identify different types of bullying
3. Expose PP’s to stereotypes and how they can be hurtful
4. Demonstrate to PP’s the effects of gossip
5. Have PP’s comprehend why they care about stopping bullying

Materials:

- 1 pack of Construction Paper
- 1 pack of Markers per group
- Mini Candy Bar for each PP
- 12 pieces of butcher paper
- Pens for every PP
- 1 Copy of program for each GL
- 12 Post-It Notes for each PP
- Projector with Speakers
- Copy of “I CARE BECAUSE...” (Appendix A) for each PP
- Copy of “Paper Heart” (Appendix B) for each PP

People:

- One PL
- One GL for every group
- Any number of PP’s - **If there are not enough PP’s to form the groups, run the program all as one group**

Space Needed:

- Rooms for each station
- Place to gather together

Resources:

- <http://abcnews.go.com/WNT/video/student-suicide-blamed-cyberbullying-rutgers-university-sex-tape-privacy-suicide-linsey-davis-11761310?&clipId=11761310&playlistId=11758716&cid=siteplayer>
- <http://www.nfty.org/resources/guides/bullying/>
- <http://www.stopcyberbullying.org/index2.html>
- <http://www.findingdulcinea.com/news/education/2010/march/Is-FormSpring-me-Another-Platform-for-Cyber-Bullying-.html>
- <http://www.pacer.org/bullying/icarebecause/bullysupport.asp>

Time Table:

Before: Set Up

00:00-00:10 Introduction

00:10-00:15 Break into groups

00:15-00:35 Rotation 1 - Examples of Bullying

00:35-00:55 Rotation 2 - Scrum D

00:55-01:15 Rotation 3- Stereotyping

01:15-01:25 Final Discussion- Prevention

01:25-01:35 Wrap-up/Clean up

Rotations:

Group 1: Examples of Bullying → Scrum D → Stereotyping

Group 2: Scrum D → Stereotyping → Examples of Bullying

Group 3: Stereotyping → Examples of Bullying → Scrum D

At the end of the third rotation, GL's will continue with the "Final Discussion- Prevention" questions with their current group.

Detailed Procedure:**Before:**

Cut out "Paper Hearts (Appendix B) for each PP

Label each piece of butcher paper with:

1. White
2. Black
3. Asian
4. Hispanic
5. Jewish
6. Overweight
7. Athletes/Cheerleaders
8. Nerd
9. Girl
10. Boy
11. Teenager
12. Gay/Lesbian

Set up projector and video at 'Examples of Bullying' Station

00:00-00:10 Introduction

PL will say:

"In recent months and weeks, increased numbers of teens have been affected by bullying, cyber-bullying, teasing and harassment online and in schools across North America, this has caused some serious affects in our society. This has come to TCTY's attention and we want to make a stand. Today we will be looking at what has been in the news lately along with cyberbullying, gossiping, and stereotyping."

00:10-00:15 Break into groups

PL's will then split the PP's into groups and say:

"We are now going to split into groups. Please follow your group leader. It is important that you stay in the groups you were assigned and respect your GL."

GL will have each person say:

1. Name
2. Grade
3. A funny question (i.e. favorite toe; favorite fro yo topping)

00:15-00:35 Rotation 1- Examples of Bullying

GL will say:

"For those of you who do not know the story of Tyler Clementi and the other teens who have taken their lives due to harassment and bullying, here is a short video from ABC News to give you a quick overview."

The GL will show the video.

When the video is over, the GL will say:

"Cyberbullying has become more common with new technologies that are constantly being formed. It could be from broadcasting private things on the internet, like in Tyler's case, or 'sexting', and other uses of modern technology. Formspring is another example of this. It is a website where the user is able to create a page, purposely used to accept questions by any anonymous person. Although the creators intended on this website to be a link where you could find out a friend's favorite color or what their favorite thing to do on the weekend was, teens have abused it by adding harsh and rude comments pertaining to their sexuality, friends, physical appearance and more. The biggest story related to Formspring has to do with the suicide of 17-year-old Alexis Pilkington from Long Island, New York. It has been said that apart from being harassed at and around school, Alexis was bullied on Facebook and also on Formspring to the point where she believed taking her life was the only way to stop the harassment. Alexis is not the only one who has been bullied over Formspring, as well as we can see proof looking over even our friend's pages at home. "

Discussion Questions:

1. *What do you think cyberbullying is? (Once PP's give an answer, read the exact definition "involving the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others. -Bill Belsey")*
2. *Who has a formspring. Who has received a harsh comment on your account or seen one on someone else's account.*
3. *How did you handle the situation? How did you feel?*

4. *What are other forms of cyberbullying? Have you ever been affected by them? Have people you know been affected by them?*

GL will say:

“Rumors and gossip are always floating around our schools and community. Sometimes, this is harmless, but at other times it can be very hurtful to individuals, friendships, and whole groups of people.

The GL will pass out a paper heart to each PP. The GL will say:

Everyone is now holding a paper heart. Fold the heart once for every true statement I say:

- *I was made fun of at least once by a friend in the past month*
- *I made fun of a friend at least once this past month*
- *Someone called me a negative word such as stupid, dumb, idiot or something worse this past month*
- *I have called someone a negative word such as stupid, dumb, idiot or something worse this past month.*
- *I have made fun of someone because of their hobby or interest in the last month.*
- *Someone has made fun of me because of my hobby or interest in the last month.*
- *I have gossiped this month*

Now unfold your heart if any of these statements are true:

- *I have stopped someone from making fun of another*
- *I have stood up to someone who was calling someone a mean word*
- *I have stood up to someone for picking on another person.*
- *I have stopped or tried to prevent the spread of gossip.*

Discussion Questions:

1. *What has happened to the heart?*
2. *What is different about it? What does this activity represent to you? Does this seem like a realistic simulation of someone’s heart after being affected by gossip?*
3. *If not, how has gossip affected you? How did you feel about it? Did it relate at all to the activity we just did?*
4. *What are ways we can prevent gossip from happening?*

0:35-00:55 Rotation 2- Scrumdilliumtious

GL will pass out a variety of different candy bars to PP’s (one bar per person), a piece of construction paper and marker to each PP and say:

“In front of you is a variety of different candy bars. Each candy bar has a different wrapper as well as inside.”

Discussion Questions:

1. *What is some of the similarities of these candy bars? (many have chocolate; made with sugar, has a wrapper; has something inside; some are hard; etc)*
2. *What are some differences of these candy bars? (some are colorful/some are one color; some have many pieces/others are only one big piece; some have fruit/some are chocolate)*

Now we will be making our own candy bar wrapper. Every candy bar first needs a name. On your piece of construction paper, please come up with a fun, catchy name and write it in the center- feel free to be

creative, use your nick name, your last name, or something that is just “you”. Next, decorate your candy bar however you would like your candy bar to look. Lastly write different adjectives, qualities, strengths, and weaknesses of yourself on the back of your piece of paper.”

GL will then have each participant share their own “wrapper”.

Discussion Questions:

1. *What made you decide what to put in your candy bar?*
2. *What are some similarities between each of our candy bars? Differences?*
3. *How are we like our candy bars? (Focus on the physical aspects)*
4. *How are our candy bars related to people?*
5. *How can this be perceived as bullying?*
6. *What does this teach us about first impressions and assumptions?*

(MISSION: try and target PP’s answers to be along the lines of: everyone may be assumed a different label, and have different ingredients, but inside, we are all delicious.)

00:55-01:15 Rotation 3- Stereotyping

GL will say:

“So the question we will address is: What can we do to better understand the realities and misconceptions that influence our perspective? Stereotypes are a big part of how we treat people, and we develop stereotypes in many ways and from many sources, like the media or family and friends. What we need to do is recognize stereotypes so we won’t create, use, or spread them. We also want to take the time to understand others and get to know them rather than rely on stereotypes.”

GL will pass out 12 post-it notes and a pen to each PP and say:

“Placed around the room are pieces of butcher paper with words on them. In a moment you will walk around the room and write on a post-it note what comes to mind when you see that word, then place the post-it note on the piece of butcher paper associated with it. You will do this for all of the words. When you are done please sit down in the center of the room.”

PP’s will then walk around the room and write what comes to mind on the post-it notes and place them on the pieces of butcher paper. Once everyone is seated, the GL will read off some of the post-it notes from each piece of butcher paper.

Discussion Questions:

1. *What is a stereotype?*
2. *Were there any stereotypes posted about groups or categories to which you belong?*
3. *How does it feel to see them in print?*
4. *Where do you think they come from?*
5. *Where do we hear them most often used?*
6. *How are they perpetrated? Were there any positive ones? Why should they also be avoided?*
7. *Is there any group that is free from stereotypes?*
8. *Do you use stereotypes? Intentionally or unintentionally?*
9. *How can stereotypes be prevented?*

01:15-01:25 Final Discussion- Prevention

GL's stay with their Third Rotation Group and say:

"Think about everything that we have talked about today in each rotation that you and your group went through."

Discussion Questions:

1. *From these activities and from previous knowledge, why do you think kids and teens are as mean as they are and why they display such harsh actions to others?*
2. *In general, people are mean to mask or compensate for feelings of inadequacy or unhappiness in their own lives, why do you think this is?*
3. *Although it is sometimes unrealistic for some of us to intervene when bullying is happening, what other ways can you help prevent bullying?*
4. *Cliques are a big part of middle school and high school which sometimes can lead to bullying. Is it a realistic idea for you to make an effort to interact with students at your school or kids/teens in your community, outside of your circle of friends? What else can you do to prevent these cliques from happening?*
5. *The touchstone text says, "'Your friend's dignity should be as precious to you as your own.'" - Pirkei Avot 2:10" How does this relate to what we have learned today?*

GL's read this short story to their group, and then follow with more questions:

Mark was walking home from school one day when he noticed the boy ahead of him had tripped and dropped all of the books he was carrying along with two sweaters, a baseball bat, a glove, and a small tape recorder. Mark knelt down and helped the boy pick up the scattered articles. Since they were going the same way, he helped to carry the burden.

As they walked Mark discovered the boy's name was Bill, that he loved video games, baseball, and history, that he was having a lot of trouble with his other subjects and that he had just broken up with his girlfriend. They arrived at Bill's home first and Mark was invited in for a Coke and to watch some t.v. The afternoon passed pleasantly with a few laughs and some shared small talk, then Mark went home.

They continued to see each other around school, had lunch together once or twice. They ended up at the same High school where they had brief contacts over the years. Finally the long awaited senior year came, and three weeks before graduation, Bill asked Mark if they could talk. Bill reminded him of the day years ago when they had first met.

"Do you ever wonder why I was carrying so many things from school that day?" asked Bill. "You see, I cleaned out my locker because I didn't want to leave a mess for anyone else. I had stored away some of my mother's pills and I was going home to commit suicide. But after we spent some time together I realized that if I had, I would have missed that time and so many others that might follow. So you see, Mark, when you picked up my books for me that day, you did a lot more. You saved my life."

6. *What do you think about this story?*
7. *Does this story make you think differently of becoming more friendly and expanding friendships with people who are maybe at your school, temple, on your sports team, etc. who you haven't had the chance to get to know as well as other friends?*

8. *What other ways do you think you can take the information you learned today and apply it to your life?*

01:25-01:35 Wrap Up/Clean Up

While the PL is talking, a piece of paper and a pen will be passed out to each PP.

PL will say:

“As you can see, bullying in our society has gotten way out of hand. Whether it is cyberbullying, gossiping, or stereotyping, it can be as simply put as: it hurts. We need to show the world why we care about this and why it is wrong. On the piece of paper you are being given, write why you care about bullying and why you think it is wrong. It can be a simple one line answer or a story to show how you feel and why this is important to you. Take this home with you and tape it on your mirror, computer, or anywhere that you will see it often. This can be used as a reminder to be aware of what you say on the Internet or text, as well as to make an effort to see what’s beyond someone’s “candy wrapper” before making assumptions when first meeting them. Together we can join with NFTY and put an end to bullying in our society

Appendix A – I Care Because...

I CARE BECAUSE _____

I CARE BECAUSE _____

I CARE BECAUSE _____

Appendix B- Paper Heart

