

#11977

DEFENDING YOURSELF: BULLYING, TEASING, & PUT-DOWNS

PYRAMID MEDIA, 2004

Grade Level: 5-10

22 Minutes



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#8786 JUST A LITTLE RED DOT](#)

[#9321 NO WAY!!! TO TREAT OTHERS](#)

[#10686 BULLYING: NOT JUST A GUY THING](#)

Defending Yourself: Bullying, Teasing and Put-Downs

Leader's Guide

Subjects: Conflict Resolution
Audience Level: Elementary
Length: 22 minutes

Content

Many people consider teasing, bullying and put-downs as normal childhood experiences which do not require intervention. Yet they are both dangerous and hurtful to the victim, and may signal that the perpetrator has been abused in some way. They may also foreshadow severe adult problems for both bully and victim. It is important to understand the reasons behind such behavior and to take action to stop it. This video describes types of cruel teasing, bullying and put-downs, why they happen, who is likely to be the target and the abuser, and how to stop it. Children describe their own behavior and motives, and give suggestions for avoiding becoming the victim. Rather than a rite-of-passage, children's cruel behavior, both physical and verbal, must be recognized and dealt with for the sakes of both the victim and the bully.

Objectives: After viewing, students should be able to:

- Recognize signs of cruel teasing, bullying and put-downs
- Understand the difference between playful behavior and purposefully hurtful behavior
- Be able to help the victim avoid further bullying
- Be a safe resource for victims of such acts

Discussion Topics

Before Viewing:

Ask the audience to describe instances of teasing, bullying and put-downs. Write their answers on a board or large pad, and direct the audience to focus on this question as they watch the video.

After Viewing:

- Consider the "Before Viewing" question again. Are there any types of destructive behaviors which the audience did not initially identify? Discuss why much of this behavior goes unreported and is not dealt with.
- What is the difference between playful teasing and cruel teasing? (cruel teasing doesn't stop when the victim asks the abuser to do so) What constitutes cruel teasing? (can be many things including the way people look at you, talk to you, etc.)
- What are some types of bullying? (many behaviors, from physical attacks to religious slurs)
- How does the bully often explain his behavior? (blames the victim)
- What are the reasons behind bullying? (often the bully's need to feel powerful, low self-esteem, his own experiences of being abused, poor social skills, peer pressure)

- Who is usually the target of the bully? (a child perceived as weaker, isolated or different in some way)
- What are some signs that a child is being bullied, put down, or cruelly teased? (reluctance to come to school, negative feelings about himself which may persist in adulthood)
- How do these negative behaviors often affect the bully him- or herself? (the child loses friends, becomes isolated, may commit criminal acts as an adult or suffer severe emotional problems)
- What are some ways by which bullying, cruel teasing and put-downs can be stopped? (help the victim to have a plan, such as telling an adult, preparing verbal responses, avoiding the abuser, choosing friends carefully, resisting hitting back, becoming involved in positive and safe activities, being in a group when possible)
- What is the reasoning behind having a plan and why does it often work? (bullying tends to be spontaneous and the bully is thrown off guard when the victim has an immediate response)
- What does the video suggest as the most important plan to stop bullying? (tell an adult)
- What can an adult do to help the victim? (recognize the signs of bullying, take it seriously, be a supportive resource, talk about it)
- School is a common environment for negative behaviors, though they can happen anywhere. What are some ways to enlist the students and staff in stopping bullying? (ask for a zero-tolerance policy, formulate clear guidelines, initiate school discussions, create a "children's court" in which students identify the bully and take him to account)
- Role play situations in which children are both victims and bullies. Consider all types of these behaviors and plans with which to deal with them.