

## **Nobody's Bully**

### (Responding to Harassment)

**Purpose:** To help students better understand four things about Bossy & Bully behaviors: 1. It is important to learn how Brave, Foolish, Smart, & Goofy responses to bullying vary. 2. Being your self is better than trying to be someone else. 3. Witnessing bullying might imply passive participation, and 4. Learning how to apply rules 1, 2, and 3.

**Materials:** Preferred: Use video link: <http://www.youtube.com/watch?v=KUqC4lx8-3k> and technology allowing you to show a segment from the G rated movie (Warriors of Virtue) to large group of viewers. Be sure pause, mute and speakers are functioning.

**Time:** 20 Minutes.

**Key Concepts:** Bullying/Bossy behaviors, Victims/Targets, Crowd behavior/Crowd participation, Brave, Foolish, Goofy, and Smart behaviors.

**(Re-introduce) and Introduce:** Yourself to all students.

#### **Part 1**

Ask: (Get a sense for) how many students have seen any of the following movies: Enchanted, Up, Shrek, Ice Age, Finding Nemo, Toy Story, Home Alone, Jungle Book, and Night at the Museum.

(This generates lots of buzz & creates the right type of environment)

Announce: "I've brought one of my favorite movies to share some parts (name movie at end) because it actually has a lot to do with why sometimes kids and grown-ups talk to counselors."

Inform: The film will be stopped or paused every now and then to identify characters and situations.

Invoke : The movie theatre rule: Silence your cell phones and NO talking during the movie! Remind kids to not shout out "what happens next" if he/she has already seen movie.

Begin: Movie with chapter 5 "The Dare."

As soon as the kids in the distance start walking towards you from down the street, MUTE the sound and explain what's going on (younger kids are trying to fit in with the older kids but to do so, they must do a dare.) We're also trying to mute the reference Chucky makes to the "Weiner and meatballs on the side."

When the kids in the film reach the man hole cover its ok to RESUME the volume =)

Introduce the three primary players: Brad (older kid,) Ryan (getting the dare), and his friend Chucky.

As Brad is making his way across the beam over the swirly waters, right after he tells the others to “Shut up,” PAUSE the movie when you can see him standing above the water on the beam with his arms extended outwards away from his sides.

Ask students for definitions of the word: Brave

Ask if Brad is being brave? (Many kids will raise their hand in agreement.)

Before continuing the movie,

Ask for a definition of the word: Foolish.

Then ask if Brad is being foolish? (Many of the same kids will raise their hands to agree but let them know it can't be both.)

Announce that you can't always tell if someone is being brave or foolish by what they're doing as much as you can by figuring out “WHY” they're doing whatever they're doing. (It's the “*why we do*” not the “*what we do*” that often determines if our actions are brave or foolish.)

## **Part 2**

RESUME film.

Press the MUTE button after Chucky tells Ryan “Yeah, but you're not him!” In response to Ryan's visible disappointment (it sounds like Chucky says either Damn or Dar n.)

PAUSE film when Ryan begins to make his way across the beam and you can see all the kids with the exception of Brad.

Ask “Is Ryan being Brave?”

Ask “Is Ryan being Foolish?”

State: “Remember...he must be one or the other...cannot be both.”

Ask “Why did Brad walk across the beam?” (to show off how cool he is?)

Ask “Why is Ryan walking across the beam?” (to prove he can, to fit in, to hang out with the older kids, to be like Brad?)

State: “Remember...it's not so much WHAT you're doing that makes you brave or foolish but WHY you're doing it.”

Ask “What is Courage? (it's a type of energy we use to do the right and often “scary” things.)

\*Remind kids that courage is used by both the Brave & the Foolish.

Point Out the other kids in the film...the ones standing around “watching.”

Point To each one, one at a time, and ask the students “Are each one of the observers part of the scene or not?” Or ask “Are any of these observers (kids) pretty much just standing around, not being a part of it and just watching?”

Tell the story: of being stuck at a red light on a busy street at night. “Outside my car window while at a bus stop and not more than 10 feet from my car, I see an older guy getting hassled, eventually knocked down and his money taken from him by some big guy. I’m close enough to see it pretty good and can hear the older guy yell out.”

Ask “Who in here has ever been told to Mind Your Own Business?” (I was just curious.)

Say, “I’m not really brave and I try not to be foolish but I yelled out my window for that guy to stop beating up the older guy. Next thing I know, that one guy is pounding on my window trying to get at me! I honked my horn and pretty soon so did all the other cars at the red light! He ran off!!! All of us together made a difference. I think we did a SMART thing.

Ask: “By me being close enough to see, hear and to get the feeling something’s wrong...did that make me part of that scene or not??? For me the answer is “Yes.” But for you, I want each of you to go home and ask the grown ups in your house when you should MYOB and when you should GIV (Get In Volved.)

PLAY (Continue) movie until just after Ryan falls and Brad gets visibly upset then..

Pause: When only swirly water is visible.

Encourage students to sit tight and reassure that everything will be ok.

ADVANCE (or continue) film to chapter 26 (where the water is swirling again) and pause. Let kids know you’re going to show them something that takes even more courage than walking across the beam (walking away from it) and it’s something that is very Smart.

MUTE right after Ryan & Chucky “lucky- knuck” (congratulate) each other for tossing the paint spray can in the water and begin walking away . (Were trying to mute out Brad’s berating words of “pansyass” just before HE is trapped on the wrong side of the tube with no way to get back to safety.

STOP movie.

Ask “Raise your hand if you’ve ever stood around and watched someone get bossed or bullied at school, in your neighborhood or at the park?”

State: “I’m not saying you have to be super brave and I don’t want you to do something foolish, but by being close enough to watch, hear, and get the feeling that something is not right, does that make you part of it? If it does could you be SMART about it? Remember to go home and ask the grown-ups you live with what they would have you do. Chances are that no one in here will be the bully or will be the one who gets bossed around. Most likely we’ll be the ones to stand around and be witnesses to whatever happens.” Again, does being a witness (like those kids standing around watching Ryan get bullied and be foolish) make us part of what’s going on?

### **Part 3**

Announce: Four things to remember:

1. Counselors help boys and girls figure out the difference between Brave & Foolish behaviors mostly by helping them figure out WHY they do stuff.
2. Trying to be like someone else seldom works out very well.
3. Talk to your family about when to MYOB and when to GIV (Get In Vvolved) in a Smart way.
4. Sometimes all it takes is one person to get everyone to do the smart thing.

Encourage student’s to watch the film Warriors of Virtue with their families and to be sure to ask the grown-ups questions whenever you see brave, foolish, goofy, and smart behaviors.