

What does bullying look like to you?

Goal: Understanding the Bully Circle -students should be able to identify when bullying takes place and who is responsible for it occurring as well as making it stop.

Activity # 1 – 1 full class meeting

1. Lead a discussion (whole group or small groups) about what bullying looks like to the students – through the feedback from students, they often feel the scenarios they've been provided during class meetings aren't what occurs in "real life." Find out what students see as "real life" bullying conflict they see in their lives.
2. Remind students of the Bully Circle – posters they see in classes and around Waldon.
3. Divide students into groups of at least 7.
 - a. Each group should create a "real life bullying scenario" that they can see happening at Waldon. The scenario that includes roles for each person that is a part of the Bully Circle. (Based on their feedback, some suggestions include conflicts that happen on the bus, in the hallways, or over social media.)
 - b. Students should write down their scenario – make it like a script that can be acted out – and include what everyone's role is. If they've chosen a scenario that occurs over social media, it would be written out as it would appear.
 - c. Give students time to create their scenarios, practice acting them out, and before they leave, collect what they've written down.

Roles that should be included in the scenario (Bully, follower/henchmen, supporter/passive bully, passive supporters/possible bully, disengaged onlooker, possible defender/defender and the victim). You may need to remind kids / have kids explain what these roles are as they pertain to the Bully Circle.

Activity #2 – 1 full class meeting

1. Have students meet with their group from the last class meeting and rehearse the scenario that they came up with.
2. Each group should present / perform their scenario for the class. After each group presents, follow up with a discussion and ask students to
 - a. identify who were the different roles from the Bully Circle.
 - b. explain if they've ever experienced a situation like this and what they did.
 - c. how they would change the ending of the scenario so that there were less supporters for the bully and more support for the victim.

The Bullying Circle

A. Students Who Bully.

These students want to bully, start the bullying, and play a leader role.

B. Followers or Henchmen.

These students are positive toward the bullying and take an active part, but don't usually initiate it and do not play a lead role.

C. Supporters or Passive Bullies.

These students actively and openly support the bullying, for example, through laughter or calling attention to the situation, but they don't join in.

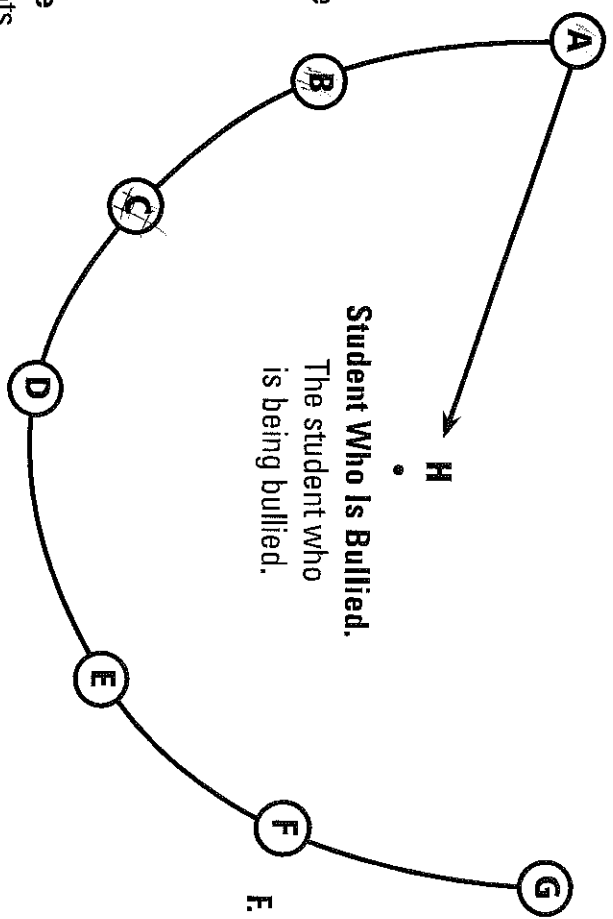
D. Passive Supporters or Possible Bullies.

These students like the bullying but do not show outward signs of support.

E. Disengaged Onlookers.

These students do not get involved and do not take a stand, nor do they participate actively in either direction. (They might think or say: "It's none of my business," or "Let's watch and see what happens.")

H
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Student Who Is Bullied.
The student who is being bullied.



G. Defenders.

They dislike the bullying and help or try to help the student who is being bullied.

F. Possible Defenders.

These students dislike the bullying and think they should help the student who is being bullied but do nothing.