

TEACHER'S GUIDE: Do TV and Film Encourage Bullying in Schools?



Objectives

Students will be able to:

- ▶ Define bullying and classify specific behaviors under four types of bullying.
- ▶ Determine whether or not TV shows and movies encourage students to bully other students.
- ▶ Explain why it is important for students to have a bully-free school and community.
- ▶ Examine a USA TODAY article and develop an opinion about what should happen to bullies.

Time: 60 minutes

Level: Grades 4-6

Bullying in School (20 minutes)

- Invite one student to read the introduction and directions.
- Direct students to write a definition for bullying in their own words.
- Direct students to find a partner and read their definitions of bullying.
- Invite several students to share their definitions with the class. As students share their definitions, write key words and phrases on the board that students use to define bullying. See suggested definitions below:
 - Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening or leaving someone out on purpose," states Steps to Respect: A Bullying Prevention Program.
 - Bullying is when a stronger, more powerful person hurts or frightens a smaller or weaker person on purpose and repeatedly.
 - Bullying is a widespread and serious problem that can happen anywhere. It is not a phase children have to go through, it is not "just messing around" and it is not something we just grow out of. Bullying can cause serious and lasting harm.

Although definitions of bullying vary, most agree that bullying involves:

IMBALANCE OF POWER: People who bully use their power to control or harm and the people being bullied may have a hard time defending themselves.

INTENT TO CAUSE HARM: Actions done by accident are not bullying; the person bullying has a goal to cause harm.

REPETITION: Incidents of bullying happen to the same the person over and over by the same person or group.

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- Once students have defined bullying, invite a student to read the paragraph describing different types of bullying.
- Divide the class into groups of three or four. Direct each group to complete the “Types of Bullying” chart by following the directions:
 - Categorize the various behaviors listed by writing each one in the box next to the type of bullying it is.
 - Define each type of bullying in your own words.
- Invite students to share where they placed behaviors. Refer to the answer key below:

Verbal bullying	<ul style="list-style-type: none"> - verbally threatening - mocking - name-calling - taunting - teasing
Physical bullying	<ul style="list-style-type: none"> - pushing - shoving - spitting - hitting - kicking - stealing - physically threatening
Emotional bullying	<ul style="list-style-type: none"> - giving dirty looks - excluding people - spreading rumors - ignoring - giving rude gestures
Cyberbullying	<ul style="list-style-type: none"> - sending inappropriate emails, pictures or texts - prank calling - writing inappropriate blogs - writing inappropriate posts on social media (Facebook, Twitter, etc.)

Bullying in the Media (20 minutes)

- Invite one student to read the introduction and directions.
- Direct students to work independently as they respond to questions 1-7.
- Once students have completed their written responses, lead a discussion about how bullying is portrayed in the media. Use the questions to guide the discussion.

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Bullying in the News (20 minutes)

- Invite one student to read the introduction and pre-reading activity (sentence starters).
- If you have strong readers, direct students to read independently and then to complete the four sentences. If your readers need support, invite several students to read aloud as classmates underline or highlight sentences and paragraphs that will help them complete the four sentences.
- Once students have completed their five sentences, direct students to stand with a partner. Students will read their five sentences to their partners.
- Direct students to be seated. Invite a few students to share one of their sentences with the group.

National Standards

National Council of Teachers of English (NCTE) Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction, nonfiction, classic and contemporary works.
2. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features.

National Council for Social Studies (NCSS) Standards

1. Through the study of culture and cultural diversity, learners understand how human beings create, learn, share and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology and anthropology, as well as multi-cultural topics across the curriculum.
2. Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development and actions. This theme typically appears in courses and units dealing with psychology, anthropology and sociology.