

KidTalk

Level Eight

THEOLOGICAL BACKGROUND	
From Sacred Scripture	<p>God created man in his image; in the divine image he created him; male and female he created them. And so it happened. God looked at everything he made, and he found it very good. Evening came, and morning followed-the sixth day. (Genesis: 1:27, 31)</p> <p>This scripture passage records that God created everything good. As the Author of all life, God made man and woman in His own image; therefore, the body is a gift from God which is to be respected by self and others.</p> <p>One of the scribes, when he came forward and heard them disputing and saw how well Jesus had answered them, asked him, "Which is the first of all the commandments?" Jesus replied, "The first is this: 'Hear, O Israel! The Lord our God is Lord alone! You shall love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.' The second is this: 'You shall love your neighbor as yourself.' There is no other commandment greater than these" (Mark 12:28-31).</p>
From the Catechism of the Catholic Church (CCC)	<p>CCC, nos. 1700-1709: God created the human person in his image and likeness. This is why we must respect the dignity of all people</p> <p>CCC, nos. 461-469: The Incarnation affirms that we are created as good, but in need of salvation, and are meant for eternal glory with God. The Incarnation also describes how God continues to work out our sanctification in the world.</p> <p>CCC, nos. 287,354: God has entrusted his creation to us; we are stewards charged with procreating and protecting life and using the rest of creation respectfully.</p>

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INFORMATION FOR INSTRUCTORS

Objectives:	<p><i>Students will:</i></p> <ul style="list-style-type: none">• Identify bullying when it happens both in person and electronically.• Consider the feelings of the person being bullied in an incident of bullying.• Draw conclusions about how they should respond when someone is the target of bullying.• Know how to get help if they are bullied.• Understand that all persons are made in the image and likeness of God, therefore, have the right to be protected and the duty to protect others.
Materials:	<ul style="list-style-type: none">• This lesson incorporates two videos:• Bullies and Bystanders: What Teens Say (1:50 minutes) Video Link: https://vimeo.com/101640784• Bullies and Bystanders: What Experts Say (2:23 minutes) Video Link: https://vimeo.com/101640783• Post-It or scraps of paper and masking tape (One per student)• Don't Stand By. Stand Up! Handout• Internet connection• Chalk or White Board

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	<ul style="list-style-type: none">• Pencil or Pen
Time:	This lesson should take approximately 35 minutes to complete.
Notes for Instructor:	<p>Take time to become thoroughly familiar with the lesson and its associated materials before teaching. Examine your personal comfort level with the discussion and identify any personal feelings or biases that may affect your ability to effectively teach this lesson. If you do not feel comfortable with these materials, please discuss your concerns with your Director/Coordinator of Religious Education.</p> <p>For the <i>Defining Bullying</i> activity, it is recommended that you assign students one of the five types of bullying (physical, verbal, emotional, sexual, cyberbullying) while you pass out the Post-Its to ensure examples for each category.</p>

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LESSON	
Introduction:	<p>(1 MINUTE)</p> <p>Introduce the lesson by telling students that you are going to talk about bullying.</p>
Activity:	<p>DEFINING BULLYING (10 MINUTES)</p> <ol style="list-style-type: none">1. ASK: What is bullying?2. INVITE students to brainstorm responses.3. WRITE students' responses on chalk/white board.4. WRITE the following words and phrases where everyone can see them:<ul style="list-style-type: none">• Bullying = Imbalance of Power• Intent = Hurt or Humiliate• Often Repeated• Hard to Defend5. SUMMARIZE the definition by using the following points.<ul style="list-style-type: none">• Bullying always includes an imbalance of power.<ul style="list-style-type: none">○ It can occur when one person or a group of people use their power to control or harm someone else.○ The power can be related to social status. For example, if one person is part of a group and the other person isn't a part of that group.

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- The intent of bullying is to hurt or humiliate.
- It can take place in person or online.
- It can include words and/or actions.
- It is often repeated or has the potential to be repeated over time.
- It is difficult to defend against.

6. **EXPLAIN** that bullying is a fact of life for many kids and teens. Research suggests almost half of teens have experienced bullying online or over their cell phone.

7. **WRITE** the following five types of bullying where everyone can see them:

PHYSICAL VERBAL EMOTIONAL SEXUAL CYBERBULLYING

Note: It is recommended that you assign students one of the five types of bullying to ensure examples for each category.

8. **DISTRIBUTE** one Post-It to each student.

9. **INSTRUCT** students to write an example of bullying on their Post-It and then place it under the correct category on the chalk/white board.

10. **READ** students' examples aloud. Correct any inappropriately placed Post-Its by soliciting correct responses from the students.

11. **SUMMARIZE** the five types of bullying as follows:

Physical Bullying: Physical bullying involves hurting a person's body or possessions. Examples may include:

- Hitting
- Kicking

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- Tripping
- Damaging property

Verbal Bullying: Verbal bullying uses words in an insulting way to humiliate or put down someone. Examples may include:

- Verbal abuse such as name calling
- Insults
- Teasing
- Taunting
- Intimidation
- Negative remarks about sexuality or race
- Spreading false rumors
- Embarrassing someone in person or online

Emotional Bullying: Emotional bullying can be subtle and is often harder to recognize. It is intended to hurt, humiliate or possibly harm the person's reputation. Examples may include:

- Spreading rumors
- Playing jokes intended to embarrass
- Making fun of someone by mimicking or making faces
- Encouraging others to socially exclude the person

Sexual Bullying: Sexual bullying behaviors hurt others through comments and actions that are sexual in nature. Like emotional bullying, this kind of bullying can be harder to detect because it does not leave visible marks. Examples of sexual bullying include:

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- Making sexual jokes or comments about someone
- Making sexual gestures to someone
- Making comments about someone's sexual orientation
- Touching, grabbing or pinching someone in a deliberately sexual way

Cyberbullying: Cyberbullying takes place using electronic technology including e-mails, text messages, and social media posts. Examples of cyberbullying may include:

- Mean text messages or emails
- Rumors sent by email or posted on social networking sites
- Embarrassing pictures, videos, websites, or fake profiles

VIDEOS: (10 MINUTES)

Note: The videos can be accessed using the links listed below.

Bullies and Bystanders: What Teens Say (1:50 minutes)

Video Link: <https://vimeo.com/101640784>

Bullies and Bystanders: What Experts Say (2:23 minutes)

Video Link: <https://vimeo.com/101640783>

1. **INTRODUCE** video one: ***Bullies and Bystanders: What Teens Say***. The video shows teens talking about bullying and bystanders.
2. **VIDEO ASSIGNMENT:** While viewing the video, ask students to find out what it means to "stand up."
3. **PLAY** ***Bullies and Bystanders: What Teens Say***.

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DISCUSSION QUESTIONS:

What is a bystander?

A bystander is a person who watches or hears bullying without doing something to stop it or support the person being bullied.

Many kids and teens believe bullying is hurtful and they should act to stop it; but, when confronted with an actual bullying situation, few intervene. Why?

They might fear something bad would happen to them. They may fear becoming the target of the bully or being called "a snitch." Often they do nothing because they do not know what to do.

What does the slogan, "Don't stand by. Stand up." mean?

We should "stand up" to bullying because it sends the message that bullying is not okay and everyone has the right to be treated with kindness and respect. It lets the person being bullied know that they are not alone. By telling an adult, you can get the person help. Standing up is the best thing you can ever do for yourself or someone else.

4. **INTRODUCE** video two: *Bullies and Bystanders: What Experts Say*. The video shows experts talking about how bullying hurts the person being bullied and the importance of standing up.
5. **VIDEO ASSIGNMENT:** While viewing the video, ask students to listen for ways in which bullying effects the person being bullied.
6. **PLAY** *Bullies and Bystanders: What Experts Say*.

DISCUSSION QUESTIONS:

How does bullying affects the person being bullied?

Bullying has been found to impact a person's education; emotional and physical wellbeing (including headaches, stomachaches, thoughts of self-harm), and feelings of safety.

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Research shows that the effects of bullying can last into adulthood.

What is the role of the bystander?

Bystanders can either impact bullying negatively - by laughing or passively watching when bullying is taking place or positively - by standing up. Bystanders can help prevent bullying because they see what's going on a lot more than parents, teachers or other adults. Most kids and teens who are being bullied won't tell anyone. If a bystander sees it or is aware of it, they can go to a teacher, parent, or other trusted adult, and get help for the person being bullied.

BYSTANDER INTERVENTION (10 MINUTES)

1. **DISTRIBUTE** the *Don't Stand By. Stand Up* handout.
2. **INTRODUCE** *Don't Stand By. Stand Up* by explaining that in the videos, we learned that everyone can make either a positive or a negative impact on bullying situations by either standing by or standing up for the person being bullied.
3. **REVIEW** the handout aloud.
4. **READ** and **DISCUSS** the following scenarios using the discussion questions.

SCENARIO ONE

A few of the school jocks are joking around in the school hallway when they spot a smaller classmate who is struggling to carry his school books. One of the kids sticks his foot out and deliberately trips the smaller boy. The whole group laughs and calls the boy names.

In the scenario, did the group who witnessed the bullying support the bully or the victim?

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By laughing and calling the victim names, they participated in the bullying and showed support for the bully.

How could the group have stood up for the victim in this scenario and possibly changed the outcome?

- *By discouraging the bully by walking away*
- *By not calling the boy names or supporting the bully in any way*
- *By helping the boy pick up his book*
- *By informing an adult*

SCENARIO TWO

A group of your classmates are spreading hurtful rumors about your friend through text messages. Some people are beginning to think the rumors may be true and avoid her.

If you do nothing in this situation, are you supporting the bully or the victim?

The bully.

How could you stand up for the victim in this scenario and possibly change the outcome?

- *Tell everybody that the rumors are not true*
- *Be emotionally supportive to the person being bullied*
- *Tell a trusted adult about the bullying*
- *Rally support among other friends*

5. **SUMMARIZE** the activity by explaining that sometimes standing up, or being “An Intervener” can be the more difficult path, but

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	<p>it is the right thing to do. Let students know that adults will support them, if and when they step forward.</p> <p>WHAT TO DO IF YOU ARE BULLIED (3 MINUTES)</p> <p>1. EXPLAIN that there are steps you can take if you are the target of bullying:</p> <p style="padding-left: 40px;">Step One: In a clear, calm voice, ask the bully to stop.</p> <p style="padding-left: 40px;">Step Two: If speaking up feels unsafe, walk away.</p> <p style="padding-left: 40px;">Step Three: Don't keep your feelings bottled up inside; talk to someone. Tell an adult who can help you.</p>
Conclusion:	<p>SUMMARIZE the lesson by asking students to explain the slogan, "Don't stand by. Stand Up."</p>
Parent/Guardian Letter:	<p>DISTRIBUTE the <i>Level Eight Parent/Guardian Letter</i>. Tell students that this letter explains the lesson that was taught today and they should share it with their parent/guardian. Alternatively, Parent/Guardian letters can be emailed.</p>

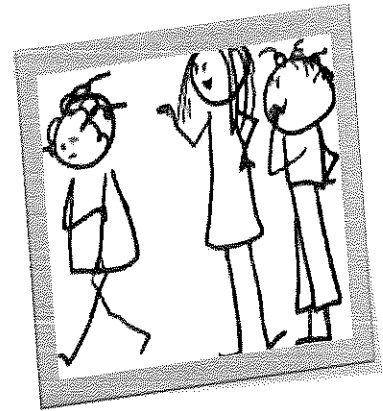
Don't Stand By.

Don't: Help the bully and join in the bullying.

Don't: Provide support to the bully.

Don't: Stay away.

Don't: Provide the bully with silent approval.



Stand Up!

You can play a key role in **PREVENTING** or **STOPPING** bullying by **STANDING UP!**

- **Discourage** the bully by defending the victim or redirecting the situation.
- **Comfort** the person being bullied.
- **Get help** by rallying support from peers or report the bullying to adults.

Adapted from: <http://www.tacklebullying.ie/>



OFFICE FOR CHILD AND
YOUTH PROTECTION

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Dear Parent, Guardian, or Caregiver:

In the Archdiocese of Philadelphia the safety of our children is among our highest priorities. As part of our child protection efforts, your child participated in a lesson from our KIDTALK program. KIDTALK combines age appropriate messages which promote children's health and safety with Catholic teachings.

As a result of this lesson, your child should understand the definition of bullying, be able to identify different types of bullying, and describe how it occurs. Students explored the motivation and feelings of all the parties in a bullying incident, and were provided instruction on how to get help if they are being bullied. Since bullying is almost always observed by others, students were taught the slogan, "Don't Stand By. Stand Up!" Although sometimes 'standing up' can be the more difficult path, it is the right thing to do. Let your child know that you will support them, if and when they step forward.

Open communication is an important key to success in all child abuse prevention efforts. You can find some helpful tips for establishing open and honest parent-child communication on the Office for Child and Youth Protection's website at www.chilyouthprotection.org under Protect-Resources for Parents.

If you have any questions or if we can be of assistance, please feel free to contact the Office for Child and Youth Prevention at 215.587.2466 or OCYP@archphila.org.

As always, your partner in prevention,

Leslie J. Davila, M.S.
Director
Office for Child and Youth Protection