



AFTERSCHOOL EXCHANGE ACTIVITY

BATTLING BULLIES

PREPARATION

Grade Levels: 3 – 5

This activity would be most effective if delivered in three one-hour sessions.

Prerequisites

Before beginning this activity, watch the video ANNE OF GREEN GABLES, “A Bully by the Horns,” Episode #10 or preview the clips on the Web (see below). Make sure you have enough copies of the video response sheet for each student. If you have access to the Internet, learn more about bullying at www.bullying.org.

Materials Needed:

Students will need:

- Paper and pencils or pens

Group Leader will need:

- TV and VCR and a copy of the video ANNE OF GREEN GABLES, “A Bully by the Horns,” Episode #10, or the ability to project the digitized clips on a TV or a projector
- Copies of the activity sheet for each student
- Chart paper, markers and pens

Academic Goals

Children will:

- identify aspects of a conflict situation through a story: problem, conflict, and resolution, and relate it to their own lives
- engage in problem solving or identification of an aspect of bullying both individually and within a group
- apply their knowledge of bullying to create scenarios that reflect their understandings and methods of coping with difficult situations

Social Goals

Children will:

- share together their experiences of bullying, and identify commonalities
- reflect on the influence of friends in bullying situations

STEPS

Introductory Activity (15-20 min)

Tell the students that the next three activity sessions will focus on the theme of bullying, which is a topic of concern for many children. Before you show the first video clip, ask the group to go around the circle and complete the sentence: “A bully is someone who...” As the students share, write their definitions and descriptions on chart paper. Then, ask how many of them have been bullied, and how many have bullied others. Be sure to draw out the fact that bullying is a common social experience, which can have many negative affects. Also note that bullying applies to boys and girls, although the behaviors may be different, which they will speak about later.

Activity 1 (approximately one hour)

1. Tell the students that they will be watching an episode of ANNE OF GREEN GABLES called “A Bully by the Horns.” Judging by the title, what do they think the message of the program will be? Pass out the activity sheet, which they are to complete after watching each segment of the video. Before you start the video, review the sheet with the students to make sure they understand the task.

2. If you can’t show the clip from the Web, cue the tape about two and a half minutes into the program and stop the tape just after the scene where Felix is talking to Anne while sitting on a swing. They are talking about what happened at the school and Felix reveals to Anne his uncertainty over how to handle the situation with the bully, Orville. Tell students that later on in the episode, Anne urges Felix to tell their teacher Mrs. King about his bullying problem. Have the students write their response to the first question on the activity sheet and then share their responses aloud.

3. Tell the group that they’re going to watch more of the video, to see how the situation develops. If you can’t show the clip from the Web, start the tape around 11 minutes into the episode when you hear Orville saying: “I worked so hard on our project...” and continue to the scene where Felix and Anne talk after Anne had been mean to Orville. Again, ask the children to respond to the questions on the response sheet.

3. After the group shares their responses, play the next clip or resume the video 18 minutes into the episode until the end of the scene where Felix and Anne are at the school talking to their teacher, Mrs. King, about Orville’s bullying. Have the students respond to the question on the activity sheet and then watch the final clip, or play the video around 21 minutes into the program for about a minute, until the end of the scene where you see Felix and Orville working together to build the perfect “flying machine” for Avonlea School’s Science Fair.

4. As a review, ask the students to respond to the following questions:
 - What was Felix’s problem?
 - How did he respond to Orville?
 - How did Anne respond to Felix’s problem? Did it help?
 - What was the turning point in the situation?
 - How was the conflict resolved?

5. Then, have the students write their response to the final questions on the activity sheet, about how the story relates to their life and the influence of friends. Allow time for students to share their experiences.

Activity 2 (approximately one hour)

1. Divide the children into three groups, assign each group one of the topics listed below, and give them some loose leaf paper and a piece of chart paper. Ask each child in the group to brainstorm a list of responses to the topic on the loose leaf paper. Then, have them share their answers within the group while one person in the group compiles the group's ideas on the chart paper. The topics are:

- Reasons why someone acts like a bully
- How bullies behave
- How you can respond to a bully

2. Post the charts on the wall and give each group a turn to present their topic. After each group presents, ask the other two groups if they have anything to add, and list any new ideas on the chart. After students present the third topic, how you can respond to a bully, discuss which responses achieve positive or negative results, drawing from students' personal experiences if possible.

3. Tell the children they are now going to watch a segment from the end of the ANNE OF GREEN GABLES video, a live-action scene where a teacher asks students questions about bullying. Ask them to pay attention to the children's responses on the video, because they are going to compare them to their own responses after they watch the clip. Play the final video clip, or start the tape at 24 minutes into episode, at the beginning of the live-action scene, and play the scene through to the end.

4. After watching the segment, discuss the similarities and differences between their approaches to dealing with bullies and the responses of the kids on the video. Then, ask the group: Why is bullying such a common experience among kids? If time permits, the group can also discuss variations in ways boy and girl bullies act and if children's responses should be the same or different toward boys or girls who bully.

Activity 3 (approximately one hour)

1. In this session, students use what they've learned about bullying to create their own bullying scenarios. Divide the students into groups of three (or more if desired) to plan, rehearse, and perform scenarios that deal with bullying. Post the lists that the students generated in the previous activity for them to use as reference, and give each group a list of specific characters to include in their scenario, such as:

- A bully, a bully's friend, someone being bullied, and his/her friend
- A bully, someone being bullied and his/her friend and parent
- A bully, a bully's friend, someone being bullied, a teacher

2. Explain to the students that they will use what they learned from the ANNE OF GREEN GABLES video, the information that is posted on the walls, and their own experiences to create their own stories about bullying. Explain that their story should

include a problem, the conflict, and a resolution. Before beginning, brainstorm possible settings for their stories, such as a classroom, school hallway, lunchroom, playground or schoolyard, or a neighborhood street. As the students work in their small groups, rotate among the groups to answer questions and offer support as the students prepare their scenes.

3. Students perform the scenarios for one another and then discuss each in terms of characters, problem, conflict, and resolution. Ask the students to reflect on how they felt taking on the roles of the various characters, and to think about how the outcomes vary depending on the characters' behavior. Finally, ask the students to share their reactions to the three activity sessions, and to explain how the sessions may have helped them deal more positively with bullying.

Follow-up Activities

Help others in your afterschool program learn about bullying. Invite other groups to come see your students perform their bullying scenarios. Afterwards, your students can answer any questions your visitors may have about bullying. If possible, take pictures of the event and offer a special snack to help make the occasion more special. Be sure to congratulate your students on a job well done.

CREDITS

This AFTERSCHOOL EXCHANGE activity was developed by Julie Spiegel Ph.D., Educational Specialist at The Point CDC, based on the animated series ANNE OF GREEN GABLES. (<http://pbskids.org/anne>)

Activity Sheet: "A Bully by the Horns"

Felix's Bully

What do you think Felix should do in his situation? Do you agree with Anne who wants to tell Felix's teacher how Orville is taking advantage of him? If so, why is this a good idea? If you don't think she should, why not?

Being a Bully

Who do you identify most with, Anne, who says that no one deserves to be picked on, or Felix, who cheers her on for being mean to Orville? Explain.

Do you think that Orville will now make it worse for Felix after the incident with Anne? If yes, how so? If no, why not?

What should Anne and Orville do now?

Working Together

Now that the teacher knows about Orville, what do you think they will do next?

"Real" Kids

What about this story is similar to something you or a friend of your experienced?

How can friend help or hurt a bullying situation?