

# On the Outside, Looking In

## OBJECTIVES

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- To help students gain an understanding of the behaviors, feelings, and thoughts of both bullies and victims
- To provide a safe environment for students to discuss and express their feelings, thoughts, and opinions about bullies and victims

## MATERIALS

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- A chair
- Chalkboard or easel pad

## DIRECTIONS

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1. Ask students to sit in a circle. Place an empty chair inside the circle.
2. Invite students to imagine a bully sitting in the chair, then to describe the characteristics and behaviors of the bully.
3. Go around the circle and ask students to take turns telling the imaginary bully how they feel about him or her. It is important that the students articulate what they do not like, express why they feel the bully acts in this manner, and say how they could assist the bully in changing his or her behavior. As the students discuss, write their main points on the chalkboard or easel pad.
4. If time permits, repeat the procedure, but ask students to imagine a victim in the middle of the circle. Invite them to describe how they feel about the behaviors directed toward the victim, how they could provide support to the victim, and how the victim could cope with the bullying.
5. Referring to the students' main points as appropriate, process the activity by discussing the following questions.

## **DISCUSSION**

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- Why do bullies do what they do?
- How do bullies see their behavior? Why?
- How do you see their behavior? Why?
- Did we develop thoughts on how to help bullies change? What are they?
- What should we as a class or group be doing to help reduce bullying? What steps should we be taking?

## **NOTE**

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This can be a very emotional activity. Take care that no one is made fun of during the exercise. Stress the concepts of respect and dignity when talking about both victims and bullies.

# Strength-o-Meter

## OBJECTIVES

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- To help students understand others' need for support when they are being victimized
- To assist students in recognizing the amount of strength required to endure bullying
- To encourage students to ask for help when it is necessary

## MATERIALS

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- Strength-o-Meter worksheet

## DIRECTIONS

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1. Give one copy of the Strength-o-Meter worksheet to each student.
2. Ask students to read the scenarios and respond to each one by coloring in the thermometer to represent the degree to which they can handle the situation by themselves and the degree to which they need help from others.
3. Process the activity by conducting a class discussion about how students marked the thermometers.

## DISCUSSION

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- Are there particular bullying situations in which you need additional help? Which ones?
- From whom may you seek help when handling a difficult situation?
- Are there times you can handle situations by yourself? How do these situations differ from those in which you feel you need to ask for help?
- Do you find it difficult to ask others for help?
- Do you usually receive help when you request it from others?
- How do you feel when you ask for help? Weak? Insecure? Anxious? Confident? Strong?

# STRENGTH-O-METER

*Instructions:* Read each of the following scenarios. Respond to each by coloring in the thermometer to represent how much you can handle by yourself and how much help you need from others.

**I can handle this  
much by myself.**

**I need this much  
help from others.**

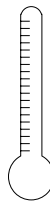
- 1** You are being tormented in the lunchroom. One kid tripped you, but luckily you did not drop your tray. As soon as you sit down, another student comes by and swipes your sandwich.



- 2** As soon as you get on the bus and take your seat, the kids behind you start blowing spitballs in your hair and calling you names.



- 3** In gym class, you are getting ready to play kickball. As always, you are the last one to be chosen for a team. When the teacher assigns you to a team, everyone begins to complain.



- 4** You are in history class. The teacher asks a question. You know the answer, and you quickly raise your hand. Your response is followed by giggles and whispers from the class.



# Day in the Life

## OBJECTIVES

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- To help students understand how their peers spend their days
- To help students experience what it is like to live the life of a classmate
- To encourage students to recognize the diversity and variation in other students' daily lives

## MATERIALS

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- Day in the Life worksheet

## DIRECTIONS

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1. Give students a copy of the Day in the Life worksheet and have them complete it individually.
2. Have the class count off in groups of three. If there appear to be close friends in any group, switch them into another group to provide them with the opportunity of talking with new people.
3. Allow group members to share their answers.
4. Conduct a class discussion, using the following questions.

## DISCUSSION

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- Have you ever thought about your classmates' days and what they do?
- What surprised you?
- What things do you and other members of your group have in common? What things are different?
- What do you understand now about your classmates that you did not know previously?

## **DAY IN THE LIFE**

- 1** When do you wake up? Does anyone wake you up?
- 2** What do you have for breakfast?
- 3** How do you get to school?
- 4** Do you go to school with anyone else? If so, whom?
- 5** How do you feel about going to school in the morning?
- 6** Do you have friends that you look forward to seeing at school?
- 7** How do other students treat you throughout the day? At lunch? At recess?
- 8** How do your teachers treat you?
- 9** What subjects do you like? What subjects don't you like?
- 10** Are you afraid of anything or anyone while you are at school?
- 11** How do you get home? Who is at home when you arrive?
- 12** What do you like to do after school?
- 13** Do you play? If so, with whom?
- 14** Do you have homework? Do you do it?
- 15** What is dinner like for you at your house?
- 16** Do you have any favorite evening activities? Shows? Games? Music?
- 17** When do you go to sleep?