

# Bully, Victim, Bystander

## ❖ OBJECTIVES:

- To express feelings of empathy
- To express how different perspectives develop the role of bully, victim and bystander

## MATERIALS

*Peace Scholars* book (S-37-38)

## ❖ INTRODUCTION:

As a class, we look at all three roles in bully/victim/bystander situations. The way they thought, felt and acted. Today you will continue this work in your villages.

## ❖ ACTIVITIES:

1. “Go to your villages and roleplay “Lining Up” on page S-47. Remember everyone plays a bully, a victim and a bystander at least one time. When this has been accomplished, do the Village Talk together.” Afterwards, redo the roleplay so that the bystander helps the victim.
2. Depending on your (teacher’s) timeline, do “The Lunchbox” (page S-38) with Village Talk. Go around and write notable quotes from students. Use them as assessments, share them with parents, ask if you may display them around the room as “notable quotes.”
3. Writing their own roleplays can be done in class or for homework.

## ❖ CLOSURE:

“If we want to change our own behavior, first we must become aware of it. Practicing our new behavior in a safe place also helps us to make changes. To become kids who are strong, caring peacemakers we need to learn how to change some of our behavior.”

# Bully, Victim, Bystander Practice



1.

## Lining Up

Time: Before school

Place: The playground

Characters: Bully, Victim, two Bystanders

**Bully:** (As the teacher is talking to a parent in the back of the room and the students are lining up to go home, Peter pushes Sarah out of the way.) "I want to be first in line and you'll be sorry if you don't let me in."

As the bully, what is your goal? \_\_\_\_\_

What do you feel? \_\_\_\_\_

What body talk showed that this person is bullying? \_\_\_\_\_

**Victim:** "Peter, I was here first." (Sarah tries to get back in front of Peter but he puts his arms out and holds her back.)

As the victim, what is your goal? \_\_\_\_\_

What do you feel? \_\_\_\_\_

What body talk showed that this person is the victim? \_\_\_\_\_

**Bystander:** (Everybody just backs up and lets Peter in.)

As bystanders, what is your goal? \_\_\_\_\_

What do you feel? \_\_\_\_\_

What body language did the bystanders show? \_\_\_\_\_

### VILLAGE TALK

Do the bully and the victim have any of the same feelings?

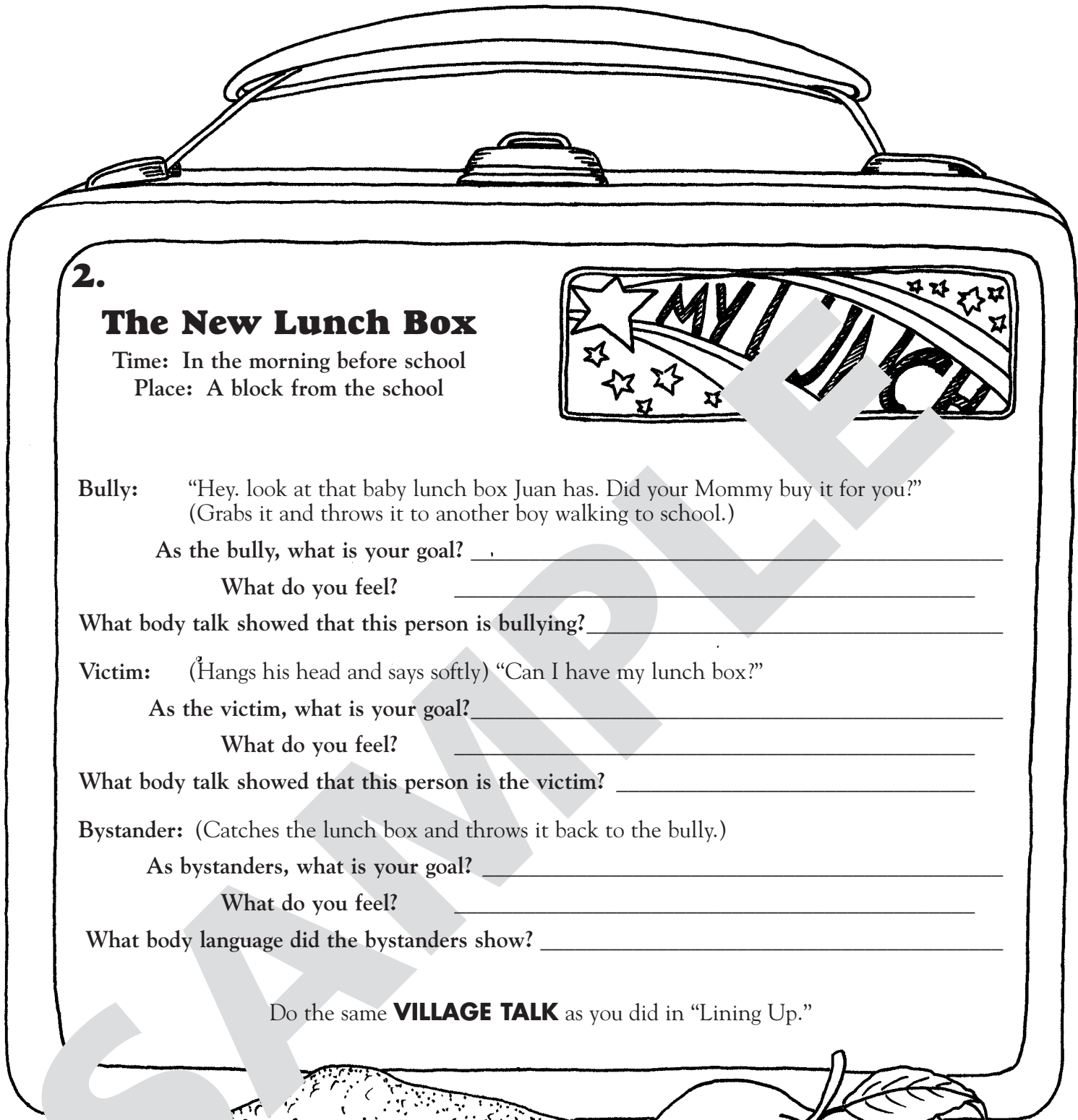
What are they?

How do the bystanders feel when they don't do or say anything?

How do they feel if they join the bully?

How do they feel if they help the victim?

Now, as a bystander, I can help by...



2.

## The New Lunch Box

Time: In the morning before school

Place: A block from the school

**Bully:** "Hey, look at that baby lunch box Juan has. Did your Mommy buy it for you?"  
(Grabs it and throws it to another boy walking to school.)

As the bully, what is your goal? \_\_\_\_\_

What do you feel? \_\_\_\_\_

What body talk showed that this person is bullying? \_\_\_\_\_

**Victim:** (Hangs his head and says softly) "Can I have my lunch box?"

As the victim, what is your goal? \_\_\_\_\_

What do you feel? \_\_\_\_\_

What body talk showed that this person is the victim? \_\_\_\_\_

**Bystander:** (Catches the lunch box and throws it back to the bully.)

As bystanders, what is your goal? \_\_\_\_\_

What do you feel? \_\_\_\_\_

What body language did the bystanders show? \_\_\_\_\_

Do the same **VILLAGE TALK** as you did in "Lining Up."

