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

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.”