IT'S TIME TO TAKE A STAND

BULLY

THE WEINSTEIN COMPANY PRESENTS "BULLY"

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BULLY

COMING SOON
ACMI gratefully acknowledges the support of Lee Hirsch and Village Roadshow.
Bullying is repeated verbally, physically, socially or psychologically aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

For a school to create and maintain a positive, safe and engaging culture where young people can thrive, it should work with the students and their community to address the challenges posed by bullying. This reflects the Student Engagement and Inclusion Guidance outlined on the Department of Education and Early Childhood Development (DEECD) website: [www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx](http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx).

This is a rich resource that aims to support teachers, school leadership teams, student leaders and students in years 10 and above. Teachers are encouraged to choose those activities that best suit the needs of their students.

During this unit of 10 lessons, students will focus on the problem of bullying, consider its impact on individuals and communities and explore strategies for preventing and dealing with bullying behaviour.
This unit has been developed to support teachers wishing to use segments from the documentary *Bully* (Lee Hirsch, 2012) to engage senior secondary students in thinking about and discussing issues related to bullying. Before commencing this unit, teachers should watch the trailer and the documentary to understand the approach taken in the documentary. Teachers should also refer to the DEECD policy advice to ascertain whether this resource is appropriate for their school community (www.education.vic.gov.au/school/principals/spag/curriculum/Pages/resources.aspx).

*Bully* is a documentary from the United States that tells the story of five students and their families who experienced bullying within the American school system. The individual stories present a powerful insight into the destructive impact of bullying. By presenting dramatic instances of school communities and families who have struggled to effectively address and resolve bullying, *Bully* provides opportunities for exploring alternative solutions and effective strategies.

The topic of suicide is raised in both the documentary and its trailer (screened in Lesson 1). For this reason a discussion of suicide and the psychological impact of bullying has been provided in Lesson 7. It is recommended that teachers enlist the participation of the school wellbeing team, or professional support from external agencies (e.g. headspace) in preparing for and teaching about bullying and in particular issues related to suicide.

Schools can help reduce the onset of mental health problems amongst students by implementing preventative strategies outlined in the DEECD Framework for Student Support Services to provide safe and supportive environments for students. For more information, see ‘Student mental health and suicide response/planning’: www.education.vic.gov.au/school/principals/health/Pages/studenthealth.aspx.

Prior to embarking on this unit, you might consider ways to build students’ understanding of mental health. To support school communities to effectively identify and respond to the mental health needs of children and young people, the Victorian government has partnered with headspace, the National Youth Mental Health Foundation to deliver SAFEMinds (www.education.vic.gov.au/school/teachers/health/Pages/safeminds.aspx).

Alternatively, Beyondblue (www.beyondblue.org.au) has created SensAbility (www.beyondblue.org.au/resources/schools-and-universities/secondary-schools-and-tertiary/senseability), a program for secondary students designed to develop and maintain psychological resilience. Modules cover topics such as Self-worth, Control, Belonging and Purpose.

The Victorian System of Care Referral Matrix is a tool which supports parents and carers, school staff and other professionals to appropriately refer children and young people to mental health services (www.education.vic.gov.au/school/principals/health/Pages/referral.aspx).
While it is usually recommended that students watch a film in its entirety, this unit focuses specifically on the content and case studies explored in *Bully* rather than the film as a text. In this unit, a range of excerpts from the documentary have been drawn upon to focus class discussion and activities.

Teachers may elect to screen the complete documentary at the end of the unit (during lessons 9 and 10), after they have engaged with the issues explored in *Bully* and developed positive strategies for discussing confronting content. If so, consider the need to involve the student welfare co-ordinator and/or psychologist. Some students may not wish to view the whole documentary and should be supported in this choice.

The following resources are also available to assist schools to explore this topic:


The Bully Project: [www.thebullyproject.com](http://www.thebullyproject.com)


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**Learning focus**

This unit addresses all three strands of AusVELS.

These include:

**Physical, Personal and Social Learning**

**Health and Physical Education Levels 9-10**

- describe social and cultural factors, such as family, the media and community expectations that influence the development of personal identity, including the development of identity as it relates to gender
- rehearse strategies for being assertive when protecting their own and others’ health
- explore a range of issues related to sexuality and sexual health such as same-sex attraction
- explore assumptions, community attitudes and stereotypes about young people and sexuality
- learn strategies for supporting themselves and other young people experiencing difficulties in relationships or with their sexuality, and learn about the community services available to assist
- investigate and evaluate the policies and practices in their school in relation to sexual and racial harassment, homophobia and/or discrimination, and consider their rights and responsibilities in these areas
› examine mental health issues relevant to young people and consider the importance of family and friends in supporting their mental health and emotional health needs

› explore assertiveness and resilience strategies that could be used in different situations

› investigate the work of government departments and non-government bodies in promoting and protecting the health of young people, including laws, policies and provision of health services


Interpersonal Development Levels 9-10

› explore barriers to achieving positive relationships, especially between groups with differing values and beliefs, and discuss the importance of empathy

› explore strategies that they and others could use to overcome these barriers, and practise using such strategies and reflecting on their effectiveness

› explore strategies to manage peer influence and to develop positive relationships with a wide range of peers, gaining confidence in expressing their own views and opinions, and the rationale for these

› develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts


› learn to recognise when conflict, including conflict in workplaces, is likely to occur, and learn to be proactive in initiating strategies to avoid and/or resolve it
Discipline-based Learning
English Levels 9-10

- interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade
- explore texts featuring themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and from a variety of perspective

English Levels 9-10: http://ausvels.vcaa.vic.edu.au/English/Curriculum/F-10#level=10

Interdisciplinary Learning
Communication Levels 9-10

- know what it means to effectively respond both verbally and non-verbally in different contexts and be able to demonstrate this
- explore the relationship between language and power. As their understanding of this concept develops, they apply their understanding when making meaning of a variety of media messages and when developing their own presentations


Thinking Processes Levels 9-10

- become discriminating thinkers, capable of making informed decisions about controversial and complex issues
- reflect on their own thinking and identify assumptions that may influence their ideas
- identify, use, reflect on, evaluate and modify a variety of effective thinking strategies to inform future choices
- examine and acknowledge a range of perspectives on an issue and learn to accommodate diversity

Before commencing the unit with your students

Brief students about the subject of *Bully* and give them the opportunity to raise any personal concerns the topic may pose. Where appropriate, encourage students to speak to their parents or an other trusted adult or arrange an appointment with the student welfare co-ordinator, psychologist, guidance officer or other senior staff member to discuss any issues around bullying and mental health that may be of concern.

The issues discussed in this unit may be difficult for many students, and teachers should attempt to anticipate and be ready to respond to a range of student reactions.

Give students an outline of the unit they will be undertaking and invite them to suggest aspects of the issue of bullying they might like covered. In preparation for the unit, teachers should make sure they are clear about:

- their school’s policies on bullying;
- the support available to students who are experiencing bullying; and,
- where students can go to seek help.

Teachers should watch both the trailer and the documentary *Bully* and read widely about approaches to bullying in schools.

Further resources

- headspace ([www.headspace.org.au/is-it-just-me/find-information/bullying](http://www.headspace.org.au/is-it-just-me/find-information/bullying)), the National Youth Mental Health Foundation, offers guidance and resources and specifically addresses bullying.
- Dr Ken Rigby’s analysis of antibullying strategies: ‘What can schools do about cases of bullying?’ can be found on the National Centre Against Bullying website: [www.ncab.org.au/Assets/Files/What%20can%20schools%20do%20about%20cases%20of%20bullying_Rigby.pdf](http://www.ncab.org.au/Assets/Files/What%20can%20schools%20do%20about%20cases%20of%20bullying_Rigby.pdf).
- Facing History and Ourselves offers a self-paced workshop program for teachers on safe schools: [www.facinghistory.org/for-educators/workshops-and-seminars/about-online-learning](http://www.facinghistory.org/for-educators/workshops-and-seminars/about-online-learning).
Lesson 1: What is bullying?

AIM: In this lesson students are introduced to the issue of bullying and work together to define the topic.

What is bullying?

Although you will already have prepared students for this unit, you can begin by reiterating its focus.

Explain that the key principle underpinning this unit reflects the DEECD Student Engagement and Inclusion Guidance 2014 (www.education.vic.gov.au/school/teachers/health/pages/respectfulsch.aspx) that a school should create and maintain a positive, safe and engaging culture where everyone can thrive and feel equally valued. This requires students, parents and teacher/s to be respectful of each other.
Creating a discussion protocol

Positive approaches to reducing bullying in schools focus on creating a consistent environment of respectful interaction; therefore, the time spent on discussing guidelines is worthwhile.

Acknowledge that this is a difficult topic to explore and assist the class to construct an appropriate protocol for ongoing discussion. Make it simple and easy to reiterate.

You could display a copy in the classroom and begin each lesson with a reminder about the protocol.

You may choose to develop this protocol using the method suggested by Brookfield and Preskill and summarised on the University of California Berkeley’s Teaching Resource Center website: [http://gsi.berkeley.edu/teachingguide/sections/guidelines.html](http://gsi.berkeley.edu/teachingguide/sections/guidelines.html).


Students should be encouraged at this point and throughout the unit to build a resource kit containing articles, pamphlets, images, links to online resources and videos, notes and personal observations, as well as any writing done in class.

Students could use a digital corkboard like spaaze ([www.spaaze.com](http://www.spaaze.com)) or popplet ([www.popplet.com](http://www.popplet.com)) to store and share their ideas.

Defining the issue of bullying

Ask students to consider, “what is bullying?” Working in small groups, ask students to document responses, key words and phrases in a concept map to link ideas and key terms.

As a class, use this information to come up with a class definition of bullying. Compare it with the definition on the Bully Stoppers website ([www.education.vic.gov.au/about/programs/bullystoppers](http://www.education.vic.gov.au/about/programs/bullystoppers)) and rework the class definition accordingly. Emphasise the two key characteristics of bullying: repeated harmful acts and an imbalance of power.

In small groups have students share their perceptions of the issue, considering not only their own experiences but those of other people. Ask students to keep the discussion general and not refer to individuals by name.

Prompts might include:

- Why is bullying an important issue in our society?
- Why do some people bully others?
- Where might bullying occur amongst young people?
- Why do you think it happens in these places?
Explain to students that they will view the trailer and a range of clips from the documentary *Bully* in discussions throughout the unit.

Provide some context before screening the trailer. *Bully* is a documentary that shares the story of five students and their families who experienced bullying in the United States. It offers dramatic examples of the effects of bullying and potential consequences when families and school communities are unable to effectively address the issue. (NB: The trailer and the documentary contain references to suicide.)

Screen the *Bully* trailer: [www.thebullyproject.com/media](http://www.thebullyproject.com/media).

Encourage the class to make connections between the issues raised in class discussion and the situations shown in the trailer.

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**Connecting to *Bully*: introducing Alex**

Alex is one of the targets of bullying featured in *Bully*. The bullying he experiences is both verbal and physical.

Prepare students by describing the situation faced by Alex and then screen the following clips:

- Movie 2.1 Alex describes being bullied
- Movie 2.2 Alex’s bus ride home
Bullying in schools

*Bully* focuses on the experiences of young people in the school system and suggests that bullying is a particular problem for school students.

Ask students: Do you think this is true? If so, why?

As a class, brainstorm expressions people use to dismiss or excuse bullying among young people. For example:

- “Boys will be boys”
- “They were just joking”
- “It’s just part of growing up”

Ask the class for single word responses to the two clips – focus on their first impressions and reactions.

Ask students to consider the following questions using the strategy of Think, Pair, Share. During the ‘Think’ stage, students work individually to consider the question and make notes on their ideas. They then work in a ‘Pair’ to discuss their ideas and workshop answers to the questions. Finally, pairs or groups ‘Share’ their ideas and answers with the class.

- How could Alex’s situation be improved at school?
- What could be done to stop the bullying behaviour on the bus?

Pairs should record their ideas before they share them with the class. They can then refer to this discussion at the end of the unit. If you have an electronic whiteboard, you can list the shared suggestions and review them in a later lesson.
You might like to screen the French video *Le Monde en face: Harcèlement à l’école* (Vincent Lobelle, 2013) ([www.huffingtonpost.com/2013/11/09/anti-bullying-ad-workplace-video_n_4242577.html](http://www.huffingtonpost.com/2013/11/09/anti-bullying-ad-workplace-video_n_4242577.html)). It draws attention to the fact that behaviour that would not be tolerated in the workplace is often typical at school.

Ask students to guess what the text at the end of the video means: "Une journée du travail ne ressemble pas à ça. Et une journée d’école?"

(Translation: "A day at work does not look like this. What about a day at school?")

- Who is the target audience of this ad campaign? How do you know this?
- What do you think the campaign aims to achieve?
- Do you think it achieves its goals? Why/why not?

### Types of bullying

There are many different types of bullying. You may have covered some of these in the initial class discussion. If not, brainstorm ideas as a class. Consider:

- What types of bullying did Alex experience?
- What types of bullying were mentioned in the trailer?
- What other kinds of bullying are there?

You can refer to the following suggestions listed on the Bully Stoppers webpage ‘What is bullying?’ ([www.education.vic.gov.au/about/programs/bullystoppers](http://www.education.vic.gov.au/about/programs/bullystoppers)).

Types of bullying described can be assigned to one of these four categories, listed here:

1. direct physical bullying
2. direct verbal bullying
3. indirect or covert bullying
4. cyberbullying

Break students into groups (the number of groups will be dependent on the types of bullying they choose to research) and ask groups to research and define one of the first three.
types of bullying. Explain that cyberbullying is examined in detail in Lesson 2.

**Activity**

Ask students to provide a written scenario illustrating the type of bullying they are investigating, including details about setting, bystanders, behaviours, etc.

Ask each group to swap scenarios and brainstorm potential responses to the incidents described.

Have each group report their findings to the class. Encourage a variety of reporting styles. These could include:

- charts/posters
- role play
- presentations
- storyboards
- cartoon strips

Encourage students to keep their suggestions to refer to at the end of the unit. They can consider whether they would make different suggestions based on what they have learned.
Lesson 2: What is cyberbullying?

**AIM:** This lesson aims to help students understand cyberbullying and develop strategies for dealing with and preventing it.

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Your students will most likely not know a world without information and communication technology. They use online technologies to shape their identities, communicate with friends and express their opinions, thoughts and feelings. Yet, as in their face-to-face relationships, this does not mean they have developed the appropriate level of social and ethical maturity required for a positive online experience.

To prepare for this lesson, teachers can refer to the education resources created to accompany the short film *Tagged* (Chris Benz, 2011). These are available on the Cybersmart website: [www.cybersmart.gov.au/tagged](http://www.cybersmart.gov.au/tagged).

**Consider**

**Defining cyberbullying**

Review the definition of bullying written by the class in Lesson 1 and ask for ideas from the class as to how this definition might be adapted to define cyberbullying.

Consider how cyberbullying is similar to other forms of bullying and how it is different. You may like to add this information to the original definition.

Compare class ideas with the information found on the Bully Stoppers website: [www.education.vic.gov.au/about/programs/bullystoppers/Pages/cyberbullying.aspx](http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/cyberbullying.aspx). Students may choose to rework their definition in the response to the Bully Stoppers material.
Tagged


After watching *Tagged*, use the following questions as the basis for class discussion:

- Which characters in this short film are bullied?
- What types of online bullying take place in *Tagged*?
- Why are these behaviours considered forms of bullying?
- What are some of the consequences of this kind of bullying?
- Do you think the experiences depicted in *Tagged* are typical in schools?
- What other types of cyberbullying are you aware of?

Working in pairs or groups of three, ask students to list cyberbullying behaviours. Compile the findings as a class.

Giving advice to others

Ask pairs or small groups to choose a cyberbullying behaviour from the class list and write an advice sheet. Students can refer to the Bully Stoppers website for examples of advice sheets (www.education.vic.gov.au/about/programs/bullystoppers/Pages/advice.aspx).

Challenge groups to write advice sheets about topics that are not currently on the Bully Stoppers website. As a class select one and submit it to: student.engagement@edumail.vic.gov.au

Break the class into six groups. Provide each group with one of the following online locations where bullying can occur.

- chat rooms
- mobile phones
- social media sites (e.g. Facebook)
- emails
- game sites
- other
Ask each group to prepare a scenario illustrating a cyberbullying incident that occurs at the online location they have been assigned.

Once each group has completed this task, ask students to swap scenarios with another group. Give groups time to list steps that the target and/or bystanders of the cyberbullying can take to work towards resolving the situation.

When each group has completed their list, bring the class together. Ask each group to read out their scenario and their list of recommended steps. Alternatively, students could role play the scenario and give advice in a role as a friend, family member, teacher or school counsellor.

Lead a class discussion on whether these are the most appropriate actions to take. Are there alternative actions individuals can take to protect themselves from harm?

Ask students to complete the following for homework:


- ACMA ‘How cybersmart are you?’ www.cybersmart.gov.au/Teens/Games%20and%20videos/How%20Cybersmart%20are%20you.aspx
Lesson 3: Responsibility and making a difference

AIM: Students are encouraged to consider how individuals can make a difference by engaging positively with others.

Isolation and exclusion in Tagged and Bully

Remind students about the short film Tagged viewed in Lesson 2. Review Kate’s story by asking students to work in pairs and take turns asking each other the following questions:

Student A:
- How did Kate bully others?
- Did Kate choose to go to a new school? Why/why not? Why do you think students at Kate’s new school chose to avoid her?
- Why did Lou decide to talk to Kate? If Lou had also decided to exclude Kate, what might have happened?

Student B:
- How was Kate bullied?
- When Kate first arrived at her new school, how did she feel?
- Students who go to either of Kate’s schools might say, “I’m not a bully, I haven’t done anything.” Is this true? What have they done or not done? What could they do differently?
Get feedback from the class by asking students about their classmate’s responses.

As a class, consider the concept of ‘isolation’. Use a thesaurus (for example, this online thesaurus: http://thesaurus.com/browse/isolation) to examine synonyms for the word. Do these synonyms describe Kate’s initial experience at her new school or are they a different aspect of the word? Explain.

**Tormentors, perpetrators and bystanders**

The young people in the documentary *Bully* experience isolation in different ways. The following clips focus on Alex’s isolation and on Kelby’s experiences of being bullied and excluded. Their experiences provide a focus for considering who bears responsibility for bullying and how each and every person within a community can make a difference.

While watching the following clips, ask students to make notes on the following question:

- How do Alex and Kelby’s experiences demonstrate that bullying never just happens between the bully and target?

**Movie 2.3 Alex at school**

**Movie 2.4 Kelby and her family discuss bullying at school and in their hometown**

**Activity**

Divide the class in half. Ask half the class to focus on Alex’s experience and the other half to focus on Kelby. Students should work in pairs to:

- identify the different groups of people who could be described as contributing to the suffering experienced by either Alex or Kelby.
- write the name of each group in the middle of a piece of paper.

- create a concept map around each group with suggestions about how these people could change their behaviour to help make life safer and more enjoyable for Kelby or Alex. Rearrange groups so that new pairs have one student who has focused on Alex’s situation and one who has focused on Kelby’s. (Students can take half the sheets of paper to their new group).

- share their concept maps with their new partners and add any new ideas.

- walk around the class and find out what other groups have written.

Bullying can take place in public – for instance, the trip to and from school by bus seems to be particularly dangerous for students in the documentary. Perpetrators assist the bully and join in the bullying, but bystanders (those who see it happen but don’t do anything) are also responsible for what is taking place. You can refer to the discussion of upstanders and bystanders on pp. 23-24 in ‘A guide to the film Bully, Fostering empathy and action in schools’ developed by Facing History to accompany the documentary’s American release (www.facinghistory.org/for-educators/educator-resources/resources/guide-film-bully-fostering-empathy-and-action-schools).

Screen the advertisement (www.education.vic.gov.au/about/programs/bullystoppers) made by the DEECD for the Bully Stoppers campaign and ask students for their responses. This advertisement will also be used as a prompt in the final lesson where students design their own advertisement/campaign.

Organise a class debate around the following question:

*If someone sees bullying taking place, they have a duty to step in and help the other person.*

To help each side prepare its arguments, students could consider these questions:

- Should a person be responsible for behaviour they are not taking part in? How might they respond?

- Are you in fact ‘taking part’ by not responding?

- What risks do bystanders face by intervening?
Have you ever spoken out or helped someone in need – or wanted to but were intimidated or did not know how? Explain.

What are some of the ways a bystander can act positively to become an ‘upstander’ when they witness bullying? Why do so many people fail to do this?

To bring the discussion back to the documentary Bully, replay the clip of Alex’s bus trip, screened in Lesson 1.

Bullying and difference

Both Alex and Kelby are rejected and ostracised for being ‘different’. Conduct a class discussion using the Fishbowl strategy. For this strategy, divide the class in half and seat one group of students in a discussion circle. This circle is the ‘Fishbowl’. While students inside the circle discuss their responses to the questions or prompts, the other half of the class stands or sits around the ‘fishbowl’, observing the discussion and taking notes. The groups can then swap roles. The second group of students to sit in the ‘fishbowl’ can use their observation notes to inform their discussion. Use the questions that follow to generate discussion about bullying and difference.

- Why are students who are perceived to be different often a target for bullies or bullying behaviour?
- Why do some people respond negatively when they encounter a difference they do not understand?
- Why do some people side with bullies rather than the target/s of bullying?
- Both Alex and Kelby experience physical violence and verbal abuse but other kinds of bullying can be just as destructive. Consider Kelby’s experience when the students refuse to sit next to her. Why does this particular incident make her decide to leave school?
The importance of friends

In *Bully*, Kelby is often interviewed on camera with her friends surrounding her. In his article ‘Bullying and the power of peers’, educational psychologist Philip Rodkin writes that “even one good friend to a target of bullying can help assuage the harmful consequences of being harassed” (www.ascd.org/publications/educational-leadership/sept11/vol69/num01/Bullying%E2%80%94And-the-Power-of-Peers.aspx).

Movie 2.6 Kelby talks about friends

- How is Kelby supported by her friends?
- What are some ways that you can support a friend who is being bullied?
In contrast to Kelby, Alex does not have friends to support him.

As a class, watch the following clip:

**Movie 2.7 Jackie, Alex’s mother, talks to Alex about bullying and friendship**

**Watch**

- What is Jackie’s definition of friendship? Do you agree with her?
- Why do you think Alex might consider the bullies on the bus to be his friends?

**Ask**

Consider the dialogue at the end of this clip:

Jackie: *Friends are supposed to make you feel good: that’s the point of having them. It’s someone else on the planet you can connect with. Your only connection to these kids is that they like to pound on you.*

Alex: *If you say these people aren’t my friends, then what friends do I have?*
Activity

Ask students to imagine they are continuing the conversation with Alex. Ask them to work in pairs to write a script that provides an ending to this conversation. What could they say to encourage and support Alex? Students could read out their continued conversations to the class.

Go To

Watch a short video about a school community that fosters healthy friendships. In this video Anna Nolin, principal at Wilson Middle School in Natick, Massachusetts, describes the positive practices employed at her school. *The Ostracism Case Study: Anna Nolin on Being Proactive:* [http://vimeo.com/16070652](http://vimeo.com/16070652).

Ask

Ask students to Think, Pair, Share about the following questions:

- Have you ever learnt about friendship in a class at school? Describe your experience.
- How might Wilson Middle School’s approach help students who struggle to make friends?
- Do you think Alex or Kelby’s school might benefit from adopting Wilson Middle School’s approach? How?
- How can peers, educators and other adults in the school community help students who struggle with making friends?
- How might healthy friendships reduce bullying in schools?
Lesson 4: Empathy and accepting difference

**AIM:** This lesson aims to develop students’ awareness of the importance of treating all people respectfully and with compassion.

**Watch**

Empathy and accepting difference.

Watch the following:

**Movie 2.8 School assembly followed by Alex and his father in the kitchen**
Ask

- Why did the director of *Bully*, Lee Hirsch, choose to include the assembly scene where candidates for school president are making speeches?

- Why is this scene followed by the discussion between Alex and his father? What is the connection?

- What is your opinion about what Alex’s father says to Alex?

- How do you think this conversation makes Alex feel?

- How does the director convey some of Alex’s feelings to the audience?

The families of targets

People need to be aware that it is not only students who are targets of bullying who suffer, but also their family and friends.

When we watch Alex’s parents we sometimes feel they are doing and saying the wrong things, but how do parents know how to behave in a situation like this?

Watch

As a class, watch the following clip:

*Movie 2.9 Alex’s mother struggles to communicate with Alex and describes her sense of helplessness*

Activity

Ask students to work in groups to rewrite the conversation between Alex and his father to reflect their ideas about how parents could best support their son or daughter in this situation.

Students could then role play their rewritten scripts to the class.
Talking about bullying with parents or vice versa can be a really difficult conversation.

- Why might parents or children be afraid of starting this conversation?

- Do you have any advice for parents who want to ask their children if they are being bullied at school?

**Offering support**

Students need to feel safe at school and incidents of bullying can lead to students feeling scared and alone. It is important students have someone to talk to who can understand how they are feeling and offer support.

Watch the following clips from *Bully*, outlining the context of each clip before screening. These clips are prompts for students to think about positive ways of offering support to fellow students, friends and family members who experience bullying. Prior to screening these clips, give each student three index cards. Ask them to jot down a sentence that stands out for them in each of the clips.

**Movie 2.10 Kelby’s parents describe what they have learned**

**Movie 2.11 Ja’Meya’s mother’s supports her daughter**
Ask students to complete the Save the Last Word for Me activity using their index cards. (Detailed instructions for this activity can be found on the Teacher Toolkit website: www.theteachertoolkit.com/index.php/tool/save-the-last-word-for-me.)

After both clips have been screened, ask students to turn their index cards over and write a few words to explain why they chose the quotes they did.

In small groups, have each student share one of their quotes and remain silent while the others give their reactions. The student then turns the card over and explains why they chose the quote.

Ask the groups to work together to list positive ways a community can support people who are being bullied. They might also consider ways of supporting the target’s family and friends.

As a class, share responses and ideas.

**Empathy**

Lee Hirsch, who made *Bully*, chose to draw attention to the problem of bullying in schools by showing us what life is like for the targets of bullying and their families. When people are able to connect emotionally with someone else’s experience, they are more likely to act to bring about change.

- What other films or documentaries have you seen that have helped you to understand difficulties that someone else faces?
- Are documentaries dealing with real people more likely to have an impact compared to a film with fictional characters and story lines?
- How can a school community work together to build empathy for people who are perceived as different?
Lesson 5: Creating positive communities

AIM: In this lesson, students are encouraged to think about a whole school approach that is positive and proactive.

- What do we mean when we describe bullying as part of a school’s ‘culture’?
- How can schools ensure they are positive and safe communities?
- Why is this important?

Bullying is a community problem involving many more people than the target and the tormentor. These people include bystanders, friends, families, teachers, school administrators and the school community as a whole – and each can help prevent bullying. While there are many strategies for dealing with bullying, research shows that all the community members need to be part of a whole-school approach.

Characteristics of a safe and positive learning environment can be found at the following links:


As a class, watch the video *The Ostracism Case Study: Thabiti Brown on Building a Positive School Climate*: [http://vimeo.com/23911868](http://vimeo.com/23911868). In this video, Thabiti Brown, Principal at Codman Academy in Dorchester, Massachusetts describes the importance of creating a positive school climate where students are engaged with each other and with broader society.

**Resilience and power**

As a class, create a concept map around the idea of ‘power’.

- What is power?
- What makes someone powerful?
- How do bullies try to be powerful?

In *Bully*, we see different reactions to bullying. Ja’Meya takes a gun onto her school bus in an attempt to wrestle power from the bullies who have been targeting her relentlessly. Although it seems like Ja’Meya had to cope with being bullied alone, her family and community support her in dealing with the consequences of her actions and help her build resilience.

- What is resilience?
- How do we become resilient?
- How can we help ourselves and others?
School communities

Alex’s story is the main focus of the documentary. Not only do we meet and hear from Alex himself, his parents and his school, we actually see the bullying take place which can be quite confronting. The adults in Alex’s life struggle to resolve the incidents of bullying in Alex’s school.

Friends, families, teachers and the school community as a whole play a vital role in preventing and stopping bullying. The communication between students, family and school is of upmost importance in preventing and stopping bullying incidents.

Watch

Break students into small groups of four to five and ask them to watch one of the following scenes from Bully:

Movie 2.12 Assistant Principal, Kim Lockwood, talks to Cody.

Movie 2.13 Assistant Principal asks a bully and target to shake hands

Movie 2.14 Alex’s mother Jackie, meets with the Assistant Principal, Kim Lockwood

Movie 2.15 Assistant Principal Paula Crandall, talks to students from Alex’s school bus
In your groups discuss:

- What was your initial response to the events shown in the clip?
- What comments or actions particularly stood out?
- Did some comments or actions affect you more than others? Why do you think that is the case?
- Did some scenes make you angry/sad/happy/confused? Why did they make you feel this way?

_Bully_ explores many different approaches to bullying. When seeking help students should feel they have adults to turn to for support. Ask groups to make notes on the following questions about the scene they watched:

- What is the best outcome for this conversation?
- Was this achieved in the discussion? If not, what went wrong?
- Could this discussion be altered for a more positive outcome? If yes, how?

Once groups have completed this task, conduct a whole class discussion. Watch each scene as a class and ask individual groups to lead the discussion relating to their scene.

**Vulnerable members of the community**

"The true measure of any society can be found in how it treats its most vulnerable members“ – Ghandi

Write this quote on the board and discuss:

- Who are some of the vulnerable people in our society?
- Do you agree with this statement?
- How does the community treat Alex?


Although it is not mentioned in the documentary, Alex has Asperger’s syndrome which makes it difficult for him to ‘read’ other people’s behaviour and understand non-verbal social cues.

In _Bully_, Alex says: "People think I am different; that I am not normal. Most kids don’t want to be around me. I feel like I belong somewhere else."

For most people watching _Bully_, it becomes almost unbearable to watch the way he is treated by his fellow students on the school bus.
Ask students to Think, Pair, Share about the following question:

- Why do you think these students either behave cruelly or do nothing to support Alex?

After students share their ideas, watch the video Asperger’s and bullying: an inclusive educational approach (www.ncab.org.au/aspergersbullying) and compare students’ ideas to those mentioned in the clip.

Watch the video again and ask students to note down other ways students with Asperger’s syndrome are supported by the school community in the video.

Lee Hirsch chose not to mention that Alex and Tyler had Asperger’s syndrome. He felt this would encourage people to use this as an excuse for their victimisation. However, in a caring environment, this should make bullying even more abhorrent.

- Ask students if they agree with Lee Hirsch’s decision. Why/why not?

Brainstorm as a class:
What are some of the ways our community supports vulnerable people?

What else could we do:

- in our school community?
- in our local community?
- in Australia?
Have students work in groups to research, adapt and pitch programs to the class. The programs are described on the DEECD Bully Stoppers website: www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachcasestudy.aspx.

The class could then vote on which program to implement in their school.

Alternatively, as a class, you could write a letter to the principal or the local MP outlining students’ suggestions for the local community. Advice on writing to your MP can be found on Oxfam’s website: www.oxfam.org.au/act/diy-campaigning/make-your-mp-work-for-you/writing-to-your-mp.

Lesson 6: I’m being bullied, what do I do?

AIM: This lesson is designed to familiarise students with the resources available at school. Students will draw upon previous discussions to consider possible suggestions for improving, clarifying or publicising school policy.

Write the following quote, spoken by Alex, on the board.

“I feel kinda nervous going back to school. I like learning but I have trouble making friends.”

Ask the following questions:
- What does this quote mean?
- What should the main priority be when you’re at school?
- How does feeling unsafe at school impact your education?
- Do you think students have the right to feel safe at school?

There is a strong belief that to effectively prevent bullying a whole-school approach is needed.

A whole-school approach involves parents, students, staff and the community working together to create a safe and nurturing environment that fosters social and emotional health and wellbeing.
As a class, discuss the role of parents, students, staff and community members in your school.

- What communication exists between family, school and the community?
- What methods are in place, that you know of, to prevent bullying in your area?
- Do you know of any situations where your school has successfully dealt with issues of bullying?

As a class, read through your school’s policy documents relating to bullying (For example, the Student Engagement Policy or Bullying Prevention Policy). For more information, refer to the Student Engagement Policy on the DEECD website: www.education.vic.gov.au/school/principals/participation/Pages/engangepol.aspx.

- Do students think the document is fair and reliable?
- Does this document deal with all types of bullying, for example, is cyberbullying included?
- Would students feel comfortable following the policy document if they were involved in a bullying incident?

If students do not agree with the document, ask them to provide suggestions for improvement. Break students into small groups, giving each group a copy of the policy document. Ask students to rewrite, omit, add and update the document. Bullying has changed over the years and it is important that with the emergence of new technologies, and hence new forms of communication, we review and revise how we prevent and handle incidents of bullying in schools.

As a class, discuss each group’s suggested changes and submit them to the school board, school council or other relevant body, for consideration. Student voice is extremely relevant when it comes to deterring bullying and resolving incidents of bullying. Whether the target of or the witness to bullying, students need to feel comfortable with, confident in and supported by the processes in place at the school. For more information, refer to ‘Students leading the way’ on the DEECD website: www.education.vic.gov.au/about/programs/bullystoppers/Pages/lolteachleading.aspx.
Ideally, most schools will have strategies, rules and expectations that work towards preventing bullying. However, experts agree that a range of strategies are required for dealing with bullying, as it is such a persistent and destructive phenomenon. Now that students are familiar with the school policy, they can create a fact sheet for other students.

As a class, list clear steps a target of bullying could take when confronted with a bully. You might like to add these steps in the suggested amendments to your policy document.

This fact sheet should also include the support available in your school, community and online. In preparing this resource, students could explore the following mental health services:

Headspace: [www.headspace.org.au](http://www.headspace.org.au)


Lifeline: [www.lifeline.org.au](http://www.lifeline.org.au)

MoodGym - An interactive cognitive behaviour therapy self-help site, Centre for Mental Health Research (CMHR) at the Australian National University: [http://moodgym.anu.edu.au](http://moodgym.anu.edu.au)

Orygen - Youth Mental Health Service: [www.orygen.org.au](http://www.orygen.org.au)


Ybblue - Beyondblue youth website: [www.youthbeyondblue.com](http://www.youthbeyondblue.com)
Lesson 7: The impact of bullying

AIM: This lesson gives students insight into the damage that bullying can do to the wellbeing of a target and the target’s family. Due to the sensitivity of the issues involved, particularly the discussion of suicide, a careful decision needs to be made about the appropriateness of participation in this lesson for each individual student.

The issues explored in this lesson are challenging. In approaching this content teachers need to consult with and work alongside staff with appropriate expertise in student welfare such as the school psychologist.


Before teaching this lesson, it is important to be aware of:


How does being bullied affect people?

- Review and display the definition of bullying agreed upon in Lesson 1.
- Give each student eight to ten sticky notes.
- Working individually, students write different emotions on each note about how the target of a bully may feel. Emotions may include: fear, anger, hurt, desperation, desire for power, resignation, isolation, aloneness, grief, sadness, denial, embarrassment/shame, stress, physically sick, helplessness, need for acceptance, determination.
- Ask the first student finished to stick their notes on the white board, spacing each note out, and grouping similar emotions together.
- As students finish, ask them to go to the board and stick up their notes. If the same word is already on the board, they should place theirs on top of it. If one of their words is similar to another word (for example, afraid/fearful/nervous) they should place theirs next to the existing note.
- After all notes have been placed on the board, ask a student to give an overview of what is on the board to the rest of the class.
- Ask the class to comment on the range of emotions written. Are any emotions positive? What other situations in life might provoke this range of emotions?
- As a class, select some of the words from the board that could describe how Eve felt when she was bullied and when she joined in the victimisation of a class-mate. Add any words needed.
What damage can bullying do?

The aim of this activity is to help students understand the negative impact that bullying can have on the target’s physical and psychological welfare.

Focus students on the definition of bullying. Emphasise that bullying is not a one-off event, but a repeated action.

Ask students to consider the impact on the target’s physical and psychological wellbeing when they are experiencing emotions, repeatedly or for a long time. For example, you could ask: “What can happen to someone’s physical health when they feel afraid, depressed or angry for a long period?” Targets of bullying may experience physical and psychological issues such as:

- difficulties in sleeping and concentrating
- damage to self-esteem
- damage to sense of identity
- physical illness/pain
- exhaustion
- loss of appetite
- moodiness

Being bullied can have detrimental effects on someone’s self-esteem and sense of identity. The personal stories portrayed in Bully show some of this damage. This activity is designed to help students gain an understanding of the impact bullying has had on Alex’s identity.

Arrange students in groups of three or four.

Watch a clip of Alex at home with his family:

Movie 2.16 Alex at home
Give each group an A3 piece of paper to create an Identity Concept Chart for Alex as he is at home. To create this chart, students write ‘Alex’ in the centre of the page. Surrounding Alex’s name, students then write words and phrases that describe different aspects of Alex’s identity at home. These could include: his role in the family, his interests, his habits, words that describe his appearance or personality, quotes from the documentary in which Alex describes himself or others describe him.

**Movie 2.17 Alex on the bus**

Ask groups to create another chart describing Alex as he is at school: his perception of his own identity and the perception that others might have of him.

In groups, students discuss differences between the charts.

Based on this understanding of Alex’s experience, each group writes a statement about the impact bullying can have on someone’s identity.

**Silent discussion**

This discussion exercise is based on the Big Paper activity from the Facing History and Ourselves website (http://safeschools.facinghistory.org/content/bully-guide-documentary-and-resources), developed to facilitate meaningful discussion about sensitive topics.

The aim of this activity is to connect students’ ideas about how bullying makes people feel with the experiences represented in *Bully*. Writing ideas down encourages students to slow down the conversation and focus on classmates’ viewpoints. This strategy also provides written record of students’ ideas that can be read by others or referred to at a later date.

**Activity**

Place students in pairs or groups of three and give each group a quote or extract from the documentary that describes a bullying incident. The quote is placed in the middle of a piece of blank A3 paper.

Emphasise that this part of the activity needs to be conducted in silence but students will have a chance to talk about their ideas at a later stage. You might want to play soothing music in the background.

- Ask students to read the quote and to think about how the target of bullying may be feeling in this situation.
Using different coloured pens, students share ideas by writing in the space around the quote. They take turns writing a comment and can either respond to what a group member has written or start a new thread of conversation. They may also pose questions to the group, draw arrows to particular words or simple images or symbols to accompany a comment. Students may also refer to situations that the quote or the conversation reminds them of. These situations could be from their own life, news stories, documentaries or television shows. It is important to stress that they don’t have to write about their own lives. Give students at least 15 minutes for this part of the activity. Teachers can walk around and start off the ‘conversation’ for any groups struggling to begin.

Ask students to take their pen with them and walk around the class, reading other quotes and written conversations. They are free to add comments to other group’s conversations.

Students then return to their original pair or group. They may now have a spoken discussion about what they have read in other conversations or in their own group.

Finally, debrief with the class about the activity as a whole. You could ask students how they felt about having a silent discussion and what they learned about experiences of bullying.

Suggested quotes from the documentary to use in the Silent Discussion activity:

Alex: They push me so far that I want to become the bully.
Alex: People call me fish face; I don’t mind.
Alex: People think that I’m different, that I’m not normal.
Most kids don’t wanna be around me. I feel like I belong somewhere else.
Alex: Hey you’re my buddy okay?
Boy: I’m not your buddy ... I’m going to cut your face off and s**t.
Alex: Laughs.
Boy: I’ll bring a knife tomorrow.
Alex: Okay.
Boy: Know what I’m saying?
Alex: Yeah, I know what you’re saying.

David Long - Tyler’s father: He was always the last one to be chosen. Nobody would be on his team ‘cause they said he was a geek ‘n he was a fag and they didn’t want to play with him. And it took a toll on him early in middle school, where he cried. And then it got to the point where he didn’t cry anymore. And that’s when it became difficult to truly understand what he was going through.

Cole: He criticises me every single day ... He comes to me. I try and get away from him and he follows me calling me a P.U.S.S.Y. I don’t even know why. He already [said sorry] but he didn’t mean it because he continued on ...” [the principal says Cole is like the bully because he won’t shake hands. Cole asks, "Am I] like someone who pushes you into walls, threatens to break your arm, threatens to stab and kill you, shoot you with a gun ... all of them, even the cops told him to
stay away from me and he doesn’t … We were [good friends] and then he started bullying me.

Kelby: I went into class and the class was already full and everyone around me moved seats, like every single person. I was the only one sitting in a little circle. That was enough. Maybe there’s another place I can go to try make a difference.

Kelby's father: We decided as of this week that we’ve pulled her out of school here. I never knew what the saying you don’t know what a person’s been through till you’ve walked a mile in their shoes. I never really understood the depth of that meaning till I had a gay child. It has made me completely re-evaluate who and what I am as a human being ... to see the ugliness that has come out.

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Devastating reactions to bullying

Ja’Meya and Ty Smalley both suffer from relentless bullying. Their stories show how the intense psychological pressure of bullying may contribute to someone taking unexpected, and devastating action.

As a class, watch the following clip:

Movie 2.18 Ja’Meya’s reaction to being bullied
Have students write a speech that Ja’Meya’s lawyer might have made in her defence, explaining how out of character her actions were.

Explain to students that all the charges were dropped against Ja’Meya, but she remained in a psychiatric hospital for several months after her court hearing until she was released by her doctors.

Ask students to Think, Pair, Share about the following questions:

- What was the outcome of Ja’Meya’s situation?
- What does this mean for her future?
- What were other possible outcomes?
- How were other people affected?
- How might these outcomes have affected the rest of her life?
- Why did the authorities deem that Ja’Meya’s actions were not appropriate.

Watch the following clip:

**Movie 2.19 Ja’Meya goes home**
Watch the following clip and ask a student to read Trey’s quote aloud:

Trey: Even when people were bullying him, I’d like, I’d get so angry and I could, I think I could have hurt those kids so bad that’d done something to him. Like, they’d push him down, say ‘shut up spaz’ or throw him into a locker or shove him into one, and I’d just go to take off after ‘em and he’d be like, ‘Trey, it’s not worth it, be better ‘n them. It’s alright’. And then he’d walk off with a smile. And I don’t know how he could do it. He was way stronger than I was.

Both Tyler Long and Ty Smalley had unwavering support from their families to help them deal with their difficult experiences. Ty also had the support of his best friend Trey. Trey wanted to lash out at the bullies and hurt them physically; he struggled to know how to help Ty. It is difficult to know how to best support a friend when they are going through a tough time.

How to support a friend


What suggestions do the people in this video make about helping and supporting friends in need?

Ask students if they have heard of R U OK? Day. R U OK? is a not-for-profit organisation dedicated to helping people have meaningful and supportive conversations with those who are struggling with life. They have nominated September 12th as a day to remind people to ask others, “Are you okay?”

Share the PowerPoint presentation from the R U OK? website on how to ask, “R U OK?” ([www.ruokday.com/resources-for-you/r-u-ok-at-school](http://www.ruokday.com/resources-for-you/r-u-ok-at-school)).

- Explain to students that it can be difficult and even awkward to ask someone if they are okay. Practice can help.

- Students work in pairs to role play supporting someone who is experiencing bullying. Students could role play being a young person from *Bully*.

You might also want to use the ‘Classroom toolbox’ activities on the R U OK? website (www.ruokday.com/resources-for-you/r-u-ok-at-school). These activities help students determine if someone is in need of support.

**Managing grief and loss**

The Smalley and Long families are both grief-stricken when their sons take their own lives. To help manage their grief they take a proactive response to the situation.

*Watch*

Watch the following clip:

*Movie 2.21 Kirk Smalley talks about 'Stand for the Silent'***
Discuss whether students think the Smalley family’s approach has helped them deal with their grief. Information on grief and loss can be found on the Lifeline website: www.lifeline.org.au/Get-Help/Facts---Information/Loss-and-Grief.

The DEECD also has resources to use with children, adolescents and students with a disability which focus on dealing with grief and loss. These can be found on the DEECD webpage ‘Helping students deal with emergencies’: www.education.vic.gov.au/school/principals/health/Pages/emergenciesschools.aspx.

Students could investigate and present on other organisations that have begun as a memorial. Examples could include: the Alannah and Madeline Foundation (www.amf.org.au), the Tristan Jepson Memorial Foundation (www.tjmf.org.au), or the Alison Hunter Memorial Foundation (www.ahmf.org).

Resources

Where can you get professional support and advice to assist you in teaching this lesson?

Your school’s primary welfare officer, psychologist or counsellor is a valuable source of advice.

headspace (www.headspace.org.au) is the National Youth Mental Health Foundation. On their website you can find videos, fact sheets, and evidence summaries and maps on a range of mental health issues. Resources that might be particularly helpful for this lesson are:

- ‘What are the effects of bullying?’
  www.headspace.org.au/is-it-just-me/find-information/bullying

- ‘Fact sheet on self-harm’:

- ‘Self-harm: mythbuster’:

- ‘Suicidal ideation: mythbuster’:
  www.headspace.org.au/core/Handlers/MediaHandler.ashx?mediaId=2185

- ‘Sexuality and gender identity’:

eheadspace (www.eheadspace.org.au) is a confidential, free and secure space where young people 12 - 25 or their family can chat, email or speak on the phone with a qualified youth mental health professional.
KidsMatter ([www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)) is a mental health and wellbeing framework. Its resources focus on primary schools and early childhood education and care services, and are useful for anyone working with young people. Resources that may be particularly useful for this lesson are:

- ‘Anxiety: Suggestions for school staff’:

- ‘Depression: Suggestions for school staff’:

MindMatters ([www.mindmatters.edu.au](http://www.mindmatters.edu.au)) supports secondary schools to promote and protect student mental health and wellbeing. It emphasises a whole school approach to mental health promotion. MindMatters has a range of evidence-based strategies, tools and resources available to teachers.


A document titled ‘Guidelines to assist in responding to attempted suicide or suicide by a student’ can be found on the DEECD website: [www.education.vic.gov.au/Documents/school/principals/health/suicideguidelines.pdf](http://www.education.vic.gov.au/Documents/school/principals/health/suicideguidelines.pdf). This document outlines some of the issues schools face when a student attempts or completes suicide. It is important that all schools be familiar with these guidelines. This document also provides guidance around managing suicide contagion or ideation.
Further reading


‘Bullying-suicide link explored in new study by researchers at Yale’ (2008): http://news.yale.edu/2008/07/16/bullying-suicide-link-explored-new-study-researchers-yale


Lesson 8: How can we help? Stereotyping and bullying

AIM: This lesson encourages students to identify and consider how stereotypes are thoughtlessly used by bullies.

Stereotyping and bullying

Whilst the students in the documentary were being bullied, many of them were also stereotyped by other students, specifically Kelby and Alex.

- What is a stereotype?
- How are stereotypes used in the media? Think about popular television shows, such as *The Simpsons*. How are the students in Bart and Lisa’s school placed into stereotypes?
- How were Kelby and Alex stereotyped? Did you also place them into these stereotypes when you watched scenes from the documentary?
- Is there sometimes a connection between stereotyping and bullying behaviour? Why or why not?
The media presents both positive and negative insights into bullying. Watch the following scene from *Mean Girls* (Mark Waters, 2004):

*Mean Girls - Cafeteria guide: [www.youtube.com/watch?v=caIlwCi6JCc](http://www.youtube.com/watch?v=caIlwCi6JCc).*

Conduct a class discussion around the following questions. You may like to complete a Think, Pair, Share exercise.

- What stereotypes are portrayed in this scene?
- Did you laugh at the bullying in this scene? Is it meant to provoke laughter from its audience?
- Who is the target audience? Do you think they see the aim of the satire?
- Do you think films such as *Mean Girls* encourage bullying? Why or why not?

*Bully* finishes on a positive note showing the students and families who shared their stories in the documentary working towards an anti-bullying campaign called Stand For the Silent. Watch this scene from the documentary:

*Movie 2.22 Stand for the Silent*
Just like Stand For the Silent in America, groups in Australia are attempting to draw attention to the issue of bullying in our schools. Watch the following advertisements as a class:

- *Are you a Bully Stopper?* - Bully Stoppers DEECD Victoria: [www.youtube.com/watch?v=JDT9-aBUyhY](http://www.youtube.com/watch?v=JDT9-aBUyhY)

- *No to homophobia* - No to Homophobia: [www.youtube.com/watch?v=mkTiPfX4b_A](http://www.youtube.com/watch?v=mkTiPfX4b_A)

- *Say Something* - The Madeline and Alannah Foundation: [www.youtube.com/watch?v=tyukk0iayt4](http://www.youtube.com/watch?v=tyukk0iayt4)

- *Bullying. No Way!* - Bullying. No Way!: [www.youtube.com/watch?v=xwwQgS5XvfM](http://www.youtube.com/watch?v=xwwQgS5XvfM)


- *Anti-bullying learning and teaching resource* - Catholic Education Office, Wollongong: [www.youtube.com/watch?v=EA5C-1N_r1w](http://www.youtube.com/watch?v=EA5C-1N_r1w).

As a class, discuss the effectiveness and aim of these advertisements?

- Is each advertisement effective? Why/why not? How?

- Who is the target audience of these advertisements? How do you know?

- Who do we need to teach about the impact of bullying? Students, parents, teachers?

*Bully* ends with the following words on screen:

"It all starts with one."

As a class discuss these final words. What do they mean? What message are they sending the audience?
In small groups of four or five, ask students to prepare an anti-bullying advertising campaign. Present the following brief:

The Department of Education and Early Childhood Development has asked you, an advertising company, to prepare an advertising campaign that aims to help prevent bullying. They want you to present a mock-up of the campaign to a panel in the next week. Specifically, the final product should include:

- Print advertisements - newspaper and magazine advertisements, billboards, bus shelters etc
- A television advertisement (or a storyboard and script) for use on both television, YouTube and in the cinemas
- A social media marketing plan. This may include samples of tweets, Facebook statuses, an interactive website, Instagram account etc. There is a focus on social media marketing for this campaign because of its ability to reach a younger audience
- A slogan or jingle that is present throughout the entire campaign

It is suggested that you allocate parts of the campaign to members of your advertising company. The campaign must either aim to:

deter bullying against students

OR

educate targets or bystanders on how to deal with bullying and where to go to seek help

OR

inform parents and teachers of their role in any bullying incident

You are able to focus on one specific type of bullying or you can aim to prevent bullying as a whole.
Lessons 9 & 10: Screening the film

AIM: To consolidate students’ learning experiences by watching the Bully documentary in its entirety in a supportive environment. Students are encouraged to reflect on what they have learnt during the unit and set personal goals in relation to what they have learnt.

When Bully was released in the United States there was a lot of controversy surrounding its rating. At first the documentary was given an R rating, meaning anyone under the age of 17 would have to be accompanied by an adult in order to see the film.

As a class, discuss the following questions:

- What aspects of the documentary do you think caused this rating decision?
- Why did the filmmakers and distribution company dispute the decision?
- Why do you think some celebrities offered their support to the filmmakers’ campaign?
- Do you know of any other controversies surrounding ratings? For example, the introduction of a R18+ rating for video games in Australia in 2013.

Note: After the documentary was recut and some scenes containing coarse language removed, the rating in the U.S. was reduced to a PG-13 rating. This rating offers guidance without imposing an age minimum. The documentary has an ‘M’ rating in Australia.
- If not already raised in the above discussion, ask the class what difficult or confronting issues and situations will be in the documentary.

- Remind students of the resources available to them if they need help or support after watching the documentary.

**Recommendations for screening**

To optimise the viewing experience of the documentary and create a sense of immersion:

- Watch the documentary in its entirety without interruptions or breaks.

- Simulate a cinematic environment by darkening the room as much as possible or book a cinema screening at ACMI.

**Post-screening discussion**

Elicit what students have learned during the unit about preventing or stopping bullying behaviour, resilience, maintaining healthy friendships and creating positive communities. Remind students of the scenarios they wrote in Lessons 1 and 2 of the unit.

- Do you feel more confident about dealing with situations of bullying? Why or why not?

- What resources do you now have to support you?

- What goals do you now have to further build your own resilience or to maintain healthy relationship with friends?
Self-reflection

Watch this interview with Akram Azimi - Young Australian of the Year 2013: www.youtube.com/watch?v=ADWckhX_IW8. Azimi overcame significant disadvantage and experiences of being bullied to become a role model for others.

Ask students to reflect on their personal goals by completing a message in a bottle activity: ‘the best me’.

Have students work independently to illustrate the person they want to be – today, tomorrow and in ten years’ time. They can choose any format they like: a speech, a digital diary entry or a presentation. Encourage them to consider the actions they will take to help them achieve their goals.
Further resources

The bystander


Bazelon, E, 2013, Sticks and stones: defeating the culture of bullying and rediscovering the power of character and empathy, Random House, New York.

Bullying


‘Bullying is not simply part of growing up’, headspace: www.headspace.org.au/is-it-just-me/find-information/bullying


Safe and Supportive School Communities (SSSC) Working Group, Bullying. No Way!: www.bullyingnoway.gov.au
Alannah and Madeline Foundation:  
www.amf.org.au/bullying


‘Children who are bullied’, Psych4schools:  

Bullying Research Projects:  
http://education.gov.au/bullying-research-projects

State and Territory anti-bullying policies:  

‘STAND OUT: Against Homophobia in Schools’, Minus18:  
www.minus18.org.au/standout

‘Teaching Diversities’: Rainbow Network:  

Safe Schools Coalition Victoria: www.sscv.org.au
CHAPTER 2

Videos

This section has been separated from the teaching content so that students can focus on the individual clips from *Bully*. 
**Movie 2.1 Alex describes being bullied**

**Description**: Alex describes the different types of physical violence he has experienced at school and on the school bus. His description is cut with scenes on the bus showing other students abusing Alex physically and verbally. He starts by saying, "They punch me in the jaw, strangle me..." The clip finishes with Alex saying, "They push me so far, that I want to become the bully." (Time point reference: 31:00) (Duration: 0:40) Copied under section 200AB of the Copyright Act 1996.
**Movie 2.2 Alex’s bus ride home**

**Description:** Kim Lockwood discusses her concern for the safety of the students on the bus. The clip begins with Kim looking out of the window saying, "These are my special little cherubs right here that get on these buses...". The next part of the clip shows a typical bus ride home for Alex where he is tormented by other students. The clip finishes with a student shouting, "Give it to him, hard!" (Time point reference: 1:06:12) (Duration: 1:09) Copied under section 200AB of the Copyright Act 1996.
MOVIE 2.3 Alex at school

Description: Alex is shown amongst his classmates during a lesson on belonging. The teacher asks, "How many of you have at least one friend?" This is followed by a montage that highlights Alex's isolation. At the end of this sequence Alex speaks about his experience of being excluded, "I feel like I belong somewhere else". (Time point reference: 14.37) (Duration: 1:19) Copied under section 200AB of the Copyright Act 1996.
Description: Kelby describes being excluded by her entire class and realising that it takes more than one individual to bring about change. The clip begins with Kelby explaining that she thought things would be different because it was a new year and people were used to her. However she goes on to describe several hurtful instances of bullying that she suffered. Kelby's father also explains the impact of what has happened to Kelby on his perceptions. The clip finishes with Kelby explaining that she alone can't bring about change in her community. She says, "It's not just going to take me." (Time point reference: 1:23:30) (Duration: 1:21) Copied under section 200AB of the Copyright Act 1996.
Description: Kim Lockwood discusses her concern for the safety of the students on the bus. The clip begins with Kim looking out of the window saying, "These are my special little cherubs right here that get on these buses...". The next part of the clip shows a typical bus ride home for Alex where he is tormented by other students. The clip finishes with a student shouting, "Give it to him, hard!"

(Time point reference: 1:06:12) (Duration: 1:09) Copied under section 200AB of the Copyright Act 1996.
**Description:** Kelby describes how her friendships have helped her survive the bullying she has experienced. The clip begins by her listing the names of her friends and finishes at the end of that scene with Kelby saying, "You're not just standing up for you, you're standing up for all the kids who go through this every single day." (Time point reference: 1:03:23) (Duration: 1:26) Copied under section 200AB of the Copyright Act 1996.
**Description:** After seeing footage of abuse Alex is experiencing on the bus, Jackie discusses the situation with Alex and tries to help him understand the nature of a healthy friendship. The clip begins with a statement from the filmmakers, "Due to escalating danger to Alex, the filmmakers shared footage of him being bullied with his parents and school officials." The clip ends with Alex waiting for a response from his mother after asking, "If you say these people aren't my friends, what friends do I have?" (Time point reference: 1:07:38) (Duration: 1:31) Copied under section 200AB of the Copyright Act 1996.
**Movie 2.8 School assembly followed by Alex and his father in the kitchen**

**Description:** This clip begins with a school assembly in which candidates for student body president make speeches. This is followed by a discussion about bullying with Alex and his sister and father in their kitchen at home. This clip ends with a slightly slumped silhouette of Alex against the light from the window after his sister has said, "Kids don't like you at my school, they think you're creepy." (Time point reference: 53:03) (Duration: 2:44) Copied under section 200AB of the Copyright Act 1996.
Description: This clip begins with Alex walking with his little sister and then helping her wash her hands. Alex’s mother asks him about his day and talks about her fears for him. This clip concludes with a lonely Alex in the playground. A kid in a red T-shirt punches Alex and then ignores him, saying to another girl, "Hey, I texted you back." (Time point reference: 26:03) (Duration: 2:36) Copied under section 200AB of the Copyright Act 1996.
**Movie 2.10** Kelby’s parents describe what they have learnt

**Description:** Kelby’s parents talk about the pain of seeing their child rejected by the rest of the community and explain how differently they see the world as a result of sharing Kelby’s experience of being rejected and bullied. The clip begins with a shot of Kelby driving her car with a voice over of her dad explaining how the town's attitude towards Kelby changed overnight. The clip finishes with Kelby’s father expressing his frustration over the school's lack of support in stopping any bullying against Kelby. He concludes by saying, "Nothing’s ever done." (Time point reference: 18:35) (Duration: 2:26) Copied under section 200AB of the Copyright Act 1996.
Description: This clip shows Ja'Meya's mother arrive at the courthouse, looking teary as she stops her car. We learn the court's decision and then Ja'Meya's mother comforts her daughter as Ja'Meya shows her distress at not being allowed to return home immediately. The clip ends with Ja'Meya standing alone in a corridor after her mother has told her to "work on getting herself together" and then left her to go and see the doctor. (Time point reference: 50:12) (Duration: 3:08) Copied under section 200AB of the Copyright Act 1996.
**Description:** The clip begins with Kim Lockwood taking Cody out of class to discuss a bullying incident. She asks Cody what happened and what he thinks should be done. The clip ends with Kim walking through the corridor seemingly distressed after her discussion with Cody saying, "Tell me how to fix this. I don't know, I don't have any magic." (Time point reference: 13:43) (Duration: 0:52) Copied under section 200AB of the Copyright Act 1996.
Description: This following scene takes place at Alex's school where Kim Lockwood, the Assistant Principal, attempts to mend the relationship between a bully and a target by asking them to shake hands. The students in his scene are not discussed before or after this incident. The clip begins with Kim watching students come back into school after a break. She notices trouble and asks two students to stay behind and talk to her. The clip finishes with Kim suggesting that the two students might be good friends in the future and the target of the incident saying, "We were, but then he started bullying me." (Time point reference: 29.08) (Duration: 1:46) Copied under section 200AB of the Copyright Act 1996.
**Description:** Prior to this scene we learn that the documentary crew disclosed footage of Alex being bullied on the bus to his parents and members of the school. In this scene we see Jackie confront Kim Lockwood about how the school is handling the situation. The clip begins with Jackie asking to see Kim or Paula and finishes with Jackie commenting to her husband, while walking away from the school, "She politicianed us. She's not going to do anything." (Time point reference: 1.09.09) (Duration: 2:57) Copied under section 200AB of the Copyright Act 1996.
Movie 2.15 Assistant Principal, Paula Crandall, talks to students from Alex’s school bus

Description: This scene takes place after Alex’s parents, Phillip and Jackie, have talked to Kim Lockwood, Alex’s Assistant Principal. This clip shows Paula Crandall talking to students on Alex’s bus that witnessed the bullying of Alex or bullied Alex themselves. The clip begins with a boy in a blue T-shirt waiting to go into the Student Centre to see Paula. Kim then explains to Paula the importance of following up on what has happened to Alex. The clips end with Paula telling a student, "Go ahead, hit him, attack him, do it. And that's going in your discipline file, alright? I'll be watching you."

Description: This clip is from the beginning of the documentary and introduces Alex. This scene shows what Alex’s life is like at home. The clip begins with Alex walking. His name and age flash up on the screen. It finishes with Alex and his sitter having a playful wrestling match. (Time point reference: 07:07) (Duration: 1:47) Copied under section 200AB of the Copyright Act 1996.
**Description:** This clip shows Alex at the bus stop and on the bus. This is the first time we see the abuse and exclusion that Alex suffers. The clip begins with a bus backing out of the bus parking lot in the early hours of the morning. The clip finishes with Alex getting off the bus and heading towards the front door of the school. (Time point reference: 09:04) (Duration: 2:57) Copied under section 200AB of the Copyright Act 1996.
Description: In this clip, we are introduced to Ja’Meya who took a gun onto her school bus after enduring relentless bullying. The clip begins with a shot of Ja’Meya's house and the location of her hometown, Yazoo County, Mississippi. The clip ends with Ja’Meya and her mother singing together and then hugging while they both wipe away tears. (Time point reference: 32:13) (Duration: 6:54) Copied under section 200AB of the Copyright Act 1996.
**Description:** After being treated in a psychiatric hospital for a few months, Ja’Meya is allowed to go home. The clip begins with a shot of a Yazoo County road sign and Ja’Meya’s family joyfully packing her things into their car. The clip finishes with a shot of the outside of Ja’Meya’s house after she has happily looked through the rooms and talked about how clean and nice everything is at home. (Time point reference: 1:15:44) (Duration: 1:17)

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Movie 2.20 Ty Smalley’s friend Trey describes Ty’s reaction to being bullied

Description: Ty Smalley committed suicide after being bullied relentlessly at school. Ty’s best friend, Trey, describes their friendship and speaks about Ty’s strength of character. The clip begins with Trey, Kirk Smalley and the family dog walking out of a farm gate. Trey begins talking about the clubhouse that he made with Ty. The clip finishes with Trey looking for a rabbit that he saw briefly, explaining that, “me and Ty would have been after that so quick.” (Time point reference: 1:00:34) (Duration: 2:36) Copied under section 200AB of the Copyright Act 1996.
**Description:** Kirk Smalley explains how he began an organisation Stand For the Silent and how this organisation has helped him honour the memory of his son Ty who took his own life. We see an event that Kirk has organised. The clip begins with a shot of the Smalley’s letterbox and then cuts to a shot of Ty’s grave. The clip ends with the names of young people who have taken their own lives being read aloud while balloons are released into the air. (Time point reference: 1:26:03) (Duration: 2:29) Copied under section 200AB of the Copyright Act 1996.
**Description:** This scene shows a rally for the organisation Stand For the Silent. This organisation was begun by the Smalley’s whose son Ty committed suicide after being bullied. The clip begins with a group of kids talking in front of a school bus and then cuts to a shot of a Stand for the Silent banner. The clip finishes with a candlelight vigil and we see the back of David Long’s T-shirt. It says "Tyler, your voice will be heard." (Time point reference: 1:28:42) (Duration: 3:37) Copied under section 200AB of the Copyright Act 1996.