

Put Downs Make Us Feel... **(30 Minutes)**

Objective: Students identify the emotions connected to put downs and bullying.

Materials: a television, board, or computer screen on which to play movies, one index card for each student, a short scene from a film / television / internet program that shows bullying

Before the class begins, select a scene from a film, television or internet program that shows a bullying situation to which students can relate. Play the selected scene. Once the short clip is completed, analyze the bullying with the students. Ask these questions:

- Why was this person being bullied?
- How did the bullying make the person feel?
- Have you ever witnessed a similar bullying situation?

Next, ask students to think about a time when they heard someone being made fun of, teased, or put down. Tell students they will use this incident to answer some questions and then distribute one index card to each student. Ask students to answer on the index card the following questions about the incident telling them that they should not use names or other identifying information (*for example, nationality, appearance*) in their responses and that they will share their responses with the class:

- Why was the person being teased or put down?
- How do you think this teasing made the person feel?
- How did you feel when you heard this teasing?
- What emotions and feelings come to mind as you answer these questions? Write a list of these emotions at the bottom of your card.

When students are finished writing, collect all of the cards. Shuffle the cards and redistribute them throughout the class. Go around the room and ask students to read only the emotions and feelings listed on the bottom of their cards. As these are read, ask students to raise their hands if they have ever felt the emotion being described (*and not necessarily because of teasing or bullying*).

Next, divide students into groups of three. Ask group members to share their cards with each other. Have groups take a few minutes to brainstorm how a bystander might have interfered with or defused the teasing mentioned on the card in order to make the victim feel better. Ask a few groups for their ideas. *(Responses may include telling the bully to stop, leading the victim away from the situation.)*

To conclude the activity, ask students why people use put downs. Have they ever witnessed this outside of school, in their homes, or in their neighborhoods? Ask students to think of strategies that will help them to stop putting down and teasing other people. And, ask them how they feel about teasing someone in the future after identifying the emotions that people feel when being teased or put down?