



# The Pecking Order: Bullying and the Power Continuum

*Bullying is a sustained act of aggression designed to create an imbalance of power through intimidation.*

## 1

### What is the Pecking Order?

Who was Thorleif?

How does his research relate to bullying and the power continuum?

Like Thorleif, is there something that you are interested in right now that might become a life long passion?

How long do you think has bullying been a problem in the world? Can you cite examples?

## 2

### Statistics and definitions

**Start a Conversation:** Males tend to engage in physical aggression. Females tend to engage in aggression that is relationship-based such as exclusion or “whisper campaigns”. How does this play out in your life?

**Write About it:** Pick one of the pictures from the board and develop the scene. What just happened?

#### Activity:

Pass out this anonymous questionnaire to 25 people.

In the last year have you witnessed an act of bullying and the power continuum?

Have you been a bystander?

Been a victim?

Been an advocate?

Been a bully?

Gather the data from your classmates or people you interviewed, calculate the data and create a graph. How does your survey compare to the survey results on the side bar?

# 3

Domination  
 vs.  
 Cooperation

**Start a Conversation:** Have you had an experience of “Reciprocal Altruism”?

**Write About it:** Are the actions of bullies, victims, bystanders and advocates only with people under 18 years old? What about adults?

**Activity:** Draw a map of your school or neighborhood. Where does bullying take place? Who is a bystander?

Calculate the data and create a graph. How does your survey compare to the survey results on the side bar?

# 4

Bully

**Start a Conversation:** What is “self esteem”? How does bullying raise or lower one’s “self esteem”?

**Write About it:** North Carolina has a new law, “School Violence Prevention Act”. Part of the law requires “***Consequences and appropriate remedial action for a person who commits an act of bullying or harassment.***” What do you think are appropriate consequences and remedial actions for people who harass and bully other people?

**Activity:** Pick a scene from the board

Role	Who	What were they feeling
Victim		
Bystander		
Advocate		
Bully		

# 5

## Victim

**Start a Conversation:** Discuss the use of names that are intended to hurt. When is it teasing? When is it bullying? Does it change when it is used in cyberspace?

**Write About it:** Research a current event about the use of email to bully. How did they change someone's life?

**Activity: Pick a scene from the board**

Role	Who	how could they change their role
Victim		
Bystander		
Advocate		
Bully		

# 6

## Bystander

**Start a Conversation:** Why do people watch other people be taken advantage of, humiliated or abused?

**Write About it:** Pick a scene from the board and put yourself in the role of the bystander. Why might you have not done anything to stop the abuse?

I saw \_\_\_\_\_ . I did nothing to stop this because \_\_\_\_\_

(cont.)

Activity: Read Walter Ziffer's story

Role	Who played the roles?	Describe their feelings
Victims		
Bystanders		
Advocates		
Bullies		

# 7

## Advocate

Start a Conversation: Choose a story from the board and read it aloud to the group. The stories on this board demonstrate leadership. How are the characteristics the leaders in these stories demonstrated?

Write About it: It turns out “the golden rule” is a part of every culture. Why is that?

Activity:

Role	Who played the roles?	Short term consequences.	Long term consequences.
Victim			
Bystander			
Advocate			
Bully			

# 8

## Consequences

**Start a Conversation:** How does the experience of bullying, being bullied, or watching bullying happen impact a person's life as an adult? Recall the experience of folks in "history repeats itself." Do they still carry the impact of what happened to them in their youth to their present life? How has this exhibit impacted your thinking about bullying?

**Write About it:** What are some of the leadership characteristics of advocates and how does their **standing up to bullies** change a bullying dynamic?

**Activity:** Pretend you are a member of congress. What kind of law would you pass that protects victims and discourages bullying?

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# 9

## Strategies

**Start a Conversation:** Brainstorm three ways that students in your classroom could change the power continuum of bullying.

**Write About it:** What are three action steps that students and teachers can take to stop bullying?

**Activity:** Discuss this exhibit with your parents - you can look at it online at the website [www.diversityed.org](http://www.diversityed.org). Ask them for three action steps that they could do to change the power continuum of bullying.

**Vocabulary**

<b>Bully</b>	<b>Diversity</b>	<b>Hate Crime</b>	<b>Respect</b>	<b>Tolerate</b>
<b>Bystander</b>	<b>Sympathy</b>	<b>Humiliate</b>	<b>Slur</b>	
<b>Discrimination</b>	<b>Harass</b>	<b>Prejudice</b>	<b>Target</b>	
E	Y	V	I	C
A	T	U	S	E
D	Q	L	S	S
I	W	M	L	S
V	P	B	N	M
E	S	A	T	Y
R	D	O	A	S
S	F	H	L	F
I	R	Y	W	N
T	C	O	T	E
Y	R	B	Y	J
H	E	N	J	E
A	W	M	N	T
T	P	H	F	A
E	O	J	D	I
A	L	K	S	L
K	K	U	A	I
T	M	R	G	M
E	B	D	U	U
W	G	S	M	H
Y	Y	V	I	C
U	S	E	C	R
S	S	S	Y	S
L	S	Y	L	F
M	N	M	L	S
P	B	N	M	L
U	P	U	N	S
N	S	D	A	M
A	S	S	S	K
A	S	S	I	R
W	N	A	W	X
X	O	F	E	M
C	P	V	T	N
V	H	C	U	V
H	D	V	H	C
E	U	D	O	B
N	S	R	E	S
S	R	E	S	P
D	M	X	S	C
I	C	E	W	F
C	E	W	F	X
E	W	F	X	A
A	G	I	S	H
A	G	I	S	H
B	J	L	M	K
J	L	M	K	L
L	M	K	L	L
M	K	L	L	M
R	B	V	J	R
H	R	L	B	V
I	M	E	D	F
M	E	D	F	G
E	D	F	G	H
D	F	G	H	S
F	G	H	S	A
G	H	S	A	A

### Scavenger Hunt

1. Who is Thorleif Schjelderup-Ebbe and what did he observe?
2. Once a group of students establishes the “pecking order,” what can be accomplished?
3. What can you and your group of friends accomplish together?
4. List some characteristic traits associated with bullies.
5. List some characteristic traits associated with victims.
6. Who is sometimes considered the most dangerous part of the power continuum?
7. Who has the most important role in battling bullies? Why?
8. What are some consequences of living on the power continuum for bullies, victims, bystanders, and advocates?
9. What are some strategies a student can use to end the power continuum?
10. How will you use this exhibit in the future?

Note to teachers: This is a work in progress. The activities here are offered as suggestions. Additional suggestions are highly welcomed!