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## SECTION 5:

# Case Study: Ostracism and Bullying

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### ACTIVITIES

Revisiting Our Advisory Contract

The Roots of Bullying Behavior

My School's Climate

Introducing the Ostracism Case Study  
(Part 1)

Reading the Ostracism Case Study  
Transcripts (Part 2)

Connecting Choices to Outcomes (Part 3)

Understanding the Power of Ostracism  
and Bullying (Part 4)

Cyberbullying

Anatomy of an Upstander

Choosing to Be an Upstander

Case Study: Ostracism and Bullying  
Final Reflection



| Purpose   | Materials   | Abridged Advisor Notes  |
|---|---|---|
| <b>53: Revisiting Our Advisory Contract</b>   |   | 30 min <b>page 210</b>  |
| Remind the group of its shared expectations, revise expectations as needed, and set the tone for difficult conversations. Draw connections between the factors that make a strong community and the norms that can help ensure it remains strong.               | Advisory contract   | You will be prompted to revisit your advisory contract at the beginning of each section of <i>Community Matters</i> to reflect on the ways the group has been honoring its contract and where they feel they can do better. This activity also provides the opportunity to add to or revise any of the norms and expectations before moving forward with this section of the Facing History advisory program.   |
| <b>54: The Roots of Bullying Behavior</b>   |   | 40 min <b>page 212</b>  |
| Explore the desire to belong, the range of responses to injustice, and the relationship between identity and choices. Practice perspective-taking by retelling a moment in a story from the point of view of the antagonist.                                    | <b>READING: Fear</b>  | None  |
| <b>55: My School's Climate</b>  |   | 40 min <b>page 216</b>  |
| Discuss ostracism, bullying, and cyberbullying at school and the responsibility of community members in the face of bullying.   | <b>HANDOUT: Bullying and Cyberbullying Anticipation Guide</b><br><br>Your school handbook (specifically the bullying and cyberbullying policies)<br><br>Four Corners signs<br><br>Chart paper   | If you would like to learn more about bullying and how it impacts students who are the targets of bullies before moving further into the case study section of <i>Community Matters</i> , we recommend that you download <i>A Guide to the Film "Bully,"</i> available at <a href="http://facinghistory.org/advisory-media">facinghistory.org/advisory-media</a> , and read "What Is Bullying?" (pages 12–13).<br><br>You will need copies of your school's anti-bullying and cyberbullying policies.<br><br>The second part of this activity uses the Four Corners strategy. Visit <a href="http://facinghistory.org/advisory-media">facinghistory.org/advisory-media</a> to learn about this teaching strategy. |
| <b>56: Introducing the Ostracism Case Study (Part 1)</b>  |   | 40 min <b>page 219</b>  |
| Define ostracism and consider what factors influence our choices and decision-making process in the face of ostracism and bullying.   | <b>HANDOUT: A Scene from a Middle School (Part 1 of 2)</b><br><br><b>HANDOUT: A Scene from a Middle School (Part 2 of 2)</b>  | The material in Activities 56–59 draws from "The Ostracism Case Study," a report on an incident that took place before middle school students took a Facing History course. In this case study, we hear the voices of eighth-grade students as they reflect on a particularly poignant social conflict among a group of friends that resulted in the ostracism of one of them.  |
| <b>57: Reading the Ostracism Case Study Transcripts (Part 2)</b>  |   | 40 min <b>page 224</b>  |
| Report on the perspective, choices, and role(s) played by one individual in the ostracism case study. Start to compare the perspectives of multiple individuals to arrive at a deeper understanding of the effects of ostracism on individuals and communities. | <b>READING: Interview with Sue</b><br><b>READING: Interview with Rhonda</b><br><b>READING: Interview with Jill</b><br><b>READING: Interview with Lorna</b><br><b>READING: Interview with Patty</b><br><b>READING: Interview with Ms. Smith</b><br><b>HANDOUT: Ostracism Case Study Group Activity</b> | Two of the six readings for this activity are longer than the other four, so you may need to modify the Jigsaw activity so "expert" groups finish around the same time. You will also need to modify it if you have fewer than 12 advisees in your group.   |

| Purpose  | Materials   | Abridged Advisor Notes   |
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| <b>58: Connecting Choices to Outcomes (Part 3)</b>   |   | 40 min <b>page 243</b>   |
| Examine the power dynamics in the ostracism case study and recognize that the outcome of the incident reflects the choices made by individuals and groups and was not inevitable.              | Six signs for a modified Four Corners   | The second part of this activity uses a modified Four Corners strategy (visit <a href="https://facinghistory.org/advisory-media">facinghistory.org/advisory-media</a> to learn about this teaching strategy). Before the meeting, make six signs with the names of the individuals who were interviewed about the ostracism incident—Sue, Rhonda, Jill, Lorna, Patty, and Ms. Smith—and hang them around the room. |
| <b>59: Understanding the Power of Ostracism and Bullying (Part 4)</b>  |   | 40 min <b>page 245</b>   |
| Reflect on and discuss the power of ostracism and apply new understanding from the case study to your school.  | None  | Depending on the size of your advisory group, you might have advisees discuss this activity's questions in a Socratic Seminar, Fishbowl, or circle discussion (visit <a href="https://facinghistory.org/advisory-media">facinghistory.org/advisory-media</a> to learn about these teaching strategies).  |
| <b>60: Cyberbullying</b>   |   | 2 x 40 min <b>page 247</b>   |
| Analyze the Health and Human Services definition of cyberbullying, and discuss the range of responses to cyberbullying and how the choices we make online can impact members of our community. | <b>HANDOUT: Cyberbullying Scenarios</b>   | This activity refers to the US Department of Health and Human Services definition of <i>cyberbullying</i> . Because it is long, if you can't project it during the activity, we recommend that you write it on the board or chart paper before the meeting or distribute it on a handout.<br><br>If you would like to spend more time with this topic, you can extend this activity over two or more meetings.     |
| <b>61: Anatomy of an Upstander</b>   |   | 30 min <b>page 257</b>   |
| Examine specific qualities of upstander behavior and reflect on examples of witnessing upstander behavior.   | None  | None   |
| <b>62: Choosing to Be an Upstander</b>   |   | 30 min <b>page 259</b>   |
| Describe the steps that you can take before, during, and after an incident of ostracism, bullying, or cyberbullying has occurred.  | <b>HANDOUT: Upstander Action Scenario Strips</b><br><b>HANDOUT: Analyzing Upstander Actions</b> | In the first part of this activity, advisees will share bullying statistics from PACER's National Bullying Prevention Center, which you can access on PACER's website.<br><br>Before the advisory meeting, make copies of and cut apart the handout Upstander Action Scenario Strips.  |
| <b>63: Case Study: Ostracism and Bullying Final Reflection</b>   |   | 30 min <b>page 263</b>   |
| Review materials from this section of the advisory program and reflect on new understanding and questions.   | None  | Providing advisees with the time and space to reflect on their learning, growth, and lingering questions from the section allows them to synthesize the material in meaningful ways before being introduced to new themes and concepts.  |

## Case Study: Ostracism and Bullying

# ACTIVITIES 53–63

### OVERVIEW

After exploring themes of membership and belonging, advisees will embark on the next phase of the Facing History scope and sequence: the case study. In the first part of this section, advisees examine bullying behavior from different perspectives and then reflect on their own school's social climate and response to bullying and cyberbullying. Next, they analyze a real-life case study of an ostracism incident that occurred at a Boston-area middle school. This case study, which advisees explore over the course of four meetings, invites discussion of the roles that young people and adults can play in preventing and responding to these kinds of incidents. For a more in-depth exploration of ostracism and bullying, Facing History provides additional video and print resources for discussing these topics with your advisees. Our collection **Using Bully in the Classroom**, available at [facinghistory.org/advisory-media](https://facinghistory.org/advisory-media), includes information about how to create safe classrooms and schools, strategies to combat bullying, and a resource guide to supplement clips from the film *Bully*. It is important that you preview all of these materials in advance of using them in your advisory to ensure that they are appropriate for your group.

### NAVIGATING THE ACTIVITIES

Unlike with the other sections of the *Community Matters*, we recommend that you facilitate all of this case study section's activities in the order in which they are presented. The sixth and final section of the advisory program, Choosing to Participate, builds on the case study and provides your advisees with an opportunity to see examples of upstanders in action, both in schools and in communities, and to collaborate on planning and implementing their own project at your school site.