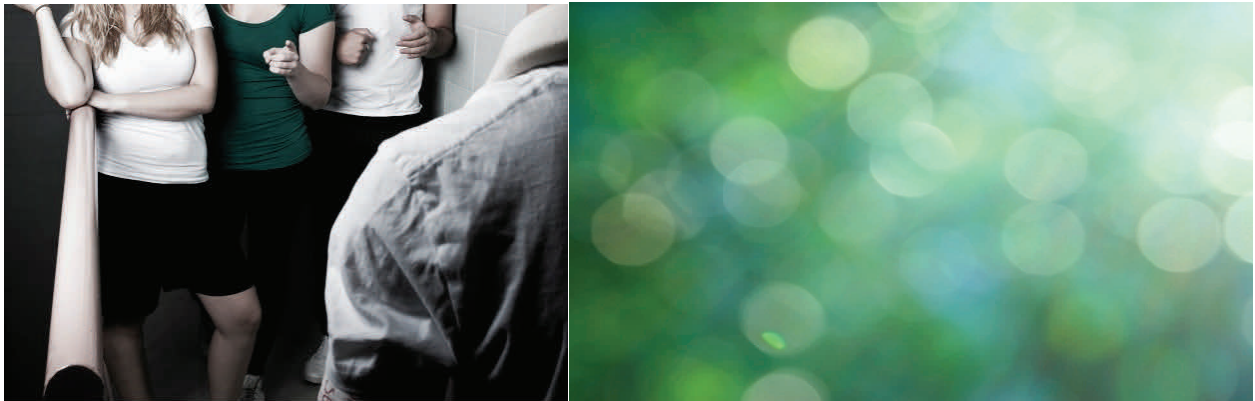




Teacher Guide **BULLYING, NOT COOL (7-8TH GRADES)**

This companion to the online course provides questions and topics for classroom discussion and activities.



Bullying, Not Cool (7-8th Grades) Outline

Course Introduction

- Meet Kiki & Lex
- Facts About Bullying
- Bullying—Q & A

Types of Bullying

- Physical Bullying
- Facts About Physical Bullying
- Lex's Story—Q & A
- Emotional Bullying
- Facts About Emotional Bullying
- Kiki's Story—Q & A
- Relational Bullying
- Facts About Relational Bullying
- Lex's Story 2—Q & A
- Cyberbullying

The Players

- Bullies
- Types of Bullies
- Facts About Bullies
- Find the Bully
- Targets
- Facts About Targets
- Bystanders
- Facts About Bystanders
- Be A Bystander

What You Can Do

- Being Valiant
- Getting Adult Help
- Having Hope
- Goodbye from Kiki & Lex



Screen shot from the course

Bullying, Not Cool (7-8th Grades)

A GUIDE TO ENCOURAGE REFLECTION AND DISCUSSION

This teacher's guide suggests questions, topics and activities that can be useful in creating assignments and prompting class discussions. The suggestions are designed to encourage self-reflection, stimulate group consideration, and ensure learning and retention of course material.

You may ask students to consider the contents of the course through keeping a journal, role playing, or other creative methods. You can also break the class into small groups to discuss and analyze a topic, and then have each group present their collaborative findings to the class. This is an effective method to increase participation and encourage sharing different ideas and viewpoints.

DISCUSSION POINTS

Statistics about bullying are a good starting point for discussion.

- 30% of U.S. students in grades six through ten are involved in moderate or frequent bullying – as bullies, as victims, or as both.
- 43% of students fear harassment in the bathroom at school.
- 100,000 students carry a gun to school – 28% of youths who carry weapons have witnessed violence at home.
- 282,000 students are physically attacked in secondary schools each month.
- 46% of males and 26% of females reported they had been in physical fights.
- 87% of teenagers say that school shootings are motivated by a desire to “get back at those who have hurt them.”
- 39% of parents with a child in grade 6 or higher fear for their child's physical safety when the child is at school.
- Bullying was reported as more prevalent among males than females. For males, both physical and verbal bullying was common, while for females, verbal bullying and rumors were more common.
- Bullying occurs more frequently in 6th through 8th grades, with little variation between urban, suburban, town, and rural areas.

Ask students how these facts make them feel about the issue and the importance of learning more about it.

Types of Bullying

LEARNING OBJECTIVES

1. Define the concept of bullying and why it's important.
2. Identify the different types of bullying.
3. Learn about the impact that different types of bullying may cause and how to recognize and react to them.

DISCUSSION POINTS

- **Physical Bullying:** Discuss the definition of physical bullying. What constitutes the physical? Why do you think boys are more likely to engage in this kind of bullying than girls? What are some different ways that someone might defend themselves from physical bullying?
- **Emotional Bullying:** Discuss the definition of emotional bullying. What does the term "self-concept" mean? Why might emotional bullying be more hurtful than physical bullying? Can you think of any emotional bullying situations that you've recently observed? Why are sexual slurs so common in bullying situations? How do slurs for boys and girls differ and what do they say about the standards and expectations of girls and boys?
- **Relational Bullying:** Discuss the definition of relational bullying. Compare and contrast relational bullying with emotional bullying. How are they similar and how are they different? Why do you think girls are more likely to engage in this kind of bullying than boys? How might someone inadvertently take part in relational bullying? What emotions do victims of relational bullying feel?

ACTIVITIES

- **Use Examples:** As a group, review each of the diagrams showing examples of the different types of bullying featured in the course. Have they experienced or witnessed people bullying others using these behaviors or other examples? Are there certain behaviors that are more abusive than others? Why or why not?
- **Interviews:** Break students into groups, each group acting out a specific bullying situation. Then ask students to "interview" each person in the scenario. What might a bully's motivations be? What emotions might be running through the target's mind? At what point should an adult step in?

The Players

LEARNING OBJECTIVES

1. Explore and learn about who are the bullies.
2. Discover how someone might become a target of bullying.
3. Learn the importance of bystanders and what they can do to stop bullies.

DISCUSSION POINTS

- **Who are the Bullies?** What are the different characteristics of Confident Bullies, Anxious Bullies, and Bully-Targets? What motivates bullies? How might a target of bullying become a bully himself? What are the differences between teasing and bullying? How have media portrayals of bullies formed the stereotype of what a bully looks like? What's the difference between bullying and teasing?
- **Who are the Targets?** Are there certain people who become targets more often than others? Why might it be that a bully and her target are often on a similar social level? How does popularity play into being a target? What are some dangerous long-term effects of being a target of bullying?
- **Who are the Bystanders?** Why do bystanders have the most power in a bullying situation? Why do so few bystanders ever intervene? What are some ways in which bystanders can help the target without fear of retaliation from the bully?

ACTIVITY

- **Real Stories:** As a group, review the Real Stories featured earlier in the course. Identify the players in each of these stories. What were the targets being bullied for? How did the bystanders intervene or fail to defend the victim? What are the similarities and differences between each story? Do the stories sound like something the students themselves have experienced?



Screen shot from the course

What You Can Do

LEARNING OBJECTIVES

1. Introduce and explore the concept of being valiant.
2. Understand when adult help is necessary.
3. Learn about healing from bullying and the importance of hope.

DISCUSSION POINTS

- **Being Valiant:** What kinds of images come to mind when you think of the word “valiant”? What does being valiant specifically mean for students? What are some of the problems students have that keep them from being valiant? What will it take for young people to develop a sense of responsibility for each other’s well-being?
- **When Adult Help is Necessary:** In what situations is adult help essential? Do students trust adults to listen to them and take action? Is there a stigma placed on students who go to adults for help? What are some things adults can do to reduce instances of bullying?
- **Having Hope:** Why is hope a useful emotion in everyday life? Why is it particularly important to targets of bullying? Encourage students to look at the big picture. How might someone take their experience of being bullied and turn it into something good? Are there any famous artists or musicians who have triumphed over persecution?

ACTIVITY

- **Create Scenarios:** Ask students to create scenarios in which a person withstands bullying and becomes successful. Highlight certain characteristics in people that might be responsible for both their bullying and their eventual success.



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