



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

Your state's school health policies:
nasbe.org/HealthySchools/States/State_Policy.asp

Too many kids and teens wake up every day feeling afraid to go to school. Bullying, both physical and verbal, can get extreme during the middle school years. The following activities and discussion questions will help give your students an understanding of bullying as well as coping skills to help protect themselves.

Related KidsHealth Links

Articles for Kids and Teens:

The Scoop on Gossip

KidsHealth.org/kid/feeling/friend/gossip.html

A World Without Bullying: Brigitte's Story

KidsHealth.org/kid/talk/kidssay/stop_bullying.html

Dealing With Bullying

KidsHealth.org/teen/teen/homework/problems/bullies.html

How Can I Help Someone Who's Being Bullied?

KidsHealth.org/teen/teen/expert/friends/expert_bullying.html

Coping With Cliques

KidsHealth.org/teen/teen/school_jobs/bullying/cliques.html

Should I Fight a Bully?

KidsHealth.org/teen/expert/school_jobs/fight_bullies.html

Cyberbullying

KidsHealth.org/teen/homework/problems/cyberbullying.html

Someone Is Spreading Rumors About Me. What Can I Do?

KidsHealth.org/teen/expert/friends/rumors.html

I Helped Spread a Rumor. What Should I Do?

KidsHealth.org/teen/expert/friends/rumor_regret.html

I Bullied Someone. How Can I Apologize?

KidsHealth.org/teen/expert/friends/ex_bully.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. What kinds of behaviors are considered bullying? Name some different ways kids are bullied.
2. When does teasing cross the line into bullying? Is name-calling bullying?
3. Have you ever been bullied? How did it make you feel? Have you ever bullied someone? How did it make you feel?
4. Have you ever spread a rumor? Why can spreading rumors be considered bullying?
5. What are some of the effects bullying can have on victims?
6. Why do some kids bully other kids?



Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

Acting Against Bullying

Objectives:

Students will:

- Define and understand characteristics of bullying
- Learn coping strategies for bullying through role-playing

Materials:

- Computer with Internet access
- “Acting Against Bullying” handout

Class Time:

- Two 1-hour sessions

Activity:

Chances are you’ve seen somebody being bullied, you’ve been bullied, or you may have even been the bully yourself. After reading the KidsHealth articles related to bullying, we’ll divide into small groups and role-play situations in the “Acting Against Bullying” handout. Each skit should include at least one bully, a victim, a silent bystander (witness who does nothing in response to bullying), a defending bystander (witness who helps the victim), and an adult. Be sure to include at least one bullying survival tip from the articles or another possible solution to halt the bullying. After each skit, we’ll discuss these questions as a class:

- Who was the bully or bullies? Who was the victim? Who was the silent bystander (witness who does nothing in response to bullying)? Who was the defending bystander (witness who helps the victim)? Who was the adult?
- How was the victim bullied? Verbally, physically, emotionally?
- How do you think the victim, bystander, and defender felt?
- Was the possible solution to the bullying situation effective? What other solutions could be effective ways to deal with the bullying?
- Should there be consequences for the bully?

Extensions:

1. Have students create posters, collages, poems, songs, or videos about how bullying affects victims, victims’ families, bystanders, the bullies themselves, or the school community. Display the art in the hallways to share the anti-bullying messages, and play the songs or videos at school assemblies.
2. Ask students to identify potential bullying “hotspots” around the school, such as hallways, stairways, locker rooms, bathrooms, or other places that might lack a lot of adult supervision. Create posters for these areas that cite the penalties bullies face and inform victims about how to report bullying incidents.
3. Have your students each write a brief letter to the editor of your school or local newspaper about their thoughts on any aspect of bullying.



Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

Circles of Friends

Objectives:

Students will:

- Identify and develop tolerance and appreciation for similarities and differences among classmates as a technique to diffuse bullying
- Explore strategies to help promote a bully-free learning environment

Materials:

- Computer with Internet access
- “Circles of Friends” handout, pens or pencils

Class Time:

- 1 hour

Activity:

People can seem very different in terms of appearance and social status. Those two differences are also two of the main reasons kids and teens are bullied. But most kids and teens have similar feelings about the way they want to be treated. Understanding other people’s feelings and appreciating personal differences can significantly reduce bullying in schools. After reading the KidsHealth articles on bullying and related topics, I’ll assign each of you a classmate to pair up with and fill out the Venn diagram on the “Circles of Friends” handout. As a pair, write five ways each of you differ from the other, as well as at least five ways you’re similar. [Note to instructor: Try to pair students who are not close friends. Also, consider having students complete this activity twice - with different classmates.] Then we’ll discuss as a class how appreciating our differences and similarities and being empathetic can help reduce bullying in our school.

Extensions:

1. If your school has a bullying policy, communicate the rules clearly to your students and their parents. If your school doesn’t have a bullying policy, research any relevant state policies or guidelines online, then brainstorm with your class about what rules and guidelines your school should adopt. Draft a policy to forward to the principal.
2. Check out stopbullying.gov and share appropriate videos and other content with your students and school community.



Shutting Down the Rumor Mill

Objectives:

Students will:

- Learn how passing along rumors is related to bullying
- Understand how to deal with rumors

Materials:

- Computer with Internet access
- “Shutting Down the Rumor Mill” handout, pens or pencils

Class Time:

- 1 hour

Activity:

Some kids and teens spread rumors about people as a way to intimidate them or to be popular. But when rumors are spread this way, it’s a form of bullying. Rumors can have serious consequences for the victim and anyone involved in spreading the rumor. Texting can help rumors spread like wildfire and cause a lot of damage in a short amount of time. Today, each of you will be writing about rumors as if you were an advice columnist for the school paper. To help you get your facts straight before you dish out advice, read the two KidsHealth articles on rumors, then write your responses on the “Shutting Down the Rumor Mill” handout. Here’s a basic rule about rumors to keep in mind: If you hear a rumor, ask yourself three questions - Is it kind? Is it true? Is it necessary? If the answer is “no” to any of those questions, then it’s probably not a good idea to spread the rumor.

Extension:

Gather some tabloid magazines and show some of the covers and/or articles to your students. Then lead a classroom discussion on why rumors about celebrities sell magazines. Also discuss how some celebrities stopped the spread of false rumors by filing lawsuits seeking damages.

Reproducible Materials

Handout: Acting Against Bullying

KidsHealth.org/classroom/6to8/problems/emotions/bullying_handout1.pdf

Handout: Circles of Friends

KidsHealth.org/classroom/6to8/problems/emotions/bullying_handout2.pdf

Handout: Shutting Down the Rumor Mill

KidsHealth.org/classroom/6to8/problems/emotions/bullying_handout3.pdf

Quiz: Bullying

KidsHealth.org/classroom/6to8/problems/emotions/bullying_quiz.pdf

Answer Key: Bullying

KidsHealth.org/classroom/6to8/problems/emotions/bullying_quiz_answers.pdf



Name: _____

Date: _____

Acting Against Bullying

Instructions: Work with your group to act out a bullying situation and write who will be playing each role. Make sure to act out a possible solution to the bullying situation.

Bullying situation 1:

A rumor is going around school about a boy getting suspended for stealing sports equipment.

Bully or bullies: _____

Victim: _____

Silent bystander: _____

Defending bystander: _____

Adult: _____

After each skit, discuss these questions as a class:

- Who was the bully or bullies? Who was the victim? Who was the silent bystander (witness who did nothing in response to bullying)? Who was the defending bystander (witness who helped the victim)? Who was the adult?
- How was the victim bullied? Verbally, physically, emotionally?
- How do you think the victim, bystander, and defender felt?
- Was the possible solution to the bullying situation effective? What other solutions could be effective in dealing with the bullying?
- Should there be consequences for the bully?



Name: _____

Date: _____

Acting Against Bullying

Instructions: Work with your group to act out a bullying situation and write who will be playing each role. Make sure to act out a possible solution to the bullying situation.

Bullying situation 2:

Some kids at a lunch table decide one of the kids isn't cool and they move to a different table. Now the kid eats alone and gets the silent treatment at recess, in the hallways, and in class.

Bully or bullies: _____

Victim: _____

Silent bystander: _____

Defending bystander: _____

Adult: _____

After each skit, discuss these questions as a class:

- Who was the bully or bullies? Who was the victim? Who was the silent bystander (witness who did nothing in response to bullying)? Who was the defending bystander (witness who helped the victim)? Who was the adult?
- How was the victim bullied? Verbally, physically, emotionally?
- How do you think the victim, bystander, and defender felt?
- Was the possible solution to the bullying situation effective? What other solutions could be effective in dealing with the bullying?
- Should there be consequences for the bully?



Name: _____

Date: _____

Acting Against Bullying

Instructions: Work with your group to act out a bullying situation and write who will be playing each role. Make sure to act out a possible solution to the bullying situation.

Bullying situation 3:

A foreign exchange student gets picked on and is being threatened.

Bully or bullies: _____

Victim: _____

Silent bystander: _____

Defending bystander: _____

Adult: _____

After each skit, discuss these questions as a class:

- Who was the bully or bullies? Who was the victim? Who was the silent bystander (witness who did nothing in response to bullying)? Who was the defending bystander (witness who helped the victim)? Who was the adult?
- How was the victim bullied? Verbally, physically, emotionally?
- How do you think the victim, bystander, and defender felt?
- Was the possible solution to the bullying situation effective? What other solutions could be effective in dealing with the bullying?
- Should there be consequences for the bully?



Name: _____

Date: _____

Acting Against Bullying

Instructions: Work with your group to act out a bullying situation and write who will be playing each role. Make sure to act out a possible solution to the bullying situation.

Bullying situation 4:

A nasty text about a student is being forwarded to everyone.

Bully or bullies: _____

Victim: _____

Silent bystander: _____

Defending bystander: _____

Adult: _____

After each skit, discuss these questions as a class:

- Who was the bully or bullies? Who was the victim? Who was the silent bystander (witness who did nothing in response to bullying)? Who was the defending bystander (witness who helped the victim)? Who was the adult?
- How was the victim bullied? Verbally, physically, emotionally?
- How do you think the victim, bystander, and defender felt?
- Was the possible solution to the bullying situation effective? What other solutions could be effective in dealing with the bullying?
- Should there be consequences for the bully?



Name: _____

Date: _____

Acting Against Bullying

Instructions: Work with your group to briefly write, then act out a bullying situation, and write who will be playing each role. Make sure to act out a possible solution to the bullying situation.

Bullying situation 5:

Bully or bullies: _____

Victim: _____

Silent bystander: _____

Defending bystander: _____

Adult: _____

After each skit, discuss these questions as a class:

- Who was the bully or bullies? Who was the victim? Who was the silent bystander (witness who did nothing in response to bullying)? Who was the defending bystander (witness who helped the victim)? Who was the adult?
- How was the victim bullied? Verbally, physically, emotionally?
- How do you think the victim, bystander, and defender felt?
- Was the possible solution to the bullying situation effective? What other solutions could be effective in dealing with the bullying?
- Should there be consequences for the bully?



Name: _____

Date: _____

Acting Against Bullying

Instructions: Work with your group to briefly write, then act out a bullying situation, and write who will be playing each role. Make sure to act out a possible solution to the bullying situation.

Bullying situation 6:

Bully or bullies: _____

Victim: _____

Silent bystander: _____

Defending bystander: _____

Adult: _____

After each skit, discuss these questions as a class:

- Who was the bully or bullies? Who was the victim? Who was the silent bystander (witness who did nothing in response to bullying)? Who was the defending bystander (witness who helped the victim)? Who was the adult?
- How was the victim bullied? Verbally, physically, emotionally?
- How do you think the victim, bystander, and defender felt?
- Was the possible solution to the bullying situation effective? What other solutions could be effective in dealing with the bullying?
- Should there be consequences for the bully?



Names:

Date:

Circles of Friends

Instructions: Work together as a pair to list five ways each of you differ from the other, and at least five ways you are similar. You may find you have more in common than you think! To get you started, here are some areas for comparison: physical characteristics, family, likes/dislikes (music, books, activities, foods, school subjects, TV shows, video games, etc.), skills/talents, hobbies.

A Venn diagram consisting of two overlapping circles. The left circle is labeled "Differences", the right circle is labeled "Differences", and the overlapping area in the center is labeled "Similarities". Each of the three sections contains five horizontal lines for writing.



Name: _____

Date: _____

Quiz

Instructions: Answer each question.

1. Bullies can attack victims:

- a. physically
- b. verbally
- c. emotionally
- d. all of the above

2. True or false: Spreading rumors is a form of bullying.

3. Give an example of verbal bullying:

4. Name three ways that bullying can affect victims:

5. Name two bullying survival tips:

6. True or false: Bullying can cause victims to have physical ailments like stomachaches.

7. How can technology make bullying worse?

8. True or false: Some kids and teens bully people because they want to feel like they have power over people and they want to manipulate them.

9. How can a bystander help a bully?

10. Bullying affects _____ of students every day.



Quiz Answer Key

1. Bullies can attack victims:
 - a. physically
 - b. verbally
 - c. emotionally
 - d. all of the above
2. True or false: Spreading rumors is a form of bullying.
3. Give an example of verbal bullying:
Any one of the following: repeated name calling; passing rumors; sending mean texts or posting mean online messages; gossiping; taunting or teasing
4. Name three ways that bullying can affect victims:
Any three of the following: grades can go down; stomach pains; diarrhea; eating problems; low self-esteem; stress; depression; anxiety; thoughts of suicide; suicide
5. Name two bullying survival tips:
Any two of the following: ignore the bully; avoid the bully; don't show your feelings or react; put your anger on hold; don't get physical; talk about it to an adult; find and surround yourself with true friends; be confident
6. True or false: Bullying can cause victims to have physical ailments like stomachaches.
7. How can technology make bullying worse?
Texting, instant messaging, emails, and social media can help spread rumors.
8. True or false: Some kids and teens bully people because they want to feel like they have power over people and they want to manipulate them.
9. How can a bystander help a bully?
One of the following: tell an adult about the situation; be friends with the person bullied.
10. Bullying affects millions of students every day.