LEADER INSTRUCTIONS

- BLACK FONT = Say this out loud to the group.  BLUE FONT = Notes for the leader.

- TIME NEEDED: 45 to 50 Minutes. (20 Min Video + 30 Min Discussion Time.)

- PRINT! Before you start the video, print out the Bullying Definition Poster and the Resilient Definition Poster. 8.5x11” versions are at the end of this PDF. Larger poster versions are available for download when you login to NoBullyingSchools.com.

EPISODE 1 – HOW TO RESPOND TO BULLYING

1. **WATCH THE VIDEO WITH YOUR STUDENTS: Episode 1 - How to Respond to Bullying.** Use the questions below to debrief with the whole class or in small groups (group size is your choice).

2. This video was a great introduction to the No Bullying Schools Program. The hosts, Tom Thelen and Jordan Carson, shared a lot of information about bullying and how we can respond to it. Who can raise their hand and tell us one key thing you learned from watching the video?

3. How would you define **bullying** in your own words? *(Ask for a volunteer to come up front and write key points on the board.)*

4. *(Get out the Bullying Definition Poster.)* Those were some great points! Good job listening during the video. Now, who can volunteer to come up front and hold our Bullying Definition Poster and read it out loud to the class? *(Bring up a volunteer to hold up and read the poster.)*

5. What parts of this definition stick out to you? What do you think are the main points?

*(Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. – StopBullying.Gov)*
6. In the video, Tom Thelen also listed the Four Types of Bullying behaviors. Who can raise their hand to help me identify one of the four types? *(Let students answer, and write the 4 Types on the board. See below for the 4 Types of Bullying.)*

7. Who can think of some possible examples for each of the four types? *(Examples listed below.)*

   - **Physical Bullying**
     (Pushing, tripping, spitting, mean hand gestures, damaging someone’s property)

   - **Verbal Bullying**
     (Name calling, verbal intimidation, teasing, taunting, harsh language)

   - **Social Bullying**
     (Hurting someone’s reputation, excluding on purpose, rumors, embarrassing someone)

   - **Cyberbullying**
     (Bullying through technology: phone, text, social media, the internet, gaming, and more)

8. Now that we have identified the different types of bullying, I want you to turn to a neighbor and ask “Where do you think our school experiences the most bullying?” *(After a couple minutes, have them share out. Some Possible Answers: on the bus, online, social media, in the halls, at recess, lunch, after school, etc.)*

9. How do you think it feels when you’re the one being bullied? *(Have students share out.)* What if you were being bullied on a regular basis, meaning more than a few times per month. How do you think that would impact someone? *(Have students share out.)*

10. In the video Tom Thelen introduced the idea of being resilient when it comes to bullying. What do you think it means to be resilient? *(Students share ideas.)*
11. *(Turn on your projector and look up the definition of resilient.)* Let’s look up the definition of “resilient.” *(Project the multiple definitions of resilient.)* There are multiple definitions, so let’s pause and discuss how each could relate to bullying. *(If time allows, assign a different definition to each small group and have them explain how it could relate to bullying.)*

12. *(Get out the Resilient Definition Poster.)* We have another poster for today that helps us define what it means to be resilient. Who would like to come up front to hold this one and read the definition? *(Bring up a volunteer to hold up and read the poster.)* Let’s hang this poster up next to the Bullying Poster, so we can always remember to be resilient. *(Hang up the poster.)*

13. Now I want everyone to take out a fresh piece of paper and a pencil, and brainstorm some ways that you could be resilient if you were ever bullied. *(Have students reflect individually on a piece of paper and then share out some strategies for being resilient.)*

14. Do you know anyone who has had to be resilient? This could be a friend, a relative, or even yourself. Raise your hand to share a story of someone who was resilient. *(Students share out.)*

15. It’s very important to have a trusted adult that you can talk to or confide in. I want you to reflect and think for a minute about who you would talk to if you were feeling sad, hurt, or depressed. *(Give them a minute of think time.)* Who are your “trusted adults?”

16. If you weren’t able to identify a trusted adult in your life, please know that you can always talk to me, or to one of our school counselors or principals. Can you think of any other ways someone could find a trusted adult to talk with about their life? *(Student share ideas.)*

17. It’s important for all of us to learn how to manage our emotions and talk—though our feelings, so we don’t end up carrying “emotional baggage.” If we keep negative feelings hidden, we can end up feeling alone and isolated. What kinds of things do you think could happen if someone always refused to talk about their hurts? *(Student share ideas.)*
18. What are some possible benefits of identifying your past hurts (what Tom Thelen called “baggage”) and talking through it with a trusted adult? And how could talking about it help improve your mental health? *(Student share ideas.)*

19. In the video Tom challenged us to become a “No Bullying School,” and he explained that the phrase does not mean we will have zero bullying on our campus, but it means we will “say no to bullying” and speak up in a positive way. What are some positive actions we can take to become a “No Bullying School?” *(If time allows, have groups or partners brainstorm ideas for a few minutes, and then bring everyone back together to share out their ideas.)*

**CLOSE THE DISCUSSION BY SAYING THIS...**

If you or someone you know is being bullied or cyberbullied, please report it today by using the Report Bullying App. You can also report it on the NoBullyingSchools.com Website or by completing the Report Bullying Form which is available at the office. We are here to help you, but we won’t know if you don’t report it. At our school, we take bullying very seriously, and we hope you will partner with us to build a positive culture where everyone feels safe and valued.

**MANDATORY REPORTING**

If a student speaks with you about instances of bullying, cyberbullying, harassment, intimidation, abuse, violence, or self-harm, make sure to follow the applicable Mandatory Reporting Laws. Next, file another report using the Report Bullying App, which will trigger an email alert to your school counselors and/or administrators. If you don’t know the proper protocol and follow-up procedures, make sure to ask a school administrator or law enforcement officer today.
Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived imbalance of power. The behavior is repeated over time and is intended to harm, embarrass, or humiliate the victim. To report bullying, visit StopBullying.gov.
In a positive way, “...”

Tom Thelen, Founder of No Bullying Schools

Baggage of bullying and bounce back

adult, you can release the mental

bullying. When you talk with a trusted

back from difficult circumstances like

A RESILIENT person knows how to bounce

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