

My School's Climate

Purpose: Discuss ostracism, bullying, and cyberbullying at school and the responsibility of community members in the face of bullying.

ADVISOR NOTES:

1. Background Information about Bullying

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 *Community Matters*, we recommend that you download **A Guide to the Film *Bully***, available at facinghistory.org/advisory-media, and read "What Is Bullying?" (pages 12–13).

APPROXIMATE TIME:

40 minutes

MATERIALS:

HANDOUT
Bullying and Cyberbullying
Anticipation Guide

Chart paper

2. Your School's Bullying and Cyberbullying Policy

You will need copies of your school's anti-bullying and cyberbullying policy for this activity, so prepare copies in advance, project it, or ask advisees to bring their student handbooks to the meeting.

3. Setting Up for "Four Corners"

The second part of this activity uses the **Four Corners** strategy, which you can learn about at facinghistory.org/advisory-media. We recommend that you set up the room for this activity in advance. Create four signs that read "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree," and hang them in different corners of the room.

PROCEDURE:

1. Define "Bully" and Reflect on Bullying Behaviors

- In their journals, ask advisees to respond to the following questions. Let them know that they will be sharing their responses with their peers.
 - What is a bully?
 - What motivations might be at the root of bullying behavior? You might think about Gary Soto's story "Fear," as well as other factors that could influence someone to bully others.
- Have advisees share their responses in pairs or triads before coming together as an advisory to define "bully" and make a list on chart paper about the motivations at the root of bullying behavior. Save the chart paper because you will be referring to it later in this section of the advisory program.

2. Explore Bullying at Your School and in Your Community

- Distribute the handout **Bullying and Cyberbullying Anticipation Guide** and ask advisees to complete it on their own by circling their responses to each statement (strongly agree, agree, disagree, strongly disagree) and briefly explaining their answers in the space provided.
- After they have completed the anticipation guide, use the **Four Corners** strategy to discuss their responses (visit facinghistory.org/advisory-media to learn about this teaching strategy). Remember that advisees can change their positions in the room if they are persuaded by their peers. To ensure that you hear everyone's voice, try to create space for each advisee to share at least one idea with the group during the discussion.
- Debrief the activity by leading a whole-group discussion based on the following questions:
 - What does this activity suggest about bullying and cyberbullying at your school?
 - How does this activity help you think about the choices you have if you witness or are made aware of an incident of bullying or cyberbullying at your school?
- Then review your school's definition of bullying and the anti-bullying and cyberbullying policy with your advisees. Remind them where they can go for help and support if they or a friend are the target of bullying or witness bullying inside or outside of school or online.

3. Reflect in an S-I-T Exit Card

Ask advisees to respond to the following question on an **exit card** that you will collect at the end of the meeting (visit facinghistory.org/advisory-media to learn about the Exit Cards teaching strategy):

What questions, ideas, and feelings did the activities in this meeting raise for you? If you would like to speak with me one-on-one about anything that came up in this meeting, please let me know on this exit card.



Bullying and Cyberbullying Anticipation Guide

Directions: Read each statement in the left column. Decide if you strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD) with it. Circle your response and provide a brief explanation of your opinion (on separate paper if needed).

Statement	Your Opinion
Bullying occurs at my school.	SA A SD D
Teasing is different from bullying.	SA A SD D
Cyberbullying is as harmful as bullying.	SA A SD D
Students who are the targets of bullying or cyberbullying should tell a trusted adult what is happening.	SA A SD D
There are clear consequences at my school for students who bully other students.	SA A SD D
The adults at my school have the power to prevent bullying from happening.	SA A SD D
The students at my school have the power to prevent bullying from happening.	SA A SD D
If I become aware of someone getting bullied or cyberbullied, I have a responsibility to help stop it.	SA A SD D
If I see someone getting bullied at school, I have a responsibility to offer support privately.	SA A SD D