

North Dakota Curricular Standards for School Counseling Curriculum Guide

Grade Level: 7-8	Estimated Time: 2 class periods/approx. 60 minutes
Standard Addressed: 1P/S Students will acquire the attitudes, knowledge and personal skills to help them understand and respect self and others.	
Benchmark Addressed: 1P.6/S.2 Acquire Interpersonal Skills	
Specific Knowledge: Students will be able to examine different kinds of hurtful behavior, develop strategies for dealing with hurtful behavior and learn how to create an environment in which students treat each other respectfully.	
Materials: United Streaming Video: Reality Matters: Cruel Schools: Bullying and Violence (25 minutes)	
Activity: <ol style="list-style-type: none">1. Begin the lesson by asking students to take an index card and describe a hurtful incident or incidents they have experienced. To make sure that students in the class don't recognize themselves in the descriptions, tell students to try to keep the descriptions as general as possible. For example, instead of writing, "I was very hurt when I wasn't invited to the Valentine's Day party," have them write, "I feel very hurt when I am not invited to parties with my friends." Make sure that students do not put their names on their index cards.2. Collect the index cards and read through the examples. While there will be much variation in the examples given and there may be examples that don't fit into these categories, the types of behavior that students write about will probably include the following.<ul style="list-style-type: none">• Verbal harassment, such as name-calling regarding a physical attribute (size, weight, wearing glasses) or taunting about a particular behavior (doesn't like sports or the perceived "teacher's pet")• Gossip, such as spreading rumors about a person• Exclusion from a desirable party, group, or activity• Unwanted physical contact3. Divide the students into four groups. Have each group focus on one category described above: verbal harassment, gossip, exclusion, or unwanted physical contact. If possible, give each group examples of behavior from those on the index cards. Help students think of specific examples, if necessary.	

4. Give each group any cards for their category. Ask students to pick one situation from the examples. Then have each group brainstorm ways to handle that situation. If students need help coming up with ideas, suggest the following strategies:

- Verbal or physical aggression: Avoid the person or persons who exhibit this behavior.
- Gossip: Consider confronting the person or persons who started the rumor. Bring an impartial person along to act as a moderator during the discussion. This technique is the basis of peer mediation. For more information about this strategy, students can visit this Web site:
<http://education.indiana.edu/cas/tt/v2i3/peer.html>
- Unpleasant behaviors: Consider forming a committee to confront those engaged in such behaviors. The committee could present guidelines for acceptable ways to behave in school.
- All categories: Find a trusted adult with whom to discuss these issues. This adult could help students in a variety of ways. He or she could determine whether it is necessary to involve the other people or their parents; serve as a sounding board for any hurt feelings; suggest ways to deal with a problem; or bring in the principal or other authorities to resolve particularly difficult situations.
- Another way to deal with hurt due to exclusion is for students to write the person a letter explaining their feelings. Sometimes it is easier to start a dialog on paper because the individual is not being confronted directly, and both parties can take time to think about their responses without dealing with the other person's immediate reaction.

Source: www.unitedstreaming.com; Discovery Channel School

Suggested Assessment:

Other Curricular Integration: