



Taking a Stand: The Bullying Prevention Series



Bully Girls



Teacher's Guide

Introduction

This Teacher's Guide provides information to help you get the most out of *Bully Girls*. The contents in this guide will allow you to prepare your students before using the program and present follow-up activities to reinforce the program's key learning points.

This program focuses on identifying and increasing awareness of bullying behavior in girls. The program features real-life student stories of girls' bullying behaviors. Viewers are introduced to girl bullies and develop an understanding of how and why girls resort to intimidating behavior. In addition, Bullying Prevention Trainer Carolyn Falcone discusses specific tactics used by bully girls, the effects on the victims, and when to get an adult involved.

In addition, by viewing facilitated small group discussions, viewers learn how to recognize bullying behavior and effective methods for dealing with bullying. The program concludes with available resources for assistance.

Learning Objectives

By viewing this program, students will be able to:

- Identify types of bullying behaviors and examples of each
- Understand the difference between teasing and bullying
- Identify why girls resort to bullying behaviors
- Identify specific bullying techniques and tactics used by girl bullies
- Understand how bullying negatively affects the victim
- Know strategies for dealing with bullying
- Know how and why to involve parents and/or school officials

Educational Standards

National Standards

This program correlates with the National Health Education Standards from the Joint Committee on National Health Education Standards. The content has been aligned with the following educational standards and benchmarks from this organization.

- Health Education: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Health Education: Students will analyze the influence of culture, media, technology and other factors on health.

This represents the work of the Joint Committee on National Health Education Standards. Copies of National Health Education Standards: Achieving Health Literacy can be obtained through the American School Health Association, Association for the Advancement of Health Education or the American Cancer Society.

English Language Arts Standards

The activities in this Teacher's Guide were created in compliance with the National Standards for the English Language Arts from the National Council of Teachers of English.

- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Standards for the English Language Arts, by the International Reading Association and the National Council of Teachers of English, Copyright 1996 by the International Reading Association and the National Council of Teachers of English. Reprinted with permission.

Technology Standards

The activities in this Teacher's Guide were created in compliance with the National Education Technology Standards from the National Education Technology Standards Project.

- Social, ethical, and human issues: Students understand the ethical, cultural, and societal issues related to technology.
- Social, ethical, and human issues: Students practice responsible use of technology systems, information, and software.

Program Overview

Traditionally, bullying has meant physical intimidation and violence—and in the past was considered a problem only among boys. But experts are finding that girls can perpetuate bullying as well, although it often takes place on more subtle or secretive levels. *Bully Girls* focuses on increasing awareness of bullying among girls and educating viewers about how, when, and why it occurs. Understanding the difference between teasing and bullying, identifying specific female bullying techniques and tactics, recognizing warning signals that help is needed, knowing the best ways to report incidents, and getting school officials involved to combat the problem are all subjects thoroughly explored in the video.

Main Topics

Topic 1: Is It Just Teasing?

The introductory segment of the program discusses the importance of knowing, and being able to recognize, the difference between teasing and bullying. An expert introduces the bully girl and specific kinds of bullying, including psychological intimidation, social aggression, and verbal aggression.

Topic 2: The Queen Bee

This section introduces the leader of the girl bullies—the “Queen Bee.” The Queen Bee’s characteristics as well as some examples of her tactics are explored in this segment.

Topic 3: Frenemies

This segment focuses on typical behaviors of the girl bully. Social cliques are discussed, including how both friends and outsiders may become victims.

Topic 4: Are You a Bully Girl?

This segment outlines guidelines students can use to check their own bullying behaviors. Students offers insight into how and when a victim or victimizer should ask for help.

Topic 5: Stop the Bullying!

This segment explores the feelings experienced by the victims of bully girls. Suggestions for how a victim can proceed safely and appropriately when handling the situation are covered. This segment addresses resources available to both the bully girl and her victims.

Fast Facts

- Many girl bullies tend to be attractive, popular, well-groomed, seemingly perfect students who are often admired by others.
- Bullying others makes the girl bully feel empowered, stronger, smarter, and better than the person she is bullying.
- Bullying is intentional, repeated, and meant to humiliate and cause harm.
- Surveys show that as many as one-half of all children are bullied at some time during their school years, and at least 10% are bullied on a regular basis.
- Bully girls target friends as well as outsiders.
- Effects of bullying may stay with girls forever and shape their future relationships with other women.
- Bully girls become cyberbullies when they use interactive technologies such as three-way calling, the Internet, or cell phones to target a victim.
- Girls are often unaware that their behaviors are consistent with bullying.
- A girl is a bully if she spreads rumors or gossip; excludes others from joining her or her group; repeatedly teases or makes fun of someone; fights with others; cyberbullies; gives intimidating looks or threats.
- Victims of girl bullies become less able to control their emotions and become socially withdrawn.
- Having friends, especially ones who help protect against bullying, reduces the chance of victimization. Individual girl bullies are less likely to target someone who has others willing to help.
- Victims of girl bullies live in fear and often believe it is their fault, or that they have done something to deserve the bullying.
- Girls who bully have often been the victims of other bullies.

Vocabulary Terms

aggression: Deliberately unfriendly behavior; feelings of hostility that arouse thoughts of attack.

aggressor: Someone who attacks.

blogs/screen web logs: Online journals where single or multiple users can write entries.

chat room: Online communication between two or more users via computer. When a chat is initiated, users can enter text by typing on their keyboard. The entered text appears on the other users' monitors in real time.

chronic: Long-lasting and recurring; or characterized by long suffering.

clique: An exclusive group of people with a common purpose.

cyberbullying: When children are bullied, embarrassed, insulted, harassed, threatened, or excluded from social groups by another student through the use of mobile, wireless, or Internet technologies.

deliberate: Carefully thought out in advance.

depression: A state of feeling sad; may include feelings of dejection and hopelessness, and sometimes suicidal tendencies.

devaluation of self: Lowering or reducing self-worth.

email: The transmission of messages over communications networks.

empowered: Given or delegated power or authority to.

exclusion: Taking an action to intentionally keep a person out of a group.

harassment: When one person repeatedly and intentionally bothers another.

homicidal thoughts: Thoughts of causing bodily harm.

instant messaging (IM): Online communication tool that allows user to create private chat sessions with another user by typing messages that are transmitted to a recipient in real time.

Internet: An electronic communications network that connects computer networks and organizational networks around the world.

loners: People who avoid the company or help of others.

online: Connected to, served by, or available through a computer or telecommunications system.

psychological intimidation: Bullying that involves threats, theft, or the destruction of someone's property or work.

social aggression: Bullying through the use of systematic isolation, such as forming cliques, and ignoring or excluding someone for the purpose of humiliating him or her.

suicide: The act of taking one's own life voluntarily.

text messaging: Short messages sent using mobile/cellular phones with the text appearing on the recipient's display screen.

verbal aggression: Bullying that involves name calling, sarcasm, and/or spreading rumors, or making hurtful comments about someone's race or religion.

victim: A person who experiences hardship or mistreatment.

Pre-Program Discussion Questions

1. What are some ways girls bully?
2. Why do girls bully?
3. How do bully girls select their targets?
4. Why might the victim of a bully girl be afraid?
5. How can the victim of a bully girl get help?

Post-Program Discussion Questions

1. Why is bullying more than just teasing?
2. What characteristics make a girl a bully?
3. What are some specific types of bullying used by girls?
4. What are some examples of bully girl behaviors/methods?
5. How might a girl become a bully?
6. How can the target of a bully girl safely attempt to deal with the bullying situation?
7. Where can a bully victim, or a bully girl herself, go for help?

Group Activities

Bullying Discussion

Discuss ways in which members of the group or someone they know has experienced bullying by a girl, or being a bully girl. For each instance, describe what kind of bullying the girl chose (psychological intimidation, social aggression, verbal aggression, or physical aggression) and how she carried it out (spreading rumors, cyberbullying, exclusion, etc.). Discuss how the bullying affected the victims in each case. Talk about why a girl would turn to bullying, and what steps students can take to prevent becoming either a bully girl or the target of a bully.

“Stop It!”

Because of the very personal and emotional nature of bullying, it is often difficult for a victim to ask for help. Those being bullied often feel that they might be responsible for what is happening to them, or that in some way they did something wrong. Others fear that if they address the instances of bullying they might make things worse. Faced with feelings of fear and uncertainty, the victims often do not know what to do or how to make the bullying stop.

Ask students to brainstorm a list of scenarios in which they can safely attempt to approach a bully girl and ask her to “Stop it!” Then, working in small groups, ask the students to role-play the “talk” between the bully girl and her victim. One or two students should act as the victim (and the victim’s friend) and another as the bully. Each student should play at least one role by the end of the activity. Go through the list, with each simulated “talk” scenario focusing on the feelings of the bully girl and her victim. The goal is to provide a safe practice environment in which the participants become increasingly more comfortable communicating their feelings.

After each role-play activity, discuss only the positive communication skills that were demonstrated (do not allow students to give negative feedback or comment on role-play talent). These “positive” points might focus on how the question was asked or answered, body language, or approach used.

“Katie Speaks”

Invite an older student (high school or college-aged) to visit your class and talk about her experiences being a bully girl. Topics for discussion could include why she started bullying, the age she became a bully, what types of bullying she used, how her victims were affected, how she feels about the bullying now that she is older (lasting effects), etc. It is a good idea to ask each student to submit at least two questions prior to the day the speaker will be coming, then compile the list and send it to the speaker ahead of time.

Individual Student Projects

My Bullying Journal

Examine your own behaviors in relation to bullying. For one week, keep a written log of all teasing, and humorous communications and interactions that occur with fellow students at school. At the end of the week look back and compare those situations with what you have learned about bullying to determine if any may be considered instances of bullying.

Ask students the following questions:

- Did you become more aware of your teasing behaviors once you started keeping a log?
- How did keeping a record make you feel?
- Did you witness any instances of bully girls targeting you or someone else? If so, how did you react?
- What were some changes you noticed in your own behavior?

Interview with a Former Bullying Target

Interview someone who is a former bully girl, or who was bullied by a girl during his or her school years. What were his or her emotions at the time they were being bullied? What feelings still emerge today? How has the bullying affected his or her current relationships with women?

Read Up on Bully Girls

Read one of the following books about bully girls, then write a short essay that summarizes the book and explains why bullying is such an important topic to understand. Be sure to address the following questions:

- How did the bully girls become bullies?
- How did they intimidate their targets?
- Were there any consequences of their behaviors?
- What effects did the bullying have on the victims?

Odd Girl Out: The Hidden Culture of Aggression in Girls,
Rachel Simmons, Harcourt Books, 2002

Girl Wars: 12 Strategies That Will End Female Bullying,
Cheryl Dellasega, PhD, Charisse Nixon, PhD, Fireside, 2003

Fast Girls: Teenage Tribes and the Myth of the Slut,
Emily White, Berkley Publishing, 2002

*Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends,
and Other Realities of Adolescence*,
Rosalind Wiseman, Three Rivers Press, 2002

Internet Activities

A Day in the Life of a Victim

Use the Internet to find a real-life story involving someone who was the victim of a bully girl. Using what you have learned from the video, write a short story (or poem) to illustrate a day in the life of this victim. Use specific details from the story to create your own interpretation. Imagine what his/her life would be like and how the lives of others might be affected. Consider the impact on relationships, school activities, academics, social groups, family, etc.

Bullying Perspectives

Use the Internet to find three articles about bully girls. Compare and contrast the articles to find similarities and differences for the following questions:

- Who were the bully girls?
- Why did she target her victim(s)?
- What bullying tactics did she use?
- Were there any consequences for her behavior?
- How did the bullying affect her targets?
- Does the age of the articles prove to be significant in this comparison? If so, why?

Where Do You Fit?

Take an anonymous online survey to find out how you compare to other students learning about cyberbullying. By answering questions in the survey, your results will show whether or not you have acted as a cyberbully, or if you have been the target of a bully. Go to <http://www.wiredsafety.org>. Scroll down the menu on the left and click on "Take Our Poll." Enter your responses and then click on "view poll results" at the bottom of the page. Write down your answers to the following questions:

- Were you surprised at the results?
- Why or why not?
- What did you learn about yourself?

Assessment Questions

Q1: Name some of the ways in which bully girls operate.

Answers may include: They target outsiders as well as their friends; they plan in advance how to humiliate their victims; they create and spread rumors, make threats, give glaring and intimidating looks, laugh, and point at their victims; they cyberbully; they pass notes about others or write embarrassing letters and sign the victim's name; they get jealous and as a result become overly critical and judgmental of others; the leader of the clique, or "Queen Bee," often uses the phone or Internet to harass others.

Feedback: A bully girl can act out against her target in many different ways.

Q2: What are some signs to help identify if you are acting like a bully girl?

Answers may include: You spread rumors about people either by conversation, email, IM, or text messaging; you hurt someone that you don't like; you or your friends keep one or more students from either playing with you, joining you, or participating in an activity with you; you repeatedly tease someone by making fun of the way they dress, how they look, or the way they act; you fight with other students; you are quick-tempered, impulsive, have a hard time following rules, display aggression toward adults, and show little or no sympathy for those bullied.

Feedback: Many times bully girls are unaware that their behavior is considered bullying.

Q3: What are some signs that a friend might be the victim of a bully girl?

Answers may include: They live in fear; become less able to control their emotions; become socially withdrawn; skip school; have poor concentration; their grades suffer; become very sensitive; have difficulty forming friendships; have difficulty making decisions; have suicidal thoughts; have homicidal thoughts.

Feedback: It is important to talk with your friends and encourage them to seek help by reporting the bullying incidents to a trusted adult.

Q4: _____ is a type of bullying involving systematic isolation, such as forming cliques, and ignoring or excluding someone for the purpose of humiliation.

- a) Social aggression
- b) Verbal aggression
- c) Physical intimidation
- d) Psychological intimidation

Answer: a

Feedback: Social aggression can take the form of ignoring or excluding someone for the purpose of humiliating her.

Q5: The female leader of a clique is often referred to as the _____.

- a) "It Girl"
- b) "Head Honcho"
- c) "Go-to-Girl"
- d) "Queen Bee"

Answer: d

Feedback: The "Queen Bee" tends to be attractive, popular, well-groomed, and a seemingly perfect student. She is often admired by others.

Q6: Which of the following might explain why a bully girl intimidates others?

- a) She is under a lot of stress about her physical appearance.
- b) She is upset about things happening at home.
- c) She is upset about things happening at school.
- d) All of the above.

Answer: d

Feedback: These reasons are not an excuse for the behavior; however, it might explain why the bullying occurs.

Q7: Which of the examples does *not* qualify as cyberbullying?

- a) Writing a mean note about a classmate and passing it around school.
- b) Creating an online poll about someone and asking students to vote.
- c) Pretending to be someone else when emailing a classmate.
- d) Three-way calling victims and encouraging them to bad-mouth someone else who is listening on the line.

Answer: a

Feedback: Although passing a mean note is an example of how bully girls operate, cyberbullying occurs when people are harassed, threatened, or tricked using online or mobile communication technologies.

Q8: Which of the following is *not* an appropriate or safe way for the victim of a bully girl to respond?

- a) Use a confident voice and tell the bully girl to "stop."
- b) Bring a friend with you when you confront the bully girl.

- c) Ignore it, keep it to yourself, and hope it goes away.
- d) Talk to a trusted adult or peer mediator about what has been happening.

Answer: c

Feedback: Even though victims feel helpless, there are always things they and others can do to stop the bullying.

Q9: Which of the following is true about the “Queen Bee”?

- a) She is always spreading gossip in an attempt to maintain her status.
- b) She will use her status to hurt others within her own clique.
- c) Bullying makes her feel empowered, smarter, and better than her target.
- d) All of the above.

Answer: d

Feedback: Even though she appears to be popular, the Queen Bee often feels lost inside because she is so busy trying to be perfect.

Q10: True or False: Bullying can have long-lasting effects on the victim and victimizer and may affect future relationships.

Answer: True

Feedback: Some adult women admit that they do not want to socialize with other women because of bullying. They sometimes become loners, unwilling to trust other women or their intentions.

Q11: True or False: Individual bullies are less likely to target victims if there are others willing to help the victim.

Answer: True

Feedback: Bully girls are less likely to act in a situation where others are supporting or sticking up for the victim.

Q12: True or False: Targets of bully girls most likely have done something to deserve the bullying.

Answer: False

Feedback: Being bullied is not the victim’s fault. No one deserves to be harassed, and victims should know they are not alone.

Additional Resources

WEB SITES

The Ophelia Project

www.opheliaproject.org

Stop Bullying Now! Information, Prevention, Tips, and Games

www.stopbullyingnow.org

CyberCitizen

www.cybercitizenship.org

Committee for Children

www.cfchildren.org

GetNetWise

www.getnetwise.com

WiredSafety

www.wiredsafety.org

WiredSafety and WiredKids: Internet Super Heroes

www.internetsuperheroes.org

BOOKS

Odd Girl Out: The Hidden Culture of Aggression in Girls

by Rachel Simmons

Harcourt Trade Publishing, 2002

ISBN: 0151006040

Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends, and Other Realities of Adolescence

by Rosalind Wiseman

Three Rivers Press, 2002

ISBN: 1400047927

And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence

by James Garbarino, Ellen deLara

Free Press, 2003

ISBN: 0743228995

Weakfish: Bullying Through the Eyes of a Child

by Michael Dorn

Safe Havens International, Inc., 2003

ISBN: 0974124001

Additional Resources at www.filmsmediagroup.com

Available from Films Media Group • www.filmsmediagroup.com • 1-800-257-5126

Bullied, Battered, and Bruised



- VHS/DVD-R
- Close captioned
- Item # 29893

Suicide is the second leading cause of death among adolescents and is often the desperate response to prolonged physical and mental harassment at school. This program investigates the disturbing prevalence of bullying by focusing on a high school where the problem made headlines. Parents, teachers, school officials, bullying victims, and even bullies themselves discuss the conditions that allow abusive behavior to flourish and what can be done to curtail it. A model grammar school is also visited where the principal takes the lead in creating an atmosphere of safety and cooperation, as well as learning. (56 minutes, color) © 2000.

The “In” Crowd and Social Cruelty



- VHS/DVD-R
- Preview clip online
- Close captioned
- Item # 30196

What does it take to be popular? Quite often it has nothing to do with being nice. In this ABC News special, correspondent John Stossel visits middle and high schools to discover why kids dish out abuse, why they take it, and what parents and school administrators can do to make it better. He also visits schools with successful anti-bullying programs. Discussions with students, as well as with psychologist Michael Thompson, author of *Best Friends, Worst Enemies*, reveal a number of factors that cause popularity or unpopularity among children, adolescents, and even adults. (41 minutes) © 2002.

Bully Breath...How to Tame a Troublemaker



- VHS/DVD-R/Digital On-Demand
- Preview clip online
- 1st Place, National Council on Family Relations; Award of Achievement, Master Communicator
- Item # 11108

Real-life situations, dramatizations, and discussions help viewers understand the reasoning behind a bully's behavior, specific steps to neutralize his or her power, and how to avoid becoming a victim. Practical guidelines are given for managing conflict and creating win-win results for bullies and their victims in the classroom, on the playground, and at home. (18 minutes) © 1997.

Cruel Schools



- VHS/DVD-R
- Item # 33242

This program outlines what students can do right away to help stop the hurting—and the dying. Victims of bullying are urged to alert adults to their situations, while those on the sidelines are encouraged to stand up for others, or at least to refrain from joining in. Stories of three victims—one who was murdered, another who killed himself in despair, and a third who sought help and survived—underscore the problem. Stories of two victimizers contrast a pair of scenarios for those who feel compelled to lash out: alternative school and anger management therapy for one, state prison for the other. Part of the series *Reality Matters*. A Discovery Channel Production. (23 minutes) © 2000.

Dealing with Bullies



- VHS
- Item # 32417

As long as there have been schools, there has been bullying. This video uses real-life situations to illustrate clear-cut strategies for dealing with this widespread form of violence. Recognition of circumstances that would require outside assistance is emphasized. (6 minutes) © 2001.

For information on other programs visit our website at

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