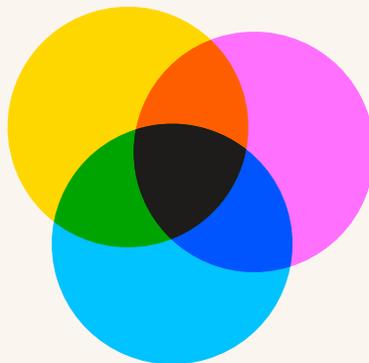# Chatter

Book Club Kit

For the Educator

Ethan Kross

For the Educator

1. As an educator, how might you determine if a student is being negatively impacted by chatter? Would you do something to help them, whether they bring their concerns to you or not? What would you do?

2. A large study of middle schoolers found that students who were more prone to rumination were also more likely to talk to their peers. But the more they talked to their peers, the more likely they were to experience negative outcomes like: feelings of social rejection, being the target of gossip and rumors, and even being threatened with violence. Have you seen this in action with your students? Why do you think it happens? Have you tried to intervene? Why or why not?

3. Discuss some ways you could be a better "chatter advisor" to your students. Are there ways you might help them learn to be chatter advisors to their fellow classmates?

4. Students likely have varied levels of skill in quieting and harnessing their chatter depending on their age and grade level. Would you suggest different tools to your students depending on their grade or maturity level? What would you suggest to your younger students? What would you suggest to the older ones?

5. Today's students are growing up in a world ruled by social media. What do you consider to be social media's biggest impact on the mental health of students in this generation? Are there ways of using social media to help people combat chatter?

6. Rituals can help people keep order in their life and, in turn, keep their chatter from overwhelming them. Do you have any rituals within your classroom? Are there any rituals you might want to establish with your students after having read *Chatter*?

7. Kross writes that our default state is to "decouple" from the present, "our brains transporting us to past events, imagined scenarios, and other internal musings." Do you notice your students having difficulty staying present in the classroom? How might you mitigate their tendency to mind-wander?

8. Do you experience chatter in the workplace as an educator? If so, do you find it impacts your ability to teach? In what scenarios have you experienced it?

9. Are there any mentors or coworkers in your life who you can turn to when you are facing challenges that provoke chatter in your classroom? What do you find useful vs. unuseful about their advice?

10. Do you think changing the conversations you have with yourself would help you be a more effective educator? Would helping change the conversations your students have with themselves impact your ability to teach them and their ability to perform well in school ? Why or why not?