

RAISING RESPECT

TAKE A STAND AGAINST BULLYING

Bullying is a serious issue facing children today. Learn how a unified, specific approach can help your school community take a stand against it.

Resources

Bullying and Its Impact on Students

Identifying Types of Bullying

Understanding What Bullying Is and What It Is Not

Identifying Children Affected by Bullying

Encouraging a Bully-Free Classroom

Dealing with and Documenting Instances of Bullying

Lesson Plans to Support Anti-Bullying Education

Lesson 1	Our Definition of Bullying	14	Lesson 7	Power of Words	26
Lesson 2	Bullying Is and Bullying Is Not	16	Lesson 8	Friendship	28
Lesson 3	Conflict Resolution	18	Lesson 9	School Safety	30
Lesson 4	Respecting Differences	20	Lesson 10	Self-Confidence and Bullying	32
Lesson 5	Bully, Target, and Bystander	22	Lesson 11	Cyberbullying	34
Lesson 6	How to Deal with Bullying	24			

References

RECOMMENDED READING FOR EDUCATORS

BULLYING	<p><i>Bullying at School</i> by Dan Olweus</p> <p>Leading anti-bullying researcher, Dan Olweus, presents information about bullying and its effects. Information about how to address bullying problems is also provided.</p>	<p><i>The Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can Help Break the Cycle of Violence</i> by Barbara Coloroso</p> <p>This excellent resource helps parents and educators understand the roles of the bully, target, and bystander in bullying situations.</p>	<p><i>Bullying: A Practical Guide to Coping for Schools</i> edited by Michele Elliott</p> <p>Edited by Michele Elliott, the director of Kidscape children's charity, this book is filled with valuable information about bullying as well as methods teachers can use to address and manage bullying.</p>
CYBERBULLYING	<p><i>Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying</i> by Sameer Hinduja and Justin W. Patchin</p> <p>Respected cyberbullying researchers, Hinduja and Patchin, present valuable information about cyberbullying.</p>	<p><i>School Climate 2.0: Preventing Cyberbullying and Sexting One Classroom at a Time</i> by Sameer Hinduja and Justin W. Patchin</p> <p>This book was created to help educators understand and prevent cyberbullying and sexting.</p>	<p><i>Cyberbullying: Bullying in the Digital Age</i> by Robin M. Kowalski, Susan P. Limber, and Patricia W. Agatston</p> <p>This book provides current information about cyberbullying and outlines how technology has changed the landscape of bullying.</p>
SCHOOL CLIMATE AND A WHOLE-SCHOOL APPROACH	<p><i>Tackling Bullying in Your School: A Practical Handbook for Teachers</i> edited by Sonia Sharp and Peter K. Smith</p> <p>This book is a compilation of essays that provide practical advice on how to develop a whole-school anti-bullying policy.</p>	<p><i>Transforming School Climate and Learning: Beyond Bullying and Compliance</i> by Bill Preble and Rick Gordon</p> <p>This book includes methods and strategies to be used by all stakeholders that will help create a positive learning environment.</p>	<p><i>The Bully-Free Classroom: Over 100 Tips and Strategies for Teachers K-8</i> by Allan L. Beane</p> <p>This book contains a cache of tips and strategies to help intervene in and prevent bullying situations.</p>
ANTI-BULLYING WEBSITES	<p>www.stopbullying.gov</p> <p>This website, managed by the US Department of Health & Human Services, provides educators, parents, and students with information about bullying, including how to respond to it and where to get help.</p>	<p>www.prevnet.ca</p> <p>The Promoting Relationships and Eliminating Violence Network (PREVNet) is a cooperative website dedicated to providing research and resources to help prevent and eliminate bullying behavior.</p>	<p>www.cyberbullying.us</p> <p>The Cyberbullying Research Center, directed by bullying experts Drs. Sameer Hinduja and Justin W. Patchin, provides information about technology-related forms of bullying.</p>
ANTI-BULLYING PLEDGE RESOURCES	<p>www.netplaces.com/dealing-with-bullies/anti-bully-pledge-for-use-in-the-classroom/</p> <p>This sample anti-bullying pledge can be used in the classroom.</p>	<p>www.educationworld.com/a_admin/tools/tool036.shtml</p> <p>This site offers information about anti-bullying pledges and suggestions for incorporating a pledge into your classroom setting.</p>	

BULLYING AND ITS IMPACT ON STUDENTS

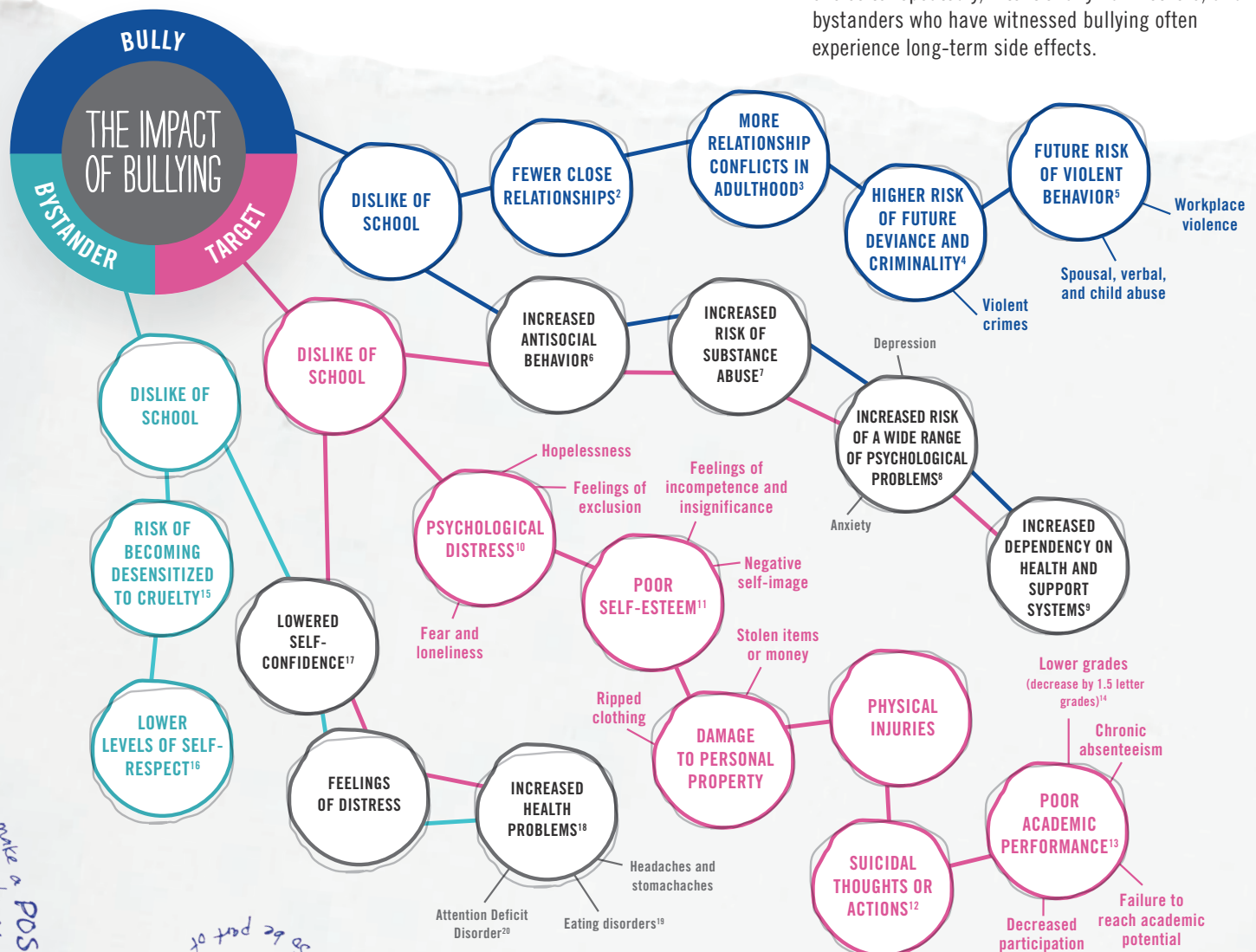
BULLYING

Repeated, aggressive behavior meant to hurt, harm, or humiliate a person with less power or status than an aggressor.¹

THE IMPACT OF BULLYING IS IMMEDIATE—

the feeling of helplessness in a bystander, the feeling of hopelessness in a target, the feeling of undeserved power in a bully.

While the negative effects of bullying are felt instantly, they aren't quick to disappear. They linger and make a home in the hearts and memories of those affected, remaining long after the abuse might have stopped. And it's not just targets of bullying who are damaged. Bullies suffer from their choice to repeatedly, intentionally harm others, and bystanders who have witnessed bullying often experience long-term side effects.



IT'S ESTIMATED THAT AT LEAST 20% OF STUDENTS ARE AFRAID DURING MUCH OF THE SCHOOL DAY.²¹

IDENTIFYING TYPES OF BULLYING

ON THE WAY TO SCHOOL, IN YOUR CLASSROOM, IN AN ALMOST-DESERTED HALLWAY—BULLYING CAN HAPPEN ANYWHERE.

How can you prepare yourself to identify bullying? Arm yourself with knowledge; learn what different types of bullying look like and ways you can safely intervene.

BULLYING FAST FACTS

- More than half of reported instances of bullying are verbal.²²
- Less than one-third of reported bullying is physical.²³
- Emotional bullying peaks in middle school.²⁴

THREE TYPES OF BULLYING ARE MOST PREVALENT IN SCHOOLS: VERBAL, PHYSICAL, SOCIAL/RELATIONAL

TYPE OF BULLYING	VERBAL BULLYING	PHYSICAL BULLYING	SOCIAL/RELATIONAL BULLYING
	A form of bullying in which a bully uses words to exert power or control over his or her target or to diminish, degrade, or demean a target's existence.	A form of bullying in which a person uses physical force to hurt, intimidate, or control a target.	A form of psychological bullying, in which a bully attacks a target's emotions, self-esteem, self-image, or social status to exert power or control over a target.
WHAT IT LOOKS LIKE	<ul style="list-style-type: none"> • Verbal attacks, such as name-calling, racial slurs, and sexist remarks • Taunts and threats • Rumors, lies, and unfounded accusations • Derogatory comments about sexual orientation or perceived orientation 	<ul style="list-style-type: none"> • Physical attacks, such as hitting, punching, scratching, shoving, kicking, choking, and spitting • Theft of or damage to someone's belongings 	<ul style="list-style-type: none"> • Exclusion, isolation, rejection, and intimidation • Ignoring or ganging up on someone • Aggressive stares or body language, eye rolling, and unkind expressions • Snickers or whispers • Spreading rumors
WHERE IT HAPPENS	<ul style="list-style-type: none"> • Almost anywhere • Common areas include playgrounds, classrooms, after-school activity sites, unsupervised areas, school buses, and cafeterias 	<ul style="list-style-type: none"> • Unsupervised areas or sites with limited supervision, such as hallways, cafeterias, and bathrooms • Areas with poor lighting 	<ul style="list-style-type: none"> • Almost anywhere because it can be difficult to detect • Common areas include playgrounds, after-school activity sites, sleepover sites, and party locations

WHAT TO WATCH FOR

Warning signs displayed by targets:

- Skipping classes or leaving early due to complaints of illness
- Sticking close to the teacher and lingering after class
- Being tardy or absent from school
- Visiting the school nurse frequently due to injuries
- "Losing" items
- Appearing sad, depressed, or withdrawn
- Making threats of violence/revenge or talking of suicide

Warning signs that bullying may be taking place:

- Certain students exert power and seem to rule the school
- Certain students are consistently alone, isolated, excluded, or picked last for activities
- Negative rumors are circulating about particular students
- There is vandalism directed at students
- Acts of aggression take place on the playground or in other areas where there is limited supervision

Note: Even though this chart is comprehensive, it's important to find out how your school defines each form of bullying.

BULLYING AND THE DIGITAL AGE

The power and capability of technology dramatically increases each year and as technology evolves, so does bullying. Technology gives bullies:

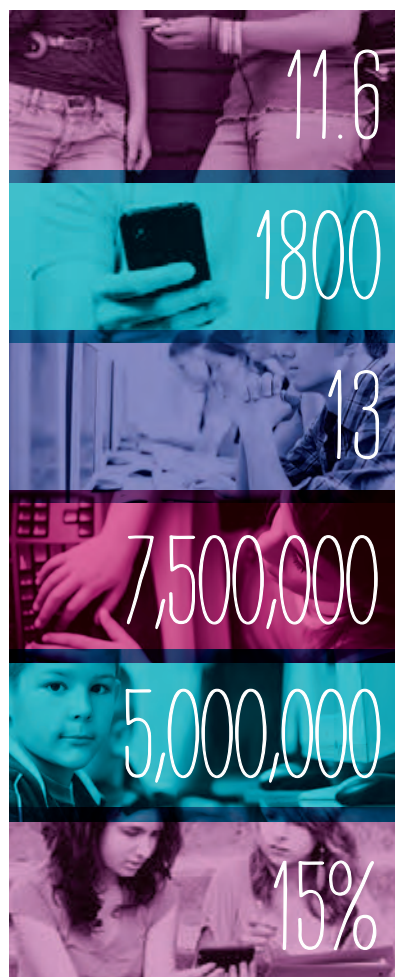
- **ACCESS.** They can reach their targets 24/7.
- **OPTIONS.** Large or small audience? 1 message or 100? Sent during school or late at night?
- **ANONYMITY.** They can hide behind screen names or false identities.

CYBERBULLYING FAST FACTS

Cyberbullying is one of the most powerful, rapid, and damaging forms of bullying. As technology becomes more influential, we can expect cyberbullying to become even more prevalent.

- Most teens think online bullying is easier to get away with than face-to-face bullying.²⁵
- Cyberbullying is the least-reported form of bullying.
- Cyberbullying is devastating because it is public, widespread, and hard to get away from.

TEENS AND TECHNOLOGY



TYPE OF BULLYING

CYBERBULLYING

A form of bullying in which a person uses digital technology, such as a cell phone or computer, to harass, defame, threaten, or humiliate a target. Cyberbullying is a form of verbal and social/relational bullying.

WHAT IT LOOKS LIKE

- Threats, taunts, or name-calling via text message, instant messaging (IM), or e-mail
- Persistent, harassing text messages, calls, or e-mails
- Derogatory or defaming comments posted online
- Impersonation of another person online
- Online fighting using crude language (called flaming)
- Distribution of pictures/video, usually captured by cell-phone cameras
- Instances of physical bullying recorded and posted online

WHERE IT HAPPENS

- Popular social-networking sites, such as Facebook, MySpace, Instagram, and Twitter
- Blogs, personal websites, school gossip sites, online polling sites, and e-mail
- Instant messaging (IM) and message boards
- Online gaming websites and Internet gaming (e.g., using Xbox Live® or Sony Playstation® Network)

WHAT TO WATCH FOR

Warning signs displayed by targets:

- Using cell phones or the Internet excessively (to check for or monitor bullying messages)
- Appearing upset, angry, scared, or embarrassed after using the computer or receiving a message on a cell phone
- Being ostracized by peers
- Threatening or talking about suicide

SEXTING

Sexting is the act of sending sexually explicit or suggestive messages, photos, or videos through e-mail, chat sessions, social-networking sites, text messages, or other digital file-sharing services.

Sexting becomes **cyberbullying** when personal/private photos or messages are circulated publicly with the intent to harm or humiliate the subject of the photos or messages.

UNDERSTANDING WHAT BULLYING IS AND WHAT IT IS NOT

BULLYING CAN BE HARD TO SPOT.

71% of teachers feel they always intervene in bullying situations, but only 25% of students feel teachers get involved.³² This discrepancy in numbers might be due to how each group views bullying behaviors.

Bullying can be easily confused with conflict or be mislabeled as mean-spiritedness. It can disguise itself as teasing or seem like a natural part of growing up. In reality, though, it's a damaging act designed to make targets feel afraid and helpless.

Therefore, it's imperative to learn about, understand, and be able to identify how bullying is different from ribbing, roughhousing, disagreements, and unintentional harm. When you're able to discern the key characteristics of bullying and conflict, it's easier to quickly assess a situation and know when and how to intervene.

CONFLICT	TEASING	TAUNTING	BULLYING
IS HEALTHY It's a normal part of relationship building.	IS PLAYFUL It's meant to be lighthearted and fun.	IS HURTFUL It's attacking, degrading, or demeaning.	IS DETRIMENTAL It isn't a normal behavior and is harmful to the health and well-being of all involved.
IS A BALANCE OF POWER Both parties have equal power and want the conflict resolved.	IS A BALANCE OF POWER Friends participate equally in the act.	IS AN IMBALANCE OF POWER One person is taunting and the other person isn't saying anything back.	IS AN IMBALANCE OF POWER The bully has more power than the target.
IS A PROBLEM The root of the situation is based on a problem.	IS LIKE A GAME Friends joke or use names that are understood to be in fun.	IS OFFENSIVE A perpetrator, who may or may not be friends with his or her target, verbally mistreats another person in order to get a rise out of him or her.	IS AN ATTACK A bully wants to hurt another person physically, verbally, or socially.
IS OFTEN UNAVOIDABLE People have different opinions or ideas and need to resolve the differences.	IS INTENTIONAL There's mutual understanding that the behavior is okay and will stop if someone feels hurt or uncomfortable.	IS INTENTIONAL A decision is made to hurt or harass another person.	IS INTENTIONAL The incident is not an accident or misunderstanding.
IS OCCASIONAL It doesn't happen often and once it's resolved, it's over.	IS OCCASIONAL It happens infrequently.	IS REPEATED It happens frequently, often escalating when someone is uncomfortable or hurt.	IS REPEATED It is NOT a one-time event. It recurs or there's a threat that it will happen again.

WATCH FOR BULLYING IN HALLWAYS, STAIRWELLS, BATHROOMS, PLAYGROUNDS, AND CLASSROOMS.

BULLYING IS MEAN, YET BEING MEAN ISN'T ALWAYS BULLYING.

Children experience a wide range of relationship problems as they grow up. Some are normal, while others—such as bullying and taunting—are not. Being able to quickly identify the differences between conflict, bullying, taunting, and teasing will enable you to intervene appropriately in bullying situations.

AT A GLANCE

When you're confronted with a potential bullying situation, assess it. Ask yourself the following questions to help you quickly identify situations that need your immediate intervention.

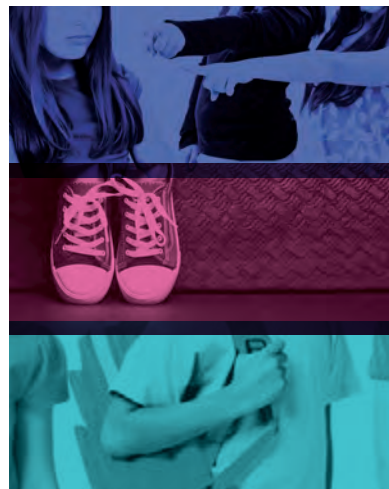


CONFLICT OR BULLYING?

Are both parties upset?

What does body language reveal? Does anyone appear more powerful, dominant, or aggressive?

What is the relationship between the parties involved? Are they usually friendly toward each other?



TEASING OR TAUNTING?

Are both parties participating or is it one sided?

What does the participants' body language reveal? Does anyone appear hurt or intimidated?

Have these students had an exchange like this before (either with each other or with other people)?

Innocent behavior can cross the line to become bullying. Teasing can become taunting when one person wants the joking to stop and it doesn't. Similarly, if jokes become hurtful or a shift in power occurs, the teasing has turned into taunting.

HELPING STUDENTS AND FAMILIES



BULLYING AND CONFLICT

Just as spotting instances of bullying can be difficult for educators, it can also be hard for students and families. Encourage them to use the following questions to help differentiate between bullying and conflict:

- Has the situation happened **REPEATEDLY**?
- Was the incident **INTENTIONAL**? Or was it an accident or misunderstanding?
- Did anyone have more **POWER** in the situation?
- Was the incident a **PERSONAL ATTACK** (about you) or was it about an idea/game/topic you were discussing or playing?

Helping students and families find ways to determine whether behavior is **REPEATED** and **INTENTIONAL** will give them the tools they need to identify instances of bullying.

KNOWING WHEN TO TELL

Most students don't want to be labeled a tattletale; therefore, it's important they can differentiate between tattling and telling. Reviewing the following points might help students (and their families) distinguish between the two acts:

Tattling will get someone **INTO** trouble.

Telling will get someone (or yourself) **OUT OF** trouble or a dangerous/hurtful situation.

To make it easy for students to tell when they've witnessed bullying, ensure they know:

- How to report the incident (directly or anonymously)
- Who they should speak to
- Where they can report it (website, drop box, etc.)
- How they can be supported if they feel upset or in danger

I am SPECIAL. Be creative and help someone today. No one deserves to feel hurt. It's time to stand up against bullying. So be part of the change. I know that. You can make a POSITIVE change. Be the one who can make a change.

IDENTIFYING CHILDREN AFFECTED BY BULLYING

BULLYING IS TOXIC. IT PRODUCES REAL SIGNS AND SYMPTOMS.



THE SIGNS: WATCH FOR THEM IN YOUR STUDENTS.

A BULLY ...	A TARGET ...	A BYSTANDER ...
Has more power than others (strength, popularity, etc.)	Might be viewed as “different” from classmates	Shows signs of lowered self-esteem
Has a close network of followers who do what he or she wants	Might have fewer relationships or relate better to adults than to peers	Might express fear or apprehension of certain classmates
Gets into physical or verbal fights frequently	Has unexplained injuries, such as bruises or scrapes	Has a sudden fear of certain locations in the school
Can be defiant or oppositional toward adults	Stays close to teachers and is one of the last students to leave class or school	Might seek attention of certain classmates in order to get on their “good sides”
Displays disruptive behavior at school or is frequently in detention	Has lost interest in school or has a sudden decline in grades	Feels uncomfortable at school or suddenly dislikes school
Has a short or violent temper	Is passive or submissive	Feels powerless
Craves attention, even if it is negative	Fears going to and from school, taking the bus, or participating in after-school activities	Might express fear of being a bully's next target
Likes to dominate/control situations	Shows low self-esteem by using negative self-talk or is often discouraged	Shows self-doubt
Has difficulty showing empathy for others	Has uncharacteristic outbursts of anger	Expresses feelings of guilt
Displays antisocial behavior	Is increasingly absent from school or leaves school early due to illness	Shows signs of stress, such as difficulty sleeping, loss of appetite, or frequent headaches
Has extra money or new belongings and can't explain where they came from	Has damaged or missing clothing and belongings	A CHILD'S RISK OF BEING BULLIED INCREASES IF HE OR SHE IS CONSIDERED “DIFFERENT” FROM PEERS.³⁴ <ul style="list-style-type: none"> • Shy or socially awkward • In an ethnic or linguistic minority • Disabled or special needs • Overweight or underweight • Gifted or eccentric • Gay, lesbian, bisexual, transgender, or androgynous
Has a tendency to lie or manipulate	Has suddenly become secretive or withdrawn	

[illegible]

A CLASS DEFINITION OF BULLYING

Even though your school probably has a definition of bullying, it might be helpful to create a class definition. A class definition—which is in alignment with your school’s definition—might help students internalize and personalize its meaning. For more information about creating a class definition, as well as guided steps for creating one, see the lesson plan on page 14—*We Will Not Be Bullied*.

ANTI-BULLYING PLEDGE

Schools across North America have begun asking students to take anti-bullying pledges—serious promises to take a firm, united stand against bullying. Instituting an anti-bullying pledge in your classroom will unify your class’s commitment to becoming bully-free.

Create a unique anti-bullying pledge with your class. Have students:

- 1. DEFINE** what bullying is, why it’s wrong, and how it hurts people
- 2. LIST** reasons why they deserve to live without the fear of being bullied
- 3. CREATE** a list of steps or actions they will take to prevent bullying

Use students’ ideas to create an anti-bullying pledge. Write it out and photocopy it, and then ask students and their families to sign it.

* Turn to page 2 to find anti-bullying pledge website resources.

FAMILY INVOLVEMENT

The support of your students’ families will be a valuable tool in creating a bully-free classroom. Help them become—and stay—involved throughout the school year.

- **ENCOURAGE FAMILIES** to read the *Raising Respect Family Guide*.
- **SEND HOME** a letter outlining your goal to create a bully-free classroom.
- **SHARE WAYS** families can support your goal, such as watching for signs their children might be bullied (or bullying other children), reporting instances of bullying, and talking about bullying with their children.

Students’ families are an important part of your anti-bullying plan. They model the positive social norms and behaviors students need to build strong relationships.

IMPLEMENTATION CHECK LIST

Before school starts:

- Review your school’s anti-bullying policy and definition.

First week of school:

- Create your classroom anti-bullying policy with students.
- Review your school’s discipline policy with students.

First month of school:

- Share with families your commitment to a bully-free classroom and ways they can support you in this endeavor.
- Complete Lessons 1 and 2 (“We Will Not Be Bullied” and “We Will Not Cross the Line”) from the lesson-plan section of this guide.

Throughout the year:

- Work through this guide’s lesson plans.
- Talk about anti-bullying topics and ways to resolve conflict.

“CHILDREN CAN’T LEARN IN A CLIMATE OF FEAR. ONE CARING ADULT, WHO TAKES THE TIME TO LISTEN, WHO STEPS IN WHEN HE OR SHE SEES BULLYING, CAN MAKE A WORLD OF DIFFERENCE TO A BULLIED CHILD. OUR STUDENTS ARE COUNTING ON US.”

— DENNIS VAN ROEKEL, NATIONAL EDUCATION ASSOCIATION PRESIDENT

DEALING WITH AND DOCUMENTING INSTANCES OF BULLYING

BULLYING OFTEN STOPS WITHIN SIXTY SECONDS OF SOMEONE INTERVENING.³⁸

That's why tough, new anti-bullying laws have been introduced to help schools intervene early and appropriately in order to protect students from bullying's harmful effects.

In the US, anti-bullying laws have been introduced in forty-nine states, as of 2012.³⁹ Meanwhile, four Canadian provinces have established laws, and many more jurisdictions have promised to follow suit.⁴⁰

Through the introduction of anti-bullying legislation, lawmakers have acknowledged that the immediate and long-term consequences of bullying impact our society greatly and that we need to take control of the situation.

Together, lawmakers, educators, and citizens can make a difference and take a stand against bullying.

DEALING WITH INSTANCES OF BULLYING

Get to know the anti-bullying laws in your state or province, as well as your school's policies on handling bullying. Your area's policy might include, but not be limited to, the following steps:⁴¹

SCHOOL POLICIES

Schools may have different policies regarding how to handle bullying, but they all have a few things in common: they ensure the situation will be dealt with, the parties involved will be helped, and the incident will be taken seriously.



ACT

If you see bullying take place, get involved quickly. Verbally warn the bully (by name) to stop his or her actions.



STEP IN

Shield the target from the bully by standing between them. Make eye contact with the bully.



NAME THE BEHAVIOR

State that you've witnessed a form of bullying. If the bully tries to argue with you, firmly tell him or her you will have time to talk about it later.



INTERVIEW THOSE INVOLVED

Talk to the target, bystanders, and accused bully individually. Ask:

- What happened?
- Who was involved?
- Has this happened before?

Address how bystanders can intervene if the incident happens again.



REPORT THE INCIDENT

Follow your school/state/provincial procedure for reporting bullying in order to deal with the bullying appropriately (e.g., disciplinary action is taken and families are notified).



FOLLOW UP

Check in with those involved to determine whether additional assistance or support is needed to help deal with the effects of the incident.

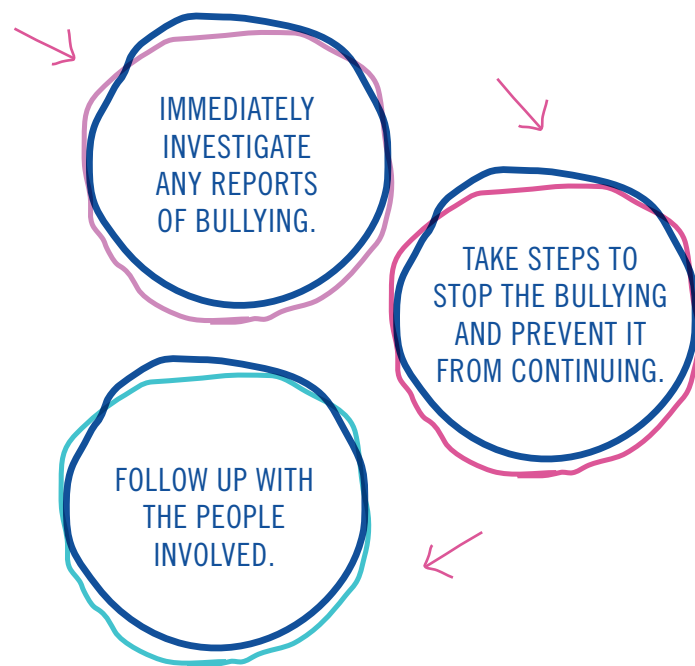
"THE GUIDING RULE OF ACTION SHOULD BE TO INTERVENE TOO EARLY RATHER THAN TOO LATE."

— DAN OLWEUS, IN *BULLYING AT SCHOOL*

85% OF BULLYING TAKES PLACE IN FRONT OF OTHERS.⁴²

The new anti-bullying laws being introduced are pivotal in providing schools with standardized procedures educators can follow when dealing with bullying.

They outline how instances of bullying should be dealt with, recorded, and reported. In some areas, failure to comply with the laws can have serious consequences.



HELPING STUDENTS AND THEIR FAMILIES



Ways to support children who've been bullied

- Arrange follow-up care for the child, such as seeing a counselor or psychologist.
- Check in with the child frequently to see how he or she is doing.
- Follow up on the bullying incident (e.g., was disciplinary action taken and was the bully's family notified of the incident?)

Ways to support families of bullied children

- Keep them informed.
- Let them know that dealing with the situation is important to you and your school.
- Share ways they can help their child at home.
- Refer them to counseling services, if desired.

WHAT YOU NEED TO KNOW TO DOCUMENT INSTANCES OF BULLYING



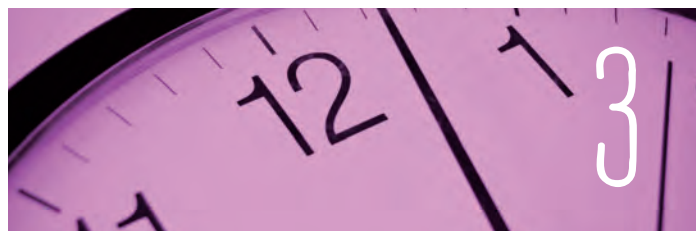
REQUIREMENTS

Get to know the anti-bullying laws in your state or province. Familiarize yourself with the law's requirements, and understand the consequences for failing to meet them.



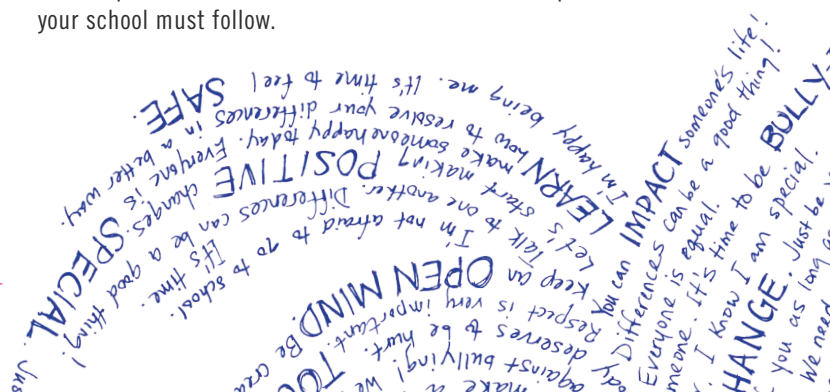
PROCEDURES

You might need to follow different steps for reporting different types of bullying. Know what the steps are and how they differ from each other. If you are not sure of these procedures, ask your school's administrator to outline them for you.



TIMELINES

Most anti-bullying laws outline how long schools have to report and handle instances of bullying. Some steps must be followed the day the event occurs. Failure to follow the timelines might create a breach in an expected standard of care. Get to know the steps and timelines your school must follow.




CREATE A BULLY-FREE ATMOSPHERE IN YOUR CLASSROOM

These lesson plans have been designed to help you create a bully-free atmosphere in your classroom. By implementing these lessons, you can help your students develop the social-emotional skills they need to make safe choices, resolve conflict, develop positive peer relationships, and take a stand against bullying.

You can use these lesson plans individually to target specific bullying behaviors, or you can teach them in succession for a more comprehensive approach to the topic of bullying.

EACH LESSON PLAN INCLUDES:

- Options for elementary and middle school students
- Learning outcomes
- Step-by-step teaching instructions (scripted text is marked with a )
- Extension activities
- Background information on the lesson topic
- Discussion questions
- Additional resources and recommended reading

Lesson 1: Our Definition of Bullying 14

Students will create a unique class definition of bullying.

Lesson 2: Bullying Is and Bullying Is Not 16

Students will evaluate real-life scenarios to help them understand the differences between bullying, conflict, and just being mean.

Lesson 3: Conflict Resolution 18

Students will learn how to positively resolve conflict and handle bullying situations.

Lesson 4: Respecting Differences 20

Students will begin to understand the value of diversity and become more accepting of their own and others' differences.

Lesson 5: Bully, Target, and Bystander 22

Students will identify the roles of bully, target, and bystander in a bullying situation. Students will also learn strategies that will help them move from being a silent bystander to someone willing to stand up and speak out against bullying.

Lesson 6: How to Deal with Bullying 24

Students will identify people they trust and create lists of people who could help them if they were bullied or witnessed bullying.

Lesson 7: Power of Words 26

Students will be introduced to the power of words and will explore the connection between gossip and bullying.

Lesson 8: Friendship 28

Students will explore empathy and other characteristics of a positive friendship and will practice showing empathy to others.

Lesson 9: School Safety 30

Students will identify areas within the school where bullying takes place and recommend ways to make these locations safer.

Lesson 10: Self-Confidence and Bullying 32

Students will build their confidence by identifying their strengths and weaknesses and acknowledging their inherent value.

Lesson 11: Cyberbullying 34

Students will explain the difference between cyberspace and the real world and discuss the consequences of forwarding bullying messages.

LESSON 1: OUR DEFINITION OF BULLYING

WE WILL NOT BE BULLIED.

14

BACKGROUND

Bully. It is a word that means many things to different people. To some, this word provokes terror and thoughts of taunting, physical harm, and relentless persecution. To others, the word conveys a sense of power. While yet others face the word with a feeling of guilt and helplessness.

In order to correctly identify, deal with, and prevent bullying, we need to have a clear understanding of what it is. We require a definition—a definition that students, families, teachers, and administrators alike can use to understand what bullying is and to create expectations around how to stop it. No matter what form the torment takes, from physical aggression to cyberbullying, experts agree bullying always includes an imbalance of power, is intentionally harmful, and is done repeatedly.¹

BULLIES CAN BE TRANSFORMED INTO POSITIVE LEADERS.
THE BULLIED CAN BE ACKNOWLEDGED AND VALUED.
BYSTANDERS CAN BECOME WITNESSES. BULLYING CAN
BE STOPPED. IT IS POSSIBLE.²

INTRODUCE AND MODEL LESSON CONCEPTS

Write the word *bully* on the whiteboard.



What do you think about when you see the word bully?
What words come to mind? How would you describe a bully?

Invite students to suggest words that describe a bully. Write their responses down on the whiteboard.

LEARNING GOALS

Duration: 20 minutes

Students will be able to:

- Define bullying
- Recognize the three characteristics of bullying behavior

Materials Needed

- Whiteboard and marker
- Pens or Pencils
- Large sheet of blank paper
- Notebook paper

Key Vocabulary

Imbalance of power: A relationship characterized by unequal amounts of power or influence

Intentional: An action done on purpose

Repetitive: An action that is done over and over again

Additional Reading and Resources

- StopBullying.gov, www.stopbullying.gov
- Bullying: The 34 We Lost in 2012 to Bullycide, <http://www.burgessct.com/2011/02/bullying-rip/#.UIGrZYUUYCN>

¹Barbara Coloroso, *The Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can Help Break the Cycle of Violence* (New York: HarperCollins Publishers, 2006), 13.

²Ibid., 202.

PROCEDURE

ELEMENTARY LEVEL

1. *Bullying is a big problem. Today we are going to write a definition for bullying so we will know exactly what it is.*
2. *Bullying always involves three things. It has these three characteristics no matter what kind of bullying is involved. I'm going to give you clues. Try to guess what the three characteristics of bullying are.*
3. *Here is your first clue.* Invite two students up to the front of the classroom. Ask one student to personify *power* and the other to personify *weakness*. Ask students to guess what this first clue means.
- Bullying involves an imbalance of power. Remember that an imbalance of power does not just mean that one person is stronger. It might also mean that one person is more popular, smarter, more athletic, or is in a leadership position.*
4. *This next clue should help you guess the second and third characteristics of bullying.*
5. Ask one student to place a pencil on his or her desk. Purposefully knock it off the student's desk. Instruct the student to pick it up again. Do this repeatedly. Ask students to guess what bullying characteristics have been demonstrated.
- Bullying is repetitive. It happens more than once. Bullying is also intentional. I wasn't accidentally knocking the pencil onto the floor. I was doing it on purpose.*
6. Review the three characteristics of bullying with the class.
7. As a class, brainstorm some examples of what bullying might look like (e.g., hurtful words or pushing).
8. Place students into groups of three and ask them to create definitions of bullying. Give each group a sheet of notebook paper and a pencil.
9. Allow groups to share their definitions with the class.
10. Using the group definitions as a starting point, together create a classroom definition of bullying.
11. Ask students to write the class definition of bullying in their planners. For homework, instruct students to discuss the definition with their families and have their caregivers sign it to show they have read it.
12. Write your class definition on a large sheet of paper or a posterboard. Prominently display this definition in your classroom as a daily reminder of what bullying is.

DISCUSS AND REFLECT

- Why is bullying hurtful?
- Is bullying always repetitive and intentional? Does it always include an imbalance of power? Why or why not?
- Describe a time when you have seen or experienced bullying.

MIDDLE LEVEL

1. *Bullying is a big problem. Today we are going to write a definition for bullying so we will know exactly what it is.*
2. Divide the class into groups of three students. Give each group a sheet of notebook paper and a pencil. Ask groups to write definitions for bullying. Tell them to consider the following questions while writing their definitions:
 - What kind of relationship exists between a bully and a target? Are a bully and target usually equal in status, popularity, or physical strength?
 - When does an action (e.g., teasing or pushing) become bullying? Is it bullying if a situation happens only once, or does the situation need to happen over and over?
 - Is bullying accidental or is it done on purpose?
 - What does bullying look like? What behaviors does it include?
 - How does bullying feel?
3. After ten minutes, ask groups to share their definitions with the class.
4. Using the group definitions as a starting point, together create a classroom definition of bullying.
5. Ask students to write the class definition of bullying in their planners. For homework, instruct students to discuss the definition with their families and have their caregivers sign it to show they have read it.
6. Write your class definition on a large sheet of paper or a posterboard. Prominently display this definition in your classroom as a daily reminder of what bullying is.

IN ORDER TO CORRECTLY IDENTIFY, DEAL WITH,
AND PREVENT BULLYING, WE NEED TO HAVE
A CLEAR UNDERSTANDING OF WHAT IT IS.

EXTEND THE LESSON

As a class, take an anti-bullying pledge and make a mural that displays your class's commitment to stop bullying. Post a copy of this pledge on the wall of your classroom. In large letters beside the pledge, write the words "WILL NOT BULLY." Ask each student to design and decorate a letter "I" to be placed above the words "WILL NOT BULLY." Tell students to incorporate their names into their designs. Create a mural from students' letters and remind students that by placing their letters on the wall, they are committing to not being bullies.

LESSON 2: BULLYING IS AND BULLYING IS NOT

WE WILL NOT CROSS THE LINE.

BACKGROUND

It's not a secret. Everyone knows bullying takes place. And most people would agree bullying is wrong. So why has it become such a pervasive problem? Why does it seem to go unchecked? And why does it seem to almost be celebrated in some situations? One answer might lie in the fact that on its surface, bullying can look like an ordinary conflict, a joke that has been taken too seriously, or a system of social checks and balances. But upon closer inspection, one can see that bullying is much darker. It is repetitive and intentionally malicious. It takes advantage of a social or physical imbalance of power. And it leaves devastated victims in its wake.

MORE THAN HALF OF STUDENTS REPORT BEING AFRAID
THEY WILL BE BOTHERED OR HURT AT SCHOOL.¹

INTRODUCE AND MODEL LESSON CONCEPTS

Pass out paper and pencils.

Ask students to write about or draw a picture of a time they experienced conflict or were hurt or embarrassed by something someone else said or did. Have them reflect on the following questions:

- How did you feel?
- How do you think the other person felt?
- How did you respond?
- What do you wish you had done differently?
- Was this an example of bullying, conflict, or someone being mean?



Conflicts are a normal part of life. Because everyone is unique, everyone thinks and acts differently. As a result, sometimes people disagree. But bullying is not normal. It is mean, hurtful, and never okay.

LEARNING GOALS

Duration: 30 minutes

Students will be able to:

- Discern the difference between bullying, conflict, and just being mean
- Understand that it is normal to experience conflict

Materials Needed

- Whiteboard and marker
- Pencils or pens
- Blank paper

Key Vocabulary

Bullying: Using an imbalance of power to repeatedly and intentionally harm someone

Conflict: A difference of opinion or disagreement that all involved parties want to find a solution for

Being mean: Actions that intend to harm but are not repeated

Teasing: Playfully making fun of a friend. It is done in fun and stops if someone feels hurt

Taunting: Repeatedly making fun of someone with the intent of hurting or ridiculing them

Additional Reading and Resources

- *Bullying at School: What We Know and What We Can Do*, by Dan Olweus
- Violence Prevention Works!, www.violencepreventionworks.org/public/bullying.page
- Safe from Bullies, www.safefrombullies.com/whatisnotbullying.aspx
- "Teasing vs. Taunting," www.youtube.com/watch?v=-yk9cq4vI9g

¹AAUW Education Foundation, "Hostile Hallways: Bullying, Teasing, and Sexual Harassment in Schools," accessed August 23, 2012, <http://www.aauw.org/learn/research/upload/hostilehallways.pdf>.

PROCEDURE

ELEMENTARY LEVEL

1. Sometimes it is hard to know the difference between bullying, conflict, and what is just plain mean.
2. Create a chart on the whiteboard that has three columns. Label the columns *Bullying*, *Conflict*, and *Being Mean*.
3. As a class, fill in the chart. Begin with the bullying column. Write down the characteristics that identify bullying (i.e., intentional, repetitive, imbalance of power). Use these characteristics as a starting point to contrast conflict and being mean with bullying behavior. *As needed, refer to page 6 of this guide for more information.*
4. Allow students to refer to the chart while completing the next activity.
5. Designate one area of the classroom *conflict*. Designate another area *mean*. And designate a third area *bullying*. Point out these areas to the students.
6. I will read out a scenario. After I read it, you will have one minute to decide if the scenario shows a conflict, bullying, or mean behavior. Once you decide which type of behavior is shown, move to the appropriate spot in the room. Be ready to defend your choices!
7. Read aloud the scenarios below. Give students one minute to decide if each scenario is an example of conflict, bullying, or being mean. Choose a few students to explain why they chose the categories they did.
 - Taylor and Jordan couldn't agree on who won the basketball game at lunch. (*Conflict*)
 - Idy teased Katie about the color of her shirt. He said she looked like an orange popsicle. Katie laughed along at first but then asked Idy to stop. Idy continued teasing her for the rest of the day. (*Bullying*)
 - Marissa said she didn't want to sit beside Lily at lunch today. She wanted to sit beside Peyton instead. (*Being mean*)
 - Gurpreet wrote a joke about Vanessa on the wall of the girls' bathroom. (*Being mean; however if it is repeated, it is bullying*)
 - Philip accused Marcus of stealing his eraser. Marcus said he didn't take it. (*Conflict*)
 - Ali was new to the school. Min told the other girls in the class not to talk to her. (*Bullying*)
8. Have students return to their seats. Review the chart on the board, and ask students how their perceptions of bullying changed during this activity. Discuss how conflict and being mean differ from bullying and how the scenarios that represent conflict and being mean could turn into bullying.

DISCUSS AND REFLECT

- If you feel sad or hurt or embarrassed, have you been bullied? Why or why not?
- When does an argument or teasing cross the line into bullying?
- How can you tell if a behavior is bullying or something else?
- Conflict is a normal part of life. Is bullying normal, too?

MIDDLE LEVEL

1. Sometimes it's hard to know the difference between bullying, conflict, and what is just mean.
2. Designate one area of the classroom *conflict*. Designate another area *mean*. And designate a third area *bullying*. Point out these areas to the students.
3. I will read a scenario. You will have one minute to decide if the scenario shows a conflict, bullying, or mean behavior. Once you decide which type of behavior is shown, move to the appropriate spot in the room. Be ready to defend your choices!
4. Read the scenarios below. Give students one minute to move around the room for each scenario.
 - Felix and Brady were yelling at each other in the hallway. They were both upset about something that happened on the way to school. But by lunch, they were best friends again. (*Conflict*)
 - Alexis decided to have an end-of-school party. She invited everyone from her class except Duncan. (*Being mean*)
 - During gym class, Travis said Harry threw like a girl. When Harry asked him to stop, Travis pushed Harry toward the girls' locker room. (*Bullying*)
 - Aisha and Emma couldn't agree on a topic for their science-fair project. After getting into an argument, they decided to do their own projects. (*Conflict*)
 - Aneil tripped as he was running up the stairs and dropped his backpack. Christine laughed at him. (*Being mean*)
 - Monique was new to the school. Oni started a nasty rumor about why Monique had left her previous school. (*Bullying*)
5. Using the knowledge we've gained from going through these scenarios, let's identify what makes bullying different from conflict and being mean.
6. Create a chart on the whiteboard that has three columns. Label the columns *Bullying*, *Conflict*, and *Being Mean*.
7. As a class, review the characteristics that identify bullying (i.e., intentional, repetitive, imbalance of power). Write these under the bullying column. Add information to the bullying column as the class discusses the following questions:
 - Is bullying normal or not normal?
 - Who feels upset when bullying occurs?
8. Ask students to work with partners to complete the chart.

EXTEND THE LESSON

Put students into small groups. Ask groups to prepare three-minute skits with the purpose of teaching other classes about bullying. Have groups perform these skits for students in younger grades. Their skits must:

- Teach the three characteristics of bullying
- Show examples of what bullying looks like
- Explain that bullying is hurtful and never okay
- Be appropriate for a younger audience

LESSON 3: CONFLICT RESOLUTION

WE WILL THINK THINGS THROUGH.

18

BACKGROUND

Effective conflict resolution requires the abilities to control emotions and behaviors, communicate feelings, and listen to others.¹ In essence, conflict resolution requires a great deal of emotional maturity—something elementary and middle school students are still in the process of developing.

To help students develop self-awareness, relationship skills, and other social-emotional skills, it is important to give them opportunities to express how they feel and to help them successfully work through conflicts. And as students gain confidence in their own abilities to problem solve, act responsibly, and interact with others, they will be less likely to lash out in aggression, blindly follow the lead of others, or suffer from low self-esteem.²

CHILDREN WHO LACK CONFLICT-RESOLUTION SKILLS MIGHT
RESORT TO AGGRESSION OR VIOLENCE TO SOLVE THEIR
PROBLEMS OR MEET THEIR NEEDS.³

INTRODUCE AND MODEL LESSON CONCEPTS

Divide the class into two teams. Invite a player from one team to the front of the classroom. Give the player an emotion (e.g., happy, sad, angry, or confused) to silently act out for his or her team. Explain to the class that a team will have thirty seconds (longer for younger grades) to guess the emotion being shown. If the team guesses correctly, they win a point. However, if a team is not able to guess the emotion being acted out within the time allowed, the other team will have an opportunity to make a guess. If the opposing team correctly guesses the emotion, they steal a point.



How were you able to figure out the emotions being conveyed?

Remind students that facial expressions, body language, and tone of voice give clues about how someone is feeling. **Knowing how someone else feels and understanding your own emotions are important skills to have. These skills can help you resolve conflicts and respond appropriately in bullying situations.**

LEARNING GOALS

Duration: 30 minutes

Students will be able to:

- Identify feelings based on facial expressions, body language, and tone
- Identify the cause of a conflict
- Examine the consequences of a particular course of action
- Suggest ways to end bullying encounters

Materials Needed

- Whiteboard and marker
- Index cards*

*Only used in middle school lesson

Key Vocabulary

Active listening: A listening technique that involves making eye contact, asking questions, and conveying an understanding of what has been said

Peer mediation: A conflict-resolution strategy in which a student acts as a moderator between disagreeing students

Compromise: Settling a disagreement by finding a middle ground or by agreeing to accept less than what was originally wanted

Additional Reading and Resources

- *The Kids' Guide to Working Out Conflicts: How to Keep Cool, Stay Safe, and Get Along*, by Naomi Drew
- CASEL: Collaborative for Academic, Social, and Emotional Learning, <http://casel.org>


¹Barbara Coloroso, *The Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can Help Break the Cycle of Violence* (New York: HarperCollins Publishers, 2006), 148–152.

²Ibid., 89–97.

³Jesse A. Brinson, J. Kottler, and T. Fisher, "Cross-Cultural Conflict Resolution in the Schools: Some Practical Intervention Strategies for Counselors." *Journal of Counseling & Development* 82, no. 3 (2004): 294–301.

PROCEDURE


ELEMENTARY LEVEL

1. As a class, review the differences between bullying, conflict, and being mean.
 2. Together, brainstorm examples of conflict students might experience at school. Write ideas down on the whiteboard.
 3. Put students into groups. Assign each group one of the conflict situations from the board. Ask groups to brainstorm answers to the following questions:
 - How do the students involved in the situation feel?
 - How could this conflict be resolved in a positive way?
 4. Invite groups to share their ideas with the class. Write conflict-resolution strategies on the whiteboard as they are shared. Share the following strategies if they are not mentioned by presenting groups:
 - Active listening and communication
 - Peer mediation
 - Looking at the situation from the other person's perspective
 - Compromise
 5. Write the following questions on the whiteboard:
 - Who is the bully? The target?
 - How could the target respond? What might happen as a result of that response?
 - How could any bystanders respond?
 6. Tell students to consider the questions you wrote on the whiteboard while you read aloud the following scenarios:
 - Judy and Jeremiah are twins who look different from everyone on the school bus. Yesterday two older boys pulled Judy's hair and dumped the contents of Jeremiah's backpack on the floor.
 - Bradley is constantly stirring up trouble. He especially likes to provoke José. José tries to ignore Bradley, but this morning, José was already in a bad mood. When Bradley started to annoy him, José clenched his fists and got ready for a fight.
-  **7. Would any of our conflict-resolution strategies help to resolve these bullying situations? Why or why not?**
8. Discuss with students how the following victim-response strategies could help students resolve bullying situations:
 - Don't react
 - Be assertive (e.g., stand up straight, make eye contact, tell the bully to stop)
 - Strengthen friendships
 - Talk to an adult

DISCUSS AND REFLECT

- Name some positive ways to resolve conflict.
- What effect does saying "I'm sorry" have on a conflict?
- How is conflict different from bullying?
- What are some strategies that someone could use if faced with a bullying situation?

MIDDLE LEVEL

1. As a class, review the differences between bullying, conflict, and being mean.
 2. Put students into groups of three. Give each group an index card. Ask groups to each create a scenario involving a conflict students might face at school.
 3. Ask groups to exchange scenarios and answer the following questions about scenarios they received:
 - How do the students involved in the situation feel?
 - How could the students make the situation worse?
 - How could this conflict be resolved in a positive way?
 4. Invite each group to share its scenario with the class. Write conflict-resolution strategies on the whiteboard as they are shared. Introduce the following strategies if they are not mentioned by presenting groups:
 - Active listening and communication
 - Peer mediation
 - Looking at the situation from the other person's perspective
 - Compromise
 5. Write the following questions on the whiteboard:
 - Who is the bully? The victim?
 - How could the victim respond? What might happen as a result of that response?
 - How could any bystanders respond?
 6. Tell students to consider the questions you wrote on the board while you read aloud the following scenarios:
 - Claire got braces last week. Since then Kirk has been asking to see her "tin grin." Claire doesn't like to smile anymore and has started to miss days of school.
 - When David is alone and walks by Manpreet in the hallway, Manpreet grabs him in a headlock. David is tired of it and is thinking about throwing a few punches the next time it happens.
-  **7. Would any of our conflict-resolution strategies help to resolve these bullying situations? Why or why not?**
8. Discuss with students how the following victim-response strategies could help students resolve bullying situations:
 - Don't react
 - Be assertive
 - Strengthen friendships with others
 - Talk to an adult

EXTEND THE LESSON

Ask students to create multimedia presentations about the differences between conflict and bullying. Instruct students to include the following information in their presentations:

- An explanation of the differences between conflict and bullying
- Strategies to positively resolve conflict
- Strategies to use if faced with a bullying situation

LESSON 4: RESPECTING DIFFERENCES

20

WE ARE POSITIVELY UNIQUE.

BACKGROUND

Fingerprints, faces, thoughts, and feelings all have one thing in common—they are unique. No matter how similar they appear, these things are all shaped by the genetics and life experiences of the person they belong to.

Yet, it is often similarities, not differences, that attract us to others. Similarities make us feel safe and accepted. They validate our own thoughts and feelings and make us say, “I must be okay because someone else is just like me.”

For students going through the process of discovering who they are, the differences they see in others can be threatening. This in turn can lead to bullying behaviors. However, by helping students understand that being different is okay and helping them celebrate the differences they see in others, students might be also more willing to accept themselves for who they are.

WHEN COMPARED TO BULLIES AND BYSTANDERS,
TARGETS OF BULLYING REPORT SIGNIFICANTLY LOWER
LEVELS OF PERCEIVED RESPECT.¹

INTRODUCE AND MODEL LESSON CONCEPTS

Instruct students to partner up.



You will have five minutes to interview each other to find out how you are the same and how you are different. Try to go beyond physical differences, favorite colors, and foods. Also, find out more about the similarities and differences you discover by asking why questions. “Why do you like having relatives in India?” “Why don’t you like taking piano lessons?”

As time allows, encourage partners to share with the class some of the similarities and differences they discovered.

LEARNING GOALS

Duration: 25 minutes

Students will be able to:

- Define respect
- Appreciate the differences that exist between people
- Acknowledge and value their individuality

Materials Needed

- Large sheet of paper
- Pencils

Key Vocabulary

Respect: Showing that you value others by treating them the way you would want to be treated

Individuality: The total character that distinguishes a person from all others

Different: Not being the same as something or someone else

Diversity: A variety of different types of people or things

Additional Reading and Resources

- *Totally Tolerant: Spotting and Stopping Prejudice*, by Diane Webber and Laurie Mandel
- “No One Quite Like Me ... Or You: Respecting Differences,” www.youtube.com/watch?v=zNLx3kKHv2o

¹Susan W. Langdon and W. Preble, “The Relationship Between Levels of Perceived Respect and Bullying in 5th Through 12th Graders.” *Adolescence* 43, no. 171 (2008): 485-503.

PROCEDURE

ELEMENTARY LEVEL

1. Sometimes differences can make us feel bad about ourselves. They might make us feel that the way we act or look or think is not as good as the way someone else acts, looks, or thinks. Sometimes a difference might make us feel uncomfortable because it is something we have never seen before. What does it mean to respect differences? Why is respecting differences important? What might happen if we don't respect differences?

2. Another word we can use to describe the differences that exist in our world is diversity.

Review page 20's definition of diversity with the class.

3. Put students into groups of three. Have groups brainstorm the benefits of diversity in one of the following situations:

- Working on a group project
- Putting on a play
- Building a friendship
- Playing a game

4. Invite groups to share their ideas with the class.

Remember that respecting and accepting differences is important. When you are able to respect the differences you see in others, you will be more accepting of your unique qualities. And when you can accept your own individuality, you won't feel threatened by the differences you see in others.

5. Finish the lesson by asking students to work together to create a class poem. Write the words *It's okay to ...* on a large sheet of paper, and have students each add a characteristic to finish the sentence. For example, *It's okay to have different skin colors.* After the last student has suggested a line, finish the poem by writing the following sentence: *It's okay to be different, because being different is good.*

DISCUSS AND REFLECT

- What diverse groups of people can be found in our school? How do these groups add value to our school community?
- Does everyone deserve to be shown respect? Why or why not?
- Can you respect someone and still disagree with him or her? Why or why not?
- Is it easier to respect a difference once you know more about it? Why or why not?
- How is respecting differences related to having respect for yourself?

MIDDLE LEVEL

1. Sometimes differences can make us feel threatened. They might make us feel that the way we act or look or think is not as good as the way someone else acts, looks, or thinks. Sometimes we don't know how to relate to a difference we see. And sometimes we might disagree over a difference. But why is it important to respect differences? What might happen if we don't respect differences?

2. A word we can use to describe the differences that exist in our world and in our school is diversity.

As a class, review page 20's definition of diversity.

3. Together, brainstorm situations in school in which diversity is beneficial (e.g., working on a group project or playing sports).

4. Put students into groups and assign each group one or two of the brainstormed situations. Ask groups to answer the following questions regarding each scenario:

- Why is diversity beneficial in this situation?
- What makes diversity challenging in this situation?
- What would happen if everyone involved in this situation was exactly the same?

5. Invite groups to share their ideas with the class.

6. Remember that respecting differences and celebrating diversity go hand in hand with respecting yourself. Be proud of who you are, celebrate your individuality, and learn to appreciate the differences you see in others.

FOR STUDENTS GOING THROUGH THE PROCESS OF UNDERSTANDING WHO THEY ARE, THE DIFFERENCES THEY SEE IN OTHERS CAN BE THREATENING.

EXTEND THE LESSON

Celebrate uniqueness in your classroom by asking students to create personal-interest collages. Explain to students that their collages should represent the things that make them unique. The collages could include activities they enjoy, favorite foods, photos of family and friends, places they have lived, cultural heritage, etc. Display completed collages around the room.

LESSON 5: BULLY, TARGET, AND BYSTANDER

WE ARE WITNESSES.

22

BACKGROUND

When we think about bullying, we most often think about two key players—the bully and the target. However, most of the time bullying doesn't happen in isolation. It happens in front of a large number of peers. And whether for fear of making the situation worse, becoming the next target, or just not knowing what to do¹, through their silence, these bystanders actually give more power to the bully and leave the target feeling even more alone and helpless.

Taking a stand, speaking up, and getting involved is not easy! By equipping bystanders to become witnesses who are willing to intervene and get help in a bullying situation, we can make schools bully-free environments.

THOUGH MORE THAN 80% OF STUDENTS SAY THAT WITNESSING BULLYING DISTRESSES THEM AND THEY ADMIRE THOSE WHO INTERVENE, TYPICALLY ONLY 20% TO 25% OF BYSTANDERS ACTUALLY DO ANYTHING TO HELP THE BULLIED TARGET.²

INTRODUCE AND MODEL LESSON CONCEPTS



There are three key players involved in most bullying situations. Who are these players? What do we call them?

Have students offer suggestions. As they guess, *bully*, *target*, and *bystander*, write these words up on the whiteboard.



How do you think each one of these players feels during and after a bullying situation? Why do you think they feel this way?

LEARNING GOALS

Duration: 30 minutes

Students will be able to:

- Describe the three different roles individuals can play in a bullying situation
- Empathize with a target of bullying
- Identify ways to help a target of bullying

Materials Needed

- Whiteboard and marker (optional)

Key Vocabulary

Bully: Leads acts of emotional or physical harm against another or others

Target: Suffers a bully's intentional, repeated acts of harm

Bystander: Sees bullying take place

Additional Reading and Resources

- *The Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can Help Break the Cycle of Violence*, by Barbara Coloroso
- Character Education Partnership, www.character.org/key-topics/bullying-prevention/
- Eyes on Bullying, www.eyesonbullying.org

¹Barbara Coloroso, *The Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can Help Break the Cycle of Violence* (New York: HarperCollins Publishers, 2006), 164.

²Frances Aboud and L. Miller. "Promoting Peer Intervention in Name-Calling." *South African Journal of Psychology* 37, no. 4 (2007): 803-819.

PROCEDURE

ELEMENTARY LEVEL

1. *Bullying doesn't just involve a bully and a target. There is another player involved—the bystander. This is the role most of you fill.*
 2. *What is the responsibility of a bystander in a bullying situation? Think about what you would do in the following situations:*
 - You're walking across the field after school when you see James on the ground. He's being kicked by three students from your school.
 - You're washing out paintbrushes when you overhear two girls from your class whispering about Sheila. They are planning to start a rumor about her.
 - Last week Chang had oatmeal on his face when he arrived at school. Ever since then, more and more students in class have been calling him "piggy" and making snorting noises at him.
 - When you check your e-mail after school, you see a message that has been forwarded to you by a classmate. The message says, "Don't talk to Aisha on Friday. She is such a geek."
 3. *Bystanders are an important element in bullying situations. By saying or doing nothing, bystanders give silent approval. This in turn gives bullies more power. However, when bystanders intervene, either during the actual bullying or after, they give support to the victim and help break the cycle of bullying.*
 4. Put students into groups and ask them to brainstorm ways a bystander could help a victim of bullying. Tell groups to think specifically of ways a bystander could help if he or she were too afraid to confront the bully directly.
 5. Invite groups to share their ideas with the class.
 6. If any of the following strategies were not covered during the group brainstorming session, share them with the class as additional ways for bystanders to stand up to bullies:
 - Refuse to take part in bullying
 - Support the bullying target by offering comfort
 - Speak privately to the bully, if safe
 - Stand up for and speak out on behalf of the victim
- Taking a stand against bullying takes courage. But remember, if you ever see or are involved in a bullying situation, it is extremely important that you tell an adult what happened—even if you were able to handle the situation on your own.*

DISCUSS AND REFLECT

- Is there a difference between what you would do and what you would want to do if you saw bullying take place? Explain.
- Think about the situations we discussed. What is the worst thing that could happen in each situation if you got involved? What's the best?
- Would your reaction to a bullying situation differ if you were alone or in a group when you witnessed it? If so, how?
- How do you think bystanders feel when they see bullying taking place and don't do anything about it?
- Why is it important to always report an instance of bullying?

MIDDLE LEVEL

1. *Bullying doesn't just involve a bully and a target. There is another player involved—the bystander. This is the role most of you fill.*
2. *What is the responsibility of a bystander in a bullying situation? What could a bystander do in the following situations?*
 - You are walking to your locker when you see Hasan being slammed into the wall by a student you don't know.
 - There is a new girl in your science class. Before the teacher arrives, Marcel begins taunting her. Jacob cuts up bits of his eraser and gives them to Marcel to throw at the girl throughout the rest of class.
 - Tessa rushes past you with tears in her eyes. When you round the corner, you see a group of students laughing and pointing in the direction Tessa ran.
 - You find out that a good friend has been receiving mean and threatening instant messages.
3. Share with students any of the following bystander intervention strategies not covered during the class discussion:
 - Refuse to take part in bullying
 - Support the bullying victim by offering comfort
 - Speak privately to the bully, if safe
 - Stand up for and speak out on behalf of the target
4. *Bystanders are an important element in bullying situations. By saying or doing nothing, bystanders give silent approval. This gives bullies more power. However, when bystanders intervene in some way, either during the actual bullying or after, they give support to the target and help break the cycle of bullying.*
5. Put students into groups. Assign groups one of the bullying scenarios discussed at the beginning of the lesson. Have groups act out their scenario twice: once without the involvement of a bystander and once with the involvement of a bystander.
6. As time permits, allow groups to perform their role-play scenarios for the class.
7. *Have you ever seen a bystander get involved in a bullying situation? Taking a stand against bullying takes courage. But putting a stop to bullying is always the right thing to do. And remember, you don't have to handle bullying situations on your own. Tell an adult about any bullying you see and ask for help, advice, and support in resolving the situation.*

EXTEND THE LESSON

Reread the lesson scenarios to the class. Ask students to work in pairs to decide if the bullying shown in each scenario is verbal, physical, social/relational, or cyberbullying. For more information about each type of bullying, look on pages 4 and 5 of this guide.

LESSON 6: HOW TO DEAL WITH BULLYING

WE WILL STAND UP AND SPEAK OUT.

24

BACKGROUND

The bell rings, and your students trickle into the classroom. They unpack their bags, sit at their desks, and wait (some quietly, some not very quietly) for class to begin. You can probably pick out which ones are the bullies and which ones have been bullied. But whether a bully, the bullied, or a bystander, each student represents an opportunity—an opportunity to change a life and perhaps, in some cases, to save one.

If a student trusts you enough to report an instance of bullying to you, it is essential you listen, advise, and act alongside the student to put a stop to the bullying. Make sure students who come to you with bullying problems feel they have been heard, know the bullying is not their fault, understand there are things they can do to make the bullying stop, and know they will have your support along the way.¹

LOW RATES OF BULLYING ARE CORRELATED WITH STRONG
TEACHER-STUDENT RELATIONSHIPS.²

INTRODUCE AND MODEL LESSON CONCEPTS



**What is trust? Why is it important to have trust in others?
How do you get others to trust you?**

Pass out two sheets of lined paper and a pencil to each student. Ask students to make a list of people they trust on the first sheet of paper. Have students save the second piece of paper for the next part of the lesson.

LEARNING GOALS

Duration: 30 minutes

Students will be able to:

- Identify people they trust
- List people they can go to for help if they are bullied or witness bullying
- Explain why it is necessary to tell someone else about bullying incidents

Materials Needed

- Lined paper
- Pens or pencils

Key Vocabulary

Trust: Being able to rely on someone else

Intervention: Becoming deliberately involved in a conflict to influence what is happening and prevent negative consequences

Additional Reading and Resources

- *How to Bullyproof Your Classroom*, by Caltha Crowe

¹Barbara Coloroso, *The Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can Help Break the Cycle of Violence* (New York: HarperCollins Publishers, 2006), 130-131.

²Responsive Classroom, "Bullying Prevention and the Responsive Classroom Approach," accessed September 8, 2012, <http://www.responsiveclassroom.org/article/bullyingprevention-and-responsive-classroom-approach>.

PROCEDURE

ELEMENTARY LEVEL

1. *Why might it be hard to tell someone you have been bullied or have seen bullying take place? Why is it important to tell someone about the bullying, even if you were able to handle the situation on your own?*
2. As a class, brainstorm a list of people students could turn to for help if they are bullied or witness bullying. Ask students to create a list of names on their papers below the list of people they trust.
3. *Compare the list of people you could turn to for help with bullying with the list of people you trust. Do the lists name the same people? Why do you think the lists are similar or different?*
4. On the second sheet of paper, ask students to create a Bullying Intervention Plan by writing down the names and contact information of people they would trust to help them if they had been bullied or had seen bullying take place. Assist students with finding phone numbers as needed. Remind students that if someone wanted to stop being a bully, the people on this list would be able to help with that as well.
5. Have students staple their Bullying Intervention Plans into their planners for easy reference.

EACH STUDENT REPRESENTS AN OPPORTUNITY—AN OPPORTUNITY TO CHANGE A LIFE AND PERHAPS, IN SOME CASES, TO SAVE ONE.

DISCUSS AND REFLECT

- Why is it hard to tell someone you have been bullied or have seen bullying take place?
- Is it always necessary to tell someone you have been bullied or have witnessed bullying? Why or why not?
- What should you do if someone tells you they have been bullied but asks you not to tell?

MIDDLE LEVEL

1. *Why might it be hard to tell someone you have been bullied or have seen bullying take place? Why is it important to tell someone about the bullying, even if you were able to handle the situation on your own?*
2. Put students into groups of three. Ask groups to each brainstorm a list of people students could turn to for help if they are bullied or witness bullying and write it below the list of people students trust.
3. Have groups take turns naming someone from their lists. Remind students to add to their own lists as new suggestions are made. Continue going from group to group until no groups have new ideas to contribute.
4. *Compare the list of people we just created with the list of people you trust. Do the lists name the same people? Why do you think the lists are similar or different?*
5. On the second sheet of paper, ask students to create a Bullying Intervention Plan by writing down the names and contact information of people they would trust to help them if they had been bullied or had seen bullying take place. Remind students that if someone wanted to stop being a bully, the people on this list would be able to help with that as well.
6. Have students staple their Bullying Intervention Plans into their planners for easy reference.

EXTEND THE LESSON

Invite a police officer or school counselor to come to your classroom to talk to students about bullying, the importance of talking to a trusted adult after being bullied or witnessing bullying, and other options students have for dealing with bullying (e.g., joining a group, learning martial arts to build self-confidence, walking home with friends, or speaking with a counselor about feelings of revenge or helplessness). Also ask the police officer or counselor to give students advice on what to do if they feel a bully is threatening their personal safety.

Before the guest speaker arrives:

- Define *safety* and what personal safety feels like.
- Review the different types of bullying (i.e., verbal, physical, social/relational, cyberbullying).
- Ask students to write down questions they would like to ask the guest speaker.

LESSON 7: POWER OF WORDS

WE ARE MORE THAN WORDS.

26


BACKGROUND

Laugh out loud in a room full of people. What happens? You might get a few odd looks, but you will probably also make a few people smile. This is called *mimicry*. It's the theory that says our emotions are contagious, that we can pass on our happiness, sadness, boredom, and other emotions to others through our facial expressions, words, and actions.¹

Think about the implications of this theory on your school. If bullying is prevalent and students are constantly called names or belittled, that behavior will spread. However, if students encourage and uplift one another, you could well be faced with a positive epidemic that just might eradicate bullying for good!

NAME CALLING MIGHT BE THE MOST FREQUENT FORM OF BULLYING. IN A STUDY CONDUCTED BY SMITH AND SHU, 75% OF VICTIMS REPORTED BEING CALLED NAMES.²

INTRODUCE AND MODEL LESSON CONCEPTS

 Some people believe our words must pass through the following three filters before they are spoken³:

1. Is it true?
2. Is it necessary?
3. Is it kind?

 What effect on bullying would using these filters have?

LEARNING GOALS

Duration: 25 minutes

Students will be able to:

- Explain why words can be hurtful
- Define and identify gossip
- Understand that gossiping can be a form of bullying

Materials Needed

- None

Key Vocabulary

Gossip: Rumors or reports about the personal behaviors and actions of other people

Positive Gossip: Conversations that include positive and uplifting information about another person

Additional Reading and Resources

- "Bullying Words Hurt Commercial," www.youtube.com/watch?v=x1Fn547vmHE
- "Did You Hear? ... Positive Gossip," <http://psychologyofwellbeing.com/201102/positive-gossip.html>

¹Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference* (New York: Little, Brown and Company 2000), 84–85.

²Frances Aboud and L. Miller. "Promoting Peer Intervention in Name-Calling." *South African Journal of Psychology* 37, no. 4 (2007): 803–819.

³Barbara Coloroso, *The Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can Help Break the Cycle of Violence* (New York: HarperCollins Publishers, 2006), 162.

PROCEDURE

ELEMENTARY LEVEL

1. Ask students to complete the following saying:
"Sticks and stones may break my bones, _____."
2. *Is this statement true? Why can words hurt us so deeply? What does gossip have to do with bullying or hurtful words?*
3. As a class, review page 26's definition of gossip. Ask students if they have heard gossip at school.
4. *Gossip might include telling a secret you were asked not to share, starting a rumor, or talking negatively about someone behind his or her back.*
4. *Words can also be encouraging. Think about the last time someone gave you a compliment. How did you feel?*
5. Remind students of the three speech filters you discussed earlier (Is it true? Is it necessary? Is it kind?).
6. As a class, review page 26's definition of positive gossip. Pair students up and ask them to think of examples of positive gossip. Use the following list to get them started:
 - It's great that she cares so much about the environment. I should start acting more like her.
 - He did a great job of helping his friends solve their problem.
 - He got an A on his math quiz. He's really smart.
 - She is really friendly. I'm so glad I'm friends with her.
7. Invite students to share their positive gossip examples with the class.
8. *Let's try an experiment. For one week, let's only speak about others after putting our words through the three filters. If something is not true or if we don't know if it's true, we will not say it. If something is true but not necessary, we will not say it. If something is true and necessary, we will find a kind way to say it. And if something is true and kind, we can say it to others. By doing this, we will be replacing negative gossip with positive gossip.*
9. Check in with the class in one week, and discuss what students learned through spreading positive gossip.

DISCUSS AND REFLECT

- Do only teenagers gossip? In what situations might you hear other people gossiping?
- When does gossip cross the line into bullying?
- How does your tone of voice change the meaning of the words you say?
- Do you think behavior is contagious? Why or why not?
- What do you think will happen after one week of spreading positive gossip?

MIDDLE LEVEL

1. *Words are powerful. They can be a dangerous weapon. Think about how you would feel if someone called you a name or said something negative about you behind your back.*
As a class, review page 26's definition of gossip. Allow individuals to comment on why gossip is such a big part of school life.
2. *Gossip, rumors, being called a name—these things hurt just as much as being hurt physically.*
As a class, discuss the negative repercussions of gossip, rumors, and name calling.
3. *If gossip you initiated or helped spread hurt someone, how could you make amends? Is it possible to make amends? Why or why not?*
Put students into small groups and ask them to brainstorm the steps they could take to repair the damage caused by gossip or rumors.
4. *Words can also be a source of encouragement. Think about the last time someone gave you a compliment. How did you feel?*
5. Remind students of the three speech filters you discussed earlier (Is it true? Is it necessary? Is it kind?).
6. *Let's try an experiment. For one week, let's only speak about others after putting our words through the three filters. If something is not true or if we don't know if it's true, we will not say it. If something is true but not necessary, we will not say it. If something is true and necessary, we will find a kind way to say it. And if something is true and kind, we can say it to others. By doing this, we will be replacing negative gossip with positive gossip.*
7. Check in with the class after one week, and discuss how successful students were at putting their words through the three filters and what they learned through the experience.

WORDS ARE POWERFUL. THEY CAN BE A
DANGEROUS WEAPON. THEY CAN ALSO BE
A SOURCE OF ENCOURAGEMENT.

EXTEND THE LESSON

Show students the "Bullying Words Hurt Commercial" referenced on page 26. Discuss the reaction students have to the commercial. Ask students to write reflections based on their own experiences with hurtful words.

LESSON 8: FRIENDSHIP

WE ARE FRIENDS WITH EVERYONE.

28


BACKGROUND

Friendship conveys a sense of belonging. When you have a friend, you are not alone. And when students truly feel valued and accepted as part of a group, they are less likely to become a bully and less likely to become a target of bullying.¹


But being a friend isn't something that we are born knowing how to do. It takes time and experience to learn how to share and listen and develop the empathy needed to build and maintain positive friendships. But once students know what true friendship looks like, they will be able to discern a friend from a frenemy (i.e., an enemy or bully disguised as a friend) and might be more willing to fill the role of friend to someone feeling friendless—like a target of bullying.

STUDIES SHOW THAT STUDENTS WITH HIGHER LEVELS
OF EMPATHY HAVE STRONGER ANTI-BULLYING ATTITUDES.²

INTRODUCE AND MODEL LESSON CONCEPTS

 **What qualities does a good friend possess? Do your best friends demonstrate those traits?**

Pass out two sheets of paper and a pencil to each student. Instruct students to each draw an outline of a person. Tell students to write down character traits of a good friend inside their outlines. Once students have finished filling in their outlines, ask them to each share one trait they wrote down.

 **Friends come in all shapes and sizes, but the BEST friends possess the qualities we have just named.**

LEARNING GOALS

Duration: 30 minutes

Students will be able to:

- List the qualities of a good friend
- Define empathy
- Use empathy to understand others

Materials Needed

- Whiteboard and marker
- Paper
- Pens or pencils

Key Vocabulary

Friend: A trusted and loved individual

Empathy: Understanding how someone else feels

Active listening: A listening technique that involves making eye contact, asking questions, and conveying understanding of what has been said

Additional Reading and Resources

- *Peer Power: Preadolescent Culture and Identity*, by Patricia A. Adler and Peter Adler
- *Teaching Empathy: A Blueprint for Caring, Compassion, and Community*, by David A. Levine

¹Sabina Low, K. Frey, and C. Brockman, "Gossip on the Playground: Changes Associated With Universal Intervention, Retaliation Beliefs, and Supportive Friends." *School Psychology Review* 39, no. 4 (2010): 536–551.

²Claire L. Fox, T. Elder, J. Gater, and E. Johnson, "The Association Between Adolescents' Beliefs in a Just World and Their Attitudes to Victims of Bullying." *British Journal of Educational Psychology* 80 (2010): 183–198.

PROCEDURE

ELEMENTARY LEVEL

1. *Empathy is an essential part of relationships. It can help you make friends, it can help you keep friends, and it can stop bullying in its tracks.*
2. As a class, review page 28's definition of empathy.
3. *Why is understanding how someone else feels an important part of a good friendship? And how can it stop bullying?*
4. *Today we will look at different scenarios and learn how empathy can help us relate to others in a kinder and more understanding way.*
4. Divide the whiteboard into three columns. Label the columns *What You See*, *What You Don't Know*, and *How Empathy Can Help*. Instruct students to copy the chart onto their second sheet of paper.
5. Under the *What You See* column, write down the following information:
 - Maria is sitting alone. She has her head down and is silently crying.
6. *What would you think if you came across Maria? What would you do? Would your response change if you knew her pet had just died? Write pet died in the second column of the chart on the board. How would empathy help you in this situation? Even if you didn't know her pet had died, how could you be kind to Maria?*
6. Pair up students. Instruct them to write the scenarios below in the first columns of their charts and then work with their partners to think up explanations for the column-one behaviors and discuss how empathy could help in the scenarios.
 - Jamal has been bragging all day about his dad's new car.
 - Simone crumples up her English test and storms out of the classroom.
 - Every day during math class, Carlos distracts the rest of the class by telling jokes and goofing off.
 - Katie is a new girl at school. She never smiles at anyone.
7. Ask volunteers to share some of the ideas written on their charts.
8. *Remember that empathy can help you understand how someone else is feeling. To have empathy, you must be ready to listen to what others are saying and ask them questions about their experiences.*

DISCUSS AND REFLECT

- Do you need to be friends with everyone? Why or why not?
- Do you need to respect everyone? Why or why not?
- How do our perceptions of someone's behavior change when we know the whole story?
- Can you feel empathy for someone and still bully them? Why or why not?

MIDDLE LEVEL

1. *Empathy is an essential part of relationships. It can help you make friends, it can help you keep friends, and it can stop bullying in its tracks.*
2. As a class, review page 28's definition of empathy.
3. *Why is understanding how someone else feels an important part of a good friendship? And how can it stop bullying? Active listening is an important factor in developing empathy.*
3. As a class, review the components of active listening (e.g., making eye contact or asking questions).
4. *Today we will practice showing empathy to others through active listening, and we will learn how empathy can help us relate to others in a kinder and more understanding way.*
5. Pair up students and assign partners the numbers 1 or 2. Have the 1s tell their partners stories about times they were embarrassed, hurt, frightened, or excited. Tell students they can borrow plots from their favorite books if they'd rather not reveal personal information.
6. Instruct the 2s to use active-listening techniques (e.g., making eye contact, asking questions, and conveying understanding of what has been said) while the 1s tell their stories.
7. Tell students to switch roles.
8. *Remember that empathy can help you understand how someone else is feeling. To have empathy, you must be ready to listen to what others are saying and ask them questions about their experiences.*

WHEN STUDENTS TRULY FEEL VALUED AND
ACCEPTED AS PART OF A GROUP, THEY ARE LESS
LIKELY TO BECOME A BULLY AND LESS LIKELY
TO BECOME A TARGET OF BULLYING.

EXTEND THE LESSON

As a class, brainstorm ideas of what empathy might look like in action (e.g., sitting with a new student in the cafeteria, helping someone pick up papers that fell on the floor, or actively listening to someone who has had a bad day). Ask students to perform random acts of empathy at school and write reflections about what they experienced while performing their acts of empathy. Tell students to include the following information in their reflections:

- What was the situation?
- What did you do?
- How did performing a random act of empathy make you feel?
- How do you think the other person felt?

LESSON 9: SCHOOL SAFETY

WE ARE PROTECTORS OF OUR SCHOOL.

BACKGROUND

In the 1980s, New York City had a problem. Its subway system was a lawless playground for fare evaders, graffiti artists, and gangs. Yet, in just a few short years, the subway system was transformed into a safe and clean place. This change was brought about through the implementation of the broken-windows theory. The broken-windows theory states that areas of disrepair lead to an overall sense of lawlessness. And when improvements are made to a location's appearance, or when minor infractions are dealt with quickly, the sense of lawlessness is replaced by a feeling of confidence.¹

Your school building might not be falling into disrepair, but there still might be areas that could use attention. Bathroom walls could be cleansed of gossip-laden graffiti, dark corners could be fitted with light bulbs, and minor infractions could be dealt with quickly.

AMONG SCHOOL-SAFETY MEASURES, TEACHER PRESENCE SEEMS TO BE THE FACTOR ASSOCIATED WITH THE GREATEST REDUCTION OF BULLYING INCIDENTS.²

INTRODUCE AND MODEL LESSON CONCEPTS

Show students the pictures of the two different locations (see Materials Needed list).



Which location would you rather walk through? Why?

Our perceptions about a location can affect how we act in that place. If we are somewhere that is dark and has fallen into disrepair, we might feel fearful and expect something bad to happen there. However, if we are in a place that is clean and bright, we will probably act with more confidence.

LEARNING GOALS

Duration: 25 minutes

Students will be able to:

- Evaluate their perceptions of various school locations
- Identify areas within the school where bullying takes place
- Recommend ways to prevent bullying from happening

Materials Needed

- Paper
- Pens or pencils
- Two pictures of different locations (one location should be dark and covered in graffiti; the other should be clean and brightly lit)

Key Vocabulary

Location: A particular place or site

Perception: What is believed to be true about a situation based on observation and feelings

Personal safety: Freedom from the fear of being hurt physically or emotionally

Additional Reading and Resources

- *The Tipping Point: How Little Things Can Make a Big Difference*, by Malcolm Gladwell
- National School Safety Center, www.schoolsafety.us/
- National Crime Prevention Council, www.ncpc.org/topics/school-safety

¹Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference* (New York: Little, Brown and Company 2000), 141-145.

²John Blosnich and R. Bossarte, "Low-Level Violence in Schools: Is There an Association Between School Safety Measures and Peer Victimization?" *Journal of School Health* 81, no. 2 (2011): 107-113.

³National Center for Education Statistics, "National Crime Victimization Survey," accessed October, 5, 2012, http://nces.ed.gov/programs/crimeindicators/crimeindicators2011/figures/figure_11_3.asp.

PROCEDURE

ELEMENTARY LEVEL

1. *In which areas of our school do you feel most safe? Why do you feel safe there?*

As a class, review and discuss page 30's definition of personal safety.

2. *Are there areas in our school you don't like to go? Why? Where in our school does bullying take place most often?*

3. As a class, brainstorm a list of locations in the school where bullying is most likely to occur.
4. Pass out paper and pencils. Place students into groups and assign each group one of the brainstormed locations.
5. Ask groups to brainstorm why bullying might take place in their assigned locations and how to prevent bullying from occurring in those places. Instruct groups to prepare recommendations for making their locations safer. Explain that their recommendations will be given to the school administrator.
6. Invite groups to present their findings to the class.

7. *It might take time before your list of recommendations can be implemented and the areas where bullying occurs become safer. Until then, what strategies can you use to face these locations with confidence?*

As a class, discuss the strategies students can use to face the prime bullying locations without fear. Offer the following suggestions as needed to get the discussion going:

- Stay close to a group of friends.
- Stay close to a supervising teacher.
- Avoid the location if possible.
- Buddy up with an older student during break times.

IT IS REPORTED THAT 48% OF BULLYING OCCURS IN HALLWAYS OR STAIRWELLS.³

DISCUSS AND REFLECT

- Why do you think bullying occurs in some places more often than others?
- Do you agree that changing one small thing, like repairing a broken window, can have a big impact on the perception of that location and feelings of personal safety while in that location? Why or why not?
- What feelings do you get when you think your safety is at risk? What should you do if you feel unsafe in a location at school or elsewhere?

MIDDLE LEVEL

1. *In the 1980s, New York City's subway system was a hotbed of crime. It was a place even the most seasoned New Yorkers avoided. However, in just a few years, the subway system was transformed into a place of safe travel. This change was brought about by putting the broken-windows theory into practice. This theory says that by paying attention to and fixing the small things, like graffiti, broken windows, and fare evaders, a feeling of lawlessness is replaced by a feeling of confidence.*

2. *Can you think of any places in our school where bullying might happen because environmental or physical cues say it is allowed in those areas? Are there any other places that bullying occurs in our school?*

3. As a class, brainstorm a list of locations where bullying is most likely to occur.

4. Place students into groups and assign each group one of the brainstormed locations. Allow them to visit the physical location.

5. *When you visit your assigned location, remember the broken-windows theory and how sometimes the smallest changes can accomplish big results. Look for things like poor lighting, graffiti, and inadequate supervision.*

6. Pass out paper and pencils. Ask groups to brainstorm why bullying might take place in their assigned locations. Tell groups to prepare recommendations for how to prevent bullying from occurring in those places. Explain that their recommendations will be given to the school administrator.

7. Invite groups to present their findings to the class.

8. *It might take time before your list of recommendations can be implemented and the areas where bullying occurs become safer. Until then, what strategies can you use to face these locations with confidence?*

As a class, discuss the strategies students can use to face the prime bullying locations without fear. Offer the following suggestions as needed to get the discussion going:

- Stay close to a group of friends.
- Stay close to a supervising teacher.
- Avoid the location if possible.

EXTEND THE LESSON

Contact one of your school's administrators and have him or her meet with your class. Have groups present their recommendations on how to prevent bullying from occurring in the different locations around the school. Ask groups to work with the administrator to implement their recommended changes.

LESSON 10: SELF-CONFIDENCE AND BULLYING

32

WE WILL ACT WITH CONFIDENCE.

BACKGROUND

When students are bullied, their self-esteem and self-confidence take a beating as well. For students to begin rebuilding positive self-images, or to develop greater confidence in general, they need to:¹

- Know they have been heard
- Understand that they were not at fault for the bullying that took place
- Gain empowerment by learning strategies for dealing with future bullying incidents
- Be confident in their ability to make good decisions
- Experience success in other areas of life
- Develop positive friendships

KIDS WHO HAVE SELF-CONFIDENCE ARE NOT EASILY MANIPULATED BY OTHERS, ARE NOT AFRAID TO ACT INDEPENDENTLY, AND ARE ABLE TO RESIST THE "PASSIVE ACCEPTANCE OF ORDERS."²

INTRODUCE AND MODEL LESSON CONCEPTS

Take students on an emotion walk. Ask students to stand up in a circle on the outside of the desks or in an open space in the classroom. Instruct them to begin silently walking in a circle. As they walk, call out the following instructions:

- Change the size of your walk (e.g., smaller or bigger movements).
- Change the pace of your walk (e.g., faster or slower).
- Change the weight of your walk (e.g., heavier or lighter).
- Change the tension of your walk (e.g., tight or loose muscles).
- Change the emotion of your walk (e.g., scared, happy, confident).



The way we move and the way we act can change with how we feel. Our emotions can be seen physically.

LEARNING GOALS

Duration: 30 minutes

Students will be able to:

- Identify their strengths and weaknesses
- Recognize the difference between confidence and low self-esteem

Materials Needed

- Paper
- Pens or pencils

Key Vocabulary

Fear: A feeling of anxiety or concern

Confidence: Belief in one's own abilities

Self-esteem: A personal opinion of one's own worth

Additional Reading and Resources

- *Stick Up for Yourself! Every Kid's Guide to Personal Power and Positive Self-Esteem*, by Gershen Kaufman, Lev Raphael, and Pamela Espeland
- *How to Build a Student's Self Confidence*, <http://www.livestrong.com/article/188430-how-to-build-a-students-self-confidence/>

¹Barbara Coloroso, *The Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can Help Break the Cycle of Violence* (New York: HarperCollins Publishers, 2006), 92.

²Ibid., 169.

PROCEDURE

ELEMENTARY LEVEL

1. *Bullies are really good at reading facial expressions and body language to know how someone is feeling. Who do you think a bully would rather pick on: someone with slouched shoulders and his or her head down or someone standing up tall and making eye contact? Bullies would rather pick on someone who shows fear or has low self-esteem.*
2. *It is possible to move and act with confidence, even if you don't FEEL confident (and no one feels confident all the time). But acting with confidence is only a short-term solution. It is important to build your self-esteem and love yourself for the unique, wonderful, and valuable human being you are.*
2. *One way to build your self-esteem and confidence is to know what your strengths and weaknesses are.* Pass out paper and pencils. Give students five minutes to list things they like about themselves, things they are good at, positive personality traits, etc. After five minutes, ask students to begin writing down some of their weaknesses.
3. Ask students to use their lists to begin creating All about Me books they can add to throughout the year. Instruct students to write the following sentences on the first pages of their books.
I am me. I am who I am. I am me. I am who I want to be.
4. As time allows, have students use the following sentence starters to complete additional pages of their books:
 - A few things I really like about myself are
 - Something I know I need to work on is
 - If I had to describe myself with one word, I would say I am
 - I don't like it when others say I am
 - Something I'd like to achieve this year is
 - I would be really excited if I could
5. *Remember that feeling fearful or nervous or having a weakness doesn't mean you aren't as good as someone else. It actually means you are normal! However, bullying is NEVER okay. Ever. Period. It doesn't matter what your strengths and weaknesses are or whether you act confidently or nervously. You are a valuable human being, and you never deserve to be bullied.*

DISCUSS AND REFLECT

- How can acting confidently help you feel more confident?
- Why does no one ever deserve to be bullied?
- What is the connection between confidence and self-esteem?
- How can you begin to rebuild confidence and self-esteem if you have been bullied?

MIDDLE LEVEL

1. *What is fear? What is the opposite of fear? If feeling happy puts a smile on our faces, what do we look like when we are fearful or nervous? What do we look like when we are confident?*
Bullies are really good at picking up on people's physical cues and often target people who show fear or low self-esteem.
2. *It is possible to move and act with confidence, even if you don't FEEL confident (and no one feels confident all the time). But acting with confidence is only a short-term solution. It is important to build your self-esteem and love yourself for the unique, wonderful, and valuable human being you are.*
3. *One way to build your self-esteem and confidence is to honestly evaluate your strengths and weaknesses. By knowing your strengths and weaknesses, you can begin to value what you believe about yourself and put less value in what others think or say about you.*
4. Pass out paper and pencils. Give students five minutes to list things they like about themselves, things they are good at, positive personality traits, etc. After five minutes, ask students to begin writing down their weaknesses.
5. *As you write your list, be honest with yourself. These lists are for your eyes only, so don't worry about what others might say about the characteristics you write down.*
5. After students have finished writing, ask them to look at their lists.
6. *If you listed something as a weakness because it makes you different or because you have been made fun of for it, put a star next to it. Evaluate the list of items you just starred. Are they really weaknesses?*
6. To complete the lesson, have students practice building up one another by playing a game of hot seat. Ask one student to sit in a chair at the front of the room. Designate that chair the hot seat. Invite another student to come up to the hot seat and say something to boost the confidence of the first student (e.g., you are valuable, you are kind, or you are a good friend). Have the second student replace the first student in the hot seat and repeat.

EXTEND THE LESSON

Instruct students to think of people they believe are confident. Have them focus on people other than classmates, such as parents, siblings, mentors, coaches, etc. Tell students to each pick someone to interview and report on. Have them incorporate the following questions into their interviews:

- What do you think confidence looks like?
- What makes you feel confident?
- Is there anything that makes you nervous or fearful? What?
- What do you do when you feel nervous or fearful?
- Have you ever been bullied? If so, how did it make you feel and what did you do?

LESSON 11: CYBERBULLYING

WE ARE CITIZENS OF THE NET.

Be creative and help to be part of the change. No one serves to feel hurt. Be creative and help to be part of the change. No one serves to feel hurt. Be creative and help to be part of the change. No one serves to feel hurt.

BACKGROUND

A cell phone rings repeatedly through the night. An e-mail inbox clogs with messages over a weekend. A stream of cruel text messages comes through at dinnertime. Cyberbullying doesn't stop when the school day ends. It can take place all day every day, making it a popular choice for bullies.

Cyberbullying takes traditional bullying to a new level. Bullies can use social-media websites (e.g., Facebook, MySpace, and Twitter), video-sharing websites (e.g., YouTube), and school gossip sites to exert their power. They can anonymously e-mail, text message, and instant message their targets as often as they like. Targets of cyberbullying suffer greatly due to endless social and emotional abuse and an inability to stop the bullying.

ACCORDING TO A RECENT MCAFEE AND HARRIS INTERACTIVE SURVEY, 29% OF 10-TO 17-YEAR-OLDS HAVE BEEN CYBERBULLIED AND 52% OF 10-TO 17-YEAR-OLDS KNOW SOMEONE WHO HAS BEEN CYBERBULLIED.¹

INTRODUCE AND MODEL LESSON CONCEPTS

What is cyberspace? How is cyberspace different from the real world?

Give students a sheet of paper and have them draw locations where they access the Internet (e.g., home, public library, cell phone). Once students finish their drawings, have them sit in a circle and hold their drawings in front of their chests.

This is cyberspace and your Internet community. Whenever you're online and can't see the person you're communicating with, remember today. There's always a person on the receiving end of your message!

LEARNING GOALS

Duration: 45 minutes

Students will be able to:

- Explain the difference between cyberspace and the physical world
- Discuss the consequences of forwarding bullying messages
- prescribe ways to be good citizens of the Internet

Materials Needed

- Blank paper
- Pencils
- Ball of yarn
- Picture of a girl from a magazine*
- Hat

*Only used in middle school lesson

Key Vocabulary

Citizen: A member belonging to a certain place

Cyberbullying: A form of bullying in which a bully uses digital technology (e.g., e-mail, text messages and social-networking sites) to hurt, embarrass, threaten, or insult a target

Cyberspace: The online world of computers and electronic communication

Additional Reading and Resources

- *Cyberbullying: Activities to Help Children and Teens to Stay Safe in a Texting, Twittering, Social Networking World*, by Vanessa Rogers
- Cyberbullying Research Center, www.cyberbullying.us
- eSchool News, www.eschoolnews.com

¹McAfee, "The Secret Online Lives of Teens," (2010) http://us.mcafee.com/en-us/local/docs/lives_of_teens.pdf, 5.

²Sameer Hinduja and J. Patchin, "Cyberbullying Research Summary: Cyberbullying and Suicide," Cyberbullying Research Center (2010), http://www.cyberbullying.us/cyberbullying_and_suicide_research_fact_sheet.pdf.

PROCEDURE

ELEMENTARY LEVEL

1. Have students sit in a circle on the floor. Explain that they're going to do an activity that will show how fast information can travel.

2. Hold up a large ball of yarn.

This ball represents a piece of information. I'm going to pass the ball to someone in our class while still holding onto the end of the yarn. That person will grab onto the string and then pass the ball to another person. We'll keep passing it until everyone has had a turn. Let's see how quickly it goes around the class.

3. Begin passing the yarn ball. Stop after all students are holding onto the yarn.

That piece of information went around the room in no time! We can even see the path the information traveled. How would you feel if the piece of information we passed around was something embarrassing about you that you didn't want anyone to know?

4. Discuss students' responses.

This is what happens when people are cyberbullied. People use e-mail, text messages, and social-media websites, like Facebook, to pass along embarrassing or mean messages to a lot of people. Remember, it's not okay to pass along mean information or messages. It's called cyberbullying. If someone sends you a mean message and asks you to pass it on, you have the power to help stop the bullying. Delete the message, and refuse to pass it on. Take a stand against bullying!

VICTIMS OF CYBERBULLYING ARE TWICE AS LIKELY
TO ATTEMPT SUICIDE THAN YOUTH WHO DO NOT
EXPERIENCE CYBERBULLYING.²

DISCUSS AND REFLECT

- Describe the similarities and differences between cyberspace and face-to-face interactions.
- Do people act differently on the Internet than they do in person? Explain.
- What rules should we follow to be good citizens of the Internet?

MIDDLE LEVEL

1. Have students sit in a circle on the floor. In the middle of the circle, place the picture you pulled from a magazine. Then role-play the following fictional exchange about the girl in the picture:

This is the new girl who started school here this week. She doesn't have many friends yet. I don't feel bad for her, though. She's super good at sports and joined the basketball team—my team. And Coach gave her my position. I'm so mad. I'm going to make her sorry she came to my school. I just sent my friend a super embarrassing picture of her I took with my phone. I can't wait for everyone to see it.

2. Hold up a ball of yarn.

This ball of yarn represents the picture that was sent. Let's see how quickly it will go around the class.

3. Hold the end of the string, and toss the ball of yarn to a student in the class. Tell students you've sent the picture message to one friend. Instruct the student who caught the ball to hold onto the string and then toss the ball to another student. Tell students the picture message has just been forwarded. Explain that for the next minute, they are going to pass the yarn to as many people as possible. Each person must hold onto the string before passing the yarn ball along.

4. After one minute, count how many people caught the yarn.

In one minute, ____ students forwarded the message about the new student. Imagine how many students could forward the message in a day, two days, or even a week.

5. Put students in small groups and have them discuss the following questions:

- Do you think the person who sent the original message should face consequences? Explain.
- Do you think people who forwarded the message should face consequences?
- Is this a form of bullying? Why or why not?

Cyberbullying is quick. It's as simple as pressing forward. You have the power to stop this type of bullying. If a message comes to you, don't help the bully. Delete it.

EXTEND THE LESSON

Help students create fictional usernames for the Internet.

Go over the following safety guidelines for creating a username:

- Don't reveal your age or gender.
- Don't tell anything about where you live (e.g., street, city, or school name).
- Do not include your first or last name.
- Use clean language (i.e., no bad words or suggestive/inappropriate language).

Have students write down their usernames and put them in a hat. Draw out the names and have students try to match usernames to classmates. End the activity by reinforcing that usernames are always attached to real people.

REFERENCES



1. Dan Olweus, "Bullying at School and Later Criminality: Findings from Three Swedish Community Samples of Males," *Criminal Behaviour & Mental Health* 21, no. 2 (April 2011): 151; Barbara Coloroso, "A Bully's Bystanders Are Never Innocent," *Education Digest* 70, no. 8 (2005): 49.
2. Debra Pepler, W. Craig, D. Jiang, and J. Connolly, "Developmental Trajectories of Bullying and Associated Factors," *Child Development* 79, no. 2 (2008): 326.
3. Ibid.
4. Ibid., 102.
5. Barbara Houbre, C. Tarquinio, I. Thuillier, and E. Hergott, "Bullying Among Students and Its Consequences on Health," *European Journal of Psychology of Education - EJPE (Instituto Superior De Psicologia Aplicada)* 21, no. 2 (2006): 183-208.
6. Paul R. Smokowski and K. H. Kopasz, "Bullying in School: An Overview of Types, Effects, Family Characteristics, and Intervention Strategies," *Children & Schools* 27, no. 2 (2005): 101.
7. Ibid., 103; Houbre et al., "Bullying Among Students," 185.
8. Houbre et al., "Bullying Among Students," 185.
9. Olweus, "Bullying at School," 155.
10. Houbre et al., "Bullying Among Students," 184-185.
11. Ibid.; Smokowski et al., "Bullying in School," 104.
12. Smokowski et al., "Bullying in School," 104.
13. Ibid., 105.
14. National Education Association, "Bullying Prevention in Public Schools," *NEA Policy and Practice Center for Great Public Schools*, accessed August 31, 2012, <http://www.nea.org/assets/docs/PB43bullyingprevention2012.pdf>.
15. Coloroso, "A Bully's Bystanders Are Never Innocent," 50.
16. Barbara Coloroso, *The Bully, the Bullied, and the Bystander: From Pre-school to High School—How Parents and Teachers Can Help Break the Cycle of Violence* (HarperCollins Publishers, 2006), 63.
17. Ibid.
18. Houbre et al., "Bullying Among Students," 184-185.
19. Smokowski et al., "Bullying in School," 104.
20. Ibid.
21. Smokowski et al., "Bullying in School," 102.
22. Coloroso, *The Bully, the Bullied, and the Bystander*, 35..
23. Ibid., 16.
24. Ibid., 17.
25. Cox Communications, "Teen Online & Wireless Safety Survey: Cyberbullying, Sexting and Parental Controls 2009," accessed June 12, 2012, http://ww2.cox.com/wcm/en/aboutus/datasheet/takecharge/2009-teen-survey.pdf?campcode=takecharge-research-link_2009-teen-survey_0511.
26. SmartPhoneParenting.com, "2011 National Smart Phone Parenting Survey," accessed June 16, 2012, <http://www.smartphoneparenting.com/survey.html>.
27. Kirsten Purcell, "Teens 2012: Truths, Trends, and Myths about Teen Online Behavior," *Pew Internet and American Life Project*, accessed August 31, 2012, <http://www.slideshare.net/PewInternet/teens-2012-truth-trends-and-myths-about-teen-online-behavior>.
28. Facebook, accessed September 13, 2012, <https://www.facebook.com/help/?faq=210644045634222>.
29. ABC News, "Underage Facebook Members: 7.5 Million Users under Age 13," May 10, 2011, <http://abcnews.go.com/Technology/underage-facebook-members-75-million-users-age-13/story?id=13565619>.
30. Ibid.
31. Amanda Lenhart, "Teens and Sexting: Pew Internet and American Life Project, December 2009," accessed October 5, 2012, <http://pewresearch.org/pubs/1440/teens-sexting-text-messages>.
32. Wendy Craig, D. Peplar, "Making a Difference in Bullying," accessed August 31, 2012, <http://www.melissainstitute.org/documents/makingadifference.pdf>, 10.
33. Coloroso, *The Bully, the Bullied, and the Bystander*, 15.
34. Sandra Graham, "Bullying: A Module for Teachers," *American Psychological Association*, accessed August 25, 2012, <http://www.apa.org/education/k12/bullying.aspx?item=5>.
35. Wendy Craig, D. Pepler, and J. A. Rona, "Observations of Bullying in the Playground and in the Classroom," *School Psychology International* 21, no. 1 (2000): 22-36.
36. National School Climate Center, accessed August 31, <http://www.schoolclimate.org/climate/>.
37. Paul R. Smokowski and K. H. Kopasz, "Bullying in School: An Overview of Types, Effects, Family Characteristics, and Intervention Strategies," *Children & Schools* 27, no. 2 (2005): 101.
38. Lynn D. Hawkins, D. Pepler, W. Craig, "Naturalistic Observations of Peer Interventions in Bullying," *Social Development* 10, no. 4 (2001): 519.
39. Sameer Hinduja and J. Patchin, "A Brief Review of State Cyberbullying Laws and Policies," accessed September 13, 2012, http://www.cyberbullying.us/Bullying_and_Cyberbullying_Laws.pdf.
40. The Toronto Sun, <http://www.torontosun.com/2012/06/01/legislation-wont-stop-bullying>.
41. National Education Association, accessed June 12, 2012, <http://www.nea.org/>.
42. Craig, et al., "Observations of Bullying," 41-60.