

# **STUDENT WORKBOOK**

**FOR**

## **The Bully Proof Classroom**

**[www.bullyproofclassroom.com](http://www.bullyproofclassroom.com)**

**Designed and Created by**

**Jim Burns and Paul McEnerney**

## Contents

Bullying Statistics .....	1
Bullying Myths .....	5
Other Myths .....	7
Sample Anti Bullying Pledge.....	8
Anti Bullying Bill Of Rights.....	10
HIB Reporting and Investigation Timelines .....	15
Scenarios (Beginner Level).....	18
Ratting vs. Reporting .....	20
Effective Listening Skills.....	22
My Own Bullying Story.....	23
The Thing I Like Most About You .....	24
Causes of Bullying.....	25
Cyber Bullying Vocabulary .....	27
Name That Tactic.....	30
Cyber Bullying Statistics .....	32
Cyber Bullying Public Service Announcement .....	34
The Great Debate: Social Media.....	35
Friend or Foe.....	35
Creation of an Acceptable Use Policy for Cyber Bullying.....	36
Bullying Role Play – Intermediate Level.....	37
Why Is Having Relevant and Consistent Consequences So Important? .....	40
What Would You Do? .....	43
Normal Peer Conflict or Bullying.....	44
Crisis Planning.....	45
Six Major Intervention Models.....	46
Expectations and Procedure Checklist.....	59
Learn The Difference Between Being Effective And Efficient.....	62
Character Education and Respect .....	63
Dealing with Angry and Irate Parents.....	65
Planned Parent Conferences .....	69
Parenting Program .....	70
Preparation and Presentation of the School Wide Anti Bullying Campaign .....	71
Notes .....	77
APPENDIX.....	79
Articles – and Links to Articles .....	52

Teacher Documentation Log for Bullying.....	75
Student Documentation Log For Bullying.....	76
Student Documentation Log for Bullying .....	77
At Risk Referral Form .....	78
Additional Activities.....	79
<b>Bullies Act Out</b> .....	82
A Sample Elementary Anti Bullying Lesson Plan.....	82
Websites.....	85
Intervention Scenarios .....	99
Reflection Log .....	102
Notes .....	107



# Bullying Statistics

1. 60% of middle school students say that they have been bullied, while 16% of school staff believes that students are bullied.
2. 160,000 students stay home from school everyday due to bullying. (NEA)
3. 30% of students who reported they had been bullied said they had at times brought weapons to school.
4. A bully is 6 times more likely to be incarcerated by the age of 24.
5. A bully is 5 times more likely to have a serious criminal record when he grows up.
6. 2/3 of students who are targets become bullies.
7. 20% of all children say they have been bullied.
8. 20% of high school students say they have seriously considered suicide with the last 12 months.
9. 25% of students say that teachers intervened in bullying incidents while 71% of teachers say they intervened.
10. The average child has watched 8,000 televised murders and 100,000 acts of violence before finishing elementary school.
11. In schools where there are bullying programs bullying is reduced by 50%.
12. Bullying was a factor in 2/3 of the 37 school shootings reviewed by the US Secret Service.

13. According to the National Institute of Occupational Safety Health (NIOSH) (Sauter, et al., 1990), there is a loss of employment amounting to \$19 billion and drop in productivity of \$3 billion due to workplace bullying.
14. Law enforcement costs related to bullying enormous. Since 1999, the Office on Violence against Women (OVW) has spent \$98 million in assistance to address campus sexual violence.

# **Bullying Behaviors**

## **3-1**

### **1. Physical Aggression**

- **Mild** – Pushing, shoving, hitting, spitting, and kicking
- **Moderate** – Defacing Property, Stealing, Physical acts that are demeaning and humiliating, but not bodily harmful (e.g., de-panting), locking in a closed or confined space
- **Severe** – Physical violence against family or friends, threatening with a weapon, inflicting bodily harm

### **2. Social Alienation**

- **Mild** – Gossiping, embarrassing, spreading rumors about
- **Moderate** – Ethnic slurs, Setting up to take the blame, publically humiliating (e.g., revealing personal information), excluding from group, social rejection
- **Severe** – Maliciously excluding, manipulating social order to achieve rejection, malicious rumor-mongering, threatening with total isolation

### **3. Verbal Aggression**

- **Mild** – Mocking, name calling, dirty looks, taunting, teasing about clothing or possessions
- **Moderate** – Teasing about appearance, intimidating telephone calls, verbal threats of aggression against property or possessions
- **Severe** – Verbal threats of violence or inflicting bodily harm

#### 4. Intimidation

- **Mild** – Threatening to reveal personal information, graffiti publically challenging to do something, defacing property or clothing, playing a dirty trick
- **Moderate** – Taking possessions (e.g., lunch, clothing, toys), extortion
- **Severe** – Threats of using coercion against family or friends, coercion, threatening with a weapon

#### 5. Racial and Ethnic Harassment

- **Mild** – Joke telling with racial or ethnic targets, exclusion due to ethnic or cultural group membership,
- **Moderate** – Racial or ethnic slurs or put downs, verbal accusations, insults and public humiliation
- **Severe** – destroying or defacing property due to cultural or group membership, physical or verbal attacks due to group membership

#### 6. Sexual Harassment

- **Mild** – Sexual or dirty jokes, conversations that are too personal, howling, catcalls whistles, leers, and stares
- **Moderate** – Snuggies (pulling underwear up at the waist), continually asking someone out when he or she is not interested, spreading sexual rumors, pressure for sexual activity, de-panting, bra snapping
- **Severe** – Comering, standing too close, blocking, following, sexual assault, attempted sexual assault, rape

## **Bullying Myths**

- **Bullying is an Isolated, Individual Aggressive Action** – Bullying is not an isolated aggressive action. In fact, bullying/victimization problems are influenced by peers, families, schools, and communities.
- **Bullying Occurs Between a Bully and a Victim** – Bullying is a dynamic social relationship problem and many youth move in and out of various roles.
- **Anti-Bullying Policies are Ineffective** – If Anti-Bullying policies are not mandated many school districts do not willingly develop and adopt Anti-Bullying policies which create awareness and lay the foundation for lasting societal change.
- **It's Impossible to Stop Bullying** – When there is positive adult leadership in schools, positive student leadership, and healthy relationships there is less bullying.

- **Bullying Prevention and Intervention are Complicated and Expensive** – The development of healthy social relationships is free. Strategies don't have to be expensive and should simply be based upon the golden rule.
- **Physical Bullying is More Damaging than Relational or Verbal Bullying** – Sticks and Stones may Break my Bones but Words will Never Hurt Me is Untrue. With cyber bullying on the rise Verbal Bullying can go undetected, maybe for years.
- **Figuring out How to evaluate Anti-Bullying Efforts is too Complicated** – Statistical Reviews can be performed at any level to determine the effect of any program. It is done with student test scores on a regular basis in schools.

## Other Myths

- **No Bullying Here/No Gangs Here** – Schools and communities that deny the possibility or presence are where you are MOST likely to find both flourishing in anonymity.
- **Right of Passage** - Adults believe that since they went through “bullying or were also in gangs that it is a normal stage that kids must go through.
- **They Are Tough** - Gang members and bullies are weak, and cowardly and when they are without a victim to bully have low self esteem.
- **They are Popular** – They are surrounded by people, not because of popularity, but fear.
- **Small Communities are Immune** – Small communities think they are immune; they are more likely to have higher bully/gang victimization rates. Gangs find the suburbs a lucrative alternative to the cities where competition cuts into the profits.

## **Sample Anti Bullying Pledge**

**“I pledge not to use my hands or words to hurt other people. “(Very basic)**

**“I agree to stamp out bullying and all forms of violence. I believe that everyone should be able to enjoy our school equally, feel safe, secure, and accepted regardless of ethnicity, gender, popularity, athletic ability, intelligence, religion or nationality.”**

**Another Example:**

**This is for me, my friends today...And my friends tomorrow.**

**I think being mean stinks...I won't watch someone get picked on because I am a do-something person...not a do-nothing person, I care and can help change things I can be a leader; in my world there are no bullies allowed.**

**Bullying is bad...Bullying bites...**

**Bullying bothers me. I know sticking up for someone is the right thing to do...My name is (your name)**

**And I won't stand by...**

**I will speak up when someone is being bullied**

### **Create an Anti-Bullying Pledge For Your Class**

- 1. Each student will write a sentence or phrase**
- 2. Have them write it on a piece of paper (ex. 5"x6"piece). All need to be the same size**
- 3. Place all completed phrases in a shoe box (do not fold).**

- 4. Pull out one at a time and read out to the class.**
- 5. Have the students decide what order the phrases are to be arranged.**
- 6. When all phrases are read and arranged and rearranged the final outcome will be th class pledge.**
- 7. At the end of the final copy ask all students to sign.**
- 8. Each month read the pledge and discuss why this pledge is important**

# Anti Bullying Bill Of Rights

## Bullying Awareness and Prevention

Provides that training on harassment, intimidation, and bullying (HIB) be part of the training required for public school teaching staff members in suicide prevention. The instruction is also required to include information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

**· Provides that by the 2011-2012 school year all candidates for school administrator or teacher certification will be required to complete a program on harassment, intimidation, or bullying prevention, and that training in this area will be a part of the professional development requirements for these individuals.**

Includes training regarding harassment, intimidation and bullying in schools as a part of the training program provided to all school board members.

Provides that the training course for safe schools resource officers and public school employees assigned by a board of education to serve as a school liaison to law enforcement must include training in the protection of students from harassment, intimidation, and bullying.

Requires school districts to establish bullying prevention programs or approaches. Under current law school districts are only “encouraged” to establish such programs.

Provides that each school district must form a school safety team in each school in the district to foster and maintain a positive school climate within the schools:

**The School Safety Team shall consist of the principal or a senior administrator in the school and a teacher in the school, the school anti-bullying specialist, and other members to be determined by the principal. The school anti-bullying specialist shall serve as the chair of the school safety team.**

**1. The school safety team shall:**

- receive any complaints of HIB of students that have been reported to the principal
- receive copies of any report prepared after an investigation of an incident of HIB
- identify and address patterns of HIB
- review and strengthen school climate and the policies of the school in order to prevent HIB
- educate the community, including students, teachers, administrative staff, and parents, to prevent and address HIB of students
- collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation or bullying of students

Creates the “Bullying Prevention Fund” in the Department of Education to be used to fund grants to school districts to provide training on harassment, intimidation, and bullying prevention and on effective means to create a positive school climate.

**Designates the week beginning with the first Monday in October of each year as a “Week of Respect” and requires districts to observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation or bullying.**

### **Response to HIB and Enforcement of Appropriate Consequences**

2. Amends the definition of “harassment, intimidation or bullying”: to specify that the “harm” that a student may experience could be either physical or emotional; to add two additional criteria to the definition – the creation of a hostile environment at school and the infringement on the rights of the student at school; and to eliminate the requirement that the disruption or interference with the orderly operation of the school be “substantial.”
3. Adds a conviction of “bias intimidation” to the list of crimes for which a person may be disqualified for employment in a school.
4. Provides that the Department of Education, in consultation with the Division on Civil Rights in the Department of Law and Public Safety, must develop a guidance document for use by parents, students, and school districts to assist in resolving complaints regarding harassment, intimidation, or bullying behaviors and concerning the implementation by school districts of statutory requirements in this area.
5. Includes harassment, intimidation, and bullying in the types of conduct that under current statute may constitute good cause for suspension or expulsion.
6. Includes members of the school board in the list of individuals who may not engage in reprisals against victims or witnesses of acts of harassment, intimidation, or bullying and also in the list of those who are required to report acts of

harassment, intimidation, or bullying to appropriate officials in the school district;

7. Provides that a school district's policy on harassment, intimidation, and bullying must include appropriate responses to such actions that occur off school grounds.
8. Provides a detailed procedure that must be included in each district's policy concerning the investigation of incidents of harassment, intimidation, or bullying.
9. Provides that a school employee or contracted service provider must file a written report with the school principal within two days of observing or being made aware of an act of harassment, intimidation, or bullying.

**The Law provides that the principal in each public school must appoint the currently employed school guidance counselor, school psychologist or another similarly trained individual as the school Anti-Bullying Specialist.**

**If there is no individual that meets these criteria employed in the school, the principal must appoint another currently employed individual in the school to the position of school anti-bullying specialist. The bill also sets forth the responsibilities of school anti-bullying specialists.**

1. Chair the school safety team
2. Lead investigation of incidents
3. Act as primary school official responsible for preventing, identifying, and addressing incidents at school

**Provides that the superintendent of schools in each school district must appoint a district Anti-Bullying Coordinator and sets forth the responsibilities of that individual:**

1. Responsible for coordinating and strengthening the school district's policies to prevent, identify, and address incidents
2. Collaborate with school anti-bullying specialists in the district, the board of education, and the superintendent of schools to prevent, identify and respond to incidents
3. Provide data, in collaboration with the superintendent of schools, to the Department of Education regarding harassment, intimidation, and bullying of students
4. Require the addition of an anti-bullying policy and enforcement mechanism to the student code of conduct of every public college and university.

**Accountability of School, School District, and State of New Jersey**

1. Provides that the Department of Education must establish a formal protocol to be used by the offices of the executive county superintendent of schools in investigating complaints

that school districts are not adhering to the provisions of law governing harassment, intimidation, or bullying in the schools.

2. Provides that a school administrator who fails to initiate or conduct an investigation of an incident, or who should have known of an incident and fails to take action, is subject to discipline.
3. Provides that the superintendent of schools must report to the board of education twice a year, rather than annually, at a public hearing all acts of violence, vandalism and harassment, intimidation, or bullying which occurred during the previous period. The report shall be used to grade schools and districts in their efforts to identify harassment, intimidation or bullying, pursuant to a program for which the commissioner will provide guidelines. Include in the School Report Card data identifying the number and nature of all reports of harassment, intimidation or bullying.

## **HIB Reporting and Investigation Timelines**

1. **All acts** of harassment, intimidation, or bullying (HIB) shall be **reported verbally** to the school principal **on the same day** when the school employees or contracted service provider witnessed or received reliable information regarding any such incident.
2. The **principal shall inform the parents or guardians of ALL students** involved in the alleged incident, and may discuss, as appropriate, the availability of counseling, and other intervention services.
3. All acts of harassment, intimidation, or bullying shall be **reported in writing** to the building principal **within two school days** of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation or bullying.

4. An **investigation** shall be **initiated** by the principal or the principal's designee **within one school day of the report of the incident** and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation.
5. The **investigation shall be completed as soon as possible, but not later than ten (10) school days from the date of the written report** of the incident. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the ten (10) day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.
6. The **results of the investigation** shall be **reported to the superintendent** of schools **within two (2) days of the completion of the investigation**, and the superintendent may decide to provide intervention services, establish training programs to reduce harassment, intimidation or bullying and enhance school climate, impose discipline, or order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
7. The **results of each investigation** shall be **reported to the board of education no later than the date of the board of education meeting next following the completion of the investigation**, along with information on any services, provided, training established, discipline imposed, or other action taken or recommended by the superintendent.
8. **Parents or guardians of the students** who are **parties of the investigation** shall be **entitled to receive information about the investigation**, including the nature of the investigation, whether the district found evidence of HIB or whether discipline was imposed or services provided to address the incident of HIB. This information shall be **provided in writing within five school days after the results are reported to the board.**

- 9. A parent or guardian may request a hearing before the board** after receiving the information, and the **hearing shall be held within ten days of the request.** The board shall meet in executive session for the hearing to protect confidentiality of the students. At the hearing the board may hear from the school-anti-bullying specialist about the incident, recommendation for discipline or services, and any programs instituted to reduce such incidents.
- 10. At the next board of education meeting following its receipt of the report, the board shall issue a decision, in writing,** to affirm, Reject, or modify the superintendent’s decision. The board’s decision may be appealed to the Commissioner of Education, in accordance with the procedures set forth in law and regulation, **no later than 90 days after the issuance of the board’s decision.**
- 11. A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident** of HIB based on the membership in a protected group as enumerated in the “Law Against Discrimination,” P.L. 1945, c. 169 (C. 10:5-1 et seq.)

## Scenarios (Beginner Level)

### Scenario 1

A student is walking down the hall by him/herself. Another student who is leaning on a locker with a friend sneers and says to their friend, "what a loser!" about the kid who just walked by.

### Scenario 2

A girl reports to one of her best friends that she likes the new boy in their class. The friend tells the boy that her girlfriend likes him. He doesn't seem to care. The girl reports back to her friend that the boy thinks that she is stupid, then laughs at her for even thinking that this boy would like her.

### Scenario 3

Several girls decide not to invite another girl to a party. They talk openly in front of her about the party and make it obvious that she is not invited.

### Scenario 4

At a Halloween party, a student is taking a break and sits down at a table. The student is wearing a fancy costume. Two other students comment on the costume saying, "Your costume is STUPID. Did you make it yourself or what?" They laugh and walk away.

### Scenario 5

One student writes a mean letter about another student in the class. The letter is passed on to several other students who read it, laugh and then pass it on.

### Scenario 6

A student reports to a teacher that they saw someone vandalizing school property. The teacher asks the vandal about it. The vandal says that it wasn't him/her. Afterward the vandal approaches the

original student and says, "I know it was you who told. I am going to get you after school you punk."

**Scenario 7**

A student walks into class where there is not assigned seating. His/Her usual seat is occupied. He says, "That's my seat." Get out of it."

**Scenario 8**

In a Physical Education class after clear instructions to throw the ball below waist level in a game of bombardment, a student intentionally throws the ball at another kid's head.

## **Rating vs. Reporting**

**Tattling** is when you tell to get someone into trouble and you tell in front of others.

Responsible reporting is when you talk to an adult to get someone out of trouble and you talk with the adult in private."

**Tattling** is when you tell to get someone into trouble and you tell in front of others.

**Responsible Action** is when you talk with an adult if you are concerned about bullying or want to get someone out of trouble, and you talk with an adult in private."

### **Strategies for Classroom Use**

Have a "**Something's Bothering Me Box**" in the class. This gives students an anonymous way of reporting bullying incidents (or any other concerns they may have), especially at the beginning of the year when trust might not yet be established. Set aside time to discuss issues as a class (without naming names) or with individuals as required. As all teachers know, positive reinforcement is almost always more successful than negative reinforcement in curbing students' "*bad*" behavior. Create opportunities for students to have their acts of kindness and respect reported and rewarded.

**"Something's Bothering Me Box"**, have a **"Reporting Respect Box"** for student to share respectful things they did or saw others doing. Perhaps they stood up for themselves assertively but calmly in the face of a student who bullies. Perhaps they came to the aid of another student who was hurt or needed help. Perhaps they told a student who was bullying to leave that person alone. Take time each week to read respect reports with your students. Talk about other positive things the students could do in the incidents being discussed. Discuss things they might have done that would only have made matters worse. (15 minutes)

# Effective Listening Skills

**Ignoring** – Basically being present physically with your mind on something else. The speaker is not aware of this but; the listener may have no memory of the conversation.

**Pretend Listening** – This is something that a person may do when they want to get off the phone with someone and the other person continues to talk. The listener usually responds with statements like; Right, right, yeah, got it.

**Selective Listening** – This is usually what is done with a three year old child. The premise here is if the listener paid attention to everything that was said they would spend all of their time listening. So they only listen when there is some type of critical information being shared.

**Attentive Listening** – The listener attends to the speaker with their ears, eyes, and body. They hear clearly but may not understand what is truly being said.

**Empathic Listening** – The listener pays attention with their ears, eyes, body, and mind and can truly understand the emotions of the conversation. This can also be called active listening or reflective listening and is a way of listening and responding to another person that improves mutual understanding and trust. It is an essential skill for third parties and disputants alike, as it enables the listener to receive and accurately interpret the speaker's message, and then provide an appropriate response. (Review and discuss 20 minutes)

## **My Own Bullying Story**

The participants will write their own bullying stories. They can select from one of the following scenarios or all four and write about an experience from their life. This can be found on page 23 of the Beane text. (30 minutes)

- Describe a time when someone's words or behavior hurt you.
- Describe a time when you said or did something to hurt another person.
- Describe a time when you saw/heard bullying but didn't do anything about it.
- Describe a time when you saw/heard bullying and either got help or tried to stop it.

Participants will partner with another student and take turns telling their stories and practice the empathic listening skill from above. Ask participants how they knew they were understood by the listener. They will then pick one story that they can share with the class.

## **The Thing I Like Most About You**

- 1) Write your name on a piece of paper and place it in a hat or a container.
- 2) The instructor will draw a name out of the hat. Let's say the name is Jim.
- 3) Jim will not be involved in the activity at this time.
- 4) Write one paragraph describing the thing that they like most about Jim.
- 5) The paragraph must contain one quality that they like with supporting details.
- 6) Share your findings with a partner to make any revisions.
- 7) Each participant will then read their short essay to Jim.
- 8) If Jim were a student in your class these essays would be collected by the teacher first and screened so that any negative comments or back handed compliments would NOT be read.
- 9) Jim would receive these essays in a decorated folder to take home and to read when he would like to.
- 10) This activity should start around October when the students have had a chance to get to know each other

### **Possible Questions**

Q -What if a student refuses to write the essay?

A – His name is removed from the hat until he participates.

Q – Should all students have to do this?

A- Yes. It is not about feeling like it at this point. It is to give the students the language to say positive things to their classmates.

Q -What if student writes negative comments?

A – Their essay is pulled and the teacher determines if this was intentional or if the student just didn't know any better. The teacher then sits with the student to assist in making revisions.

## **Causes of Bullying**

- Individual Factors - Impulsiveness and Lack of Problem Solving Skills
- Family Factors – Aggression in the Family, Lack of Parental Supervision
- Peer Group Factors – Accepted by Peer Group
- School Factors - The amount of adult supervision is directly tied to the frequency and severity of bullying in school. Adults Don't Intervene in Bullying
- Community Factors – Communities and schools work together to combat bullying

### **What Educators Deal With Daily**

#### **Individual Factors**

- Children with an impulsive temperament are more likely to turn into a bully (Olweus 1994)
- Bullies like to be in charge, dominate, and assert their power (Olweus 1993)
- Bullies crave attention, so they show off and act tough in order to get it from their peers
- Bullies lack empathy for their victims and have difficulty showing compassion
- Bullies believe that the victim provoked the attack and deserved the consequence
- Bullying is a cry for help

## **School Factors**

- A negative school climate encourages the formation of cliques and bullying
- Some teachers threaten, tease, shame, or intimidate to maintain control of their classroom
- 25% of teachers see nothing wrong with bullying and put downs
- Bullies can be identified as early as preschool

**Cyber bullying is a term used to define recurrent and sustained verbal and/or physical attacks by one or more children towards another child who is unable or unwilling to deescalate the engagement using information and communication technology. Like classic bullying, cyber bullying is harmful, repeated and hostile behavior intended to deprecate and disparage a targeted child.**

Bullying use to be confined to schools, neighborhoods or some small geographic location that the bullied child could leave and seek respite. With cyber bullying, the target child has no escape from the taunting and harassment afforded by the internet and mobile digital technology. Given the variety of methodologies cyber bullies use, which continues to expand, provided below are the ten most common.

## **Cyber Bullying Vocabulary**

**The following are tactics used by cyber bullies against their targets:**

1. **Bashing** – Using the Internet to make contact and commit direct verbal or visual attacks at any time. Cyber bullies may post comments on blogs or send text messages from a phone. They may also take photos of targets or steal a photo from an online source to alter images in damaging ways or add cruel or derogatory comments and post them online for others to see. One very concerning trend is the videoing of students being beaten, and then having these posted on video sharing sites.
2. **Exclusion** – Being excluded from participating in online activities with their peers, which can bring on feelings of rejection. Exclusion may occur in an online gaming environment, group blogging environment, or any other password-protected community. Exclusion may also occur in

an instant messaging or text messaging environment when a cyber bully pointedly excludes their target from the buddy list of a group of students.

3. **Flaming** – A heated, short-lived argument that often includes offensive, rude and vulgar
4. language, insults and sometimes threats. Flaming can occur via text or instant messaging, in blogs of social networking sites, chat rooms, discussion boards, or online gaming sites.
5. **Outing** –Disclosing secrets or personal and private information about the target that embarrasses or humiliates him or her. A common way to “out” someone is to forward a message from the target that contains intimate, personal information to others.
6. **Posing** – A form of indirect attack where a cyber bully creates Web sites pretending to be the target, or, using the target’s user access information, posts defamatory comments on other sites; when the cyber bully pretends to be the target and says mean things about the target’s friends, it can cause those friends to reject them.
7. **E-mail Threats and Dissemination:** E-mail Threats and Dissemination is a cyber bully tactic used to inspire fear in the target child and then informing other members in the peer group of the alleged threat. The cyber bully sends a threatening e-mail to the target child and then forwards or copy & pastes the threatening message to others of the implied threat.
8. **Harassment:** Harassment is sending hurtful messages to the target child that is worded in a severe, persistent or pervasive manner causing the respondent undue concern. These threatening messages are hurtful, frequent and very serious. Although sending constant and endless hurtful and insulting messages to someone may be included in cyber stalking, the implied threats in harassment does not lead the target child to

believe the potential exists the cyber bully may actually be engaged in offline stalking of the target child.

9. **Phishing:** Phishing is a cyber bully tactic that requires tricking, persuading or manipulating the target child into revealing personal and/or financial information about themselves and/or their loved ones. Once the cyber bully acquires this information, they begin to use the information to access their profiles if it may be the target child's password, purchasing unauthorized items with the target child's or parents credit cards.
10. **Impersonation:** Impersonation or "imping" as a tactic in cyber bullying can only occur with the "veil of anonymity" offered by digital technology. Cyber bullies impersonate the target child and make unpopular online comments on social networking sites and in chat rooms. Using impersonation, cyber bullies set up websites that include vitriolic information leading to the target child being ostracized or victimized in more classic bullying ways.
11. **Denigration:** Denigration is used in both classic and cyber bullying, denigration is a term used to describe when cyber bullies send, post or publish cruel rumors, gossip and untrue statements about a target child to intentionally damage their reputation or friendships. Also known as "dissing," this cyber bullying method is a common element and layer involved in most all of the cyber bullying tactics listed.
12. **E-mail and Cell Phone Image Dissemination:** Not only a tactic used in cyber bullying, but a form of information exchange that can be a criminal act if the images are pornographic or graphic enough depicting under aged children. Children can receive images directly on their phones and then send them to everyone in their address books. Of all cyber bullying methods, this tactic, which serves to embarrass a target child, can lead to serious criminal charges.

13. **Images and Videos:** Briefly described in Happy Slapping, the usage of images and video recording has become a growing concern that many communities, law enforcement agencies and schools are taking seriously. Due in part to the prevalence and accessibility of camera cell phones, photographs and videos of unsuspecting victims or the target child, taken in bathrooms, locker rooms or in other compromising situations, are being distributed electronically. Some images and videos are emailed to peers, while others are published on video sites.

## **Name That Tactic**

**After being introduced to the above list the participants will be given the following scenarios and be asked to identify what tactic was used.**

For the scenarios below, which bullying tactic (**posing, outing, flaming, bashing, exclusion**) is each an example of:

1. Tom and Jim had never liked each other, especially on the soccer field. After practice they would text messages insults and call each other names. Finally, Jim told Tom he better watch his back at soccer practice the next day.

---

2. Sandy and Kim were fairly good friends, but Sandy was secretly envious of Kim because John was her boyfriend. One afternoon, they were working on a social studies project on the computer at Kim's house. Sandy watched Kim log onto her email and in the process discovered Kim's password and user name. Later, Sandy logged on to Kim's account and, pretending to be Kim, sent a hurtful message to her boyfriend.

---

3. Thomas was a fairly popular seventh grader. But he had been overweight most of his life and was sensitive about the other guys seeing him change clothes in the locker room.

Seth, a new student having trouble making friends, used his cell phone to take a picture of Thomas with his shirt off in the locker room. By the time the next class started, this unflattering picture of Thomas was flying around school.

---

4. Alisha had tried really hard to fit in with a group of popular girls at school. She had a disagreement with the leader of this group and now the girls have all blocked her on their social media accounts as well as in their address books so she can no longer text anyone.

---

5. Sara was recently honored for her good grades. Kim, a girl who had been a friend of Sara's, felt she was getting stuck up, so she created a "Sara Thinks She's Better" Web site. There, Kim with help from some friends, posted some unflattering jokes and untrue gossip about Sara.

---

## Cyber Bullying Statistics

- 42% of kids have been bullied while online. 1 in 4 had it happen more than once.
- 35% of kids have been threatened online. Nearly 1 in 5 had it happen more than once.
- 21% of kids have received mean or threatening e-mail or other messages.
- 58% of kids admit someone has said mean or hurtful things to them online. More than 4 out of 10 say it has happened more than once.
- 53% of kids admit having said something mean or hurtful to another person online. More than 1 in 3 have done it more than once.
- 58% have not told their parents or an adult about something mean or hurtful that happened to them online.

The vast difference between bullying and cyber bullying is that children have to go to school. But, if they are being bullied there are measures they can take to stay home e.g. play sick, or the best case scenario report the incident and have his/her parent come into school to speak to the teacher or administration. Cyber bullying can occur at home with the child having no means of escaping.

<b>Bullying</b>	<b>Cyber-bullying</b>
A bully says something nasty and it's only heard when he/she says it.	A cyber bully can say something on line and it can be accessed practically forever
The bully makes him or herself known to the victim.	
The primary bully is usually stronger.	
Bullies are usually limited to attacking certain hours during the day	
Often bullies attack face to face	
In most physical bullying attacks there are relatively few witnesses	

**Complete the chart above that contrasts bullying and cyber bullying. The first one has been done for you.**

# **Cyber Bullying Public Service Announcement**

With a partner prepare a public service announcement designed to create awareness about the topic of cyber bullying. In preparing this **announcement the participants should realize that an effective public service announcement is for the good of the community and it must:**

- **Attract the attention of your target audience (Create awareness and a need: to stop cyber bullying)**
- **Speak to the audience in their own language (use terms that parents and teachers can relate to)**
- **Relate to the audience's lives (Are their students or children being cyber bullied?)**
- **Deliver a single core message (STOP CYBER BULLYING)**
- **Deliver the message with clarity (To the point)**
- **Motivate the audience to act. (What can be done)**

# **The Great Debate: Social Media**

## **Friend or Foe**

After researching both sides of the issue prepare to debate the topic of social media. One half, the Pro side, should prepare to defend the following statement: **Social Media has allowed for greater convenience and has created an environment for people to get to know each other much more easily.**

The other half, the Con side, should prepare to defend this statement: **Social Media has invaded privacy and allows for individuals to bully and harass people at a much greater rate than in the past.**

**The debate begins with the Pro team presenting their case for 5 minutes. While the Pro team presents, the Con team should be developing challenge questions. The Con team has 10 minutes to ask rebuttal questions.**

**Now the Con team presents their case for 5 minutes and the Pro team challenges for 10 minutes.**

**Next there is a 15-minute preparation period for each side to construct their closing arguments. The Con team has 3 minutes to present their closing statements, followed by the Pro team closing statements. Perform a whole-class cheer or round of applause when the debate is completed.**

**From its inception technology has been used to create worldwide communication and convenience. Convenience being the keyword; anything can now be written to anyone at any time. Cyber bullying is something that can be done anywhere at any time. What can be done to control the impulse that drives someone to bully on line or by using the social media?**

# Creation of an Acceptable Use Policy for Cyber Bullying

Schools normally have an acceptable use policy for internet use. Educating students about acceptable media use both in and out of school is becoming more and more important for teachers. Classroom teachers should not only be aware of what is acceptable and not acceptable but also be able to teach this to their students. Students regard digital technologies as powerful and compelling tools for learning, productivity, communication and collaboration. Thoughtful, progressive policy realizes the potential of technology and acknowledges that ICT (information and communication technology) must be broad-based and used intensively by educators, administrators and students — the critical dynamic if teachers and students are to communicate, share new knowledge and extend teaching and learning beyond school walls and classroom hours.

**In base groups develop an acceptable use policy that they can teach to their students. This policy should include the following four big ideas:**

## **Four Big Ideas for Your Acceptable Use Policy**

- Responsible personal conduct within the online environment is no different than responsible personal conduct face-to-face. (You don't text something that you would not say in person)
- Individuals must protect personal safety online. (How can I be affected by social media?)
- Civic life has an expanding digital dimension that demands responsible engagement by individuals and groups. (Am I responsible for my words and actions?)
- There are long--lasting implications to publishing in the online environment. (How am I affecting another person?)

# **Bullying Role Play – Intermediate Level**

## **Scenario One**

### **Role Play 1- One Obesity Discrimination**

Setting – School lunchroom

Victim: Kendra is seated at a lunch table showing the “smiley” face

Bystander: Sara or Sam is seated at an adjacent table with the Ally, Hannah

Bully: Chris walks over from another table and begins speaking,

CHRIS: “WELL, if it isn’t Kendra our happy, French fry eating, extra mayonnaise slopping classmate. REALLY, Kendra, don’t you ever get tired of buying extra large clothes from Wal-Mart? Sooner than later you’ll have to buy tents to fit into.”

(Kendra turns around her smiley face to the frown)

(Sara or Sam overhears Chris and stops talking with Hannah, then pretends nothing is happening and continues to converse with Hannah).

(Hannah breaks off talking with Sara and walks over to Kendra’s table).

HANNAH: “Speaking of tents, Chris, what is your intent here? If it is to disturb our eating, or cause a scene, please do it somewhere else. Kendra and I happen to enjoy French fries as do most kids here. I bet Mrs. Hamilton enjoys them too. Would you like to go with me to ask her? You might find out that there is a “big tent” of people who like French fries”. Kendra why don’t you come sit with us?

(Chris backs away from Kendra and Hannah, as Kendra turns around her mask to the smiley face).

## **Scenario Two**

### **Role Play 2 - Hearing Impaired Discrimination**

#### **Setting - School hallway**

Victim: John is removing books from his locker. (smiley face is on).

Bystander: Austin is at an adjacent locker, putting books in his.

Ally: Brian, is at another locker talking to a friend.

Bully: David is walking down the hall and quietly slides behind John.

DAVID: “Earth to John, can you hearrrr me? Is your microphone not working or is it your brain? My dog reacts more than you do when I talk to him.

(John notices people looking behind him and smiling. He turns around and sees David. He replaces the smiley face with a frown and then tries to ignore what’s happening).

**(Austin continues to smile as David speaks again).**

DAVID: “Oh, excuse me. Did I disturb your silence? Maybe if you listen more, you could speak so we could understand you.”

(Brian stops talking to his friend and moves between John and David and speaks).

BRIAN: “David, doesn’t Mr. Chamberlain expect you in his classroom soon for extra help. John and I are not on his mandatory help list. I wonder if you should listen more in class and talk less in the halls. John, let’s you and I go to the gym to shoot some baskets. You could help my game. Good luck on your next science test, David. Later...”

## **Scenario Three**

### **Role Play 3 - Ethnic discrimination**

**Setting – Halftime, behind the stadium seating at a soccer match**

Victim: Tsen with another Asian-American hanging out looking for girls

Bystander: Joe, talking to Ally, Bill, about the first half play

Bully: George, part of a group of football players who have been drinking

George begins.

GEORGE: HELLO, if it isn't Tsennnnnnsantional Chink, our resident Chem. lab pet. I 'betcha you are on your knees every day in front of Dr. Moore after lab. I think kneepads are more your style than lab coats. That's probably how you got your "A". What do you think guys? Do you think brown-nosed, Chinkistan, here, could be a good blocking dummy? Let's practice "hitting the line". He

(Bully, George, with arms outstretched move into Tsen, as Joe watches and remains silent). (Bill shouts, to the bleachers above).

BILL: "HEY! YOU GUYS UP THERE IN THE STANDS, CALL A COP! We have a serious problem going on down here. Joe, DIAL 911 on your cell phone, NOW! Then, run to the nearest parent or teacher and have them get a cop or help down here, NOW! I'M going to stay here to be able to testify HOW it happened and WHO made it happen. This makes our whole soccer team look bad as well as our school. We need to make sure it doesn't happen again. GO, NOW!

# Why Is Having Relevant and Consistent Consequences So Important?

Bullying is an anti social behavior and it usually cannot be managed with some of the more traditional methods of classroom or school discipline like detention or suspension. Research does support the fact that punishment **does not** work. Students who are anti social and who do bully lack empathy and have very little regard for the rights and privileges of another person. Anti social behavior is defined as:

**A condition characterized by repetitive behavioral patterns that are contrary to usual moral and ethical standards and cause a person to experience continuous conflict with society. Symptoms include aggression, callousness, impulsiveness, irresponsibility, hostility, a low frustration level, marked emotional immaturity, and poor judgment. A person who has this disorder overlooks the rights of others, is incapable of loyalty to others or to social values, is unable to experience guilt or to learn from past behaviors, is impervious to punishment, and tends to rationalize his or her behavior or to blame it on others.**

Realistically bullies lack a conscience and in a sense it is very difficult to grow a conscience. (A CONSCIENCE CAN BE FORMED OVER TIME, BUT CANNOT BE DEVELOPED IMMEDIATELY?) It is possible though to create consequential thinking. This merely means that the child understands that they will lose something of real value or “consequence” by continuing their behavior, in this case bullying. A child looks at life from two points of view when they consider their behavior and measure the cost - what am I going to gain and what am I going to lose. If the consequence is not perceived in terms of being a meaningful loss, then there will be no incentive in the future for the child to stop the negative behavior of bullying.

The consequence must be imposed consistently and fairly to all, no matter who the child is. It is sometimes very difficult to impose consequences when one is dealing with either students who are typically “the good kids” or typically “the really bad kids.” Teachers can feel hesitant about imposing consequences on the “good kids” because they may have developed such a positive relationship with them that it becomes too

difficult to discipline them. It may be very difficult to impose consequences on bullies because at times teachers can feel intimidated or even “bullied” by them into a form of submission. Unfortunately, it becomes easier to ignore behaviors that teachers are cognizant they shouldn’t be ignoring. Teachers may be worried about a potential negative reaction from the bully if we call him/her on the behavior so they may look the other way. When they look the other way, it becomes extremely obvious to others including the victim and any bystanders. What actually happens in this instance is the teacher is becoming an unwitting bystander or collaborator. The hurtful behavior will not change and may in fact become worse. Teacher’s who are in a position of authority in a sense may be giving the bully permission to continue. In a worse case scenario the teacher may actually blame the victim rather than the bully. Teachers must become very aware of their own weaknesses; insure that good judgment prevails, and that they are strong enough to be fair.

### **A. Respect young peoples' autonomy.**

We can't make them change. We can increase the cost of their existing behavior by following through consistently with consequences. We can build supportive relationships so they want to be contributing members of the school. We can recognize their positive actions. They will choose their behavior; we can help them see they have a choice and help them find the best choices for themselves.

### **B. Maintain young peoples' sense of belonging.**

When we welcome youth to school each day; when we build mentoring relationships; when consequences are seen as being earned instead of being given in anger or rejection; when we avoid taking their misbehavior personally; and when we maintain positive feeling tone in the discipline process, young people are more likely take responsibility for negative behaviors and to change.

### **C. Teach cause and effect thinking and promote conscience development.**

We help young people see the connections between what they do and what happens to them through using predictable, transparent, consistent discipline approaches. We can use praise to help them connect their positive behavior with positive outcomes. We can help them discover the positive and negative effects of their actions on others through observation and reflection. We can use questions instead of statements whenever possible so young people learn to think about their own goals and about their behavior.

# What Would You Do?

## **Situation #1:**

A teacher happens upon two students. She suspects that something – maybe a bullying episode – has just happened but didn't directly witness anything. What she feels is: "I didn't actually witness it, so what can I do? But I'm left with a nagging feeling that I ought to do something."

## **Situation # 2**

An adult witnesses a bullying incident and pulls aside both children, who support each other by saying, "Aw, it was no big deal." The adult doesn't know how to respond since the victim seems to believe it was not important, even though it didn't look right.

## **Situation # 3**

A teacher hears a thoughtless derogatory remark about another student. Students often feel free to use offensive language, in front of both their friends and adults. When adults ask students about this, they're told that these words "mean something different to kids" and so they're ok to use.

**Situations taken in part from:** the Massachusetts Aggression Reduction Center, Bridgewater State College Bridgewater, Massachusetts. MARC

## Normal Peer Conflict or Bullying

<b>NORMAL PEER CONFLICT</b>	<b>BULLYING</b>
<b>Equal Power or Friends</b>	
<b>Happens Occasionally</b>	
<b>Accidental</b>	
<b>Not Serious</b>	
<b>Equal Emotional Reaction</b>	
<b>Not Seeking Power or Attention</b>	
<b>Not Trying to Get Something</b>	
<b>Remorse-Will Take Responsibility</b>	
<b>Effort to Solve the Problem</b>	

## **Crisis Planning**

Bully Prevention requires planning and the use of many interventions. The interventions used help provide a classroom environment that is safe and conducive to learning. As teachers we all need to step up and be more aware of the things that go on around us and be ready with a response when we observe a bullying event. We should always remember that if we see it or hear it we own it; and we own it until we can transfer it to another person or get the required help to solve the problem. With this in mind, direct bullying that is observed by the teacher must be dealt with immediately and requires a crisis response.

Read the scenario below and then in base groups come up with an immediate action that that could be taken. Remember this is bullying that was observed by the teacher and possibly other students in the class.

*As John is walking down the aisle and is returning to his seat he hovers over a weaker student points his finger in his face, threatens him, flips his nose, and knocks books off of his desk. He then proceeds to return to his seat. John doesn't know that he is being watched, but he is by you the teacher.*

**What will be your response to this situation?  
Remember you saw it, you heard it, YOU OWN IT.**

## **Six Major Intervention Models**

- 1. The Traditional Method**
- 2. Restorative Practices**
- 3. The Support Group Method**
- 4. The Method of Shared Concern**
- 5. Mediation**
- 6. Strengthening The Victim (Covered Separately)**

### **The Traditional Disciplinary Method**

#### **Teachers Instructions**

- 1. Begin by making it clear that you know what has been happening and that it constitutes bullying – and is ‘completely unacceptable in this school.’**
- 2. Ask the student what he/she has to say about it. (But do not accept any excuses)**
- 3. Point out that there are school rules against such behavior and students who engage in bullying others MUST FACE CONSEQUENCES**
- 4. State the nature of the consequences that will be applied. (Make it up)**
- 5. Stress what will happen next if the bullying continues.**

### **Under What Circumstances Do You Believe This Method Should Be Employed?**

# Restorative Practices

## Application

Restorative practices are designed to restore damaged relationships between individuals or groups. They require that the 'offender' acknowledges wrongdoing and the harm he or she has caused, and then acts restoratively through an apology and compensatory action. Have participants work in pairs to ask questions and work on solutions.

**In the presence of the victim, 'the bully' is asked the following questions<sup>3</sup>:**

**What happened?**

**What were you thinking of at the time?**

**What have you thought about since?**

**Who has been affected by what you have done and in what way?**

## **2. The teacher now switches to the victim:**

**What did you think when you realized what had happened?**

**What have you thought about since?**

**What impact has this incident had on you and others?**

**What has been the hardest thing for you?**

**What do you think needs to happen to make things right?**

## **3. Next, it is back to the bully:**

**What do you think you need to do to make things right?**

**How can we make sure this doesn't happen again?**

**After a restorative action has been suggested, undertaken and (importantly) accepted by the target, the case may be concluded, though the situation may continue to be monitored**

**What assumptions does this method make about the nature of the bully?**

**Under What Circumstances Do you Think  
This Method Should Be Employed?**

## **Support Group Method**

### **Application**

**There are seven steps in this method, beginning with an interview with the victim, then holding a meeting with a group of students including both the bullies and other students (but not the victim), and ending with meetings with the individuals who have taken part in the application of the method.**

### **Step 1 - Talking with the victim**

**The teacher meets with the victim to establish the impact that the bullying has had. The victim is not asked to describe particular incidents in which bullying has taken place, but is encouraged to provide a detailed and graphic account of the distress that he or she has experienced. This may take the form of a piece of writing or a drawing that expresses how the child has been affected by the bullying. The victim is asked to identify the 'bullies' and to suggest the names of people to form a group who could help solve the problem. Assurance is given that no one will be punished.**

### **Step 2 - Convening a group meeting**

**This meeting includes the children who have been identified as those engaging in the bullying, and some other students who are selected by the teacher because they are expected to be helpful in bringing about a positive outcome. The victim is not required to be present. Generally the group size is around 6 to 8.**

### **Step 3 - Explaining the problem**

**The teacher draws attention to the problem and especially to the distress that the victim is experiencing, using**

**evidence provided by the victim. Specific incidents are not described and no accusations are made.**

#### **Step 4 – Promoting shared responsibility**

**It is made clear that no one is going to be punished and that the group has been convened to help solve the problem and that everyone has a responsibility to improve the situation.**

#### **Step 5 – Asking for ideas**

**The teacher asks for suggestions about how things can be made better for the victim. Each person present is asked to make a personal statement on what he or she will do to help.**

### **Step 6 - Leaving it up to them**

**Having explained the situation, the teacher passes responsibility for the problem over to the group, thanks them for their support and indicates that there will be further meetings with each of the students to see how things are going**

### **Step 7 - Final meetings**

**A week or so later the teacher meets with members of the group individually to ascertain progress. The victim is also interviewed as part of the monitoring process. It is important to recognize that although no one is being blamed for the bullying this approach is quite confrontational and conveys that the children do have a joint responsibility to improve the situation for the victim. In extreme cases, when there has been serious assaults, a disciplinary approach is seen as appropriate with the usual consequence being applied, or even police action.**

**Under What Circumstances Do you Think  
This Method Should Be Employed?**

## The Method of Shared Concern

### Application

This account is based upon suggestions made by Anatol Pikas, the author of the so-called Shared Concern Method. The method involves several stages.

On the basis of reports or observations, identify and interview the 'suspected bullies one by one . Below is a proposed procedure, assuming in this case that the interviewee is female (the same procedure is used if male).

1. Greet her in a firm but friendly manner and explain briefly who you are and why you have asked her to talk with you: that is, because you are concerned about X (the person being bullied) Share what you have heard or noticed about how X is feeling; that she/he has appeared upset, lonely and quite depressed. But make no accusations. Ask the student what she has noticed about X As soon as there is any recognition by the student that things are not so good ask: **WHAT CAN WE DO ABOUT IT?** Listen to her suggestions - or make some yourself. Reinforce positive responses Explain that you will be talking to others about how the situation can be improve and end on a positive note, and arrange for another meeting at a definite time to see how things have progressed
2. Next, interview the targeted student and explain what is happening. Stress that no-one is going to be punished. Discover more about the case, for instance, whether there may have been any provocation on the part of the target. Gain the target's confidence!

**3. Meet with the suspected bullies again individually - and ascertain progress. If adequate progress has been made, convene a meeting with the group of suspected bullies.**

**4. At the 'bullies only meeting' help the students to make an agreed plan to resolve the conflict with the cooperation of the target.**

**5. At a final summit meeting - with the target now present - help the students to negotiate an acceptable solution.**

**Under What Circumstances Do you Think  
This Method Should Be Employed?**

# Mediation

**Mediation can occur when two students (for example 'bully' and 'victim' agree to seek help from a mediator, a teacher or trained peer mediator, to resolve the issue that is causing the conflict.**

**Research supports that fact that mediation can work but only under certain circumstances. This will be covered at a later point in the class.**

## Application

The students who are in conflict are identified and express a readiness to be mediated.

1. Before the mediation can begin, the participants must agree to certain rules. Only one person is allowed to talk at a time while the other person listens without interrupting.
2. The mediator asks each member to describe in turn what has been happening. The other person must repeat what has been said without making any judgment or comment. The mediator may prompt, and if necessary seek more information, and clarify what is being said. There is to be no discussion or point-scoring.
3. As well as enabling the students to describe what they see as having happened, the mediator listens carefully and summarizes what has been said to the satisfaction of those involved.
4. The students are next asked to share their feelings about each other's actions. Each is expected to say how he or she felt without being interrupted. The listener reflects back what has been said - without making any comment. Again the mediator summarizes what has been said.

5. Next, the mediator invites the participants to make suggestions about what could be done to improve matters. The suggestions are then listed.
6. Having a list of options before them, the participants are invited to choose a solution to the conflict that is most acceptable to them. This may involve the participants in finding a win-win course of action that effectively solves the problem or they may agree to a compromise.
7. The mediator records what the parties have agreed upon, using their own words, and each of them is expected to sign a document to indicate that they will abide by the agreement.
8. Subsequently, the behavior of the participants is monitored and, if required, further meetings may be held.

**Under What Circumstances Do you Think  
This Method Should Be Employed?**

# **Strengthening the Victim**

## **Helping Students Defuse Power Struggles – FOGGING TECHNIQUE**

### **INTRODUCTION**

One of the more useful techniques for defusing power struggles is called FOGGING. It is found throughout the literature and basically it is used to verbally disarm a student whom otherwise is trying to bait a teacher into a power struggle. This involves responding to inflammatory statements as if they are of little or no importance. The statements communicate that I cannot be manipulated by insults. These techniques are very useful for teachers but rarely do teachers teach victims the correct language to be used when they are verbally attacked by a bully. These verbal gymnastics if correctly used can help the victim disarm the bully and prevent future attacks. Below is an example of how it might work.

**Bully: You have a great big nose**

**Target: True, it is large**

**Bully: It looks like a beak**

**Target: True, it does stand out**

**Bully: You are the ugliest kid in the school**

**Target: That's your opinion**

**Bully: You are wearing ugly shoes**

**Target: You are not wrong**

**Bully: You must be stupid to keep agreeing with me**

**Target: That's true**

**Bully: You keep saying that's true**

**Target: That's true**

If spoken with confidence and the right body posture a victim can avoid future attacks. A bully's goal is to intimidate their victim. Once the victim displays confidence with the correct

language the bullying will cease at least temporarily. If done over time the bullying will stop all together.

**Change the Subject** – If the victim replies to the verbal attack by changing the subject he/she can deflate the bullies challenge. The victim is not condoning the words of the bully when he/she doesn't respond. The bully knows that he/she is wrong.

**State Both View Points** – This requires the victim to use a reflective listening technique and respond in a manner that makes the bully understand that they are not the only one with an opinion.

**Bully:** “You are such a jerk, no body likes you.”

**Victim:** “To you I may be a jerk but I have friends that think I am a really nice person.”

**Deliver a Closing Statement – Closing statements are designed to communicate to the bully that the conversation has ended.**

**“Are you done yet?”**

**“You’ve mistaken me for someone who wants to fight”**

**“Unless there is something else you want to say I am finished with this conversation”**

*Albert, Linda, Cooperative Discipline pgs. 67-70 (Adapted)*

# Expectations and Procedure Checklist

## Classroom Procedures—Do Students Know What Is Expected of Them for Routine Operations?

Directions: Review the following procedures and check the ones your student will need to know and practice.

### A. Beginning the class

- How should students enter the room?
- What constitutes being late (in the room, in the seat)?
- How and when will absentee slips be handled?
- What type of seating arrangements will be used (assigned seats, open seating, cooperative group seating)?
- How will the teacher get students' attention to start class (the tardy bell, a signal such as a raised hand or lights turned off and on)?
- How will students behave during Public Address (PA) announcements?

### B. Classroom Management

- How and when will students leave their seats?
- What do students need in order to leave the room (individual passes, room pass, teacher's permission)?
- How will students get help from the teacher (raise hands, put name on board, ask other group members first)?
- What are acceptable noise levels for discussion, group work, seat work?
- How should students work with other students or move into cooperative groups (moving desks, changing seats, noise level, handling materials)?
- How will students get recognized to talk (raised hand, teacher calls on student, talk out)?
- How do students behave during presentations by other students?
- How do students get supplies they are missing?
- How and when do students sharpen pencils?
- How will students get materials or use special equipment?

### C. Paper Work

- How will students turn in work (put in specific tray or box, pass to the front, one student collects)?

- How will students turn in makeup work if they were absent (special tray, give to teacher, put in folder, give to teacher's aide)?
- How will students distribute handouts (first person in row, a group member gets a copy for all group members, students pick up as they enter room)?
- How will late work be graded (no penalty, minus points, zero, "F," use lunch or recess to finish, turn in by end of day, drop so many homework grades)?
- How and when will students make up quizzes and tests missed (same day they return to school, within twenty-four hours, within the week, before school, during lunch or recess, after school)?
- How will late projects such as research papers, portfolios, and artwork be graded (no penalty, minus points, lowered letter grade, no late work accepted)?

#### D. Dismissal from Class or School

- How are students dismissed for lunch?
- When do students leave class for the day (when bell rings, when teacher gives the signal)?
- Can students stay after class to finish assignments, projects, tests?

- Can the teacher keep one student or the whole class after class or school?
- What do students do during fire and disaster drills?

E. Syllabus or Course Outline

- How are students made aware of course objectives?
- How are students made aware of course requirements?
- Are students given due dates for major assignments several weeks in advance?
- Are students told how they will be evaluated and given the grading scale?

F. Other Procedures

You may need to introduce procedures related to recess, assemblies, guest speakers, substitute teachers, field trips, fire drills, teacher leaving the room, etc. List other procedures that are needed.

**Permission has been granted to use this list from:**

*What To Do With the Kid Who. . . : Developing Cooperation, Self-Discipline, and Responsibility in the Classroom*, 2nd ed., by Kay Burke. See the [LessonLab Skylight Bookstore](#) for information on other books for teachers or to find specific information about Kay Burke and this book.

© *Copyright 2000 by SkyLight Training and Publishing Inc. Reprinted by permission of LessonLab, a Pearson Education Company, [www.lessonlab.com](http://www.lessonlab.com).*

# **Learn The Difference Between Being Effective And Efficient**

When you are an effective teacher, your teaching takes hold, and your students slowly but surely learn from you, and the learning is permanent. Remember, too much too fast won't last. It is much better to spend 10 days teaching one skill that your students will be able to use for a lifetime, than teaching 10 different skills in 10 days that your students will forget the day after you taught them. The problem that you may be faced with is being expected to move quickly through an overly ambitious curriculum. If you have the sense that your students have not grasped a concept, then spend more time on it.

When you are efficient, you have the ability to take care of the day to day administrative paperwork that seems to be never ending such as attendance, grading papers, your grade book, your lesson plans, etc. in an efficient manner. Administrative items must be dealt with efficiently so that you are free to teach. Understanding the difference between being effective and being efficient will help you understand what is important and what you need to devote your time to.

Expectation and Procedure Planning – In grade level groups select one item from categories A-E of the procedure checklist and design a lesson that will teach your students a procedure.

# Character Education and Respect

**Bullying behavior displays a lack of regard for the rights and privileges of another person. Often teachers will focus on the behavior and ignore the root problem of disrespect. Character education is mostly taught in a haphazard manner and is almost ceremonious in nature. Bullies are anti social, lack empathy and conscience. It is extremely important to incorporate lessons that speak to the development of character and emotional intelligence. In pairs, brainstorm synonyms for the word respect. While in pairs, share one unique thing about themselves to your partner.**

## Emotional Character

In teaching character education in classrooms teachers should understand that many of the character qualities that they teach are abstract and involve more emotion and attitude than action. In fact, poor attitudes usually lead to poor actions. Helping students to understand that how they think will usually determine how they act is extremely important if we are going to deal with the problem of bullying. The students we work with are not usually in tune with their emotions and even though it has been said before bullies lack empathy which is an emotion and in fact a character quality as well. Helping students understand emotional character qualities will help not only with bullying but with classroom behavior overall. The first step is to give the students something that is concrete to understand. Defining emotional character qualities will help improve the thought process of the students, which will lead to improved behavior and aid in the stopping of bullying events.

1. **Attentiveness** vs. *Unconcern* – Showing the worth of a person by giving my full concentration to his/her words.
2. **Caring** vs. *Selfishness* – Giving to others basic needs without having as my motive personal reward.
3. **Compassion** vs. *Indifference* – Investing whatever is necessary to help heal the emotional hurts of others.

4. **Discernment** vs. *Shortsightedness* – The ability to have acute judgment and understanding.
5. **Flexibility** vs. *Rigidity* – The ability to adapt to new, different, or changing situations or requirements.
6. **Forgiveness** vs. *Resentment* – Ceasing to feel bitterness toward one's offender and not holding a grudge against him/her.
7. **Gentleness** vs. *Harshness* – Showing personal care and concern in meeting the needs of others.
8. **Honesty** vs. *Deception* – A refusal to lie, steal, or deceive in any way.
9. **Maturity** vs. *Immaturity* – Having the ability to subordinate my impulses to a value.
10. **Patience** vs. *Impatience* – The ability to suppress restlessness or annoyance in waiting.
11. **Respect** vs. *Disrespect* – Having a high regard for the rights, privileges, or worth of another person.

12. **Responsibility** vs. *Unreliability* – Holding myself accountable for my thoughts, words, actions, attitudes, and motives.
13. **Self – Control** vs. *Self – Indulgence* – Exercising restraint over my thoughts, words, actions, attitudes, and motives.
14. **Sensitivity** vs. *Callousness* – Exercising my senses so I can perceive the true attitudes and emotions of those around me.
15. **Sincerity** vs. *Falseness* – The desire to do what is right with no motives of my own.
16. **Tolerance** vs. *Prejudice* – Having an understanding or acceptance of the beliefs or practices differing from one’s own.
17. **Trustworthiness** vs. *Unreliability* – The quality of being reliable and deserving of trust.

## **Dealing with Angry and Irate Parents**

**Parents who are irate and confrontational usually are being bullied at home by either their spouse or by their children. They come to school to conference with teachers and are usually filled with fear and express that fear in the form of anger. (This fear is because they don’t want to return home without answers for their child who is probably bullying them). They usually come to school unannounced and demand to see someone immediately (A teacher or an administrator). Because these parents are so emotional, it is critical to build rapport with them immediately. This can’t be done verbally, but it can be done physically.**

### **Building Physical Rapport**

1. Enter the meeting by greeting the parent, and have your grade book or notes with you.
2. Assess the body posture of the parent and mirror how they are sitting. Don’t mimic the parent, if their arms are folded across their chest, fold your hands. The idea here is they have folded their

arms which are crossed limbs; you fold your hands, same idea – less defensive.

3. Allow the parent to speak and understand that they may begin to raise their voice. **DO NOT** interrupt; you will only be accused of arguing. This is one fear that teachers must overcome; **the fear of being yelled at.**
4. Once you are convinced that that the parent has blown off enough steam and is starting to calm down, change how you are sitting. You might unfold your hands, or sit back in your seat. If the parent changes their body position and is now sitting in physical rapport with you, you can now speak and tell your side of the story. The parent at this point is ready to listen.

## **Unplanned Parent Conferences**

1. **Don't act surprised.**
2. **Parents who greet you early in the morning or well after school are not there because they are happy about something. Be ready.**
3. **Be prepared for the parent to begin by raising his or her voice.**
4. **Ask the parent to come into your room and excuse yourself for a minute. This allows you to let someone else know what is going on.**
5. **Sit in clear view of the parent, not behind the desk.**
6. **Be ready to let the parent speak; don't interrupt.**

- 7. Get to the root of the problem as fast as possible and ask the parent, “What do you want to have happen?” or “What would you like me to do?”**
- 8. Agree in principle only, not in content. A comment such as “I see your concern” works well.**
- 9. Don’t argue.**
- 10. Plan to meet again. This gives you a chance to be more prepared and able to overcome objections.**

**NOW get into pairs with one participant playing the parent and the other playing the teacher. The participant playing the teacher should practice getting into physical rapport with the participant playing the irate parent. It is important to note here that language is not important. Relationships with an irate parent take time to develop. Nothing that gets said will work initially, but by developing physical rapport the teacher will have a chance to at least begin to develop a relationship. Get in and out of physical rapport, and see how it feels. Each participant should have an opportunity to play the teacher and the parent.**

**Below are some typical concerns that parents come into school to emote about. Assign them to each pair if necessary or have the participants come up with one from their own experiences.**

1. A student failed a test because of lack of time to study.
2. The teacher embarrassed a student in front to the class.
3. A student was disciplined too harshly or a student was disciplined based on the reports of another student. (Typical bullying scenario)
4. Several students were involved in an infraction and only one student was disciplined. (Unfair consequences)

5. A student loses privileges such as going on a field trip because of continued and willful non-compliance.

**Answer the following questions:**

- **How did it feel when you were in physical rapport?**
- **When you were out of rapport?**
- **Did you find it difficult to just listen?**

## **Planned Parent Conferences**

- 1. Do I know what I am going to talk about, and can I express my concerns objectively?**
- 2. Do I have documentation to support my concerns about the student's academic or behavioral difficulty?**
- 3. Am I ready to listen and understand as much as I want to be understood?**
- 4. Do I understand the principles and benefits of being in physical rapport with the parent?**
- 5. Do I have work samples available for review to support my concerns?**
- 6. Have I kept a behavioral log that documents the child's episodes of disrespect, irresponsibility, noncompliance, and any other type of behavior that is disruptive to the classroom (for example, bullying)?**
- 7. Do I know how to overcome objections without becoming defensive?**
- 8. Is my classroom neat and organized?**

# Parenting Program

**With the information that you now have in base groups begin to design an effective 15 minute parenting program on the topic of bullying. The program should be broken down into three sections: (15 minutes to explain)**

- Warning Sign of a Bully/Victim
- What Can I Do to Help My Child at Home
- How Can I Work With the School to Help Stop Bullying

**Each group will present their program to the class. Once each group has presented ask the class the following questions:**

- When could I present this to the parents of my students in my home school? Back to school night might be one possibility; it might even be a good idea to present it individually as the problem of bullying come up with certain students.
- Should I wait until there is a bullying problem, or be proactive and present it to the parents as a way of showing my support in helping?
- Would my administration be open to me conducting a parenting program on this topic to all the parents in my school?

# **Preparation and Presentation of the School Wide Anti Bullying Campaign**

**In base groups begin to prepare to present their school wide anti bullying campaign. (30 minutes preparation time.) This presentation should be approximately 20 minutes in length and should include the following:**

- **How will you kick off the campaign?**
- **Elements of the program**
- **How will you inform the parents?**
- **What activities will be part of the campaign – Formation of a club for example, or run a poster contest**
- **Will you form a parent support group?**

## **Sample Campaign**

### *A Step-By Step Approach to Your School-Wide Anti-Bullying Campaign*

This system will be most effective if your Board of Education approves of it in advance. Inevitably, when you try to impose consequences, parents will object. If your board of Education stands behind your program and everyone is on the same page, you will find that the efficacy of this program will be much greater.

Kick off your anti-bullying campaign with an administrator or designated facilitator visiting each classroom or with an informational assembly with the purpose of introducing the concept of bullying, including what a bully, victim or target, bystander, or

rescuer is, and that your school will be embarking on a campaign to “create a bully-free school.”

- Hold a staff meeting to explain various elements of the program to your staff, including any surveys you wish to use, referral forms, rules, consequences, etc. Distribute a set of anti-bullying rules (in manual) to each classroom, and go over them with the students in detail. Explain the consequences of breaking one of the rules in detail. You will have to decide on a set of consequences. Rules and consequences should be uniform throughout the school. Post the rules and consequences in each classroom.
- Send a letter home to parents (sample is in this manual) to introduce the notion that you are committed to creating a bully-free school. You might include the anti-bullying rules and your consequences as attachments to the letter.
- Form an anti-bullying group or club. The club will meet once or twice a week before school, during lunch, or after school. The club should have not more than 20 students in it, unless you have two or more people leading it. You may want to require that students bring home permission slips that a parent/guardian must sign to give that child permission to participate in the club. Students can sign up for the club on a first-come, first-serve basis.

Make it clear that students do not have to be the “bullies” to join the club. The club will be more successful if it is not solely comprised of “bullies.” You will then naturally achieve a cross-section of bullies, targets or victims, bystanders, and rescuers in your group. All will benefit from participation in the club. The members will decide upon a name for their club (i.e. Bully Busters, No Bullies Allowed Zone).

- Some possible club activities are: teaching strategies and techniques students can use for dealing with a bully, informative sessions that teach about bullying, activities that foster children’s friendship/relationship skills, teacher-led discussions, role-playing, writing and producing role-plays or a relevant play to be performed in an assembly or in individual classrooms, practicing social skills, learning about respect, responsibility, and compliance, participating in activities that increase students’ self confidence and self image, watching relevant documentaries or movies, participating in community projects or service, doing lesson plans from packet (you have the packet with lesson plans).
- Ideally, you will have generated great student interest in the club. You can then rotate the whole group of students out after 1 or 2 months, and then start a new group.

- A Step-By Step Approach to Your School-Wide Anti-Bullying Campaign
- Simultaneously, you will continue to run your school-wide anti-bullying education campaign that all your students are a part of. You have already introduced the concept of bullying to your school, and the anti-bullying rules and your consequences are in effect. The following are suggestions for some activities you can run in your school-wide anti-bullying campaign:
  - Write a press release that you send out to local newspapers (a small, concise article that explains your school's new anti-bullying campaign). A press release can also be sent for an individual event.
  - Hold your first annual anti-bullying poster contest. Each homeroom or class comes up with an anti-bullying poster. Give the contest a lot of hype. Choose a deadline; collect all the posters. Have all the posters displayed in one place. Invite various individuals to come to judge the poster for first, second, and third place. You might invite the superintendent, another principal in your district, an elected town official, a board member, someone from the police or fire departments, someone from your local newspaper. Display the winning posters prominently, and display all the posters throughout the building. You may want to hold a pizza party for

the three classes that come in first, second, and third. You also may want to hook first, second, and third place ribbons onto their respective posters.

- Run a different contest. Have each class create an anti-bullying pledge that has the chance of being adopted school-wide (sample pledges are in manual). Again, choose your judges. Select the pledge you wish to be adopted. Then have a special “Adopt Our Anti-Bullying Pledge” day after you have selected the pledge you like. Invite various guests to be present when your entire student body “takes the pledge.”
- Create a “Hands and Words Are Not For Hurting Wall.” This can be one large bulletin board, or individual bulletin boards displayed outside each classroom. Students will trace their hands on construction paper. On one hand the students will write the school’s pledge, and then sign their name under the pledge. On the other hand, they will write one thing they will commit to doing differently to “stop the bullying.”
- Have the students create a box (or more than one if you want each classroom to have its own box) where any student can put something in writing on a piece of paper about a problem he or she is having that deals with bullying. Someone then will have to be designated who reads the notes and responds to them.

One of the worst things that can happen is if a child reports a bullying incident to someone in authority in your school, and nothing happens as a result of the reporting.

- Hold parent workshops that deal with bullying that explain the concept of bullying, what your school is doing about the problem, warning signs that may indicate to parents that their child may be a bully or a victim (in the manual), tips for parents on keeping their children bully-free (in the manual), and tips on how parents can bring out the best in their children (in the manual). These workshops can be part of your PTO night, or on a specified night for parents devoted only to this subject.

# Notes



# APPENDIX

## Articles – and Links to Articles

### **Bullying Behavior- Behavior That No One Forgets**

**By: James Burns**

I speak to teachers all over New Jersey, Pennsylvania, Maryland, and Virginia so I was thrilled when I got a call from my hometown school district, and they asked me to do a workshop for their teachers. Some of the teachers I had when I was a student were still there, and it was a lot of fun for me to be teaching them something. The topic that they asked me to speak about was “Student Behavior Management.” I started to talk about bullying which is a significant part of behavior management today, and what an impact this horrible behavior can have on the school climate, individual classrooms, students, teachers, and even the community where the students live. When I gave the group a break one of the teachers in the audience came up to me and said, “When we were kids, you and I were both bullied by Tommy.” I looked at him and realized that he was the cousin of two boys that I played with when I was in elementary school. One of those boys was Tommy who had bullied me. As soon as he mentioned Tommy and the fact that I was bullied by this boy, I automatically started to look around to see if Tommy was there, even though I knew he probably wasn’t. This young teacher shared with me that even though Tommy was his cousin, Tommy had bullied him. He told me that his cousin used to hold him under water, push him, shove him, slap him, and to sum it all up, terrorize him. Both of us agreed that we were still scared to death of him, even though we were grown men. We talked about how he had been much bigger than we were and used his size to intimidate and frighten us.

The part of our conversation that concerned me the most was that even after more than 30 years we both still remembered every bullying thing Tommy had done to us; we still had the experience of being bullied tucked away somewhere in our minds. It is no surprise to me that bullying has gotten worse over the years. Bullying has gotten so bad that the government had to step in and make it

mandatory that programs be created to stop bullying in our schools and in society. Not all people understand this behavior, and some people don't even realize what bullying actually is. Many people don't understand how they contribute to the continuation of the behavior, and in their own way make it worse.

What is bullying? Bullying among children is most commonly defined as intentional, repeated, hurtful acts, words, or other behavior such as name calling, threatening, and/or shunning committed by one or more children against another. These negative acts are not intentionally provoked by the victims, and to be defined as bullying, an imbalance in real or perceived power must exist between the bully and the victim. Bullying may be physical, verbal, emotional, or relational. Bullying interferes with learning. In schools, acts of bullying usually occur away from the eyes of the teacher or responsible adults, consequently, if the bully goes unpunished, a climate of fear envelopes the victims. A comprehensive approach to bullying is necessary. Many children and adults seriously underestimate the effects of bullying and the harm that it causes the victims. Educators, parents, and children concerned with violence prevention should be concerned with the phenomenon of bullying because it is linked to more violent behavior.

# The Making of a Bully

**By: James Burns**

With the bullying epidemic on the rise and schools now being mandated to establish stricter rules to combat the problem, it is time to answer a question that truly begs an answer. How and why does someone become a bully? The answer to this question may surprise some, and make sense to others. But, if you study the intergenerational tendencies over the years this explanation will shine a light on the many aspects of bullying that has resulted in unending relational aggression during the past two decades.

Acts of bullying were brought to the forefront after the devastating incident at Columbine High School in April 1999. Eric Harris and Dylan Klebold demonstrated many telltale signs of the victims of bullying that were left unnoticed, and the reality is, no one saw them at all." If you look at acts of violence, you'll find comments from friends, neighbors, acquaintances saying that this person was weird, he was odd, it was only a matter of time," retired FBI criminal profiler Jim Wright said. "All of a sudden -- when the act is over -- a lot of people knew it was going to happen." Knowing what we know now it is evident that victims of bullying develop tremendous hate for their perpetrator, and fear establishing relationships with others because of the chance that they will be hurt again. This anger and fear resides in the heart and soul of a victim and roots itself causing the person to become so bitter and so debilitated by these emotions that it is only a matter of time before this rage will manifest itself. Unfortunately, this rage expresses itself often in adulthood when the person's spouse or child discovers that their husband, wife, mom or dad is not the person they appear to be. Acts of bullying including violence may permeate the home creating an environment of fear and intimidation. The message that you get what you want through fear or asserting yourself through intimidation becomes a thought process that children develop and ultimately use on others outside the home, in school, and in the community. The victim if not dealt

with using appropriate interventions and counseling produces the next bully.

This is one of the reasons why bullying is an intergenerational problem. Bullying can take on many forms and forensic psychologists have studied serial killers, rapists, and murderers for years and always track the problem back to a dysfunctional relationship in their childhood that was not dealt with. Usually, not always but usually the problem involved an abusive, belittling, violent parent who was carrying around his/her own emotional struggles with anger that leaked out onto his own family. The intergenerational youth conflict which was not managed became an adult conflict. What one generation did in moderation, such as a smack on the fanny, the next generation took to the next level using violence, fancying it as corporal punishment. This is only one example, but you can see where anger and bitterness can lead if it is not dealt with when a child is very young.

Am I using this as an excuse? Perish the thought. I am merely citing reasons why an individual can become a bully. The question remains, what do teachers and parents do with this information? The answer is two fold. Bullies lack respect which I define as having a regard for the rights and privileges of another person. So like it or not, feel like it or not a bully must be pressured into developing this lost quality and be held accountable for his words and actions. The word here is consequences. They must at a young age develop respect for authority and be made to feel uncomfortable when they display acts of disrespect. Bullies are anti social, and lack empathy for others. School activities at the elementary level such as class parities or class trips

should be seen as a privilege not a right. Bullies should be barred from participation to make the point that this behavior and attitude will not be tolerated. At the secondary level activities such as participation on a sports team or club, should be forbidden by individuals who have involved themselves in acts that produce fear or intimidation in others. You cannot grow a conscience, but you can create what I call consequential thinking, forcing the bully to ask himself the question: what am I going to gain and what am I going to lose through my actions?

The victim needs to develop a responsible attitude and become aware that he/she does not deserve the treatment that they are receiving. Victims can blame themselves. Often victims are asked by teachers when they report acts of bullying, “Well what did you do?” They are then placed on the defensive. They may get to the point where they don’t even want to report anymore and decide to take matters into their own hands. The level of anger and bitterness will determine the actions that he/she will take. In the case of Columbine the actions affected society and made us re-think what these actions might be. Victims cannot be afraid to report but when they see no relief they just stop out of frustration.

A staggering statistic reveals that 75% of teachers believe that they intervened in a bullying incident, while only 25% of students believe that teachers intervened. The true reason for this statistic is that most often a teacher will talk to the bully because they did not get an eye witness view of the incident and don’t have the ammunition to impose a consequence. A good talking to is not a consequence, ergo the behavior continues. Victims need to develop the ability to be in tune with their emotions and know when they feel uncomfortable with what is being said or done to them. They may even need some anger management work to quell the initial stages of rage before it has a chance to root. Victims need to learn how to express themselves when they feel intimidated and maybe just say, “Stop knock it off” and walk away. Keeping a journal of when they were bullied and the emotions they felt that they can review with a counselor or therapist is another way for the victim to express negative feelings.

Right now in New Jersey the laws are getting tougher. The “Anti-Bullying Bill of Rights” has been passed letting students, teachers, administration, and parents know that bullying behavior is now being taken very seriously. The intergenerational tendency from moderation to excess has revealed that because of the severity of the problem and because it is no longer some right of passage the victim is having a much more difficult time coping with acts of bullying and intimidation. The law was passed because of the suicides that have occurred in the state by the victims of bullying. Bullies are truly created and not born.

## **The Relationship Connection**

**By: James Burns**

Two teachers were talking in the hall sharing information about some of their more challenging students. “I don’t know,” said one teacher “I have tried everything with Tom and nothing works.” Behavior modification, extra gym time, phone calls home, parent conferences, restrictions and rewards, it almost seems useless.” The other teacher responded, “Tom, he is one of my better student’s. I have very little difficulty with him at all.”

This sounds like a familiar scenario. But, why is it that some teachers have all kinds of problems with one student while others who have the same student have little or no trouble at all. In order to completely understand this problem it is helpful if we understand how our brain is wired. If we were to take a cross section of the brain we would discover that the top part of the brain is where we do most of our higher order thinking and where we process information. Understand that I am trying to draw a very basic picture for you. The middle part of the brain called the limbic system which is where our emotions are located. Our mind and will is located there. The bottom part of the brain, the stem is where we go for survival. When we are under emotional stress our first response is to survive. The two basic methods for survival are to either attack or to escape. In getting a visual image of what I’m talking refer to the diagram of the brain located below, and notice that all incoming information has to pass through the emotions in order to be processed by the neo-cortex where all higher order thinking and learning takes place.

So, if I were to say to you, “When are you going to get this information right?” “I am so sick and tired of explaining this to you. What are you dense or something?” Your natural tendency is to survive and you emotionally will either escape or attack. Children and adults who escape usually have clinical problems and are your students who are constantly late, sleep at the desk, chronically absent and may have substance problems. These students need to be watched carefully. In education the squeaky wheel gets the grease. We may not even be aware of these students until an event occurs that is catastrophic in nature such as suicide or even worse a violent incidence that could impact lives for generations to come. Students who have the attack mentality are more argumentative, disrespectful, and non-compliant. They are always in school and are looking for a victim that they can take their anger out on. It could be the person in charge or another weaker student. (Bully/Victim) This student spends a lot of time in the Vice-Principal’s office, has problems in the community and with the police.

The key to working with both of these students is to understand what qualities they need to develop in their life that will make them successful adults. The student who escapes needs to develop responsibility, the student who attacks needs to develop respect. In order to achieve the desired behavior from either of these students they must be taught to comply with the rules of the system that they are in.

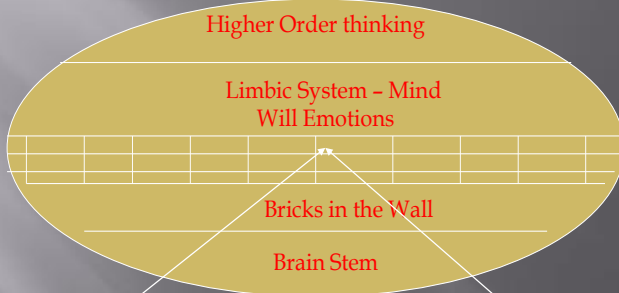
**The one thing that is in common with both of these students is that when a relationship is established with them they will comply at a more frequent rate and will display a respectful and responsible attitude when the person they are working with understands them as individuals. The order of the**

**day is to realize that there are bricks in the wall of the limbic system that were put there by other adults who responded to them in a reactive and angry way.**

Our goal is to remove the bricks and develop a trusting relationship. Behavior modification is an excellent extrinsic structure but teaches students to behave in an adult's presence not in their absence. Our aim is to develop an intrinsic mechanism that changes the child's attitude and helps him/her develop a value system with standards that he/she will be able to sustain as an adult.

# Feeling Safe

## BRICKS IN THE WALL



All incoming information must pass through the emotions before it can reach the neo-cortex for processing.

As the brain is placed under stress the need for survival becomes greater. It then downshifts into the stem. There are only two ways it can survive ---- FIGHT OR FLIGHT. A person with the FIGHT mentality will develop conduct problems. A person with the FLIGHT mentality develops clinical problems. Conduct problems require respect, Clinical problems require responsibility

## **Do Bullies Have Low Self-Esteem?**

**By: James Burns**

Psychologists used to believe that bullies have low self-esteem, and put down other people to feel better about themselves. While many bullies are themselves bullied at home or at school, new research shows that most bullies actually have excellent self-esteem. Bullies usually have a sense of entitlement and superiority over others, and lack compassion, impulse control and social skills. They enjoy being cruel to others and sometimes use bullying as an anger management tool, the way a normally angry person would punch a pillow. Research does support the fact that bullies have low empathy, and don't know how it feels to be in someone else's shoes.

A bully is motivated by power. He/she is very clever and can victimize anyone. He likes controlling other students, and sometimes likes controlling his/her parents and teachers as well. As long as the bully is able to manipulate another person or a situation, his/her self-esteem remains high. Once a bully loses control of their victim, or realizes that they can't manipulate situations to their liking they begin to experience problems with their self esteem and they will then seek out other people to manipulate and control to raise their self-esteem. It almost becomes an emotional fix that they need in order to feel good about themselves.

Intervention programs usually work to help the victim, and rightly so, the victim needs assistance in dealing with the person who is bullying them. In working with the bully we need to help the bully find things that will help him keep a consistent self-esteem index. Everyone has ups and downs in life, and

bullies should experience the same ebbs and flows that are associated with becoming an adult. A bully's self esteem cannot be based on how they treat others. If clear lines are not drawn and the bully is allowed to continue his behavior without consequence we are doing nothing more than prepare him for prison.

# Society's Morality Can't Keep up with Technology

**By: James Burns**

A student is accused of posing as a girl on Facebook, tricking at least 31 male classmates into sending him naked photos of themselves and then blackmailing some for sex acts. Anthony Stancl, 18, of New Berlin, west of Milwaukee, was charged with five counts of child enticement, two counts of second-degree sexual assault of a child, two counts of third-degree sexual assault, possession of child pornography, repeated sexual assault of the same child and making a bomb threat. A survey of 1,280 teenagers (users age 13-19) and young adults (age 20-26) conducted by the National Campaign to Prevent Teen and Unplanned Pregnancy and CosmoGirl.com has revealed that one out of five (20 percent) teens overall have posted nude photos or video of themselves on the Internet-that number goes up to a third when young adults are included. While 71 percent of teen girls and 67 percent of teen guys who have sent these photos say they've sent them to a boyfriend or girlfriend, 15 percent overall said they've sent nude photos to people they only "knew" online. For women, that percentage stays the same when they turn into young adults, although the percentage of young adult men goes up to 23 percent.

This is just another example of what society developed for good, deviant minds have used for criminal, and immoral purposes. What is the problem? Is it too difficult for individuals to enjoy the tools of convenience without trying to figure out how to use it to satisfy their own immoral appetites? I believe that speed and the lack of impulse control plays a big part in why these acts occur on a regular basis today. The speed of text messaging, and sending emails and pictures from a cell phone, combined with the poor impulse control on the part of deviant individuals creates an environment where people can say and send anything they want to another person, things that they wouldn't say in person like, "Do you want to screw," or do in person, like getting naked.

I am 60 years old, 40 years ago if I or anyone of my friends wanted to take and send nude pictures of ourselves or anyone else (by the way we never did) we would have to live with the embarrassment of having these pictures developed by a photographer. In order for a picture to be taken it needed two things, a subject and a photographer. No teenage girls were going to take their clothes off for some sex crazed boy and let him take her picture. Any pictures that were taken of anyone, and I mean clothed usually required a five day period for development. Everyone had time to think. It wasn't as easy as hitting the send key.

Once the send key is hit everyone has a record of what was sent, a record that will last a lifetime, and probably create a lifetime of misery. Society's stagnant morality just can't seem to keep up with the rapidly moving technology. We haven't figured out how to use our new toys and are always looking for ways to use these things to self destruct or to ruin the reputation of another person. When I was a kid I was told, never write a letter, and to never through away a letter. I understand this now better than ever. At least 40 years ago if I wrote a letter I could decide if I wanted to mail it. If it was written in anger I could think about it and allow my impulses to calm down. If someone sent me a letter that was less than friendly I had a permanent record of that person's thoughts of me.

Today people just don't think, they get a thought, no matter where they are and immediately begin to text someone and begin to berate another person without even giving it a second

thought. It is just as easy as hitting the send key. Below is an article I wrote a while back about how this type of selfish and uncontrollable behavior affected an evening that I was spending with my daughter Sarah. It is living proof how texting if not used correctly can ruin a day, an evening, or a life. Thank God things worked out, but remember it all started with an impulsive text message. I included my advice for those of you who have children who could be impacted by such insensitivity from others.

\*\*\*\*\*

Many years ago when my oldest daughter Sarah was about 4 years old, a good friend of mine told me that girls were easier to raise than boys. Well my oldest daughter is now 20 years old and I still haven't figured it out yet. One thing I do know is that I hate to see my daughter upset. I don't mean mildly upset, that just goes with being a teenager, but upset to the point of tears. This happened to me one night when my daughter was 17. She received a text message from one of her friends. The text message said that she wanted to talk to her about something. Sarah couldn't get in touch with the girl that sent the text so she called another one of the girls in this group. She has been friends with four girls for about the last two years. These girls did everything together. Hang out mostly as Sarah calls it. They went to parties together, studied together, drove to school together, and yes, they got into trouble once in a while together.

When she called one of the girls up the girl told Sarah that all four girls were upset with her because they were starting to view her as being selfish, and annoying. My daughter was blindsided by this information and really didn't know what to say. She didn't even know what they were talking about. I asked her if she thought this information was true. She told me no. I then asked her if she thought she might have a couple of blind spots and the girls were possibly seeing something in her that she just didn't see in herself. She said no, and I must say did a pretty convincing job backing up what she told me. The question is this; how do you as a dad offer a teenage daughter advice in situations like these? I am no expert but, I believe that I did a pretty good job based upon the outcome.

Teenage girls always seem to like to be connected to some group outside their family. Teenage boys like the connection also, but a

boy's connection is usually with some type of sports team, or club. Girls like to be connected to each other. The longer this connection lasts the greater the chance that their weaknesses will be exposed, and for sure they will start engaging in rumors, and gossiping about one another. Girls also tend to become more jealous in these relationships if a boy becomes involved in this mix. Once one of the girls has an opinion about someone else in their group they will bend over backward to try and convince the other members of the group that it is true. They will even search for the evidence to prove their point. This behavior becomes crushing and emotionally painful to the girl who is being ganged up on, as was the case with my daughter.

What can you do when your daughter confides in you enough to tell you what is going on? First, listen, and I mean listen well. Find out all the facts and please don't react or condemn your daughter. Don't say to her you better change your ways. If you are condemning her it's a good chance that that's the reason why she is looking for connections outside the family. The next thing is to love her to death with your actions and words. My comment to my daughter was, " I like everything about you." I like how you talk and how you act. Help her understand that you are her biggest fan. Let her know that she doesn't have to apologize for something that she truly

believes she is not guilty of. Are these girls the only one with an opinion? Of course if she feels as if she has done something to offend someone apologize, and move on.

Tell your daughter that long term relationships give everyone an opportunity to show their true colors. These relationships may be nice at first, but the longer that a person is in them the greater the chance that the true character of someone will pop up. That's when a person has to decide if they want to stay friends with someone who is not a very loyal friend. Tell your daughter to stand tall, hold her head up, and don't let them see you cry, and that you will be there to help her do all of these.

Adolescent relationships are a growth process. There is pain that can come from being hurt by a so called friend. Guess what? By the time your daughter is 22, she will have the savvy to manage this type of crap and she won't be emotionally immature when it comes down to relationships. All friendships are not intimate, and by that I mean a relationship that involves a person's heart, mind, and soul. The relationships that your daughter has with someone in high school might be viewed by her as intimate. Relationships have a continuum that go from, acquaintance, friend, close friend, and then intimate friend. An intimate friend is usually someone that is a life long friend.

By the way, after I offered my daughter some of my wisdom, which took me two days, she said to me, "I really love you dad," and was happier than I have seen her in a long while.

# Who Will Parent the Parents?

**By: James Burns**

I frequently think back to my childhood. I remember how my grandmother (Mom's side) spent time at my house. To this day, she is still the sweetest old lady that I ever met. I was in an afternoon kindergarten program, and my grandmother took care of me during the mornings. Every morning when I woke up, she was sitting in a big chair right next to my bed. As soon as I opened my eyes she would wave and smile at me. I felt so secure seeing her in that chair. I really loved her a lot. My dad's mom lived right up the street. When I became old enough, I used to walk over to her house, have lunch with her, do her grocery shopping for her, and then just hang around with her. She would give me a dollar for helping her. I saved those dollars to buy Christmas presents for my sisters, my mom, and my dad. Unfortunately, my dad's mom passed away when I was thirteen, and I still miss her today. My mom's mom passed away when I was nineteen, and that was another big loss that I still feel.

It really doesn't matter how old you are. You still need parenting. Just because someone is grown and married doesn't mean that they still don't need guidance and direction. I watched my maternal grandmother help my mom deal with things all the time. Whether it was raising her kids or dealing with my dad, my mom always spoke to her and sought her advice. When she died, it was almost as if my mother's wheels fell off, and she started to stumble through life and always seemed to be looking for answers to some of life's most basic questions. She seemed to have greater difficulty being married to my dad and seemed angry at times until the day she died. When my dad's mom died, I noticed that he would drink more, and go off on benders for a few days. It was almost as if he lost his check valve and didn't feel accountable to anyone.

I am fifty six years old now and have been a teacher and administrator for thirty years. After working with and talking to countless parents, I have drawn the following conclusion: Parents need parenting! I have spoken to many adults my own age and have

found that their relationship with their parents is strained or they're not talking to their parents at all. I would ask them, "How long has it been since you spoke to your mom or dad," expecting to hear that they just had a little spat and it was for a few days. A few days, try twenty years. During that twenty year period, I wonder how much wisdom they lost that they could have gotten from their parents. How much help with their children did they lose, or worse yet, what did the grandchildren lose because these parents despised their own mother or father?

No matter what the age, people need to be parented. Some individuals who have a poor relationship with their parents lose their grip on right and wrong and have a tremendous problem figuring out some of life's most basic problems. These adult children often have a general sense of bitterness because of their poor relationship with their parents. They may feel resentful when they have problems raising their own children; because they become aware that they are receiving no direction or guidance from their own parents and that they have to figure everything out on their own. They might wonder what they're going to do with their child or what's wrong with their child. They should be asking what's wrong with them. Their children enter school and become problems for the teacher. They don't do what they're told to do and are disrespectful and non-compliant. The teacher calls home only to find a disrespectful and non-compliant parent on the other end who is defensive and who believes that the school isn't being fair to their child. They berate the teacher and blame the school for all of the problems that their son or daughter is experiencing.

This was an all too frequent scenario for me. I dealt with many parents with this type of attitude as a teacher and as an administrator. In one district, I chose to run a parent support group. When I started the group I had seventy-five parents. They all did nothing but complain about the behavior of their kids and blamed the school for the problems their kids were experiencing. Once they discovered that I wasn't going to play the blame game, my group dwindled down to a precious few and ultimately had to be discontinued.

Parents want help, but they want the wrong kind of help. They want someone to fix their kids, but they need to find someone to fix them. They don't realize that the people who can offer them the most help were put naturally at their disposal for free, and that's their parents. The question still remains, who will parent the parents? Schools have tried parenting programs. These programs don't work. They offer advice, but ultimately it's up to the parents to follow through. The minute their kids gives them a hard time they revert right back to blaming everyone else, then start looking for more advice.

Who will parent the parents? Maybe society has to parent the parents. Hopefully, someone will realize that all the wisdom, guidance, direction, support, love, and affection were theirs for the taking, but they chose to turn their backs on their biggest resource, their parents.

## Parents Can Be Bullies Too

By James Burns

Teachers who lose control of their classrooms usually do so because of the behavior of one or two students. Many times, the parents of these students have the ability to instill fear and intimidation into the teacher and in their own way bully the teacher. This scenario is all too familiar. A student who is a bully gets reported by the victim to the teacher. The teacher doesn't see the bullying, but is concerned about the report and believes it warrants a phone call home. The teacher calls home and is immediately put on the defensive by the parent. The parent begins to react to the teacher's phone call and asks the following questions: Did you actually see my child bully someone else? Are you calling my son/daughter a liar? How do you know it was my child? Or, what did the other kid do to my son or daughter? After the teacher catches his/her breathe and tries to respond, the parent then starts with comments such as these: I heard your entire class is out of control. My son/daughter has told me that you don't like him/her. My child told me that he was bullied last week, and you did nothing about it. The parent then ends the conversation by saying the following: Unless you have some proof that my child bullied another student, don't call me again, and then the parent hangs up. The next day the child comes to school and has more clout than before and continues the bullying behavior. The level of intimidation and fear starts to well up in the teacher, who now wonders what to do if there is another report from a victim that bullying is occurring again (by the same bully as before). This is a *serious* problem.

What usually does happen is the teacher does everything to avoid making that next phone call to the parent of the bully and begins to ignore the bully, including any bullying behaviors, and starts to surrender the authority in the classroom to the bully. Victims who are in this classroom have to sink or swim on their own and go to school everyday filled with fear.

Amazingly, the teacher starts to see the victim as the problem. If the victim says that he or she is being bullied, the teacher says, “Stop being such a tattletale, go back to your seat.” What’s even worse is that the teacher disciplines everyone else in the classroom, but not the bully. The rest of the class begins to see the teacher as siding with the bully, and the teacher appears to be agreeing with the bullying behavior.

Teachers, administrators, and school districts need to stand up to bullying parents. Victims will be left standing alone with no protection if teachers buckle under the pressure of bullying parents.

## Links to Articles

The Links below will bring you to the articles that are required reading for the class. Please download these as soon as you can to have them available for each class session.

1. **Facebook Morality** – Jonathan Fitzgerald – The Curator; August 13, 2010. If you google the article it should be number three on the first page.

<http://www.curatormagazine.com/jonathanfitzgerald/facebook-morality-or-be-honorable/>

2. **The Web Means The End of Forgetting** – Jeffrey Rosen – NY Times Magazine; July 21, 2010.

<http://www.nytimes.com/2010/07/25/magazine/25privacy-t2.html?pagewanted=all>

**(SAMPLE)**

**Teacher Documentation Log for Bullying**

Student's Name (Bully) \_\_\_\_\_

Victim's Name \_\_\_\_\_

What Happened?

---

---

---

---

---

Where Did The Incident Occur?

---

---

---

---

---

Did Any One Else See the Incident?

---

---

---

---

Date \_\_\_\_\_

**K-5**  
**(Sample)**

**Student Documentation Log For Bullying**

What happened?

---

---

---

---

---

Date \_\_\_\_\_

Who did it?

---

---

---

For young students, this information can also be taken down by the teacher as the student reports the incident.

# 6-12 Sample

## Student Documentation Log for Bullying

What happened?

---

---

---

---

---

Who did it?

---

Where did it happen?

---

---

---

---

---

Any witnesses?

---

---

---

---

When did it happen?

---

# At Risk Referral Form

The following student has been identified as being at risk for bullying behavior or is being victimized by another student.

**STUDENT** \_\_\_\_\_

**TEACHER** \_\_\_\_\_

**DATE** \_\_\_\_\_

Pinpoint and describe student behavior that you are concerned about.

---

---

---

---

---

How often has the behavior occurred?

---

---

---

---

---

What interventions have been attempted?

---

---

---

---

---

## Additional Activities

**Activity** – Wrinkled Wanda – Have the participants on chart paper trace an outline of a full body person. (See below for an example) Once the outline has been traced the participants should write some statements that could be made to another person that are unkind, rude, and disrespectful. E.g. You're a loser, nobody likes you, you are dumb, etc. on the outline that they have drawn. Identify the drawing as a girl named Wanda. After Wanda is completely filled up with all kinds of negative comments, have the participants crumple up the drawing, and then un-crumple it. Post the wrinkled drawings around the room. Explain to the class that these drawings are examples of what negative comments can do to a person who is bullied. Bullying comments can destroy a person's self image and at times affect the way a person walks, looks, and carries him/herself.

Next have the participants do the drawing again. This time write as many nice comments on the drawing as possible. E.g. you did such a nice job, I enjoy your friendship, etc. Fill it up with really nice statements. Cut this drawing out, but don't wrinkle it up. Post these drawings around the room. This person is now just called Wanda. What is the difference between the two? Have the participants get into base groups and discuss how they would introduce this lesson to their students and come up with any variations on the activity that would be helpful to their students.

**Activity** – The toothpaste activity – Ask for a volunteer to come up to the front of the room. Place a strip of masking tape on the length of the table. With a tube of toothpaste have the volunteer run a bead of toothpaste on the length of the masking tape. Now, ask the participant to put the toothpaste back in the tube. Obviously, it can't be done. This is an example of how hurtful words once said cannot be taken back. Bullies say hurtful words all the time, and need to know the impact that their words have on their victims.

**Activity** – Who am I? This activity requires an illustration about something that happened to me from the time I was in the 6<sup>th</sup> grade until I graduated from high school. My name is Jim and it became rather endearing to some to call me Jimbo. I really didn't mind it but someone decided to drop the Jim at some point and call me Bo. I accepted the handle but way down deep I wish that folks would just call me by my real name, Jim. Oh, everyone meant no harm, but my parent's, teachers, friends, coaches, all called me this. I didn't have the heart to tell them that I didn't like it. I lived with it. Once I got to college, I made everyone aware that my name was Jim. Often we as teachers can call students by names that we hear other students call them, and may not even be aware that they may not like being called certain names. Address your students by their actual name to avoid leveling the ground and in terms of your authority. If you have any question about this ask yourself what Beaver Cleaver's teacher called him. "Theodore."

Have the participants write down on a sheet of paper names that they were called when they were younger or that they may even be being called now. After they have done this have them crumble up the paper and throw it in the garbage can as indicator that they will never be called this name again. Next have the participants write down on another sheet of paper what they want to be called as an indicator that this is what my name actually is.

In their classrooms teachers can have their students do this activity and write down the names that they want to be called and with the use of a name book describe all the positive attributes that that their name has connected with it. For example James means truthful. Post the students names around the room on laminated cards and celebrate each students name, what it means, and who they are.

# **Bullies Act Out**

## **A Sample Elementary Anti Bullying Lesson Plan**

This activity will remind students that no one deserves to be bullied and that everyone has a responsibility to report unkind acts.

### **Materials**

- Classroom table
- bulletin board paper
- art supplies,
- paper lunch sacks

### **Procedures**

Explain to students that the class will put on a puppet show to shed light on the problems associated with bullying. Let them know that in order to create a puppet show you all will need to identify a problem and a solution (or plot); a location (or scene); characters; and props.

First, ask students to define what a bully is to them. After listening to their definitions, ask students why they think some kids bully others. Have them explain how bullying makes the victim feel and perhaps even how the bully might feel after acting out. Write some of the key words, feelings and issues on the board.

Next, have students identify where bullying happens the most at your school (the cafeteria, the playground, in the hallway, etc.). If students discuss more than one location, take a vote by show of hands to determine which setting is most prone to bullying. Write their chosen location on the board.

Discuss with students ways in which they can stop a bully from picking on others. Ask them to explain the difference between tattling and asking an adult for help. Have students discuss the

positive and negative outcomes of standing up for someone. Again, write their key words on the board.

As a class, decide on a cast of characters. This should include a main character (protagonist), a "bad guy" (antagonist), and a few supporting characters (perhaps an adult ally, and friends of both the protagonist and antagonist).

Next, create a basic dialogue or script for the puppet show. Using the concepts written on the board from the earlier group discussion on bullying, come up with a plot identifying a problem and a solution. Encourage students to come up with several character responses to each situation. For emerging readers, let students have a chance to narrate the puppet show or to play the roles themselves to interpret what was discussed without written word.

Once you've chosen characters and written a script, divide students into two groups. The first group should be responsible for creating the stage; the second group should be responsible for

creating the puppets. Half way through the allotted time, let the groups switch roles so that everyone has a chance to work on the backdrop and everyone can create their own puppet.

For the first group, have students create the stage or scene for the puppet show. For instance, if the class decided that the playground is where bullying happens most often, then students should draw or paint images of the jungle gym, the sandbox, the swings, trees, etc. Next, create the stage by setting a rectangular table on its side on the floor and covering it with the illustration, taping the butcher paper to the table. If you don't have an extra table in the classroom, tape the illustration to the front of two desks pushed together.

In the mean time, let the second group create puppets using the paper lunch sacks as the base. Encourage them to get as creative as possible using a variety of materials to develop their characters. For example, they could use yarn for hair, buttons for eyes and tissue paper for lips.

Finally, put it into action! Consider inviting other classes to visit and watch your performance. Be sure to take turns with speaking roles, so that all children who want the chance can act out a problem and a solution to the bullying that happens at your school.

## Websites

### **AWARENESS OF ANGER – LESSON PLAN**

<http://www.teachablemoment.org/elementary/anger.html>

A lesson plan for grades 3-6 on anger management.

*"Students will describe the ways people communicate and physically react when they have strong feelings, especially anger. Students will recall and describe a time they got angry."* Excellent

### **A BAD CASE OF BULLYING: USING LITERATURE RESPONSE GROUPS – LESSON PLAN**

<http://www.readwritethink.org/classroom-resources/lesson-plans/case-bullying-using-literature-77.html#resources>

A lesson plan on bullying for grades 3-5. *"This lesson provides an opportunity for students to reflect upon and personally relate to a teacher read-aloud of a narrative story. The lesson could be used with other stories; however, A Bad Case of Stripes allows for a personal connection by having students reflect on similar situations or emotions in their own lives. Acceptable behaviors and ways to prevent bullying in the classroom and school are also discussed."* Excellent

### **BE STRONG, BE MEAN OR GIVE IN? – LESSON PLANS**

[http://www.teachablemoment.org/elementary/strong\\_mean\\_giving\\_in.html](http://www.teachablemoment.org/elementary/strong_mean_giving_in.html)

Two lesson plans on assertiveness and bullying for grades 3-5. *"In the following two lessons, we apply ideas of assertiveness to the kinds of situations children face*

*daily, and give them a chance to practice skills in standing up for themselves and being strong."* Excellent

## **BUILDING A CLASSROOM COMMUNITY AND "BULLY-FREE ZONE" – LESSON PLAN**

[http://www.pbs.org/parents/itsmylife/lesson\\_plans/bulles\\_classroom\\_community.html](http://www.pbs.org/parents/itsmylife/lesson_plans/bulles_classroom_community.html)

A lesson plan for grades 3-7 on establishing a classroom community free of bullying. *"Almost all children, at some point in their childhood, will experience or be affected by bullying behaviors. For the safety and welfare of ALL children in a positive learning environment, it is essential for teachers to establish a learning community void of bullying behaviors and to facilitate a sense of community in the classroom. This includes teaching children skills to deal with bullies, as well as promoting positive social skills such as cooperation, communication, and conflict resolution."* Requires internet access to video clips on the site. Excellent

## **BULLYING PREVENTION LESSON PLANS**

<http://www.peelregion.ca/health/bullying/howtouse.htm>

A collection of lessons plans, arranged for monthly use on preventing bullying. *"These lesson plans are intended to be used in schools as part of a comprehensive approach to bullying prevention. Experience has shown that the most effective and consistent use of these lessons occurs in schools where the in-class lessons were introduced 6-12 months after the launch of a comprehensive bullying prevention initiative. At this point, staff stated they felt like the lessons were part of a larger vision, and not just another 'download' to teachers. Consistency and*

*sustainability have been the main goals of the Peel Health Bullying Prevention Initiative and, therefore, of the classroom sessions. The lessons are meant to be used as an entire school. The goal is to have every teacher address the issue of bullying by using the lesson plans with their class. Relying on support staff to teach all the lessons simply results in a lack of consistency and undermines sustainability.*

*Ten Lesson Plans: There are 10 lesson plans - one for each month of the school year. The order of the lesson plans was based on logical progression, teacher experience and evaluation. Because the activity of one month is often based on knowledge or resources from a previous month, it is recommended to follow the lessons in order. The lessons are identified by month, so schools starting to use the lessons in September simply use the corresponding months. Schools starting at another time of year are encouraged to begin with September as month one, and continue through the lessons until year end."*

Excellent

## **BULLYING REALITY QUIZ**

[http://www.educationworld.com/a\\_lesson/00-2/lp2064.shtml](http://www.educationworld.com/a_lesson/00-2/lp2064.shtml)

*A lesson plan for grades 6-12 on bullying. "Students take a quiz about school violence and create their own quiz on bullying."* Very Good

## CONFLICT AND WIN-WIN SITUATIONS – LESSON PLANS

<http://www.teachablemoment.org/elementary/conflict%20and%20win-win.html>

Two lesson plans for grades 3-6 on conflict and win-win situations. *"The first lesson introduces students to the concept of conflict, helps them consider that conflict is a normal part of life and does not have to lead to violence, and asks them to consider examples of conflict in their own lives. In the second lesson, students practice coming up with "win-win solutions" to conflict."* Excellent

## CONFLICT RESOLUTION LESSON PLANS

<http://www.teachervision.fen.com/classroom-discipline/resource/3038.html>

Fifteen lesson plans for grades K-12 on conflict resolution. Use in association with bullying lessons. Excellent

## CYBERBULLYING: WHAT IS IT? WHAT CAN WE DO ABOUT IT? – LESSON PLAN

<http://www.teachablemoment.org/high/cyberbullying.html>

A lesson plan for high school students on cyber bullying. *"In the past month, six gay teenagers have committed suicide after being tormented by bullying or cyberbullying. To help teachers address this issue, Morningside Center for Teaching Social Responsibility has posted several new classroom lesson plans on TeachableMoment.Org. The lesson below aims to raise students' awareness about how to make their school and community a safe and welcoming place for everyone."* Excellent

## **CYBERSPIES IN CYBERSPACE – LESSON PLAN**

<http://learning.blogs.nytimes.com/2008/03/17/cyberspies-in-cyberspace/>

A lesson plan for high school students on teen use of the Internet. *"Overview of Lesson Plan: In this lesson, students will explore their parents' and/or guardians' concerns about safety in cyberspace and draft individually prepared parent/guardian-teen contracts about Internet usage."* Excellent

## **DO SOMETHING ABOUT...SCHOOL VIOLENCE UNIT – CURRICULUM UNIT**

<http://www.lessonplanspage.com/SSODoSomethingAboutSchoolViolenceUnitDay1Bullying912.htm>

A unit on bullying and school violence for grades 9-12. *"The following lesson is the first lesson of a 10-day School Violence Unit from Do Something, Inc."* Excellent

## **HALL MONITORS: SCHOOL REPORTERS PROBE THE HEART OF SCHOOL VIOLENCE – LESSON PLAN**

<http://learning.blogs.nytimes.com/2003/03/13/hall-monitors/>

A lesson plan for grades 6-12 on school violence. *"In this lesson, students will investigate the incidence of different types of violence that occurs in their schools, and question local authorities about the best ways to reduce violence in school."* Excellent

## **A HIGH-INTEREST NOVEL HELPS STRUGGLING READERS CONFRONT BULLYING IN SCHOOLS – LESSON PLAN**

<http://www.readwritethink.org/classroom-resources/lesson-plans/high-interest-novel-helps-390.html>

A lesson plan covering several sessions for grades 9-12 using a realistic, high-interest novel as a basis for discussion. Excellent

## **NO PLACE FOR BULLIES – LESSON PLAN**

<http://learning.blogs.nytimes.com/2007/12/18/no-place-for-bullies/>

A lesson plan for high school students on bullying.

*"Overview of Lesson Plan: In this lesson, students reflect on the bullying in their community, hold an anonymous discussion about bullying and suggest solutions to the problem."* Excellent

## **PHOEBE PRINCE'S SUICIDE HIGHLIGHTS THE PRESSING ISSUE OF BULLYING – LESSON PLAN**

<http://www.teachablemoment.org/high/prince.html>

A lesson plan for high school classes on the issue of bullying. Includes student readings and discussions. Excellent

## **PLAYGROUND BULLYING – JUDICIAL FAIRNESS – LESSON PLAN**

<http://www.mnciviced.org/vertical/Sites/%7B3F0B4D55-996C-4AB9-841A-ACA00304CEE0%7D/uploads/%7BBBD5D7D2C-B697-4C40-98F7-B99E2E650586%7D.PDF>

A lesson plan for grades 4-6 on bullying and fairness.

*"Students will discuss the idea of "fairness" and "fair" decision-making, and how things judges say or their behavior in the past might affect both the judge's ability to be fair and a person's perception of the judge's fairness."* Excellent

## **RESOURCES ON BULLYING AND CYBERBULLYING – TEACHING RESOURCE**

<http://learning.blogs.nytimes.com/2010/06/28/resources-on-bullying-and-cyberbullying/>

A teaching resource from the NY Times. Includes a list of lesson plans and articles as well as links *"Bullying, hazing, harassment: Whatever you want to call it, educators and parents are focusing on it more and more. A particularly thorny issue is how best to get involved when kids use digital devices and social networking sites to torment their peers.*

*In the past few months, Times reporters have looked at the pros and cons of antagonistic relationships and close friendships and the role of such relationships in bullying, as well as teens' use of social networking sites to insult one another. You likely also remember coverage of the Phoebe Prince case."* Excellent

## **SHOULD HATE BE OUTLAWED? – LESSON PLAN**

<http://www.crf-usa.org/school-violence/should-hate-be-outlawed.html>

A lesson plan for junior/senior high students on hate and hate crimes. It discusses specific hate crimes and the reaction of the community including attempts to legislate against this. Excellent

## STUDENT VIOLENCE IN AMERICA'S SCHOOLS – A NEW YORK TIMES ISSUE IN DEPTH – LESSON PLANS

<http://www.nytimes.com/learning/general/specials/schoolviolence/index.html>

An in-depth examination of school violence from the New York Times includes News Summaries, a Web Guide (links), and Lesson Plans. Excellent - Also in the Websites section.

## TEACHING "THE LORD OF THE FLIES" WITH THE NEW YORK TIMES – LESSON PLANS

<http://learning.blogs.nytimes.com/2010/08/05/teaching-the-lord-of-the-flies-with-the-new-york-times/>

A lesson plan for high school students on the relevance today of Golding's "Lord of the Flies". *"Earlier this year, we asked students and teachers to name the books they love to read and teach. Books like "The Catcher in the Rye" and "To Kill a Mockingbird" were favorites among teachers and students alike. Teachers also weighed in on the books they least enjoyed teaching. And "The Lord of the Flies" made the short list. Yet William Golding's 1954 novel, which has been published in 26 languages and inspired two films, endures as required reading on high school and college campuses. So, here are some resources to complement your reading of this classic text that we hope will help move it off of your, and your students', "least favorite" lists. And teachers, we would love to hear how you teach "Lord of the Flies." What works well? Please share your ideas and experiences!"* Includes several lesson plans, crossword puzzles and links. Excellent

## **‘A TROUBLING TREND’: DISCUSSING BULLYING AND ANTIGAY ATTITUDES – LESSON PLAN**

<http://learning.blogs.nytimes.com/2010/10/05/a-troubling-trend-discussing-bullying-and-antigay-attitudes/>

A lesson plan from the NY Times on bullying and student suicide for high school students. *"Overview / What is the societal climate for antigay bullying in schools and a recent rash of related student suicides? What, if anything, can be done to make schools safer and more inclusive? In this lesson, students examine and discuss responses to the recent suicides that have occurred amid antigay bullying and complete an optional campaign to foster safety and acceptance at their own school."*

Excellent

## **WEB LESSONS ON SCHOOL VIOLENCE**

<http://www.crf-usa.org/school-violence/school-violence.html>

A collection of lesson plans on school violence from the Constitutional Rights Foundation. Excellent

## **CLIQUEs, FRIENDSHIP GROUPS OR BOXES? – LESSON PLANS**

<http://www.pbs.org/inthemix/educators/lessons/schoolviol2/index.html>

A two-lesson unit on school friendships. *"For grades 9-12. As with all social beings, adolescents need a peer group that they feel comfortable with. However, they often then feel trapped by their social group or clique or feel shunned by another group. This lesson helps students explore the social "boxes" that they place*

*themselves in or are put in by others, and focus on how they judge one another. The lesson can also serve as a training session for students who wish to be Big Brothers and Sisters to incoming freshmen, or student facilitators of Human Relations groups-- two programs that promote a greater sense of community within schools."* The link to the video is broken. Very Good

### **EXPLORING THE NATURE OF CONFLICT – LESSON PLAN**

<http://www.teachervision.fen.com/page/2919.html>

A lesson plan for elementary/middle school students on conflict. *Students will construct •" Students will distinguish •definitions of conflict and violence Students will identify what is •between conflict and violence. Students will analyze a conflict they •positive about conflict have experienced."* Very Good

### **I-MESSAGES AND THE ASSERTIVENESS LINE – LESSON PLAN**

<http://www.teachablemoment.org/elementary/imessages.html>

A lesson plan for grades 3-6 on assertiveness. *"This is a strategy that is sometimes useful in dealing with problems that come up with friends and family, people who are likely to care about our feelings."* Very Good

### **THE IMPACT OF VANDALISM – LESSON PLAN**

<http://tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbHZpZXc%3D&resourceId=12321>

A lesson plan from England easily adaptable to U.S. primary classrooms evaluates the impact of vandalism. *"Two lesson plans, photographs and a children's activity*

*sheet for Year 2. In the first lesson children identify the different ways in which vandalism can damage the natural and built environment. In the second lesson the children work in pairs to order acts of vandalism by severity."* Very Good

## **MANAGING ANGER – LESSON PLANS**

<http://www.pbs.org/inthemix/educators/lessons/schoolviol3/index.html>

*A two-lesson unit on anger management. "For grades 9-12. This lesson plan is designed to teach anger management and conflict resolution through the "I-*

*Message" communication technique and other group activities."* The link to the video is broken. Very Good

## **A PRIMER ON PEER MEDIATION – LESSON PLANS**

<http://www.pbs.org/inthemix/educators/lessons/schoolviol1/index.html>

*A two-lesson unit on peer mediation. "For grades 9-12. This lesson has been designed to introduce students to the process of mediation. If Peer Mediation is an ongoing program at your school, this lesson can be used to inform students of what they can expect if they choose to solve a problem through mediation. It can also be used to encourage students to train to become mediators. If Peer Mediation is new to your school, this lesson can be the jumping-off point to bringing a training program into your building. If possible, the PBS In the Mix episode "School Violence: Answers from the Inside" should be used because it shows an actual mediation (re-enacted) and shares viewpoints from both the participants and the*

*student mediators.*" Includes a video clip from another source if the video is not available. Very Good

### **TV BULLIES – INTERACTIVE**

[http://www.sciencenetlinks.com/sci\\_update.php?DocID=266](http://www.sciencenetlinks.com/sci_update.php?DocID=266)

An interactive lesson on the correlation for TV watching among young children and later bullying behavior.

*"Childhood bullying is an age-old problem that's drawing more and more concern from parents. A recent study identified several factors that influence a child's chance of becoming a bully."* Very Good

### **BULLYING REALITY QUIZ – LESSON PLAN**

[http://www.education-world.com/a\\_lesson/00-2/lp2064.shtml](http://www.education-world.com/a_lesson/00-2/lp2064.shtml)

A lesson plan for grades 6-12 on bullying. *"Students take a quiz about school violence and create their own quiz on bullying."* Good

### **KIDS BULLYING KIDS – LESSON PLANNING**

[http://www.education-world.com/a\\_lesson/00-2/lp2055.shtml](http://www.education-world.com/a_lesson/00-2/lp2055.shtml)

An article for planning a lesson on bullying. Good

### **PUPPET SKIT: DEALING WITH A BULLY – LESSON PLAN**

[http://www.teachablemoment.org/elementary/bully\\_puppet%20skit.html](http://www.teachablemoment.org/elementary/bully_puppet%20skit.html)

A puppet skit and lesson for grades K-1 on dealing with a bully. You need to provide hand puppets. Good

## **TEACHING GUIDE: BULLYING FOR GRADES K-5**

<http://www.goodcharacter.com/GROARK/Bullying.html>

Includes information, class discussion starters, home assignments and more. A companion to a video but includes good general information. Good

## **WHAT ABOUT FIGHTING? – LESSON PLAN**

<http://www.teachervision.fen.com/page/2962.html>

A lesson plan for grades 3-8 on fighting to resolve conflicts. Good

## **WHERE MONSTERS CAN GROW – LESSON PLAN**

<http://teachers.net/lessons/posts/780.html>



## **Intervention Scenarios**

An adolescent boy is found to have sexually assaulted a girl on the school playground.

Several girls in secondary school have been identified as spreading rumors about another girl being a lesbian. She is very angry about it.

A secondary schoolboy has been identified as continually upsetting another younger boy by taunting him about his father being in jail. When asked to reflect on what he has been doing he feels ashamed of himself.

Two young boys are continually arguing and upsetting each other at school. One of them has gained dominance.

A quiet, shy girl aged nine years is continually being ridiculed by some girls in her class. She has started staying away from school. She tells the teacher about how upset she is.

A child keeps complaining that other students keep saying they don't like him.

A child in kindergarten is continually going around attacking and hurting other children. Some girls keep ridiculing one of their group because she is overweight.

A teenage boy has viciously attacked another boy causing him serious injuries. The parents of the attacker are dismayed that their son should do such a thing. Legal action is pending, but an alternative course of action may be acceptable to the boy and his parents.

Abusive comments have been put on the internet about the alleged sexual behavior of a 15 year old girl. The culprit has been identified.

Some girls have been constantly ridiculing a boy who has arrived at the school from an orphanage in Croatia, because he does not know who his father is.

Nasty emails are being received by an adolescent boy ridiculing him on the grounds that he is gay. Inquires at the school reveal that a group of boys are continually harassing the boy.

Three black adolescents have been bullying a white student whom they allege has been making racist remarks about them.

A 13 year old boy is repeatedly teased and called unpleasant names by another, more powerful student who has persuaded other students to avoid the targeted boy. There is also evidence that the targeted student is receiving threatening and abusive text message

instigated by the identified bully. As a result, the victim of this behavior is feeling angry, miserable, and often isolated.

15. The second graders are outside at recess. A group of three boys is off playing by themselves. Another boy, Carl, approaches them and asks if he can play with them. One of the three boys says that they have formed a club and since Carl is not a member he cannot play. Carl asks about the club and the boy says that Carl cannot join the club. The boy says it is the “cool” club and Carl is not cool enough to be in the club. Carl keeps persisting, saying he wants to play and asking how he can get into the club. Finally, the same boy says that if Carl smears dirt on his face they will let him in the club. Carl points out that none of the other boys have dirt on their faces. The boys reply that it does not matter – if Carl wants to be in the club that is what he needs to do.

# Reflection Log



## Day/Night 1

**What was one thing you learned from the course this evening or today?**

**What is one thought or concern you have about the information you just learned?**

**What is a question you have about the course or content?**

**Did you learn anything new? Was there an A-Ha moment where you discovered something that was completely different or maybe even contrary to the way you have been thinking before?**

## Reflection Log



### Day 2

**What was one thing you learned from the course this evening or today?**

**What is one thought or concern you have about the information you just learned?**

**What is a question you have about the course or content?**

**Did you learn anything new? Was there an A-Ha moment where you discovered something that was completely different or maybe even contrary to the way you have been thinking before?**

## Reflection Log



### Day 3

**What was one thing you learned from the course this evening or today?**

**What is one thought or concern you have about the information you just learned?**

**What is a question you have about the course or content?**

**Did you learn anything new? Was there an A-Ha moment where you discovered something that was completely different or maybe even contrary to the way you have been thinking before?**

## Reflection Log



### Day 4

**What was one thing you learned from the course this evening or today?**

**What is one thought or concern you have about the information you just learned?**

**What is a question you have about the course or content?**

**Did you learn anything new? Was there an A-Ha moment where you discovered something that was completely different or maybe even contrary to the way you have been thinking before?**

## Reflection Log



### Day 5

**What was one thing you learned from the course this evening or today?**

**What is one thought or concern you have about the information you just learned?**

**What is a question you have about the course or content?**

**Did you learn anything new? Was there an A-Ha moment where you discovered something that was completely different or maybe even contrary to the way you have been thinking before?**

# Notes