

Waukegan Public Schools:
Universal Bully Prevention Curriculum

Middle School Physical Education

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Introduction/Rational

In order to form a more cohesive and parallel bullying prevention curriculum throughout the Waukegan School District at the Universal Level, the district has opted to formulate a supplemental curriculum to be used in conjunction with the PBIS (positive behavior interventions and support) initiative that is already in place. Due to the fact that bullying has become such a high profile issue in and around schools throughout the nation, this curriculum has been developed to be implemented within our district in conjunction with PBIS.

Basic Concepts of the Curriculum

The Universal Bully Prevention Curriculum is a comprehensive approach for grades Pre-Kindergarten to 12. There are four main concepts that play a key role in the success and implementation of this curriculum:

- The curriculum is designed as a systemic, comprehensive program
- The main focus is on climate change and providing a caring community within our schools
- The curriculum teaches skills and strategies to avoid victimization
- The emphasis is on developing a caring and accepting environment within our schools

1) The curriculum is designed as a systemic, comprehensive program

The Universal Bully Prevention Curriculum is designed to provide the framework for a school wide safety effort. It is crucial for all adults, students, and the community to commit to a no tolerance policy that will help create the desired caring community. The district PBIS system currently provides a framework for the implementation of bullying prevention skills. Our PBIS structure already promotes the teaching of disrespectful vs. respectful behaviors. Because bullying behavior also fits under the umbrella of disrespectful behavior the term and label of bully/bullying will not be used throughout this curriculum but rather referred to as disrespectful behavior.

2) The main focus is on climate change and providing a caring community within our schools

The curriculum, alongside the continual implementation of PBIS, is meant to create a positive climate that feels safe, secure, and welcoming for all members of the school and community.

3) The curriculum teaches skills and strategies to avoid victimization

Included within the curriculum are specific skills and strategies for students to both avoid being victims of disrespectful behavior and to help others.

4) The emphasis is on developing a caring and accepting environment within our schools

The curriculum provides strategies for any type of student, one who may be a person being disrespected (victim), person being disrespectful, or bystander on how to react and act in particular situations. These strategies, along with the PBIS structure, will help lead to the ultimate goal of a caring community within our schools.

How to Use This Curriculum

This curriculum holds a Universal Level Bullying Curriculum for use by physical education teachers in grades 6-8. The purpose behind the curriculum is to coincide with the existing PBIS initiative in order to reduce and prevent disrespectful behavior within our district. This curriculum provides a positive bullying prevention program for all grades to implement.

The lessons provided in this curriculum have been collected and adapted from various bullying programs used throughout the district. They are meant to provide teachers with ready to use lessons and activities with little preparation time. Lessons may include a complete lesson plan, activity, worksheets and an extended lesson/activity (if needed) readily accessible for use by the teacher. Some lessons are longer than others and can easily be adapted to fit the timeframe allowed by the physical education teacher. Lessons may be expanded or retracted depending on the need and time allowed.

Within the curriculum you will find a new technique/acronym that can be used to help prevent victimization. The new acronym is: HAHASO (Elementary and Middle school) and HAHASORT (High School). A lesson and poster is provided to support and teach this acronym school wide.

The curriculum also includes a school year planning calendar for the school to follow and sign off on as the different components are completed. This calendar will be turned in to the district at specified times throughout the year. A parent letter and component is also available within the curriculum to be used at the school's discretion. There will be opportunities for training and continued support throughout the year on any aspect of the curriculum.

Year-Long Planning Calendar

<p style="text-align: center;"><u>September</u></p> <p><input type="checkbox"/> Planning Committee meets Date: _____</p> <p><input type="checkbox"/> Discuss PBIS positive reinforcement program Date: _____</p> <p><input type="checkbox"/> Develop consequence hierarchy for disrespectful behavior Date: _____ Who: _____</p> <p><input type="checkbox"/> Staff training/In-service Date: _____ Who: _____</p> <p><input type="checkbox"/> Kick-off PBIS assembly/activity Date: _____</p> <p>Notes: _____</p>	<p style="text-align: center;"><u>October</u></p> <p><input type="checkbox"/> Send parent disclosure letter home with students Date: _____</p> <p><input type="checkbox"/> District Wide Kick-off Date: _____</p> <p><input type="checkbox"/> Begin Skill #1: The Basics of Disrespectful Behavior Lesson 1: Basics of Disrespectful Behavior Date: _____</p> <p>Notes: _____</p>
<p style="text-align: center;"><u>November</u></p> <p><input type="checkbox"/> Begin Skill #1: The Basics of Disrespectful Behavior Lesson 2: Teasing Date: _____</p> <p><input type="checkbox"/> Staff meeting to discuss successes/problems and needed program changes Date: _____</p> <p>Notes: _____</p>	<p style="text-align: center;"><u>December</u></p> <p><input type="checkbox"/> Begin Skill #1: The Basics of Disrespectful Behavior Lesson 3: Sexual Harassment Date: _____</p> <p>Notes: _____</p>
<p style="text-align: center;"><u>January</u></p> <p><input type="checkbox"/> Turn in calendar</p> <p><input type="checkbox"/> PBIS Review assembly/stations Date: _____</p> <p><input type="checkbox"/> Begin Skill #2: Ways to Handle Disrespectful Behavior/Someone who is Being Disrespectful Lesson 1: HA HA SO Strategies</p>	<p style="text-align: center;"><u>February</u></p> <p><input type="checkbox"/> Begin Skill #3: Friends Get Help for Friends Lesson 1: Empathy and Taking a Stand Date: _____</p> <p>Notes: _____</p>

<p>Date:</p> <p><input type="checkbox"/> Mid-year program evaluation</p> <p>Date: Who:</p> <p>Notes:</p>	
<p style="text-align: center;"><u>March</u></p> <p><input type="checkbox"/> Begin Skill #3: Friends Get Help for Friends Lesson 2: Including Others</p> <p>Date:</p> <p>Notes:</p>	<p style="text-align: center;"><u>April</u></p> <p><input type="checkbox"/> Turn in calendar</p> <p><input type="checkbox"/> Review PBIS school wide expectations</p> <p>Date:</p> <p><input type="checkbox"/> Choose a lesson(s) from Skill #4: Understanding Differences</p> <p>Date:</p> <p>Notes:</p>
<p style="text-align: center;"><u>May</u></p> <p><input type="checkbox"/> Choose a lesson(s) from Skill #5: Cyberbullying Lesson</p> <p>Date:</p> <p><input type="checkbox"/> Complete District Bullying Survey</p> <p>Notes:</p>	<p style="text-align: center;"><u>May</u></p> <p><input type="checkbox"/> Turn in calendar</p> <p><input type="checkbox"/> End-of-Year Program Evaluation</p> <p>Date: Who:</p> <p><input type="checkbox"/> Celebrate Success</p> <p>Date: Who:</p> <p><input type="checkbox"/> Plan for next year</p> <p>Date: Who:</p> <p>Notes:</p>

Dear Parent(s)/Guardian(s):

_____ School invites you to join with us in developing a theme of kindness and respect within our entire community.

We strongly believe that school can be a safe and nurturing environment for all. One of our goals for this year is to create a caring community at our school where everyone feels safe and has a sense of belonging. To facilitate this effort, we are implementing a school-wide safety program on Bullying Prevention.

This program will be most effective when the parental community, the administration, the staff, and the students all have a shared belief that kindness and respect for each other is of great value in our school and contributes to a positive environment for better academic performance. With the Bullying Prevention Program, bullying and aggressive behaviors do not have a place at our school and will not be tolerated. On the other hand, acts of kindness will be recognized and rewarded.

A committee of staff members has attended training workshops and is working to adapt the Bullying Prevention program to our school's specific needs. We ask that as a parent in the Waukegan Community you discuss the program with your child since your support is crucial to its success.

Please join us at the (PTO, staff, community) meeting on _____

at _____ in the _____ to learn more about our program. Your input is not only welcomed, but necessary to the success of the program.

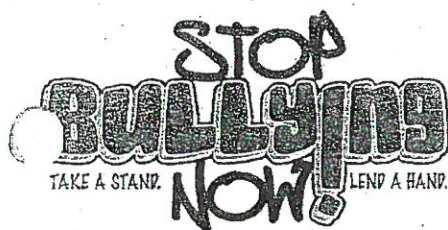
Sincerely,

Principal

Lessons Table of Contents

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Parent Component



What to Do if Your Child is Being Bullied

What is bullying?

Bullying among children is aggressive behavior that is intentional and that involves an imbalance of power or strength. A child who is being bullied has a hard time defending himself or herself. Usually, bullying is repeated over time. Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by phone or computer e-mail (cyberbullying).

Effects of bullying

Bullying can have serious consequences. Children and youth who are bullied are more likely than other children to

- Be depressed, lonely, anxious;
- Have low self-esteem;
- Be absent from school;
- Feel sick; and
- Think about suicide.

Reporting bullying to parents

Children frequently do not tell their parents that they are being bullied because they are embarrassed, ashamed, frightened of the children who are bullying them, or afraid of being seen as a "tattler." If your child tells you about being bullied, it has taken a lot of courage to do so. Your child needs your help to stop the bullying.

What to do if your child is being bullied

1. First, focus on your child. Be supportive and gather information about the bullying.

- Never tell your child to ignore the bullying. What the child may "hear" is that *you* are going to

ignore it. If the child were able to simply ignore it, he or she likely would not have told you about it. Often, trying to ignore bullying allows it to become more serious.

- Don't blame the child who is being bullied. Don't assume that your child did something to provoke the bullying. Don't say, "What did you do to aggravate the other child?"
- Listen carefully to what your child tells you about the bullying. Ask him or her to describe who was involved and how and where each bullying episode happened.
- Learn as much as you can about the bullying tactics used, and when and where the bullying happened. Can your child name other children or adults who may have witnessed the bullying?
- Empathize with your child. Tell him/her that bullying is wrong, not their fault, and that you are glad he or she had the courage to tell you about it. Ask your child what he or she thinks can be done to help. Assure him or her that you will think about what needs to be done and you will let him or her know what you are going to do.
- If you disagree with how your child handled the bullying situation, don't criticize him or her.
- Do not encourage physical retaliation ("Just hit them back") as a solution. Hitting another student is not likely to end the problem, and it could get your child suspended or expelled or escalate the situation.



How to Talk with Educators at Your Child's School About Bullying: Tips for Parents of Bullied Children

Bullying among children is aggressive behavior that is intentional and involves an imbalance of power and strength. Parents are often reluctant to report to educators that their child is being bullied. Why?

- Parents may be unsure how best to help their child and may be afraid that they will make the situation worse if they report bullying.
- They may be embarrassed that their child is being bullied.
- Sometimes, children ask parents not to report bullying.
- Parents may fear being seen as overprotective.
- They may believe that it is up to their child to stop the bullying.

Children and youth often need help to stop bullying. Parents should never be afraid to call the school to report that their child is being bullied and ask for help to stop the bullying. Students should not have to tolerate bullying at school any more than adults would tolerate similar treatment at work.

The school's responsibility

All children are entitled to courteous and respectful treatment by students and staff at school. Educators have a duty to ensure that students have a safe learning environment. Fortunately, most educators take their responsibilities to stop bullying very seriously. Several states have passed anti-bullying laws and require public schools to have an anti-bullying program in place. Ask for a copy of your school's policy or check the student handbook to see whether your school has policies that will help resolve the problem.

Working with your child's school to solve the problem

If your child tells you that he or she has been bullied or if you suspect your child is being bullied, what can you do?

- Keep a written record of all bullying incidents that your child reports to you. Record the names of the children involved, where and when the bullying occurred, and what happened.
- Immediately ask to meet with your child's classroom teacher and explain your concerns in a friendly, non confrontational way.
- Ask the teacher about his or her observations:
 - Has he or she noticed or suspected bullying?
 - How is your child getting along with others in class?
 - Has he or she noticed that your child is being isolated, excluded from playground or other activities with students?
- Ask the teacher what he or she intends to do to investigate and help to stop the bullying.
- If you are concerned about how your child is coping with the stress of being bullied, ask to speak with your child's guidance counselor or other school-based mental health professional.
- Set up a follow-up appointment with the teacher to discuss progress.
- If there is no improvement after reporting bullying to your child's teacher, speak with the school principal.
- Keep notes from your meetings with teachers and administrators.

What can you expect staff at your child's school to do about bullying?

- School staff should investigate the bullying immediately. After investigating your concerns, they should inform you as to what they plan to do about it.



Warning Signs that a Child is Being Bullied

What is bullying?

Bullying among children is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. Bullying can take many forms, such as hitting and/or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by phone or computer e-mail (cyberbullying).^{*} Many children, particularly boys and older children, do not tell their parents or adults at school about being bullied. It is important that adults are vigilant to possible signs of bullying.

Warning signs

Possible warning signs that a child is being bullied:

- Comes home with torn, damaged, or missing pieces of clothing, books, or other belongings;
- Has unexplained cuts, bruises, and scratches;
- Has few, if any friends, with whom he or she spends time;
- Seems afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities with peers (such as clubs);
- Takes a long, "illogical" route when walking to or from school;
- Has lost interest in school work or suddenly begins to do poorly in school;
- Appears sad, moody, teary, or depressed when he or she comes home;
- Complains frequently of headaches, stomachaches, or other physical ailments;
- Has trouble sleeping or has frequent bad dreams;
- Experiences a loss of appetite; or
- Appears anxious and suffers from low self-esteem.

What to do if you suspect that your child is being bullied?

If your child shows any of these signs, this does not necessarily mean that he or she is being bullied, but it is a possibility worth exploring. What should you do? Talk with your child *and* talk with staff at school to learn more.

1. Talk with your child. Tell your child that you are concerned and that you'd like to help. Here are some questions that can get the discussion going:

Some direct questions:

- "I'm worried about you. Are there any kids at school who may be picking on you or bullying you?"
- "Are there any kids at school who tease you in a mean way?"
- "Are there any kids at school who leave you out or exclude you on purpose?"

Some subtle questions:

- "Do you have any special friends at school this year? Who are they? Who do you hang out with?"
- "Who do you sit with at lunch and on the bus?"
- "Are there any kids at school who you really don't like? Why don't you like them? Do they ever pick on you or leave you out of things?"

^{*}Children with disabilities may be at a higher risk of being bullied.



What We Know About Bullying

What is bullying?

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied has a hard time defending himself or herself.

Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyberbullying).

Prevalence of bullying:

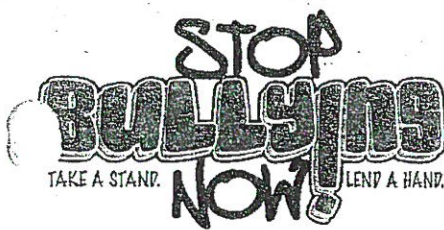
- Studies show that between 15–25 percent of U.S. students are bullied with some frequency ("sometimes or more often") while 15–20 percent report that they bully others with some frequency (Melton et al., 1998; Nansel et al., 2001).
- Recent statistics show that although school violence has declined 4 percent during the past several years, the incidence of behaviors such as bullying has increased by 5 percent between 1999 and 2001 (U.S. Dept. of Ed., 2002).
- Bullying has been identified as a major concern by schools across the U.S. (NEA³, 2003).
- In surveys of third through eighth graders in 14 Massachusetts schools, nearly half who had been frequently bullied reported that the bullying had lasted six months or longer (Mullin-Rindler, 2003).
- Research indicates that children with disabilities or special needs may be at a higher risk of being bullied than other children (see Rigby, 2002, for review).

Bullying and gender:

- By self-report, boys are more likely than girls to bully others (Nansel et al., 2001; Banks 1997).
- Girls frequently report being bullied by both boys and girls, but boys report that they are most often bullied only by other boys (Melton et al., 1998; Olweus, 1993).
- Verbal bullying is the most frequent form of bullying experienced by both boys and girls. Boys are more likely to be physically bullied by their peers (Olweus, 1993; Nansel et al., 2001); girls are more likely to report being targets of rumor-spreading and sexual comments (Nansel et al., 2001). Girls are more more likely to bully each other using social exclusion (Olweus, 2002).
- Use of derogatory speculation about sexual orientation is so common that many parents do not think of telling their children that it could be hurtful (NEA³, 2003).

Consequences of bullying:

- Stresses of being bullied can interfere with student's engagement and learning in school (NEA Today, 1999).
- Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, feel unwell, and think about suicide (Limber, 2002; Olweus, 1993).
- Students who are bullied may fear going to school, using the bathroom, and riding on the school bus (NEA¹, 2003).



Children Who Bully

Bullying among children is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. Bullying can take many forms such as hitting or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation through gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyberbullying).

There is no one single cause of bullying among children. Rather, individual, family, peer, school, and community factors can place a child or youth at risk for bullying his or her peers.

Characteristics of children who bully

Children who bully their peers regularly (i.e., those who admit to bullying more than occasionally) tend to

- Be impulsive, hot-headed, dominant;
- Be easily frustrated;
- Lack empathy;
- Have difficulty following rules; and
- View violence in a positive way.

Boys who bully tend to be physically stronger than other children.

Family risk factors for bullying

Children who bully are more likely than their nonbullying peers to live in homes where there is:

- A lack of warmth and involvement on the part of parents;
- Overly-permissive parenting (including a lack of limits for children's behavior);
- A lack of supervision by parents;
- Harsh, physical discipline; and
- A model for bullying behavior.

Peer risk factors for bullying

Children and youth who bully are more likely to have friends who bully and who have positive attitudes toward violence.

Common myths about children who bully

"Children who bully are loners."

- In fact, research indicates that children and youth who bully are not socially isolated.
- They report having an easier time making friends than children and youth who do not bully.
- Children and youth who bully usually have at least a small group of friends who support or encourage their bullying.

"Children who bully have low self-esteem."

- In fact, most research indicates that children and youth who bully have average or above-average self-esteem.
- Interventions that focus on building the self-esteem of children who bully probably will be ineffective in stopping bullying behavior.

Bullying and other violent or antisocial behaviors

Research shows that bullying can be a sign of other serious antisocial or violent behavior. Children and youth who frequently bully their peers are more likely than others to

- Get into frequent fights,
- Be injured in a fight,
- Vandalize property,
- Steal property,
- Drink alcohol,
- Smoke,
- Be truant from school,
- Drop out of school, and
- Carry a weapon.

SKILL 1:
The Basics of
Disrespectful Behavior

Skill 1: The Basics of Disrespectful Behavior

Lesson 1: Basics of Disrespectful Behavior

-Develop understanding of the terms disrespectful behavior, victim, and bystander

D. Explore and discuss concept of disrespectful behavior.

-Discussion starters:

- 1) Do all disrespectful individuals look alike?
- 2) Are they all boys or girls?
- 3) What is the body language of a disrespectful individual?
- 4) How do they walk and talk?
- 5) What is disrespectful behavior?
- 6) What are some typical disrespectful behaviors?
- 7) Why are people disrespectful towards others?

E. Explore and discuss concept of victim.

-Discussion starters:

- 1) Do all victims look alike?
- 2) Are they all boys or girls?
- 3) What is the body language of a victim?
- 4) How do they walk and talk?
- 5) How does/would it feel to be a victim?

-Generate a class list

-Give definition of victim

F. Explore and discuss the concept of bystander.

-Give definition: A person who stands near or looks on but does not take part; onlooker; spectator.

-Discussion points to guide students to:²

- 1) If a person acts as a bystander and takes no action against bullying, then he or she is not acting as a member of the caring community.
- 2) Disrespectful individuals like it when bystanders don't do anything. They count on the bystander to remain silent so they can continue their disrespectful behaviors.
- 3) Bystanders make up the most important group in the school because once they learn how to take a stand against disrespectful individuals, the individuals will lose their power.

G. Summarize the discussions about disrespectful behavior, victim, and bystanders.

Lesson/Activity Extension

- A. Discuss/share a story about care, life-changing experience.
 - a. Have students share a time when they felt unsafe or not cared about.
 - b. Begin/continue the conversation by tying in students' experiences from the conversations.
 - c. Review and discuss the idea of disrespectful behavior and bystanders and what they are. This will lead into the discussion of developing a caring community.
 - d. Closing discussion and thoughts

Skill 1: The Basics of Disrespectful Behavior

Lesson 2: Teasing

-Activity: Teasing

A. Review Lesson 1 concepts

-Review concepts of disrespectful individual, victim, and bystander

B. Introduce concepts of teasing and sexual harassment

-In Lesson 1 you discussed all different types of disrespectful behavior that occur.

Inform students that in middle school, two forms of disrespectful behavior in particular-verbal aggression in the form of teasing and sexual harassment-get trickier and more complicated. Explain that in today's lesson how you will be going into more detail about these two kinds of disrespectful behavior.

C. Explore and develop the concept of teasing as a form of verbal aggression.

1) Ask students to come up with examples of teasing. Ask the students their opinion of teasing and ask them whether or not teasing is okay.

D. Generate discussion with students around the answers to the above questions.

-Introduce the idea that there are two kinds of teasing: friendly and hurtful.

-Friendly teasing happens among friends and can make people feel close and included.

Hurtful teasing is done with the intent to make someone feel bad and excluded. Write the headings "Friendly Teasing" and "Hurtful Teasing" on the board and record students' ideas about the differences.

E. Summarize the above discussion.

Skill 1: The Basics of Disrespectful Behavior

Lesson 3: Sexual Harassment

-Review Teasing Activity

A. Define the term Sexual Harassment:

-Any unwelcome comments or actions of a sexual nature that make the recipient uncomfortable.

B. Relate sexual harassment to both disrespectful behavior and hurtful teasing. In middle school, teasing sometimes has sexual content that makes people very uncomfortable. That's when teasing can become sexual harassment.

D. Discussion Starters:

- 1) Sexual or "dirty" jokes
- 2) Comments about body parts-male or female
- 3) Rating individuals on a scale of 1 to 10
- 4) Any inappropriate touching
- 5) Name-calling about sexual orientation
- 6) Rumors of a sexual nature-verbal, written

E. Important points to discuss:

- 1) Just as in the case of teasing, the person who is the target of the harassing behavior gets to decide if the behavior constitutes sexual harassment. The target decides if he or she is uncomfortable with the harassment, and therefore decides if it is sexual harassment.
- 2) Sexual harassment is against school rules and can result in serious consequences.
- 3) Sexual harassment is against the law. Targets of the harassment can file charges with the police that can result in serious legal consequences.
- 4) Anyone who feels he or she is being sexually harassed needs to tell an adult immediately. Even though it can be embarrassing or scary, it is important to tell an adult anyway so that the harassment can be stopped.
- 5) Students can be assured that reporting sexual harassment is important and will be handled privately and sensitively by the adults in the building.

F. Summarize

-Extended Lesson/Activity-
Sexual Harassment

- A. Review the definition of sexual harassment.
- B. Have students generate examples of behaviors that they believe could be considered sexual harassment.
 - a. Discuss
- C. Explain the difference between flirting and sexual harassment.
 - a. Discuss

¹ Adapted from *Bully Proofing Your School* (2000). Page 263.

SKILL 2:
Ways to Handle
Disrespectful
Behavior/Someone who
is Being Disrespectful

Skill 2: Ways to Handle a Disrespectful Behavior

Lesson 1: HA HA SO Strategies

A. Introduce HA HA So strategies

-Introduce HA HA So as the strategies students can learn to help them and their friends avoid victimization. Remind students that even though they probably already use several of these ideas it is a good idea to review and practice them so they can be prepared to use them at the appropriate time.

-Discuss and practice each of the strategies with the students

-H= Help

-A= Assert Yourself

-H=Humor

-A=Avoid

-S=Self-Talk

-O=Own-It

-Help= Seek assistance from an adult, friend, or peer when a potentially threatening situation arises. Seek help when other strategies aren't working.

-Discuss with the students when and how to get help from peers and adults. Create a list with the names of all adults in the building available to help students.

Go over Tatting vs. Telling chart

-Assert Yourself= Make assertive statements to the disrespectful individual addressing your feelings about the disrespectful behavior.

-Teach the students when it is wise to use assertiveness and when it is not effective. Discuss with students the difference between being aggressive and assertive.

-Humor= Use humor to de-escalate a situation.

-Teach the students how to use humor to de-escalate a situation. Let them know that some people find the humor strategy easier than others.

-Avoid= Walk away or avoid certain places in order to avoid a disrespectful situation.

-Teach the students that it is appropriate and sometimes the best solution to walk away in order to avoid a disrespectful situation.

-Self-Talk= Use positive self-talk to maintain positive self-esteem during a disrespectful situation.

-Teach the student how to use their self-talk to maintain positive self-esteem during a disrespectful situation.

-Own-It= "Own" the put-down or belittling comment in order to defuse it.

-Teach the students how to "own" the put-down instead of being defensive.

HA HA SO Strategies

	STRATEGIES	TIPS
H Help:	Seek assistance from an adult, friend, or peer when a potentially threatening situation arises. Seek help also if other strategies aren't working.	1) Brainstorm all of the sources of help at your school-deans, counselors, teachers, and nurse. 2) Stress the different ways to get help-anonymously, in a group, hotline
A Assert Yourself:	Make assertive statements to the person showing disrespectful behavior addressing your feelings about the disrespectful behavior.	1) Should not be used with severe disrespect 2) Not as effective with groups of disrespectful individuals. 3) Victim should look disrespectful individual straight in the eye. 4) Use "I" statements. Example: "I don't like it when you pull on my backpack." 5) Make assertive statement and walk away. Example: "Stop talking about me behind my back."
H Humor:	Use humor to de-escalate a situation.	1) Use humor in a positive way. 2) Make the joke about what the disrespectful individual said, not about the disrespectful individual. 3) Make humorous statement and then leave the situation. 4) Example: When insulted about hairstyle, say, "Gee, I didn't know you cared enough to notice."
A Avoid:	Walk away or avoid certain places in order to avoid a disrespectful situation.	1) Best for situations when victim is alone. 2) Avoid places where the disrespectful individual hangs out. 3) Join with others rather than be alone.
S Self-Talk:	Use positive self-talk to maintain positive self-esteem during a disrespectful situation.	1) Use as a means to keep feeling good about self. 2) Think positive statements about self and accomplishments. 3) Rehearse mental statements to avoid being hooked by the disrespectful individual. Examples: "It's his problem," "She doesn't know what she's talking about," "I know I'm smart." 4) Use positive self-talk when practicing all strategies.
O Own it:	"Own" the put-down or belittling comment in order to diffuse it.	1) Agree with the disrespectful individual and leave the situation. 2) Combine with humor strategies such as, "Yeah, this is a bad haircut. The lawn mower got out of control this weekend." 3) Combine with assertive strategies such as, "Yes, I did fail the test and I don't appreciate you looking at my paper."
Important Reminders	1) Practice these strategies in any order, in any combination, or numerous times. 2) The caring community/classmates can remind each other of the strategies	3) The caring community/classmates can help support the victim in using the strategies. 4) If the strategies aren't working, leave or disengage from the situation.

Tattling	versus	Telling
Unimportant	vs.	Important
Harmless	vs.	Harmful or dangerous physically or psychologically
Can handle by self	vs.	Need help from an adult to solve
Purpose is to get someone in trouble	vs.	Purpose is to keep people safe
Behavior is accidental	vs.	Behavior is purposeful

SKILL 3:
Friends Get Help for
Friends

Skill 3: Friends Get Help for Friends
Lesson 1: Empathy and Taking a Stand

- A. Introduce and explore the concept of empathy
 - Define empathy- the ability to participate in the feelings of another. Empathy is knowing how another person feels, and sympathy is feeling sorry for that person.
- B. Ask students to share experiences they have had with empathy.
 - 1) Do you remember a time when someone felt empathy for you?
 - 2) Do you remember a time when you felt empathy for someone else?
- C. Introduce the concept of taking a stand.
 - Ask students what they think it means to take a stand.
 - Explain Take A Stand: Any positive behavior that supports you and your peers.
 - Encourage student to share times when they took a stand or when others took a stand for them.
 - 1) When is the last time you took a stand to do the right thing?
 - 2) Can you remember a time when someone took a stand and did something that helped you?
 - Summarize students' comments
- E. Important points to review:
 - 1) When taking a stand, never put yourself in danger.
 - 2) There are many ways to take a stand. Choose strategies that honor your own personality style, racial and cultural background, beliefs, and previous experiences.
 - 3) Think creatively and share ideas with your friends.

-Extended Lesson/Activity-
Taking a Stand

- A. Revisit the idea of "taking a stand"
- B. Ask students for examples and challenges of doing so.
- C. Have further discussion on challenges.
 - a. What may make "taking a stand" difficult?
 - i. Retaliation, don't know what to do, afraid of making things worse, fear of losing social status- discuss
- D. Discuss idea of "Courage to Care."
 - a. Though it maybe difficult to take a stand, here at school people do take a stand and reach out to others. People take risks to help others in need. What gives people the courage to do this?
 - i. They care, they want school to be safe, they have empathy, they are afraid it could happen to them.
- E. Discuss how "taking a stand" helps build upon a caring community.

¹ Adapted from *Bully Proofing Your School* (2000). Page 259.

Skill 3: Friends Get Help for Friends
Lesson 2: Including Others

A. The challenges of taking a stand

- 1) Ask students to sit quietly and remember a time when they had the opportunity to take a stand and didn't.
- 2) What are some reasons bystanders don't take action when they see disrespectful behavior taking place?

-Discussion Starters:

- 1) Fear of retaliation
- 2) Don't know what to do
- 3) Afraid they'll make things worse
- 4) Afraid of losing social status

- 3) Acknowledge concerns and discuss.

B. Introduce "including others." Ask students why they think it is important. Talk about the importance of inclusion. Use empathy and the extra effort to include others.

- 1) Ask students their ideas about the meaning of including others. Does including others mean:

- 1) You have to be best friends with everyone?
- 2) You have to include everyone in everything?
- 3) You have to invite everyone to your party?
- 4) You only include kids in your friend group or clique?
- 5) You only take a stand for students who are your friends?

C. Acknowledge concerns and discuss.

D. Activity: Putting it all together.

-Summarize with student the main characteristics of a caring community.

- 1) Respect yourself and others.
- 2) Contribute to a healthy and safe learning environment
- 3) Use empathy and extra effort to include others
- 4) Take a stand for what is right
- 5) Encourage creative and peaceful problem solving
- 6) Follow all school rules

G. Summarize

Adapted from *Bully Proofing Your School* (2002). Page 216.

Adapted from *Bully Proofing Your School* (2000). Page 216.

-Lesson/Activity Extension-
Empathy

- A. Introduce a classroom caring box (should be decorated by students). Keep box in classroom for students to use to acknowledge classmates for caring showing/doing caring acts.
- B. Tell students that they can write acknowledgements throughout the week.
- C. Explain to students that while discussing and working on bully-proofing the school that there will be much attention focusing on caring for others.
- D. Revisit the definition of empathy.
- E. Read caring acts out of the classroom caring box and discuss.

¹ Adapted from *Bully Proofing Your School* (2000). Page 253.

SKILL 4:
Understanding
Differences

Skill 4: Understanding Differences

Lesson 1: Diversity

- A. Review definition of disrespectful behavior. Discuss how disrespectful behavior can include teasing someone or making jokes about how someone looks, talks, etc.
- B. Lead a discussion with students about similarities they share with and differences they have from their classmates.
- C. Lead the *Simon Says* activity
- D. After activities discuss findings. Emphasize the point that individual differences are important and that our society is better because of diversity. We all share some similarities because we are all human, but our differences make us unique as individuals. Emphasize that everyone is unique and that being different doesn't mean that someone is good or bad, just unique.

Skill 4: Understanding Differences

Lesson 2: Diversity

- A. Review the term diversity from previous lesson. Lead a brief discussion.
- B. Define the meaning of the word culture. Discuss the meaning of the word. Culture means different things that a group of people have in common. The United States has a culture, and different groups within the United States have different cultures. Talk about the many different cultures within the country.
- C. Ask students how they can use what they have learned to help them better understand cultures different from their own.
- F. Discuss

Skill 4: Understanding Differences

Lesson 3: Everyone is Unique

- A. Have students come up with a brief sentence about their own culture or background and share with a partner.
- B. Have some students share what they learned about their partners with the class.
- C. Share/Discuss

Skill 4: Understanding Differences
Lesson 4: Disabilities

-This activity can be done while giving directions for a particular game/activity.

- A. Review and discuss terms from previous lessons.
- B. Write the word "disability" on the board. Ask students what they think the word means. List the ideas on the board.
- C. Lead students through each of the following activities. After each activity, ask students to guess what type of disability is represented.
 - a. Blindness or Visual Impairment: Ask student to close their eyes and search for an item in the room. Have them look for the item. Ask students to describe how the item feels and how they can tell what it is.
 - b. Hearing Impairment: Tell students to watch your face as you are giving directions to a game. Ask them to guess what you are saying and follow each direction you give. Mouth the following sentences without speaking out loud:
 - i. Stand up.
 - ii. Please sit down.
 - iii. Please get a book out.
 - iv. Read the last page.
 - v. Look out the window.

-Discuss which directions were the easiest to follow and why
After the activities define the word disability.

-Disability: an impairment or inability to perform an activity such as walking, seeing, hearing, speaking, or learning.

- E. Discuss what this means

Skill 4: Understanding Differences
Lesson 5: Character Values

- A. Have old equipment along with a new equipment in front of your students. Encourage students to ask questions about the equipment.
- B. Ask the class to select a piece of equipment that they would like to use. Ask them why they chose that piece.
- C. Explain to the students that each piece of equipment works the same even though one looks different than the other. Ask:
 - a. How is this like people?
 - b. What is it about the way someone looks that makes you like or dislike the person?
 - c. Should people decide what someone is like by the way that person looks?
 - d. Why is it important to get to know someone before deciding what they are like?
 - e. Do we sometimes judge people by the way they look without taking the time to get to know them first?
- D. Discuss what qualities are important in deciding what a person is like.

Skill 4: Understanding Differences
Lesson 6: Accepting Others Who are Different

- A. Remind students that it is important to respect everyone. Ask students what respect means. Discuss the definition.
- B. Ask students if it is okay to not be friends with everyone. Discuss their answers.
- C. Ask students to think about others who might be different from them. Lead a discussion about why they should show respect to others who are different. Ask students what behaviors they think show respect for others and behaviors they think do not show respect for them.
- D. Discuss

Skill 4: Understanding Differences

Lesson 7: Relating Respecting Differences to Personal Experience

- A. Ask students to think about different cultures they have studied or learned about.
- B. Remind students that there are many different cultures within their own community. Assist and discuss with students.
- C. Have students share some ideas/examples that are the same and some things that are different between their culture and another.
- D. Share and Discuss

Skill 5: Cyberbullying

Cyberbullying: Grades 6-8

Cyberbullying: Who, Me? Why Should I Care?

Download Student Activity Sheet(s) for printout.

Read a Letter to Educators about cyberbullying from CyberSmart!

Overview

Students explore the roles and responsibilities of bystanders to cyberbullying. Then they develop a plan for peer mentoring to prevent cyberbullying situations.

Objectives

- Analyze online behaviors that could be considered cyberbullying.
- Generate multiple solutions and actions that bystanders can take to improve a cyberbullying situation.
- Practice peer mentoring for cyberbullying prevention.

National Educational Technology Standards for Students © 2007

Source: International Society for Technology in Education

2. Communication and Collaboration

- a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

5. Digital Citizenship

- a. advocate and practice safe, legal, and responsible use of information and technology.
- d. exhibit leadership for digital citizenship.

Home Connection

Download the Grades 6-8 Home Connection page related to this lesson.

Site Preview



An optional strategy for using Web 2.0 tools with your students are recommended under Teach 2 and Teach 3.

Materials

- Activity Sheets (2)
- Drawing paper
- Markers

Introduce

- Discuss with students the positive uses of online videos: for promoting good citizenship, for education, for entertainment, for social action. Invite them to provide examples of each category.
- Point out that people often post videos for less positive reasons, such as to hate, ridicule, and embarrass others.

Teach 1: What's the Problem?

- Distribute the activity sheets. Have students read the scenario about Kevin, José, and the video-sharing Web site.

- Have students write their answers to the two questions under What's the Problem? Look for responses that indicate students' understanding that both events are embarrassing, but that embarrassing someone in school exposes him to an immediate peer group, while embarrassing him on a World Wide Web site exposes him to ridicule by the entire school plus hundreds of millions of strangers.
- Have students tell their own stories without using actual names. Ask: *Have you ever witnessed kids posting or sending photos or videos in order to embarrass someone? What happened? Why?*

Teach 2: Think About It

- Have students read the Think About It section on the activity sheets. Point out that sometimes when people believe they cannot be seen or found out, they do things that they would never do in a face-to-face situation.
- Ask: *Who is doing the cyberbullying in this story? Is it only José? What about the boys in school who helped him upload the video to the Web site? What about the people who posted nasty comments? What about the people who viewed the video?* Encourage students to decide for themselves and support their reasoning.
- Have students use drawing paper and markers to create a visual map showing all the players in this event. Students may choose to show a labeled web, use concentric circles, or draw something more representational. Allow students to share their maps with the class.



Use Web 2.0 tools for concept mapping that allow students to create and publish their maps online.

Teach 3: Find Solutions

- Have students discuss their solutions. Look for solutions that show empathy for Kevin and discuss the rights and responsibilities of being citizens of a worldwide community.
- Make sure students understand that those people who posted cruel comments were just as guilty of being bullies as the boys who originally uploaded the video were.
- Discuss with students how trusted adults could help, including asking a guidance counselor to talk to Kevin, a technology teacher to investigate whether it would be possible to remove the video from the site, and a school principal to try to enforce school bullying rules.
- Have students add to their concept map drawings, clearly labeling their proposed solutions.



If students created concept maps using Web 2.0 tools, they can revise their maps online.

Teach 4: Take Action

- Reinforce with peer mentors the Be CyberSmart! tips. After the first peer mentoring session, consider setting aside weekly times for your students to meet.

Assess

The following items assess student mastery of the lesson objectives.

- Ask: *What kinds of online behaviors could be considered cyberbullying?* (posting someone else's video without permission, leaving cruel comments on a Web site)
- Ask: *What does it mean to be a bystander to cyberbullying?* (A bystander is a person who is not the bully or the target but witnesses the bullying.)
- Ask: *What are some things a bystander can do when he or she witnesses cyberbullying?* (show understanding and support for the target, don't react to the bully, ask a trusted adult for help)

Extend

- Students will benefit by revisiting this lesson each year.
- If students completed this lesson in a previous grade, allow them to go online to the Ad Council's Cyber Bullying Prevention Campaign and click on the Campaign Material called "Talent Show." Discuss the underlying message: If you wouldn't say it

face to face, don't say it online.

Cyberbullying Prevention Activities for Your School, Families, and Community

Extend this classroom lesson with activities that will support a cyberbullying prevention campaign for your school, families, and community.



includes strategies for using interactive online Web 2.0 tools.

CyberSmart! Online Workshops

Find out about earning continuing education and graduate credits with facilitated CyberSmart! Online Workshops.

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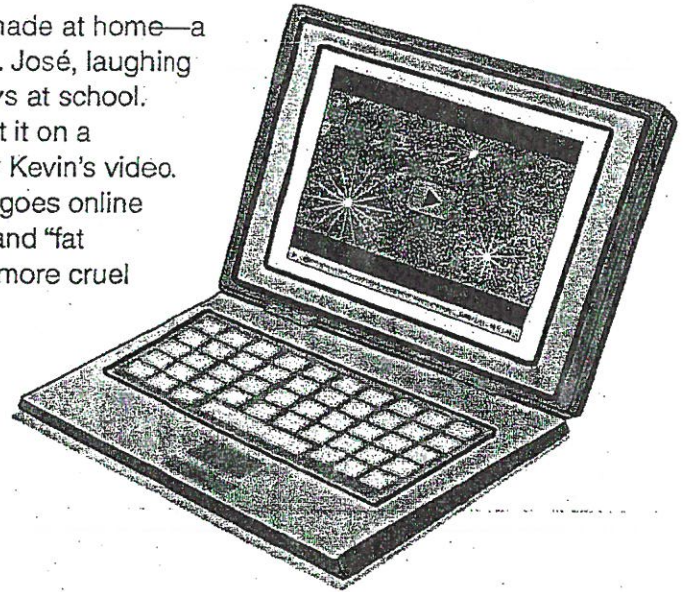
Name _____ Date _____

CyberSmart!
21st century skills
for education



Cyberbullying: Who, Me? Why Should I Care?

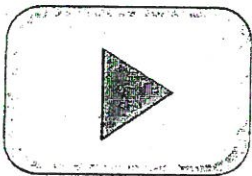
Kevin sends his friend José a short video he made at home—a reenactment of a famous fantasy movie scene. José, laughing at how Kevin looks, shows it to some other boys at school. The boys laugh at Kevin too and decide to post it on a video-sharing Web site. Millions of people view Kevin's video. Nasty comments are posted. Every day, Kevin goes online to check and sees more comments like "idiot" and "fat nerd." Every day, he goes to school and hears more cruel comments from his classmates.



What's the Problem? Imagine someone telling an embarrassing secret about you in front of a bunch of kids at school. Now imagine someone posting an embarrassing secret about you on the Internet.

How are these two events similar?

How are they different?



Think About It When kids intentionally embarrass another kid, that's just plain mean. Embarrassing or humiliating another kid using the Internet is *cyberbullying*. When José and the others posted the video online, they set up a cyberbullying situation. They made it easy for other kids in school, and kids all over the world, to join in with them and post hurtful words online—again and again.



Name _____ Date _____

In this true story, many people contributed to the cyberbullying. But there were many times more kids who knew about the situation but did not get involved. Kids who are not cyberbullying but who see, hear, or know about it are called *bystanders*. In this situation, kids in school who witnessed the abuse and kids online who viewed the video were bystanders. What would you do if you were a bystander?

Find Solutions What could you say to or do for Kevin?

What would you say to José?

What could you say to the other kids at school who viewed the video and left cruel comments?

How could you have involved a trusted adult?

Take Action: Practice Peer Mentoring

In your class, pair off and take turns mentoring another student about cyberbullying. Allow the student to share his or her experiences. Give support. Ask questions but do not criticize. Share ideas for making the situation better.

Be CyberSmart!

- Stop before you post photos and videos and think: Will it upset or harm another kid?
- Know when you are in over your head with a cyberbullying situation and ask a trusted adult for help.

Glossary

Glossary of Terms

Aggression

The action of a state in violating by force the rights of another state, particularly its territorial rights; an unprovoked offensive attack, invasion, or the like

Assert Yourself

Make assertive, strong, powerful statements to the bully addressing your feelings about the bully's behavior

Avoid

Walk away or stay away from certain places in order to avoid a bullying situation

Bystander

A person who stands near or looks on but does not take part; onlooker; spectator

Conflict

To come into collision or disagreement; be contradictory, at variance, or in opposition; clash: The account of one eyewitness conflicted with that of the other

Cyberbullying

The use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others

Disrespectful Behavior (Bully)

A blustering, quarrelsome, overbearing person who habitually badgers and intimidates smaller or weaker people

Empathy

The ability to participate in the feelings of another. Empathy is knowing how another person feels and sympathy is feeling sorry for that person

Harassment

To disturb persistently; torment, as with troubles or cares; bother continually; pester; persecute

Help

Seek assistance from an adult, friend, or peer when a potentially threatening situation arises. Seek help when other strategies aren't working

Humor

Use humor to de-escalate a situation; be funny

Adapted from *Bully Proofing Your School* (2000).

Intimidation

To make timid; fill with fear

Own It

"Own;" accept, the put-down or belittling comment in order to defuse it

Physical Aggression

Hitting, kicking, destroying property;

Racial/Ethnic Harassment

Comments or actions containing racial or ethnic content which are unwelcome and make the recipient uncomfortable.

Respect

Esteem for or a sense of the worth or excellence of a person, a personal quality or ability, or something considered as a manifestation of a personal quality or ability

Self-Talk

Use positive talk to maintain positive self-esteem during a bullying situation

Sexual Harassment

Comments or actions of a sexual nature, which are unwelcome and make the recipient uncomfortable

Social Aggression

Spreading rumors, excluding from group, silent treatment

Tattling

To let out secrets

To chatter, prate, or gossip

Teasing

To irritate or provoke with persistent petty distractions, trifling raillery, or other annoyance, often in sport

Telling

Having force or effect; effective; striking

Revealing; indicative of much otherwise unnoticed: a telling analysis of motivation in business.

Verbal Aggression

Name calling, teasing, threatening, intimidation

Victim

A person who suffers from a destructive or injurious action or agency

