



Being A Friend...Having A Friend

POWERFUL WAYS TO PREVENT BULLYING



Dear Friends and Colleagues,

Our children have been telling us in a variety of ways that "bullying" is a serious, hurtful and often dangerous behavior that can affect them for the rest of their lives. Researchers like Dan Olweus have found that children need adult intervention as well as an established, organized system for responding to this unhealthy behavior when it does happen.

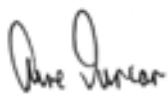
Given the state of our world today, our children are faced with serious and multiple stressors and risks. The National Education Association reported that more than 160,000 students miss school each day in this country due to bullying. When a report from the American Academy of Child and Adolescent Psychologists indicates that 50% of all children experience bullying some time during their school years and 10-15% are bullied regularly, the appropriateness of a unified response from health, human services and education is warranted.

We recognize the efforts you make daily to nurture the healthy development of our young people. It is our hope that you find in this resource information, inspiration and practical strategies for ensuring the safest and most supportive learning environment possible for yourselves and Chicago's children!

Sincerely,



John L. Wilhelm, M.D., MPH
Commissioner
Chicago Department of Public Health



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Chief Executive Officer
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Kids just being kids? Or boys and girls acquiring the habits, attitudes and scars they'll carry into adulthood?

Reflecting on your own childhood experiences you may have an appreciation of how severe and cruel bullying can be. Others of us may think back and conclude that bullying is 'normal', something we all have to go through. Whatever your past experience, we know that recent national events affect children's relationship to their world. The violent tragedies which have taken place at many schools across this country in the last five years and the direct connection many of these incidents had to bullying, as well as the availability to and use of weapons by our children, call us to look with a renewed eye at the bullying dynamic.

Bullying affects everyone. We all play a role.

Those who see it
Those who do it
Those who experience it

Entire school communities — children, parents, teachers, staff and administrators — need to identify a proactive plan and protocol for responding when this unacceptable behavior occurs.

Individual teachers take the leadership for creating a safe classroom. We hope you use this resource to investigate how bullying affects the quality of learning for all children, and to think about ideas for creating a safe classroom that is free from the distraction of bullying. To supplement your understanding of the bullying dynamic, we have added a resource list on page 36–37 that includes a variety of resources, from understanding the dynamic of bullying to creative responses and research based prevention strategies.

Throughout this resource we will resist labeling and name calling, two strategies often used in the bullying dynamic. Thus we will refrain from using terms like "bully," "victim," and "bystander" and strive to make a differentiation between the child and the behavior.

Introduction

Important and sometimes challenging to remember...

They are children.
They are all our children,
and at different times may
find themselves in different roles.
They need our positive
guidance, hopeful attention
and consistent response.
Our children are counting
on us to be alert and take
a stand that is clear and fair!



Peaceable Deeds

Divide the class into teams – ask them to identify 5 ways they show they are a peaceable classroom community.

We are peaceable when we...

Have a celebration every Friday to acknowledge the peaceable deeds of the week.

**Please feel free to make copies of any of the pages in this resource book.*

The Peaceable Deeds activities of this resource are intended to suggest concrete activities you can do with your class. We recommend that you do Peaceable Deeds daily with your class, even if only for 10 minutes. Begin to connect the many things you do in the normal course of a day (Character Education, The Great Body Shop, etc.) as examples of Peaceable Deeds. We count on your expertise to appropriately adjust the Peaceable Deeds ideas to the age and experience of the children in your care. Although the language in this resource references elementary school environments, the information and Peaceable Deeds activities can be used in any program that works with children. We urge afterschool programs, summer daycamps and the numerous youth programs run by Chicago's faith groups and community based organizations to incorporate this resource into your current activities.



Acknowledgements

Being a Friend...Having a Friend ***Powerful Ways To Prevent Bullying***

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"How wonderful it is that nobody need wait a single moment before starting to improve the world." — Anne Frank

This project is the result of many people not hesitating to make the world a better place. We recognize their contributions and thank them!

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Bullying Isn't a One Time Occurrence It's a Pattern, Over Time

Bullying is characterized by the following three criteria

- it is aggressive behavior or intentional harmdoing;
- it is carried out repeatedly and over time; and
- it occurs within an interpersonal relationship characterized by an imbalance of power.

A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. Such negative actions include intentionally inflicting, or attempting to inflict, injury or discomfort upon another.



It has been said that sexual harassment is the older cousin of bullying. If not addressed in elementary school, children may carry these aggressive behaviors with them to high school where it often exhibits itself in the form of sexual harassment, and where the consequences may be more serious and life altering.

Nationwide surveys of 6th through 10th graders conducted by the National Institute of Child Health and Human Development, revealed that 17% of children in 6th through 10th grade are bullied sometimes or weekly, while 19% bully others sometimes or weekly. – Ericson, OJJDP Fact Sheet, U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.



Assess how safe children feel in your classroom and school.

Discuss with children:
What does it mean to feel safe?

Make a construction paper or masking tape line about 8-10 feet in length and tape on the floor of your classroom.

Place numbers on the line. Give your students an example:

Say...

When I am at the mall, I feel pretty safe but not totally, about a 6. (Stand near #6) #1 means I don't feel safe at all, and #10 means I feel very safe. When I am in my home, I feel 10, very safe. (Stand near #10)

Then ask...

How safe do you feel in different places? Ask the students to write down, speak out, stand on the line (whatever works for your class) their answers to questions like:

How safe do you feel on the playground?
In the cafeteria? At gym? On a field trip?
In your house? In your neighborhood?
In the school bathroom? In the school hallway?

1 2 3 4 5 6 7 8 9 10
(not safe) (very safe)

This can provide the basis for ongoing conversations about why children answered the way they did, and what the whole class can do to help each other feel more safe — a buddy system, a reminder that they can approach any adult for reassurance or help, reminder about the classroom policies and agreements, etc.

Bullying Comes in Many Disguises and Forms

***Any way you look at it,
it hurts!***

Direct bullying can be:

- Teasing
- Taunting
- Threatening
- Hitting
- Pushing
- Pinching
- Stealing
- Tripping
- Destroying clothing, homework, etc.
- Verbal threats
- Hurtful words
- Cruel jokes or tricks
- Making someone do something they don't want to do
- Ganging up on someone

Indirect bullying can be:

- Intentional exclusion
"Don't play with him"... "Don't invite her to your sleepover"
- Spreading rumors or gossip
- Enforcing social isolation
Ignoring or leaving someone out
- Mean looks or rude gestures
- Writing and passing cruel or threatening notes
Some children now use e-mail

Direct bullying peaks during the middle school years, while indirect bullying remains constant throughout high school. Studies have revealed that, on average, approximately 15% of children are involved either as the recipient or initiator of bullying behavior. — Olweus, History and Description of the Bullying Prevention Program, Blueprints for Violence Prevention.

One thing we CAN do:

**RESIST ALLOWING DIRECT OR
INDIRECT BULLYING TO
BECOME AN ACCEPTABLE
FORM OF COMMUNICATION!**



Conduct a survey with your students:

Identifying the scope of bullying in your school is crucial to the success of your school's bullying prevention efforts. You can easily do this by conducting a survey.

1. Have you ever been bullied?

If you answered yes, how often did someone bully you?

Where did it happen?

2. Have you seen other students being bullied at school?

If you answered yes, how often did it happen?

How did you feel when you saw someone being bullied?

What did you do?

Where do you think bullying happens most often?

4. What kinds of things have been done to you or to someone you know by those who bully?

5. What do adults do when they see bullying at school?

6. List some of the actions you think parents, teachers, and other adults could perform to stop bullying.

7. Do you believe our classroom can be bully free?

8. Are you willing to work for a bully free classroom and school?

ADDITIONAL RESOURCES — Survey adapted from Education World, Inc. For an accompanying lesson plan, as well as additional lesson plans on bullying, log on to Education World (www.education-world.com), scroll down and click on **Lesson Planning** in the Article Archives section. Click on the **Health & Safety** link and finally, click on the **Stop Bullying Now** link.

Children Need Hopeful Adults Around Them... a Way to Begin

Bullying affects everyone – those who see it, do it, and experience it!

We all know that children learn best in safe, nurturing and positive environments that encourage creative expression and emphasize academic growth. Learning (and teaching) can be difficult in environments where intimidating and threatening behavior is common. A bullying environment can adversely affect all students, whether they are doing the bullying, suffering it or witnessing it.

Students in schools or classrooms with high levels of bullying...

- feel less safe at school;
- are less satisfied with school life;
- may find that the classroom environment no longer promotes academics and learning; and
- often begin to fear that they will be bullied.

Over time, if bullying is tolerated without set consequences in place, students may begin to regard bullying behavior as acceptable, and the problem will escalate.

"In August 1993, USA WEEKEND published an unscientific survey, the results of which were based on the written answers of 65,193 students (6th through 12th graders) who responded individually or as class members. Sixty-three percent reported that they would learn more at school if they felt safer; 43 percent avoided restrooms; 20 percent avoided hallways; and 45 percent avoided the school grounds." — Arnette, Juvenile Justice Bulletin, U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention



Peaceable
Deeds

Make a classroom chain out of construction paper to illustrate how we are all connected... write your name in a colorful way on your link. What affects one of us, affects all of us. Hang it around the classroom. Help children visualize PEACE. What would the world be like if everyone felt accepted and loved?

Refuse to Allow Cruel Behavior to Be Considered Normal!

One thing we CAN do:

Begin each day by reciting:

When 10 children refuse to join in...we begin to STOP bullying.

Being a friend and having a friend are powerful ways to prevent bullying!



Peaceable Deeds

Each day, dedicate 10 minutes of "friendship development" conversation time in your classroom! Ask the class to develop a list of daily conversation topics or weekly themes. Try to pair or group students who have little interaction with each other as conversation partners.

They May Laugh, They May Cry... They ARE Affected

Children who are bullied...

- may have trouble concentrating and their learning may be affected;
- often fear school and consider school to be an unsafe and unhappy place;
- tend to lose self-esteem and can become anxious and insecure;
- may become socially isolated and refuse to go to school; and
- as adults, tend to be more depressed and have poorer self-esteem than their non-victimized peers.

As many as 7% of America's eighth graders stay home at least once a month because of bullies.— Olweus



Peaceable Deeds

Children who are bullied often feel that they have little influence or control in their environments. Empower a child who is being bullied by...

- Helping the child build self-esteem by assigning the child a prestigious job.
- Listening to the child and acknowledging the significance of what is happening when he/she is courageous enough to share it.
- Giving her/him the choice of how to respond to the bullying – would they like to confront the behavior in the presence of a safe adult? Would they like parents called in?
- Reassuring the child that cruel behavior is not normal and pledging your support and belief that working together CAN solve the problem.

"Why Me? I've Never Done Anything to Them!"

Children at risk for **being** bullied typically...

- are sensitive and cautious;
- have low self-esteem or lack of confidence;
- rarely retaliate and do not defend themselves;
- lack social skills and friends;
- are socially isolated;
- are anxious and insecure;
- have overprotective parents and are unusually dependent on their parents; or
- come from families where there is a lack of communication and support;
- have a small stature or a physical weakness;
- are shy;
- are in possession of material items that might be envied by another.

"Thoughts like 'why can't I be different' and 'why me' run through your mind. Kids who are bullied feel the pain of themselves by thinking that if they weren't themselves they wouldn't be tortured and humiliated."

— 7th grade girl



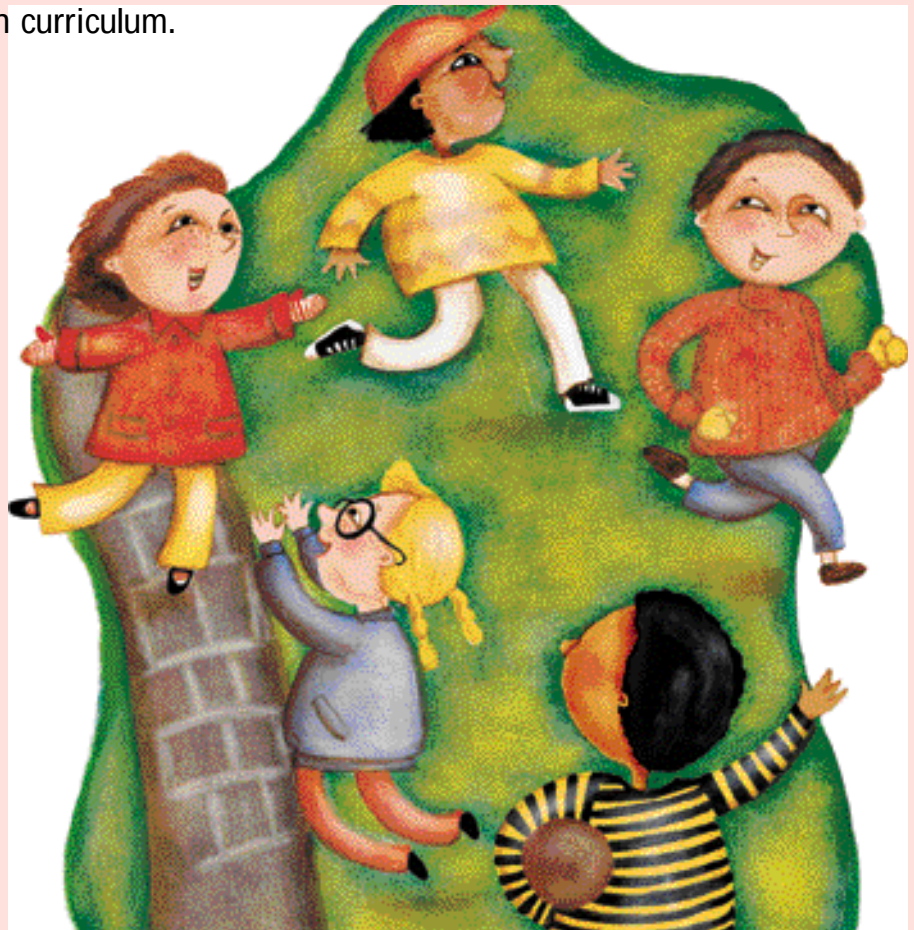
For essays, poems and songs from children and adults affected by bullying, log-on to www.bullying.org.



Research has demonstrated that when you encourage your students to work cooperatively in teams, they tend to develop friendships and increase understanding and acceptance of others.

Establish weekly "team time" in your classroom. Group students in teams of three or four, and assign each team a project. Ask teams to work together to solve math story problems, complete a multi-component art or science project, or create and perform skits on concepts found in your school's health or character education curriculum.

Building friendships, points of commonality and opportunities for talking with each other are asset-based bullying prevention strategies!



Children Who Bully Don't Have Horns!

Children who bully are not "bad kids," they just have not learned how to channel or manage their emotions in positive ways.

Children who bully...

- often maintain that behavior into adulthood, negatively influencing their ability to develop and maintain positive relationships;
- are more likely to engage in later delinquent or criminal behavior; and
- are more likely to experience legal or criminal troubles as an adult.

Research tells us that if the behavior is not appropriately addressed, children who bully often struggle as adults.

A study conducted by researchers at the University of Michigan, found that those who bully continue that behavior throughout their lives. As adults, they have more court convictions, higher rates of alcoholism and more personality disorders than the general population. They use more mental health services and have difficulty maintaining relationships.

Research conducted by Olweus found that approximately 60 percent of boys who were characterized as children who bully in grades 6-9 had been convicted of at least one crime by the age of 24, compared to 23 percent of boys who were not characterized as "children who bully".

"They are still children, not to be vilified or labeled, but to be taught and believed in. Let's be clear. A child may be a victim of bullying today, a perpetrator tomorrow and a witness the next day. Today it may be your neighbor's child accused of bullying: tomorrow it may be your son or daughter – they're **all** our kids."

— Principal.



Look at Me... What Do You See?

Some common characteristics of children who bully have been identified. They are listed in this resource only to raise awareness, and should never be used as "proof" that a child is, or will be, involved in bullying others. It is important to remember that there is no magical formula that makes it clear which children will be involved in bullying.

Spending time and energy NOW, teaching a child positive ways to express his/her emotions, may prevent more serious life issues later.



Children who bully typically ...

- need to feel powerful and in control;
- derive satisfaction from inflicting injury on others;
- have little empathy for their victims;
- defend their actions by saying that their victims provoked them;
- often come from homes where corporal punishment is used, where they are taught to physically strike back in handling their problems;
- often come from homes where parental involvement and warmth is lacking;
- are generally defiant, antisocial and apt to break school rules;
- have little anxiety and possess strong self-esteem. *

**Does this come as a surprise? Many of us have heard that a child who bullies, deep down, lacks self-esteem and is a troubled child. Researcher Dan Olweus found that children who bully are typically fairly popular, enjoy the exhibition of power and do it because they can. They have strong self-esteem and suffer little or no anxiety over how they behave. It works for them!*

**“They are our children.
They are all our children.”**



Use reading to engage students in discussions about relationships, friendship, leadership, acceptance and empathy. Compile a list of books and stories that touch on these themes. Throughout the school year, periodically select one book from the list for all students to read. Instead of assigning a book report, engage students in a series of classroom or small group discussions. Ask open-ended discussion questions that will motivate the children to have a meaningful conversation.

For ideas on books and discussion questions, use the numerous children's literature resources that can be found on the Internet. Suggested resources include...

CAROL HURST'S CHILDREN'S LITERATURE SITE
www.carolhurst.com

Amidst a number of recommended children's books, this website contains a list of recommended picture books for young children that carry themes on bullying, friendship and acceptance.

A few include...

Bootsie Barker Bites by Barbara Bottner and Peggy Rathaman

Araboolies of Liberty Street by Sam Swoope, illustrated by Barry Root

Goggles! by Ezra Jack Keats

Chester's Way by Kevin Henkes

This website suggests asking students to bring in their favorite bullying books, noting that many children's picture books about neighborhoods and friendship have a bullying theme somewhere. Discussion questions suggested on this website include — Ask students which of those ways of dealing with children who bully have ever worked for them. Could they work? Is the resolution in the book believable? What else might they try? What would be the possible outcomes, good and bad?

For the complete resource go to www.carolhurst.com click on the **Curriculum Areas** link and then click on **Bullies**.

Peaceable Deeds



RANDOM HOUSE CHILDREN'S
BOOKS, TEACHERS@RANDOM
[www.randomhouse.com/teachers/
guides/grade/](http://www.randomhouse.com/teachers/guides/grade/)

This site provides information on a number of children's books and offers suggested discussion questions and activities to help students examine the books' themes.

One suggested reading for 5th, 6th, 7th and 8th grade students listed on this site is...

The Watsons Go to Birmingham by Christopher Paul Curtis. Themes found in this book that intersect with your bullying prevention efforts include friendship, family relationships and getting along with others. The site lists several discussion questions for each of these themes, such as...

"Friendship – Kenny becomes a real friend of Rufus, but realizes that he has damaged



their relationship the moment he joins in laughing at Rufus on the bus (pages 43-46). Have students write about a situation in which they slighted someone without just cause, how they felt afterward, and what they did about it. How does Kenny's acknowledgement of his injustice help correct it? (page 45)"

"Getting along with others — Have students examine Kenny's passage about bullying (page 58-63) and discuss alternatives to bullying. When should mediation intervene? How do you avoid such situations? See if the class can brainstorm to develop solutions."

For the complete lesson plan, including suggested classroom activities go to www.randomhouse.com/teachers/guides/grade/ scroll down to the 5th grade section and click on **The Watsons Go to Birmingham**.

To find additional Internet sites on children's literature resources go to The Children's Literature Web Guide www.ucalgary.ca/~dkbrown and click on **Resources for Teachers**.

Time for Some New Thinking!!!

True or False?

Most bullying takes place on the way to or from school so it's not the school's problem. FALSE

School is a prime environment for bullying to emerge. Teachers' attitudes and behaviors play a major role in determining the prevalence of bullying behavior. It is crucial for schools to explore ways they can reduce the problem.*

*One 4th grade child asked, "What are we supposed to do when the biggest bully of all is the assistant principal?"

Bullying is an urban problem, often related to gangs. FALSE

Research has shown that bullying is a universal problem. School setting (rural, urban or suburban) and racial composition do not affect the extent of the problem.

Children who bully are really anxious and insecure individuals who use bullying to hide their insecurities. FALSE

There is little evidence that supports this theory. Typically those who bully appear to have high self-esteem and little anxiety.

The only reason bullying is a problem in schools is because classes are too crowded. FALSE

There is no relationship between a school's size and the magnitude of their bullying problems. What is key is the school's climate. Schools that consistently promote the message that bullying is not acceptable have significantly fewer incidents than those who allow the behavior to continue with no consequences.

Bullying is normal, we all have to go through it – it is a right of passage. FALSE

Just because children (as well as adults!) have engaged in bullying throughout history, does not mean that bullying is okay. When a child bullies another child, it is a form of peer abuse, and abuse should never be considered normal! Research shows that when not addressed, the negative effects of bullying on both the children who bully and those who are bullied can last into adulthood.

Peaceable Deeds



Designate one day where children may come to school wearing one thing that is their favorite color — that day, find all the students who are also wearing that color, and provide opportunities for them to work in teams or play together.

Cliques are groups of students that exclude other students and make others feel as though they are not important.

Dedicate one week as "Cliques Are Not Cool" week. Through art or drama, invite students to express some way they are talented or special, for example: playing a musical instrument, being a good friend, etc...



Bullying is a Weed, Don't Water It!

Do some of our own attitudes and beliefs contribute to bullying? Acknowledging our beliefs and being willing to change is the most powerful prevention strategy!

Bullying thrives on...

Tolerance... *"It is best to let students solve their own problems without adult interference — this is how they learn to get along in the real world."*

Teachers and other adults sometimes rationalize the bullying behavior as a normal part of childhood. In their research Oliver, Hoover and Hazler found that children who bully, and those who are bystanders, often believe that bullying helps children who are victims by making them tougher.

Bullying happens in a classroom or a school because it CAN!



Peaceable Deeds

Before you address the bullying going on in your school or classroom, examine your own beliefs about bullying and the types of children involved. How do your past experiences and current beliefs impact your willingness to address the problem? Do you tend to look the other way? Deny it? Minimize its significance?



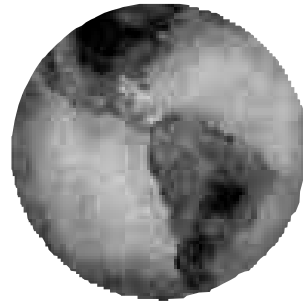
Bullying Thrives on...

Entitlement... *"If Jessica hits me, I have the right to trip her on the way to gym...If Jonathan takes my pen, I have the right to tear up his math homework."*

Children who bully often feel a sense of entitlement and defend their actions by stating their victims provoked them in some way. One study found that 60% of students, including those not directly involved in bullying, believed that the victims brought the bullying behavior on themselves. — Hoover and Oliver, *The Bullying Prevention Handbook*

Adults' messages to children sometimes support the "right" children feel they have to retaliate: *"If someone hits you, you hit them back twice as hard and maybe they'll leave you alone"; or "I don't feel sorry for you — you asked for it."*

As is often the case, we adults must first look at our own patterns of behavior and beliefs as well as the messages we may be giving to children. Do the messages we give put children at risk of injury or harm?



Peaceable
Deeds

Throughout the year place emphasis on public speaking. Give children opportunities to practice speaking loudly and clearly. Provide creative projects for them to express their feelings. One radio show has a segment called "EXPRESS YOURSELF!" Have something comparable in your classroom. Using words can be powerful! Being assertive is a deterrent to bullying!

Bullying Thrives on...

Denial or Lack of Awareness...

"We don't have that problem here."

Teachers and school staff may believe that if they do not actually see incidents of bullying, the school does not have a serious problem. Many teachers feel overwhelmed by all that is expected of them, and thus often miss or ignore acts of bullying. Children report that they typically do not tell adults about the problem because they do not believe they will be taken seriously, and believe an adult may make matters worse.



Peaceable Deeds

Develop an understanding of the problem in your school. Survey students, parents and school staff to determine their perceptions of the prevalence and impact of bullying in your school.

Pay attention to how students act and talk to each other. Do their interactions promote a culture of respect or intolerance? Use character education themes to generate discussion on creating a culture of respect and positive climate.

Dedicate a faculty meeting to the topic of bullying. With one or two other faculty, offer to present a summary of this resource to the entire faculty and recommend some action steps to reduce and prevent bullying in your school.

"Barone found that 58.8% of middle school students in his sample of upstate New York schools acknowledged being bullied whereas staff members reported only 16% of pupils were victims of bullying." — Stockdale, American Journal of Health Behavior

Bullying Thrives on...

Adult Modeling... *"If you do not sit down right now, you are going to be one sorry little boy!" Or , "Because I said so, that's why!"*

Watching adults bully children (and other adults) gives children the tools and permission they need to bully others. Parents or older siblings may model the behavior, as well as teachers or administrators who use a threatening tone.



Peaceable Deeds

Although you may not be able to influence what goes on outside the school, be mindful of your methods for communicating with students, parents and teachers . Do you use negative and authoritative tones to communicate and get what you need, or do you speak to others with respect and kindness?

Dedicate a faculty meeting to the topic of stress — bring in an outside presenter to teach stress reduction techniques. Students from local schools of natural health are willing to provide free massages, one of your faculty may be willing to lead a 15 minute yoga session one morning a week — be proactive! Teaching is stressful! Take time to take care of yourself and you will be better equipped to meet the many challenges and expectations of your noble profession!



Anti-Bullying Mascot Project

Make bullying prevention fun! Create a mascot for your school's anti-bullying campaign, and involve students in choosing a name. Ask each classroom to submit one name for the mascot and have the entire school vote for the winning name. Hold a celebration / assembly to reveal the winning name, and ask students to sign an anti-bullying pledge.

SAMPLE PLEDGE

I hereby resolve to work very hard in the coming school year to end any bullying within our school. Our mascot will be a giraffe, which we will make to remind us that if we see or hear bullying in our school, we will stick our necks out to stop it, tell an adult, refuse to join in, and be a friend to someone who may need a friend!

You Really Want to DO Something That Works, Right?



The good news is bullying in schools can be reduced and prevented! Schools that have been able to make a schoolwide commitment have successfully reduced bullying in their schools.

Comprehensive bullying prevention programs include three levels of prevention...

1. Schoolwide Interventions/Policy Level
2. Classroom Policies and Curricula
3. Individual Behavior



Each level of prevention should include...

- an awareness of the extent of the problem by the entire school community (students, staff and parents).
- consistent messaging that bullying is not acceptable behavior, through...
- adults who act as positive role models and who consistently set firm, fair, and kind limits to unacceptable behavior, applying non-hostile consequences to policy violations.
- the presence of a consistent marketing campaign reminding everyone that bullying has no place in your school. For example, ask each student to design and use a bookmark with an anti-bullying slogan.



Schoolwide Interventions

A schoolwide commitment to reduce bullying is the foundation of any effective bullying prevention strategy.

The designated leader of the school, the principal, needs to take an active, energetic role within the school community to end bullying.

Before creating bullying prevention policies and strategies find out how the problem affects your school environment. Ask members of the school community (students, staff and parents) to complete a survey that addresses how prevalent bullying is in your school, and how it affects the school environment. Hold roundtable discussions about bullying with the faculty, local school councils, parent organizations, student councils, etc.



Schoolwide Interventions

Bullying is a pattern of behavior over time — the response to bullying will likewise take dedication and time. Establish a committee of students, staff and parents to develop a draft of an anti-bullying policy.

Develop a Common Language

- Create a clear definition of what your school regards to be bullying behavior.
- Consistently promote the definition. Ensure that all students, staff and parents are aware of it, and know that bullying is not acceptable in their school.
- Revisit the definition periodically. Three months after adopting the definition ask if it is complete. Is something missing from the definition, or should some components be taken out?

Create a Schoolwide Policy

- Use your committee to draft the school's anti-bullying policy.* The policy should include your school's definition of bullying behavior, the plan for addressing incidents, and the consequences for engaging in such behavior.

- Before officially adopting the policy, provide an opportunity for feedback from all students, parents and staff in the school.

**A sample policy is cautiously provided on page 35. Copying this policy without engaging in your own process will NOT be effective and is not recommended. Engaging in the process of articulating your own policy is crucial to effectiveness and buy-in.*

Then...

Implement Your Anti-Bullying Policy

- Make your bullying policy a "Living Policy." A living policy is a policy you interact with each day. It doesn't get placed in a desk drawer. It is referred to habitually.
- Follow the common response plan established through your school's anti-bullying policy.
- Using the response plan, address all identified bullying incidents in a consistent and fair manner.
- Revisit the plan at the end of the first year. Was the plan effective? Are alterations needed?

Peaceable Deeds



Initiate an anti-bullying visual arts campaign throughout the school. Display posters, computer generated signs, and artwork highlighting the definition of bullying. Send a special edition newsletter (see sample handout) home to parents, include quotes from children expressing the pain and suffering caused by bullying.

Add to the campaign by asking students to draw pictures that highlight positive aspects of school, such as friendships, reading time, math class and recess time. Some examples include....



Kayla Hunter Age 8



Kayla Hunter Age 8



Dwight Hunter Age 6



Andre Wallace Age 5



Andre Wallace Age 5



Dwight Hunter Age 6



Dorothy Carpenter Age 6



Andre Wallace Age 5



Malcolm Boyd Age 9



Classroom Application

The classroom policies and activities provide an opportunity for daily integration of the school's broader commitment to anti-bullying. The best way to strengthen an anti-bullying policy is through modeling respectful, positive and nurturing behavior.

Creating a Safe, Positive & Nurturing Classroom Climate

How Do You Rate?

Read each statement and rate yourself using a scale of 1—5, with "1" equaling never and "5" equaling often. Ask your co-workers to do the same and share ideas for creating a safe, positive and nurturing classroom.

- I regularly build-in classroom activities that aim to develop students' skills in communication, processing feelings, problem solving and conflict management.
 - I encourage cooperative learning and provide regular opportunities for children to interact with each other.
 - I conduct regular class discussions about bullying. I make the discussion more interesting by using videos or role-plays, and encouraging students to bring examples of bullying that they discover in the newspaper or other popular media.
-
- I recognize and reward positive behaviors when I see them.
 - I make an effort to give more positive than negative feedback.
 - I regularly engage students in activities that will allow them to work together and interact with students other than their friends.
 - I emphasize and reward cooperation daily.





Classroom Application

Create a Classroom Agreement on Appropriate Behavior

With your students draft a classroom agreement that reflects the class consensus on appropriate behavior, as well as the consequences for violating the agreement.



Peaceable Deeds

Ask the children to look in the dictionary for the meaning of the words rule, policy, and agreement. Point out how rules are used to exercise control over someone in an authoritarian manner; policies are prudent actions, for the good of the whole; and agreements are harmony of opinion.

Given these definitions and the kind of environment you want to create, discuss with your class — should you have rules, policies and/or agreements about how you will treat each other and solve problems?

Consider adopting a classroom policy that basically says — you can't say, "You can't play!" Discuss it with the children, vote, come to a consensus and artistically express the policy. Talk with students about how excluding hurts.



Classroom Application

Identify a Fair & Appropriate System of Response

- Take the time to consistently follow the consequences to bullying outlined in your school's anti-bullying policy and your classroom agreement.
- Remember that severe and unpredictable punishment tends NOT to teach alternate behaviors, but instead reinforces the power imbalance and demonstrates that bullying is acceptable.

**"Don't yell at me,
show me a better way."**



Ideas for Consequences for Bullying Behavior

When you offend the community, you make restitution to the community

- Provide service hours to the classroom.
- Provide service hours to the school.
- Research the topic of bullying — in books, on the Internet, and find a way to share what you have learned with others.
- Review your favorite movie and identify acts of bullying within it.
- Provide community service hours in your neighborhood for neighbors who need assistance.
- Participate in counseling or a support group at school.

Be a Piece of the Peace



Individual Actions

Be Responsive to Bullying

Realize that a child who reports bullying is not tattling — tattling is to chatter aimlessly; bullying is about safety.

If you become aware of bullying, intervene immediately. Each time bullying is observed use a common phrase to respond, for example: “It’s not OK to bully here.”

Encourage the child who has been bullied to set the direction for resolving the situation.

Emphasize that it is the behavior that is not acceptable, not the child.

Surveys of children consistently reveal that they are not likely to report bullying because they do not believe anything will change, or they fear reporting will just make matters worse. Without a clear, schoolwide anti-bullying response plan, children have been correct — reporting bullying with no consistent schoolwide policy in place, can make it worse.

Avoid name-calling:

"All you are is just a big bully!"

"Why don't you pick on somebody your own size, you big bully."

Instead say...

"It's not OK to bully. It's mean and hurtful. I'll help you find better ways to feel powerful."

"Bullying is not OK. If we work together, we can solve this problem."

Be a powerhouse of Peace through your attitude and behavior

Use non-threatening behavior with children and adults. Children look to the adults in their lives as a guide. Treating others in a threatening manner will only reinforce that bullying is acceptable.

Regularly engage in some social/emotional processing with your children, teaching compassion and empathy.



Each day, invite children to ask a classmate how they feel...

1 Using a word that starts with the letter "B" — come up with as many words as you can to describe how you feel today...**b**eautiful, **b**rainy, **b**ountiful, **b**lue, **b**ubbly, **b**rave, **b**enevolent, **b**right!

2 Ask a child to pick the "feeling letter" of the day...Say how you feel using a word that begins with the letter 'R'!

3 How many words can you come up with to describe the person who prevents bullying!

Courageous

Friend

Fair

Respectful



Teacher Tip Sheet

😊 "It's not okay to bully here. We'll help you find other ways to feel powerful." ☹️ "I'll show you how it feels to be bullied — I'm calling your parents right now!"

😊 "We don't have to like everyone in this class but we do have to respect everyone's right to be here." ☹️ "We don't want you in this classroom — you're nothing but a troublemaker."

😊 Ask children if they are ready to talk with each other and apologize for the part they played in hurting a classmate ...if not today, revisit it tomorrow. ☹️ Require children to apologize to each other for bullying behaviors before they are allowed to go home. (We can't tell children how to feel.)

😊 "The next time you feel the need to bully someone, take your power and 1) walk away; 2) get help; 3) do something else; 4) find a friend. You are the manager of your feelings-don't let your feelings manage YOU!" ☹️ "I'm finished with you — I've had it! I don't even want to see you — get out of my sight." "I'm not surprised it's you — I expect this of you! What is wrong with you?"

Sample Parent Communication

Parents are a central piece...

For PEACE!

A reminder to do what you CAN to reduce and prevent bullying:

Teach your child:

Empathy — Ask your child constantly to think about how someone feels when they say something mean or cruel. How would they feel if someone said it to them? Refuse to tell demeaning jokes.

Compassion — Two major jobs of parents are to listen, and when you're not listening, to teach and role model that when one person hurts, we all hurt. Encourage your child to be considerate and aware of how others are feeling. Use lots of healing words—thank you, I appreciate that, I love you, I'm sorry, I forgive you....



Assertiveness — Your children are safer when they have the skill of speaking up and saying how they feel and what they need. Teach them phrases like: *"I don't like it when... Please listen to me...I feel worried about...I feel...I need..."*

Self-Respect — Celebrate the uniqueness of your child! Encourage them to look their best (which may not be what YOU think is their best!). Make sure they often hear you say, *"I'm proud of you. You're worth it. You look great. You have many gifts."*

Anti-Bullying Policy

ANTI-BULLYING POLICY (sample)

The Local School Council, Principal, Parent Organization, Faculty and Staff of _____ school community recognize that bullying is a serious form of violence that can hurt a person in a permanent way affecting the rest of their lives. We understand that bullying is the repeated physical or psychological intimidation of one person on another which creates a pattern of harassment and abuse.

Further, we realize that efforts to stop bullying must involve the entire school community, beginning with a schoolwide policy that states clearly that bullying is not acceptable and will not be tolerated by anyone regardless of age, gender or position.

Therefore, effective _____, be it resolved that our school community sets forth the following as policy:

1. Bullying is not acceptable and will not be tolerated by anyone regardless of age, gender or position.
 - a. child to child
 - b. child to adult
 - c. adult to adult
 - d. adult to child
2. Acts of bullying will not be ignored; adults will take the lead in confronting bullying behavior in a non-bullying manner.
 - a. all adults will speak up whenever and wherever they see bullying occur
 - b. parents will speak with their children regularly about the anti-bullying policy
 - c. teachers will incorporate anti-bullying into the already existing curriculum
 - d. adults will check their own behaviors for bullying characteristics
3. Children cannot "handle" acts of bullying on their own– they need the support of adults, as well as procedures and practices in place for responding to bullying behavior in a fair, age appropriate and consistent manner.
 - Step 1: Children will be encouraged to tell an adult if they see or experience bullying.
 - Step 2: The child being bullied will have a say as to how s/he would like to address the situation: a) speak with the person doing the bullying, alone or in the presence of an adult; b) work with the principal and the parties involved; c) work it out with the classroom teacher; d) involve parents e) involve police.
 - Step 3: The child who is bullying will identify their plan for how they will manage their feelings in the future, as well as ways to atone for past actions — community service, etc.

Resources

WEBLIOGRAPHY

Colorado Anti-bullying Project
www.no-bully.com

Center for the Study of the Prevention
of Violence
www.colorado.edu/cspv

ERIC/CASS Virtual Library
Bullying In Schools
<http://ericcass.uncg.edu/web.htm>

The Search Institute Developmental
Assets
www.search-institute.org/assets

Mothers Against Violence in America
www.mavia.org

Bullying.org
www.bullying.org

Bullying.com
Partnership with Amazon.com
www.bullying.com

Teacher Information Network
www.teacher.com

Visit our Partners' Websites

Chicago Department of Public Health
www.ci.chi.il.us/Health

Chicago Public Schools
www.cps.k12.il.us

Chicago Department of Human
Services
www.ci.chi.il.us/HumanServices

Illinois Violence Prevention Authority
www.ivpa.org

Office of Catholic Schools
<http://schools.archdiocese-chgo.org>



Resources

CURRICULA & BOOKS

No-Bullying Program, Preventing Bully/Victim Violence at School

A bullying prevention curriculum for kindergarten through eighth grade students. Published in 1996 by the Hazelden Foundation
15251 Pleasant Valley Road
Center City, MN 55012-9640
(800) 328-9000, www.hazelden.org

The Peaceful Classroom: 162 Easy Activities to Teach Preschoolers Compassion

By Charles A. Smith, PhD
Published in 1993 by Gryphon House Inc.
3706 Otis Street
Mt. Rainier, MD 20712
www.ghbooks.com

Building Assets Together: 135 Group Activities for Helping Youth Succeed

By Jolene L. Roehlkepartain
Published in 1997 by The Search Institute
700 South Third Street, Suite 210
Minneapolis, MN 55415-1138
(800) 888-7828, www.search-institute.org

The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8

By Allan L. Beane, Ph.D.
Published in 1999
by Free Spirit Publishing, Inc.
217 Fifth Avenue North, Suite 200
Minneapolis, MN 55401-1299
(612) 338-2068, help4kids@freespirit.com
www.freespirit.com

The Bully Prevention Handbook: A Guide for Principals, Teachers and Counselors

By John H. Hoover and Ronald Oliver
Published in 1996
by National Education Service
1252 Loesch Road Bloomington, IN 47404
(888) 763-9045, www.nesonline.com

Your Child Bully or Victim? Understanding and Ending School Yard Tyranny

By Peter Sheras, Ph.D.
Skylight Press New York, NY
www.skylightedu.com

It's Not Okay to Bully

Coloring Book and Video
Published by The Hazelden Foundation

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Blueprints for Violence Prevention, Book
Nine: Bullying Prevention Program.
Boulder, CO: Center for the Study and
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Understanding and Ending School Yard
Tyranny. Skylight Press
New York, NY. 2002

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American Journal of Health Behavior.
2002, v. 26(4), pp.266-277.

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