Bullying Prevention Program

Excerpted from Time to Act and Time to React

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and Time to React

Student Services/Prevention and Wellness Team

WISCONSIN
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Contents

Bullying Prevention Program for Grade 3–5

Bullying Prevention Program for Grade 6–8

Appendices

Foreword

Upon taking office as State Superintendent of Public Instruction, I outlined my agenda in working toward the goal of "Every Child a Graduate." One of the key tenets of that plan was to ensure all students thrive in "Safe and Respectful Schools." Students who don't feel safe cannot meet their full academic potential.

Act 309 of 2009 requires action by both local educators and the state to enhance the safety of schools and students throughout Wisconsin. I am pleased the Department of Public Instruction can make these materials available to classroom teachers and counselors, providing them with activities designed to address bullying behavior. Excerpted from the department's printed curricula, It's Time to ACT: Units for Grades 3-5, and It's Time to REACT: Units for Grades 6-8, the selected lessons provided here can be used to help students understand 1) what bullying behavior is, 2) how to avoid being a victim of bullying, and 3) how to get help for both the bully and the bullied, rather than remaining a bystander.

Policy guidelines are also included. These guidelines are meant to assist school officials in consistently enforcing behavioral expectations, and in maintaining a safe atmosphere in which students can achieve their full academic potential. We hope these free, web-based materials can enhance other efforts you may be involved in that are designed with these ends in mind.

Tony Evers, PhD
State Superintendent

Acknowledgments

Rationale for the Chosen Instructional Strategies

When putting together an organized unit of instruction in any health content area, it is important to incorporate the following four concepts:

1. Engage the issue through an interactive activity, presenting norms as they exist on the issue, or personalized stories related to the issue. That is why the elementary and middle school "Bully Bowl" was chosen to engage the issue through facts presented in an interactive game.

2. Present important knowledge about the content area. In the elementary program, the issues of tattling versus telling and the impact of rumors were key knowledge lessons, which pointed out the impact of these behaviors and how they are a part of elementary bullying behavior. The middle school level program covers the issues of being an assertive person when confronted by the bully, and learning the various components of electronic aggression in a lesson on cyber bullying.

3. Practice key skills that relate to the content area. In this curriculum this includes confronting the bully and reducing and/or eliminating this behavior in school. In the elementary program, the skill of ACT is introduced to the learner. The acronym stands for Acting to report cases of bullying, showing Care for both the victim and the bully without accepting the bully's behavior, and talking to others who believe that bullying should not be in people's lives. The middle school skill adds to the skill through Recognizing that bullying is not normal and that schools should Establish rules against bullying, to form the acronym REACT.

4. Presenting lessons that can serve to assess knowledge and skill attainment by the learner. The elementary program includes a lesson in which students apply the ACT skills to real life situations and demonstrate communication and self management skills. In the middle school program, the learner again demonstrates application of the skill REACT to real life situations and has to show what actions he or she would do first as a bystander in an observed bullying situation.

Implementing these foundational lessons could help build a school that will not accept this barrier to learning.

1. The Bully Bowl

Teacher Information

Curriculum Connections

Developmental Guidance, Health

Overview

This exercise is a fun way to introduce the following topics taught in this unit:

➤ Know what bullying is

➤ Know the signs of bullying

➤ Know why kids bully

➤ Know the effects of bullying

➤ Know school and family rules surrounding bullying

➤ Know how to obtain more information on bullying

➤ Know about cyberbullying

Objective

Students will apply their understanding of bullying and the hows and whys of working together to stop this hurtful behavior.

Requirements

This game can be used to reinforce previously taught knowledge, or it can be used as a review or a self-assessment. Bully Bowl can be played individually or in teams. It may be used to promote class discussion. Students may also use the questions to create their own scenario and present it to the class.

Time

Bully Bowl can be played in 20–30 minutes.

Materials

Print material with questions for the teacher to serve as the class manager of this activity

Instruction

Explain to the students that they will be given the opportunity to apply their knowledge of bullying in the Bully Bowl game. To play, students should be divided into two teams (to foster new ties with other students, it would be beneficial to mix up the teams so that friends are not together). Before you begin playing, give them two minutes to come up with a team name.

Team A will pick a $$$ question from one of the following categories: $100 (easiest), $200 (middle), and $500 (difficult). If the team gives the correct true or false answer, it may choose another question. A scorekeeper must keep track of each team's score. After two questions Team B will be up. If Team B answers incorrectly, then it is Team A's turn again. Each team can have only two consecutive correct answers at one turn before it goes to the next team. The game ends when all questions are answered. The team with the highest score wins.

Keeping in the spirit of friendship, it might be fun to line up teams and give the "good game" handshake down the line.

	Wisconsin's Model Academic Standards for Health Education
A	Health Promotion and Disease Prevention
B	Healthy Behaviors
C	Goal-Setting and Decision-Making
D	Information and Services
E	Culture, Media, and Technology
F	Communication
G	Advocacy

The Bully Bowl

$$$$$$$$$$$$$$$ $100 Questions $$$$$$$$$$$$$$$$$

1. **Q**–Saying a kind word or spending time with a victim is a caring act on your part.

    A–**TRUE!** Good answer. We need to be a friend to others just as much as we need friends ourselves.

2. **Q**–Bullying always involves one person hitting another.

    A–**FALSE!** Great job. A bully can also cause hurt feelings, take possessions, keep you from joining in, or say bad things about a person to be hurtful. This person could also say he or she is your friend.

3. **Q**–It is important to tell an adult when you or another person is being bullied, because an adult can stop the bully from bullying.

    A–**TRUE!** Good job. Adults have ways to keep you safe and to help the bully learn that this is hurtful behavior.

4. **Q**–If you see someone being bullied, you should get in the bully's face and shout as loud as you can, "Stop it!"

    A–**FALSE!** Excellent. This kind of confrontation could draw you into a fight. It would be better to quietly show your disapproval and go report the bullying to a teacher or another adult you trust.

$$$$$$$$$$$$$$$ $200 Questions $$$$$$$$$$$$$$$$$

5. **Q**–Knowing the school rules about bullying can help you put a stop to bullying.

    A–**TRUE!** Way to go! Yes, knowing your school's stand on bullying can empower you to:

    (a) **R**ecognize the problem.
    (b) **E**xplain or know your school's rules.

        Action—get help, report
        Care
        Talk to others

6. **Q**–Sending mean messages over the Internet is not bullying. After all, it is just words, and no one gets hurt.

    A–**FALSE!** Rumors spread over the Internet can hurt a person's reputation and feelings. This is called cyberbullying.

7. **Q**–If you want to know more about bullying and how to ACT, your teacher is the only person to ask.

A–**FALSE!** You have many resources available to you. Your teacher would be happy to show you some good Web sites and books to assist you in learning more about bullying. Your school counselor, principal, parents, or any adult you trust can help you, too.

8. **Q**–Everyone looks up to a bully. Bullies wish they could make others afraid.

A–**FALSE!** That's right! Actually, the opposite is true. It is disturbing to see a bully hurt someone. Most kids (85 out of 100) are against bullying. There is power in numbers!

$$\$\$\$\$\$\$\$\$\$\$\$\$\$\$ \quad \$500 \text{ Questions} \quad \$\$\$\$\$\$\$\$\$\$\$\$\$\$$$

9. **Q**–If someone is bullying you, keep it to yourself. There is nothing anyone can do about this situation.

A–**FALSE!** Good answer. If you don't seek help through friends (power in numbers) or an adult, you give the bully the power to continue this unacceptable behavior. If it is a bully friend, it might be a good idea to consider ending the friendship. We will discuss this in a future lesson.

10. **Q**–Leaving someone out on purpose can be a type of bullying.

A–**TRUE!** Making a person feel lonely or sad is a type of bullying. Remember to treat others as you would like to be treated. Sometimes people who call themselves friends do this to show repeated power over another person.

11. **Q**–Spreading a rumor is a form of bullying.

A–**TRUE!** Way to go! Telling or repeating lies about another person is hurtful.

12. **Q**–When you accidentally hurt someone, this is called bullying.

A–**FALSE!** We all make mistakes. We must learn from them so we don't repeat the same mistake again. If you accidentally hurt someone, you must acknowledge your mistake and apologize to the person you hurt.

13. **Q**–It is important to show you don't approve of someone bullying another person.

A–**TRUE!** Great answer. Bullies like attention. You take away the bully's power when you show your disapproval.

14. **Q**–Bullies always act alone.

A–**FALSE!** Sometimes two or more people bully another. Be careful you do not join in with the bullies. When more than one person is doing the bullying, it is still very wrong and you need to ACT.

15. **Q**–It really does no harm to say bad things about another person as long as that person doesn't hear about it.

A–**FALSE!** Super. Remember to treat others as you would like to be treated. Would you like someone to say bad things about you? Gossip is hurtful.

16. Q–It is best to cheer a bully on. That way you know the bully will never pick on you.

 A–**FALSE!** When you cheer the bully on, you give him or her more power to continue hurting others. We need to work together to put an end to bully behavior.

Student Instructions: The Bully Bowl

You have probably heard about bullying, what it is, who it affects, and what you can do to stop bullying in our schools.

Today you will be given the opportunity to apply your knowledge of bullying in the Bully Bowl game. We will form two teams to play. If you have a birthday between January and May, you will be on the first team. The remaining students will make up the second team. Before you begin playing, I will give you two minutes to come up with a team name.

Team A will pick a $$$ question from the following categories: $100 (easiest), $200 (middle), and $500 (difficult). If the team gives the correct true or false answer, it may choose another question. A scorekeeper must keep track of each team's score. After two questions Team B will be up. If Team B answers incorrectly, then it is Team A's turn again. Each team can have only two consecutive correct answers in one turn before it goes to the next team. The game ends when all questions are answered. The team with the highest score wins.

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[1] NICHD. (1998). *U.S. teens in our world*. www.mchb.hrsa.gov

2. ACT

Teacher Information

Curriculum Connections

Developmental Guidance, Health

Overview

In this lesson you will explore what it takes to build a bully-free school. After brainstorming the actions that need to be done to stop bullying, the students will take the acronym "ACT" and develop a poster surrounding it. The student worksheet you helped the student fill out should look like this:

> A—Action (What can you do? Get help, report, strength in numbers)
>
> C—Care (Counseling, behavior management)
>
> T—Talk to key adults and friends (Find others who also believe bullying is wrong)

Objective

The students will apply their understanding of ACT in terms of bullying by creating a poster for their school.

Requirements

In this lesson, students will discuss what has to be done to build a bully-free school. Students will learn the skill of ACT and develop a poster that addresses the components of ACT for their school, which will include the following:

1. What can you do if you or someone else is being bullied? (Example: Get help from an adult)—Action
2. What kinds of things can you do to change a bad situation? (Example: Get counseling)—Care
3. Look for supportive friends and adults who are not into bullying—Talk to key adults and friends

The students should take time to make a list of things in each of these categories. Students can use the second part of the ACT worksheet to gather their thoughts for their poster project.

Time

This lesson will take one to two class periods to complete.

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[2] Koscin, J. G., & Cullen, M. K. The GLSEN 2001 national school climate survey, ERIC ED 464978.

Materials

Poster board, pictures that relate to the issue, and magic markers or crayons

Instruction

It is important to cover the ACT skill with the students before they begin their poster assignment. With the students, brainstorm examples that fit your school and what students think needs to be done to build a bully-free school. Then connect the examples to each of the three letters in the acronym. Rules against bullying should also be discussed.

Assessment Criteria

Answers will be scored on the following:

1. How well and completely the student fills out the ACT worksheet
2. How well and completely the student fills out the poster for a bully-free school

	Wisconsin's Model Academic Standards for Health Education
A	Health Promotion and Disease Prevention
B	Healthy Behaviors
C	Goal-Setting and Decision-Making
D	Information and Services
E	Culture, Media, and Technology
F	Communication
G	Advocacy

Sample Response

For the section on talking to others about bullying, I decided to do a collage with types of bullying. I found a picture of someone yelling at another person, two people fighting, someone online, and a picture of someone standing alone while others were playing a game of baseball. The saying I would use is, "I know a lot of friends who do not like this. Do you?"

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[3] Olweus, D. (2002, August). *Bully prevention: Research and strategies.* Presentation audiotaped at the Second National Technical Assistance Meeting: Leave No Child Behind, U.S. Department of Education, Office of Safe and Drug-Free Schools, Washington, DC.

Handout: ACT to Stop Bullying

Name _____

A _____

C _____

T _____

Action

Care

Talk to key adults and friends

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[4] U.S. Department of Education. (2003). *Exploring the nature and prevention of bullying.* Washington, DC: Author, p. 15.

Student Instructions: ACT

We have been spending time looking at "if-then" statements and the impacts of what we do. Now we are going to look at what it might take to build a bully-free school. In this lesson we are going to take the letters we talked about in class called ACT and develop a poster surrounding them. Look at the worksheet you developed. It should look like this:

A—Action (What can you do? Get help, report, strength in numbers)

C—Care (Counseling, behavior management)

T—Talk to key adults and friends (Find others who also believe bullying is wrong)

Your major task is to create a poster about bullying. These are the things that need to be addressed in your poster:

1. What can you do if you or someone else is being bullied? (Example: Get help from an adult)—Action

2. What kinds of things can you do to change a bad situation? (Example: Get counseling)—Care

3. Look for supportive friends who are not into bullying—Talk to key adults and friends

You should take time to make a list of things in each of these categories. You can use the second part of the ACT worksheet to gather your thoughts for your poster project.

3. Tattling versus Telling

Teacher Information

Curriculum Connections

Developmental Guidance

Overview

If a school is going to build a bully-free environment and incorporate ACT, students must be made aware of the important differences between tattling and telling. It is important to ACT to report cases of bullying and not tattle for behaviors that have nothing to do with bullying but could get someone in trouble. This booster lesson explores this issue.

Objective

Students will form an understanding of the differences between tattling and telling through role-playing activities.

Requirements

Students in groups of three will develop either two scripts or two role-plays where tattling and telling are illustrated. They can either read or perform their skits in front of the class, and the students will decide if the story characters are tattling or telling depending on the issue present.

Time

This lesson will take one class period to complete.

Materials

Paper and writing materials

Instruction

A discussion should take place about tattling versus telling in your class. This should be done after you review ACT and do the previous lesson on applying ACT to a school situation of bullying. **Tattling** usually deals with something trivial or not important, like, "Mom, Tommy's always looking at me." It is designed to get the person in trouble. It usually deals with a harmless behavior.

Then discuss the following things about **telling** in your class. It could deal with something that is dangerous, like being in a chat room without your parents knowing. It could be about something destructive, like vandalism. It could also relate to something immoral, like stealing. Then present the outline of what each group is going to do.

	Wisconsin's Model Academic Standards for Health Education
A	Health Promotion and Disease Prevention
B	Healthy Behaviors
C	Goal-Setting and Decision-Making
D	Information and Services
E	Culture, Media, and Technology
F	Communication
G	Advocacy

Sample Response

Script #1: *This is a story about Beth. Beth is always critical of other people. She will tell the teacher, Mr. Smith, if anyone is talking too loud, if anyone stares at her, or if anyone says something she thinks is wrong.* (Tattle)

Script #2: *This is a story of Sam. After school you notice him in the teacher's parking lot walking between the cars and taking his time when he goes by Ms. Jones's car. The next day there is an announcement over the PA asking that anyone who saw a car being keyed last night please report to the office. You remember that Ms. Jones had just given Sam a three-day suspension for continually picking on and punching Mel in her math class. You decide to meet Ms. Jones in the office when Sam is in swimming class. You talk to Mel and convince him to join you. Mel and you tell Ms. Jones about what Sam did to Mel and what you observed after school yesterday.* (Tell)

Student Instructions:
Tattling versus Telling

You have found out the following things about tattling in your class: It usually deals with something trivial or not important, like, "Mom, Tommy's always looking at me." It is designed to get the person in trouble. It usually deals with a harmless behavior.

You have found out the following things about telling in your class: It could deal with something that is dangerous, like being in a chat room without your parents knowing. It could be about something destructive, like vandalism. It could also relate to something immoral, like stealing. You tell someone who can make a difference to keep someone safe.

The task for you and two partners is to develop two scripts or mini-plays that illustrate a situation where tattling is occurring and a situation where telling is needed. In the telling scripts it is important to include the following:

✓ Know where the individual could get more information

✓ Demonstrate an intervention in a bullying situation

✓ Demonstrate when to get adult help

The class will guess which one the group is illustrating.

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4. Let's ACT to Stop Bullying

Teacher Information

Curriculum Connections

Developmental Guidance, Health

Overview

If students are going to build a bully-free school and incorporate ACT into their lifestyle, it is important to practice each of the components of ACT as they relate to various situations in a young person's life:

> A—Action (What can you do? Get help, report, strength in numbers)
>
> C—Care (Counseling, behavior management)
>
> T—Talk to key adults and friends (Find others who also believe bullying is wrong)

Objective

Students will collaborate with classmates to convey their knowledge of ACT by applying it to various scenarios.

Requirements

Students in groups of six will develop a story with pictures that represent each of the components of ACT as a way of responding and dealing with the situation that they will be assigned to develop. They will then present their story to the rest of the class. You might lead a discussion about each story as a way of reviewing the importance of ACT to build a bully-free school.

Time

This lesson will take one to two class periods to complete.

Materials

Paper and writing and drawing materials

Instruction

You should review ACT before each group starts to work on its story.
It will be important to review some key information about bullying in each of the stories, such as why kids bully, signs of bullying, effects of bullying on the victim, and what the rules are at your school.

Assessment Criteria

Answers will be scored on the following:

1. How well and completely the group composes the story with supporting pictures
2. How completely each of the three components of ACT are presented in their answers

	Wisconsin's Model Academic Standards for Health Education
A	Health Promotion and Disease Prevention
B	Healthy Behaviors
C	Goal-Setting and Decision-Making
D	Information and Services
E	Culture, Media, and Technology
F	Communication
G	Advocacy

Sample Response

Story 1: Devon is always causing problems for Samantha in school. He is always saying things about her on the Internet. As Samantha's friend, you want to ACT.

Samantha decides to take action to end once and for all Devon's cyberbullying. She first recognizes that this is bullying of the worst kind because her friends see his statements on their personal chat room. She decided to report this first to her parents by showing them what Devon was saying online and then copying the statements and bringing them to school. Her parents know that she has been upset by Devon's statements and set up counseling sessions with the school counselor. Finally, she finds out her friends feel the same way she does about Devon, and they work together to have him stop his hurtful behavior.

Handout to Practice ACT

1. Devon is always causing problems for Samantha in school. He is always saying things about her on the Internet. As Samantha's friend, you want to ACT.

2. LeBron has observed Richard vandalizing the school with pictures and words. LeBron does not like it and wants to ACT.

3. Susan notices that Beth suddenly has a necklace like the one that LaToya reported lost. She is suspicious and wants to ACT.

4. Mike is always looking for a fight. He is bigger than most of the other fourth graders. Carl is the one student who stands up to Mike's physical assaults on the playground.

5. Jane believes Edie is affecting Karen's desire to come to school because she is always calling Karen names when she is there. Jane decides to ACT.

6. Franko thinks that the students who come from Mexico are always picked on by a group of white kids. He and a group of friends want to ACT.

Student Instructions:
Let's ACT to Stop Bullying

Last year in class you learned about bullying and learned about ACT as a way of building a bully-free school. If you remember, ACT stands for the following:

A—Action (What can you do? Get help, report, strength in numbers)

C—Care (Counseling, behavior management)

T—Talk to key adults and friends (Find others who also believe bullying is wrong)

We are going to review and practice the ACT skill by presenting a story with five pictures. In groups of six, each of you will be responsible for putting together a story of how a bullying incident can be stopped by using all the components of ACT. Each group will tell its story to the rest of the class. Here are the six stories:

1. Devon is always causing problems for Samantha in school. He is always saying things about her on the Internet. As Samantha's friend, you want to ACT.

2. LeBron has observed Richard vandalizing the school with pictures and words. LeBron does not like it and wants to ACT.

3. Susan notices that Beth suddenly has a necklace like the one that LaToya reported lost. She is suspicious and wants to ACT.

4. Mike is always looking for a fight. He is bigger than most of the other fourth graders. Carl is the one student who stands up to Mike's physical assaults on the playground.

5. Jane believes Edie is affecting Karen's desire to come to school because she is always calling Karen names when she is there. Jane decides to ACT.

6. Franko thinks that the students who come from Mexico are always picked on by a group of white kids. He and a group of friends want to ACT.

It will be important to put some key information about bullying in each of the stories, such as why kids bully, signs of bullying, effects of bullying on the victim, and what the school rules are.

5. Let's Stop Spreading Rumors

Teacher Information

Curriculum Connections

Developmental Guidance, Health

Overview

The leaders in your schools can do an effective job of building a bully-free school by addressing special concerns that come up. One of these is when rumors surround bullying at school. In many cases situations should be reported to adults, but other times situations can be ignored because they may be a case of tattling or someone trying to be the center of attention.

Objective

Students will differentiate between rumors and real bullying situations, as well as develop an understanding of being effective bystanders, through scenario analysis, discussions, and group work.

Requirements

In this booster activity, each student will review the five incidents described in the following list and decide which ones need to be reported. In a circle discussion, students will review the findings and show how this helps build a bully-free school.

1. Randy says Steve calls Bill names about his weight every day, and Bill is not coming to school very often. How could you find out if this is a rumor?

2. It always looks like Salima is glaring at certain people in class. According to Serina, Salima is bullying others by looking at them. It seems that she does this to anybody speaking in class. How could you find out if this is a rumor or bullying?

3. According to Kam's friend Seree, Michael likes to pick on one of the teams when the boys play basketball during recess. He gets very upset if Kam is on his team and tells everyone. How could you find out if this a rumor?

4. Everyone thinks Rhonda always wants to be the center of attention in class, and she tells the teacher anytime she thinks someone is misbehaving. Could this be a rumor? Why or why not?

5. Heather says Linda always writes notes about Samantha and gives them to various students, including her. Most of what she writes is directed toward Samantha's clothes. Most of Samantha's friends think she dresses very well. How could you find out if this is a rumor?

Which of these incidents should be reported to an adult? If the incident should be reported, demonstrate how you might do this in your answer.

Time

This lesson will take one class period to complete.

Materials

The five examples given to each student, paper, and writing utensils

Instruction

A preliminary discussion on what denotes rumors should start this lesson. Rumors consist of false statements that students use to get attention and that others know are false. Many times rumors are connected to a personal relationship between two people. A review of tattling versus telling could take place. This is done after you review ACT. **Tattling** usually deals with something trivial or not important, like, "Mom, Tommy's always looking at me." It is designed to get the person in trouble and usually deals with a harmless behavior.

Then discuss the following things about **telling** in your class: it could deal with something that is dangerous, like being in a chat room without your parents knowing; it could be about something destructive, like vandalism; or it could relate to something illegal, like stealing. Then present the outline of what each group is going to do.

	Wisconsin's Model Academic Standards for Health Education
A	Health Promotion and Disease Prevention
B	Healthy Behaviors
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F	Communication
G	Advocacy

Sample Response

Script #1: *This is a case of bullying that impacts Bill not wanting to come to school and should be reported.*

Script #2: *Find out if anybody else has been bothered by this behavior. Could be a way Salima focuses her attention on a speaker. Does not have to be reported.*

Script #3: *Definitely a case where Kam is being bullied. As a bystander, Seree should report it to the teacher in charge.*

Script #4: *Hard to tell without knowing what she is saying. Seems like it could be handled by fellow students, who would say to her, "You are just trying to get attention again, Rhonda, aren't you?"*

Script #5: *Because most of the students know that this is a personal thing between Heather and Samantha, and they know Samantha dresses fine in their estimation, it is just an example of Heather starting a false rumor.*

If Samantha is troubled by this rumor, someone should report this to an adult, but if we apply the T of ACT to turn to others who know that this is just rumor spreading, they can confront Heather and stop it immediately.

Handout: Five Incidents

1. Randy says Steve calls Bill names about his weight every day, and Bill is not coming to school very often. How could you find out if this is a rumor?

2. It always looks like Salima is glaring at certain people in class. According to Serina, Salima is bullying others by looking at them. It seems that she does this to anybody speaking in class. How could you find out if this is a rumor or bullying?

3. According to Kam's friend Seree, Michael likes to pick on one of the teams when the boys play basketball during recess. He gets very upset if Kam is on his team and tells everyone. How could you find out if this is a rumor?

4. Everyone thinks Rhonda always wants to be the center of attention in class, and she tells the teacher anytime she thinks someone is misbehaving. Could this be a rumor? Why or why not?

5. Heather says Linda always writes notes about Samantha and gives them to various students, including her. Most of what she writes is directed toward Samantha's clothes. Most of Samantha's friends think she dresses very well. How could you find out if this is a rumor?

Student Instruction:
Let's Stop Spreading Rumors

Your school has used ACT to build a bully-free environment. As leaders in your building, you should know that it is important to practice the "A for Action" step so you as fifth graders know when to report cases of bullying to adults in your school. Your handout has five examples of possible cases where bullying might be taking place. Your task is to decide how you might find out if this bullying is really happening or if it is just a rumor that can be handled by practicing "T for Talking" to people who believe what you do about bullying. You will report your findings in a discussion circle with the rest of the class.

Which of the incidents in the handout should be reported to an adult? If the incident should be reported, demonstrate how you might do this in your answer.

6. Bully Bowl:
What Is a Bully?
Identify a Bully and Bullying Behaviors

Teacher Information

The quiz in the "Bullying Myths and Facts" section could be administered before this session begins, but this is not required.

Curriculum Connections

Family and Consumer Education, Developmental Guidance, Health

Overview

The factual basis of bullying is established in this session. The Bully Bowl game is played before any information is distributed. You may want to give each student the "What We Know about Bullying" fact sheet after the game is played.

Objective

The students will participate in the introductory game show related to bullying content and learn basic facts and common misperceptions about bullying.

Requirements

Students will play the introductory game and complete the yes/no exercise on the student handout to identify bullying behaviors they recognize in themselves or others.

Time

This lesson/assessment will take two periods to complete, if you choose to do the climate survey. The second period is dedicated to the game show.

Materials

Bully Bowl game answers

Instruction

Bully Bowl is a game-show spoof with 4 rounds of 4 teams, with 16 questions in total about bullying. The quiz questions are presented in rotation. Rather than having the teams race to buzz in with the answers, the teams take turns fielding questions about bullying behavior and its impact on the bullies, the victims, and the bystanders. Because the teams are not racing to answer, they have time to consider the question and arrive at an answer by consensus.

The answers to the Bully Bowl questions are at the end of this unit. After reading the questions, the students will answer to the best of their ability. After the correct answer is given, pause to discuss the finer points of the question. When a team selects the wrong answer, take time to discuss the right answer. At the end of the answer is an addendum of new information that you should review prior to this lesson.

After playing the Bully Bowl game or at the beginning of the second class period devoted to this lesson, distribute the student handouts. The final section of the handout is a series of yes/no questions that ask pupils to identify bullying behavior in themselves or others. There is no magic number of behaviors that designates an "official" bully; all are troubling to some degree. The directions suggest students talk to a teacher or other trusted adult, so extra vigilance for pupils looking to talk is important.

	Wisconsin's Model Academic Standards for Health Education
A	Health Promotion and Disease Prevention
B	Healthy Behaviors
C	Goal-Setting and Decision-Making
D	Information and Services
E	Culture, Media, and Technology
F	Communication
G	Advocacy

Bully Bowl Questions and Answers

#1 (100 points)

In self-reporting surveys, boys say they are more likely than girls to bully others. (True)

While girls are more likely to say things like "You won't be my friend unless you . . . ," boys are more likely to be physical with other boys. A self-reporting survey supported these findings that boys are more likely to bully.[1]

#2 (100 points)

The climate in school rarely changes as a result of people who bully. (False)

Research by the National Education Association has shown that the entire school can be impacted when a climate of fear and disrespect is present, and bullying can cause this climate.[2] This climate also has an impact on student learning.

#3 (100 points)

Teachers can make a big difference in helping to reduce bullying. (True)

Some of the work by Cohn and Canter has found that a large percentage (25 percent) of teachers see nothing wrong with bullying, and therefore they are not likely to intervene in bullying incidents. Cohn and Canter reported that this causes bullying to continue in the school.[3] The "E" in the skill REACT, which you will learn about in this unit, states that rules against bullying should be developed by students and teachers working together. Bully-free schools have rules that are spelled out and communicated with students and their parents.

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[1] Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association, 285,* 2094–2100.

[2] National Education Association. (2003). *National bullying awareness campaign.* www.nea.org/schoolsafety/bullying.html

[3] Cohn, A., & Canter, A. (2003). *Bullying: What schools and parents can do.* (National Association of School Psychologists Fact Sheets).

Students can break the cycle of bullying by ignoring the bullies' behavior. (False)

In some of the work by Asher, Parker, and Walker, it was found that youth can break the cycle of bullying by standing up and saying that bullying is not OK.[4] In the skill you will practice in this unit, called REACT, "A" stands for taking action to report bullying, and "T" stands for talking with others (adults and friends) who believe that bullying is wrong and needs to be eliminated.

#5 (200 points)

Bullying can take on the form of spreading rumors or excluding others from sports. (True)

That's right, repeatedly spreading rumors or excluding someone are forms of bullying. But bullying can also be illegal. Can you think of other examples of illegal activities that are considered bullying? (Stalking, battery, vandalism, stealing, defamation of character, sexual harassment)

#6 (200 points)

Some friend bullies are very secretive, while other bullies want to do their act in front of others. (True)

Bullies like to do their act in front of an audience so that others will be afraid. When someone bullies others, this individual wants people to see that he or she has power over the victim and over those watching. This way, lots of people will be afraid of the bully. Is it right for others to take that power from you? Friend bullies want to show their power only to the friend and ask him or her to do things when they are alone.

#7 (200 points)

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[4] Asher, S. R., Parker, J. G., & Walker, D. L. (1996). *Loneliness and peer relations in childhood.* www.blackwell-synergy.com

Most of those who bully as youth and don't change their bullying behavior get over it by the time they reach high school. (False)

Alcohol and drug abuse among those who bully is significantly higher because they have trouble making real friends and getting involved in positive activities. Bullying behavior often excludes them from any positive peer influences, enrichment activities, and leadership opportunities, so many continue their earlier patterns of behavior.[5]

#8 (200 points)

Being nice to a friend in private but mean to a friend in public is a type of bullying. (True)

This is the classic form of friend bullying. Many girls tend to use this pattern of behavior to help gain acceptance from others. Showing power over someone is accepted by some groups in school.

#9 (500 points)

Research says that 50 percent of middle school students bully. (False)

Fifteen percent to 20 percent of students bully, meaning that only 15 to 20 kids out of 100 bully others regularly. While violence in schools has reportedly decreased by 4 percent in recent years, bullying incidents have increased by 5 percent.[6]

#10 (500 points)

Bullying behavior is connected to acts of prejudice and ignorance. (True)

Nearly one-third of middle school students have been the object of sexual jokes, comments, or gestures. Another 15 percent have been bullied or harassed because of their religion or race.[7]

#11 (500 points)

Many of the recent school-shooting incidents, including Columbine, have been linked to harassment and bullying. (True)

[5] Nansel, T. R., Overpeck, M. D., Haynie, D. L., Ruan, W. J., & Scheidt, P. C. (2003). Relationships between bullying and violence among US youth. *Archives of Pediatric Adolescent Medicine, 157,* 348–353.

[6] U.S. Department of Education. (2003). *Bullying prevention and education.* www.ed.gov

[7] National Youth Violence Prevention Resource Center and Bystanders into Allies. (2005). www.safeyouth.org

The *U.S. Secret Service* has reported that nearly 75 percent of these incidents—including Columbine in Littleton, Colorado, and Santana High School in Santee, California—have been linked to harassment and bullying.[8]

#12 (500 points)

We will never be affected by bullies long after middle school because it is just a phase young people experience. (False)

Bullies have lower rates of job attendance and productivity, higher dropout rates, and a history of domestic violence. They are more likely to spend time in jail by age 24, tend to be unemployed, have alcohol and other drug abuse problems, and tend to use the majority of social and mental health services. Nearly 60 percent of boys classified as bullies in middle school were convicted of at least one crime by the age of 24.[9]

#13 (500 points)

Research shows that if a person is a victim in a dating relationship, he or she will never be a victim again because he or she will learn how to handle it. (False)

If someone is a victim in early relationships, he or she is likely to become a victim in later relationships. If someone is a bully in early relationships, he or she is likely to be a bully or batterer in later relationships—including a strong potential for child abuse. It does not have to be this way. It is very important for anyone in a relationship that could be unhealthy to get help right away.

#14 (500 points)

It is important for others to show care for the bully without accepting the bully's actions and behaviors. (True)

Students can make a difference by confronting the bully and telling him or her not to bully others. If you are a bystander, you have the unique vantage point to address the bully directly, firmly, with commitment, and with concern.

[8] U.S. Secret Service. (2000). *Safe school initiative.* www.secretservice.gov
[9] Fight Crime: Invest in Kids. (Sept. 2003). *Stop bullies! Fight crime 2003.* www.fightcrime.org

#15 (500 points)

The best way for youth to work against bullying behavior is to find other students who feel the same way about bullying. (True)

Not only do they need to determine together what they will accept, they also need to develop the rules, and adults need to stand behind the 85 percent of students who don't bully.

The 15 percent who are harming others need to be put on notice that the time of terror is over and the caring climate has begun. This can only happen if that 85 percent of students—called the caring majority—work together with one another and with teachers. You are the ones with the power.

#16 (500 points)

The school principal is the only one who can have an impact on bullying in school. (False)

Best practices in bullying prevention and intervention say you must obtain staff and parent buy-in as well as forming a school bullying prevention group to make a difference. This should always follow a needs assessment similar to the one you have just received in your class.

Lesson 1: Student Handout

Consider whether your behavior or the behavior of other students is similar enough to the actions below to indicate bullying behavior. Which of the behaviors listed below are considered bullying?

Does someone you know repeatedly:

"Borrow" or take things of yours?

Leave a friendship because he or she does not get a person to do what he or she wants him or her to?

Embarrass you or others? Play jokes on people?

Tell lies about you to others or call you names?

Leave you out of certain activities?

Say you won't be his or her friend if you don't do what he or she asks you to?

Hit, slap, kick, punch, or push you around?

Expect to be first or best in everything?

Make fun of you? Tell you you're stupid and worthless?

Act jealous of others' good fortunes?

Assume that he or she is the exception to rules?

It doesn't matter if you are the bully, the victim, or the bystander; bullying hurts everyone. Bullying can be:

✔ Telling secrets

✔ Taking or breaking others' belongings

✔ Embarrassing others

✔ Spreading rumors

✔ **Telling lies about someone**

✔ **Making threats**

Students need to consider whether their behavior is similar to bullying. Which ones do you think are examples of bullying?

Student Instructions:
Bully Bowl: What Is a Bully?
Identify a Bully and Bullying
Behaviors

You will participate in a "game show" style presentation on bullying. You may find some of the things you have assumed about bullies and their victims in the past are not true.

Following the unit, you will complete a handout to determine how much of the information contained in the show you remember.

Adapted from "Braving the bullies: What you can do in your school," by Nancy McKinley. *Teaching Today,* November 2004.

7. A Great Comeback Can Get a Bully Off Your Back

Teacher Information

Curriculum Connections

Developmental Guidance, Health

Overview

Students struggle with what to say to a bully of any sort to stop the behavior. This lesson explores the skill of developing appropriate comeback statements. Students work with partners or in small groups to create three to five comebacks to various put-downs. They have to try to keep it as positive a response as possible. Discuss why they need to do so (negative responses can inflame a situation).

Objective

Students will develop:

➤ social skills

➤ an awareness that they can have some control of threatening situations

➤ effective responses (comebacks) to various put-downs

➤ confidence in using these responses through practice

Requirements and Background Information

Almost everyone has been a victim or has seen someone else be a victim of a bully. The harassment can vary in its level of intensity. A milder form of bullying can be a situation where a group of kids chooses not to play with someone, compared with a stronger form that might be some kind of public humiliation or being physically hurtful to a victim. Sometimes it occurs between friends, where it started out as mutually fun teasing, but then it turned into something hurtful. Other times the bully is a more powerful student victimizing someone (powerful is not only someone who is bigger, stronger, or older but can be someone

who is more popular or wealthier or who has better verbal or social skills than the victim). Many times when another student harasses someone, the victim has no idea how to effectively respond to the situation.

It is true that there are situations in which a bully is going to hurt someone, no matter how the victim responds. However, a child equipped with good comebacks can be empowered to increase his or her ability to defuse a situation while decreasing the chances of being a repeat victim because the child is not such an easy target anymore.

Time

This lesson will take 40–50 minutes to complete.

Materials

Writing materials to write down various responses

Instruction

Ask the class if a bully has a right to be a bully. Students need to know that when threatened by a bully or a friend bully, what they say and how they say it can make a big difference in the outcome of the situation.

First, model and discuss how the way something is said can affect what another person does. Tell the class you are going to pretend that you are a student getting picked on by someone on the playground, and you are going to show them three ways to say the phrases "Stop it" or "So what?"

1. Say "Stop it" or "So what?" with a weak, helpless voice and with body language that says "I am completely powerless." Ask: Does this way mean stop it? Will the bully stop it? Why?
2. Say "Stop it" or "So what?" with a big smile, an excited voice, and body language that says "I like it." Ask: Does this way mean stop it? Will the person stop it? Why?
3. Say "Stop it" or "So what?" with a strong voice and body language that shows you mean business. Ask: Does this way mean stop it? Will the bully stop it? Why?

Have the class practice all three ways of saying "Stop it" or "So what?"

Have the class make conclusions on *how* we say something can affect the outcome of a threatening situation.

Introduce three common types of responses (comebacks) to put-downs.

In a situation where a bully says to another student, "You're dumb," the victim can respond in many ways. Whining or crying will not get the bully to leave the student

alone. Comebacks that directly attack a bully—for example, "You're even stupider!"—can make things worse. Any ideas why? (Comebacks that attack a bully's dignity can make the bully more determined to hurt the student.)

In the sample put-down "You're dumb," the three common types of comebacks are the following:

No-reaction comeback: "Thanks for sharing that with me," or "So what?," or "Whatever," using a normal flat tone of voice. The effect of this response is that the bully will not feel like he or she has much power over someone because this person is not giving much of a response. The bully is not getting to the student.

Agreement comeback: "Yeah, but I was even dumber last week!" or "If you say so," using a normal voice. This type of response can be effective because the student is not arguing with the bully and therefore not letting him or her feel powerful. The student is showing that he or she is not being hurt by the bully.

Strong, assertive comeback: "Knock it off," "If you think so," or "Leave me alone," using a strong, assertive voice. Sometimes a person has to be direct with a bully and let this individual know that what he or she is doing is not acceptable. If the bully continues to harass the student, the student needs to report that person to a teacher. Point out to the class that in the adult world, employers expect workers to treat each other with mutual respect. When one worker bullies another worker, the victim should report the bully to the boss, especially after the victim has tried these types of responses.

Discuss with the class how the bully might react to each of these responses. (Note: depending on the put-down, one type of response may work better than another one.)

Introductory or Follow-up True Story

A third grader named Tyler was given a lesson by his teacher on how to deal with a bully who might try to get him to smoke a cigarette. Weeks later he was at a family gathering where his 30-year-old uncle offered him a cigarette. Tyler said, "No thanks." His uncle replied, "What's the matter, you a chicken?" After a short pause, Tyler smiled and said, "I'd rather be a chicken than a dead duck!" His uncle was so stunned by Tyler's comeback that he quietly walked away and left Tyler alone.

Ask the class how do they think Tyler felt after he got his uncle to leave him alone. Ask the class if they would like to learn some ways to deal with someone who is picking on them. (Warning: A good response can help in many situations when dealing with a bully, but there are times when a bully will try to hurt someone no matter what or how a person responds.)

Ask the class which category the "I'd rather be a chicken than a dead duck" comeback belongs to. (It is an agreement comeback because you are not arguing about being a chicken.)

With partners or in small groups, have the students come up with the three types of comebacks for the following put-downs (remind them to keep it as positive as they can):

> You're fat.
> You're ugly.
> We're smart and you're not.
> You're bad at sports.

Have the class share its comebacks and discuss how effective they might be.

Have the class practice with partners some of the comebacks to the various put-downs.

Closing

Ask the class if a bully has a right to be a bully. Review with the class the importance of how to respond to a put-down and the three types of comebacks, and have them pick a favorite comeback.

	Wisconsin's Model Academic Standards for Health Education
A	Health Promotion and Disease Prevention
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C	Goal-Setting and Decision-Making
D	Information and Services
E	Culture, Media, and Technology
F	Communication
G	Advocacy

Sample Response

Tom comes up to you and says, "Lard butt, lard butt, can't see your feet because of your gut."

> **No-reaction comment:** *I did not know that; thanks for that information.*
> **Agreement comment:** *I have been lifting weights and am getting bigger and stronger.*
> **Strong, assertive comment:** *It is my body, and I will treat it as I want. It is none of your business.*

Student Instructions:
A Great Comeback Can Get a Bully Off Your Back

This lesson explores the fact that how something is said can affect what another person does. You are going to pretend that you are a student getting picked on by someone on the playground, and you are going to show three ways to say the phrases "Stop it" or "So what?"

1. Start by saying "Stop it" or "So what?" with a weak, helpless voice and with body language that says, "I am completely powerless." Does this way mean stop it? Will the bully stop it? Why?

2. Next, say "Stop it" or "So what?" with a big smile, an excited voice, and body language that says, "I like it." Does this way mean stop it? Will the person stop it? Why?

3. Finally, say "Stop it" or "So what?" with a strong voice and body language that shows you mean business. Does this way mean stop it? Will the bully stop it? Why?

You will practice all three ways of saying "Stop it" or "So what?"

Now you will be introduced to three common types
of responses (comebacks) to put-downs.

In a situation where a bully tells another student, "You're dumb," the student can respond in many ways. Whining or crying will not get the bully to leave the student alone. Comebacks that directly attack a bully—for example, "You're even stupider!"—can make things worse.

The three common types of comebacks are:

No-reaction comeback: "Thanks for sharing that with me," using a normal voice

Agreement comeback: "Yeah, but I was even dumber last week!" using a normal voice

Strong, assertive comeback: "Knock it off" or "Leave me alone," using a strong, assertive voice

With partners or in small groups, you will come up with the three types of comebacks for the following put-downs:

You're fat.

You're ugly.

We're smart and you're not.

You're bad at sports.

Your team will share its comebacks and discuss how effective they might be.

With partners you will then practice some of the comebacks to the various put-downs.

Vote on which comebacks are the best and why.

8. REACT: Building Skills to Confront Bullying

Teacher Information

Curriculum Connections

Family and Consumer Education, Language Arts, Art, Health, Developmental Guidance

Overview

In class you have been discussing what bullying is and the importance of reporting bullying situations. In this assessment lesson you are going to guide the students toward thinking about the skill we will refer to by the acronym "REACT." This is the new middle school acronym that adds two more parts to the skill students might have learned in elementary school to help build a belief system against bullying and the ability to explain and understand rules that exist against bullying.

Recognize that bullying is not normal behavior anywhere.

Explain school and community rules against bullying.

Act to report bullying if you are or someone you know is a victim.

Care for those being bullied and the bully without accepting the bullying behavior.

Turn to key adults and friends who also believe that bullying is wrong.

It's important to repeatedly practice these skills. If students are well versed in and comfortable with the process, they will be more assertive when the time arises.

Objective

The student will apply the skill REACT to real-life bullying examples.

Requirements

Divide the students into teams of two so they can practice this skill. The team will pick two stories from a total of five stories and answer five questions about each story. Upon completion of the five answers, the team will take one of the skills and develop a public service announcement that it will share with the rest of the class.

Time

This lesson/assessment will take two periods to complete.

Materials

The class will need the "REACT Stories" handout and writing materials to answer the questions and create the public service announcement.

Instruction

Important: The lead-up activity to this assessment is critical to the success of the lesson. Write the acronym across the chalkboard with space between each letter. Then ask the students the following question: "If you were to confront a bully or a bullying problem in your school, what would be the actions you would take to try to stop this behavior?" As the students brainstorm strategies, place these ideas under the appropriate letter related to the skill. If one of the students says that there needs to be rules against bullying, this would go under the letter "E." Then your class task is to come up with a common sentence that describes the guided response. The end result should be the five components of REACT. This is done before you hand out the student assignment with the five stories.

Assessment Criteria

Answers will be scored on the following:

1. How well and completely the students use the REACT skill in addressing bullying in their school or community
2. How well and completely the students develop a public service announcement that addresses one of the five key skills within the acronym "REACT"

	Wisconsin's Model Academic Standards for Health Education
A	Health Promotion and Disease Prevention
B	Healthy Behaviors
C	Goal-Setting and Decision-Making
D	Information and Services
E	Culture, Media, and Technology
F	Communication
G	Advocacy

Sample Response

This is a response for Story #1.

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1. Sam is always teasing Julie about her weight. It seems like he comes up with a new word for her every day and always looks for her at lunch to shout the word at her in front of her friends. His words "garbage gut" finally made her cry in front of her friends. You are one of Julie's friends. What would you do?

   a. **R** What is not normal about this behavior? *Constantly teasing one person is a sign of bullying. When it deals with appearance, it can be very hurtful.*

   b. **E** What rule could prevent this from happening again? *Any person who reports being teased or who sees someone being teased is taken seriously. The outcome for the bully is that he or she will write a formal letter of apology that goes to the victim, the victim's parents, and the bully's parents.*

   c. **A** Why should this behavior be reported? *She was crying.*

   d. **C** What could you say to the bully if you were a bystander? *"You know, Sam, your friends think you're acting like a bully when you call others names."*

   e. **T** What could your friends do together to address this problem? *I think we should go up to Julie and tell her that we will report this behavior to the guidance office.*

A sample public service announcement for the "A" in REACT.

Have you ever seen someone who is always picked on? Did it bother you? It sure bothers me. Remember, you will get immediate help if you report a case of bullying. So go to the counseling office and tell the counselor. Action will take place. A is for act.

REACT Stories

Here are five brief stories about bullying. Your team task is to answer the five questions on two of the five stories.

- ✔ Sam is always teasing Julie about her weight. It seems like he comes up with a new word for her every day and always looks for her at lunch to shout the word at her in front of her friends. His words "garbage gut" finally made her cry in front of her friends. You are one of Julie's friends. What would you do?

- ✔ Samantha knows Marta's e-mail because they were once friends. Since they had a fight, Samantha and her friends have been sending e-mails to Marta and her friends, saying things that are not true. When you see one of these false e-mails, you are fed up and decide to practice REACT. What would you do?

- ✔ Bill knows he can easily take advantage of Tom. He pretends to be his friend when others are not around after school, but whenever others are around, he ignores Tom and leaves him out of the games they play. You notice this. Is it worth doing something because Tom looks lost and sad? Will REACT work?

- ✔ Emily is known as the seventh-grade boss. She especially likes to hit Brenda on the arm and push her around as they wait to get on the bus before and after school. Many students have tried to get Emily to stop but have failed. You have had enough and start to think about REACT. What would you do?

- ✔ Clothes are important to Randy. He is able to get the best and most popular styles. He picks on others who don't have the

same expensive clothes he has. You and your friends wonder if this laughing and making comments about others' clothes is bullying. Can you apply REACT to this story?

Here are the five questions you need to answer for two of the stories:

R What is not normal about this behavior?

E What rule could prevent this from happening again?

A Why should this behavior be reported?

C What could you say to the bully if you were a bystander?

T What could your friends do together to address the problem?

Student Information:
REACT: Building Skills to Confront Bullying

We have been looking at ways we can address the bullies in our school or community. We know it is not easy to confront a bully, but there are things we can do by remembering the skill we call REACT.

Recognize that bullying is not normal behavior anywhere.

Explain school and community rules against bullying.

Act to report bullying if you or someone you know is a victim.

Care for those being bullied and the bully without accepting the bullying behavior.

Turn to key adults and friends who also believe that bullying is wrong.

You and a partner will practice REACT by looking at five different stories that could take place in your school or community. Your task is to apply this skill to each of the situations by responding to the five questions that follow the stories.

After you and your partner have finished answering the five questions on any two of the stories, your final task will be to take one of the letters in REACT and make up a 30-second public service announcement that will be read to the rest of the class.

Assessment Criteria

Answers will be scored on the following:

1. How well and completely you utilize the REACT skill in addressing bullying in your school or community

2. How well and completely you develop a public service announcement that addresses one of the five key skills within the acronym "REACT"

9. I will not be Bullied – Cyber Bullying

Teacher Information

Curriculum Connections:

Developmental Guidance and Health Education

Overview:

With current school rules banning cell phones and limiting student access to websites, why are electronic aggression and cyber bullying becoming school issues? Cyber bullying is not technically a school issue… however, it becomes a school issue when a student who has been cyber bullied brings the issue to school. For example, a student is afraid of another student because of a series of threatening e-mail messages. That fear may inhibit the learning process. A student may fight another student because of something written in a blog, chat room, or on a web page such as MySpace. It may also become a school issue if text messages, e-mail messages, and cell phone calls are sent or received during school hours or on school property, or are sent or received on school-owned equipment. Cyber bullying can be minimized by describing the characteristics and effects of cyber bullying, and discussing what to do when cyber bullying occurs. This lesson provides information, a set of questions, and realistic scenarios for student analysis and discussion.

Objectives:

1. Students will be able to define cyber bullying and electronic aggression.
2. Students will be able to describe the characteristics and effects of cyber bullying.
3. Students will know what to do if they or someone they know is being cyber bullied or experiences other electronic aggression.
4. At the end of the lesson, students receive an anti-cyber bullying contract. The contract provides an opportunity for students and their parents to talk about the importance of cyber bullying, and for both to sign the agreement.

Requirements:

Review the definition of bullying from previous lessons. Present information about electronic aggression and cyber bullying and how this differs from "traditional" bullying. Students respond to questions, followed by small group and large group discussions. Students bring home an anti-bullying contract to discuss and sign with their parent(s) or guardian after the first part of the lesson. Parents and students can further the discussion by visiting one of the provided websites. Students discuss and analyze the scenarios and ways to respond appropriately.

Time:

This lesson will take two 45 minute class periods.

Materials:

Chalk board (for teacher to write suggestions), discussion questions, scenarios, and anti-cyber bullying contract.

Instruction for Teacher:

Introducing electronic aggression and cyber bullying:

In previous lessons, bullying was defined as: "an imbalance of power where a person uses repeated physical or emotional actions to hurt another person's belongings, feelings, or body on purpose." (Optional discussion: examples of bullying.)

Today we will talk about electronic aggression, including cyber bullying. We will define electronic aggression and cyber bullying, and describe the characteristics and effects of cyber bullying. We will work individually on some questions, in small groups to analyze and share responses, and in the large group to discuss answers.

After we have shared our ideas, you will have the opportunity to talk with your parent(s) or guardian about cyber bullying and sign an anti-cyber bullying contract.

- **Define electronic aggression and cyber bullying**. Electronic aggression means actions meant to harm using electronic forms of communications. Cyber bullying means bullying through electronic communication (e-mail, websites, chat rooms, instant messages or images). Cyber bullying also involves repeated aggressive acts where the bully has power (real or perceived) over the victim. Cyber bullying is a form of electronic aggression. Not all electronic aggression is cyber bullying.
- **Prevalence:** Electronic aggression and cyber bullying are becoming more common as more youth have access to various kinds of electronic communication. In some studies, an increasing number of students report that someone has said mean or hurtful things to them online. The number of students experiencing electronic aggression and cyber bullying will likely increase as more students use various forms of electronic communications.
- **Provide examples:** Cyber bullying may include repeatedly sending mean e-mails or texts, continuing to use a fake identity in text messages or on the Internet, or posting pictures of the target on the Internet without permission.
- **Explore the characteristics:** Cyber bullying is similar to other forms of bullying in that actions are intended to harm, targeted, repeated over time, and involve power. In traditional bullying, the power may involve being stronger or more popular. In cyber bullying, the power may be to involve many people in sending hurtful messages.

Cyber bullying is different than other bullying. **What are some of the reasons for this?** *(Large Group Brainstorm)*

Some of the reasons include:
- Cyber bullying and other electronic aggression use electronic forms of communications, which are not used in traditional bullying.
- The bully may be able to more easily disguise his or her identity or pose as someone else.
- The bully can reach many bystanders instantly.
- A bully may have no real time to reflect on the possible outcomes of the message. A hurtful message may be sent instantly to a contact list.
- The bully may feel invisible or anonymous. The targeted victim may not know who is sending the hurtful or harmful messages. The bully may say things he or she would never say to someone in a face-to-face situation. It is difficult for the bullying to be observed or witnessed. This may lead to a greater willingness to engage in bullying.

- Cyber bullying and other electronic aggression can happen 24/7 and anywhere. It is not limited to the school, the trip to and from school, or other places that young people get together.

How can cyber bullying affect the way a person feels about…
   a.   **Themselves?**
   b.   **School?**
   c.   **Their friends?**
   d.   **Their family?**

Cyber bullying discussion questions:

1. Ask students to reflect on the information presented, answer the following questions individually and give reasons why they answered the way they did.
2. In small groups, discuss answers, including reasons for responding the way they did.
3. Teacher leads a follow-up discussion to ensure all have the right answers. Use the discussion to uncover mistaken thinking and how to accurately see the situation.

Assessment Criteria: The student will correctly identify cyber bullying situations and the reasons the situation can be considered cyber bullying.

Hand out the Anti-Cyber Bullying Contract at the end of this first part of the lesson on cyber bullying. Students are to bring back the contract prior to the second part of the lesson on cyber bullying.

Cyber bullying discussion questions:

1. A popular athlete repeatedly sends an offensive and embarrassing message to a short, shy, underclassman in an e-mail and then convinces other teammates to send messages also. Is this cyber bullying?

   Yes_____   No_____

   Why?

2. One student sends messages pretending to be someone else. Is this cyber bullying?

   Yes_____   No_____

   Why?

3. The editor of the school newspaper e-mails an embarrassing photo of an overweight girl in a swim-suit to her friends and the girl in the photo. She jokes about the girl's weight and tells her friends to forward the photo to their contacts to humiliate the girl. Is this cyber bullying?

   Yes_____   No_____

   Why?

4. Sending a mean text message is cyber bullying.

   True_____   False_____

   Why?

5. Cyber bullying can cause a person to feel anxious and depressed.

   True _____   False_____

   Why?

6. Cyber bullying causes physical harm.

   True_____ False_____

   Why?

7. A person being cyber bullied may not want to go to school.

   True_____   False_____

   Why?

Teacher key for cyber bullying discussion questions:

1. A popular athlete repeatedly sends an offensive and embarrassing message to a short, shy, underclassman in an e-mail and then convinces other teammates to send messages also. Is this cyber bullying?

    Yes__X___   No_____

    Why? *Has the characteristics of repetition, meant to harm, and power imbalance. Uses electronic communication.*

2. One student sends messages pretending to be someone else. Is this cyber bullying?

    Yes_____   No__X___

    Why? *Does not describe the intent to harm, if it has been repeated or if there is a power differential.*

3. The editor of the school newspaper e-mails an embarrassing photo of an overweight girl in a swimsuit to friends and the girl in the photo. She jokes about the girl's weight and tells her friends to forward the photo to their contacts to humiliate the girl. Is this cyber bullying?

    Yes__X___   No_____

    Why? *Electronic message intends to harm through humiliation. There is a power differential through having a group share in the sending of the photo.*

4. Sending a mean text message is cyber bullying.

    True_____   False_X__

    Why? *Not all mean messages are bullying. Bullying involves repeated acts with harmful intent in which the bully has power – real or perceived – over the victim.*

5. Cyber bullying can cause a person to feel anxious and depressed.

    True __X___   False_____

    Why? *Responses to cyber bullying vary. A negative emotional response, such as feeling anxious or depressed, is a common reaction.*

6. Cyber bullying causes physical harm.

    True_____ False__X____

    Why? *The bully does not come in physical contact with the victim. The response of the victim is usually only emotional. However, as a reaction to cyber bullying, a student could feel ill, harm him or herself, or get into a physical fight and get hurt.*

7. A person being cyber bullied may not want to go to school.

    True___X___   False_____

Why? This is a common response to cyber bullying and other forms of bullying. The victim may try to stay away from many people out of fear or shame.

Anti-Cyber Bullying Contract

I, _____, am aware of the emotional and physical effects of cyber bullying. I will try to stop cyber bullying when I witness it. One thing I will do is:

_____

_____

I have had a discussion regarding cyber bullying with my parent(s) or guardian. My parent(s) or guardian has/have pledged to try and keep our home cyber bully-free. My parent(s) or guardian will do that by:

_____

_____and_____

_____

Parent (s) or Guardian Signature   Date

Student Signature   Date

What can be done about cyber bullying:

Parents and School Personnel

- · Learn the definition and characteristics of cyber bullying.
- · Adopt a safe and appropriate technology use policy.
- · Establish a no-use policy for cell phones on school grounds.
- · Establish clear procedures for reporting cyber bullying, and the consequences for this behavior.
- · Add security or filtering software to computers.
- · Create a school/home/community wide anti-bullying culture.
- · Become technologically savvy-learn the language (for any current/updated technology).
- · Contact the local police for any situation you feel is out of your realm of handling.
- · Offer parent/teacher informational workshops focusing on the Internet, other electronic communications media, and cyber bullying.
- · Set clear expectations for appropriate use of cell phones, computers, and other electronic communications at school, home, and in the community.

Students

- · Sign off or delete unwanted messages. Do not respond to unwanted messages.
- · Block repeated unwanted messages.
- · Inform a parent, teacher, or principal of the situation. Print any of the bully's messages.
- · Don't participate in any actions that look or feel like cyber bullying.

Helpful cyber bullying websites:

www.NetSmartz.org

www.iSafe.org

www.cyberbully.org

www.ikeepsafe.org

www.stopbullyingnow.com

9A: What you can do about cyber bullying

Teacher Information:

Overview:

One way to impact cyber bullying is to offer information about what to do in response to a cyber bullying situation. This lesson provides a number of scenarios for analysis, discussion, and practice.

Requirements:

Reflect on the previous part of the lesson, and discuss the student/parent cyber bullying contract assignment. After reviewing the REACT process, students will work in small groups to discuss possible solutions to the scenarios. If time permits, students will select a scenario to role-play.

Instruction:

Reflect on: Cyber bullying and electronic aggression definitions
                Characteristics of cyber bullying
                Effects
Discuss: Cyber bullying contract assignment
Review: **REACT**

In past lessons, students have learned about and practiced skills to confront bullying behavior: the REACT process.

      Recognize that bullying is not normal behavior anywhere.

      Explain school and community rules against bullying.

      Act to report bullying if you are or someone you know is a victim.

      Care for those being bullied and the bully without accepting the bullying behavior.

      Turn to key adults and friends who also believe that bullying is wrong.

Review each step and show how it applies to cyber bullying situations.

Divide the group into small groups of four to five and ask students to use the REACT process to determine appropriate responses to the following scenarios.

Scenarios:

1. Mark has been receiving e-mails with the message, "I'm coming to get you." The e-mail address is not familiar. Mark thinks a friend is trying to scare him. When he asks his friends, no one admits to sending the e-mail. One evening when Mark is home alone, he begins to receive the following e-mail messages every 5 minutes: "I'm coming to get you tonight." "I'm bringing someone with me." "We can see you through the window."

   How do you think Mark is feeling?

   Is this cyber bullying? Why or why not?

   What can Mark do? (Use the steps that are appropriate for this situation.)

   R_____

   E_____

   A_____

   C_____

   T_____

2. Nicole is angry at her friend Mary because the boy Nicole likes is interested in Mary. Nicole has written some mean, hurtful things about Mary on MySpace on a number of occasions. When confronted by Mary, Nicole denies any involvement and says someone must be using her password.

   How do you think Nicole is feeling? How do you think Mary is feeling?

   Is this cyber bullying? Why or why not?

   What can Mary do? (Use the steps that are appropriate for this situation.)

   R_____

   E_____

   A_____

C_____

T_____

3. Karlie and Madison are neighbors. Karlie is the most popular student in the 7th grade, and Madison has only one friend. Karlie thought it would be funny to log into Madison's MySpace page and change her personal profile. Karlie wrote, "I have no friends" in Madison's profile. The next week she wrote, "I am a lesbian."

   How do you think Karlie is feeling? How do you think Madison is feeling?

   Is this cyber bullying? Why or why not?

   What can Madison do? (Use the steps that are appropriate for this situation.)

   R_____

   E_____

   A_____

   C_____

   T_____

4. Jason is the smartest student in 8th grade math class. Charlie studies really hard, and is jealous because Jason always does better on tests and never has to study. Charlie and his friends decide to instant message all the 8th grade students, telling them Jason cheated on the last exam. Jason learns that Charlie has organized this group that has been calling him a cheater, and asks him to stop. Charlie continues to instant message the 8th graders that Jason cheats on tests.

   How do you think Jason feels? How do you think Charlie feels?

   Is this cyber bullying? Why or why not?

   What can Jason do?

   R_____

   E_____

   A_____

   C_____

T_____

5. Describe a real or imagined situation where you, a friend or a classmate saw something you considered to be cyber bullying. (Bystander situation)

Why is it cyber bullying?

What can you do?

R_____

E_____

A_____

C_____

T_____

Prepare to role-play the scenario and demonstrate the REACT process.

Teacher key for cyber bullying scenarios

Note: Not all skills need to be applied to have a positive outcome.

1. Mark has been receiving e-mails with the message, "I'm coming to get you." The e-mail address is not familiar. Mark thinks a friend is trying to scare him. When he asks his friends, no one admits to sending the e-mail. One evening, when Mark is home alone, he begins to receive the following e-mail messages every 5 minutes: "I'm coming to get you tonight." "I'm bringing someone with me." "We can see you through the window."

   How do you think Mark is feeling? *Scared, angry.*

   What can Mark do? (Use the steps that are appropriate for this situation.)

   Recognize *that this is cyber bullying and it is not right.*

   E_____

   A *Make a copy of the e-mails and turn off the computer.*

   C _____

   Talk *to a parent/guardian and show him/her the e-mails.*

2. Nicole is angry at her friend Mary because the boy Nicole likes is interested in Mary. Nicole has written some mean, hurtful things about Mary on MySpace on a number of occasions. When confronted by Mary, Nicole denies any involvement and says someone must be using her password.

   How do you think Nicole is feeling?   How do you think Mary is feeling?

        hurt, angry   *hurt, upset, angry*

   What can Mary do? (Use the steps that are appropriate for this situation.)

   Recognize *that even though Nicole does not admit the bullying, this is not right.*

   Explore *how to delete or edit comments.*

   Act *to make parent/guardian and school aware of the situation. Copy comments on My Space.*

   Communicate *with Nicole about her feelings of betrayal and hurt.*

   Talk *with significant adults about her thoughts that it might be Nicole and her feelings about being cyber bullied.*

3. Karlie and Madison are neighbors. Karlie is the most popular student in the 7th grade, and Madison has only one friend. Karlie thought it would be funny to log into Madison's MySpace page and change

her personal profile. Karlie wrote, "I have no friends" in Madison's profile. The next week she wrote, "I am a lesbian."

How do you think Madison is feeling? How do you think Karlie is feeling?

               betrayed, hurt   *pleased, powerful*

What can Madison do? (Use the steps that are appropriate for this situation.)

Recognize *that this is wrong and that she has every reason to feel hurt.*

Explain *to Karlie how violated and hurt she felt.*

Act *by reporting the behavior to an adult, if Karlie does not apologize or have some regret.*

C_____

Talk *to a parent/guardian or adult at school regarding her feelings about Karlie and the incident.*

4. Jason is the smartest student in 8th grade math class. Charlie studies really hard, and is jealous because Jason always does better on tests and never has to study. Charlie and his friends decide to instant message all the 8th grade students, telling them Jason cheated on the last exam. Jason learns that Charlie has organized this group that has been calling him a cheater, and asks him to stop. Charlie continues to instant message the 8th graders that Jason cheats on tests.

How do you think Jason feels?   How do you think Charlie feels?

     angry, frustrated, disappointed   frustrated

What can Jason do?

Recognizes *that this is cyber bullying and needs to stop.*

Explore *school rules about cell phone usage and cyber bullying in the school building.*

Act *by talking with the teacher and showing him/her the IM.*

Confront *Charlie about his interest in maintaining his friendship, wanting him to stop and his discussion with the teacher.*

Talk *with an adult at school or parent/guardian about his feelings about the incident.*

5. Describe a real or imagined time that you, a friend or a classmate experienced or witnessed cyber bullying. (Bystander situation)

What can you do? (Use the steps that are appropriate to this situation.)

R_____

E_____

A_____

C_____

T_____

Prepare to role-play the scenario and demonstrate the REACT process.

10. REACT: What Would You Do First?

Teacher Information

Curriculum Connections

Developmental Guidance, Social Studies, Family and Consumer Education, Health

Overview

In building a bully-free school, it is important to practice the skill of REACT:

Recognize that bullying is not normal behavior anywhere.

Explain school and community rules against bullying.

Act to report bullying if you are or someone you know is a victim.

Care for those being bullied and the bully without accepting the bullying behavior.

Turn to key adults and friends who also believe that bullying is wrong.

This lesson practices this skill as it applies to situations that may occur in school.

Objective

The student will analyze the most appropriate response to handle a bullying situation.

Requirements

In this booster lesson, the student will be given six situations related to bullying. The student's task is to tell you which letter from the acronym "REACT" he or she would use first to handle the situation and why. This student is to assume the role of a bystander in the situations, and he or she will use REACT to handle the situation. This activity could be conducted as an oral discussion of the various strategies a student might use.

Time

This lesson will take one class period to complete.

Materials

The situation sheet and writing materials to take notes

Instruction

A review of REACT is always important each year. Some of the posters made in the "Campaign to Eliminate Bullying" lesson could be reviewed.

	Wisconsin's Model Academic Standards for Health Education
A	Health Promotion and Disease Prevention
B	Healthy Behaviors
C	Goal-Setting and Decision-Making
D	Information and Services
E	Culture, Media, and Technology
F	Communication
G	Advocacy

Sample Response

1. Ken is noted for being the best baseball player but never wants Randy to play because he thinks he is not good enough to participate.

   I would turn to others who play baseball and who feel that Ken is bullying Randy and tell Ken that we all want Randy to be a part of our games. (T)

2. Liz has made a habit of egging Laura into a fight with Sara. She is always starting rumors about Sara trying to take Laura's boyfriend.

   I would first talk to Sara and tell her what I think is going on and if Sara is struggling with it and blows it off, I would talk to the counselor. (C)

3. The bus is Nick's castle. He enjoys bossing the sixth graders around and telling them to move to the front of the bus.

   I would first tell the bus driver about what Nick is doing, and if I do not get any help I would report it to the principal. No one should be bossed around in that way. (A)

4. Tamara is against bullying of any kind but many times makes comments about others' mistakes in class. These comments carry over to online statements she makes with her friends, of which you are in her chat line.

   I would talk to the other friends she is picking on and tell Tamara what we think of her behavior and encourage her to change it. (T)

5. Jon is new to school and is trying to be accepted by showing that he is tough with the sixth graders. He claims he is doing nothing wrong because his behavior is occurring before and after school and not during the school day. One of the sixth graders is your good friend.

   I would have the counselor have a discussion with Jon about the rules at our school that deal with a bully-free school, and if we have no rules for before and after school, we should develop them. (E)

6. You see Suzie crying as she walks out of the bathroom, and a short time later Alison comes out laughing with her friend Heather. You are very concerned for

Suzie, as Alison and her friends have a reputation for saying and doing things to others.

I believe that no bullying is acceptable and would confront Alison and Heather about their behavior. (R)

HANDOUT: Situations Where a Bystander Needs to REACT

If you were observing this as a bystander, what might you do first to solve this situation?

1. Ken is noted for being the best baseball player but never wants Randy to play because he thinks he is not good enough to participate.

2. Liz has made a habit of egging Laura into a fight with Sara. She is always starting rumors about Sara trying to take Laura's boyfriend.

3. The bus is Nick's castle. He enjoys bossing the sixth graders around and telling them to move to the front of the bus.

4. Tamara is against bullying of any kind but many times makes comments about others' mistakes in class. These comments carry over to online statements she makes with her friends, of which you are in her chat line.

5. Jon is new to school and is trying to be accepted by showing that he is tough with the sixth graders. He claims he is doing nothing wrong because his behavior is occurring before and after school and not during the school day. One of the sixth graders is your good friend.

6. You see Suzie crying as she walks out of the bathroom, and a short time later Alison comes out laughing with her friend Heather. You are very concerned for Suzie, as Alison and her friends have a reputation of saying and doing things to others.

Student Instructions:
REACT: What Would You Do First?

In this booster lesson, you will be given six situations related to bullying. Your task is to tell the teacher which letter from our antibullying effort, REACT, you would use first to handle the situation and why. We are assuming you are a bystander in the situations, and now you are going to REACT.

Appendix A: Policy Guidelines

Bullying Prevention Policy Guidelines

Introduction

School districts must provide a safe, secure, and respectful learning environment for all students, in school buildings, on school buses, and at school-sponsored events. While the majority of Wisconsin high school students report feeling safe at school, 23 percent of them also reported being bullied (i.e., picked on or harassed) in the past year.[14]

Bullying is not a rite of passage that must be endured by young people. Instead, it is a behavior that schools must address because of its harmful social, physical, psychological, and academic impact on the bullies, the victims, and the bystanders. For example:

➤ Victims of bullying may suffer from depression, low self-esteem, anxiety, and feelings of isolation, as well as school absenteeism and low academic achievement.

➤ Victims may develop risk factors for violent acts.

➤ Sixty percent of children identified as bullies in middle school go on to have arrest records.[15]

➤ Bullying incidents may create a negative school climate which impacts the learning environment of all students.

The research suggests that comprehensive school and community bullying prevention programs are effective. One component of a comprehensive bullying prevention program is a well-written and consistently implemented school board policy. The guidelines that follow provide elements of policies that might be considered for inclusion.

Guidelines for Effective Bullying Prevention Policies

The following elements should be considered for inclusion in a school district's policy related to the prevention of and response to bullying behaviors:

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[14] Wisconsin Department of Public Instruction. (2009). *2009 Wisconsin youth risk behavior survey: Executive summary.*
[15] Sampson, R. (2002). *The problem of bullying in schools.* Center for Problem-Oriented Policing. www.cops.usdoj.gov

Definition

➤ Bullying includes aggressive or hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied. It is typically repeated over time.

➤ Bullying takes many forms, including, but not limited to, physical or verbal assaults, nonverbal or emotional threats or intimidation, social exclusion and isolation, extortion, and the use of a computer or telecommunications to send embarrassing, slanderous, threatening, or intimidating messages.

➤ Bullying is a form of victimization and is not necessarily a result of, or part of, an ongoing conflict.

➤ Bullying can also be characterized by teasing, put-downs, name-calling, cruel rumors, false accusations, and hazing.

Prohibitions
Each of the following forms of bullying should be prohibited under a local policy:

➤ Student-to-student behaviors characterized as bullying per the adopted definition, provided it takes place at school, during a school-sponsored activity, on school buses, or through the use of school equipment in the case of cyber-bullying. Additionally, a student bullying an adult staff member, using the same criteria.

➤ An adult school staff member bullying a student or another staff member.

Complaint Procedures

➤ It is considered the responsibility of all students and school staff members to report acts of bullying in any of the above-described situations to a member of the school staff or administration, as designated by the policy to be a recipient of such reports.

➤ All such reports are to be taken seriously by the party designated by the policy to receive the same. The school staff or administrator will support students and coworkers making such reports and protect them against any potential retaliation for making such a report.

➤ Students and staff making prompt, accurate, and thorough reports, either verbally or in writing, will have those reports recorded by the staff receiving the same. An investigation to determine the facts will take place immediately or as soon as practicable, in order to verify the validity and seriousness of the report.

➤ Filing a report in good faith will not reflect upon the individual's status, nor will it affect his or her grades or employment status by the district, if the complainant is an adult staff member. The district shall keep the complaint confidential for both the accused and the accuser, until such time as the misconduct is confirmed and sanctions are imposed.

Sanctions and Support

➤ Programs designed to prevent bullying behavior, redirect students from continuing to bully, and to support both victims of bullies and the bullies themselves should be explored. These programs take many forms and include classroom activities and instruction.

➤ Where it is determined that students participated in bullying behavior in violation of the policy, the school district staff responsible for maintaining order and discipline may take disciplinary action including suspension, expulsion, and referral to law enforcement officials for possible legal action.

➤ Employees found to have participated in bullying behavior, or having become aware that bullying was taking place and failed to report the behavior, are considered to be in violation of the prohibition expressed by the policy. They may be subject to disciplinary action consistent with the collective bargaining agreement or disciplinary action established by policy or practice.

Disclosure and Public Reporting

➤ Notification to all parties, subject to this policy defining and prohibiting bullying, shall be made annually. A summary of the policy will be incorporated into student and employee handbooks. It will also be distributed to organizations in the community having cooperative agreements with the schools.

➤ Data on the number and types of reports made under this prohibition, the results of investigations undertaken to verify the details made in complaints, and the sanctions imposed for incidents found to be violation of the same are to be kept on an annual aggregated basis. No individuals, either complainants or violators, will be named in such reports.

➤ Annual reports will be presented to the school board for use in development of prevention programs and/or modifications of this and other related policies. The annual report will be made available to the public upon request.

Conclusion

Students in Wisconsin schools are depending on the adults in their lives to ensure a safe, supportive learning environment in which they can thrive and reach their full potential. The information provided in this document is designed to assist school districts in developing effective bullying prevention policies that meet their local needs.

In conclusion, the following guidance is offered for consideration by educators, parents, and community members as they work to provide effective programming:

➤ An assessment needs to be conducted to determine the prevalence of bullying, where it is happening, who is involved, and when it is happening.

➤ Programs must be implemented K–12 and must be comprehensive in nature, including policy, curriculum, and interventions.

➤ Administrators must provide strong leadership and commitment for antibullying programs to be successful.

- ➤ Policy needs to be communicated regularly to students, parents, teachers, and others. Rules against bullying need to be enforced consistently.
- ➤ The climate of the school must discourage bullying.
- ➤ Parents need to be educated about bullying, and they need to be involved in prevention efforts.
- ➤ Quality bullying prevention programming, strategies, and resources need to be developed or purchased.
- ➤ Strategies for hot spots such as buses, cafeterias, lavatories, and other locations need to be developed. Environmental redesign may need to be considered. Technological monitoring may be effective.
- ➤ Training needs to be provided for administrators, teachers, and all school staff, including cafeteria workers, bus drivers, playground supervisors, and others.
- ➤ The district's computer-use policy needs to include cyber-bullying in the list of unacceptable uses of district equipment.
- ➤ Resources need to be identified to assist bullies, victims, bystanders, and families.
- ➤ Data must be maintained regarding the effectiveness of bullying prevention efforts.

Resources

Center for Problem-Oriented Policing, http://popcenter.org/Problems/problem-bullying.htm
Cooperative Educational Service Agencies (CESAs)
National Education Association, www.nea.org/schoolsafety/bullying. html
National Resource Center for Safe Schools, www.safetyzone.org
Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Malden, MA: Blackwell.
School-wide Prevention of Bullying, Northwest Regional Educational Laboratory, www.nwrel.org
Stop Bullying Now, Health Resources and Services Administration, www.stopbullyingnow.hrsa.gov
U.S. Department of Education, Office of Safe and Drug Free Schools, www.ed.gov
U.S. Department of Justice, Office of Community Oriented Policing Services, www.cops.usdoj.gov
Wisconsin Association of School Boards, www.wasb.org
Wisconsin Clearinghouse, http://wch.uhs.wisc.edu
Wisconsin Department of Public Instruction, *Bullying Prevention Curriculum, Grades 3–5*.
Wisconsin Department of Public Instruction, Student Services Prevention/Wellness Team, http://dpi.wi.gov/sspw/index.html
Wisconsin Public Television—Teen Connection, www.wpt.org

Funding

While funding for bullying prevention programs may be available at the local level, school districts are reminded that dollars from the U.S. Department of Education's Safe and Drug-Free Schools and Communities program may also be used to assist with these efforts.

Appendix B:
An Outcome Evaluation of the Wisconsin Bullying Prevention Program: Summary and Discussion

SUMMARY AND DISCUSSION

SUMMARY OF FINDINGS

Overall, the evaluation results for the middle school version of the Wisconsin Bullying Prevention Program were more encouraging than those for the elementary version. The evaluation of the middle school version showed statistically significant positive changes among students from the treatment schools on 11 of 29 variables (survey items). The results of the elementary version were neutral with about as many positive as negative results.

Summary Findings for the Elementary School Program

Of the 22 questions on the elementary school survey, five of them resulted in positive findings and three had negative findings. Over 60% of the items showed no difference between third graders from the treatment and comparison schools. The evaluation demonstrated that the elementary students in the treatment schools were most likely to improve their knowledge about bullying, specifically their ability to define and interpret bullying behavior. The other categories of questions – attitudes toward bullying, feelings of safety, and using prevention skills – showed no difference between the students from the treatment and comparison schools overall (see Table 16 below). The ability of the survey to demonstrate a change in these areas is limited by two factors:

- The proportion of correct responses for both the treatment and comparison students was over 90% on eight of the questions, hence there was no chance of improving their scores.
- The appropriateness of self-report surveys with 8 and 9 year-olds is questionable.

Table 16 -- Elementary students: Results by items categories from the outcome surveys

Topics covered by the student survey	No of quests.	Statistically significant changes		
		Positive	No change	Negative
Defining bullying behavior	4	3	1	0
Identifying situations where bullying is happening.	4	2	1	1
Attitudes toward bullies and bullying	4	0	4	0
Feelings of safety in and around school	4	0	3	1
Using bullying prevention skills	6	0	5	1
TOTAL	22	5 (22.7%)	14 (63.6%)	3 (13.6%)

There were no differences between students in treatment and comparison schools on three of four survey items on the students' perception of safety in and around school – on the way to school; in the classroom; and on the playground (questions 13, 14 and 15). However, their perception of being safe in the school lunch room (question 16) declined for those in the treatment schools and stayed about the same for students from the comparison schools resulting in a statistically significant negative finding. The fact that students did not feel less safe at post-test for three of the survey items concerning safety in and around school leaves the single negative finding open to interpretation.

Summary Findings for the Middle School Program

The evaluation indicates that the middle school program was more successful than the elementary program. The middle school survey had 38% of the items with positive results and 24% with negative results (see Table 17 below). Thirty-eight percent of the survey items showed no difference from pretest to post-test when comparing students from the treatment schools with those from comparison schools. The results indicate that the Wisconsin Bullying Prevention Program for Middle School Students is effective in helping students:

- to identify bullying behavior,
- to have the skills to respond appropriately to bullying, and
- to develop the attitudes to resist bullying.

Table 17 -- Middle school students: Results by items categories from the outcome surveys

Topics covered by the student survey	No of quests.	Positive	No change	Negative
Defining bullying behavior	2	1	0	1
Identifying situations where bullying is happening.	5	3	1	1
Attitudes toward bullies and bullying prevention	6	2	3	1
Bullying and safety at school	4	0	2	2
Using bullying prevention skills	4	2	2	0
Willingness to tell an adult about a bullying situation	8	3	3	2
TOTALS	29	11 (37.9%)	11 (37.9%)	7 (24.1%)

Three of the negative results for the middle school program had to do with the students' perceptions of conditions in their schools, which could either give rise to bullying or prevent it. Students in the treatment schools were less willing to go to their teachers if they were bullied at the post-test than they had at the pretest (question 24). Also, their perceptions of how seriously the school staff took bullying (question 20) and whether or not school staff were working to prevent bullying in their school (question 21) stayed the same while the students in the comparison schools were more likely to perceive positive changes in their schools' climate regarding bullying.

DISCUSSION

There are both similarities and differences in the evaluation results between the elementary and the middle school versions of the Wisconsin Bullying Prevention Program. Both versions had positive results for several survey items related to knowledge acquisition, including defining bullying and identifying bullying behavior in scenarios presented by the survey.

There were differences between the two program grade levels regarding changes in the students' attitudes toward bullying. The middle school results were more positive than negative for these survey items but the elementary school results showed no changes on any of the items related to their attitudes toward bullying. The middle schoolers also increased their willingness to use their bullying prevention skills in hypothetical situations while the elementary students showed no difference between students from treatment and comparison schools.

The items on the surveys resulting in negative findings can be instructive for further development of the program. The middle school survey had a statistically significant negative result for the single item regarding the respondents' empathy for the victims of bullying (question 16). The elementary survey included two items of interest. Question 11 is clearly about empathy for a victim of bullying but was definitely influenced by a 'ceiling effect' and resulted in neutral findings. The text of item 22 on the elementary survey might be interpreted as addressing empathy for a victim, although the question is rather ambiguous. It had a significantly negative result.

Focusing on the clearer negative finding about empathy for victims of bullies from the middle school survey, one explanation is that those students who went through the Wisconsin Bullying Prevention Program lower their tolerance for victims of bullying at the post-test. Then the question is, why was that the case? It appears reasonable that the students from the treatment schools were more aware of bullying behavior and had knowledge about how to counteract it. Therefore, they may have felt that a victim should stand up for herself or himself using the skills learned in the program.

As stated above, three variables which can be interpreted as having negative results had to do with conditions in the schools which either ignored conditions which could lead to bullying, on one hand, or actively sought to prevent it, on the other. Those questions are: (a) a student's willingness to go to teachers if bullied (question 24); (b) how seriously the school staff takes bullying (question 20); and (c) whether or not the staff is working to prevent bullying (question 21). One interpretation of these findings is that the program erodes the teachers' and school's commitment to counteracting bullying. However, a more reasonable explanation is that after receiving the program the students in the treatment schools became more aware of conditions in their schools that allow bullying: a climate they had not noticed before. Having been made aware of conditions which might give rise to bullying the students do not see corresponding changes in the climate in their schools.

Logically, these findings indicate the importance of an entire school staff addressing bullying as a serious issue and the importance of changes to school climate. It appears that combining the program with a concerted effort to change how staff perceive of bullying, making it clear to the students that everyone is available and willing to help, will decrease the potential for bullying even more.

FUTURE EVALUATIONS

The encouraging results of the evaluation of the Wisconsin Bullying Prevention Program make it important to continue evaluating the program. An important future study would test the psychometric properties of the survey instruments -- their reliability and validity -- and the appropriateness of the measurement technique used for 3rd graders. A more dependable instrument would more accurately measure changes brought about by the program.

Our evaluation looked at only the basic lessons. A more comprehensive study would compare (a) the basic program with (b) the basic program plus the booster sessions and the ancillary activities on social and emotional learning.

This evaluation indicates that a classroom-only program does not improve the students' perceptions of safety and trust in the school staff to take bullying seriously. Therefore, it is logical to think that the overall school climate regarding bullying is an important factor in changing attitudes – and eventually behavior – related to bullying. The development of a program component to improve the overall school environment to be run in conjunction with the classroom program could be an important step in reducing bullying in our schools. An evaluation of this combination of a school climate improvement component and a classroom component would be a valuable contribution to the literature on bullying prevention.

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