

K-4 TEACHER HANDBOOK TO BULLYING

by

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ABSTRACT

This project is a resource for general and special education K-4 teachers. This project will help teachers develop lessons to create a bully-free classroom, help children develop empathy towards one another, and most importantly creating a classroom environment where everyone feels safe. It has been indicated that kids who are bullied and those who bully have serious long lasting effects, many well into adulthood. With bullying becoming a common type of violence in schools; teacher's need to know how to provide students with skills so that they can deal with bullying and show them how they can become advocates for themselves. Skills can be taught using the lessons, activities, and books provided in this handbook. This teacher handbook will include information to guide general and special educators in their attempt to understand and develop bully free environments. The contents of this handbook will provide teachers resources on how to:

- Develop an understanding of bullying
- Create a bully free environment
- Implement interventions

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CHAPTER 1

INTRODUCTION OF A K-4 TEACHER'S HANDBOOK TO BULLYING

Bullying is becoming a common type of violence in students that significantly affects their well-being and development. Research on bullying over the past decades has clearly established its prevalence around the world, with considerable numbers of youngsters involved as victims and offenders (Wei & Reid, 2011). Bullying can be observed in nearly all classrooms. Children who are bullied in school are often rejected by their peers, have low academic achievement, and are more socially isolated in school. The effects of bullying can last well into a child's adult life.

The definition of bullying has been examined by many. According to stopbullying.org, bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order for the behavior to be considered bullying, it must be aggressive and include: an imbalance of power and it must be repeated (stopbullying.gov, 2014). There are three types of bullying: verbal, social and physical (stopbullying.gov, 2014). Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Both kids who are bullied and who bully others have serious long lasting effects. Bullying can affect children into their adult life including suicide, poor health in adulthood, risky behavior (drug abuse, risky sex, etc.), mental health diagnosis, negative impact on student achievement, and less developed social skills. Bullying should not be considered a rite of passage for children; it can have devastating consequences that could last well into adulthood.

The purpose of this project is to provide K-4 teachers with a handbook that will help them with ways to create a classroom environment that does not tolerate bullying, helps children develop empathy towards one another, and most importantly creating a classroom environment where everyone feels safe. When we create a safe and respectful learning environment we in turn are building and nurturing a safe community for all.

Teachers are seeing more aggressive behavior in students in their classrooms and are unprepared to handle it. This handbook is aimed to create a resource for general and special education teachers to help them understand bullying, how to intervene and how to create a classroom that is set up to be proactive to bullying. This handbook will be created and presented to local elementary schools. It will also provide teachers a guide to use when determining if behavior is bullying and how to go about dealing with it.

CHAPTER 2

LITERATURE REVIEW

Introduction

Parents, educators, and politicians have begun to recognize a significant increase in the number of problems with aggressive and externalizing behaviors in schools in the last few years (Grumm & Hein, 2012). Research has explored the negative consequences of bullying on children. Schools need to have preventative approaches in place to help combat the phenomena of bullying. Preventative approaches and anti-bullying efforts require holistic approaches that include all that are involved including children, parents, and teachers (Grumm & Hein, 2012). These authors also share that the teacher, as the leader of the class, is responsible for maintaining a productive and positive environment in the class that enables the children to learn and to cooperate by implementing positive classroom management they will reduce the likelihood of bullying behaviors often seen in the classroom. Teachers need to be proactive when dealing with bullying and not reactive.

Stories of Students

Imagine coming to school and being scared that you were going to be physically hurt. My friend's son, Mason, had this happen to him on numerous occasions. Mason was physically pushed and prompted "Do you want to fight?" During class he had pencils and erasers thrown at him. Mason had snowballs thrown at him while in his mother's Jeep

while the other boy was pulling up on the door handles and trying to get in all while the bullies repeatedly screamed “I’m going to kick your F’ing A\$\$” He sat there petrified in his own mother’s car that he was going to be physically hurt. The next day Mason was pushed down into his seat on the bus while the bullies called him a B*\$@#. They continued tormenting him once he was off the bus. One bully was suspended but it still continued. The next day the other bully threw snowballs at Mason’s mother’s car while he sat in there waiting.

Try to imagine the battle every night, trying to shut off your fear just so you can try to sleep. Try to imagine the anxiety of waking up and realizing it’s a school day and you can’t escape it; do you play sick, again? It doesn’t escape you when you go home, you’re still scared there. You should be able to feel safe in your own home. Try to imagine spending your whole day on guard, looking over your shoulder knowing that it’s going to happen you just don’t know when. What do you think it’s like to be one of the 160,000 children in the United States who skip school daily out of fear of being bullied? Imagine that you experience the same taunting, teasing, verbal, emotional, and physical bullying in your adult life (Laminack, 2012). How do YOU escape it?

Imagine that your torment is not isolated; rather they hit you every day, it becomes your routine. Imagine how your evenings would be spent in fear wondering how you can get through the next day. Imagine feeling so alone, defenseless, anxious, and fearful that you don’t want to do anything. Imagine what it feels like to truly believe that you are not worthy of anyone’s existence, attention or care. You feel less than human, like dirt, just imagine that.

Lasting Effects of Bullying

Children do not imagine these scenarios they live them, breathe them, and endure them daily (Laminack, 2012). Students who are bullied have long lasting effects such as drug and alcohol abuse, aggression, depression, and regression in school. We assume that children will come to school ready to learn, adequately prepared to navigate the classroom expectations, and have the social skills to establish lasting relationships with others (Sugai, Horner & Algozzine, 2011). Concerns about recent tragic bullying events and general lack of civility of children and youth have raised priority initiatives for bully proofing and violence prevention (Sugai, Horner & Algozzine, 2011). Bullying moves in on victims without regard for geography, socioeconomic status, race, ethnicity, religion, politics, age, gender, or sexual orientation (Laminack, 2012). Being bullied can affect the well-being of adolescents. Peer victimization has been found to be associated with a variety of psychological maladjustments, including low self-regard, depression, anxiety, social phobia, suicidal ideation, and psychosomatic symptoms (Wei & Reid, 2011). Atik & Guneri (2013) argue that the research on bullying has proven that there are adverse effects of bullying including depression, psychosomatic health problems, psychological disturbance, hyperactivity, and internalizing/externalizing problems, posttraumatic stress, suicidal ideation and/or behavior and substance abuse. Bullying has also been shown to be a risk factor for depression and suicidal behavior in adulthood (Atik & Guneri, 2013). Many children who suffer from mental and physical health symptoms go unnoticed by parents, teachers, and family physicians (Swearer, Espelage & Napolitano, 2009). Several researchers have found a strong relationship between bullying, criminal offending and recidivism (Sullivan, 2011). Those that were identified as bullies by the age of eight had

a 25 percent chance of having a criminal record by the age of 30. Sixty percent of boys considered bullies in grades six to nine had at least one criminal conviction by the time they were 24 (Sullivan, 2011). Thirty-five to 40 percent of those former bullies had three or more criminal convictions compared to those who were not bullies. This is a serious problem with lasting effects on society. Bullying doesn't just affect the victim it affects everyone.

Despite years of suffering by thousands, if not millions of children, it took the suicide of three boys in Norway in 1983 for the authorities to see a pattern that needed changing instead of wringing their hands over a series of events (Duncan, 2013). The reaction in Scandinavia was a huge anti-bullying campaign in which Dan Olweus' research set the benchmark for the scientific study of bullying (Duncan, 2013). Olweus, a psychologist who had been working on peer aggression during the 1970s, developed a program of data collection and intervention that has been the cornerstone of anti-bullying research ever since (Duncan, 2013).

Definition of Bullying

Bullying is, as defined by stopbullying.org (2013), an unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance and is repeated, or has the potential to be repeated. Both kids who are bullied and who bully others may have serious, long lasting problems (stopbullying.org, 2013). Bullying can happen at any time of the day, it doesn't matter if the child is in school or not. While most reported that bullying happens in the school building, a significant percentage also happens in places like on the playground or the bus (stopbullying.org, 2013). Bullying is a group process. This includes the bully, victim, and bystanders. Bystanders take a role in

the bullying scenario; they are either an assister/encourager (to the bully), neutral party, or aiding or counseling the victim.

Eighty percent of bullying on elementary school playgrounds have an audience (Ludwig, 2012). When bystanders do intervene, they can stop the bullying about 50 percent of the time (Ludwig, 2012). But, having a friend does not necessarily guarantee protection and support, and some friends are actually aggressive and abusive (Wei & Reid, 2011). Having healthy relationships is associated with positive psychosocial adjustment of children and adolescents (Mishna, Wiener & Pepler, 2008). Certain adolescents will manipulate and exploit others for their own gain. This is confusing to the victims in that they are friends one minute and the next they are not. They may be more reluctant to report a friend that is bullying them. There is now recognition that dyadic friendships can either diminish or reinforce the peer victimized child's vulnerabilities (Mishna, Wiener & Pepler, 2008).

Definition of Cyber-Bullying

Cyber-bullying is bullying that takes place via any form of electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites (stopbullying.org, 2013). Examples of cyber-bullying can include things such as mean text messages, social networking messages, rumors spread thru technology, embarrassing pictures, videos, websites, or fake profiles. The effects of bullying are intensified when using an electronic medium because the information is instantaneously spread to an unknown number of people. People that the child may or

may not know. With unlimited amounts of time spent on the Internet as well as anonymity, cyber bullies are able to attack with very little effort.

School-based bullying is often perpetrated by groups of kids and that kids socialize one another to bully their peers (Swearer, Espelage, & Napolitano, 2009). We know that students who bully others have high levels of moral disengagement and that ability might be even more heightened for students who engage in cyberbullying since technology affords the perpetrators a perceived level of anonymity (Swearer, Espelage & Napolitano, 2009). Because the bully cannot see their victim they are able to be very cruel without seeing its' effects. This anonymity allows the bully to not have to see the pain they are causing the victim, in turn making it easier to be more unforgiving.

Michigan's Policy on Bullying

Michigan's policy on bullying is one that has to be implemented by each school district. Teachers need to be aware of the policy because it will affect them and their classrooms. This is Michigan's policy on bullying that every teacher needs to be aware of. The full policy will be accessible in Appendix B.

380.1310b Policy prohibiting bullying; adoption and implementation by board of school district or intermediate school district or board of directors of public school academy; public hearing; submission of policy to department; report; contents of policy; reporting act of bullying; definitions; section to be known as "Matt's Safe School Law."

Children's View of Bullying

Now that the definition has been discussed, how do children view/define bullying? Several studies have shown that children, especially younger children, tend to equate bullying with direct physical aggression (Vaillancourt, McDougall, Hymel, Krygsman, Miller, Stiver & Davis, 2008). It was found that in a majority of six year olds that physical aggression was a major focus, their response to the question "what is bullying?" was "you get hurt, they kick you and call you names" (Vaillancourt, et al, 2008). Children's definitions of bullying does not seem to be qualified in terms of the three elements needed, as defined by stopbullying.org: intentionality, repetition and power imbalance. Instead, it would center on the theme of negative actions (being mean) (Vaillancourt, et al, 2008). Victims also misperceive or misreport, perhaps to justify, or deny their situation (Andreou & Bonoti, 2010).

Bullying isn't a new phenomenon. Whether it is cyberbullying or bullying there is an intent, a power imbalance, a hurt, and a repetition (Duncan, 2013). In recent years, the world has witnessed an increase in the frequency and intensity of bullying in our schools (Laminack, 2012). School leadership, classroom teachers, staff developers, and parents are begging for support from their peers, social workers, and administration.

What Can You Do About Bullying

Most teachers are not trained in how to prevent or deal with bullying. When I look back to my college years I don't remember discussing bullying and its impact on students. Even now, there is not a lot offered for the local school districts that is free or that teachers don't have to travel several miles to attend. With the lack of funding in

schools teachers are limited in what they can go to and how much the school will reimburse. Standardized testing and student progress is a huge stressor for teachers. Students will not progress and achieve high test scores if students are scared to come to school. Bullying creates an acidic classroom environment. The extent to which bullying occurs in school, one in which students don't learn, it has been empirically linked to school characteristics such as school climate, school culture, and the organization of the school (Kyriakides & Creemers, 2012).

So, what can we do about bullying in our classrooms and schools? Bullying-prevention experts have come to realize that enlisting the teachers support is the best intervention against bullying, and we must expand our definition of what a teacher does (Goldman, 2012). Students who are victims need an adults' help at school to respond to the bullying. This may mean that the teacher needs to support the victim, and model appropriate social behavior (Kyriakides & Creemers, 2012). When tackling bullying one should try to affect children in all participant roles and try to make them see what they are doing, what consequences they might have and how changing their behavior and expectations might help change the situation in the class (Andreou & Bonoti, 2010). To be effective in creating a policy on bullying in school, you must have high-quality communication, togetherness, and mutual respect to come to an agreement, communicate it clearly to parents and children, and implement it with fidelity and consistency that make it meaningful. A school that has cohesive interpersonal relationships at all levels, where the teachers and staff believe in the students' potential, where academics are taken seriously, and where students feel a sense of belonging promotes learning outcomes and reduces bullying (Kyriakids & Creemers, 2012). Physical aspects of how the school is

kept, classroom cleanliness, and general upkeep will contribute to more positive student behaviors as well. Teachers need to learn from each other, share experiences, and solutions. Teachers can be the key factor when it comes to making a difference in bullying in their school. Studies show that opportunities for student success greatly reduce low incidence of student misbehavior and bullying.

Because teachers have contact with students almost always during the school day and act as role models the way that they react to bullying is imperative. It is important for the teacher and the school to show and model that bullying will not be tolerated and that something will be done if bullying does occur. Creating a classroom environment that is proactive in dealing with bullying will restore a positive and cooperative classroom. If you look at the playgrounds, bathrooms, halls, the Internet, the undefined public spaces where there are ratios of one to one-hundred adults to kids, that is where bullying occurs (Goldman, 2012). If we staffed these areas better we might be able to combat bullying more effectively. We need people who are connected, not just a sub or a security guard, but good teachers who know the kids, in those specific areas (Goldman, 2012).

Teachers holding a negative feeling toward aggression tend to react to bullying instead of being proactive. Remaining calm and dealing with the bullying using a calm voice and using “I notice” statements will have more of an impact on the students than being aggressive toward the aggressive behavior. Bullying interventions should be designed to empower victims/students by targeting their attitudes, problem solving skills, and their sense of control and in doing so assist them to respond more effectively to being victimized (Skrzypiec, Slee, Murray-Harvey & Pereira, 2011).

Effective schools formally invest in the following protective activities (Sugai, Horner & Algozzine, 2011):

- School-wide curriculum that emphasizes targeted social skill instruction.
- Positive school and classroom social cultures where teaching and learning are emphasized.
- Challenging and engaging instructional practices that effectively maximize academic success for all students.
- Continuous, positive, and active supervision and monitoring of student behavior and learning.
- Regular, frequent, and positive acknowledgements and reinforcement for student displays of academic and social behavior success.
- Active involvement of all students and family, faculty, and community members.
- Multi-year and multi-component approaches to implementation.
- Adults who model the same positive social behaviors and values expected of students, (p.2).

It all goes back to our society redefining the meaning of a school. If the purpose of the school is to create a caring environment, then these things become a central priority at the school. This will require the involvement of the school district and the school board, the legislators, the parents – it is a community-wide undertaking. A caring school does not give up on the bullies (Goldman, 2012).

Positive Behavioral Interventions and Supports (PBIS) uses proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive caring school environments (Ross, Horner & Stiller, 2014). PBIS is implemented throughout the whole school, not just in the classroom. This includes the playground, bus, hallways, lunchroom, and restrooms. School wide discipline focuses on the crisis after it has happened, PBIS works on being proactive and holds a positive approach to a crisis. Bully-Prevention in Positive Behavior Support (BP-PBS) was designed, blending school-wide positive behavior support, explicit instruction in response to problem behavior, and a reconceptualization of the bullying construct (Ross, Horner & Stiller, 2014).

Conclusion

Successful prevention of bullying behavior is linked directly to teaching adults and students (a) what bullying looks like, (b) what to do before and when bullying behavior is observed, (c) how to teach others what to do, and (d) how to establish a positive and preventive environment that reduces the effectiveness of bullying behavior (Sugai, Horner & Algozzine, 2011). Many evidence-based practices to prevent bullying behaviors are available, however, their effectiveness and durability are dependent upon the use of good data systems, efficient progress monitoring tools, competent school personnel, on-going and embedded professional development, formal coaching and coordination supports, and adequate school and district systems to sustain meaningful outcomes with accurate implementation (Sugai, Horner & Algozzine, 2011).

CHAPTER 3

METHODOLOGY OF PROJECT

The purpose of this project was to review current literature related to bullying and other models of bullying handbooks and develop a K-4 Teacher's Handbook to Bullying for elementary school general and special education teachers. This handbook will be distributed electronically via our classroom webpage and all educators will have access to this. In the future I would like to present this at a conference.

This teacher handbook will include information to guide general and special educators in their attempt to understand, develop bully free environments, and how to intervene when bullying occurs. The contents of this handbook will be a resource to teachers to help them:

- Develop an understanding of bullying
- Create a bully free environment
- Implement interventions

Even though I am working as a special educator the framework used to develop this manual was from both a general and special education lens. Students in special education are often victims because of a disability, I wanted to look at this handbook through my special education eyes as well as my general education eyes. Either lens has

students who have been hurt. My students though emotionally impaired are often both the victim as well as the perpetrator.

CHAPTER 4

HANDBOOK PROJECT

The handbook was developed because I saw a need to support teachers with creating bully-free classrooms. The teachers in my school are often looking for ways to help teach children social skills and ways to handle bullying effectively. This handbook will help teachers create bully-free classrooms, help children develop empathy towards one another, and most importantly to create a classroom environment that makes everyone feel safe.

This handbook includes:

- Introduction to bullying
- Definition of bullying
 - Bullying
 - Cyber-bullying
 - Michigan's policy on bullying
 - Michigan's policy on cyber-harassment
- Examples of bullying
- Websites & blogs
- Bibliotherapy resources

- Worksheets to teach social and coping skills

The handbook is in Appendix A.

CHAPTER 5

CONCLUSIONS, RECOMMENDATIONS & LIMITATIONS

Conclusions

Completing this project has provided me with a wealth of knowledge and information about bullying. I love the bibliotherapy piece of this project and find this to be the most useful for teachers. Children love picture books and projects. For each social skill there can be many books for each topic. I am going to present this to teachers in my school. I will let them know where the handbook is at for them to access easily. I will also keep the handbook in my classroom to use for my students. Another way for teachers to easily access this is to create a google document and have it available on our classroom homepage. A majority of children are coming to school not having the social and coping skills to deal with bullying. We as teachers can teach them these skills so they know how to handle bullying. If they feel safe they are then able to learn.

Recommendations

This guide will be distributed to the Elementary School that I work at. I would recommend this be housed in the schools professional library for teachers to use as a resource when needed. This handbook could be distributed to all local school districts in our ISD. A district could even personalize it to their own needs in the future. I would

love to see a teacher be able to build and/or revise their classroom culture by using the bibliotherapy tools to discuss with their students how to behave in the classroom.

I would like to present this at the beginning of the school year to all staff in the school building and share with them the resources that I have found. As well as presenting to the school I would like to present at the Michigan Association of Teachers of Children with Emotional Impairments (MATCEI) conference as well as Council for Exceptional Children-Michigan.

Limitations

Some limitations of the K-4 Teacher's Handbook to Bullying is that it is only grades K-4 and is not geared toward middle and high school students although, some activities may present well to that age group. In the future I would like to create a handbook that would be for all of K-12 and not just limited to grades K-4.

This project does not directly deal with how to deal with bullying after it has happened but serves as more of a preventative approach. This handbook provides teachers with activities to talk about bullying with their students.

The review of the literature and handbook does not go into great detail regarding cyber-bullying because this is a handbook geared toward grades K-4 in the classroom while cyber-bullying often happens after school hours. Cyber-bullying is hard to detect in the school setting unless a child reports it to the school.

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APPENDIX A

K-4 TEACHER HANDBOOK TO BULLYING



K-4 Teacher Handbook to Bullying

**Helping teachers create a bully-free
environment that promotes safety and
well-being of all students.**

Table of Contents

- I. Introduction**
- II. Definitions**
 - a. Bullying**
 - b. Cyber-bullying**
 - c. Michigan's policy on bullying**
 - d. Michigan's policy on cyber-harassment**
- III. Examples of bullying**
- IV. Websites & Blogs**
- V. Bibliotherapy**
- VI. Worksheets to determine if kids are being bullied or at risk of being bullied**
- VII. Worksheets on what bullying is and how to deal with it**
- VIII. Additional Resources**



Introduction

This handbook was developed because I saw a need to support teachers with creating bullying free classrooms. The teachers in my schools were often looking for ways to help teach children social skills and ways to handle bullying appropriately. This handbook will help teachers create bully-free classrooms, help children develop empathy towards one another, and most importantly to create a classroom environment that makes everyone feel safe.

Definitions

Bullying

Bullying is, as defined by stopbullying.org (2013), an unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance and is repeated, or has the potential to be repeated. Both kids who are bullied and who bully others may have serious, long lasting problems (stopbullying.org, 2013). Bullying can

happen at any time of the day, it doesn't matter if the child is in school or not. While most reported that bullying happens in the school building, a significant percentage also happens in places like on the playground or the bus (stopbullying.org, 2013). Bullying is a group process. This includes the bully, victim, and bystanders. Bystanders take a role in the bullying scenario; they are either an assister/encourager (to the bully), neutral party, or aiding or counseling the victim.

Cyber-bullying

Cyber-bullying is bullying that takes place via any form of electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites (stopbullying.org, 2013). Examples of cyberbullying can include things like mean text messages, social networking messages, rumors spread thru technology, embarrassing pictures, videos, websites, or fake profiles. The effects of bullying are intensified when using an electronic medium because the information is instantaneously spread to an unknown number of people. People that the child may or may not know. With unlimited amounts of time spent on the Internet as well as anonymity, cyber bullies are able to attack with very little effort.

Michigan's Policy on Bullying

Michigan's policy on bullying is one that has to be implemented by each school district. Teachers need to be aware of the policy because it will affect them and their classrooms.

[http://www.legislature.mi.gov/\(S\(w11ewf45554pav45o1wouj45\)\)/mileg.aspx?page=GetObject&objectname=mcl-380-1310b](http://www.legislature.mi.gov/(S(w11ewf45554pav45o1wouj45))/mileg.aspx?page=GetObject&objectname=mcl-380-1310b)

380.1310b Policy prohibiting bullying; adoption and implementation by board of school district or intermediate school district or board of directors of public school

academy; public hearing; submission of policy to department; report; contents of policy; reporting act of bullying; definitions; section to be known as "Matt's Safe School Law."

Sec. 1310b.

- (1) Subject to subsection (3), not later than 6 months after the effective date of this section, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement a policy prohibiting bullying at school, as defined in this section.
- (2) Subject to subsection (3), before adopting the policy required under subsection (1), the board or board of directors shall hold at least 1 public hearing on the proposed policy. This public hearing may be held as part of a regular board meeting. Subject to subsection (3), not later than 30 days after adopting the policy, the board or board of directors shall submit a copy of its policy to the department.
- (3) If, as of the effective date of this section, a school district, intermediate school district, or public school academy has already adopted and implemented an existing policy prohibiting bullying at school and that policy is in compliance with subsection (5), the board of the school district or intermediate school district or board of directors of the public school academy is not required to adopt and implement a new policy under subsection (1). However, this subsection applies to a school district, intermediate school district, or public school academy described in this subsection only if the board or board of directors submits a copy of its policy to the department not later than 60 days after the effective date of this section.
- (4) Not later than 1 year after the deadline under subsection (2) for districts and public school academies to submit copies of their policies to the department, the department shall submit a report to the senate and house standing committees on education summarizing the status of the implementation of policies under this section.
- (5) A policy adopted pursuant to subsection (1) shall include at least all of the following:
 - (a) A statement prohibiting bullying of a pupil.
 - (b) A statement prohibiting retaliation or false accusation against a target of bullying, a witness, or another person with reliable information about an act of bullying.
 - (c) A provision indicating that all pupils are protected under the policy and that bullying is equally prohibited without regard to its subject matter or motivating animus.
 - (d) The identification by job title of school officials responsible for ensuring that the policy is implemented.
 - (e) A statement describing how the policy is to be publicized.
 - (f) A procedure for providing notification to the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying.
 - (g) A procedure for reporting an act of bullying.

(h) A procedure for prompt investigation of a report of violation of the policy or a related complaint, identifying either the principal or the principal's designee as the person responsible for the investigation.

(i) A procedure for each public school to document any prohibited incident that is reported and a procedure to report all verified incidents of bullying and the resulting consequences, including discipline and referrals, to the board of the school district or intermediate school district or board of directors of the public school academy on an annual basis.

(6) The legislature encourages a board or board of directors to include all of the following in the policy required under this section:

(a) Provisions to form bullying prevention task forces, programs, teen courts, and other initiatives involving school staff, pupils, school clubs or other student groups, administrators, volunteers, parents, law enforcement, community members, and other stakeholders.

(b) A requirement for annual training for administrators, school employees, and volunteers who have significant contact with pupils on preventing, identifying, responding to, and reporting incidents of bullying.

(c) A requirement for educational programs for pupils and parents on preventing, identifying, responding to, and reporting incidents of bullying and cyberbullying.

(7) A school employee, school volunteer, pupil, or parent or guardian who promptly reports in good faith an act of bullying to the appropriate school official designated in the school district's or public school academy's policy and who makes this report in compliance with the procedures set forth in the policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. However, this immunity does not apply to a school official who is designated under subsection (5)(d), or who is responsible for remedying the bullying, when acting in that capacity.

(8) As used in this section:

(a) "At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. "At school" includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the telecommunications access device or the telecommunications service provider is owned by or under the control of the school district or public school academy.

(b) "Bullying" means any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly by doing any of the following:

(i) Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils.

(ii) Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or

activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.

(iii) Having an actual and substantial detrimental effect on a pupil's physical or mental health.

(iv) Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

(c) "Telecommunications access device" and "telecommunications service provider" mean those terms as defined in section 219a of the Michigan penal code, 1931 PA 328, MCL 750.219a.

(9) This section shall be known as "Matt's Safe School Law".

History: Add. 2011, Act 241, Imd. Eff. Dec. 6, 2011

Popular Name: Act 451

Anti-Bullying Policy PDF:

http://www.michigan.gov/documents/mde/Model_Anti-Bullying_Policy_with_Revisions_338592_7.pdf

Michigan's Policy on Cyber-Harassment

THE MICHIGAN PENAL CODE (EXCERPT)

Act 328 of 1931

750.411s Posting message through electronic medium; prohibitions; penalty; exceptions; definitions.

Sec. 411s.

(1) A person shall not post a message through the use of any medium of communication, including the internet or a computer, computer program, computer system, or computer network, or other electronic medium of communication, without the victim's consent, if all of the following apply:

(a) The person knows or has reason to know that posting the message could cause 2 or more separate noncontinuous acts of unconsented contact with the victim.

(b) Posting the message is intended to cause conduct that would make the victim feel terrorized, frightened, intimidated, threatened, harassed, or molested.

(c) Conduct arising from posting the message would cause a reasonable person to suffer emotional distress and to feel terrorized, frightened, intimidated, threatened, harassed, or molested.

- (d) Conduct arising from posting the message causes the victim to suffer emotional distress and to feel terrorized, frightened, intimidated, threatened, harassed, or molested.
- (2) A person who violates subsection (1) is guilty of a crime as follows:
- (a) Except as provided in subdivision (b), the person is guilty of a felony punishable by imprisonment for not more than 2 years or a fine of not more than \$5,000.00, or both.
 - (b) If any of the following apply, the person is guilty of a felony punishable by imprisonment for not more than 5 years or a fine of not more than \$10,000.00, or both:
 - (i) Posting the message is in violation of a restraining order and the person has received actual notice of that restraining order or posting the message is in violation of an injunction or preliminary injunction.
 - (ii) Posting the message is in violation of a condition of probation, a condition of parole, a condition of pretrial release, or a condition of release on bond pending appeal.
 - (iii) Posting the message results in a credible threat being communicated to the victim, a member of the victim's family, or another individual living in the same household as the victim.
 - (iv) The person has been previously convicted of violating this section or section 145d, 411h, or 411i, or section 6 of 1979 PA 53, MCL 752.796, or a substantially similar law of another state, a political subdivision of another state, or of the United States.
 - (v) The victim is less than 18 years of age when the violation is committed and the person committing the violation is 5 or more years older than the victim.
- (3) This section does not apply to an internet or computer network service provider who in good faith, and without knowledge of the specific nature of the message posted, provides the medium for disseminating information or communication between persons.
- (4) The court may order a person convicted of violating this section to reimburse this state or a local unit of government of this state for the expenses incurred in relation to the violation in the same manner that expenses may be ordered to be reimbursed under section 1f of chapter IX of the code of criminal procedure, 1927 PA 175, MCL 769.1f.
- (5) This section does not prohibit a person from being charged with, convicted of, or punished for any other violation of law committed by that person while violating or attempting to violate this section.

- (6) This section does not prohibit constitutionally protected speech or activity.
- (7) A person may be prosecuted in this state for violating or attempting to violate this section only if 1 of the following applies:
- (a) The person posts the message while in this state.
 - (b) Conduct arising from posting the message occurs in this state.
 - (c) The victim is present in this state at the time the offense or any element of the offense occurs.
 - (d) The person posting the message knows that the victim resides in this state.
- (8) As used in this section:
- (a) “Computer” means any connected, directly interoperable or interactive device, equipment, or facility that uses a computer program or other instructions to perform specific operations including logical, arithmetic, or memory functions with or on computer data or a computer program and that can store, retrieve, alter, or communicate the results of the operations to a person, computer program, computer, computer system, or computer network.
 - (b) “Computer network” means the interconnection of hardwire or wireless communication lines with a computer through remote terminals, or a complex consisting of 2 or more interconnected computers.
 - (c) “Computer program” means a series of internal or external instructions communicated in a form acceptable to a computer that directs the functioning of a computer, computer system, or computer network in a manner designed to provide or produce products or results from the computer, computer system, or computer network.
 - (d) “Computer system” means a set of related, connected or unconnected, computer equipment, devices, software, or hardware.
 - (e) “Credible threat” means a threat to kill another individual or a threat to inflict physical injury upon another individual that is made in any manner or in any context that causes the individual hearing or receiving the threat to reasonably fear for his or her safety or the safety of another individual.
 - (f) “Device” includes, but is not limited to, an electronic, magnetic, electrochemical, biochemical, hydraulic, optical, or organic object that performs input, output, or storage functions by the manipulation of electronic, magnetic, or other impulses.

(g) “Emotional distress” means significant mental suffering or distress that may, but does not necessarily, require medical or other professional treatment or counseling.

(h) “Internet” means that term as defined in section 230 of title II of the communications act of 1934, chapter 652, 110 Stat. 137, 47 U.S.C. 230.

(i) “Post a message” means transferring, sending, posting, publishing, disseminating, or otherwise communicating or attempting to transfer, send, post, publish, disseminate, or otherwise communicate information, whether truthful or untruthful, about the victim.

(j) “Unconsented contact” means any contact with another individual that is initiated or continued without that individual's consent or in disregard of that individual's expressed desire that the contact be avoided or discontinued. Unconsented contact includes any of the following:

(i) Following or appearing within sight of the victim.

(ii) Approaching or confronting the victim in a public place or on private property.

(iii) Appearing at the victim's workplace or residence.

(iv) Entering onto or remaining on property owned, leased, or occupied by the victim.

(v) Contacting the victim by telephone.

(vi) Sending mail or electronic communications to the victim through the use of any medium, including the internet or a computer, computer program, computer system, or computer network.

(vii) Placing an object on, or delivering or having delivered an object to, property owned, leased, or occupied by the victim.

(k) “Victim” means the individual who is the target of the conduct elicited by the posted message or a member of that individual's immediate family.

History: Add. 2000, Act 475, Eff. Apr. 1, 2001

Examples of Bullying

Verbal

Verbal Bullying is saying or writing mean things (stopbullying.gov, 2011).

Verbal bullying includes:

- teasing
- name-calling
- inappropriate sexual comments
- taunting
- threatening to cause harm



Social

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships (stopbullying.gov, 2011).

Social bullying includes:

- leaving someone out on purpose
- telling other children not to be friends with someone
- spreading rumors about someone
- embarrassing someone in public

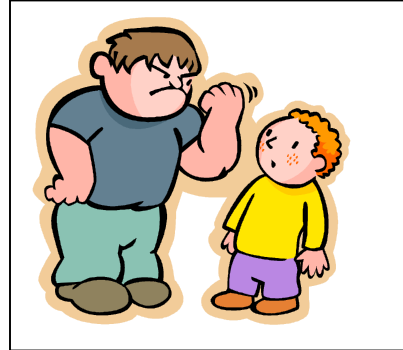


Physical

Physical bullying involves hurting a person's body or possessions (stopbullying.gov, 2011).

Physical bullying includes:

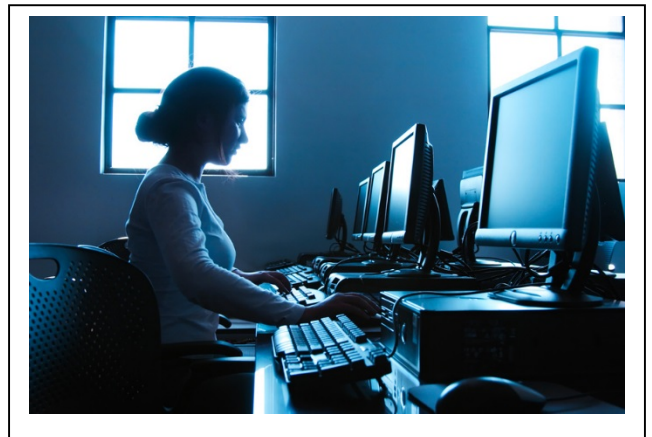
- hitting/kicking/pinching
- spitting
- tripping/pushing
- taking or breaking someone's things
- making mean or rude hand gestures



Cyber

Cyber-bullying is bullying that takes place via any form of electronic technology (stopbullying.gov, 2011).

- mean text messages
- social networking messages
- rumors spread through technology
- embarrassing pictures and/or videos
- fake profiles/websites



Websites/Blogs

I have reviewed many blogs and websites that deal with bullying and cyber-bullying. Of course, there are probably many more out there that have popped up since

this handbook was created. I found these to be the most helpful for the classroom and wanted to give you access to them. Each website/blog offers a short explanation of what it entails.

<http://www.stopbullying.gov/>

Stop bullying provides information from various government resources. Content on this site is provided from Department of Education, Department of Health and Human Services, Center for Disease Control and Prevention, Health Resources and Services Administration, Substance Abuse and Medical Health Services Administration, and the Department of Justice.

This is a federal government website managed by the U.S. Department of Health & Human Services

<http://www.thebullyproject.com/>

The BULLY Project is the social action campaign inspired by the award-winning film BULLY. We've sparked a national movement to stop bullying that is transforming kids' lives and changing a culture of bullying into one of empathy and action. The power of our work lies in the participation of individuals like you and the remarkable list of partners we've gathered who collectively work to create safe, caring, and respectful schools and communities. Our goal is to reach 10 million kids or more, causing a tipping point that ends bullying in America.

Our **1 Million Kids** initiative has brought the film BULLY to young people and educators around the country along with a curriculum and training from our partner, Facing History and Ourselves. These resources were created to help prepare educators to lead a discussion with their students that focuses on developing empathy and taking action. To date, the campaign has facilitated screenings for over 250,000 students and 7,500 educators across 120+ cities. Now that the film is available on DVD, we've created an [Educators DVD Activation Toolkit](#). The kit includes many materials designed to ignite honest, meaningful dialogue. Partners who contributed to the kit include Facing History and Ourselves, The Harvard Graduate School of Education, Not In Our School, Love is Louder, the National Center for Learning Disabilities and Common Sense Media. Roll up your sleeves and join the movement! Everything starts with one and builds up.

<http://seeithearitstopit.org/>

On February 7, 2009, a 16 year old high school student in Cadillac, MI took his own life after he could no longer endure the mean behavior of the other students. His name was Alex Claypool Thomas Harrison.

The first letters of his name spell out ACT and that became the name of our group, ACT Now. Our number one goal is to STOP teenage suicide. We do this by raising funds for school and community projects, raising awareness by putting on events and passing out information and providing the students and other community members with a resource in their time of need.

Our community came together after this horrible tragedy in an incredible way, but we want to continue the positive results and carry it to different parts of our region, in Michigan and possibly nationwide.

See It. Hear It. Stop IT. These words are not only a slogan for the ACT Now team, but a way of life. It represents everyone working together to stop mean behavior. You too can be part of our efforts by joining our group, volunteering your time, donating to your school and simply respecting others for who they are.

<http://www.pacerkidsagainstbullying.org/#/home>

Founded in 2006, PACER's National Bullying Prevention Center, actively leads social change, so that bullying is no longer considered an accepted childhood rite of passage. PACER provides innovative resources for students, parents, educators, and others, and recognizes bullying as a serious community issue that impacts education, physical and emotional health, and the safety and well-being of students.

<http://www.stompoutbullying.org/>

STOMP Out Bullying™ focuses on reducing and preventing bullying, cyberbullying, sexting and other digital abuse, educating against homophobia, racism and hatred, decreasing school absenteeism, and deterring violence in schools, online and in communities across the country. It teaches effective solutions on how to respond to all forms of bullying; as well as educating kids and teens in school and online, providing help for those in need and at risk of suicide, raising awareness, peer mentoring programs in schools, public service announcements by noted celebrities, and social media

campaigns. An additional focus educates parents on how to keep their children safe and responsible online.

<http://www.pacer.org/bullying/>

The mission of PACER Center (**P**arent **A**dvocacy **C**oalition for **E**ducational **R**ights) is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of **parents helping parents**.

Founded in 1977, PACER Center was created by parents of children and youth with disabilities to help other parents and families facing similar challenges. Today, PACER Center expands opportunities and enhances the quality of life of children and young adults with disabilities and their families. PACER is staffed primarily by parents of children with disabilities and works in coalition with 18 disability organizations.

With assistance to individual families, workshops, materials for parents and professionals, and leadership in securing a free and appropriate public education for all children, PACER's work affects and encourages families in Minnesota and across the nation.

<http://www.girlshealth.gov/bullying/>

Girlshealth.gov offers girls ages 10 to 16 reliable, useful information on health and well-being. They cover hundreds of topics, from stopping bullies to getting fit. They make their pages clear and fun, and make sure to answer key questions girls ask.

Girlshealth.gov is committed to empowering girls to create strong, positive relationships and happy, healthy futures.

<http://stopbullyingnow.com/>

This website provides information on what bullying is, offers advice for parents and youth, school interventions, building resiliency, relationships, and respect, as well as cognitive interventions.

<http://www.brainpopjr.com/health/relationships/bullying/>

Movie on bullying for children to watch.

<http://www.brainpop.com/technology/computersandinternet/cyberbullying/preview.weml>

Movie on cyber-bullying for children to watch.

www.eyesonbullying.org

Eyes on Bullying offers a variety of tools that can help you look at and understand bullying in a new way, reexamine your own knowledge and beliefs about bullying, and shape the beliefs and behaviors of the children in your care.

www.bullying.org

On April 28th, 1999, eight days after two students went on a deadly rampage at a high school in Colorado, a similar attack struck the community of Taber, Alberta Canada.

A 14-year-old boy opened fire inside W.R. Myers High School in Taber. One student, Jason Lang was killed and another was wounded. Shortly after the shooting, stories began to emerge of the relentless bullying the accused had previously endured.

Within days after the Taber shooting, Canadian father and teacher [Bill Belsey](#) thought he must take some form of action to help prevent the future pain and suffering of others because of bullying. He registered the domain name bullying.org and began to create the Web site which first went online on February 16, 2000. Around this time, he met with a peer-support group made up of girls and boys from grades 1 to 8 who volunteered to meet once a week during their lunch hours to help support one another in regards to a variety of personal issues. Led by Mr. Belsey, the group volunteered to work together to discuss these issues and share some of their own thoughts, feelings and experiences about bullying. Mr. Belsey asked the group if they would like to contribute stories, poems and drawings to his Web site to help others deal positively with the issues of bullying and teasing. Other students helped with some of the initial researching of resources for the "Helpful Resources" section of the Web site. Some of the early HTML coding for this site was contributed by students Janeve and Zoe.

This collaborative, international project has now grown to become one of the most visited



and referenced Websites about bullying in the world, thanks to the contributions from courageous youth and caring adults around the world.

Bullying.org is a collaborative project that has three goals:

1. to help people understand that they are NOT ALONE in being bullied,
2. to help people understand that being bullied is NOT THEIR FAULT, and
3. to help people understand that there are many POSITIVE alternatives to dealing with bullying.

<http://www.operationrespect.org/curricula/>

Operation Respect is a non-profit organization working to assure each child and youth a respectful, safe and compassionate climate of learning where their academic, social and emotional development can take place free of bullying, ridicule and violence. Founded by Peter Yarrow of the folk group Peter, Paul & Mary, the organization disseminates educational resources that are designed to establish a climate that reduces the emotional and physical cruelty some children inflict upon each other by behaviors such as ridicule, bullying and-in extreme cases-violence. It is a unique organization that provides a gateway to broad scale adoption of school-based character education as well as social and emotional learning (SEL) programs.

Cyberbullying Websites:

www.wiredsafety.com

WiredSafety is the largest and oldest online safety, education, and help group in the world. Originating in 1995 as a group of volunteers rating websites, it now provides one-to-one help, extensive information, and education to cyberspace users of all ages on a myriad of Internet and interactive technology safety, privacy and security issues. These services are offered through a worldwide organization comprised entirely of unpaid volunteers who administer specialized websites, resources and programs.

www.isafe.org

i-SAFE, Inc. was established as a 501(c)(3) nonprofit Internet safety organization in 1998 and dedicated to educating and empowering young people to safely, responsibly and productively use Information and Communications Technology (ICT). Since 2002, i-SAFE has provided more than 34 million pre-primary to secondary school level students

in the United States and around the world with proactive, preventative and precautionary knowledge and means to become empowered (i.e., well-informed, safe and responsible) Internet users. Uneducated and naive use of the Internet unnecessarily exposes children to risks and facilitates inappropriate behaviors already proliferating Cyberspace, such as computer security breaches, financial fraud, identity theft, cyber bullying, and other personal safety issues such as child predation, child pornography, human trafficking, etc. With this in mind, i-SAFE has developed one of the most extensive e-Safety education curriculum libraries (i.e., lessons and programming) in the world.

The extensive age-appropriate e-Safety curriculum for pre-primary to secondary schoolchildren covers topics ranging from Cyber Community Citizenship (e.g., appropriate, safe and responsible online behavior), Cyber Bullying, Cyber Security (e.g., viruses, spam, etc.), Personal Safety (e.g., identity protection online), Digital Literacy (e.g., understanding and using media), Predator Identification, and Intellectual Property (e.g., ethical and legal use of online information, copyright regulations, concepts of intellectual property ownership and creation, etc.). The research-based, best practices curricular resources are accompanied by a diverse set of complementary activity programs and media products such as assembly kits, youth-empowering mentorship and volunteering program manuals.

i-SAFE's National Assessment Center (NAC) contains the only real-time statistical behavioral databank of its kind which details the online behavior and level of Internet safety awareness/knowledge, media literacy and basic ICT skills of young people according to age, gender, level of education, territorial affiliation, and many other more precise factors. Data is gathered (through anonymous online surveys) in all areas where i-SAFE is active, gauging the target populations' prior (default) knowledge versus that which they possess after participating in i-SAFE programs. Comparative assessments help i-SAFE identify the educational needs of various target populations and monitor the effectiveness of its educational program in meeting those needs.

www.teenangels.org

An Introduction by Parry Aftab, their Founder and Chief:

The Teenangels were born as a result of a TV special I did in April 1999 with ABC News, in New Jersey. The special was about teen girl safety, and I was asked to be the

Internet safety guru for the special. Part of the special involved me speaking to teenage girls at a school in New Jersey.

When the computer connection predictably broke down, the girls just lined up at microphones and fired off questions. That was when I first realized that teenagers were concerned about their younger siblings, cousins, young neighbors and kids they baby-sit for when it came to online safety. I was also thrilled to be teaching online safety pointers to people who really understood the risks, and how to tell the real dangers from the merely annoying things online.

Five of these girls were selected by their school to work with me in developing the first teenager online safety ambassador program for the WiredKids project. The girls ranged in age from fourteen to seventeen and named themselves Teenangels after a program started by [WiredSafety](#).

They began training over their summer vacations, sacrificing hot days at the beach and summer jobs to devote their time to this mission. They worked closely with me to learn about online safety. Sitting in my conference room, they had online safety drilled into them, and gave me the challenge of my career - questioning why things were dangerous, and wanting to know how dangerous they were.

The Teenangels have met and worked with the Law Enforcement's Innocent Images Unit operatives, a New Jersey State Police Cybercrime Task Force detective who was instrumental in finding the person charged as the [Melissa virus](#) creator, and the [Net Nanny](#) creator, Gordon Ross.
www.ryanpatrickhalligan.org

John and Kelly Halligan lost their thirteen year old son, Ryan, to suicide on October 7, 2003. At the time of his death, Ryan was a student at a middle school in Essex Junction, Vermont. It was revealed in much greater detail after Ryan's death that he was ridiculed and humiliated by peers at school and on-line.

In memory of his son, John spearheaded the Vermont Bully Prevention bill which was signed into law (ACT117) in May 2004 and only a few months after Ryan's death. He also successfully led the passage of the law pertaining to mandatory suicide prevention education in public schools (ACT 114) in April 2006.

Video on bullying for kids.

<http://stopcyberbullying.org/index2.html>

<http://www.onguardonline.gov/>

<http://www.cyberbully411.org/>

<http://isafe.org/wp/>

<https://www.staysafeonline.org/stay-safe-online/for-parents/cyberbullying-and-harassment>

<https://www.wiredsafety.org/>



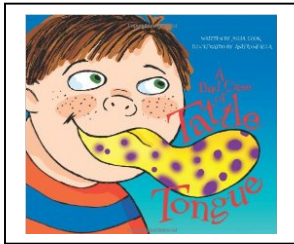
Bibliotherapy

Bibliotherapy is a therapeutic tool for helping children deal with stressful events (Flanagan, Vanden Hoek, Shelton, Kelly, Morrison, & Young, 2013). Stories are a place where children can learn and explore different coping strategies. Through bibliotherapy, or the use of literature for the purposes of emotional healing and growth, children may learn about coping strategies through stories of other children's struggles (Flanagan, et al, 2013). It is important to understand the reading material available to practitioners and the possible stories children have been exposed to in children's literature (Flanagan, et al,

2013). This is my most favorite way to teach social skills! There are so many possibilities!

The following highlight on each book has been taken from Amazon.com.

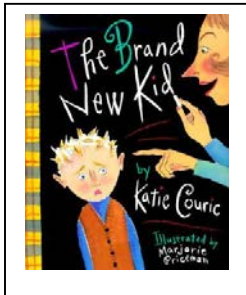
A Bad Case of the Tattle Tongue by Julia Cook



Josh the Tattler doesn't have any friends. He tattles on his classmates, on his brother, and even on his dog! He tattles so much that he wakes up one night to find that his tongue is yellow, unusually long, and covered in bright purple spots! Will a bad case of Tattle Tongue teach him a lesson? A Bad Case of Tattle Tongue gives teachers and counselors a humorous, cleverly creative way to address the time-consuming tattling-related issues that often sap classroom energy and thwart teaching opportunities. Every adult that desires to help children understand the differences between unnecessary tattling and the necessity of warning others about important matters needs this book!

****BONUS –** There is an activity book for this book as well.

The Brand New Kid by Katie Couric

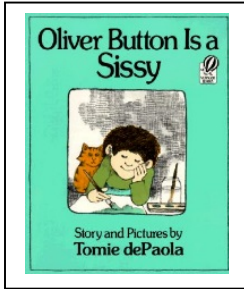


Everyone remembers feeling excited and nervous each fall on the first day of school. It's no different for Ellie McNelly and Carrie O'Toole. But this year, there's not only a new teacher to meet, but a brand new kid as well. Lazlo S. Gasky doesn't look or speak quite like the other kids, and no one is sure what to make of him. In fact, they respond to his arrival at Brookhaven School by taunting and teasing him. But when Ellie realizes how tough it is for Lazlo, she reaches out, and after school one day they share an afternoon of soccer, strudel, and chess. Besides making a new friend, she and Lazlo teach their classmates an important lesson—one that isn't in their schoolbooks—about accepting people who are different...and in getting to know Lazlo, the kids learn that people aren't that different from each other after all.

Surviving Brick Johnson by Laurie Myers

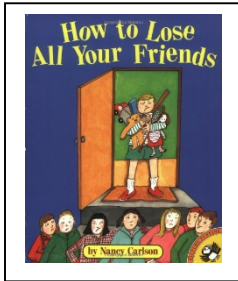


Alex is running for his life. After making fun of the notorious bully Brick Johnson, he's now convinced that Brick is out to get him. There is only one way to survive Brick Johnson—take karate lessons and become a powerful sensei. But after Brick shows up in karate class and treats Alex with respect, Alex's picture of him begins to change. How can Brick be a bully and a nice guy at the same time?



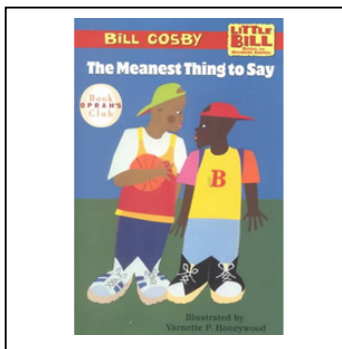
Oliver Button Is a Sissy by Tomie de Paola

A little boy must come to terms with being teased and ostracized because he'd rather read books, paint pictures, and tap-dance than participate in sports.



How to Lose All Your Friends by Nancy Carlson

How to Lose All Your Friends takes a light-hearted look at bratty behavior that will have children laughing in recognition while learning exactly how not to behave.



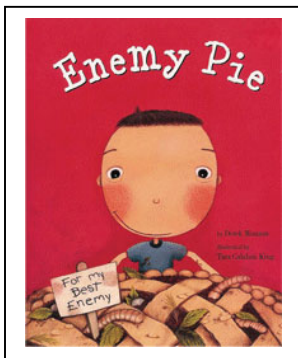
The Meanest Thing to Say by Bill Cosby

Michael Reilly has introduced a new game to Little Bill and his friends. You get twelve chances to say something mean to another kid--and whoever comes up with the biggest insult is the winner.

Insults start flying: "Jose hops with the frogs in science lab!" "Andrew eats frogs for dinner!" "Little Bill shoots baskets like a girl!"

Little Bill tries to think of really mean things to say in retaliation. But Dad teaches him a strategy that enables Little Bill to save face while remaining the nice kid that he really is!

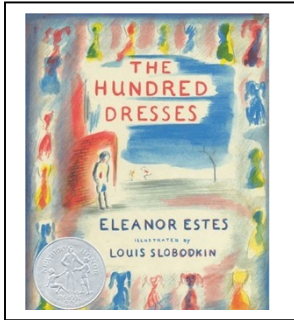
Enemy Pie by Derek Munson



It was the perfect summer. That is, until Jeremy Ross moved into the house down the street and became neighborhood enemy number one. Luckily Dad had a surefire way to get rid of enemies: Enemy Pie. But part of the secret recipe is spending an entire day playing with the enemy! In this funny yet endearing story, one little boy learns an effective recipes for turning your best enemy into your best friend. Accompanied by charming illustrations, *Enemy Pie* serves up a sweet lesson in the difficulties and ultimate rewards of making new friends.

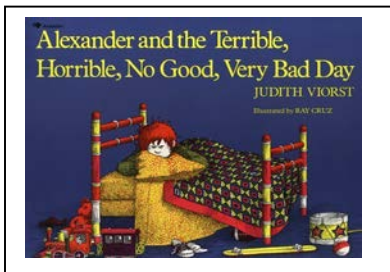
<http://enemypie.com/blog1/> - Enemy Pie's Blog: Includes recipe, lesson plans, and resources for teachers

The Hundred Dresses by Elinor Estes



At the heart of the story is Wanda Petronski, a Polish girl in a Connecticut school who is ridiculed by her classmates for wearing the same faded blue dress every day. Wanda claims she has one hundred dresses at home, but everyone knows she doesn't and bullies her mercilessly. The class feels terrible when Wanda is pulled out of the school, but by that time it's too late for apologies. Maddie, one of Wanda's classmates, ultimately decides that she is "never going to stand by and say nothing again."

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

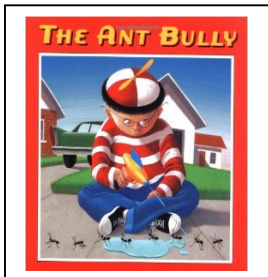


Alexander knew it was going to be a terrible day when he woke up with gum in his hair. And it got worse... His best friend deserted him. There was no dessert in his lunch bag. And, on top of all that, there were lima beans for dinner and kissing on TV!

[https://www.youtube.com/watch?v=Ezbssw11724:](https://www.youtube.com/watch?v=Ezbssw11724)

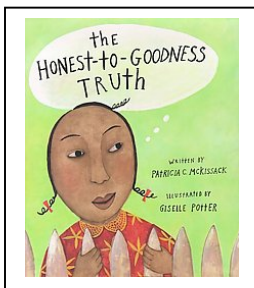
Online reading of the book.

The Ant Bully by John Nickle



Lucas wishes he could squash that big bully Sid like a bug. But Lucas is too little, and so he bullies the ants instead. Lucas is picked on by the neighborhood bully, and in turn terrorizes the ant colony. The ants create a potion that shrinks Lucas to the size of an ant. They put him on trial, and find him guilty of crimes against the colony -- his sentence? To live and work as an ant! Lucas learns about teamwork and the importance of friendship--and in the end, he saves the colony and is returned to his normal size.

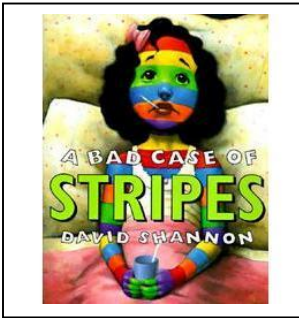
The Honest to Goodness Truth by Patricia C. McKissack



If telling the truth is the right thing to do, why is the whole world mad at

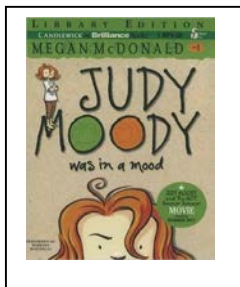
Libby? <http://www.bedford.k12.mi.us/~mre/Book%20of%20the%20Month%20pdfs/2010-2011/Feb/Writing%20Strategies.pdf>

A Bad Case of Stripes by David Shannon



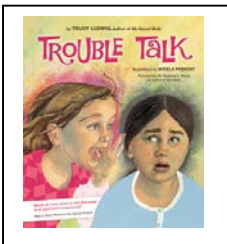
Camilla Cream loves lima beans, but she never eats them. Why? Because the other kids in her school don't like them. And Camilla Cream is very, very worried about what other people think of her. In fact, she's so worried that she's about to break out in...a bad case of stripes!

Judy Moody by Megan McDonald



To start, Judy Moody doesn't have high hopes for third grade. Her new desk won't have an armadillo sticker with her name on it. Her new classroom will not have a porcupine named Roger. And with her luck, she'll get stuck sitting in the first row, where Mr. Todd will notice every time she tries to pass a note to her best friend, Rocky. An aspiring doctor, Judy does have a little brother who comes in handy for practicing medicine, a cool new pet, and a huge Band-Aid collection. Judy also has an abundance of individuality and attitude, and when Mr. Todd assigns a very special class project, she really gets a chance to express herself! Megan McDonald's spirited text and Peter Reynolds's wry illustrations combine in a feisty, funny first chapter book for every kid who has ever felt a little out of sorts.

Trouble Talk by Trudy Ludwig



Maya's friend Bailey loves to talk about everything and everyone. At first, Maya thinks Bailey is funny. But when Bailey's talk leads to harmful rumors and hurt feelings, Maya begins to think twice about their friendship.

Just Kidding by Trudy Ludwig



A rare look at emotional bullying among boys from the best-selling author of My Secret Bully. D.J.'s friend Vince has a habit of teasing D.J. and then saying, "Just kidding!" as if it will make everything okay. It doesn't, but D.J. is afraid that if he protests, his friends will think he can't take a joke. With the help of his father, brother, and an understanding teacher, D.J. progresses from feeling helpless to taking positive action, undermining the power of two seemingly harmless

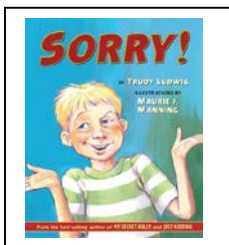
words. Trudy Ludwig takes another look at relational aggression, the use of relationships to manipulate and hurt others, this time from the boy's point of view.

My Secret Bully by Trudy Ludwig



Here is the all-too-familiar story of Monica. She and Katie have been friends since kindergarten. Monica loves being around her when she's nice. But there are times when Katie can be just plain mean. And Monica doesn't understand why. Monica is a target of relational aggression, emotional bullying among friends who will use name-calling and manipulation to humiliate and exclude. But with a little help from a supportive adult—her mother—Monica learns to cope and thrive by facing her fears and reclaiming power from her bully.

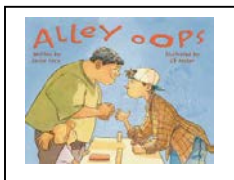
SORRY! by Trudy Ludwig



Jack's friend Charlie seems to know how to get away with just about anything. Adults always back down when you say you're sorry. But does an apology count if you don't really mean it? Jack learns that the path to forgiveness isn't always the easiest. Includes afterword by apology-expert Dr. Aaron Lazare, M.D., note from author, and discussion questions.

Alley Oops by Janice Levy

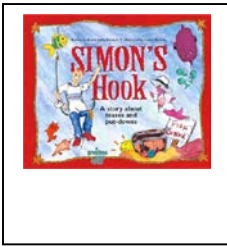
This story relates the painful and embarrassing aftermath of name-calling and bullying from the perspective of the bully. J. J. Jax has been tormenting an overweight boy named



Patrick, calling him Pig-Pen and Porky, to the point that Patrick is now afraid to go to school. Learning of his son's behavior, J. J.'s father lectures him to stop bullying Patrick. When that approach fails, Mr. Jax tries another tack and shares an experience he had as a youthful bully and the consequences he recently faced as a result of his actions. Touched by his father's words, J.J. reaches out to Patrick

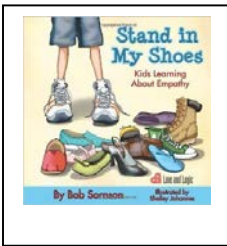
in a school arm-wrestling contest and experiences the "alley oops" moment of empowerment and self-esteem that comes from doing the right thing. Snappy dialogue highlights the harmful, lasting effects of bullying and the importance of finding common ground toward conflict resolution. Believable contemporary illustrations bring the story to life with expressive body language.

Simon's Hook by Karen Burnett



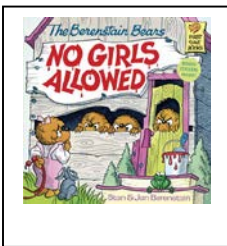
Simon is having a bad day; a bad hair day. First his sister gives him a strange haircut, then his friends tease him. Simon doesn't know what to do. Lucky for him he runs into Grandma Rose. After listening to his sorrowful story she helps him learn an important life lesson; how to handle teases and put-downs. By comparing teases to fishing hooks she tells him a tale of how fish learned not to bite. With fanciful characters such as Harmony Hippy Fish, Freddie Fang, Max the Mouse Fish and more, Simon learns that he, too, can swim free from the teasing hooks that people toss his way.

Stand in My Shoes: Kids Learning About Empathy



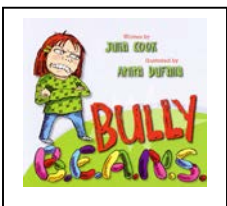
When Emily asks her big sister what the word empathy means, Emily has no idea that knowing the answer will change how she looks at people. But does it really matter to others if Emily notices how they're feeling? *Stand in My Shoes* shows kids how easy it is to develop empathy toward those around them. Empathy is the ability to notice what other people feel. Empathy leads to the social skills and personal relationships which make our lives rich and beautiful, and it is something we can help our children learn. This book teaches young children the value of noticing how other people feel.

No Girls Allowed by Stan & Jan Berenstain



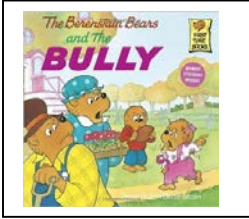
Sister Bear can run faster, climb higher, and hit a ball farther than the boys, and she gloats over it. So Brother Bear and his friends build a clubhouse for boys only, and Sister is hopping mad! She plans a honey of a revenge in this funny and thoughtful book.

Bully Beans



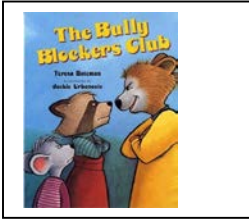
The latest story from hit author Julia Cook, *Bully B.E.A.N.S.* is a fun story that teaches people of all ages to become proactive when it comes to bullying. This book can help children and adults understand why bullying happens and what they can do to stop it. Finally, a bullying book that speaks to the bystander!

Bully by Stan & Jan Berenstain



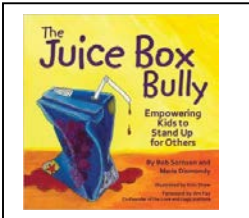
When Sister Bear gets beaten up by Tuffy, the new cub in town, Brother huffs off to set this bully straight. But he's in for a surprise--Tuffy's a little girl, and Brother just can't bring himself to fight her.

The Bully Blockers Club by Teresa Bateman

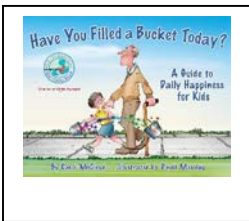


Lotty Raccoon is excited. This year she has a new teacher, new backpack, and new shoes. But her enthusiasm quickly wanes when Grant Grizzly begins bullying her. With the help of her fellow students, she forms the Bully Blockers Club.

The Juice Box Bully by Bob Sornson & Maria Dismody



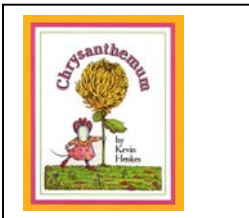
Have you ever seen a bully in action and done nothing about it? The kids at Pete's new school get involved, instead of being bystanders. When Pete begins to behave badly, his classmates teach him about "The Promise". Will Pete decide to shed his bullying habits and make "The Promise"?



Have You Filled a Bucket Today? by Carol McCloud

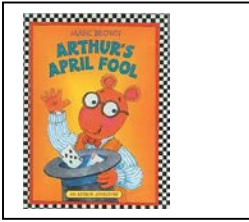
Through simple prose and vivid illustrations, this heartwarming book encourages positive behavior as children see how rewarding it is to express daily kindness, appreciation, and love. Bucket filling and dipping are effective metaphors for understanding the effects of our actions and words on the well-being of others and ourselves.

Chrysanthemum by Kevin Henkes



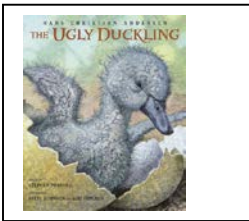
Chrysanthemum thinks her name is absolutely perfect—until her first day of school. "You're named after a flower!" teases Victoria. "Let's smell her," says Jo. Chrysanthemum wilts. What will it take to make her blossom again?

Arthur's April Fool by Marc Brown



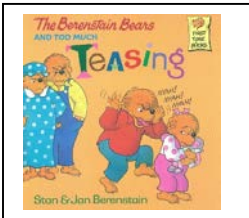
In Arthur's April Fool, Arthur prepares to perform his magic tricks for the April Fool's Day school assembly while trying to keep the class bully from pulverizing him.

The Ugly Duckling by Hans Christian Andersen

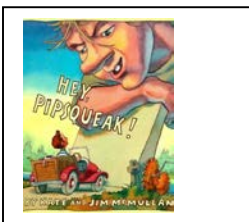


The journey of the awkward little bird -- marching bravely through hecklers, hunters, and cruel seasons -- is an unforgettable survival story; this blooming into a graceful swan is a reminder of the patience often necessary to discover true happiness. Splendid watercolors set in the lush countryside bring drama to life.

Too Much Teasing by Stan & Jan Berenstain



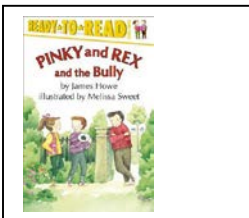
Brother Bear is a master at teasing--until the tables are turned and he's the one being heckled for being the principal's pet. And when Brother finally understands that teasing isn't just mean, it's also dangerous, he actually decides to stick up for the new kid at school.



Hey, Pipsqueak! by Kate McMullan

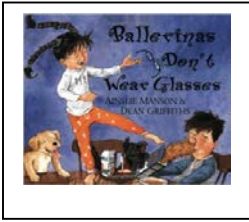
A troll has taken over the bridge that Jack must cross to deliver his present to the party. "Hey, pipsqueak!" yells the troll. "I'm the boss of this bridge. Nobody crosses unless I say so"--but maybe he'll say so, if Jack gives him the present. Armed only with the toys in the back of his truck, he decides to put up a fight. In the end, Jack outwits the great big bully with an even bigger surprise.

Pinky and Rex and the Bully by James Howe



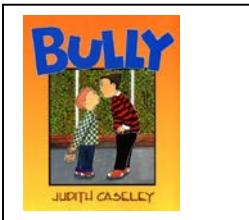
Pinky's favorite color is pink, and his best friend, Rex, is a girl. Kevin, the third-grade bully, says that makes Pinky a sissy. Deep down, Pinky thinks Kevin is wrong, but he's still worried. Does Pinky have to give up his favorite things, and worse, does he have to give up his best friend?

Ballerinas Don't Wear Glasses by Ainslie Manson



Ben resents being responsible for his younger sister when his mother works late, and he wishes he could trade her in for a puppy instead. Still, when she really needs him, he proves to be a terrific older brother-protecting her from snowballs, fixing her costume before her ballet performance, and even skipping hockey practice to watch her dance. His final piece of advice is that if she doesn't wear her glasses, she won't have stage fright because she won't be able to see the audience. Thanks to his efforts, Allison has a wonderful recital, and Ben realizes that he really doesn't want to trade her after all. This is a competently written story with two believable siblings. Crisp, winter-toned illustrations humorously portray their moments together and the full-page art pulls readers into the setting.

Bully by Judith Caseley



"You used to be a mouse," said Mickey to his ex-friend Jack. "And now you've turned into a great big rat." Maybe Jack wasn't a rat, but he certainly was a bully. And he made life very uncomfortable for Mickey. Mickey's parents had some helpful ideas, but Mickey found that it was easier to talk about loving your enemies than actually to do it, and brave words were often just words. But then something happened that surprised Mickey as much as Jack. And the unexpected result was that the ex-bully was once more a friend, and Mickey had good reason to be proud of his problem-solving technique.

Angel Child, Dragon Child by Michelle Maria Surat



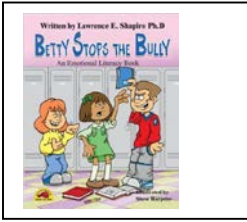
Little Ut from Vietnam wins her schoolmates over with kindness and sensitivity.

Be Good to Eddie Lee by Virginia Fleming



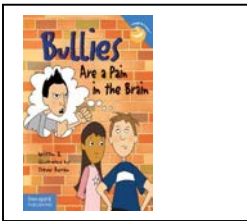
Christy's mother tells her to treat Eddie Lee, a neighborhood child, well because he has Down's Syndrome and needs special care, but Christy does not always want him tagging along, until Eddie Lee show her a special hiding place in the woods and she sees how very special he really is.

Betty Stops the Bully by Lawrence E. Shapiro, Ph.D.



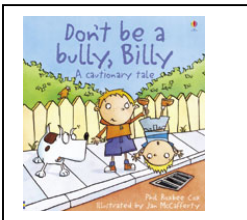
Nobody likes to be bullied or teased. And many children like Betty, don't know how to make it stop. This story suggests sensible things to do when confronted by a bully. It also helps children who are bullies learn new social skills.

Bullies Are a Pain in the Brain by Trevor Romaine



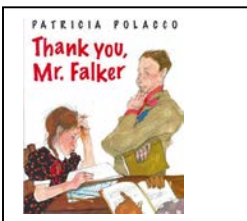
Bullies are mean. Bullies are scary. Bullies are a pain in the brain—and every child needs to know what to do when confronted by one. This book blends humor with serious, practical suggestions for coping with bullies. Trevor Romaine reassures kids that they're not alone and it's not their fault if a bully decides to pick on them. He explains some people are bullies and describes realistic ways to become "Bully-Proof," stop bullies from hurting others, and get help in dangerous situations. And if bullies happen to read this book, they'll find ideas they can use to get along with others and feel good about themselves—without making other people miserable.

Don't Be a Bully, Billy by Phil Roxbee Cox



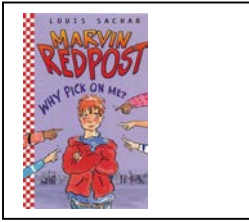
Each tale in this series is a simple rhythmic story designed to introduce very young children to the idea of right and wrong. Each central character discovers in an amusing way the penalty of ignoring warnings to behave properly. It helps to teach children about the consequences of their actions.

Thank You Mr. Falker by Patricia Polacco



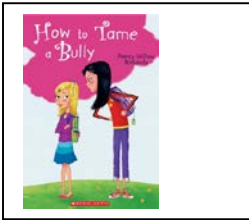
When Trisha starts school, she can't wait to learn how to read, but the letters just get jumbled up. She hates being different, and begins to believe her classmates when they call her a dummy. Then, in fifth grade, Mr. Falker changes everything. He sees through her sadness to the gifted artist she really is. And when he discovers that she can't read, he helps her prove to herself that she can - and will!

Marvin Redpost: Why Pick on Me? by Louis Sachar



Marvin is shunned by his classmates, best friends, and teacher after he is unfairly fingered as a nose-picker by the class bully.

How to Tame a Bully by Nancy Wikos Richards



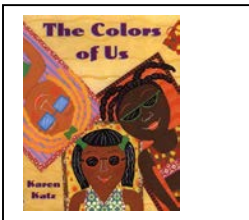
Lauren's first day of school start out great. She's in her favourite teacher's class, and so is her best friend. But then Lauren's luck changes: she picks a seat right next to the worst bully at Bayfield Elementary, and Lauren finds the next few weeks torture. Can Lauren figure out what to do?

The Crayon Box that Talked by Shane DeRolf



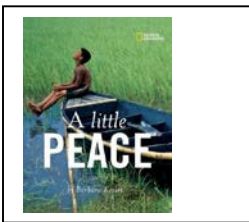
Yellow hates Red, so does Green, and no one likes Orange! Can these crayons quit arguing and learn to cooperate? Shane DeRolf's deceptively simple poem celebrates the creation of harmony through diversity. In combination with Michael Letzig's vibrant illustrations, young readers will understand that when we all work together, the results are much more colorful and interesting.

The Colors of Us by Karen Katz



Seven-year-old Lena is going to paint a picture of herself. She wants to use brown paint for her skin. But when she and her mother take a walk through the neighborhood, Lena learns that brown comes in many different shades. Through the eyes of a little girl who begins to see her familiar world in a new way, this book celebrates the differences and similarities that connect all people.

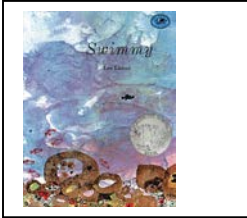
A Little Peace by Barbara Kerley



The book juxtaposes photographs from around the world with a simple, reflective message about our responsibilities for finding and keeping peace on the planet. Like the highly acclaimed titles *A Cool Drink of Water* and *You and Me Together*, this beautiful children's picture book features superb National Geographic images accompanied by a brief, poetic text on a subject of global importance. All the photography is reproduced in miniature at the back of the book with geographic, historic, and cultural context and details explained. A

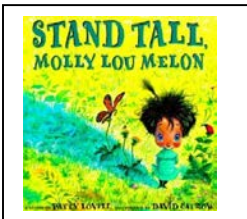
world map leads readers to the location of each image. *A Little Peace* offers a vital lesson for children everywhere.

Swimmy by Leo Lionni



Deep in the sea there lives a happy school of little fish. Their watery world is full of wonders, but there is also danger, and the little fish are afraid to come out of hiding . . . until Swimmy comes along. Swimmy shows his friends how—with ingenuity and team work—they can overcome any danger.

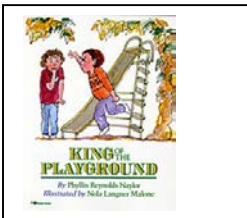
Stand Tall Molly Lou Melon by Patty Lovell



Molly Lou Melon may be tiny, clumsy, buck-toothed, and with a voice "like a bullfrog being squeezed by a boa constrictor," but she doesn't mind. Her grandmother has utmost confidence in her, and tells her at every turn to believe in herself. "Sing out clear and strong and the world will cry tears of joy," Grandma says. But Molly Lou's self-assurance is put to the test when she moves to a new town, away from her friends and beloved grandmother. During her first week of school, Ronald Durkin taunts Molly Lou Melon in the dull-witted but sharp-edged manner of career bullies, calling her "shrimpo" and "bucky-toothed beaver." Our heroine barely flinches as she systematically sets out to prove herself, and Ronald Durkin ends up feeling pretty foolish.

<http://www.teachingoasis.com/Stand%20Tall.pdf>

King of the Playground by Phyllis Reynolds Naylor



Kevin loves to go to the playground, but not when Sammy is there. And Sammy, who boasts that he is King of the Playground, is there most of the time. If he catches Kevin on the swings or the slide or the monkey bars, Sammy says, he will do awful, terrible things to him. Kevin tells his dad what Sammy says and they talk it over. And then one day Kevin gets his courage up and goes to the playground even though Sammy says he can't come in. Even though Sammy tells him to go home. Even though Sammy says he will put Kevin in a cage with bears in it. Will Kevin stay, or will he go home? How will he deal with Sammy?

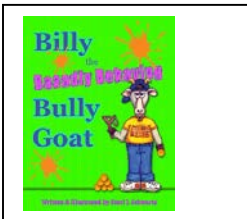
<http://www.witsprogram.ca/pdfs/schools/books/king-of-the-playground/king-of-the-playground.pdf>

It's Okay to Be Different by Todd Parr



From the sensitive ("It's okay to be adopted"--the accompanying illustration shows a kangaroo with a puppy in her pouch) to the downright silly ("It's okay to eat macaroni and cheese in the bathtub"), kids of every shape, size, color, family makeup, and background will feel included in this gentle, witty book. In this simple, playful celebration of diversity, Parr doesn't need to hammer readers over the head with his message.

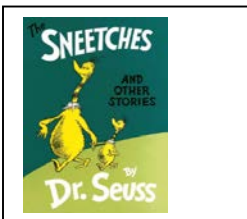
<http://www.tolerance.org/supplement/its-okay-feel-different-primary-grades-k-2>



Billy the Baaadly Behaving Bully Goat by Staci Schwartz

This gives a look around bullying from the bully, the target, and the bystanders. The solution to bullying is respect for all and empathy.

Sneetches by Dr. Seuss



This collection of four of Dr. Seuss's most winning stories begins with that unforgettable tale of the unfortunate Sneetches, bamboozled by one Sylvester McMonkey McBean ("the Fix-it-up Chappie"), who teaches them that pointless prejudice can be costly.

<http://www.tolerance.org/lesson/anti-racism-activity-sneetches>

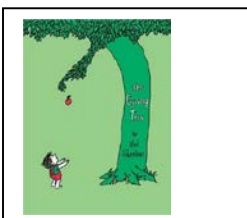
Stellaluna by Janell Cannon



Knocked from her mother's safe embrace by an attacking owl, Stellaluna lands headfirst in a bird's nest. This adorable baby fruit bat's world is literally turned upside down when she is adopted by the occupants of the nest and adapts to their peculiar bird habits. Two pages of notes at the end of the story provide factual information about bats.

http://www.storylineonline.net/activityguides/storyline_stellaluna.pdf

The Giving Tree by Shel Silverstein

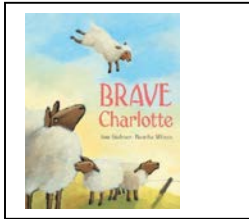


So begins a story of unforgettable perception, beautifully written and illustrated by the gifted and versatile Shel Silverstein. Every day the boy would come to the tree to eat her apples, swing from her branches, or slide down her trunk...and the tree was happy. But as the boy grew older he began to want more from the tree, and the

tree gave and gave and gave. This is a tender story, touched with sadness, aglow with consolation. Shel Silverstein has created a moving parable for readers of all ages that offers an affecting interpretation of the gift of giving and a serene acceptance of another's capacity to love in return.

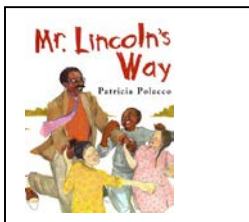
<http://literature-in-the-curriculum.wikispaces.com/The+Giving+Tree>

Brave Charlotte by Anu Stohner & Henrike Wilson



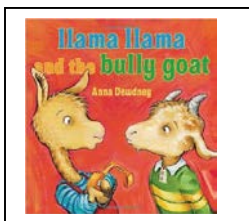
Charlotte is different from all the other sheep. She likes to explore the world around her, climbing up trees and wandering near the dangerous road while the wary old sheep “tsk, tsk.” But when danger strikes, only Charlotte is brave enough to go for help and save the day. This beautifully illustrated tale speaks to all shy little sheep who stand out from the crowd and aren’t afraid to follow their dreams.

Mr. Lincoln’s Way by Patricia Polacco



Mr. Lincoln is the coolest principal ever! He knows how to do everything, from jumping rope to leading nature walks. Everyone loves him . . . except for Eugene Esterhouse. "Mean Gene" hates everyone who's different. He's a bully, a bad student, and he calls people awful, racist names. But Mr. Lincoln knows that Eugene isn't really bad—he's just repeating things he's heard at home. Can the principal find a way to get through to "Mean Gene" and show him that the differences between people are what make them special?

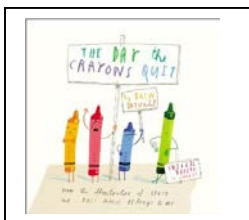
Llama Llama and the Bully Goat by Anna Dewdney



Llama Llama is learning lots of new things at school and making many friends. But when Gilroy Goat starts teasing him and some of their classmates, Llama Llama isn't sure what to do. And then he remembers what his teacher told him—walk away and tell someone. It works! But then Llama Llama feels badly. Can he and Gilroy try to be friends again?

http://www.llamallamabook.com/pledge_to_play_nice.php

The Day the Crayons Quit by Drew Daywalt

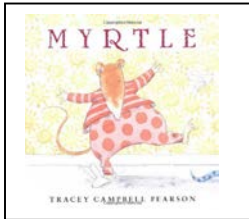


Poor Duncan just wants to color. But when he opens his box of crayons, he finds only letters, all saying the same thing: His crayons have had enough! They quit! Beige Crayon is tired of playing second fiddle to Brown Crayon. Black wants to be used for more than just outlining. Blue needs a break from coloring all those bodies of water. And Orange and Yellow are no longer speaking—

each believes he is the true color of the sun. What can Duncan possibly do to appease all of the crayons and get them back to doing what they do best?

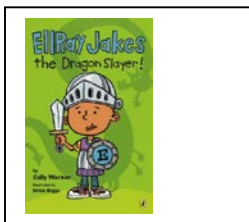
http://www.penguin.ca/nf/Book/BookDisplay/0,,9780399255373,00.html?strSrchSql=the+day+the+crayons+quit/THE_DAY_THE_CRAYONS_QUIT_Drew_Daywalt

Myrtle by Tracey Campbell Pearson



Myrtle is happy. Her mom loves her. Her dad loves her. Her baby brother loves her. She has a good life -- until Frances moves next door. Frances does not love Myrtle, and she makes it her mission to keep Myrtle miserable. She makes mean signs, sings mean songs, and says mean things. It comes to the point when Myrtle is afraid to play outside. Then Aunt Tizzy comes to visit, fresh from an African safari, and she has some very good pointers to share with Myrtle, learned from keeping the lions at bay.

EllRay Jakes the Dragon Slayer! by Sally Warner



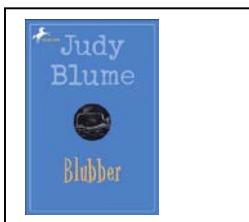
EllRay Jakes may be the smallest kid in his class at Oak Glen Primary School, but he's also his sister Alfie's big brother. So when it looks like Alfie is being bossed around by a dragon-like girl at her school, EllRay feels responsible. As her older (and wiser!) brother, shouldn't he show her that she should stand up for herself? But little sisters and four year old dragons are a bit more complicated than he thought. . . .

Runt by Nora Raleigh Baskin

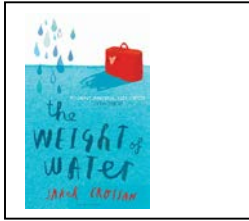


Elizabeth Moon grew up around dogs. Her mom runs a boarding kennel out of their home, so she's seen how dogs behave to determine pack order. Her experience in middle school is uncomfortably similar. Maggie hates how Elizabeth acts so much better than everyone else. Besides, she's always covered in dog hair. And she smells. So Maggie creates a fake profile on a popular social networking site to teach Elizabeth a lesson.

Blubber by Judy Blume



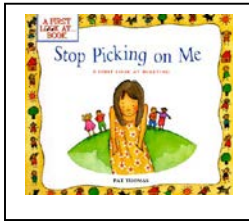
Blubber is a good name for her, the note from Wendy says about Linda. Jill crumples it up and leaves it on the corner of her desk. She doesn't want to think about Linda or her dumb report on the whale just now. Jill wants to think about Halloween. But Robby grabs the note, and before Linda stops talking it has gone halfway around the room. That's where it all starts. There's something about Linda that makes a lot of kids in her fifth-grade class want to see how far they can go -- but nobody, least of all Jill, expects the fun to end where it does.



The Weight of Water by Sarah Crossan

Carrying just a suitcase and an old laundry bag filled with clothes, Kasienka and her mother are immigrating to England from Poland. Kasienka isn't the happiest girl in the world. At home, her mother is suffering from a broken heart as she searches for Kasienka's father. And at school, Kasienka is having trouble being the new girl and making friends. The only time she feels comforted is when she's swimming at the pool. But she can't quite shake the feeling that she's sinking. Until a new boy swims into her life, and she learns that there might be more than one way to stay afloat.

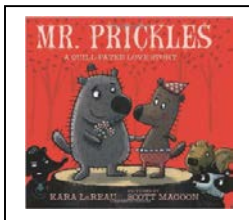
Stop Picking on Me by Pat Thomas



Barron's A First Look At books explore the dynamics in relationships among children of preschool through early school age, and encourage kids to understand personal and social problems as a first step toward solving them. Written by an experienced psychotherapist and counselor, these books promote positive interaction among children, parents, and teachers. This approachable picture book explores the difficult issue of bullying among children. It helps kids accept the normal fears and worries that accompany bullying, and suggests ways to resolve this upsetting experience.

http://www.csus.edu/cbm/Bullying%20Awareness%20Lesson%20Plan%20K_3.pdf

Mr. Prickles by Kara LaReau



Mr. Prickles was not a particularly friendly fellow. He was tough to get close to . . . because he was a porcupine.

“You're not cute like us,” said Raccoon.

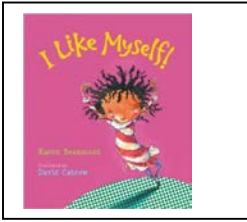
“Or cuddly like us,” said Chipmunk.

“Or playful like us,” said Skunk.

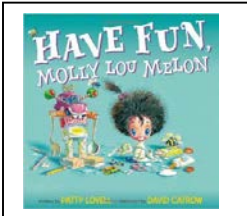
“I am,” said Mr. Prickles. “On the inside.”

Poor Mr. Prickles was very lonely-until the day he met Miss Pointypants. Could she be the perfect prickly companion for moonlit strolls and midnight feasts? Was love in the air for even the sharpest of sorts?

I Like Myself by Karen Beaumont



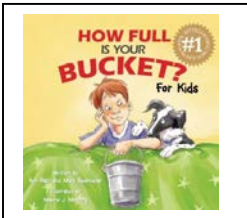
High on energy and imagination, this ode to self-esteem encourages kids to appreciate everything about themselves--inside and out. Messy hair? Beaver breath? So what! Here's a little girl who knows what really matters.



Have Fun, Molly Lou Melon by Patty Lovell

Molly Lou Melon's grandma taught her to be happy with herself no matter what, but that's not all she learned. Molly Lou heard all about how her grandma didn't have fancy store-bought toys when she was little. She made dolls out of twigs and flowers and created her own fun in her backyard. So Molly Lou does just that, proving that the best thing to play with is a huge imagination!

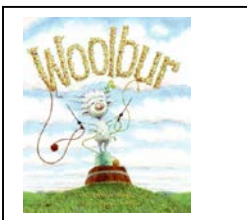
How Full is Your Bucket For Kids by Tom Rath & Mary Reckmeyer



Through the story of a little boy named Felix, this charming book explains to children how being kind not only helps others, it helps them, too. As he goes about his day, Felix interacts with different people — his sister Anna, his grandfather, other family and friends. Some people are happy, but others are grumpy or sad. Using the metaphor of a bucket and dipper, Felix' grandfather explains why the happy people make Felix feel good, while the others leave him feeling bad — and how Felix himself is affecting others, whether he means to or not. This beautifully illustrated adaptation takes the original book's powerful message — that the way we relate to others has a profound effect on every aspect of our lives — and tailors it to a child's unique needs and level of understanding.

<http://www.bucketfillers101.com/>

Woolbur by Leslie Helakoski



Woolbur's list of Do's and Don'ts:
DO express yourself creatively...
DON'T worry if you weave your forelock into a pot holder!
DO march to your own beat...
DON'T worry when Maa and Paa tell you to stay with the herd!
DO be bold and brave...
DON'T be afraid to BE YOURSELF!

Woolbur is not like other sheep. He hangs out with wild dogs, cards his own wool to avoid the shearing barn, and even dyes his wool blue. "Don't worry!" says Grandpaa when Maa and Paa fret that Woolbur is different. But when they tell their son to follow

the flock, the opposite happens—the flock follows him! Soon everyone is copying his wild hairstyles and taking turns on the spinning wheel. Leave it to Woolbur to find a new way to step ahead of the herd. Spunky, funky, and refreshingly distinct, Woolbur will strike a chord with anyone who's ever felt different. And that's all of us!

http://www.nisdtx.org/cms/lib/TX21000351/Centricity/Domain/1883/Nov.Woolbur_BO M.pdf

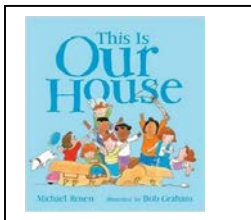
Is It Because.....? by Tony Ross



Author and illustrator Tony Ross skillfully navigates the problem of bullying in this humorously illustrated book. He presents an even-handed story that succeeds in engaging sympathy for both the bully's victim and the bully himself. In a simply-told rhyming tale, a little boy asks his pet dog why a bully is picking on him. "... is it because he's got silly names? Is it because he's no good at games?"

After asking many more "is it because" questions, the little boy finally concludes, ". . . perhaps it's because he'd rather be me!" Here is food for thought, told in a style that will appeal to younger boys and girls.

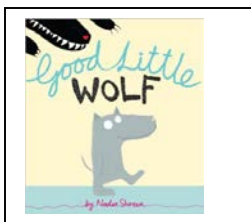
This Is Our House by Michael Rosen



George has a house made from a big cardboard box, and he says that no one else at the playground can come in. Not Lindy, because George's house "isn't for girls," nor Freddie, because it "isn't for small people." Sophie can't come in because, George says, "This house isn't for people with glasses." But when George leaves his house for a moment, everyone piles in, and on his return, George gets a taste of his own medicine. Aided by Bob Graham's striking

illustrations of an urban playground, Michael Rosen tells the tale of a little boy who makes a big discovery — that letting everyone into his playhouse is a lot more fun than keeping them out.

Good Little Wolf by Nadia Shireen

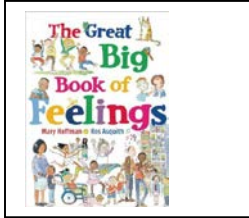


Rolf, a small, gentle wolf, lives with Mrs. Boggins, who tells him he is a good little wolf. But when he meets up with a large, ferocious wolf, he is told that he isn't a real wolf. Wolves aren't little and good—they are big and bad. To prove he is a real wolf, the old wolf tells Rolf he must perform certain tasks, such as blowing down a little pig's house. Rolf is a total failure . . . until the big bad wolf urges him to do something unspeakable to old Mrs.

Boggins. Then the good little wolf proves that he can stand up to the big bad bully. Or so

it seems. More mature readers may find a different ending that could lead to a great discussion!

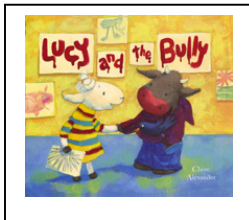
The Great Big Book of Feelings by Mary Hoffman



The book opens with the question: "How are you feeling today?" And this leads on to a spread by spread presentation of a wide range of feelings, taken from the following:

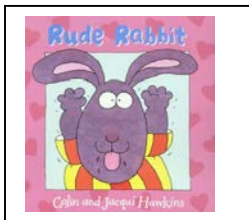
* Happy * Sad * Excited * Bored * Interested * Embarrassed * Lonely * In need of solitude * Looking forward to something * Confused * Hurt * Scared * Relieved * Angry * Calm * Shy * Confident * Jealous * Worried * Amazed/Surprised * Lucky * Cheerful * Playful

Lucy and the Bully by Claire Alexander



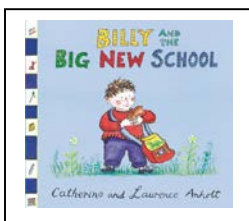
Lucy is good at drawing and making things at school. But there's a bully at school, and he's very mean to Lucy. She can't tell anyone the bully rips her books and breaks her things, because he told her not to--or else! What can Lucy do?

Rude Rabbit by Jacqui Hawkins



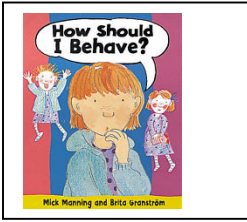
Rude Rabbit shouts at people, nicks their sweets without saying "please" or "thank you" and generally rubs people up the wrong way. Then one day he meets Honey Bunny and it's love at first sight. "Gimme a kiss!" he shouts. But Honey Bunny is not interested in such impolite overtures and just sticks her pretty pink nose in the air and walks off. Daft Dog suggests that a visit to the library might help Rude Rabbit improve his manners and help him make himself some friends. Rude Rabbit is converted and decides that everyone should have good manners -- "And I'm just the rabbit to show them!"

Billy and the Big New School by Catherine Anholt



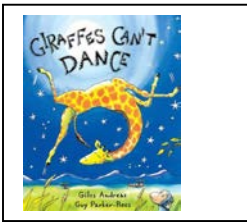
Laurence Anholt's text gently acknowledges the fear of "leaving the nest" for the first time, while Catherine Anholt's detailed and charming full color illustrations provide a reassuring look at the first day of school.

How Should I Behave? by Mick Manning



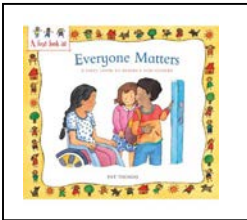
Taking a friendly and practical look at manners and the appropriate way to react and conduct yourself in a particular situation, this title examines a range of scenarios. It covers the simple effectiveness of please and thank you and mealtime manners, to the rather more scary situations of how to deal with bullies and stranger danger.

Giraffes Can't Dance by Giles Andreae



Giraffes Can't Dance is a touching tale of Gerald the giraffe, who wants nothing more than to dance. With crooked knees and thin legs, it's harder for a giraffe than you would think. Gerald is finally able to dance to his own tune when he gets some encouraging words from an unlikely friend.

Everyone Matters: A First Look at Respect for Others by Pat Thomas



Children learn that having respect means treating everyone fairly. But there are some types of respect that each person must earn for themselves--by keeping promises, by being honest in what they say and do, and being polite and respectful to others. Most important of all, boys and girls learn that people who are different deserve just as much respect as close friends.



The Grouchy Ladybug by Eric Carle

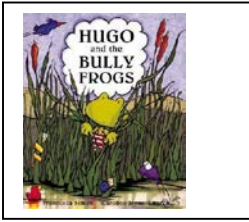
A bad-tempered braggart becomes a nicer, happier, better-behaved bug. This "visual delight ... can readily be used to discuss manners and social behavior.

Manfred the Baddie by John Fardell



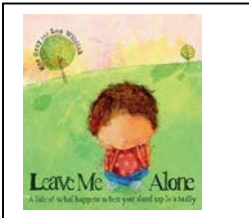
Manfred the Baddie is the baddest baddie of all. He kidnaps brilliant inventors and forces them to build him diabolical crime machines. He is so terrible, he is even nasty to his own henchmen! But the day comes when he realizes he is so bad that nobody likes him. Can Manfred change his ways? Shortlisted for the Roald Dahl Funny Prize, this book's inventive story and richly detailed artwork combine to make a funny, fast-paced tale that goodies and baddies will want to read again and again.

Hugo and the Bully Frogs by Francesca Simon



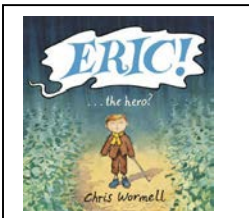
Poor Hugo! What can one small frog--with a squeaky little croak--do against a big, bad gang of bullies? Every animal has a suggestion about how he can defend himself, but Hugo is just too timid to do anything. Then bossy Duck comes by with an answer--and the next time the Bullyfrogs appear, they meet quite a different Hugo. Every child who has ever had to put up with a bully will take heart from this clever and reassuring tale.

Leave Me Alone by Kes Gray

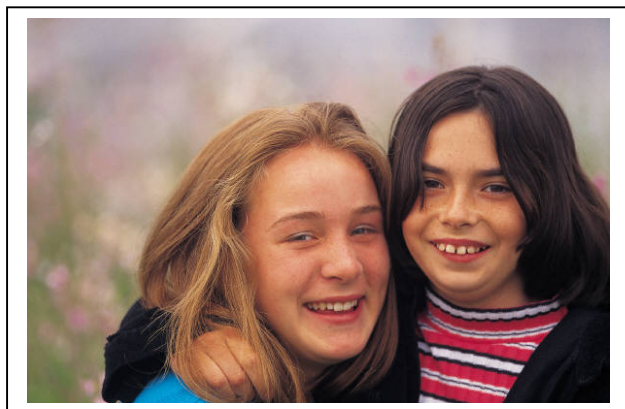


In this sensitively told story, a little boy is feeling sad because every day he has to face a bully. But the little boy also has friends. A frog, a cat, a rabbit, a cow, and other animal friends insist on helping him, even after he tells them: "There's nothing you can do for me/ there's nothing you can say." Fortunately, he is mistaken, because the next time the bully approaches, they all join with him and shout, "LEAVE HIM ALONE!" And it works! The bully turns around and goes away. Author Kes Gray's gently clever use of rhyming verse gives a difficult subject a wonderfully light touch.

Eric! The Hero? by Christopher Wormell



Eric is a little boy who sometimes gets things wrong. But Eric learns that while you can't be good at everything, sometimes it takes a little time to find out what you are good at. And when a huge monster stomps down the mountain to Eric's village, Eric just might have his chance to shine. For all children who know they are heroes, Chris Wormell has created a wonderful character in courageous Eric—the boy with a hero inside him, who surprises everyone by saving the day.



The following worksheets are ones that will help you determine if a student is being bullied or is at risk of being bullied. These are used as just a guide, they do not determine if a student in fact is being bullied. These would be great to do when you feel like there is a lot of conflicts between students. It will help you look at a student more specifically whether they are becoming introverted or acting out.



WARNING SIGNS

The following behaviors may indicate that a student is being bullied or is at risk of being bullied. For any student you're concerned about, check all that apply.

When any of these behaviors are evident and persistent over time, you should definitely investigate. There's no magic number of warning signs that indicate a student is definitely being victimized—but it's better to be wrong than to allow a student to suffer.

Some of these characteristics are obviously more serious than others. A child who talks about suicide or carries a weapon to school, for example, needs immediate help. Don't wait for the child to come to you (this may never happen). Following the guidelines established by your school or district, contact a professional who is specially trained in dealing with high-risk behaviors.

Today's date: _____

Student's name: _____

SCHOOL AND SCHOOL WORK

- ___ 1. Sudden change in school attendance/academic performance
- ___ 2. Erratic attendance
- ___ 3. Loss of interest in school work/academic performance/homework
- ___ 4. Decline in quality of school work/academic performance*
- ___ 5. Academic success; appears to be the teacher's pet*
- ___ 6. Difficulty concentrating in class, easily distracted
- ___ 7. Goes to recess late and comes back early
- ___ 8. Has a learning disability or difference
- ___ 9. Lack of interest in school-sponsored activities/events
- ___ 10. Drops out of school-sponsored activities he or she enjoys

SOCIAL

- ___ 1. Lonely, withdrawn, isolated
- ___ 2. Poor or no social/interpersonal skills
- ___ 3. No friends or fewer friends than other students, unpopular, often/always picked last for groups or teams
- ___ 4. Lacks a sense of humor, uses inappropriate humor
- ___ 5. Often made fun of, laughed at, picked on, teased, put down, and/or called names by other students, doesn't stand up for himself or herself
- ___ 6. Often pushed around, kicked, and/or hit by other students, doesn't defend himself or herself
- ___ 7. Uses "victim" body language—hunches shoulders, hangs head, won't look people in the eye, backs off from others

* True, #4 and #5 are opposites. They are also *extremes*. Watch for any extremes or sudden changes; these can be signs that something stressful is happening in a student's life.

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WARNING SIGNS (continued)

- 8. Has a noticeable difference that sets him or her apart from peers
- 9. Comes from a racial, cultural, ethnic, and/or religious background that puts him or her in the minority
- 10. Prefers the company of adults during lunch and other free times
- 11. Teases, pesters, and irritates others, eggs them on, doesn't know when to stop
- 12. Suddenly starts bullying other students

PHYSICAL

- 1. Frequent illness*
- 2. Frequent complaints of headache, stomachache, pains, etc.*
- 4. Scratches, bruises, damage to clothes or belongings, etc. that don't have obvious explanations
- 4. Sudden stammer or stutter
- 5. Has a physical disability
- 6. Has a physical difference that sets him/her apart from peers—wears glasses, is overweight/underweight, taller/shorter than peers, "talks funny," "looks funny," "walks funny," etc.
- 7. Change in eating patterns, sudden loss of appetite
- 8. Clumsy, uncoordinated, poor at sports
- 9. Smaller than peers
- 10. Physically weaker than peers

EMOTIONAL/BEHAVIORAL

- 1. Sudden change in mood or behavior
- 2. Passive, timid, quiet, shy, sullen, withdrawn
- 3. Low or no self-confidence/self-esteem
- 4. Low or no assertiveness skills
- 5. Overly sensitive, cautious, clingy
- 6. Nervous, anxious, worried, fearful, insecure
- 7. Cries easily and/or often, becomes emotionally distraught, has extreme mood swings
- 8. Irritable, disruptive, aggressive, quick-tempered, fights back (but always loses)
- 9. Blames himself or herself for problems/difficulties
- 10. Overly concerned about personal safety; spends a lot of time and effort thinking/worrying about getting safely to and from lunch, the bathroom, lockers, through recess, etc.; avoids certain places at school
- 11. Talks about running away
- 12. Talks about suicide

* A school nurse can determine if these physical symptoms might have other causes. A nurse can also gently question a child to learn if he/she is being bullied.

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WARNING SIGNS

The following behaviors and traits may indicate that a student is bullying others or, if bullying isn't yet evident or hasn't been reported, has the potential to become a bully. For any student you're concerned about, check all that apply.

Today's date: _____

Student's name: _____

- ___ 1. Enjoys feeling powerful and in control.
- ___ 2. Seeks to dominate and/or manipulate peers.
- ___ 3. May be popular with other students, who envy his or her power.
- ___ 4. Is physically larger and stronger than his or her peers.
- ___ 5. Is impulsive.
- ___ 6. Loves to win at everything; hates to lose at anything. Is both a poor winner (boastful, arrogant) and a poor loser.
- ___ 7. Seems to derive satisfaction or pleasure from others' fear, discomfort, or pain.
- ___ 8. Seems overly concerned with others "disrespecting" him or her; equates "respect" with fear.
- ___ 9. Seems to have little or no empathy for others.
- ___ 10. Seems to have little or no compassion for others.
- ___ 11. Seems unable or unwilling to see things from another person's perspective or "walk in someone else's shoes."
- ___ 12. Seems willing to use and abuse other people to get what he or she wants.
- ___ 13. Defends his or her negative actions by insisting that others "deserved it," "asked for it," or "provoked" him or her; a conflict is always someone else's "fault."
- ___ 14. Is good at hiding negative behaviors or doing them where adults can't notice.
- ___ 15. Gets excited when conflicts arise between others.
- ___ 16. Stays cool during conflicts in which he or she is directly involved.

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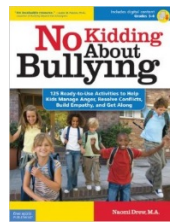
WARNING SIGNS (continued)

- ___ 17. Exhibits little or no emotion (flat affect) when talking about his or her part in a conflict.
- ___ 18. Blames other people for his or her problems.
- ___ 19. Refuses to accept responsibility for his or her negative behaviors.
- ___ 20. Shows little or no remorse for his or her negative behaviors.
- ___ 21. Lies in an attempt to stay out of trouble.
- ___ 22. Expects to be "misunderstood," "disrespected," and picked on; attacks before he or she can be attacked.
- ___ 23. Interprets ambiguous or innocent acts as purposeful and hostile; uses these as excuses to strike out at others verbally or physically.
- ___ 24. "Tests" your authority by committing minor infractions, then waits to see what you'll do about it.
- ___ 25. Disregards or breaks school and/or class rules.
- ___ 26. Is generally defiant or oppositional toward adults.
- ___ 27. Seeks/craves attention; seems just as satisfied with negative attention as positive attention.
- ___ 28. Attracts more than the usual amount of negative attention from others; is yelled at or disciplined more often than other students.
- ___ 29. Is street-smart.
- ___ 30. Has a strong sense of self-esteem. *Tip:* This is contrary to the prevailing myth that bullies have low self-esteem. In fact, there's little evidence to support the belief that bullies victimize others because they feel bad about themselves.
- ___ 31. Seems mainly concerned with his or her own pleasure and well-being.
- ___ 32. Seems antisocial or lacks social skills.
- ___ 33. Has difficulty fitting into groups.
- ___ 34. Has a close network of a few friends (actually "henchmen" or "lieutenants"), who follow along with whatever he or she wants to do.
- ___ 35. May have problems at school or at home; lacks coping skills.

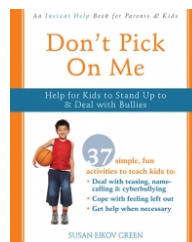
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The following activities are ones that will help you teach children WHAT bullying looks like. You can use them in a whole or small group. The source has been sited underneath the activity. I highly recommend getting the following books for you to use in your classroom as a resource. I would have pulled more activities from them to put in my handbook if copyright allowed so I only included samples.



No Kidding About Bullying: 125 Ready-to-Use Activities to Help Kids Manage Anger, Resolve Conflicts, Build Empathy, and Get Along by Naomi Drew



Don't Pick on Me: Help for Kids to Stand Up and Deal with Bullies by Susan Green



TRUE OR FALSE?

1. Bullying is just teasing. T F
2. Some people deserve to be bullied. T F
3. Only boys are bullies. T F
4. People who complain about bullies are babies. T F
5. Bullying is a normal part of growing up. T F
6. Bullies will go away if you ignore them. T F
7. All bullies have low self-esteem.
That's why they pick on other people. T F
8. It's tattling to tell an adult when you're being bullied. T F
9. The best way to deal with a bully
is by fighting or trying to get even. T F
10. People who are bullied might hurt for a while,
but they'll get over it. T F

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This is the answer sheet to the previous worksheet.



Answers to TRUE OR FALSE?

- 1. Bullying is just teasing. FALSE**
Bullying is much more than teasing. While many bullies tease, others use violence, intimidation, and other tactics. Sometimes teasing can be fun; bullying *always* hurts.
- 2. Some people deserve to be bullied. FALSE**
No one ever deserves to be bullied. No one “asks for it.” Most bullies tease people who are “different” in some way. Being different is not a reason to be bullied.
- 3. Only boys are bullies. FALSE**
It seems that *most* bullies are boys, but girls can be bullies, too.
- 4. People who complain about bullies are babies. FALSE**
People who complain about bullies are standing up for their right not to be bullied. They’re more grown-up than the bullies are.
- 5. Bullying is a normal part of growing up. FALSE**
Getting teased, picked on, pushed around, threatened, harassed, insulted, hurt, and abused is *not* normal. Plus if you *think* it’s normal, you’re less likely to say or do anything about it, which gives bullies the green light to keep bullying.
- 6. Bullies will go away if you ignore them. TRUE and FALSE**
Some bullies might go away. But others will get angry and keep bullying until they get a reaction. That’s what they want.
- 7. All bullies have low self-esteem. That’s why they pick on other people. FALSE**
Some bullies have *high* self-esteem. They feel good about themselves, and picking on other people makes them feel even better. Most of the time, bullying isn’t about high or low self-esteem. It’s about having power over other people.
- 8. It’s tattling to tell an adult when you’re being bullied. FALSE**
It’s smart to tell an adult who can help you do something about the bullying. It’s also smart to tell an adult if you see someone else being bullied.
- 9. The best way to deal with a bully is by fighting or trying to get even. FALSE**
If you fight with a bully, you might get hurt (and hurt someone else). Plus you might get into trouble for fighting. If you try to get even, you’re acting the same as the bully. And the bully might come after you again to get even with *you*. Either way only makes things worse.
- 10. People who are bullied might hurt for a while, but they’ll get over it. FALSE**
Bullying hurts for a long time. Some kids have dropped out of school because of bullying. Some became so sad, desperate, afraid, and hopeless that they committed suicide. Many adults can remember times when they were bullied as children. People don’t “get over” being bullied.

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BULLYING SURVEY

Read each question and answer it as honestly as you can.
Keep this definition in mind when answering the questions:

**BULLYING IS WHEN A STRONGER, MORE POWERFUL PERSON
HURTS OR FRIGHTENS A SMALLER OR WEAKER PERSON DELIBERATELY
(ON PURPOSE) AND REPEATEDLY (AGAIN AND AGAIN).**

Today's date: _____

Your name (if you want to give it): _____

Check this box if you're a boy Check this box if you're a girl

1. Is anyone mean to you when you're in our classroom? yes no
If *yes*, what do they do to you? _____

How often does this happen? (Once a day? Twice a day? Several times a day? Once a week? Once a month?) Your answer: _____

2. Is anyone mean to you at recess? yes no
If *yes*, what do they do to you? _____

How often? _____

3. Is anyone mean to you at lunch? yes no
If *yes*, what do they do to you? _____

How often? _____

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BULLYING SURVEY (continued)

4. Is anyone mean to you in the bathroom? yes no
If *yes*, what do they do to you? _____

How often? _____

5. Is anyone mean to you in the halls? yes no
If *yes*, what do they do to you? _____

How often? _____

6. Without naming the bully (or bullies), describe him or her by checking statements in this list:

The bully is . . .

- | | | |
|---|--|--|
| <input type="checkbox"/> about my age | <input type="checkbox"/> younger than me | <input type="checkbox"/> a girl |
| <input type="checkbox"/> older than me | <input type="checkbox"/> a boy | <input type="checkbox"/> a whole group |
| <input type="checkbox"/> what else? _____ | | |

7. Have you ever told anyone at school that you're being bullied? yes no
If *no*, why don't you tell someone? _____

If *yes*, who did you tell? _____

What did the person do to help you? _____

After you told, did the bullying stop? yes no

After you told, did the bullying get worse? yes no

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The following activities will help students with dealing with a bully. These activities will help you discuss these tough topics with your kids in the classroom. The following activities will teach kids to be assertive and stand up to bullies.



5 STEPS TO AN "I MESSAGE"

1. Always start with "I," not "You." "I" puts the focus on your feelings, wants, and needs. "You" puts the other person on the defensive.

"I _____"

2. Clearly and simply say HOW you feel.

"I feel _____"

Example: "I feel angry"

"I'm _____"

Example: "I'm upset"

3. Clearly and simply say WHAT the other person did (or is doing) that made you feel that way.

"I feel _____ when you _____"

Example: "I feel angry when you call me names"

"I'm _____ because you _____"

Example: "I'm upset because you tripped me"

4. Clearly and simply say WHY you feel the way you do.

"I feel _____ when you _____
because _____"

Example: "I feel angry when you call me names
because I have a real name."

"I'm _____ because you _____
and _____"

Example: "I'm upset because you tripped me
and I dropped my books all over
the floor."

5. Clearly and simply say WHAT you want or need the other person to do.

"I want you to _____"

Example: "I feel angry when you call me names
because I have a real name. I want
you to start calling me by my
real name."

"I need you to _____"

Example: "I'm upset because you tripped me
and I dropped my books all over
the floor. I need you to help me pick
up my books."

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Session 97: What to Do If Someone Bullies You

courage • personal responsibility • self-respect • assertiveness

Session 97 provides skills and strategies students can use if they are being bullied. This session is a follow-up to Session 96.

Students will

- understand that the words of someone who bullies them should never be taken personally
- review what they can do if they are bullied
- understand that they don't have to shoulder bullying alone
- reflect on the fact that bystanders can become upstanders who help

Materials

- handouts: "If You're Being Bullied" from Session 96 (page 225) and "The Real Deal About Bullying" from Session 95 (pages 221–222)
- "If You Are Bullied: Do's and Don'ts" chart from Session 95 (see page 219)
- *optional*: student journals

Preparation. Have on hand some extra copies of the handouts so students who forgot to bring theirs or were absent during Session 95 or 96 will have personal copies.

Introduction and Discussion. Have students bring their "If You're Being Bullied" handouts to the circle. Ask: **What questions came up for you as you read through this?** Respond to questions and comments kids had about what they read.

Remind students that if they've ever been bullied, they're not alone. At least 50 percent of kids in all age groups are bullied.* Consider sharing your own story if you've ever been bullied, too. Doing so will help kids who've been bullied feel less alone and safer about opening up.

If anyone reveals having been bullied, allow time for discussion. Refer to both handouts and to the chart. Say: **If you're being bullied it's really important to remember that you have worth and value just as you are, no matter what the other person says or does.** Discuss.

Say: **Let's take another look at the story from a real student you heard in the last session. I'm going to be asking several of you to play the roles of the kids in this story. Then we're going to think about what the boy who was being bullied might have done to help himself.** Read the story aloud to your class:

"There is a boy at school who gets bullied all the time. It started last year and still goes on. Everyone I know, except me and my best friends, tease him. I

feel so bad for him. I think he should learn better comebacks.

"Last year I was hoping they'd forget about him over the summer, but right after summer break was over, they kept bullying him. I wish it could stop, but it doesn't. I feel so bad for him."

Ask for a volunteer to play the role of the boy who was being bullied. Have two groups play the roles of the kids who bullied and the bystanders. Afterward, ask students: **What assertive comeback could this boy use to be an upstander for himself? ("I don't deserve to be treated this way." "I'm not listening to you anymore.")** Have the boy choose a comeback and speak up assertively. Then ask the class: **What other things could he do to deal with the bullying?** Discuss students' ideas, focusing on the "Do's and Don'ts."

Note: Sessions 107, Bullied on the Playground, and 109, Physically Bullied by a Group, address physical bullying in more depth and include a handout, "Keep Yourself Safe from Physical Harm." See page 250.

Ask the bystanders to face the class next, and ask: **What could these students have done to help instead of remaining silent?** Finally, ask the kids who bullied to face the class. Have the class suggest what these students should or could have done differently, especially those in the group who had guilty feelings about contributing to the bullying. Discuss, addressing students' fears about speaking out and their concerns about not going along with the crowd.

Wrap-up. Stress that in all three roles—the person who's bullied, the bystanders, or the student or students who are bullying—there are positive choices everyone can make. Reiterate that students who are being bullied do not ever deserve to be bullied.

Follow-up. Have students review with a trusted friend or family member things they can do to help themselves if they are ever bullied, and what might stand in the way of advocating for themselves. Suggest that they write about this in their journals, too.

"What If?" Questions About Getting Help from Adults

Students are likely to have concerns about telling an adult about bullying. Here are some questions they may ask and responses you can give:

"What if someone hurts me and they threaten to do it again if I tell?" Tell students: People threaten because they're afraid of getting in trouble. If someone threatens your physical or emotional safety in any way, don't remain silent. Talk to a trusted adult as quickly as you can.

"What if they tell me they're going to wait for me off the school grounds?" Tell students: This is all the more reason to talk to an adult, like the teacher or guidance counselor. The school has rules that are meant to protect you in school and on the way home. If you remain silent, you put yourself at greater risk.

"What if telling makes it worse?" Tell students: If this happens, it's time for a family grown-up (a parent or guardian) to meet with the principal. Adults at school and at home have an

obligation to keep you safe. Don't let yourself be defeated by someone else's cruelty.

"What if it's someone from my group of friends who is threatening me? I feel like I need to be loyal." Tell students to think about this: If your best friend was being threatened, what advice would you give? Wouldn't you want to make sure your best friend was safe? So if the same thing is happening to you, you need to treat yourself like you would a good friend. Another thing to think about: If someone in your group is threatening or hurting you, do you really want to be loyal to this person?

"What if I'm too scared to tell anyone?" Tell students: By going to an adult, you can help yourself stop feeling scared. Plus, if you get help, you may help other kids find the courage to get help, too. One thing you might do is talk to an adult about how you can deal with the person who's picking on you. You can decide what to say and role-play it first for practice. If this assertive approach doesn't work, the adult can talk to the person who's bullying you.

Session 98: Help Yourself Deal with Bullying

personal responsibility • courage • compassion • assertiveness

Session 98 gives students strategies for dealing with people who bully them and for building confidence and assertiveness.

Note: Prior to conducting this session, it would be helpful to review Sessions 85 and 86, which focus on assertive comebacks students can use when dealing with mean words and put-downs.

Students will

- reflect on things they can do to prevent themselves from being bullied
- know what to do to deflect bullying if it should happen (or is happening) to them
- be empowered to be their own advocate if bullying takes place

Materials

- chart paper and marker
- handouts: "8 Keys to Making Yourself More Bully-Proof" (page 230)
- "Dignity Stance" chart from Session 68 (see page 162)
- student journals

Preparation. On chart paper, write the title "8 Keys to Making Yourself More Bully-Proof." List these key points from the handout:

1. *Don't believe a word they say.*
2. *Fake it till you make it.*
3. *Claim your dignity.*
4. *Use an assertive comeback.*
5. *Talk to a trusted adult.*
6. *Stick around other kids and adults.*
7. *Build yourself up from the inside out.*
8. *Reprogram your brain.*

Introduction. Pass out the "8 Keys to Making Yourself More Bully-Proof" handout. Let students know that these keys can do two important things: First, they can help students build the confidence and courage to handle bullying. Second, the 8 Keys can also help them send the message that they are not an easy target.

Activity and Discussion. Referring to the chart and the handout, go over the 8 Keys, discussing the following:

1. **Don't believe a word they say.** Ask a volunteer to read aloud this first key. Tell students that one of the biggest problems with bullying is when we believe the things the person says about us. Say: *Anyone who bullies is doing it to have power over another person. Even if the person has picked you to bully, they could just as easily bully someone else. If you're being bullied, it's*

very important to remember that there's nothing wrong with you, no matter what the other person says. Discuss.

If you have conducted Session 47, Peace Shield (page 114), remind students about it and ask how their Peace Shield could help keep out the hurtful words.

2. **Fake it till you make it.** Ask someone to read this key aloud. Ask: *What does it mean to "fake it till you make it"? How can pretending to feel strong and brave help you? Help students understand that even if they feel upset, it's critical to act as if they don't when in the presence of kids who are bullying. Make sure students know they can let the feelings out when they get home or privately at school with a trusted person.*
3. **Claim your dignity.** Have a volunteer read this key aloud. Ask what students have learned that can help them do this. Briefly review the Dignity Stance, having everyone stand and go through each step.
4. **Use an assertive comeback.** Invite someone to read this key aloud, and briefly discuss assertive comebacks students might use if they are bullied.
5. **Talk to a trusted adult.** After having a student read this key aloud, ask: *Who are some adults that can help you?* (Examples include a teacher, guidance counselor, principal, parent or guardian, youth leader, and others.) Remind students that talking to a trusted person is critical; emphasize that they have the right to ask for help. The adult can either help solve the problem or find

someone else who is better able to. Acknowledge that even if it's hard to get help, it's important not to stop trying.

If students say, "Asking an adult for help will make the bullying worse," tell them that if it does get worse, they need to go back for more help. Reiterate that bullying is against the law in many states, and against the rules of your school.

Note: Session 50, Getting Help with Anger, is a ten-minute time cruncher that focuses kids on figuring out adults they can go to for help.

- 6. Stick around other kids and adults.** Have a student read this key aloud then ask: **How can this help you bully-proof yourself?** Briefly discuss situations where kids might be alone, and help them strategize ways they could buddy up or stay closer to other people. You might give this example: **Maybe you feel like hanging out by yourself during recess rather than play.** Instead of sitting somewhere alone, see if you can get a friend to join you. If there's no one to do that, sit somewhere within the eyesight of a teacher or an aide.

- 7. Build yourself up from the inside out.** Have a student read this key aloud. Then ask: **What can you do to build your confidence? How can building yourself up inside help you become more bully-proof?** If you conducted Session 92, refer back to the "Zinger Insurance Policy" (page 214) and review it with students.

- 8. Reprogram your brain.** Discuss how visualization—picturing yourself handling a situation in a strong, confident way—can help you become more strong and confident.

Note: Sessions 100 and 101 focus on keys 7 and 8 in more depth and detail.

Wrap-Up. Reiterate that bullying has no place in your school and that you are someone students can come to for help. If they do, let them know things will be handled with confidentiality and care.

Follow-Up. Conduct Session 100, Build Yourself Up from the Inside Out, and Session 101, Reprogram Your Brain.

Activity 4

Look Brave, Act Brave

For You to Know

Bullies like to pick on kids who look and act afraid. If you can put on a brave face and act confident, a bully might just pass you by.

The way you look and act sends out a message to kids who might be thinking about bullying you.

Every day when Brandon gets to school, one of the first kids he sees is Mickey. Mickey is big and loud and scary, and Brandon is afraid of him. So whenever Brandon sees Mickey, he walks with his head down or turned away, and he hopes that Mickey won't notice him. But Mickey does see Brandon, and what he sees is someone he thinks would be easy to pick on.

Brandon doesn't realize that he is sending out a message to Mickey. The message he's sending is: "I'm afraid of you." And for some bullies, that's a signal that says, "I bet this kid is somebody I can pick on."

So what can Brandon do? He can change the way he looks and acts. That doesn't mean that he won't still *be* frightened. It means that he won't *act* frightened. He won't send out the message that says: "I'm someone who would be easy for you to pick on." Instead, he'll send out the message that says, " Don't pick on me."

And that might just stop the bullying before it can start!

Green, S. (2010). Don't pick on me: Help for kids to stand up to and deal with bullies.

Oakland: Instant Help Books.

For You to Do

Did you know that your body has a way of "talking"? It's called body language. Even though it doesn't use any words, your body language says a lot about you.



What do you think the body language of these two kids is saying? Put an X through the one whose body is saying: "I'm afraid." Circle the one whose body is saying: "Don't pick on me."

When you look down, frown, slouch, and fidget, your body is saying: "I'm afraid of you."

When you make eye contact, smile, and stand tall and still, your body is saying: "I'm brave, not afraid."

Remember, that doesn't mean you don't feel afraid. It means that you don't look afraid. And that can do a lot to keep a bully away from you.

So try it out. Stand in front of a mirror or practice with someone else. Stand straight. Don't fidget. Put on a smile. And look the person you're facing right in the eye.

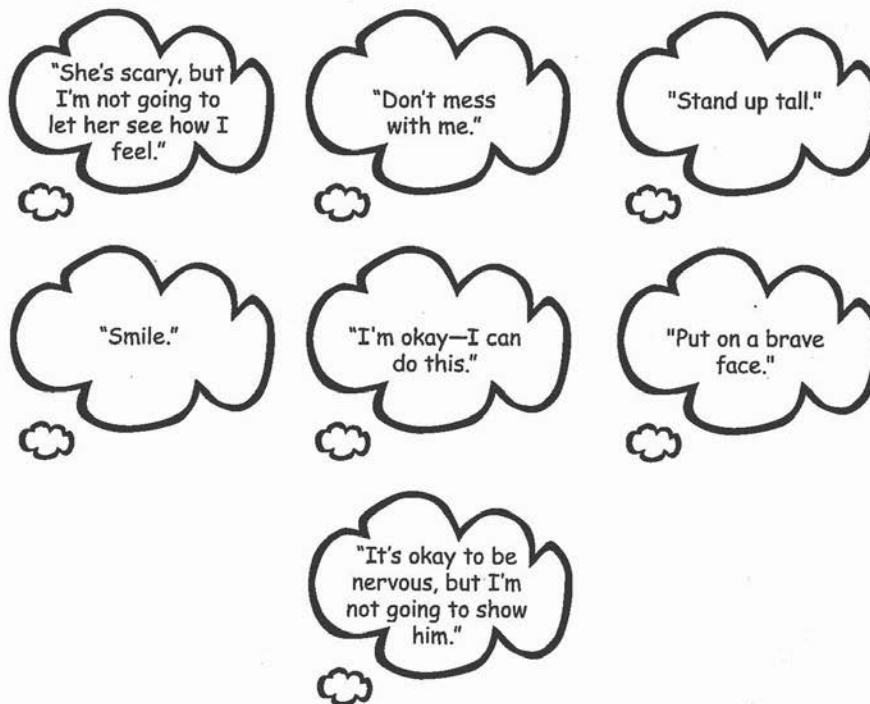
Green, S. (2010). Don't pick on me: Help for kids to stand up to and deal with bullies.

Oakland: Instant Help Books.

... And More to Do

One thing that can help you look brave and act brave is self-talk. Self-talk is just what it sounds like. It is a way of talking to yourself, but in your head, like a quiet conversation between you and your inner voice. You can use self-talk to remind yourself to look and act brave.

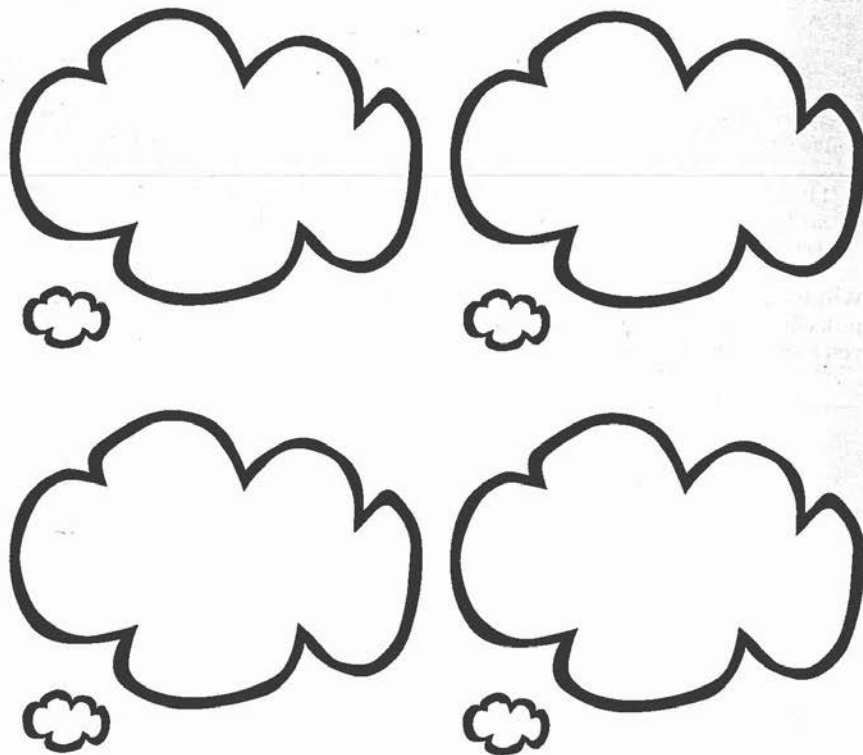
When you get on the bus or walk down the hall or go into your classroom, you can use self-talk. You can do it when you sit in the lunchroom, play in the park, or go into gym class, as well. Wherever you are, you can help yourself with messages like these.



Green, S. (2010). Don't pick on me: Help for kids to stand up to and deal with bullies.

Oakland: Instant Help Books.

Put a check next to the self-talk statements you think might work for you. Write down some other things that you could say to yourself to help you look and act brave. Then practice saying them.



Green, S. (2010). Don't pick on me: Help for kids to stand up to and deal with bullies.

Oakland: Instant Help Books.

Activity 9

Assertive, Aggressive, or Passive

For You to Know

Being assertive is a way of standing up for yourself. When you are assertive, your tone of voice is firm but friendly. Your body language shows you are confident. And your words let a bully know that you aren't someone who will be easy to pick on.

There are three ways that people talk, look, and act. One way is being assertive. Being assertive means that you stand up tall, you look the person you are talking to right in the eye, and you use words that match the message you are trying to send. You show the bully that you are confident. You stand up for your rights without stepping on the rights of others.

Another way is being aggressive. When you're aggressive, you go on the attack, which might make the bully angry. You may end up in a fight.

Sometimes kids who are bullied behave in a third way—they are passive. If you are passive, your body language says you're afraid. You don't speak in a firm, respectful voice; instead, your tone is wishy-washy, and you hint at what you mean but don't come out and say it directly. You don't act and sound like you mean what you're saying, so the bully probably won't take you seriously.

Acting aggressively or passively may just make the bullying worse. Acting assertively lets a bully know that you mean what you say: you want the bullying to stop!

Green, S. (2010). Don't pick on me: Help for kids to stand up to and deal with bullies.

Oakland: Instant Help Books.

For You to Do

Read the story below and decide whether the behavior is aggressive, assertive, or passive. Then tell what you think happened next.

Manny, Timmy, and Gretchen had come to the basketball game early so they could get the best seats. When Reggie came in, he decided that none of the open seats were good enough. He was going to get a better one—whether the kid already sitting there liked it or not!

When Reggie tried to push Manny off of the bench, Manny looked him right in the eye and said, "Please don't push me. I'm sitting here." Manny is being:

aggressive assertive passive

What do you think happened next?

When Reggie tried to push Timmy off the bench, Timmy looked down at his feet and said "Oh ... um ... I ... um ... really wanted to sit here." Timmy is being:

aggressive assertive passive

What do you think happened next?

When Reggie tried to push Gretchen off the bench, Gretchen pushed him back and said, "Hey, who do you think you're pushing!" Gretchen is being:

aggressive assertive passive

What do you think happened next?

Green, S. (2010). Don't pick on me: Help for kids to stand up to and deal with bullies.

Oakland: Instant Help Books.

... And More to Do

Read these things that you can say to a bully who is calling you names. Circle the ones that are assertive. Put a line through the ones that are aggressive and an X over the ones that are passive.

Please stop. I don't like when you say that to me.

You're such a jerk to say that.

It bothers me when people act the way you do.

If you say that again, you're going to be sorry!

I don't think that's funny, so please stop.

Get out of my face, big mouth!

Um ... I don't think that's so nice.

Why do people have to call each other names?

Please stop calling me that name.

Cut it out, stupid!

Don't Pick on Me

Green, S. (2010). Don't pick on me: Help for kids to stand up to and deal with bullies.

Oakland: Instant Help Books.

Session 65: Introducing Assertiveness

conflict resolution • compromise • fairness • personal responsibility • assertiveness

Session 65 introduces the concept of assertiveness and helps students see the link between assertiveness and preventing and effectively solving conflicts.

Students will

- understand what it means to be assertive
- recognize the difference between being assertive and being aggressive
- role-play handling a conflict assertively

Materials

- chart paper and marker
- student journals
- handout: "Conflict Solver Interview" (page 156)

Preparation. On chart paper, write the following: "*Assertive—Strong and honest, yet respectful, saying what you need to say with confidence.*"

Introduction. Say: Today we're going to talk about being assertive. Does anyone know what *assertive* means? Discuss briefly.

Say: Here's an example of an assertive person I know: She gets along really well with others and always manages to say what's on her mind in a respectful way when she's in a conflict. Even when people try to argue or start a fight, she keeps a *neutral* facial expression and speaks in a firm but calm voice. She comes across as strong without being mean.

Discussion and Activity. Ask students to describe what a neutral facial expression is. Discuss the importance of keeping a neutral facial expression and tone of voice, along with neutral body language that shows pride without being threatening. Ask for two volunteers to demonstrate neutral and non-neutral facial expressions, tone of voice, and body language.

Ask students: What word describes people who can be strong and honest, stay respectful, and get their point across without bossing or threatening?

Show the definition of *assertive*. Have students copy the definition into their journals. Lead a brief discussion of the difference between being assertive and being aggressive, making sure that students understand *assertive* means speaking our mind with

strength and respect, while *aggressive* means being ready to argue, threaten, or fight. Say: Think of someone you know who is good at solving conflicts. Is the person assertive or aggressive? Discuss.

Ask for two volunteers to role-play the following conflict, or another one students suggest, using the Win/Win Guidelines. Have both role players act assertively, not aggressively:

T.J. lent his friend Maya a book that needed to be returned to the library on Monday. Maya didn't return it on time and T.J. ended up having to pay a fine. T.J. is really annoyed.

Afterward, debrief with class. Were role players assertive, not aggressive? Did they resolve the conflict in a fair way? Did they both manage to stay up in the balcony? (See Session 62.) If so, how?

Wrap-Up. Pass out the "Conflict Solver Interview" handout and go over it with students. Make sure students know that adults as well as kids can be interviewed. Note that the completed handout will be used in Session 66.

Follow-Up. Check in with students to make sure they know who they can interview. As needed, help them figure out who this could be and how they can conduct their interview. (Some students may wish to record their interviews—this is fine as long as the interviewee agrees. They may also ask the person being interviewed to help complete the form as they talk.)

Session 94: Being an Upstander for Someone Who's Being Teased

compassion • courage • respect • integrity • personal responsibility

Session 94 fosters in students the willingness to stand up for someone who's being teased or put down.

Students will

- understand the importance of being an upstander, even when it's hard to do
- visualize themselves speaking up for someone who's being put down
- create drawings of themselves as upstanders

Materials

- chart paper and marker
- student journals
- large sheets of drawing paper, markers, other art materials for creating posters
- optional handout: "8 Ways to Be an Upstander" (page 65)

Preparation. Make the following sign to post prominently in your room: *"If you have the opportunity to help someone and you don't do it, you're wasting your time here on earth."* —baseball great Roberto Clemente

Introduction. Say: We all know how much it hurts to be picked on and put down. How do you feel when you see this happening to someone else? Discuss. Tell students how you feel.

Continue: We've talked about how hard it can be to stand up for someone, especially if you're the only one. Here's a story from a fourth-grade student who became an upstander:

"I knew someone with special needs. She was being made fun of by one of my friends. It really bothered me. I tried to get him to stop, but he wouldn't listen to me. Finally I told the teacher what was going on. I ended up losing this friend, but helping someone who really needed it. I'm glad I did it."

Ask: What do you think about what this student did? How hard do you think it was? Discuss. Ask: Was the friend in this story a true friend? Why or why not? Discuss, emphasizing it's important *not* to follow the lead of someone who's doing the wrong thing for fear of losing that person's friendship. If you stand up for what's right and lose the friendship, the person wasn't a friend to begin with.

Display the Roberto Clemente quote and ask students to read it aloud in unison. Ask: What does Roberto Clemente mean when he says "you're wasting your time here on earth" if you could help someone but don't? Discuss, then ask students to write the quote in their journals.

Say: The student who wrote the story we just heard is an upstander—someone who stands up for people who are mistreated. How about you?

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What might still hold you back from being an upstander for someone who's being picked on?

Activity. Explain that you're going to lead students in a short visualization that will help them find the courage to become upstanders. Take two or three minutes to have students close their eyes, breathe deeply, and look into the highest, bravest part of themselves. Have them picture themselves breathing deep, standing tall, and speaking out for someone who is being picked on. Have them picture the person thanking them. Have them picture themselves feeling full of strength, courage, and pride.

Wrap-Up. Have students open their eyes. Ask: What strategies can help you find the courage to be an upstander for someone who needs your support? Review willingness skills, Peace Shield, deep breathing, calming statements, Dignity Stance, I-messages, assertive comebacks, and rehearsing ahead of time.

Follow-Up. Give students drawing paper and have them create posters entitled "Be an Upstander." They can include Clemente's words along with pictures of themselves, or use other ideas about being an upstander that are meaningful to them. You may want to pass out copies of the "8 Ways to Be an Upstander" handout from Session 23 to prompt their thinking. When the posters are complete, have students display them throughout the school.

Extensions. Have students write a morning announcement for the school using Clemente's quote and encouraging others to be upstanders.

Create a bulletin board called "Quotations from Upstanders." Post the quote from Roberto Clemente and have students look for and post additional quotes that represent what it means to be an upstander.

Picture yourself feeling completely respected and cared for. Let those good feelings go directly into your heart and mind. Take another slow, deep breath as you bring feelings of self-care, confidence, and respect deeper inside yourself.

Now, if there's anyone who has ever hurt you, past or present, see yourself confidently walking over to that person. You are fully in charge. Tell that person whatever you need to say. Say it with strength, confidence, and respect. (Pause.)

Now see yourself walking away with your head held high. You are filled with pride and confidence. You will always have the power to be an upstander for yourself, because you know just what to do, and you deserve respect.

Pause a moment; then have students open their eyes. Ask how the envisioning was for them. Discuss. If any students had difficulty envisioning, or if

negative thoughts intruded, remind them that the more they practice this the easier it becomes—the more they focus on the image of themselves that they envision today, the more calm and confident they will feel. It's like learning any other new skill.

Wrap-Up. End by telling students to practice this process every night before going to sleep. Doing so can reprogram their brains, helping them feel proud, confident, and empowered under any challenging circumstance. Remind students that this can help them deal with all aspects of bullying.

Follow-Up. Have students draw pictures of their most confident self, and write a statement of affirmation expressing their confidence and pride. Have them write in present tense. (For example: "I am happy and filled with confidence," or "I know exactly how to handle any challenge that comes my way.")

Session 102: Projects to Prevent Bullying

self-respect • courage • compassion • personal responsibility • cooperation

Session 102 provides students with sound advice from a teen who learned how to handle being bullied and to rise above it. They will also work on anti-bullying projects.

Students will

- be reminded of ways to hold onto their sense of self-worth if they are bullied
- learn some emotionally healthy ways to deal with the impact of being bullied
- begin projects that reinforce ways to "shake off" bullying

Materials

- handout: "Shake It Off: Tips from Quinn About Being Bullied" (page 240)
- chart paper and marker
- paper, markers, crayons, chart paper, and pencils for each of six groups

Preparation. Write the following six ideas from the handout on six large strips of chart paper:

- "Shake it off. Remember that nothing can diminish you."
- "No one can take away from you who you really are."
- "Talk to a trusted adult to let your feelings out and get help."
- "Let the bad stuff go. Don't keep replaying it in your mind."

- "Focus your mind on things you're good at and people who care about you."
- "Remember that at any given time there are probably more people who care about you than don't."

Introduction and Discussion. Ask: How can bullying make people feel? Entertain responses. Remind students that everyone has worth and value, even if bullying causes them to temporarily forget that they do. Reassure them that the bad feelings will likely pass if they do the things they're learning to deal with bullying and bully-proof themselves.

If the bad feelings linger, it's critical to talk to a trusted adult.

Ask: **What are some things you've learned that can help you remember your worth and value?** Discuss ideas from handouts and activities you've covered in the "Dealing with Bullying" section, including students' "Talents I Have and Things I'm Good At" lists (Session 100), adults they've identified who can help them, and the "confident self" envisioning process (Session 101).

Pass out a handout to each student. Tell students they'll be reading ideas from Quinn today. Say: Quinn is a teenager who was bullied in elementary and middle school. At first, he started feeling really lonely and wondered if there was something wrong with him. But then Quinn got help from an adult and started to remember his own worth and build his own confidence. Ask for a volunteer to read aloud Quinn's words. Make sure students know what *diminish* means (to make someone feel less than they are). Ask students what the following words from Quinn mean to them personally: "Remember that nothing can diminish you. No one can take away from you who you really are." Say: **If you ever feel temporarily diminished by bullying, that's your signal to do the things you've learned to help yourself—including some of Quinn's idea.**

Discuss students' responses to this and to the rest of Quinn's advice. Then ask: **What did Quinn learn from his experience?** Discuss, making the point that after deciding to confide in a trusted adult, Quinn learned to strengthen himself from the inside out and started feeling better about himself.

Activity. Divide students into six groups. Pass one sentence strip to each group. Ask each group to discuss the words on their sentence strip, then choose one of the following activities to do together based on the words:

1. Make a group poster or collage using the words. Illustrate and decorate it.
2. Create a poem, rap, or song about the words on their sentence strip or the entire story.
3. Create a web with the words of their sentence strip in the middle, and four examples using pictures or words radiating out from the web's center.

Circulate as students work in groups making sure everyone understands the task. Compliment groups for positives you observe.

Wrap-Up. Acknowledge students for their hard work and for any positives you observed in the way they worked together and ask if they would like to acknowledge each other.

Follow-Up. Set aside time for students to complete projects and share them with the class. Have each group explain what they did and what they learned from working on this together. Display all projects in the room or hall.

Encourage students to complete the questions on the handout and keep it in their journals as another resource to help them when they need confidence and support.

Session 107: Bullied on the Playground

compassion • courage • respect • personal responsibility

Session 107 has students role-play being upstanders for someone who is being physically bullied; they will also reflect on things they could have done if they were the person who was bullied.

Students will

- consider what they can do if they're being physically bullied
- learn how upstanders can help if they see someone being physically bullied
- role-play a situation in which upstanders support a student who is being physically bullied

Materials

- handouts: "Jon's Story: 'No One Would Help Me'" (page 249); "Keep Yourself Safe from Physical Harm" (page 250)
- charts: "Dignity Stance" from Session 68 (see page 162); "8 Keys to Making Yourself More Bully-Proof" from Session 98 (see page 230); "Build Your Courage to Be an Upstander Against Bullying" chart from Session 104 (see page 243)

Introduction. Say: Today we're going to look at a bullying situation that happened to a boy we'll call Jon. After you hear his story, you'll get a chance to role-play ways Jon's friends could have been upstanders for him.

Discussion. Distribute the handout and ask for a volunteer to read aloud Jon's story. Ask: What did Jon do that finally ended the bullying? (He talked to his dad and he talked to the parents of the kid who was bullying him.) Point out to students that Jon had to go for help to more than one grown-up. Emphasize the importance of continuing to look for adult help when it's needed.

Ask: What might Jon have done before that to put a stop to the bullying? (Go back to the teacher immediately after the kid beat him up, tell his dad sooner, go to the principal.)

Then ask: What about Jon's friends? How could they have helped? Have students pair up for a minute or two and talk about things the friends could have done to help him when they saw him being bullied on the playground. Address kids' real fears about being retaliated against if they intervene. Let them know that the more upstanders there are, the less likely retaliation will occur.

Afterward, discuss what students came up with. Refer to the "Steps You Can Take to Be an Upstander Against Bullying" and "Dignity Stance" charts.

Remind students that upstanders should never put themselves in physical danger. Tell students that if they see someone being physically harmed, they can do three things:

1. Shout out, "Leave him alone!" or "Leave her alone!" Sometimes that can be enough to get the person to stop.
2. Beckon for the student who's being harmed to come with them, then run fast together, preferably to a place where other people are. There's power in numbers.
3. Always let an adult know what happened as quickly as possible. Harming someone physically is against the school rules and against the law.

Activity. Ask for volunteers to play the roles of Jon, the kid who bullied him, and upstanders who decide to help him out.

After the role play, discuss how it went, what worked, what didn't work, and other options the friends or Jon might have used.

Have another set of students role-play the same scene, this time having a single student be the upstander on his or her own. Discuss. If time permits, do additional role plays using new ideas from the discussions.

Wrap-Up. Ask: What have you learned from Jon's story and from our role play? Remind students that they have the right to protect themselves against bullying. Emphasize that each time they serve as upstanders, they help put an end to bullying.

Distribute the "Keep Yourself Safe from Physical Harm" handout. Go over the information on the handout.

Follow-Up. Review the "Keep Yourself Safe from Physical Harm" handout with students. Cover in detail any questions they have.

Jon's Story

"No One would Help Me"

One day I was at recess just playing tag. It was a normal day until this kid pushed me over. Then I kept ending up on the ground because he kept tripping me. I didn't know how to stop him, so he kept doing it. Two of my friends were there, but they went over to the other side of the playground. I think they wanted to get away from him. He tripped me each time we played tag from May 3 to May 11. No one would help me. Finally I told the teacher.

The next week he beat me up at recess and told me not to ever tell on him again. I went home with a black eye and lied to my mom and told her I got hit by a football. The boy kept bullying me until July because we lived really close to each other. Finally I told my dad. He talked to this kid's parents, and the kid finally stopped bullying me.



Think About It

What could Jon have done to get more help sooner? What could his friends have done to help?

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Session 111: Cyberbullying

personal responsibility • compassion • kindness

Session 111 highlights the impact of cyberbullying and cautions students against using electronic media to harm another person in any way.

Students will

- learn what constitutes cyberbullying and reflect on its impact
- learn what to do if they are ever cyberbullied
- gain a deeper sense of responsibility regarding cyberbullying
- be encouraged to be upstanders if they know cyberbullying is taking place

Materials

- chart paper and marker
- handout: "Cell Phone Cyberbullying: Stories from Real Kids" (page:257)

Preparation. On chart paper, write the following: *Cyberbullying—Using a cell phone, computer, or any other form of electronic media to purposely harm another person. Cyberbullying happens in cyberspace: in email, instant messages, text messages, podcasts, blogs, chat rooms, Web pages, and on social networking sites.*

Introduction. Ask students: Who has heard of cyberbullying? What is cyberbullying? Show the definition and go over it with students, elaborating as needed. Ask if students know any examples of cyberbullying from the news, TV shows, videos, books, or stories they've heard. Discuss. Share an example that you're aware of.

Ask: Why is cyberbullying bad? Discuss.

Discussion and Activity. Pass out the handout. Have a student read the first story. Ask: In what way was Amanda cyberbullied? What could she have done to help herself? Discuss, guiding students to understand that it's important to do two things: save any available evidence and immediately get help from a trusted adult.

Ask: Is it ever okay to bully? Is it ever okay to cyberbully? What if Amanda did something mean in the first place? Would it be okay for her friends to cyberbully her then? Remind students that cyberbullying, like any other form of bullying, is never justified and is always wrong.

Read or have a student read Jay's story. Ask: How was Jay cyberbullied? What could he have done to help himself? Discuss, reiterating that it's very important to save available evidence and to show it to a trusted adult.

Let students know that even if the cyberbullying happened after school hours, if it affects kids when they're at school, it needs to be reported. Schools have rules against bullying, and those rules apply to cyberbullying as well.

Ask for volunteers to role-play one of the scenarios from the handout. Before beginning the role play, ask the class to coach the student who was bullied on how she or he could handle it. Ask: What can _____ say to people who are involved? Who can she or he approach for help? Have the volunteer playing the role of the student who was cyberbullied incorporate these suggestions into the role play.

Wrap Up. Ask students what they can do if someone they know is cyberbullying someone else. Remind them of the importance of being an upstander. Ask how else they can be upstanders when it comes to cyberbullying.

Follow-Up. Check in with students to make sure they remember the two things to do if they experience or know about cyberbullying.

Extension. Refer students to the Stop Bullying Now (www.stopbullyingnow.hrsa.gov). Have them click on "Cyberbullying" and find some new facts. They can also click on the kids' page and read up on bullying and what they can do about it.

Cell Phone Cyberbullying

Stories from Real Kids

Amanda's Story

"I had an argument with these girls who used to be my friends. That night they IM'd each other saying all these mean things about me. Someone downloaded one of the IM's, printed it, and brought it to school. She started passing it around to other people, making it sound like everything was my fault. I was so upset. But I didn't know what to do."

Jay's Story

"One day I woke up late and couldn't find any clean clothes. I threw on a dirty sweatshirt and some old jeans that were too short. There wasn't time to comb my hair, and I didn't realize there was jelly on my face from a donut I ate on the way to school. I looked like a mess. When I got to school some kids started laughing at me and saying mean things. I didn't know it right then, but one of them took a picture of me with his cell phone. Then he and his friends set up a Web page where they posted the picture. They called the Web page 'Jay's a Loser.' The next day all the kids were talking about it and laughing at me. It was horrible. I wanted to hide."

Think About It

Have you ever used the computer or cell phone to hurt someone or get even? If so, you're cyberbullying.

Why is it wrong to cyberbully?

What can you do if cyberbullying happens to you?

What can you do if someone you know is about to cyberbully someone else?



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Session 112: Picture a School Without Bullying

personal responsibility • respect • collaboration • courage • compassion

Session 112 guides students to imagine and brainstorm ways your school can prevent, reduce, and eliminate bullying. If you wish, use it to lay the groundwork for Session 113.

Students will

- take part in an envisioning exercise that lets them imagine their school completely free of bullying
- brainstorm concrete actions your school can take

Materials

- chart paper and marker
- student journals
- *optional*: mural or poster paper, markers, and other art materials

Introduction. Say: Imagine putting an end to bullying in our school. Imagine all of us helping make this happen. Tell students that today they'll have a chance to think of what this might be like and ways they could help make that happen.

Activity and Discussion. Start by doing an envisioning activity to help students picture an end to bullying in the school. Say: As we do this activity, I'm going to ask you to let go of the voice that says "It's not possible" and allow your mind to be completely open. Don't judge any ideas that come up, and let your mind be free to think of creative ideas to stop bullying.

Have students sit comfortably in chairs or on the floor. Have them close their eyes or cover them and look down. Lead your kids in taking two or three slow, deep abdominal breaths. Then read aloud the following:

Take another slow, deep breath. Picture yourself capable of doing anything you set your mind to. Picture everyone in our class capable, kind, and working together on putting an end to bullying. (Pause.)

Imagine that you've all come up with an excellent plan to end bullying in our school. This is a plan that really works. Picture our principal thanking you. Picture the principal, teachers, students, and others putting the plan into action throughout our entire school. (Pause.)

Now picture our school becoming a place where all people are respected and accepted for exactly who they are. (Pause.) Picture all kids treating each other with respect in the halls, in the lunchroom, on the bus, on the playground—everywhere. Picture all kinds of kids learning and playing together in peace. Everyone feels safe here, and no one, no matter how different they may seem, is left out or put down. (Pause.)

What are *your* ideas for ending bullying in our school? I'm going to give you a minute or two to let your ideas come into your mind. Don't stop or judge any ideas that come up. Just let your mind go free.

After a minute or two have students open their eyes and write in their journals the ideas they came up with. Caution them not to judge their ideas. Next, have students get into pairs and share their ideas with their partners.

Wrap-Up. Bring students back to the circle and ask them to share a few ideas. Tell students that during the next session, they will share in more detail. Ask them to keep thinking of ideas and to note them in their journals.

Follow-Up. Be sure to follow up with Session 113, in which students can create a concrete list of ideas to present to the school administration.

Extension. Have students make posters or a mural depicting the school without bullying.

Session 113: Ways to End Bullying in Our School

personal responsibility • respect • collaboration • courage • compassion

Session 113 guides students to come up with concrete actions they and the school can take to reduce bullying in the school.

Students will

- come up with a cohesive list of actions your school can take to put an end to bullying
- prepare to present their ideas to the principal or other administrators

Materials

- chart paper and marker
- student journals

Preparation. On chart paper, write the “No Bullying Pledge”:

- *I will not take part in any actions that purposely hurt another person.*
- *I will join with friends to stand up for kids who are being picked on.*

If you conducted Session 112, remind students to bring their journals with ideas they brainstormed about stopping bullying at school.

Introduction. Tell students that today they’ll have a chance to think of things people in the school might do to reduce and prevent bullying, and to perhaps someday eliminate it completely. Ask: *What are some things you think would help us do this?*

Briefly discuss a few responses. If the idea surfaces that it’s impossible to get rid of bullying, let students know that other schools have succeeded in drastically reducing bullying, and reducing bullying is the first step toward stopping it completely. Stress that every person can help make this happen.

Have students partner up and discuss ideas that could help eliminate bullying at school. (If you conducted Session 112, pair students up with partners from that activity.)

Discussion and Activity. After a couple of minutes, have students convene in the large circle. Ask them to share their ideas. Remind students not to judge each other’s suggestions. List all the ideas on a chart entitled “Put a Stop to Bullying.”

Next, go through the list with your students, and together choose five to ten ideas your class would like to present to the principal. Help your students

choose practical, doable activities that are low-cost and can be done schoolwide. Share the ideas from the list on page 260 to give them an idea of what other schools have done.

Wrap-Up. Display the “No Bullying Pledge.” Recite it together, as a class.

(Alternatively, you and your students may instead want to create your own “No Bullying Pledge.”)

Note: If any students hesitate or object to the pledge, see them after the session to hear what their considerations are. Encourage them to give the words of the pledge a chance, and let them know that they’re an important part of helping reduce and prevent bullying.

Follow-Up. Invite the principal (or other appropriate administrator) into your room to hear your class’s ideas for preventing and reducing bullying schoolwide. See which ideas she or he would like to see implemented. Follow through with the administrator and other school personnel to help bring students’ ideas to fruition.

Choose a committee of students in your class to work on spreading the word schoolwide. Consider starting with a “Put a Stop to Bullying” poster contest. Your campaign might include a “No Bullying Pledge” and other ideas students come up with.

Extensions. Have your students work in small groups to start implementing ideas. Have them visit other classes to get more students involved.

Put a Stop to Bullying

This is a compilation of ideas from schools that have formed bully prevention and anti-bullying committees. Many of these committees are comprised of student and teacher representatives from each grade, the school counselor, and the principal:

- Quote of the Week read on intercom; responses from students to be posted on a "Respect Board" in the hallway
- "Stop Bullying" convocation at the start of the school year
- Each homeroom creates a poster and slogan to go along with a monthly character education/anti-bullying theme; these are posted throughout school
- "No Bullying" pledge posted in all classrooms
- Notes to parents about the school's bully prevention program
- Back-to-school night based on a motivational student-led activity with an anti-bullying message that focuses on respect
- Student-made respect posters and artwork in the showcase
- "Respect" message posted on a sign in front of the school
- Certificates for acts of respect, caring, and "upstander" behaviors
- Reward system for positive behavior
- Several assemblies throughout year on bullying prevention with students presenting skits and role plays

Additional Resources

Michigan's Anti-Bullying Policy

http://www.michigan.gov/documents/mde/Model_Anti-Bullying_Policy_with_Revisions_338592_7.pdf

US Department of Education Analysis of State Bullying Laws and Procedures:

<http://www2.ed.gov/rschstat/eval/bullying/state-bullying-laws/state-bullying-laws.pdf>

Harvard's Overview of State Anti-Bullying Legislation and Other Related Laws

http://cyber.law.harvard.edu/sites/cyber.law.harvard.edu/files/State_Anti_bullying_Legislation_Overview_0.pdf

Clinical Treatment for those affected by bullying:

<http://news.jrn.msu.edu/bullying/2012/04/09/michigan-hospital-to-open-new-anti-bullying-center/>

Bully Prevention in Positive Behavior Support:

http://www.pbis.org/common/cms/files/pbisresources/bullyprevention_ES.pdf

APPENDIX B

Michigan's Policy on Bullying and Cyber-Harassment

380.1310b Policy prohibiting bullying; adoption and implementation by board of school district or intermediate school district or board of directors of public school academy; public hearing; submission of policy to department; report; contents of policy; reporting act of bullying; definitions; section to be known as "Matt's Safe School Law."

Sec. 1310b.

(1) Subject to subsection (3), not later than 6 months after the effective date of this section, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement a policy prohibiting bullying at school, as defined in this section.

(2) Subject to subsection (3), before adopting the policy required under subsection (1), the board or board of directors shall hold at least 1 public hearing on the proposed policy. This public hearing may be held as part of a regular board meeting. Subject to subsection (3), not later than 30 days after adopting the policy, the board or board of directors shall submit a copy of its policy to the department.

(3) If, as of the effective date of this section, a school district, intermediate school district, or public school academy has already adopted and implemented an existing policy prohibiting bullying at school and that policy is in compliance with subsection (5), the board of the school district or intermediate school district or board of directors of the public school academy is not required to adopt and implement a new policy under subsection (1). However, this subsection applies to a school district, intermediate school district, or public school academy described in this subsection only if the board or board of directors submits a copy of its policy to the department not later than 60 days after the effective date of this section.

(4) Not later than 1 year after the deadline under subsection (2) for districts and public school academies to submit copies of their policies to the department, the department shall submit a report to the senate and house standing committees on education summarizing the status of the implementation of policies under this section.

(5) A policy adopted pursuant to subsection (1) shall include at least all of the following:

(a) A statement prohibiting bullying of a pupil.

(b) A statement prohibiting retaliation or false accusation against a target of bullying, a witness, or another person with reliable information about an act of bullying.

(c) A provision indicating that all pupils are protected under the policy and that bullying is equally prohibited without regard to its subject matter or motivating animus.

(d) The identification by job title of school officials responsible for ensuring that the policy is implemented.

(e) A statement describing how the policy is to be publicized.

(f) A procedure for providing notification to the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying.

(g) A procedure for reporting an act of bullying.

(h) A procedure for prompt investigation of a report of violation of the policy or a related complaint, identifying either the principal or the principal's designee as the person responsible for the investigation.

(i) A procedure for each public school to document any prohibited incident that is reported and a procedure to report all verified incidents of bullying and the resulting consequences, including discipline and referrals, to the board of the school district or intermediate school district or board of directors of the public school academy on an annual basis.

(6) The legislature encourages a board or board of directors to include all of the following in the policy required under this section:

(a) Provisions to form bullying prevention task forces, programs, teen courts, and other initiatives involving school staff, pupils, school clubs or other student groups, administrators, volunteers, parents, law enforcement, community members, and other stakeholders.

(b) A requirement for annual training for administrators, school employees, and volunteers who have significant contact with pupils on preventing, identifying, responding to, and reporting incidents of bullying.

(c) A requirement for educational programs for pupils and parents on preventing, identifying, responding to, and reporting incidents of bullying and cyberbullying.

(7) A school employee, school volunteer, pupil, or parent or guardian who promptly reports in good faith an act of bullying to the appropriate school official designated in the school district's or public school academy's policy and who makes this report in compliance with the procedures set forth in the policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. However, this immunity does not apply to a school official who is designated under subsection (5)(d), or who is responsible for remedying the bullying, when acting in that capacity.

(8) As used in this section:

(a) "At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. "At school" includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the telecommunications access device or the telecommunications service provider is owned by or under the control of the school district or public school academy.

(b) "Bullying" means any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly by doing any of the following:

(i) Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils.

(ii) Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.

(iii) Having an actual and substantial detrimental effect on a pupil's physical or mental health.

(iv) Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

(c) "Telecommunications access device" and "telecommunications service provider" mean those terms as defined in section 219a of the Michigan penal code, 1931 PA 328, MCL 750.219a.

(9) This section shall be known as "Matt's Safe School Law".

History: Add. 2011, Act 241, Imd. Eff. Dec. 6, 2011

Popular Name: Act 451

This link takes you directly to the policy.

[http://www.legislature.mi.gov/\(S\(w11ewf45554pav45o1wouj45\)\)/mileg.aspx?page=GetObject&objectname=mcl-380-1310b](http://www.legislature.mi.gov/(S(w11ewf45554pav45o1wouj45))/mileg.aspx?page=GetObject&objectname=mcl-380-1310b)

Michigan's Policy on Cyber-Harassment

THE MICHIGAN PENAL CODE (EXCERPT)

Act 328 of 1931

750.411s Posting message through electronic medium; prohibitions; penalty; exceptions; definitions.

Sec. 411s.

(1) A person shall not post a message through the use of any medium of communication, including the internet or a computer, computer program, computer system, or computer network, or other electronic medium of communication, without the victim's consent, if all of the following apply:

(a) The person knows or has reason to know that posting the message could cause 2 or more separate noncontinuous acts of unconsented contact with the victim.

(b) Posting the message is intended to cause conduct that would make the victim feel terrorized, frightened, intimidated, threatened, harassed, or molested.

(c) Conduct arising from posting the message would cause a reasonable person to suffer emotional distress and to feel terrorized, frightened, intimidated, threatened, harassed, or molested.

(d) Conduct arising from posting the message causes the victim to suffer emotional distress and to feel terrorized, frightened, intimidated, threatened, harassed, or molested.

(2) A person who violates subsection (1) is guilty of a crime as follows:

(a) Except as provided in subdivision (b), the person is guilty of a felony punishable by imprisonment for not more than 2 years or a fine of not more than \$5,000.00, or both.

(b) If any of the following apply, the person is guilty of a felony punishable by imprisonment for not more than 5 years or a fine of not more than \$10,000.00, or both:

(i) Posting the message is in violation of a restraining order and the person has received actual notice of that restraining order or posting the message is in violation of an injunction or preliminary injunction.

(ii) Posting the message is in violation of a condition of probation, a condition of parole, a condition of pretrial release, or a condition of release on bond pending appeal.

(iii) Posting the message results in a credible threat being communicated to the victim, a member of the victim's family, or another individual living in the same household as the victim.

(iv) The person has been previously convicted of violating this section or section 145d, 411h, or 411i, or section 6 of 1979 PA 53, MCL 752.796, or a substantially similar law of another state, a political subdivision of another state, or of the United States.

(v) The victim is less than 18 years of age when the violation is committed and the person committing the violation is 5 or more years older than the victim.

(3) This section does not apply to an internet or computer network service provider who in good faith, and without knowledge of the specific nature of the message posted, provides the medium for disseminating information or communication between persons.

(4) The court may order a person convicted of violating this section to reimburse this state or a local unit of government of this state for the expenses incurred in relation to the violation in the same manner that expenses may be ordered to be reimbursed under section 1f of chapter IX of the code of criminal procedure, 1927 PA 175, MCL 769.1f.

(5) This section does not prohibit a person from being charged with, convicted of, or punished for any other violation of law committed by that person while violating or attempting to violate this section.

(6) This section does not prohibit constitutionally protected speech or activity.

(7) A person may be prosecuted in this state for violating or attempting to violate this section only if 1 of the following applies:

(a) The person posts the message while in this state.

(b) Conduct arising from posting the message occurs in this state.

(c) The victim is present in this state at the time the offense or any element of the offense occurs.

(d) The person posting the message knows that the victim resides in this state.

(8) As used in this section:

(a) "Computer" means any connected, directly interoperable or interactive device, equipment, or facility that uses a computer program or other instructions to perform specific operations including logical, arithmetic, or memory functions with or on computer data or a computer program and that can store, retrieve, alter, or communicate the results of the operations to a person, computer program, computer, computer system, or computer network.

- (b) "Computer network" means the interconnection of hardwire or wireless communication lines with a computer through remote terminals, or a complex consisting of 2 or more interconnected computers.
- (c) "Computer program" means a series of internal or external instructions communicated in a form acceptable to a computer that directs the functioning of a computer, computer system, or computer network in a manner designed to provide or produce products or results from the computer, computer system, or computer network.
- (d) "Computer system" means a set of related, connected or unconnected, computer equipment, devices, software, or hardware.
- (e) "Credible threat" means a threat to kill another individual or a threat to inflict physical injury upon another individual that is made in any manner or in any context that causes the individual hearing or receiving the threat to reasonably fear for his or her safety or the safety of another individual.
- (f) "Device" includes, but is not limited to, an electronic, magnetic, electrochemical, biochemical, hydraulic, optical, or organic object that performs input, output, or storage functions by the manipulation of electronic, magnetic, or other impulses.
- (g) "Emotional distress" means significant mental suffering or distress that may, but does not necessarily, require medical or other professional treatment or counseling.
- (h) "Internet" means that term as defined in section 230 of title II of the communications act of 1934, chapter 652, 110 Stat. 137, 47 U.S.C. 230.
- (i) "Post a message" means transferring, sending, posting, publishing, disseminating, or otherwise communicating or attempting to transfer, send, post, publish, disseminate, or otherwise communicate information, whether truthful or untruthful, about the victim.
- (j) "Unconsented contact" means any contact with another individual that is initiated or continued without that individual's consent or in disregard of that individual's expressed desire that the contact be avoided or discontinued. Unconsented contact includes any of the following:
- (i) Following or appearing within sight of the victim.
 - (ii) Approaching or confronting the victim in a public place or on private property.
 - (iii) Appearing at the victim's workplace or residence.
 - (iv) Entering onto or remaining on property owned, leased, or occupied by the victim.
 - (v) Contacting the victim by telephone.

(vi) Sending mail or electronic communications to the victim through the use of any medium, including the internet or a computer, computer program, computer system, or computer network.

(vii) Placing an object on, or delivering or having delivered an object to, property owned, leased, or occupied by the victim.

(k) "Victim" means the individual who is the target of the conduct elicited by the posted message or a member of that individual's immediate family.

History: Add. 2000, Act 475, Eff. Apr. 1, 2001

Thank you for taking the time to look at my work. I appreciate it. If you have any questions or comments please don't hesitate to contact me.

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