CURRICULUM INTEGRATING BULLYING PREVENTION
AND CALIFORNIA CONTENT STANDARDS IN
ELEMENTARY EDUCATION: A MODEL
FOR AN EDUCATIONAL WEBSITE

A Project
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in
Education:
Curriculum and Instruction Option

by
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Mary Dobkowitz

Spring 2011

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ABSTRACT

CURRICULUM INTEGRATING BULLYING PREVENTION
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The educational website model developed in this project was designed to educate teachers, administrators, and staff on current bullying prevention terminology and strategies and present those strategies through lesson plans adhering to California content standards. Literature related to bullying prevention strategies, programs, and technology was researched to identify current bullying trends and consistencies among programs.

The project was developed through years of research in bullying prevention and practical experience in facilitating bullying prevention programs. The educational model contains lesson plans for the academic areas of English language arts, social science, and visual and performing arts. Lesson plans contain objectives, relevant content
standard, materials, and procedures. An assessment and rubric are also provided for each lesson plan. Lessons are easily adaptable for classrooms.

This author concluded that bullying prevention has to be easy to integrate into everyday interactions with students. Schools cannot assume any bullying prevention program, no matter how popular, would work for their school. An effective bullying prevention program must include support within the school campus, must be easy to implement, must not interfere with an overall change in classroom management, provide students’ daily experiences to work with bullying prevention curriculum and should not require an over abundance of data recording that would overshadow the curriculum implementation.

Suggestions for future research include staff development for school transitions (elementary school to middle school), reaching full staff participation, developing committees for specific grade level needs, developing formal assessments, developing programs specifically targeting elementary schools, and perform longitudinal studies on multiple elementary school sites to determine common successes and weaknesses for program improvement.
CHAPTER I

INTRODUCTION

Background

Bullying prevention focuses on eliminating the imbalance of power and control when the target is exposed repeatedly and over time to negative actions on the part of one or more students (Olweus, 2006). Negative actions can occur in one or more of the following categories: physical bullying, mental bullying, emotional bullying, and “cyber-bullying.” Physical bullying includes hitting, kicking, spitting, pushing, or pinching. Mental bullying includes exclusion from social groups or refusing to comply with another person’s wishes. Emotional bullying uses non-verbal communication to inflict damage. Behaviors include making faces, dirty gestures, and spreading rumors or lies (Olweus, 2006). Cyberbullying occurs through online communication either through email or a social network. This type of bullying can be more detrimental to the target as the material can be distributed worldwide and is often irretrievable. There is typically no escaping the bullying as it can occur at any minute of any day and follows the target on and away from school campus (Coloroso, 2008).

Current trends in prevention use programs designed for middle to high school students. New research shows most bullying starts in elementary school, specifically in second through fifth grades (Olweus, 2006). When educational institutions become complacent, deny any wrongdoing on the part of the bully, or simply are not educated
enough to stop bullying, the effects can last with the target into adulthood. The target most often feels anger, vengefulness, self-pity, depression, and physical illness (Skiba & Fontanini, 2000). Bullying can leave a target with physical and symptomatic ailments. Targets commonly report panic attacks, memory loss, dizziness, vision problems, eating disorders, general stress, and wanting to exact revenge. The target may experience thoughts of suicide referred to as “Bullycide,” if he or she does not seek the help of peers or adults (McGraw, 2008).

Bulling can adversely affect school climates. Children who are bullied report they are less interested in school, feel less safe at school, and feel less satisfied with school life in general (Skiba & Fontanini, 2000). Students indicated several risk factors that heightened the negative effects of bullying. These factors include disrespectful teachers, students who broke schools rules were not given appropriate consequences, and a lack of students following school rules (Furlong et al., 2005).

It is important to note that while this research stresses positive outcomes, strategies, and programs, educators must not ignore destructive behaviors and how the use of technology can heighten those intentions. When students have the freedom, global access, and believe that they can remain anonymous, they are more likely to use technology to say things about a person they would not normally directly say to that person (Beale & Hall, 2007).

In order to educate students about bullying in all its forms and help students understand the consequences of their actions, certain criteria must be met before implementing technology solutions. To begin this process there must be some identification of
the intended focus group of students. Cyberbullying starts to rise in elementary school, peaks in middle school, and starts to decline in high school (Beale & Hall, 2007). Chibbaro (2007) found that most cyberbullying is prevalent in sixth through eighth grades.

Typical bullying prevention strategies are sometimes ineffective against cyberbullying because the bullying follows the students in every facet of their life. A recent study by Price and Dalgleish (2010) showed the top strategies used by students to thwart cyberbullying. The top six strategies include stopped looking at the offensive material online, told a friend, stayed offline, told a teacher or principal, told a parent or caregiver, and told a kids’ helpline (telephone service).

Individual classroom strategies are crucial, but schools have a broader impact on eliminating bullying. Schools find it difficult to act on bullying which happens away from the school site. A typical stance towards bullying in its verbal or written forms has been to protect it under freedom of speech. In an effort to end cyberbullying, administrators are applying educational codes and restrictions in order to discipline the bully (Mason, 2008). Comprehensive programs that aim to change school climates and behaviors, student handbooks specifically created for bullying prevention, classroom interventions or meetings, individual interventions, supporting the target, working with the bully, involving the parents, involving the community, and continuing teacher education are widely accepted strategies to preventing cyberbullying (Mason, 2008). If bullies are going to use their technology savvy to carry out their harassment, then educators are going to need to use technology to eliminate bullying.
Purpose of the Project

This project addresses critical educational concerns in identifying bullying, curriculum planning, and curriculum implementation for K-5 educators, parents, and students specifically for the architecture of delivery and the structure of content. There are an abundance of personal and professional websites which offer personal accounts, strategies, solutions, and programs for schools. Finding information on a specific issue can be time consuming and frustrating for educators. When educators start their search for resources, it is usually out of a need to tackle an ongoing or newly discovered problem. The information an educator needs should be devised in such a way that it promotes ease of accessibility and yearlong use of the strategies.

Professional websites offer information and programs that are available for purchase, which, to be effective, require the entire support and participation of the school staff. These programs should not be discarded, however, until a school site is trained properly, or else the bullying will continue. Educators need a single website which caters to their grade level. The website must contain the effective strategies for bullying prevention along with lesson plans and materials, state content standards, literature choices, music choices, videos, personal accounts, and links to other information.

As educators become more confident using the structure of the bullying prevention content, the more they will look for ways to incorporate the strategies and lessons into all their content areas. Bullying prevention will become a model for day-to-day situations, problem solving, tolerance of diversity, and a way to build stronger school sites and communities. School sites will be able to provide the safe learning environment that students need. When students feel safe, they are free to express themselves openly,
engage in learning, engage in making friends, increase participation in class and activities, decrease absences and visits to the nurse’s office due to bullying related issues, and increase test scores (Schwartz, Gorman, Nakamoto, & Toblin, 2005).

Scope of the Project

The content structure of the project was designed to integrate two usually separate learning areas: bullying prevention and California content standards. The format allows an educator to quickly find useful information and help aimed specifically at their grade level and content areas. The ease of access to information also allows educators to browse other grade level information. Depending upon the students in the class, a teacher may want to look for enrichment opportunities or provide strategic training.

As educators become more aware of the information and how to integrate it into their core content, the more opportunities the students have to practice the strategies. Students will be able to practice multiple problem-solving strategies throughout the day. Students can then take what they are learning to other classrooms. They become leaders at their schools. Older students can teach the strategies to younger students and help them with situations on the playground. There is an opportunity for the older students to mentor the younger ones. This is also an opportunity for educators to observe positive outcomes and areas of improvement. This information can be shared at grade-level meetings, staff meetings, and in-service/staff development trainings. Now the entire school site is engaged in real data to make improvements.
Significance of the Project

There seems to be a common theme or particular phenomenon that happens in elementary schools regarding socialization and young children. Repeated bullying behaviors are rarely described as such. This is evident as the documentation of bullying incidences mostly occurs in middle and high schools. Guerino, Hurwitz, Noonan, Kaffenger, and Chandler (2006) reported that middle schools were 21% more likely then high schools to report bullying that occurs once a week. Middle schools were 18% more likely then elementary schools to report the same type of bullying (Guerino et al., 2006). Middle and high school students are more likely to be given surveys to measure the safety of their school and asked to pose specific solutions to stop bullying (Bandyopadhyay, Cornell, & Konold, 2009). Elementary school students are given surveys, but, in contrast, educators and administrators pose the solutions.

It is not logical to presume that bullying suddenly appears in middle school without some examination of elementary school climates, yet middle school is the developmental stage when the most bullying is reported and most bullying prevention programs are started to be implemented. Are educators not aware of bullying? Do they turn a blind eye because they do not feel qualified to handle the situation? Is bullying in elementary school viewed as a normal part of socialization and development? Are there too many bullying incidences occurring away from the school site. Are family lifestyle and lack of community involvement in their youth seen as external factors too great to overcome? This researcher does not discredit the research and programs done in middle and high schools, but in contrast, believes that these are reactionary solutions to problems that happen much earlier in a child’s education.
Young children are social by nature. At the same time, they know when something does not feel or like right. Strategies must be taught to the students so they are able to solve bullying problems on their own or when the situation warrants, talk with a trusted adult who can provide additional support to both the bullied child and the bully. A significant study done by Wolke, Woods, and Samara (2009) shows four predictors to classroom and playground bullying. The factors are peer hierarchies or peer groups, emotional health problems, peer disliked nominations, and becoming a relational victim versus remaining a non-victim (Watson et al., 2010). Among the four factors, peer hierarchies or peer groups are the number one risk factor. This is a clear indicator that student favoritism still exists in classrooms. In order to break this cycle, a number of classroom management strategies can be used in and out of the classroom so all students feel accepted.

Educators can use non-biased student selection tools such as labeled Popsicle sticks, dice, or playing cards to select and engage students. To encourage participation during recess and lunch times, specific games can be set up and monitored by school staff. Installing policies that encourage fair play and open games, such as allowing any student to play any game (no locked games) allow students to rotate and experience different people and leadership styles. The school site should look for ways to unite students. Unless bullying is addressed in younger students, continued reports of depression, academic problems, and relationship issues will continue with the student, most likely following him or her into adulthood (Jones, Manstead, & Livingstone, 2009).
Limitations of the Project

The architecture for delivery was primarily designed for elementary educators. Due to the lack of research for K-5 bullying prevention and that most bullying prevention programs focus on 6-12 populations, educators in 6th through 12th grades will have limited access to information. The lessons and materials are constructed to meet California content standards that are based on national content standards generalized to other state standards. Specific content areas are English language arts, social science and the visual and performing arts (VAPA). Educators may have to make changes to lesson plans to fit their state or district standards.

The lessons were designed for individual teachers but can be implemented as a whole school curriculum. Educators using the content will have to determine an assessment tool, a scope, and sequence for the entire year, establish grade level meetings for support and feedback, staff meetings (some including classified staff) for the purpose of assessment, support, feedback, and adjustments. There is little assessment data on bullying in elementary schools. Educators and school sites will not have a basis for comparison. If more than one school is participating, data can be shared and analyzed for program effectiveness.

Definition of Terms

*Bullying:* When a student is exposed, repeatedly and over time, to intentionally inflicts or attempts to inflict, injure or discomforts another person with verbal abuse or physical contact on the part of one or more other students (Olweus, 2006).
California content standards: Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. (California State Board of Education). Standards for the website include VAPA.

Educational codes: School districts and schools set codes of conduct and academic standards for students to promote safe schools and high achievement.

Educator: A classroom teacher who plans and implements daily lessons and is charge of the socialization of students.

Engaged learner: Students are free of distractions that enable them to access all areas of the classroom, have access to the academic content and participate in learning.

Outcomes: An outcome refers to the desired positive results of positive bullying prevention trainings.

Prevention: Prevention is meant to disable, stop or eliminate negative bullying behaviors and actions.

Risk factors: Risk factors come in two forms within the context of bullying. Risk factors for bullying behaviors include: unsafe schools, drugs, gangs, untrained or ill-trained educators, and ignorance of the social problems of the school site. Risk factors for targets include: depression, anxiety, decreased interest in school and activities, exclusion from peer groups, eating disorders and suicide.

Safe learning environment: Schools and classrooms design rules so students can learn in a distraction free and violence free environment.
**Strategies:** Communication skills, social cues, empathy training, and behavior training are tools to eliminate bullying.

**Target:** A person who is subjected to bullying becomes a target.

**Technology:** The use of email, social networks, the Internet and cell phones to inflict negative actions on targets. These actions can occur on the school site, but usually occur away from school. Educators use the Internet to access websites, information, and strategies for bullying prevention.

**Website:** In the context of this research, website refers to the specific website created for the project. The website www.sstb.yolasite.com houses lesson plans, materials, media selections, and literature selections for educators to use in their classrooms and schools.
CHAPTER II

RELATED LITERATURE

Introduction

There are many bullying prevention programs delivered through in-person trainings or available for purchase over the Internet. Long lasting programs use proven strategies, encourage participation from all school staff, students, administrators, parents and the community, promote problem-solving skills, and continually evaluate and assess their progress (Coloroso, 2008; McGraw, 2008; Olweus, 2006; Skiba & Fontanini, 2000).

This literature review examines and analyzes programs for three key components: consistent program strategies, implementation of the program and evaluation and assessment of the implementation process. Several programs will be reviewed to determine the most effective ways educators can access, implement and assess prevention strategies.

The key components for any bullying prevention program should focus on four areas: (a) program strategies, (b) program implementation, (c) evaluation and assessment of implementation, and (d) technology and accessibility (Coloroso, 2008). “Program strategies” discusses many of the consistent strategies successful program use. “Program implementation” addresses the types of implementation and the degree of difficulty of implantation elements. “Evaluation and assessment of implementation” describes the success or failures of implementation and seeks to find a comprehensive approach to bullying prevention programs. “Technology and accessibility” discusses the
effectiveness, ease of access, and data recording using one central website. As most bullying prevention resources are located online it is important new programs utilize technology in innovative ways. It is the belief of this researcher that research will suggest one central website can serve as a prevention community where a multitude of experiences and resources can be shared and discussed.

Program Strategies

The following is an analysis of three bullying prevention programs that demonstrated the progression of bullying prevention. The deep description of each of these programs was essential to the evolution of bullying prevention programs. When Olweus (1977) first conducted his bullying research he discovered particular strategies that were important at reducing or eliminating bullying. His research and bullying prevention program were the foundation to many other researchers and programs. It is important to examine his strategies as the baseline for other programs. Through his data, researchers can determine if his proposed strategies continue to be effective or have become outdated. It should be noted that at the time Olweus performed his research cyberbullying did not exist. It is logical to believe he would not present any research or strategies for combating technological bullying. Through the literature it will be determined if he amended his research to include cyberbullying.

Olweus (2006) described his strategies as an intervention program. He divided the program into four key areas: (a) general prerequisites, (b) measures at the school level, (c) measures at the class level, and (d) measures at the individual level (p. 127).
Olweus acknowledged that some strategies within these areas should be considered as core in relation to a successful program. On the other hand he also stressed that schools need to find the strategies that work best for their school site and the core strategies may need to be adjusted for a specific population of students. The core strategies he recommended were (a) support from the principal and formation of a coordinating group, (b) awareness and involvement, (c) adequate supervision during recess and lunch time, (d) class rules and class meetings, and (e) talks with involved students and their parents (p. 127).

Olweus suggested specific activities to facilitate these strategies. The activity as a general prerequisite was the awareness and involvement on the part of the parents. He suggested gathering as much information about the types of bullying and the frequency of bullying on the campus and conducting a parent meeting to inform parents. Activities at the school level included distributing a questionnaire survey, discussion at school conference (parent-teacher conference) day, providing better supervision during recess and lunchtime, and adequate meetings between parents and staff (Parent-Teacher Association meetings) (2006). Measures at the class level included formulating class rules against bullying and holding regular class meetings. Individual measures included serious talks with bullies and victims (in recent years, the term “victim” has been replaced with “target”), serious talks with parents of involved students, and teacher and parent use of imagination.

Olweus (2006) demonstrated bullying prevention involved more than disciplining the bully and protecting the target. His approach solidifies the relationships
between students and school and school and parents. He stressed the importance of constant communication and the belief that bullying will not be tolerated. Olweus was quick to state how well his program was received at several schools in Sweden. He states, 87% of the teachers considered the intervention program “good” or “very good.” Further, more than two-thirds of the teachers planned to use at least some of the proposed measures in their own classrooms, and another 25% believed they would do so. (p. 63)

Although Olweus presented many measures, he failed to discuss exactly how teachers were trained in the program. He did not adequately explain how teachers accessed his materials nor did he provide evidence of materials for students. His program is grounded in fundamental principles but lacks a sense of access and equity to the program’s content. As predicted, his program did not address cyberbullying at this time.

Early emerging patterns of consistent strategies were apparent. First, students, staff, and administrators should be surveyed about the types of bullying on their campuses, where these incidents frequently occur, and how often the incidents occur. Second, school and classroom rules should be developed to encourage a positive atmosphere. Students should participate in the development of the classroom rules. Third, discussions should take place between school staff, the bully, and the target for each reported incident. Parents should be notified and involved in a plan of action. Finally, the community should be integrated into the bully-free culture. Volunteers, action planning, and community building can be utilized in preventing bullying.

Many bullying prevention programs took the main components of the research Olweus (2006) performed and modernized it for school campuses. While early research was vital in the identification of bullying and potential interventions, very few specific
interventions were conceptualized. In a study of bullying on elementary school campuses, Sanchez et al. (2001) examined the bullying prevention program Expect Respect Elementary School project. They identified five essential components and specified activities to intrinsically engage student participation and encourage self-monitoring processes. Those components are (a) classroom education, (b) staff training, (c) policy and procedure development, (d) parent education, and (e) support services (p. 161).

Classroom education utilized curriculum in which students were taught the differences of playful joking/teasing and hurtful joking/teasing. Emphasis was placed on self-esteem and taking a stand from the target or bystander point-of-view. Activities to enhance those focus areas included writing assignments, role-playing, and class discussions. Activities were facilitated once a week for a 12-week period (Sanchez et al., 2001).

Staff training included all staff working at the school site. A comprehensive approach was taken for training which included several key structures (Sanchez et al., 2001): (a) research on bullying, (b) strategies for building a consistent response (classroom and school-wide), (c) strategies for classroom management that enhances respect among students, (d) practice using lessons from the program’s curricula, and (e) methods for integrating the lessons into many areas of the curriculum (social studies, language arts, health) (p. 161).

Administrators were encouraged to include all staff in all trainings. Schools were reimbursed the cost of any substitutes for teachers attending trainings. Bus drivers and supervisors were also trained on the types of bullying that occur on the bus, at bus stops, and walking to and from the bus stop. Training was done as a one-day, six-hour
training course and included three hours of additional training per academic year (Sanchez et al., 2001). Campus-wide policies, procedures, and forms were discussed and developed with staff. Each principal was responsible for training staff in procedures and distributing all the materials. Materials included (Sanchez et al., 2001) (a) a philosophy statement, (b) working definitions of bullying and harassment, (c) expectations for action in response to incidents and reports, (d) a statement of commitment to maintaining confidentiality of targets, witnesses who report incidents, and students accused of bullying or harassing (p. 163).

Seminars were given for parents to gain support of the program and stipulate the language the students would use in response to bullying incidents. In addition to the seminars, newsletters were sent home. Information during seminars and through the newsletters included specific vocabulary, ways to respond, preventing bullying between siblings and a list of community resources (Sanchez et al., 2001).

Support services were provided in two ways. First, the school counselor was given a manual of community services and information related to bullying and harassment. Individuals or groups could make appointments with the counselor. Second, the program provided additional counselors for individual counseling regarding bullying or harassment (Sanchez et al., 2001).

As bullying prevention programs continued to evolve, research and program components from Olweus’s study became simplified with the intent to become specific in descriptions and effective strategies. In one such equivalent study of bullying prevention, Whitted and Dupper (2005) identified three key areas of focus to bullying prevention
programs: (a) school level components, (b) classroom level components, and (c) student level components.

While not part of the three components, parent and community involvement was necessary for advancement of bullying prevention, as stated later in their study. The goal of their study was to get students, staff, administrators, parents, and the community thinking differently about bullying relationships.

Components at the school level included a wide range of strategies and were intended for site administrators, all staff members, students, bus drivers, and volunteers (Whitted & Dupper, 2005). Strategies focused on changing the school climate and culture. Similar to other programs, strategies included (a) distributing a questionnaire to students and staff, (b) the principal takes on leadership of program implementation, (c) providing supervision for all areas of the campus, (d) developing a discipline policy which is consistently followed, and (e) emerging strategies for on-going trainings for all staff and students, and program evaluations.

Comparable strategies at the classroom level included (a) regular class meetings, (b) getting students involved on rules against bullying, (c) all school staff model positive interpersonal skills, and (d) swift response to reported bullying incidents (Whitted & Dupper, 2005). Emerging strategies included integrating bullying into curriculum, avoiding corporal punishment and the inclusion of all students in all activities (Whitted & Dupper, 2005).

Strategies consistent at the student level included teaching problem solving skills and social skills, providing immediate consequences for bullying behaviors, parent
involved conversations, and counseling for students involved with bullying. Emerging strategies included a support system for targeted students, student mentors, peer mediation programs, and identifying bystanders and training them to intervene (Whitted & Dupper, 2005).

One specific area of school climate that was beginning to receive more attention was the structure of recess and lunchtime. There were several components that correlate to the behaviors on the playground. Leff, Power, Costigan, and Manz (2003) identified four key areas for observation: (a) general school climate (e.g., quality of social interactions and feelings of respect/trust within the school), (b) order and discipline (e.g., student behaviors across school settings), (c) student interpersonal relations (e.g., level of trust, caring, and respect that occurs among students), (d) student-teacher relations (e.g., level of trust, caring, and respect that occurs between students and teachers) (p. 420).

Bullying prevention classroom procedures and activities were successful because of the structure, reinforcement, and discussion that come from teachers and staff. Many schools across the United States have open structure during recess and lunchtimes. Without active participation and pro-social reinforcement from school staff during recess and lunch, students were less likely to use the strategies taught to them. Roderick, Pitchford, and Miller (1997) concluded that training lunch and playground supervisors to reinforce children’s pro-social behaviors resulted in a substantial decrease in kicking and hitting.

Clear evidence demonstrated that a whole-school approach to bullying prevention programs developed successful and consistent strategies that were seen across
programs. As clear and concise strategies were developed, schools use similar components but have the flexibility to modify the components to best fit the needs of their school site. Research also showed that mere character education is not entirely effective for reducing bullying on school campuses. Character education can be useful in frontloading vocabulary (empathy, tolerance, differences) but only when used in conjunction with other specific bullying prevention strategies and activities.

Generally, activities that incorporated social behaviors, empathy training, discussions, and swift and enforceable consequences were effective at reducing bullying incidents (Fay & Funk, 1995). Specific components to bullying prevention programs included (a) all school site staff trainings and support, (b) observations and questionnaires to identify specific bullying issues, (c) specific bullying prevention curriculum that is integrated into core curriculum, (d) common language and responsiveness, (e) positive teacher to student and student to school relationships, (f) swift action with appropriate consequences, and (g) inclusion of parents and community (1995).

Program Implementation

Most bullying prevention programs were implemented on middle and high school campuses. As this research was highly obtainable, elementary school implementation will be researched in conjunction with the secondary school research in order to identify consistencies and sustainable implementation strategies. Implementation will look slightly different on secondary school campuses than implementation done on elementary school campuses. First, secondary schools have rotational classes. Every 50 minutes or so, students rotate to a different class and a different teacher. Implementation
during this short time span must be precise, intentional, and engaging. Second, there are more teachers and staff members on secondary school campuses than on elementary school campuses. Administrators may have difficulty obtaining implementation buy-in from 90% or more of the teachers and staff. Third, secondary schools allow students to congregate within classrooms during lunch and before and after school. Typically, elementary school campuses restrict classroom access during these time periods, essentially leaving implementation to a reduced number of staff members during critical timeframes. Lastly, secondary school students have access to more areas around their campus. Elementary school personnel restrict their students to certain areas or restrict the amount of time younger students socialize with older students. Implementation and social modeling may be limited. Implementation will focus on strategies that can be managed easily on elementary school campuses.

Schools often used signage around the campus as a mass visual aid and to set a clear tone that bullying was not tolerated anywhere on campus. Murawski, Lockwood, Khalili, and Johnston (2009) reported using posters developed and produced by students obtained a greater buy-in from students and raised awareness of the bullying prevention message. Signs were placed in prominent places around the school and not only had an effect on the students, but sent a clear message to visitors that bullying would not be tolerated on campus. They also listed literature as a research-based strategy. Acceptance and diversity literature was implemented across grades. They promoted common themes and integrated content standards such as English and Social Science standards. This was more effective than just the piece of literature on its own (Murawski et al., 2009). Books in
common across grade levels and collaboration between grades were a key component to program implementation. Students led discussions and modeled predicted outcomes. Literature implementation allowed students to practice their strategies in a non-threatening environment with productive feedback from teachers and fellow students.

Using a whole-school approach to implementation stressed the importance of self-reliance and problem solving. Students needed to look within themselves to make changes and not expect the bully to make changes. Salmivalli, Kaukiainen, and Voeten (2005) identified bystander training as a key component to sustainable program implementation. Students were taught how to recognize bullying and negative bystanders. They were also given empathy training in order to identify bullied targets and how to support targets during and after a bullying incident. This type of training focused more on changing personal attitudes and supported the idea that a sociocultural change may need to happen in order for bullying prevention to be sustainable.

Schools need a clear path for interventions to be effective. Pre-implementation surveys can illuminate educators, administrators, staff, and the community as to the specific bullying issues and the problem areas around a school site. Andreou, Didaskalou, and Vlachou (2007) implemented surveys prior to program implantation, at the end of the school year, and six months into the following school year. Several surveys were used to measure bullying roles, self-efficacy, and peer interactions. Data gathered from the surveys allowed program administrators to focus on site-specific issues, while also addressing broader bullying themes.
Recent research showed that surveys are a good starting point for students to become familiar with bullying terms and creating awareness. For programs to be the most effective, surveys should help students evaluate their role within the bullying relationship and their disposition to helpful or hurtful roles. Bradshaw and Waasdorp (2009) believed the School Climate Bullying Survey (SCBS) can better identify the prevalence of bullying on school campuses, students’ aggressive attitudes, and their willingness to seek help. This survey was also implemented at the beginning of an intervention. Surveys were the catalyst to whole-school approaches to bullying prevention.

Professional development is an important component to implementation. Ertesvag and Vaaland (2007) reported that trainings helped teachers and school staff identify bullying behaviors, classroom and leadership opportunities, tools to strengthen the school community, and back-up systems when regular interventions are not effective. Teacher education was implemented before student interventions. Teachers attended monthly peer counseling sessions to discuss concerns, biases, continued behavior problems, and success to the program implementation. Information and feedback provided teachers continued ideas and support during the intervention.

A critical part of teacher training must include individual knowledge on district policies, state, and federal laws regarding bullying. Terry (2010) pointed out that many of the school teachers surveyed knew of district policies regarding bullying and harassment, but were unclear of any state or federal mandates to prevent bullying. Furthermore, the teachers that were aware of district policies could not clearly describe the policy and what types of behaviors were included in the policy. Teachers needed clear
definitions of policies and easy access to the policies in order to plan lessons and effectively implement program components.

The most important piece of implementation was duration (Coloroso, 2008; Fay & Funk, 1995; Olweus, 2006). Programs cannot effectively disintegrate bullying on a reactionary basis. A program should be evaluated, discussed, and the staff trained before implementation. During these discussions, school staff and program facilitators must be clear on expected outcomes and a realistic timeline.

Research showed schools have success at reducing bullying incidents during implementation. Once the program ended and the school had to sustain the program on its own, school sites saw reduced effectiveness and bullying incidents began to rise. In their study, Midthassel, Bru, and Idsoe (2008) suggested bulling prevention programs can have lasting effects if they keep working and stay focused on the programs components. This suggests that a program’s materials must not only be easily accessible, but must fit into school curriculum to maintain consistency and ultimately lead to sustainability for the school site.

In a similar study, Olweus and Limber (2010) found positive outcomes during program implementation and while support was offered. Once direct support was eliminated and the school site became responsible for the sustainability of the program’s components, the success rate declined. Schools reported fewer follow-throughs on the part of staff and less incident reporting on the behalf of the students. There was also a reported reduction in data collection. Staff reported fewer adherences, filling out reports, and
conducting surveys. Students reported less adherence to filling out surveys or citing was not truthful when completing surveys (Olweus & Limber).

An important outcome to program implementation was to assess social growth, knowledge, and understanding of bullying relationships, and staff and student participation. Edmondson and Hoover (2008) identified multiple-choice and short-answer surveys or evaluations to be the most effective at gathering specific data. The data were gathered prior to implementation, several months into implementation, and either upon completion of the program or several months after completion.

Choosing the right program was vital to a school site’s implementation success rate. Programs have been developed with specific bullying prevention curriculum. Several comprehensive implementation components were linked between programs as well as the methods and activities of implementation. Program specific curriculum offered a wealth of knowledge and activities but did little to integrate bullying prevention into everyday activities.

Bullying prevention was often seen as a separate curriculum and efforts to maintain a program’s fidelity lagged as reported adherence declined. Often programs with on-site and on-set trainings provided handouts, statistics, and manuals for teachers. These types of programs rely on the teachers’ ability to conduct the required program activities outside their normal classroom activities. Initially, attitudes and responsiveness were high, but as the school year progresses, outside curriculum activities become minimized and reduce effectiveness.
Due to increased demands of mandated curriculum, it was essential that programs integrate bullying prevention curriculum into state content standards. Programs needed to integrate bullying prevention curriculum into state mandated content standards. This approach supported bullying prevention implementation in many ways. First, comprehensive bullying prevention curriculum was still used, but became part of everyday practice and review. Bullying prevention curriculum could be addressed and practiced during English language arts, including literature discussions, writing activities, and listening and speaking activities. Second, bullying prevention could be seamlessly integrated in social science standards with a natural connection between types of bullying and diversity, historical events, and global awareness. Bullying is now seen as a problem that can occur anywhere in the world and incidents are similar to people all over the world. Lastly, bullying prevention was naturally interdisciplined with VAPA. When students began discussing bullying problems, recreating those incidents in a safe environment helped initiate honest and student-led approaches and solutions. Music, movies, and art stimulated feelings, provided multiple or specific perspectives, and gave students creative ways to express pain, anger, hope, and ways to demonstrate solutions to the school. Students became aware of their emotions and reactions to these emotions. Content standards and bullying prevention integration could be the catalyst for global sociocultural change.

Accessibility and Technology

Technology can be a useful tool for making positive changes on school campuses, staff effectiveness and students’ self-perceptions. It is fast becoming the simplified
way educators and students access information (Conn, 2002; November, 2010). Online resources allow educators to access materials and information they have never seen with traditional resources. Educators no longer have to subscribe to numerous publications or attend multiple trainings hoping to find useful materials for their classrooms. Many journals can be found online for free or at a lower cost than printed versions. Educators can visit other schools via school websites or electronic podcasts to learn about current trends in education, activities, and emerging state laws and district policies. Educators are becoming the leaders and researchers at their school cite which naturally promotes collaboration.

In order to promote bullying prevention, many programs have created websites with videos, articles, and activities of real life account of bullying. There are a plethora of websites (e.g., http://www.stopbullyingnow.hrsa.gov, http://www.pacerkidsagainstbullying.org, http://www.preventbullying.org, http://www.stopbullyingnow.com) that offered free materials to educators, parents, and students. These websites not only catered to educators, they offered parent pages and student pages with additional websites and interactive activities. It could be difficult to navigate through the numerous websites and the information they offer. Often the information was not categorized in any particular way and educators were left to sift through hundreds of pieces of information.

In an effort to bridge the gap of traditional bullying prevention programs, technology, and parent and student collaboration, Tomei and Piecka (2005) developed a program that included a CD-ROM, textbook/workbook, and a technology component for parents and students. As with many bullying prevention programs, the website was
program-specific and guided parents and students to predetermined outcomes. Materials were not organized by grade level and strategies were found in PowerPoint presentations. The CD-ROM linked parents and students to a website that guided the participants through the workbook. There were no comprehensive or sustainable resources for parents. The program, at best, was one-dimensional and a good starting conversation between parent and student. If parents became unsatisfied with the technology component, they may become discouraged at the school’s efforts to eliminate bullying and would fail to follow through with the program.

California Content Standards

The California State Board of Education [CSBE] (2010) states

The content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

In order for students to get multiple opportunities to acquire the standards, interdisciplinary lessons and activities are planned. The architecture for content delivery strives to integrate traditional bullying prevention components into the California State Content Standards.

Finn, Julian, and Petrilli (2006) reported a link between strong state standards and states making progress to get their students to proficiency levels. They cited California as one of three top leading states to overhaul and create exceptional standards. Lawmakers were able to strengthen their role over the more progressive educators in order to institute standards and testing to monitor what students were learning (Finn et al.).
California saw to it that their standards were clear, specific, and measurable and fully addressed all areas.

Carmichael, Martino, Porter-Magee, and Wilson (2010) reported in a similar study that California maintained a high caliber to its standards, often exceeding the Common Core State Standards Initiative. Here again, California wrote clear, specific high content and rigorous standards. Educators knew specifically what students needed to learn and how assessments measured student gains. Clear expectations gave students the strategies they needed to understand where a lesson or activity was headed. Content within the lesson gave the students the tools to acquire knowledge.

In direct relation to acquiring content, teaching learners of diverse populations posed a challenge to many districts. O’Hara and Pritchard (2008) argued that clear content standards were not enough. They maintained that many educators were simply undertrained in effective teaching strategies for diverse learners. They suggested not only do states need better credentialing requirements regarding diverse learners, but that school sites needed to adequately train, model, and pair up teachers to support diversity. They suggested numerous opportunities for feedback and to work with different peers across grade levels. The type of resource they advocated, as a best practice, was online collaboration.

Educators electronically accessed state standards and used resources that are free and generated by themselves and their peers. Educators could have access to blogs, online tutorials, videos, articles, and live classroom sessions. Those activities could be facilitated during staff meetings, during peer collaboration, or on an individual basis at
the school site or at home (O’Hara & Pritchard, 2008). The bottom line was getting the strategies to the educators so they could synthesize it into their lessons and monitor student outcomes. Online resources allowed teachers access to vital information and strategies and allowed the educator to provide critical feedback based on real classroom practice.

To aid in the delivery of content standards, focus professional development opportunities, and the promote sustainability, Klentschy (2005) emphasized three key outcomes to any professional development for teachers: (a) educators need to learn to analyze their own practice and the practices’ of other educators (to think about the relationship between teaching and learning), (b) educators need exposure to alternatives, and (c) educators need situational judgment to know when to employ which method. These elements easily described the basic components of bullying prevention programs. Educators used the knowledge and understanding of professional development and applied it to bullying prevention implementation at their site. Here again, bullying prevention was integrated into what educators already knew and not made into a separate component. There became a greater opportunity for program sustainability.

Summary

The main themes of bullying prevention have not changed drastically over the years. Bullying prevention programs have taken the basic components—defining bullying, a person’s perceptions and biases, and self-solutions—and made them the cornerstones of most interventions. What is changing are the ways schools teach bullying prevention. Schools, while focusing on a whole-school approach, also teach individual
students about their role within the bullying relationship. Applying bullying prevention themes to content standards and program sustainability are at the forefront of newly developed programs.

As trends begin to show that most bullying starts in elementary school, programs will need to adopt policies that promote access to interventions and forego policies that identify bullying on a reactionary basis. Schools need the involvement and commitment of all school staff, parents, and the community. Educators can no longer turn a blind eye to any form of bullying. Educators must have the confidence in their skills to sustain interventions.

Educator training will be the most crucial part of bullying prevention programs and implementation. Not only do all educators need to buy into the school’s program, they also need materials that are easy to access and implement. When these materials are tied to a state’s content standards, are taught interdisciplinary, and can be utilized across grade levels, the school will make a greater impact on implementation and program sustainability. The cultural shift happening within the school will positively affect the surrounding communities so all members feel included.
CHAPTER III

ORGANIZATION OF PROJECT

Methodology

This project was developed over a few years during the completion of undergraduate course work. Coursework, videos, classroom experience, conversations with educators and increased media attention contributed to the content of the project. The increased popularity and convenience of the Internet contributed to the architecture of content delivery. Finally, an extensive literature analysis of three prominent bullying programs solidified the integration of bullying prevention strategies and California content standards.

At the beginning stages of this project, coursework was the vehicle to relevant information developing ideas regarding bullying. It was through the coursework that tolerance for others emerged as a main theme. Videos presented during coursework added the major components of respect, conflict resolution, critical thinking, and problem solving.

Coursework alone could not provide the relevant information and experiences to keep current on new bullying trends. Information was gathered during classroom visits. Discussions with educators, students, and parents were conducted to determine common concerns, desired types of content, and delivery vehicles for the content. Increased media attention seemed to make educators jump onboard with bullying prevention programs.
without understanding the concept, content, delivery method, types of assessments, or time constraints. The atmosphere and programs promoted a quick fix to bullying without delving into deeper behavioral and community factors.

The increased media attention sparked by the popularity of the Internet provided information to educators, which created an overabundance of information. While the Internet became a valuable research tool, it also posed privacy, copyright, and information accuracy problems. Secure and reliable websites offering free materials were hard to find and often targeted middle and high school students. However, as more reports of bullying surfaced and media attention brought the problem to a national audience, the Internet created a global audience to share experiences and strategies. New information regarding bullying was updated daily. The Internet would become the vehicle of content delivery.

The ease of access to information contributed to the extensive literature review of three prominent bullying prevention programs. Peer reviewed journals were researched to discover common strategies, lengths of programs, ease of access to information, and reported success rates. It became clear through the research that any program distributed to educators could not add any additional preparation work, assessment time, or paperwork to their workload. Research showed these types of programs quickly lost their appeal and educators fell back into past patterns to deal with bullying. Integration of bullying prevention strategies and California content standards became the basis of this project.
Materials

Chapter 3 provides an overview of the organization and contents of the appendix. The chapter is divided into ten sections. Section 1 describes the main page of the website; section 2 describes the author and provides relevant research literature on bullying; sections 3 through 8 describe each grade level’s web page; section 9 describes the different types of media resources provided to educators; section 10 describes the online store.

Descriptions

Home Page

The home page of the website will provide relevant updates in research and to the web pages. A brief definition of bullying is provided along with a brief description on how to start a change in thinking about bullying and an introduction on self-solutions.

About Me Page

The “about me” page provides information about the author of the site. Information includes personal experiences, rationale for the site, and electronic contact information. A link is provided to the relevant research literature that supports the website.

Kinder Through Fifth Grade Pages

The kinder/kindergarten page is the first grade-level web page. A brief introduction to bullying and positive reinforcement greets the user on this and subsequent grade-level pages. The web page contains lesson plans under the headings English/Language Arts, Social Sciences, and Visual and Performing Arts (VAPA). When the user
navigates to the lesson plan page for the selected academic area, the lessons are divided up between the different strands within the standard.

Lesson plans follow a modified format and include sections for lesson topic, California Academic Content Standards, objectives, instructional strategies, procedures (including introduction, activity sequence, closure and assessment), materials, and references.

Also included on the kindergarten main page are links to a list of age- and grade-appropriate literature, music selections, movie selections, and links to websites and other media resources. At the bottom of the kindergarten page is a section for blog and user feedback. Users can use this section to comment on lessons, post-personal accounts, or respond to posted learning segments posed by the author and/or other users.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Chapter 4 is divided into three sections. Section 1 includes a summary of the project; section 2 includes conclusions; section 3 includes recommendations on implementation and future research for educators and researchers.

Summary

Bullying prevention programs have moved to the top of the list of sought after interventions. A child’s socialization can no longer afford to include bullying. A child’s ability to reason, rationalize, problem-solve, and protect themselves become severely diminished when educators and school sites do not have cohesive strategies, plans for implementations, and ways to assess the effectiveness of the programs they use. A school can significantly increase the likelihood of a successful prevention program by creating opportunities to integrate bullying prevention curriculum into state mandated content standards and by providing educators and staff ease of access to the information.

Quality bullying prevention resources become clouded among the plethora of online choices an educator can choose from as technology increases the ease of access to information. A majority of these programs cost schools thousands of dollars and schools often find they come with little to no support or guidance. The architecture of content
delivery provides a research-based, multifunctional source of information; standards based curriculum, and materials for instantaneous implementation. Individual teachers have the freedom to choose lessons best suited to their needs and can develop a plan for school wide implantation.

Conclusions

Literature and research examined the evolution of bullying prevention programs and the various ways those programs are traditionally implemented. It was through this research that the architecture for content delivery was developed. The structure of the content is presented in such a way that it provides current researched-based lesson that include literature and media resources to significantly reduce the amount of time and organization educators must perform on their own.

The anticipated outcome is for educators and staff to become better at recognizing and handling bullying by participating with the structure of the content. Evidence of such recognition is a united staff that implements strategies on a proactive basis, not a reactionary basis, within a caring school community.

Recommendations

Time, the ability to create numerous lesson plans for each grade level, and the specificity to California content standards became limitations to this project. To build upon the fundamental practices of this project, the following recommendations are given:
Recommendations for the Educator

1. Elementary school sites that include a sixth grade will need to create lessons based on the developmental stages of that student population.

2. Elementary schools, middle schools and high schools may find it necessary to develop a committee to plan transition activities that include expected behaviors and vocabulary from one site to another.

3. School sites are encouraged to reach full staff participation at a determined minimal level to increase the rate of program success.

4. School sites may need to develop several committees to address specific grade-level needs (K-1, 2-3, and 4-5).

5. Educators and staff are encouraged to publish personally created materials within the structure of content delivery.

6. School sites are encouraged to record and share data and make modifications over several years to determine the effectiveness of the program.

7. Educators are encouraged to develop an assessment tool that measures vocabulary, perceptions, behaviors, and the effectiveness of the use of strategies.

8. Educators are encouraged to use their school’s or district’s website to link parent to content and to encourage participation.

Recommendations for Research Project Development

1. Develop programs that target bullying behaviors in elementary schools.

2. Research developing bullying attitudes during elementary education.
3. Determine longevity of a state mandate content standards based bullying prevention program.

4. Perform longitudinal studies on multiple elementary school sites to determine common successes and weaknesses for program improvement.

5. Perform longitudinal studies between elementary schools, middle schools and high schools that have developed transitional programs.
REFERENCES
REFERENCES


APPENDIX A
SELF-SOLUTIONS TO BULLYING:
A WEBSITE FOR EDUCATORS THAT INFUSES CALIFORNIA CONTENT
STANDARDS AND BULLYING PREVENTION CURRICULUM

By
Mary Dobkowitz
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Rationale

Over the last ten years, bullying has become a major behavioral concern for educators. Overarching themes to bullying prevention include, but are not limited to, tolerance for other people’s opinions, beliefs, customs, and values, critical thinking, problem solving, understanding global perspectives, building self-esteem, collaboration, cooperation and respect. These are also themes the classroom educator addresses on a daily basis. The combination of bullying prevention strategies and California Content Standards is a natural blending of social justice, self-reliance, and global thinking that students will need to rely on for healthy social development.

This rationale is inclusive to all the lessons provided within this project. With that being said, educators still need to provide their own reasoning and rationale for selecting and completing the lessons in this project. The educator needs a clear understanding on the importance of the content and how to relate that content to the students. Only then will the educator have a clear idea of how to actively participate in educating students with the tools and abilities to effectively communicate the content.
Welcome!

This site is dedicated to helping educators, staff, and administrators find campus-wide solutions to bullying for a cohesive school culture. If you are a parent or student looking for help or answers you will find solutions to stop bullying, but you need to be aware that information is distributed according to grade levels. For example, if you are the parent of a child in third grade or a student in the fifth grade, you will find helpful information by clicking on your current grade level. By no means should you just stay inside that grade level. Feel free to navigate throughout the site. You might find books, videos or activities that can be helpful in your situation.

Before we dive into the nitty-gritty, I want to address the style of this website. The language of this site is simple and will be directed straight at you. I'm not just writing for you, I also want you to think about how you will talk to your students. This site assumes you already know a little about the relationship of bullying, however, even if you know nothing you will find loads of sources to help. As the site grows you will find many personal sources to help you as well.
Let's start with the relationship of bullying. In past years the people involved in bullying were the bully, the victim and the bystanders. The term victim is not used anymore. It implies that something happened to the person in which they are helpless and have no control. That simply is not true. In any relationship there is only one behavior that can be controlled...yours. Another will not change their behavior unless they accept their behavior and make the choice to change. So in recent years researchers have replaced victim with target. Now that is a word that describes exactly what is going on in the relationship. As research is updated, so will the terms and strategies we use regarding bullying. For now the most common terms are the bully, the target and the bystander(s).

Next, let's address how to handle bullying. Stress to student that they cannot go it alone. They cannot handle a bully on their own until they have some solid strategies to use. A bully's greatest power is fear and keeping the target isolated from everyone. Instruct students to find someone to help...friends, family, a teacher, counselor, a friend's parent, or another person you trust that will not divulge the target’s secrets without their permission. Along with building trust, a target needs to refocus on all their strengths and gifts. Every student has them and should be proud to share them with the rest of the world. When they hold their head up high, give people eye contact, and truly believe in their self-worth, a bully has absolutely nothing they can take away from the target. With that being said, a target will need the support and guidance of close friends, family and trusted adults in the community.

Finally, the website is organized in such a way that educators can navigate to
specific grade levels for information. When you visit a particular grade level the
information is categorized according to California State Content Standards. Lessons
and materials are linked under the content standards. If the name of a particular lesson
seems interesting, just click on the link. There you will find the PDF of the lesson and
any black lines that accompany the lesson. Here’s an example: If you are a first grade
teacher you will want to start your search on the First Grade page. Once you are there
you will find Books, English/Language Arts, and Visual and Performing Arts headers.
Under each of those headers are lessons titled to reference specific content standards
and the lesson’s name. When you click on the lesson link you will view the PDF of
that lesson followed by any black lines. I have intentionally left out the rationale
portion of the lesson plan because it is important for you to understand and
communicate your own rationale for completing a specific lesson. I do not want you to
regurgitate my rationale. Instead, I want you to examine your beliefs and motives
behind selecting the lesson and clearly communicate that on the lesson you chose.

As of July 16, 2010 all the lessons and PDF’s are free to use. I would appreciate
your feedback on any lesson you use. You can find my contact information on the
About Me page. Above all, this is a place to find information, use information and
share your thoughts, ideas, stories and lessons. If you have a lesson you would like to
add to this site, please attach it in an email and send it to me. I'll take a look at it and
let you know if it can be posted on the site.

Here's to healthy self-worth in the global village of Earth,

Mary
This site came from my passion to unite school campuses all over the world. I was a victim of bullying most of my elementary years and all of my middle school years. In my third year of high school a power shift occurred and I used my power on weaker individuals. I started fights, rumors and spent most of my time feeling alone, angry and sad. I wanted to make people feel as helpless as I did because I hope I could have some control in my life. For whatever reasons I never felt like I had anyone I could talk to that would take me seriously or help me in my situation. I grew up in a time when it was normal to believe that bullying was "a rite of passage" or "a normal part of growing up." Well, I'm here to tell you that it's not normal! How can making someone else feel afraid, stupid or less than human be normal?! If you are reading this and have been bullied...do you feel normal? Are you feeling like this is supposed to happen? I ask those people, “Ok, if it's normal, why doesn't it happen to everyone? Why are there some who never get bullied?

Jumping ahead a few years, my three children were in elementary school and facing bullies at a younger age. Yes, children in kindergarten can be bullies. During this time I went back to college to earn my teaching credential. One of those classes ignited my passion to end bullying. I created a program that I used at several schools in the town I live. I presented at workshops and national conferences. Throughout this time I kept researching and exploring the Internet for information and resources. I found that there are several great websites. I found websites for specific programs, others for specific
books, and others that had great ideas, but seemed a little too vague to implement. A lot of the information overlapped, and that can be a good thing, but as an educator I found this process frustrating. I couldn't find a website that had all the information in one spot and was easy to navigate through. I wanted a website I could go to that did the bulk of the work for me and I could make any necessary modifications as they fitted my students.

Present day...and now this website. Bullying is hard enough to cope with without having to spend hours upon hours searching the Internet for quality, researched based information. Basically, I'm taking all those hours of searching and putting them into one place. My hope is that as people find and use this site they will respond to the comments, provide feedback and provide helpful information and lessons. Does this sound repetitive? Good, it should. Repetition is a characteristic of bullying and it will be part of the solution.

If you would like to contact me, please email me at sstb@att.net. If your email requires a response, I will get back to you as soon as possible. Please have patience. Yes, I'm busy, but I ALWAYS make time for bullying prevention. Thank you for your patience.
Curriculum Web Pages

Kindergarten

Self Solutions to Bullying

ENGLISH/LANGUAGE ARTS (Reading, Writing, and Listening and Speaking)

Learning to Use E-Messages.doc
Size: 185 Kb
Type: doc

SOCIAL SCIENCE

My Choices.doc
Size: 288.5 Kb
Type: doc

VISUAL AND PERFORMING ARTS (VAPA)

What Does Bullying Look Like.doc
Size: 25.5 Kb
Type: doc

LITERATURE

Teacher Reads


English Language Arts

Learning to Use I-Messages

Objectives
Students will be able to recognize feelings of frustration, anger, fear, etc.
Students will be able to verbally communicate feelings.
Students will be able to communicate feelings through written expression.

California Content Standards
Writing Strategies
1.1: Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

Materials
Copies of Learning to Use I-Messages
Pencils
White board
White board markers

Duration
30 minutes

Procedure
Before the activity make copies of Learning to Use I-Messages; one for each student. In a whole group explain why people use I-messages. Give some examples and write them on the board. Read the directions from the activity and write an example on the board. Ask for student volunteers to provide examples before excusing into small groups.

In small groups distribute activity sheets. Group leaders should explain and remind students of the examples from the whole group discussion. Complete each step together. Group leader should look for ways to give students synonyms for words and be ready to explain the meanings of words. Don’t be afraid to use non-verbal communicate to demonstrate meanings. Correct spelling as needed.

Assessment
Students will be able to demonstrate with body language and orally communicate a specific bullied emotion. Informal assessments performed during whole class discussion can be used to clarify and demonstrate the emotion.

Students will use the worksheet to demonstrate they can correctly write letters and words related to their bullying experiences.
## LESSON RUBRIC

<table>
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<tr>
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<th><strong>NEEDS WORKS</strong></th>
<th><strong>ACCEPTABLE</strong></th>
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<tr>
<td></td>
<td>• Student does not identify feelings.</td>
<td>• Student can verbally label feelings such as fear, anger, frustration, etc.</td>
<td>• Student can verbally express empathy for other people.</td>
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<tr>
<td></td>
<td>• Student does not show any change in body language for different feelings.</td>
<td>• Student can show how their bodies react to different feelings.</td>
<td>• Student can discuss multiple bullying prevention strategies.</td>
</tr>
<tr>
<td><strong>BULLYING PREVENTION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENGLISH LANGUAGE ARTS</strong></td>
<td>• Student does not recognize sound-letter correlation.</td>
<td>• Student can write letters, some are written backwards.</td>
<td>• Student writes all letters correctly.</td>
</tr>
<tr>
<td></td>
<td>• Student needs help writing all letters and words.</td>
<td>• Student needs help writing no-excuse words.</td>
<td>• Student writes all words correctly without help.</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Learning to Use I-Messages

I-messages are a way to think about what you’re feeling and calmly tell people those feelings. I-messages are about your feelings and always begin with, “I feel.”

**Step 1**
Take a few deep breaths then calmly and clearly state HOW you are feeling.

“I feel ________________________________.”

**Step 2**
Think about the way your body feels. Stay calm and clearly say WHY you are feeling the way you are.

“I feel ________________________________ because ________________________________.”

**Step 3**
Take a few deep breaths. Now say WHAT you want or need in a calm and clear voice.

“I feel ________________________________ because ________________________________ and I want ________________________________.”
Learning to Use I-Messages

I-messages are a way to think about what you’re feeling and calmly tell people those feelings. I-messages are about your feelings and always begin with, “I feel.”

Step 1  Take a few deep breaths then calmly and clearly state HOW you are feeling.

“I feel _______.”

Step 2  Think about the way your body feels. Stay calm and clearly say WHY you are feeling the way you are.

“I feel _______ because _______."

Example

“I feel _______ because _______."

Step 3  Take a few deep breaths. Now say WHAT you want or need in a calm and clear voice.

“I feel _______ because _______."

Example

“I feel _______ because _______."

“I feel _______ because _______."

Example

“I feel _______ because _______."
Social Science

My Choices

Objectives
Students will be able to identify and draw a picture of a positive and negative bullying prevention strategy.
Students will be able to identify a positive and negative consequence for their strategy.

California Content Standards
Social Science
K1.1: Follow rules, such as sharing and taking turns, and know the consequences of breaking them.

Materials
Pencils
11x14 white paper
Crayons or colored pencils
White board
White board markers

Duration
30-60 minutes

Procedures
As a whole class discuss why it is important to have rules and procedures and what the consequences for breaking them. Ask for positive choices and some consequences. Write them on the white board. Repeat this procedure for negative choices. Explain to the students they will be drawing one of each. First, show them that the positive choice and consequence will be drawn on one side of the paper and the negative choice and consequence on the other side of the paper. Tell them before they must complete one choice and show an adult before going onto the second choice. Dismiss students to work in small groups.

Assessment
Through whole class discussion and clarification the teacher will ascertain the choices of the students. The teacher can probe for further understanding and provide scaffolding of choices to help with problem solving.

The drawing will be used to determine if the student has a clear understanding of positive and negative choices and the consequences of those choices. Positive strategies may include: walking away, talking to adult, using I-messages, helping a friend, etc. Negative strategies may include: hitting, kicking, laughing and teasing, encouraging a fight, etc. Consequences may include: giving an apology, doing something for the other person
(restitution), etc. The teacher can use the drawing to hold a private conference with a student when choices are inappropriate.

## LESSON RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>NEEDS WORKS</th>
<th>ACCEPTABLE</th>
<th>STRONG (Includes all the criteria from the acceptable column)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BULLYING PREVENTION</strong></td>
<td>• Student cannot identify a positive bullying prevention strategy.</td>
<td>• Drawing includes one positive strategy and one negative strategy.</td>
<td>• Drawing includes dialogue between characters</td>
</tr>
<tr>
<td></td>
<td>• Drawing is fantasy.</td>
<td>• Strategies are realistic.</td>
<td>• Student identifies consequence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student labels strategies.</td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCE</strong></td>
<td>• Student cannot explain consequences to choices.</td>
<td>• Student can identify a positive choice and a negative choice.</td>
<td>• Student can explain how consequences affect everyone involved.</td>
</tr>
<tr>
<td></td>
<td>• Student cannot distinguish between a positive and negative choice.</td>
<td>• Student can explain the consequences of their actions.</td>
<td></td>
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</tr>
</tbody>
</table>
Positive Choice

Can I play too?

Consequence

The more the merrier!
Negative Choice

Hurry up!
It's my turn!

Consequence

Leave us alone, please!
Visual and Performing Arts

What Does Bullying Look Like?

Objectives
Students will be able to discuss bullying in their neighborhood.
Students will be able to paint a picture depicting bullying in the neighborhood.

California Content Standards
Visual Arts
K.2.4: Paint pictures expressing ideas about family and neighborhood.

Materials
White 8½x11 construction paper
Paint
Paintbrushes
Pencils (to write student’s names on paper)
White board
White board markers
Example to show students

Duration
45-60 minutes

Procedure
As a whole class discuss bullying behaviors in their neighborhoods. Ask for ideas from the students and write them on the board. Explain to the students that they will paint a picture using a bullying experience from their neighborhood. Show students the example and ask for questions.

Assessment
The whole class discussion will be used as an informal assessment of specific bullying behaviors. Questions and clarification statements can be used to obtain more details and examples from the students.

The picture will be used to determine if the students were able to identify and depict a bullying experience from their neighborhood.
# LESSON RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>NEEDS WORKS</th>
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</tr>
</thead>
</table>
| **BULLYING PREVENTION**| • Student cannot identify any bullying experiences in the neighborhood.  
• Student cannot identify positive or negative outcomes in experiences presented by other students. | • Student can discuss an experience of bullying in their neighborhood.  
• Student can discuss and positive and negative outcomes of the identified experience. | • Student can articulate experience using bullying prevention vocabulary.  
• Student can identify alternate bullying prevention strategies. |
| **ART**                | • People cannot be identified in the painting.  
• Paint has no scenery or buildings.  | • Student can paint figures that represent people.  
• Student can paint a realistic neighborhood scene. | • Student paint realistic people.  
• Student adds dialogue.  
• Student adds realistic scenery and background detail. |
Self Solutions to Bullying

ENGLISH/LANGUAGE ARTS (Reading, Writing, and Listening and Speaking)

Tell Me About A Time.....doc
Size : 25 Kb
Type : doc

SOCIAL SCIENCE

Are You A Good Sport.doc
Size : 28 Kb
Type : doc

VISUAL AND PERFORMING ARTS (VAPA)

What Are You Doing
Size : 27.5 Kb
Type : unknown

LITERATURE

Teacher Reads


Tell Me About A Time…

Objectives
Students will be able to identify three specific personal experiences related to bullying.

California Content Standards
Writing Strategies
1.1: Select a focus when writing.

Materials
Copies of Tell Me About The Time
Pencils

Duration
30-60 minutes

Procedure
As a whole class discuss experiences related to bullying. The teacher should lead the discussion with a few examples. Allow the students to discuss each experience. Then ask the students to volunteer some experiences and allow for discussion. The teacher should use this time to model effective communication strategies. Explain to the students how to complete the activity using no names. Excuse the students to their seats. Monitor students at their seats. Get clarification as needed.

Assessment
The student must be able to read and follow the directions and provide an appropriate response to each scenario presented with a clear bullying prevention focus.
## LESSON RUBRIC

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>BULLYING PREVENTION</strong></td>
<td>• Student cannot provide an example for any scenario, even with prompting.</td>
<td>• Student can provide a clear example for each scenario.</td>
<td>• Student can provide a bullying prevention strategy for each scenario.</td>
</tr>
<tr>
<td><strong>ENGLISH LANGUAGE ARTS</strong></td>
<td>• Student cannot stay focused and wants to write off topic.</td>
<td>• Student stays focused on articulating each example.</td>
<td>• Student articulates the need to solve a problem, not just stating a problem.</td>
</tr>
</tbody>
</table>
Tell Me About A Time…

Tell me about a time when someone bullied you.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Tell me about a time when you bullied another person.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Tell me about a time when you saw someone else getting bullied.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
Social Science

Are You A Good Sport?

Objectives
Students will be able to demonstrate empathy, tolerance of other students’ views and opinions.

California Content Standards
Social Science
1.1.2: Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live.

Materials
8½ x 11 white paper
Crayons
Scissors
Glue
Strips of paper with roles (3 roles per group, see below)
Timer

Duration
30 minutes

Procedure
In a whole group discussion ask students to explain empathy, clarify when needed. Explain that empathy is putting yourself into someone else’s shoes and trying to feel and experience what they are experiencing. Provide examples. Explain that they will need to use empathy and tolerance for others to complete the activity. In the activity the students will be given different roles to complete a picture. Each member must allow the other group members to complete their role, using conflict-resolution strategies to solve any problems that may arise.

The roles within each group will be: background only in black and orange, characters only in blue and purple, and activities in green and yellow. Divide students into groups of three and distribute roles. The students may use scissors, additional paper, and glue to complete this activity. At this point tell the students they have 30 minutes to produce a finished product. Do not provide an example for the activity. This is also an exercise in sportsmanship and respect for each other (problem solving.) Start the timer.

Assessment
The teacher will monitor students as an informal assessment to check for cooperation, respect for each other’s views and empathy for the other members’ roles. The teacher should look for evidence of asking group members questions about roles, using
cooperation to complete each task, and tolerance that each member has their opinion of the picture within their role.

## LESSON RUBRIC

<table>
<thead>
<tr>
<th>BULLYING PREVENTION</th>
<th>NEEDS WORKS</th>
<th>ACCEPTABLE</th>
<th>STRONG (Includes all the criteria from the acceptable column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student wants to work on the project alone or continually tries to do the work for group members.</td>
<td>• Student demonstrates empathy, respect and tolerance by allowing group members to complete their task without interruption.</td>
<td>• Student demonstrates advanced understanding of tolerance, empathy and respect by asking group members questions and using positive statements at the end of the activity. • Student demonstrates problem-solving skills.</td>
<td></td>
</tr>
</tbody>
</table>

| SOCIAL SCIENCE | • Student shows no interest in any group member’s opinions or role within the group. | • Student demonstrates respect by giving positive affirmations to a group member. | • Student demonstrates higher-level respect and the value of multiple opinions by affirming all group members. |
Objectives
Students will be able to demonstrate bullying behaviors.
Students will be able to demonstrate a bullying prevention strategy.

California Content Standards
Theatre
5.2: Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

Duration
30-60 minutes

Materials
Performance space

Procedures
Before the lesson: If you have a classroom aide, ask for their help in creating a short demonstration with you. If you do not have any help, ask one of your students if they would help demonstrate a skit for the class.

As a whole class discuss what the students have learned about bullying. Explain that they are going to create a short (less than 2 minutes) skit that shows a bullying behavior and a strategy to prevent bullying. Explain that they will be working in groups of two or three and remind them that choosing group members is a great way to practice bullying prevention strategies (teasing, leaving someone out, etc.) Explain that they cannot directly say the bullying behavior because the students are going to discuss the skit when it is over. They have to identify the behavior demonstrated in the skit.

Have students first divide into their groups. Once in their groups ask them to create a skit about bullying. Monitor each group’s progress. Ask for clarification and for the specific bullying behavior and prevention strategy.

When the students are ready call each group up to perform their skit. Remind students about courtesy behavior during and after the skit. Discuss the skit with the performers and audience.
**Assessment**
Use the skit to determine the students were able to communicate effectively and participate cooperatively to demonstrate bullying behaviors and a bullying prevention strategy. Students should have taken turns and each had some input in the creation of the skit. Their skit must be appropriate to the topic and not fantastical to the subject matter.

**LESSON RUBRIC**

<table>
<thead>
<tr>
<th></th>
<th><strong>NEEDS WORKS</strong></th>
<th><strong>ACCEPTABLE</strong></th>
<th><strong>STRONG</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BULLYING PREVENTION</strong></td>
<td>• Student cannot identify a bullying behavior.</td>
<td>• Student can articulate a bullying behavior.</td>
<td>• Student can articulate several bullying behaviors.</td>
</tr>
<tr>
<td></td>
<td>• Student portrays fighting or arguing as conflict resolution.</td>
<td>• Student can articulate a bullying prevention strategy.</td>
<td>• Student can demonstrate how the bullying prevention strategy affects everyone involved.</td>
</tr>
<tr>
<td><strong>ART</strong></td>
<td>• Student withdraws from the group or tries to undermine group members.</td>
<td>• Student attempts to use problem-solving skills to resolve issues within the group.</td>
<td>• Student uses empathy and tolerance so each group member can complete their group role.</td>
</tr>
<tr>
<td></td>
<td>• Student is distracting attention away from the presentation.</td>
<td>• Presentation includes all group members.</td>
<td>• Presentation includes props, music and additional elements.</td>
</tr>
</tbody>
</table>
Second Grade

Self Solutions to Bullying

ENGLISH/LANGUAGE ARTS (Reading, Writing, and Listening and Speaking)

Do You See What I See.doc
Size: 30 Kb
Type: doc

SOCIAL SCIENCE

What’s Going On.doc
Size: 32 Kb
Type: doc

VISUAL AND PERFORMING ARTS (YAPA)

Bullying Prevention Improvisation.doc
Size: 29 Kb
Type: doc

LITERATURE

Teacher Reads


Student Reads


Do You See What I See?

Objectives:
Students will be able to identify bullying behaviors.

California Content Standards:
Listening and Speaking
1.1: Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment.)

Duration:
20-30 minutes

Materials:
Do You See What I See directions
Black line of On the Playground (pg. 17)
pg 17.
Pencils
Red, orange, yellow, green, blue, and purple crayons.

Procedure:
Before the activity, remind students this is a listening activity. When they receive their handout they are to leave it facedown until they are given directions to start. Distribute one On the Playground, facedown, to each student.

Read directions (see black line). Read each direction twice; allow processing time between each direction.

When last direction is given, tell students to put their pencils/crayons down. Collect papers per classroom procedures.

Assessment
Monitor students while the directions are given. Correct the worksheet to determine if the students listened carefully and followed directions. Use the worksheet to determine if the students understand specific bullying terms, such as pushing, hitting, kicking, teasing or making fun of someone by circling or underlining the correct image. Writing or drawing on the back of image must depict a bullying prevention strategy (walking away, talking to an adult, telling a friend, etc.)
# LESSON RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>NEEDS WORKS</th>
<th>ACCEPTABLE</th>
<th>STRONG (Includes all the criteria from the acceptable column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BULLYING PREVENTION</td>
<td>• Student looks at situations as funny or unrealistic.</td>
<td>• Student can identify three bullying situations.</td>
<td>• Student can identify all bullying situations.</td>
</tr>
<tr>
<td></td>
<td>• Student does not understand the value of bullying prevention.</td>
<td>• Student can write one basic verbal bullying prevention strategy.</td>
<td>• Student draws a picture with labels or dialogue on bullying prevention on the back of their paper.</td>
</tr>
<tr>
<td>SOCIAL SCIENCE</td>
<td>• Student has less then seven directions correctly followed.</td>
<td>• Student correctly follows at least seven directions.</td>
<td>• Student correctly follows all ten directions.</td>
</tr>
<tr>
<td></td>
<td>• Student displays inappropriate reactions to situations during directions.</td>
<td></td>
<td>• Student has a desire to discuss the situations after the activity.</td>
</tr>
</tbody>
</table>
Do You See What I See?

**Teacher**: “This is a lesson in following directions and identifying bullying behaviors on the playground. Keep your paper facedown until you are given directions to start. You will be given one point for every direction you follow correctly. I will give the directions twice. Are there any questions before we begin?”

**DIRECTIONS:**

1. Turn your paper over so you see the playground scene. (Repeat) (Give students time to review the scene)

2. Using your pencil, write your name in the TOP, RIGHT-HAND CORNER of your paper. (Repeat)

3. Using an **orange** crayon, UNDERLINE the title. (Repeat)

4. Using your pencil, write, “Bullies are a pain in the brain.” AT THE BOTTOM OF THE PAGE. (Repeat)

5. Using a **red** crayon put a circle around the BULLY PUNCHING SOMEONE IN THE ARM. (Repeat)

6. Using a **yellow** crayon draw an X through the BULLY THAT IS NAME-CALLING. (Repeat)

7. Using a **blue** crayon draw a square around the GIRLS MAKING FUN OF ANOTHER GIRL. (Repeat)

8. Using a **green** crayon draw a green star on the BULLYING PUSHING SOMEONE. (Repeat)

9. Using a **purple** crayon draw three hearts around the KIDS THAT ARE ACTING KIND TO EACH OTHER. (Repeat)

10. Turn your paper over and write or draw one thing you will do or say to a bully. (Repeat)
Social Science

What’s Going On?

Objectives
Students will be able to distinguish specific bullying behaviors.
Students will be able to use critical-thinking skills to sequence events.

California Content Standards
History-Social Studies
2.5: Students understand the importance of individual action and character.

Materials
Pencils

Duration
20-30 minutes

Procedure
Before activity make copies of pg. 29 for each student and directions. Talk to students about non-verbal communication and how people can tell what’s going on without words. Ask the students to give you some examples and ask other students to discern the emotion. Explain to the students they are going to have to look at some pictures and think about what is going on in the picture without using words. Tell the students they will be answering some questions based on their thinking.

In small groups have the group leaders explain and model the activity. Go step by step with the group. Do not allow students to work ahead. Make sure group leaders expand critical-thinking opportunities without giving students the answers. Allow the students to create multiple ways of solving the problem.

Assessment
Students will be able to name and identify specific bullying behaviors (pushing, teasing, name-calling, etc). The teacher will use the whole class discussion as an informal assessment and can use clarification questions and examples to ignite problem-solving techniques.

The worksheet will be used as a formal assessment to check if the student can correctly identify a sequence of bullying behaviors and the types of behaviors it takes to stand up to the bully (honesty, courage, individual responsibility, etc).
## LESSON RUBRIC

|                                | NEEDS WORKS                                                                 | ACCEPTABLE                                                                                                                                   | STRONG  
|                                |                                                                            | (Includes all the criteria from the acceptable column) |                                                                            |
| BULLYING PREVENTION            | • Student recognizes bullying behaviors as normal behaviors.                | • Student can identify specific bullying behaviors (pushing, hitting, kicking, spreading rumors).                                           | • Student can contribute multiple solutions to bullying behaviors.            |
|                                | • Student does not show an interest in problem-solving or finding solutions. | • Student can identify bullying relationships (bully, target, bystander).                                                                  | • Student articulates an interest in problem-solving the bystander relationship. |
|                                | • Student cannot use bullying prevention vocabulary.                        | • Student uses basic problem-solving skills to prevent bullying.                                                                          |                                                                            |
| SOCIAL SCIENCE                 | • Student is egocentric.                                                    | • Student can verbalize positive personal characteristics.                                                                               | • Student can recognized a connection between individual character and action to heroism and positive self-concept. |
|                                | • Student shows no connection between individual actions and ownership of actions. |                                                                           |                                                                            |
What’s Going On?

Critical-thinking and problem solving are healthy ways to have relationships. It takes lots of practice and lots of different experiences to get good at these skills. Use the pictures to help you come up with different ways to solve the bullying problems. Use the questions below to help you.

1. Look at picture 1. What type of bullying is happening?

2. Put a red circle around the bullying in picture 1.

3. Put a blue circle around the bystander in picture 1.

4. Look at picture 2. What type of bullying is happening?

5. Look at picture 2 again. How would you solve this problem on the playground?


7. How would you solve the problem in picture 3?

8. Look at picture 4. What is going on in the picture?

9. What are two ways to help in picture 4?
   a. _______________________________________________________________
Bullying Prevention Improvisation

Objectives
Students will be able to recognize bullying behaviors and vocabulary.

California Content Standards
Theatre
2.3: Use improvisation to portray such concepts as friendship, hunger, or seasons.

Materials
Small strips of paper
Bullying prevention vocabulary and behaviors
Paper bag or something to hold the strips of paper
Felt tip marker

Duration
30 minutes

Procedure
Ask the students to define and explain imagination. Explain that they will be using their imaginations to communicate some bullying behaviors and vocabulary. Each student will be called to the front of the class and they will pick a strip of paper from the paper bag. On the strip of paper will be a bullying behavior or a vocabulary word about bullying. Without saying what is on the strip of paper, the student must, on-the-spot, act out the word so the audience can try to guess. Allow the student a little time to think of something and chose the audience member that tries to guess the word.

Assessment
When the student pulls a strip of paper, check that the student can read the bullying scenario and understands the bullying scenario. The student may need the word whispered to them and a brief explanation. Check that the student used an appropriate example (talking it out, walking away, telling an adult, telling a friend, etc.) used an appropriate amount of time, repeated the action (when necessary), and used correct facial and bodily expressions.
# LESSON RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>NEEDS WORKS</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>BULLYING</strong></td>
<td>• Student does not understand the scenario slip.</td>
<td>• Student needs help reading the scenario slip.</td>
<td>• Student can read scenario slip independently</td>
</tr>
<tr>
<td><strong>PREVENTION</strong></td>
<td>• Even with help, the student cannot verbalize a bullying behavior or use vocabulary correctly.</td>
<td>• Student demonstrates problem only, provides no solution.</td>
<td>• Student demonstrates a realistic problem and solution.</td>
</tr>
<tr>
<td><strong>ART</strong></td>
<td>• Student acts inappropriately during improvisation.</td>
<td>• Student can perform a small improvisational skit but doesn’t show emotion or emphasis.</td>
<td>• Student performs improvisation with emotion and realism.</td>
</tr>
</tbody>
</table>
Self Solutions to Bullying

English Language Arts (Reading, Writing, and Listening and Speaking)

Why Do Bullies Bully
Size: 31.5 Kb
Type: unknown

Social Science

What Makes A Community.doc
Size: 30.5 Kb
Type: doc

Visual and Performing Arts (VAPA)

Script Writing 101.doc
Size: 30.5 Kb
Type: doc

Literature


English Language Arts

Why Do Bullies Bully?

Objectives
Students will be able to identify three reasons people bully.

California Content Standards
Grammar
1.2: Identify subjects and verbs that in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

Materials
Pencils
Why Do Bullies Bully directions
Why Do Bullies Bully presentation square
White board
White board markers

Duration
30 minutes

Procedure
Before the activity, make copies of the presentation square so each student has one. Read the directions during a whole class discussion. Use the example as a model for their work. Call on students for reasons a person would bully someone else. Write answers on the white board.

In small groups, have the adult leader explain the directions again and demonstrate with the example. Each student will write down three reasons in three complete sentences.

Assessment
Each student must be able to identify three separate reasons why a person would be a bully. Informal assessments can be done while the teacher leads the whole class discussion. The teacher can ask questions and ask for clarification to determine if the students understand terms (power, control, someone bullies the bully, etc.)
## LESSON RUBRIC

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>BULLYING PREVENTION</strong></td>
<td>• Student identifies fewer than two reasons people bully.</td>
<td>• Student identified three reasons people bully.</td>
<td>• Student identifies three reasons people bully and supplies three possible strategies.</td>
</tr>
<tr>
<td><strong>ENGLISH LANGUAGE ARTS</strong></td>
<td>• Student cannot identify subject or verb in the sentence.</td>
<td>• Student can identify the simple subject and verb, pronoun and adjectives in the sentence.</td>
<td>• Student can identify the complete subject and verb.</td>
</tr>
</tbody>
</table>
Why Do Bullies Bully?

When a teacher gives you a direction, are they being a bully? How do you know the difference? Some people bully because they want to control you. Some people bully so they can feel powerful. Think of three reasons why someone would bully someone else. Write your complete sentences in the presentation square.

1. People bully because they are mad.
2. People bully because someone bullies them.
3. People bully because they feel bad about themselves.
Social Science

What Makes A Community

Objectives
Students will be able to discuss the role of citizens and the importance of tolerance (the importance of other people’s opinions, cultures, customs, etc.)

California Content Standards
Social Science
3.4.2: Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

Materials
Group space for whole class discussion

Duration
30 minutes

Procedure
This activity is a discussion facilitated as a whole group. Ask the students what it means to be tolerant. Ask the students to provide examples. Ask the students what it means to be a citizen and where people are citizens. Discuss the importance of roles within different types of communities, what makes a community, and if there are similarities and differences between communities. Discuss if there are similar rules to classroom behavior and community behavior and if those similarities are important.

Ask the students to think of a rule they would like to see in their community. Ask for volunteers to share their rule, how they would go about enforcing it, and what would be the consequences for breaking the rule. Discuss why it is important to be an active participant in several different communities and how members of the communities know how to behave.

Assessment
Students should make generalizations between communities. They should be able to recognize that each community has similar and different rules and members learn how to code-switch between communities. Students should make connections between rules and roles within the classroom and those in their home, community and in a global perspective. Students should also recognize that tolerance plays a vital role in accepting people into communities to strengthen the community and how differing viewpoints adds value to a community.
# LESSON RUBRIC

<table>
<thead>
<tr>
<th></th>
<th><strong>NEEDS WORKS</strong></th>
<th><strong>ACCEPTABLE</strong></th>
<th><strong>STRONG</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BULLYING PREVENTION</strong></td>
<td>• Student demonstrates no understanding of tolerance.</td>
<td>• Student can define tolerance.</td>
<td>• Student can provide clear examples of tolerance and intolerances.</td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCE</strong></td>
<td>• Student cannot define or provide an example of citizenship.</td>
<td>• Student can define citizen.</td>
<td>• Student can provide examples of citizenship.</td>
</tr>
<tr>
<td></td>
<td>• Student can discuss the importance of civility within the classroom and community.</td>
<td>• Student can discuss the importance of civility within the classroom and community.</td>
<td>• Student can provide examples of the breakdown of civic life.</td>
</tr>
</tbody>
</table>
Visual and Performing Arts

Script Writing 101

Objectives
Students will be able to describe bullying behaviors.
Students will be able to describe bullying prevention strategies.

California Content Standards
Theatre
2.1: Participate in cooperative scriptwriting or improvisations that incorporates the five W’s (Who, What, Where, When, Why).

Materials
Lined paper
Pencils
Copies of plays, books with abundant dialogue
White board
White board markers

Duration
60-80 minutes

Procedure
Ask students about the movies they enjoy. Discuss how the actors know what to say, when to say it, where to stand, when to exit; how they know what to do and when to do it. Discuss if there is just one person who writes a script or if many people could be involved in the process. What would be important for people to understand if they had to work together on writing a script? Write details on the board as necessary. Elaborate on the five W’s (who, what, where, when, and why.)

Explain to the students that they will be divided into groups of three. Their task is to cooperate in writing a script involving bullying and prevention strategies. Divide students into groups. Before giving them the activity, have them discuss in their groups the importance of working together, tolerance for each person’s views, and how they plan to solve problems when differing views arise.

Explain that each script should focus on bullying and incorporate the five W’s. Explain to the students that they should only focus on one scene, not an entire play. Monitor students as they begin to work. Remind students of problem solving strategies.
Assessment
Students will produce a script that follows a logical sequence and appropriately addresses bullying prevention and the five W’s. Students will use the correct bullying prevention vocabulary and strategies. Their scripts must have a realistic storyline.
# LESSON RUBRIC

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</thead>
<tbody>
<tr>
<td><strong>BULLYING PREVENTION</strong></td>
<td>• Student needs help or cannot identify a bullying behavior.</td>
<td>• Student can identify a bullying behavior.</td>
<td>• Student identifies several bullying problems in scenario.</td>
</tr>
<tr>
<td></td>
<td>• Student needs help or cannot recognize a bullying prevention strategy.</td>
<td>• Student can demonstrate a bullying prevention strategy.</td>
<td>• Student demonstrates several bullying prevention strategies.</td>
</tr>
<tr>
<td></td>
<td>• Student’s scenario is unrealistic and borders on fantastical.</td>
<td>• Student’s scenario is realistic and contributes to problem solving.</td>
<td>• Student’s scenario has a global perspective.</td>
</tr>
<tr>
<td><strong>ART</strong></td>
<td>• Script has no dialogue or there is no script.</td>
<td>• Script has some dialogue</td>
<td>• Dialogue is the main focus of skit.</td>
</tr>
<tr>
<td></td>
<td>• Many or all W’s are missing.</td>
<td>• One or two W’s are missing.</td>
<td>• All W’s were addressed and fully developed.</td>
</tr>
<tr>
<td></td>
<td>• No collaboration within group.</td>
<td>• No clear roles within group.</td>
<td>• Ask questions to audience or allowed audience members to ask questions.</td>
</tr>
</tbody>
</table>
Self Solutions to Bullying

English Language Arts (Reading, Writing, and Listening and Speaking)

- **Bullies Make Me Feel.doc**
  - Size: 332 Kb
  - Type: doc

Social Science

- **Immigration Imagination.doc**
  - Size: 33 Kb
  - Type: doc

Visual and Performing Arts (VAPA)

- **Master of Disguise.doc**
  - Size: 30.5 Kb
  - Type: doc

Literature


  
  Toronto, ON: Kids Can Press.

Objectives:
Students will be able to identify targeted feelings (anger, helplessness, sadness, loneliness, powerless, fear/afraid, etc.)
Students will be able to identify positive strategies (talking to an adult, walking away, telling a friend, positive self image, etc.)

California Content Standards:
Writing Applications
2.3.b: Include facts and details for focus.

Duration:
Prep time: 30 minutes
Activity: 60 minutes

Materials:
Bullies Make Me Feel… directions.
Pencils
Bottle diagram (see black line)
Black thick-tip markers
Soda drops (see black line)
White paper 60 x 48 in

Procedure:
Before activity, use the black-tip marker to create the bottle (48 x 24 in). Do not cut the bottle out. In the center of the bottle write, “Bullies Make Me Feel…” Make copies of the soda drops so each student has at least two drops. Cut out drops prior to activity.

Read directions to students. Have the students think of an emotion that bullying produces and write it on one of the drops. Next, have the students think of one way to stop bullying and have them write it on a drop.

Call on each student. Ask them to read their emotion drop and place it somewhere inside the bottle. Place some in the neck of the bottle too. Next, call on each student to read their bullying prevention strategy and have them place it on the outside of the bottle. (Look at the example).

The finished bottle should look like a shaken soda bottle with the bullying emotions bouncing around on the inside ready to explode, while the bullying strategies are popping out to cleanup the mess.

Assessment
Use the soda drops to check for understanding. The emotion should be appropriate and convey bullying details; for example, a bully would not make children feel happy or good about themselves. Students must have a specific bullying prevention strategy on their second drop. Clarify and reteach when necessary.
# LESSON RUBRIC

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<tr>
<td><strong>BULLYING PREVENTION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student communicates a generic feeling (mad).</td>
<td>• Student is able to express feelings.</td>
<td>• Student is able to determine the motives of the bullying.</td>
</tr>
<tr>
<td>• Student uses negative actions as strategies</td>
<td>• Student is able to identify a bullying prevention strategy.</td>
<td>• Student can identify and construct a plan against the bully.</td>
</tr>
<tr>
<td>(fighting, hitting, etc.)</td>
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</table>
Bullies Make Me Feel…

Teacher: “Bullies make me feel like I’m going to explode!” says a little girl. Her teacher asks the class, “Do you feel like you are a bottle of soda? You get shaken and shaken with anger, frustration, and hurtful feelings, feelings of doubt, embarrassment, and loneliness. That bully likes to see you get angry and upset just like you like to watch the soda bubbles explode out of the bottle. The problem is, the bubbles and pressure have nowhere to go. They build and build until one day when you try to open the bottle, all of the soda bursts out all over everything and everyone around one and that’s one big mess! We are going to identify those bullying feelings and the strategies we can use to cleanup the mess.

Use one bubble to write down how bullies make you feel. (Give the students time to talk and write down the emotion)

Now I want you to write down a strategy you can use to stop bullying. (Give the students time to talk and write down the strategy)

Call on each student and ask for an emotion. Have them come up to the big bottle and place their bubble inside the bottle. Repeat this procedure until everyone has provided a bubble.

Repeat this process for the strategies.

Place the bottle in the room where the students can see it or it can be displayed in a hallway.
Social Science

Immigration Imagination

Objectives
Students will be able to describe feelings and emotions.
Students will be able to describe rapid population growth.

California Content Standards
Social Science
4.4.4: Describe rapid American immigrations, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles.)

Materials
Hula-hoops or sport cones (to simulate geographic areas).
Names of 3-6 large populated cities in the United States
White board
White board markers

Duration
30 minutes

Procedure
As a whole class discuss what it means to immigrate. Discuss why it is important to immigrant and what are the possible negative effects of immigration. Use critical thinking skills to determine the positive effects of rapid immigration. Discuss the difference between immigration and migration.

Explain to the students that they will be conducting an experiment to determine the effects of rapid immigration. Place the hula-hoops around the classroom and tell the students the hula-hoops represent cities around the United States (e.g., Los Angeles, San Francisco, New York). Explain that the cities boundaries are within the hula-hoop. Anyone immigrating to that city must stay within the boundary of the hula-hoop.

Position students at various points around the classroom that simulate towns around the United States and other countries. Choose students by hair color, eye color, clothes color, etc., to immigrate to certain cities. As the students immigrate to the city, ask them to think about why they would immigrate to that city. Ask them how comfortable they feel in the city and how easy it is to move around and find resources. Ask them if their stress makes them less tolerant of the other people in their city. Record some of their responses on the white board.

When all the students have successfully immigrated to a city, explain that they are going to have to migrate to a different city because the resources are getting in their city they
need to move somewhere else to find resources, a job and earn money. Allow the students to discuss the advantages to living in a largely populated area to those living in smaller populated areas. Allow the students to decide where they migrate to next. When they arrive at their new destination, discuss their decisions. Record some responses on the board. Discuss if there would ever be a reason they would consider moving back to the place they came from and why.

After the activity, debrief students on their feelings and emotions during the times they immigrated and migrated. Ask them for differences and similarities. Discuss attitudes towards the other people in their city. Discuss their decisions to migrate to other areas. Review recorded activity responses on the board.

**Assessment**
Students will be able to describe the impact immigration had on small towns and emerging cities. They will be able to ascertain that larger cities had more opportunities for jobs, but that wasn’t always a positive effect. Students will be able to describe how the rapid population growth of immigration caused cities to look at the ways they move people throughout the city, govern people, created and sustained jobs and how people would start to feel when those resources began to dwindle. Students will be able to discuss why people would migrate from one city to another and make connections to real-time issues.
## LESSON RUBRIC

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</table>
| **BULLYING PREVENTION** | • Student identifies basic emotions (mad, sad, angry, etc.)  
                        • Student views cities as one big unit instead of people working together.  
                        • Student is able to describe different emotions and feelings.  
                        • Student is able to explain rapid population growth. | • Student is able to describe specific feelings and emotions and how they affect people during times of change.  
                        • Student is able to demonstrate empathy towards people. |
Objectives
Students will be able to design or create props and costumes.
Students will be able to communicate their bullying theme into their costume/prop design.

California Content Standards
Theatre
2.3: Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.

Materials
Various art supplies (paint, paper, crayons, markers, tacky glue, scissors, etc)
Various craft supplies (fabric in different sizes, cotton balls, ribbon, string, balloons, etc)
Various playground equipment
Various classroom equipment

Duration
1-2 hrs.

Procedure
After the students have developed their bullying skit, explain that they will be making the costumes and props they need to perform and enhance the realism of the skit. Explain and show students which materials they will be able to use and where they can find them around the classroom (set up small stations around the classroom to improve work flow). Additional materials can be supplied if appropriate. Each group is responsible for at least one prop, one costume and either one person with makeup or one mask. Materials cannot be glued or stapled to student clothing or classroom furniture (teacher discretion). Prior to painting the students must inform the teacher of their idea for adequate work and drying space.

Allow students to be as creative as they want. Provide additional materials and time if needed. Remind students that all props, costumes, and makeup/masks must enhance the skit, not distract from the bullying theme.

Assessment
Assess the students on their ability to stay within the bullying theme and that the creation fits appropriately into their skit. Their creation should incorporate a bullying emotion (fear, anger, loneliness) or a bullying prevention strategy (positive self esteem, happiness, self control, etc.) with the use of color or texture.
# LESSON RUBRIC

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<tbody>
<tr>
<td><strong>BULLYING PREVENTION</strong></td>
<td>• Student chooses a non-bullying theme as a focus.</td>
<td>• Student chooses a single behavior or strategy as a focus.</td>
<td>• Student chooses multiple bullying behaviors and/or strategies as a focus.</td>
</tr>
<tr>
<td><strong>ART</strong></td>
<td>• Student cannot explain their choice of medium and its significance to their project.</td>
<td>• Student uses one type of medium in design.</td>
<td>• Student incorporates multiple mediums in design.</td>
</tr>
</tbody>
</table>
Self Solutions to Bullying

English Language Arts (Reading, Writing, and Listening and Speaking)

You Can't Imagine.doc
Size: 31 Kb
Type: doc

Social Science

It's All Relative, Baby! .doc
Size: 121 Kb
Type: doc

Visual and Performing Arts (VAPA)

Show Us How You Feel.doc
Size: 31.5 Kb
Type: doc

Literature


English Language Arts

You Can’t Imagine

Objectives:
Students will be able to identify target emotions and reactions to bullying.
Students will be able to write and orally communicate a poem.

California Content Standards
Written and Oral English Language Conventions
1.6: Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Duration:
30-60 minutes

Materials:
Pencils
Copy of You Can’t Imagine poem template
Paper with colorful border
Construction paper

Procedure:
Before the activity make copies of the You Can’t Imagine poem template. Each student
should have his or her own copy. Read the directions to the students. Have students
complete the poem and check with the teacher for final edits.

Have the students type their final draft and print it on designated paper. Invite students to
the front of the classroom to read their poem out loud. Compile poems and assemble into
a class book.

The book can be used inside the classroom, with buddy classrooms or placed in the
school library for other students to use.

Assessment
Students use adjectives and verbs in the correct places. When the students read their
poem check for facial cues, pitch and tone changes in their voice and any animation they
do to enhance the feeling and mood of the poem. Poem needs to include target emotions
(anger, fear, embarrassment, humiliation, etc.) and reactions to bullying (poor self
esteem, withdraws from friends, angry, etc.)
## LESSON RUBRIC

<table>
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<tr>
<th>BULLYING PREVENTION</th>
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<tbody>
<tr>
<td></td>
<td>• Student finds emotions funny or insignificant.</td>
<td>• Student can identify one type of emotion a target of bullying might feel.</td>
<td>• Student can identify multiple emotions of the target.</td>
</tr>
<tr>
<td></td>
<td>• Student communicates that the target deserved to be bullied.</td>
<td>• Student can identify one type of reaction a target may use.</td>
<td>• Student can identify multiple reactions from the target and the consequences of the reactions.</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE ARTS</td>
<td>• Student laughs, stumbles and makes excuses during the reading of poem.</td>
<td>• Student may be nervous about reading poem aloud, but does so with some expression and seriousness.</td>
<td>• Student uses speaking triangle during presentation.</td>
</tr>
<tr>
<td></td>
<td>• Student refuses to read poem aloud.</td>
<td>• Student gives eye contact to audience during reading.</td>
<td>• Student changes tone and inflection while reading poem aloud.</td>
</tr>
</tbody>
</table>

- ENGLISH: language arts
- BULLYING: prevention
- NEEDS WORKS: acceptable
- ACCEPTABLE: strong
- STRONG: includes all criteria from the acceptable column
You Can’t Imagine

Read the following poem to the students:

You Can’t Imagine

You can’t imagine how I feel
When you LAUGH AT ME, CALL ME NAMES,
AND LEAVE ME OUT OF GAMES

You can’t imagine how I feel
So I will tell you
ANGRY, SCARED, ALONE AND AFRAID
Are pushing around inside me

It feels like EVERYONE IS LAUGHING AT ME
I want to HIDE, SCREAM, CRY, AND FEEL INCLUDED

You can’t imagine how I feel
So try to imagine what you would do
If this was happening to you

By

Author’s Name Here
You Can’t Imagine (TEMPLATE)

You Can’t Imagine

You can’t imagine how I feel
When you

You can’t imagine how I feel
So I will tell you

Are pushing around inside me
It feels like

I want to

You can’t imagine how I feel
So try to imagine what you would do
If this was happening to you

By
It’s All Relative, Baby!

Objectives
Students will be able to identify an individual bullying experience.
Students will be able to use terms related to time (past, present, future, etc.)

California Content Standards
Social Science
Chronological and Spatial Thinking
2: Students correctly apply terms related to time, including past, present, future, decade, century, and generation.

Materials
11x18 white paper
Colored pencils and/or crayons
Pencils
Scissors
Glue
Lined paper without holes
White board
White board markers

Duration
60 minutes

Procedure
As a whole class discuss the terms past, present, future, decade, century, and generation. Write responses on the board. Discuss why it is important to know these terms and how we apply them to our lives. Discuss how decisions in the past affect the present and shape the future. Ask the students to think about how they picture themselves and their generation in a decade and in a century. Ask why is important to think about these things? Discuss differences in their generation compared to an adults generation and past generations.

Give the students the lined paper. Explain that they are to think about a specific bullying situation related to them. They will first write a sentence or two about how they felt and handled the situation in the past. Next, they will think about that same experience and how they feel about it and would handle it in the present. Last, the students will take that experience and think about it for the future. How would they feel about it and how would they handle the situation.
When the students have completed the writing, they will cut it out and glue it at the top half of the 11x18 white paper.

On the bottom half of the 11x18 paper, the students will draw two pictures and label them. One picture will be how the student sees their generation handling bullying in a decade (10 years). The other picture will be how the student sees their generation handling bullying in a century (100 years). Make sure the students have a clear separation between the two pictures and use correct labels. (See example)

**Assessment**

Use the writing to check for understanding and correct usage of the time-related terms. Students must be able to keep the progression of time and not jump back and forth or overlap time periods. The writing will also assess that the student is thinking about past behaviors regarding bullying, and how bullying prevention strategies shape present and future decisions about bullying. The drawing will assess the student’s understanding that a generation is a group of people during a specific time and how each generation has it’s own set of challenges. Students must be able to label their picture correctly.
# LESSON RUBRIC

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</thead>
<tbody>
<tr>
<td><strong>BULLYING PREVENTION</strong></td>
<td>Student communicates they have never been bullied or witnessed bullying.</td>
<td>Student can identify a personal bullying experience.</td>
<td>Student can identify a personal experience and predict or infer outcomes in the future on a global scale.</td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCE</strong></td>
<td>Student is focused on the present. Does not comprehend the importance of past events effects on the present and the future.</td>
<td>Student can describe personal experience in terms of past, present and future.</td>
<td>Student uses historical events to explain context in present and future.</td>
</tr>
</tbody>
</table>
It’s All Relative, Baby!

How I handled bullying in the past.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How I handle bullying in the present.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How I will handle bullying in the future.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
It's All Relative, Baby!

writing

My generation of bullying in a decade

My generation of bullying in a century
Show Us How You Feel

Objectives
Students will be able to communicate bullying prevention strategies through art.
Students will be able to produce an original piece of artwork.

California Content Standards
Visual Arts
2.7: Communicate values, opinions, or personal insights through an original work of art.

Materials
10x14 white paper
Paint
Colored pencils
Modeling clay (different colors)
White board
White board markers

Duration
60-90 minutes

Procedure
As a whole class ask the students to explain the different types of relationships and their importance. Tell the students to close their eyes, think of their favorite relationship, and think about the values in that relationship. Is it a sharing relationship? Are the people empathetic? Is there trust involved? Ask them to do the same about a negative relationship. Once the students have identified and discussed some values and supplied how their personal insights from bullying prevention training contribute to the relationship, tell them they are going to represent that relationship through a piece of art.

Allow the students to chose the type of medium they want to use. The parameters of the activity are: 1. The artwork must depict a specific value or something they learned through bullying prevention, 2. They are to work on their piece of art alone. Write some choices on the white board: painting, sculpture, collage, and drawing. Ask students for additional ideas.

Allow students to work in different places around the classroom or move their desks away from each other for workspace. If students wish to complete additional projects after they have completed their first project, encourage them to choose a different medium.
Assessment
Artwork must convey a realistic bullying prevention strategy (walking away, telling an adult, forming a group to stop bullying, etc.) through the use of the supplied mediums.

**LESSON RUBRIC**

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</table>
| **BULLYING PREVENTION**| - Student is not focused on bullying prevention theme or depicts inappropriate behaviors to bullying prevention.  
- Student uses make believe characters. | - Student chooses a positive bullying prevention value (tolerance, empathy, etc.)  
- Experience is egocentric. | - Student chooses multiple values.  
- Student’s project depicts multiple relationships. |
| **ART**                | - Student uses medium incorrectly or disrespectfully.  
- Art is fictional or fantastical. | - Student chooses a familiar medium.  
- Art has realistic elements. | - Student chooses an unfamiliar medium.  
- Art has multiple perspectives. |