Bullying Prevention Curriculum

Classroom Instructional Units for Grades 9–12

RETHINK

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

RETHINK
Bullying Prevention Curriculum for Grades 9–12

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Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent

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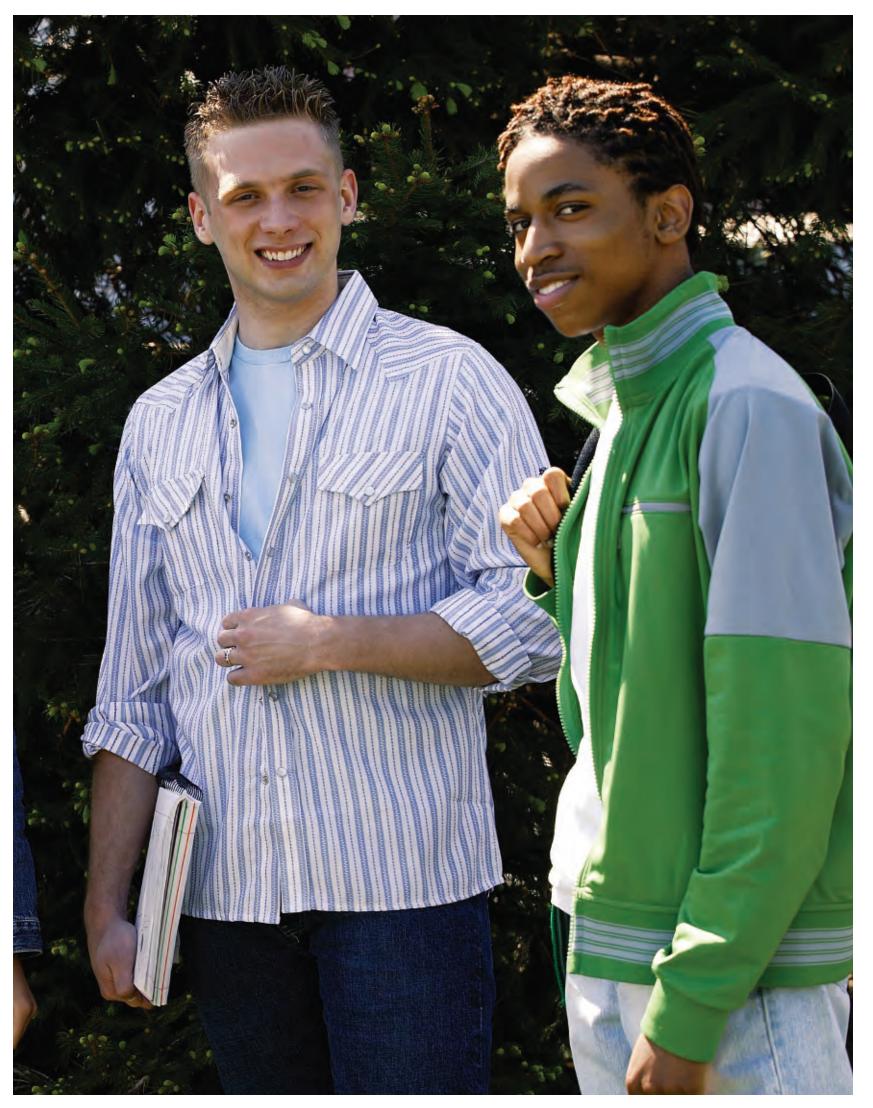Printed on recycled paper

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Acknowledgments

Message from the Wisconsin State Superintendent:

My commitment to the citizens of Wisconsin is "Every Child a Graduate." Our education system works well for most, but not all, students. School leaders must reduce various barriers to learning in order to help every child achieve success. A key piece of this effort is to develop safe and respectful schools.

Wisconsin parents want and expect that their children will attend safe schools. Children learn best in positive, healthy, and supportive learning environments. One of the important investments in building a safe and respectful school community includes antibullying policies and curricula. Bullying behavior, characterized by power and control of one person over another, negatively impacts a student's connection with school, their engagement with the curriculum, and their overall ability to learn. Bullying prevention is critical to building a school environment conducive to learning and where students feel safe at all times.

The Department of Public Instruction has a long history of addressing bullying using multiple strategies. The department's model bullying policy provides guidance on effective procedures to intervene in bullying behavior. It's Time to Act (Grades 3–5) and It's Time to React (Grades 6–8) provide lessons that help students respond to bullying behavior, serve as an effective bystander, and advocate for a bully-free school. An evaluation of these two instructional units found that students developed a greater understanding of bullying behavior and the skills to address it.

The approach to this high school curriculum builds on but differs from the earlier bullying prevention units. This high school unit aims to expand students' understanding of the dynamics of bullying behavior in the school and broader community to prepare students for the world after high school. The seven lessons in the RETHINK Bullying Prevention Curriculum (Grades 9–12) help students critically examine influences in the school, community, and peer groups that contribute to or support bullying. The final project helps students impact these influences and evaluate the results of their efforts.

I sincerely hope you will find the RETHINK Bullying Prevention Curriculum to be a useful tool in making our high schools safe, supportive, and conducive to learning, resulting in students who are respectful Wisconsin citizens.
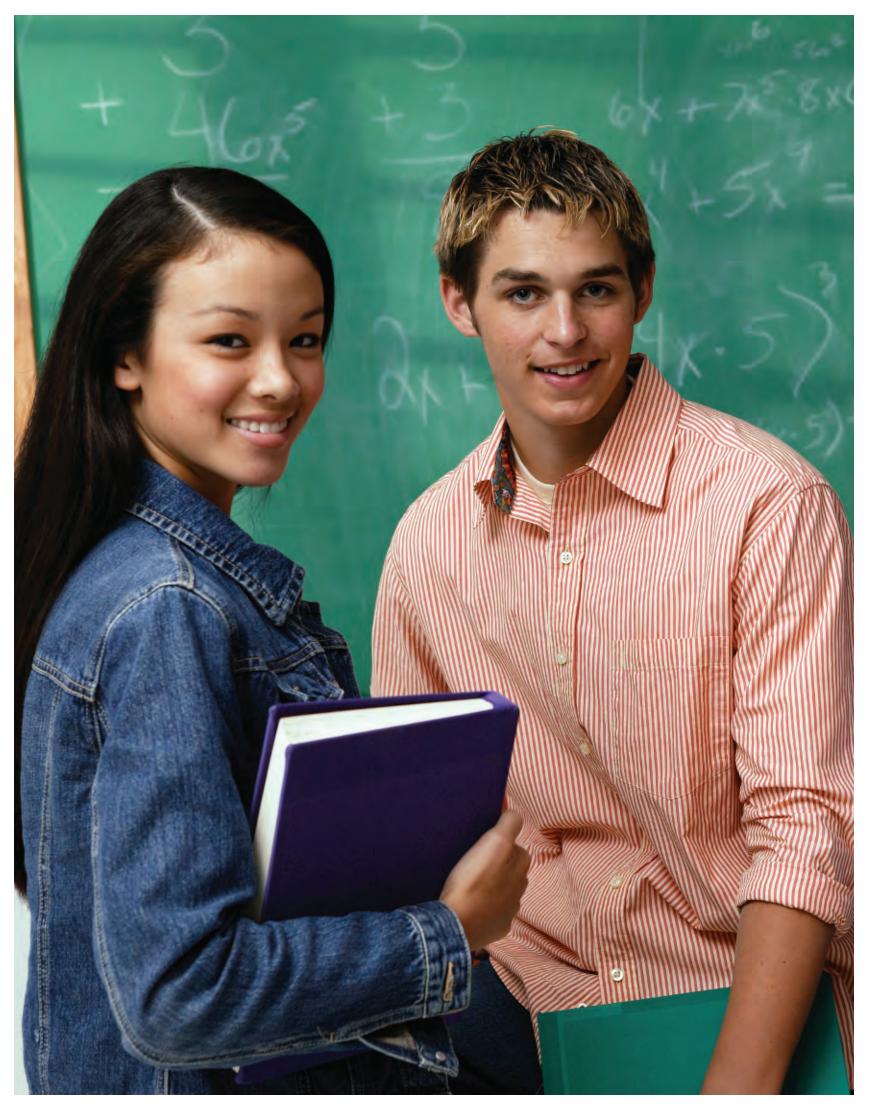
Tony Evers, PhD

State Superintendent

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Introduction

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying is often repeated behavior and always involves an imbalance of power. Bullying behavior can take a variety of forms including:

- Physical behaviors, such as assault, hitting or punching, kicking, theft, threatening behavior;

- Verbal behaviors, such as threatening or intimidating language, teasing or name-calling, racist remarks; and

- Indirect behaviors, such as spreading cruel rumors, intimidation through gestures, social exclusion, and sending insulting messages or pictures by mobile phone or using the Internet (also known as *cyberbullying*).

Bullying behaviors may be motivated by actual or perceived distinguishing characteristics, including, but not limited to, age, national origin, race, ethnicity, religion, gender, gender identity, sexual orientation, physical attributes, physical or mental ability or disability, and social, economic, or family status.

Bullying of students based on their membership in a protected class, as defined in law, could be construed as harassment. Harassment of students based on their membership in a protected class is considered discrimination, and is prohibited by state statute regarding pupil nondiscrimination. In addition to understanding such state laws, educators should understand their school district's pupil nondiscrimination policy. Information on pupil nondiscrimination can be found on the DPI website at http://sped.dpi.wi.gov/sped_puplnondis.

Developing a relevant and effective high school unit of instruction for antibullying efforts was challenging. Most of the research and instructional resources are geared toward younger students, with many researchers finding that by high school students are likely to be either apathetic or seeking revenge. However, older students may possess a greater capacity to understand social systems that may reinforce bullying and disconnection. The RETHINK Bullying Prevention Curriculum proposes topics and options to help students explore how the school and community may be contributing to bullying behaviors. The content in RETHINK was based on available research on high school bullying. The following findings guided the creation of this unit.

…older students may possess a greater capacity to understand social systems that may reinforce bullying and disconnection.

Research Foundation and Guiding Principles

1. The peer group view is helpful in developing effective interventions against bullying.[1,2,3]

2. Peers who bully are often perceived positively.[1,2]

3. Effective bullying prevention requires a theoretical framework.[1]

4. To be effective, bullying prevention must be done in the context of peers, family, school, and community.[1,3]

5. Older students are more inclined to be passive or seek revenge against the bully.[1]

6. Some students feel adults are unable or reluctant to stop bullying.[4]

7. Adults are responsible for safety at school and can implement strategies that reduce bullying. Adult roles can include:

   • modeling caring behavior;

   • increasing student engagement;

   • addressing difficult transitions;

   • creating strong bullying policies and procedures; and

   • consistently reinforcing rules and positive norms for behavior.[3,4,5]

8. Certain student subgroups are more likely than others to be targets of bullying behavior. This varies among schools and communities. It may include students who are perceived differently due to racial and ethnic identity, low socioeconomic status, sexual orientation, gender identity, or disability status.[1]

9. Schools must directly address such perceived differences and bullying directed at students from frequently targeted groups to have significant positive effects for all students.[2]

This high school approach to bullying prevention focuses more on school climate and the influences of family, friends, and community in creating safe and respectful places for young people. The shift in focus from individual to community acknowledges that high school students are much closer to becoming contributing adult members of society. Thus to be more developmentally appropriate for high school students we needed to "RETHINK" our approach to bullying prevention.

RETHINK Enduring Understanding

I have the right to a safe learning environment and the ability to help other students feel included, connected, and safe at school.

Key Learning Objectives and Health Education Standards

1. Identify school and peer factors that may contribute to safety and bullying. (Health Education Standard 2)

2. Assess the school building and systems that are contributing factors to bullying/safety concerns. (Health Education Standard 2)

3. Demonstrate helpful actions to take if the student or the student's peer is bullied. (Health Education Standards 4 and 7)

4. Advocate with peers and adults to improve the school climate and reduce bullying. (Health Education Standard 8)

RETHINK uses the following key research-based curricular approaches: defining the problem, creating prosocial norms, building interpersonal and critical thinking skills, applying relationships and systems framework, and student action research.

Guiding Principles for Lesson Development

Students are authors of their own experiences. Scenarios and examples are created by the students. This practice makes the lessons immediately relevant and culturally responsive.

We are all learners. Discussion guides and questions are authentic. Wherever possible, questions are posed that require teachers and students to explore the answers together.

Safety is important. This is especially true when addressing sensitive topics such as bullying. Lessons are constructed to minimize opportunities for bullying to occur.

Being a role model is important. The first lesson begins with ground rules and establishing a positive classroom climate. The teacher's response to disrespectful dialogue or behavior is key in creating safe schools for all kids.

Practice and application reinforce learning. At the end of the unit is a project. And other lessons provide opportunities for students to practice skills.

The lessons indicate alignment with literacy, health, social studies and counseling standards. Educators can utilize these standards to integrate activities and build competencies in a variety of curriculum content areas.

Use a School-Wide Approach to Bullying

This unit is intended to be used in a school that is actively addressing bullying and other behaviors in a school-wide, proactive manner. Consult your district's bullying policy prior to implementing this curriculum to ensure that you are being consistent with your own school's policy. School-wide positive behavior approaches such as Positive Behavioral Interventions and Supports (PBIS) provide systematic methods to address problem behaviors including bullying. These approaches include establishing norms for positive behavior that prohibit bullying, closely and regularly monitoring incidents that indicate problem behaviors, and using universal, targeted, and selected evidence-based interventions to promote positive behavior and address misbehavior. The data gathering, analysis and multilevel response practices of PBIS can be used even

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if the school is not formally implementing PBIS. For additional information, see the Wisconsin PBIS Network website at http://www.wisconsinpbisnetwork.org.

Other research-based elements of a school-wide approach to bullying include:

- Assessing bullying, through anonymous surveys of students, staff, and parents.

- Obtaining support for school-wide efforts from the school administration, the majority of staff, and parents.

- Training *all* school staff on what to look for, and what to do if they observe bullying.

- Setting rules and policies that are usable and understandable, and that guide bullies, witnesses, and victims. Provide behavioral support and, if needed, appropriate consequences.

- Increasing adult supervision, especially in areas and times in which bullying more frequently occurs.

- Intervening consistently and appropriately, both immediate and follow-up, with both victim and bully.

- Coordinating and integrating bullying prevention with other efforts to prevent social and emotional problems and to promote a positive school climate.

- Implementing strategies to directly address bullying of particular student subpopulations. If students who are perceived as being lesbian, gay, or bisexual are frequently bullied, implement strategies that address the underlying attitudes and support those students. The same holds true for other frequently targeted groups.

- Sustaining efforts over time.

When combined with practices such as these, a classroom unit of instruction such as the one that follows has a greater chance of creating a safe, supportive school environment without bullying.

Research has shown that the following strategies **do not work** or have unexpected, negative consequences.

- **Zero tolerance or "three strikes and you're out" policies:** These policies have the potential to result in suspensions, discourage reporting of bullying, and deprive students who bully from the good role models they so need.

- **Conflict resolution and peer mediation:** Bullying is not a conflict between two people of equal power with equal blame for the situation.

Also, facing those who have bullied them may further upset students who have been bullied.

- **Group treatment for students who bully:** Group members tend to reinforce bullying behavior in each other.

- **Simple, short-term solutions:** Focusing on bullying in a piecemeal way (e.g., in-service training, school assembly, lessons taught by individual teachers) will do much less to prevent bullying than a school-wide initiative.

For additional information on school-wide approaches to bullying prevention, refer to the Department's Resources for Safe and Respectful Schools Web page, http://sspw.dpi.wi.gov/sspw_safeschool, or the federal government's bullying prevention website, http://www.stopbullying.gov/.

Additional Background Information for Individual School Staff

The following advice for individual school staff regarding bullying behavior at school was adapted from www.stopbullying.gov.

- **Intervene immediately.** Separate the students involved. Do not immediately ask about or discuss the reason for the bullying or try to sort out the facts.

- **Request more information.** Get the facts. Speak to students involved (participants and observers) in the incident separately and ask what happened.

- **Tell the students you are aware of their behavior.** Talk to the students involved separately.

- **Make it a teachable experience.** Helping bystanders understand what has happened and why may be important for preventing future incidents.

Remember to

1. **Report the incident** to the right person (the school might consider identifying an official contact, who may be the school administrator, or a member of the school safety committee).

2. Consider an **appropriate intervention** based on the severity and history of the incident and the students involved.

3. **Follow up** with the students involved to ensure the bullying does not continue.

Get the facts. Speak to students involved (participants and observers) in the incident separately and ask what happened.

Footnotes:

1. Swearer, Susan, Dorothy L. Espelage, Tracy Vailancourt, and Shelley Hymel. "What Can Be Done about School Bullying? Linking Research to Educational Practice." *Educational Researcher* 39 (2010): 38–47.

2. Salmivalli, Christina. "Bullying and the Peer Group: A Review." *Aggression and Violent Behavior* 15 (2010): 112–20.

3. Smith, J. David, Barry H. Schneider, Peter K. Smith, and Katerina Ananiadou. "The Effectiveness of Whole-School Anti-Bullying Programs: A Synthesis of the Evaluation Research." *School Psychology Review* 33 (2004): 547–60.

4. Buckman, Matt. "A Comparison of Secondary Student and Teacher Perceptions of School Bullying and Prevention Practices." *The School Psychologist Newsletter* (July 2011).

5. Seeley, Ken, Martin L. Tombari, Laurie J. Bennett, and Jason B. Dunkle. "Bullying in Schools: An Overview." *Office of Juvenile Justice and Delinquency Prevention Juvenile Justice Bulletin* (2011).

Lesson 1: Introduction to RETHINK

Teacher Information

Curriculum Connections: Health Education, Counseling, Social Studies, Literacy

Overview

This introductory lesson provides the opportunity to establish classroom ground rules specific to this unit of instruction. Discussing bullying and who typically becomes a target requires respectful dialogue and language. In discussing bullying and building skills there should never be the opportunity for students to feel targeted. Establishing clear expectations in the first lesson, if you have not already done this, is key.

Discussing bullying and who typically becomes a target requires respectful dialogue and language.

Objectives

1. Articulate examples of classroom expectations for respectful behavior.

2. Build relationships and demonstrate positive interactions.

3. Define *bullying* and *harassment*.

Time: One class period

Materials Needed

1. A list of classroom norms or ground rules

2. Balloons (two for each group of 4–6 students)

3. Video: see Activity 3 below for links and video ordering information

4. Pre-Posttest (optional)

5. Pre-Post Teacher version with answers

Instructions

Activity 1: Balloon Hit and Ground Rules (10 minutes)

Objective: The object of the game is to keep the balloon up in the air as long as possible.

1. Have students form small groups of 4–6. You can assign these groups to begin building relationships or link students you feel should be more connected in your classroom.

2. Small groups form a circle and each group gets one balloon.

3. Have someone in each group blow up the balloon. (You keep an extra balloon per group in case one breaks.)

4. Groups should count the number of "hits" to the balloon to keep it afloat. Everyone on the team needs to touch the balloon at least once, and the same person cannot hit it twice in a row.

5. If there are students in your class with a physical disability, give all teams some time to strategize and come up with ways that all students on the team are included.

Keep the energy positive and upbeat. Once all the balloons are on the ground, ask each group how many times they hit their balloon. Before repeating the exercise, give the groups a chance to re-strategize. As you lead this activity, notice if you need to add some parameters to keep students physically safe or enable all the groups to be successful.

Although you may have one group who clearly "won" based on the number of hits and length of time their balloon stayed in the air, state that everyone was successful. Ask groups to talk about what they did that made their group successful. To start the discussion, have each group member state what he or she did to contribute to the group's success? Then ask groups to discuss what they did to keep everyone involved.

Once groups have discussed this, bring the discussion back to the whole class. If you have classroom rules, ask:

• What class rules contributed to doing this activity successfully?

• Are there other rules that would have made this more successful?

• What rules are there in class or at school that keep students safe (physically and/or emotionally)?

If you don't have classroom rules/norms, brainstorm a list of norms with students first and then ask the questions above.

Let the class know that the next few lessons will focus on power and interactions among individuals and groups at school. Tell them that maybe when they were younger they learned about bullying behavior. However now that they are in high school, they will be looking at bullying using the perspective of power, control, and privilege. For example, students can identify which students and teachers may be "above the rules" everyone else has to follow and which students commonly get positive recognition from teachers.

Because some of the lessons or discussions may be difficult, explain how important it is for everyone's safety and success to keep the classroom rules, norms, and expectations in mind.

Depending on what you have done previously with classroom rules and expectations, have a plan in place to ensure that all adhere to the rules. Some examples might be to keep the rules posted, to have students sign off on them, to revisit rules before lessons likely to have difficult discussions or sensitive topics, etc.

Activity 2: Video Clip and Discussion (30 minutes)

Below are some suggested videos/clips. Feel free to use videos of your own choosing as well. General study questions are included in the lesson to introduce the topic of bullying with a high school perspective. If you choose your own video you may have to adjust some of the following questions to make them relevant.

Anderson Cooper 360 on Bullying

(copy and paste into your browser)

http://www.cnn.com/video/#/video/bestoftv/2011/10/10/ac360-roots-of-bullying.cnn

This segment includes interviews with both a bullying researcher and students who were part of a bullying study in a high school. Perceptions of students' views on bullying and who is considered a bully are explored.

Breakfast Club-Social Groups (3 minutes)

http://www.youtube.com/watch?v=rnbDA4wKrg0

This short clip available on YouTube includes profanity. The characters discuss the various clubs at school. Part of the conversation includes how some groups on campus are viewed.

Man in the Mirror-Scenarios USA (16 minutes)

$89 at http://www.scenariosusa.org/films/bullying/man-in-the-mirror/

This professionally produced, student-written, short film explores the role of masculinity in bullying. Filmed in New York City, there is a great deal

Lesson 1

of diversity. Seen through the lens of the main character grappling with his sexuality, issues are raised about standing up for others and the fear that one might be exposed or become the next target.

If You Really Knew Me (MTV episodes @ 39 minutes each or segments of shorter length)

http://www.mtv.com/shows/if_you_really_knew_me/series.jhtml

This MTV series documents the experiences of various high schools implementing Challenge Day. The recaps or segments usually are 10 minutes long. Some of the schools featured are more diverse than others, many are in middle-class areas.

If the clip you have chosen is shorter than 15 minutes, use the opportunity to show it again after the group's discussion to see if students see something different with the second viewing. Prior to viewing the video, refer to question 1 on the pretest in Activity 3 of this lesson and define *bullying* and *harassment*. Ensure that students understand the behaviors they will be watching for in the video clip. The general discussion questions are grouped here by themes.

Theme 1: Peer Factors and Bullying

1. Who are the students/characters in the video clip? What are their relationships to each other?

2. Are any of the students/characters leaders or people whom others watch or listen to? How could you tell?

3. What are some things students talked about doing or did during the video that would give them the label of "bully,, "target," or "bystander/upstander"?

As students/characters are discussed, explore how easy or difficult the role was for that individual.

Theme 2: School Factors and Bullying

1. What student "type" or "group" did you see represented in the video?

2. How did a student's group affiliation/belonging benefit or penalize him/her?

3. How were gender, race, socioeconomic status, and sexual orientation depicted in the video? If it was not obvious, what are some of your guesses as to how some of these students might be classified based on gender, race, socioeconomic status and sexual orientation?

Theme 3: School Climate Contributing to a Positive Culture/Atmosphere

1. What assumptions do you make about the school these students attend?

2. How does the way you see the school impact how students generally treat each other or act?

3. Were there adults who worked at school in any of the videos? What were their roles in determining how students treated each other? If there were no adults in the video clip, where do you think they were?

4. What are some things a school does (policies, structure, etc.) that might impact the way students treat each other? Talk about these things in terms of what you saw or didn't see in the video clip.

Activity 3: Administer the Pre-Test (Optional, 10 minutes)

This "test" does not measure knowledge that will be increased through the lessons that follow. It is not a pre-test in that sense. It is a survey meant to give you information about certain aspects of your students' perceptions about bullying and what should be done about it. A teacher's version of the test with the correct answers is provided. Note that some "correct" answers are derived from surveys conducted many years ago and with results not designed to represent a cross-section of youth. Because of these issues, there is no activity designed to go over the test answers. If you do choose to use the test, distribute, have students answer, and turn in their responses right away. Use the results to determine how much your students already know about certain aspects of bullying and to correct any misperceptions as they come up naturally in the lessons and activities.

Pre Test for RETHINK Bullying Prevention Curriculum

Teacher's Version with Correct Answers in Bold

1. Bullying includes all of the following: physical violence, verbal threats, and put downs, as well as spreading rumors via messages or pictures by mobile phone or using the Internet.
   a. **True**
   b. False

2. In 2011, about what percentage of Wisconsin 9th–11th-graders reported being bullied on school property during the past 12 months?*
   a. 10%
   b. **27%**
   c. 35%
   d. 50%

3. Nationally, in 2005, what were the three most common reasons students reported being bullied?**
   a. **Appearance, perceived to be gay or lesbian, not masculine or feminine enough**
   b. Appearance, religion, race/ethnicity
   c. Perceived to be gay or lesbian, race/ethnicity, ability in school
   d. Race/ethnicity, religion, ability in school

4. In 2007, what percent of urban high school students across the country believed adults were able to stop bullying?***
   a. 5%
   b. 10%
   c. **20%**
   d. 50%

5. According to national experts, what should students do to stop bullying?
   a. Speak up
   b. Support targeted students/be an ally
   c. Work with teachers and administrators to find solutions
   d. **All of the above**

6. According to research, what should schools do to stop bullying? Choose all that apply.
   a. **Educate and train all teachers, staff, and parents who interact with students about bullying**
   b. **Create a clear policy against bullying and harassment**
   c. **Gather data about bullying and harassment to track progress in reducing it**
   d. Teach students to stop bullying.

* 2011 Wisconsin Youth Risk Behavior Survey Report
** From Teasing to Torment: School Climate in America (2005)
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Lesson 2:
Power in Relationships and Friendships

Teacher Information

Curriculum Connections: Health Education, Counseling, Social Studies

Overview

There are sometimes power imbalances in friendships, and the use of power and control in friendships can be unhealthy. It is important that a student recognize when a friend is using power to try to manipulate the student's behaviors or emotions. Equally important, the student must recognize when he or she is doing the same. Many behaviors discussed in this lesson are normal in friendships; however, what is important is to realize when these behaviors cross the line and create negative outcomes for the victim of these behaviors. This lesson encourages students to think about their own and their friends' behaviors, helps them recognize when they have gone too far, and gives them skills to undo the damage when they have gone too far.

There are sometimes power imbalances in friendships, and the use of power and control in friendships can be unhealthy.

Objectives

This activity helps students recognize and label different forms of power used in friendships.

1. Students will be able discuss how power is used in personal relationships.

2. Students will be able to recognize when relationships are unhealthy based on the power wheel.

Time: This activity is designed to be completed in one class period.

Materials

- Power and Control Wheel: Teacher Version

- Butcher paper and markers

- Examples of behaviors cut into strips; one set for each group.

- Tape or glue sticks—one per group

- Copies of blank Peer-to-Peer Power and Control Wheel for each student

Prelesson Reflection (3 minutes): Put on a PowerPoint slide or post on the board:

Have each student complete the following phrases individually:

- A good friend …

- No friend of mine would …

Lesson

Activity 1: Mini Lecture on the Peer-to-Peer Power and Control Wheel (10 minutes)

Distribute the Peer-to-Peer Power and Control Wheel to each student and explain that on the wheel are examples of ways in which friends sometimes use power to control their friends' behaviors or emotions. Discuss the categories and examples on the wheel. See the teacher sheet for information on each section of the wheel.

Tell students to think about their replies to the two incomplete phrases at the beginning of class. Do any of the things they wrote under "No friend of mine would …" fit in the categories on the wheel? Which ones?

Activity 2: Sorting "What Friends Do" (25 minutes)

Break students into small groups of 4–6 students. On the wall, post a larger version of the Wheel of Power and Control on butcher paper (one sheet for each group). Distribute the strips of paper with behaviors on them. Let students know that there are some blank strips so they can write their own behaviors. They should discuss each behavior and decide where it belongs on the wheel. Or if they do not feel the behavior belongs on the wheel, they should paste it outside the wheel.

After students, working in their small groups, have all the strips placed, hang the wheels up on the wall. Discuss the following questions:

1. Do you notice any differences between groups in where they placed certain behaviors (on or outside the wheel?)

2. What were some of the discussions in your groups about where to place these behaviors? (Choose a few behaviors that groups have categorized differently, and explore beliefs and opinions).

3. What might be some reasons that sometimes a behavior is on the wheel and sometimes it is outside the wheel?

Activity 3: Introducing Imbalance of Power
(10 minutes)

Write the following pairs on the board:

Gets mostly As .... Is an average student (gets mostly Cs)

Has a car.. No car

Rich... Poor

New in school .... Always gone to schools in this community

Good at (shared hobby).................... Not so good at (shared hobby)

Family doesn't speak English .... Family members are native English
speakers

Ask the class to think about these characteristics in a friendship: Is the power balance equal or unbalanced?

Choose three of the pairs and apply them to the Wheel of Power and Control for those behaviors that students placed outside the wheel. For example, ask, "If the person doing this had a car and the other friend did not, would it move the behavior to inside the circle?" Generally you want students to think about the overlay of ways we use personal power in relationships. Even in peer-to-peer relationships, some power differences should be accommodated for a friendship to feel fair and healthy.

Assessment Criteria: The student will recognize the use of power in friendships and be able to give examples of this. The student will be able to articulate his or her opinion regarding the use of power in friendships.

Even in peer-to-peer relationships, some power differences should be accommodated for a friendship to feel fair and healthy.

Homework or Extension Assignments (for all lessons)

1. Take three of the power pairings mentioned in Lesson 2 and apply them to dating relationships. What are students' reflections/conclusions about healthy dating relationships?

2. Start with the discussion of the power dynamics covered in class and answer the following questions:
    • How would you feel and what would you do if you had the power and were doing some of the behaviors on the Power and Control Wheel?

    • How would you feel and what would you do if your friend had the power and were doing some of the behaviors on the Power and Control Wheel?

    • How would you feel and what would you do if you had a friend who was in a dating relationship and you observed some of the behaviors on the Power and Control Wheel? What if there were also power issues involved in the situation?

3. Ask an adult in your family to complete the following statements. Record their responses and discuss with them the reasons for their responses.
    A good friend …

    No friend of mine would …

4. Role Play: Write a script that begins with this situation and ends by using what you learned about power and control in relationships to repair the damaged relationship.
    • You are talking with a new group of friends and your best friend of five years overhears you talking about going to a movie on Thursday. Your best friend comes over and asks what movie you are all going to see. You say to your best friend that they can't come, because just you and your new friends are going. With your friend just standing there looking confused, you turn your back on your friend.

    • Invent your own situation that involves the use of power in a friendship, and turn that into a script.

5. Using some of the groups identified on the continuum in Lesson 3, explore how you think students feel who are from other groups on the continuum that do not get the same rights, access, or privilege than other students. What could be done to change this? If the changes happened, how would school be a different place?

6. Some people seem to be incapable of empathy. They cannot understand what others are feeling. How would you try to connect with such a person? Take the question of how to address cyberbullying home. Ask three adults, "Who is accountable?" Record their answers.

7. Write a thank-you note to someone on the student panel whose story impacted you positively.

8. Research Wisconsin laws on cyberbullying and sexting. Write a summary of the laws and the consequences for violation. Based on the laws, who is accountable? In your opinion, are these laws effective?

9. Find a current event or video online that highlights a positive use of technology to address bullying. Discuss whether you think something like this would work in your school or community, and why.

Examples of Relationship Behavior

Making a friend buy things for you.	Putting your friend down all the time, and then saying, "Just kidding."
Giving a friend the silent treatment if he or she doesn't do what you want.	Convincing a friend to do something illegal
Yelling or screaming	Refusing to admit if you hurt your friend's feelings and apologizing
Physically fighting	Using a friend's house to give a party
Making all the decisions in the relationship	Backing out of plans with friend to hang out with someone else/others
Taking money from a friend	Making fun of your friend in front of others
Ignoring a friend	Convincing your friend to give you something that he or she values
Blaming friend for something that happened to you even if it is not his or her fault	Telling a friend something is cool or looks good when you know he or she will get teased
Stealing a friend's boyfriend/girlfriend	Going out with friend's former boyfriend/girlfriend
Using put down/trash talking to a friend's face	Acting nice one day and mean the next
Using put downs/trash talking behind a friend's back	Setting up a friend to fail
Spreading rumors	Blaming your friend for something you did wrong
Telling your friends secrets or things told to you in confidence	Only doing what you want and not listening to what your friend wants
Hijacking a friend's Facebook or phone and sending messages to others	Threatening a physical fight or to tell a secret

Power and Control Wheel: Teacher Version

USING COERCION OR THREATS

Making friend buy things for you • threatening • stalking • blackmailing • saying you won't be their friend if they don't do something for you

MANIPULATING

one day and mean the next • using guilt • telling friend's secrets • purposefully getting involved with friend's romantic partner • using friend to get something • buying friend things to get them to do something

USING EMOTIONAL ABUSE

Making your friend feel bad about him/herself • trash talking or using put downs • saying something mean and then saying, "just kidding"

USING INTIMIDATION

Getting in friend's face • yelling or screaming • slamming doors • punching, kicking, slapping, pinching • inducing fear

USING SPECIAL PRIVILEGE

Treating friend like you own them • making all the decisions • always needing to be right or getting mad • expecting friend to do things for you • taking/stealing friend's money, cell phone or other items

Peer-to-Peer Power and Control

APPLYING UNWANTED PRESSURE/ATTENTION

Putting unwanted pressure on friend • writing mean things online about friend • hacking friend's facebook page • spreading rumors or gossip • giving out personal contact info • embarrassing friend on purpose

USING ISOLATION

Purposely excluding friend from conversation or event • treating friend like they are invisible • ignoring friend's feelings • giving the silent treatment

MINIMIZING DENYING BLAMING

Blaming friend for things that aren't their fault • denying fault when friend says they've been hurt • claiming you are more important than friend

Power and Control Wheel

Power and Control Wheel diagram with center labeled "Peer-to-Peer Power and Control" surrounded by: USING COERCION OR THREATS, MANIPULATING, USING EMOTIONAL ABUSE, APPLYING UNWANTED PRESSURE/ATTENTION, MINIMIZING DENYING BLAMING, USING ISOLATION, USING SPECIAL PRIVILEGE, USING INTIMIDATION

Lesson 3: Cliques, Clubs, and Who's Cool

Teacher Information

Curriculum Connections: Health Education, Counseling, Social Studies

Overview

This lesson focuses on peer groups and the perceptions of certain types of students at school. The lesson also examines how power and privilege can lead to a climate accepting of bullying.

Objectives

- Identify various cliques or groups at school.

- Explore commonalities that exist across peer groups to develop social capital.

- Identify solutions to raising the privilege of those groups that are potential targets of bullying.

Time: This activity is designed to be completed in one class period.

Materials

1. Butcher paper

2. Markers

3. Quarter sheets of blank paper

4. Masking tape to create two continuum lines on the floor

Prelesson Reflection (3 minutes)

Display a PowerPoint slide or post on the board:

Answer these questions:

- What are some privileges that can be earned at school?

- What do you have to do to get these privileges?

Lesson

Activity 1: (10 minutes)

Take students to a space where they can move around freely but their physical boundaries are clearly defined. Have them form a circle within those boundaries. Remind students of some of the content from the previous lesson on power in friendships and discussions about what is a "good friend." If you have one or two students who want to help you observe this activity, you can have a couple students stand with you and not participate. This may be particularly important if you know you have a student in class who is often the target of bullying. But make this decision before partners are chosen.

1. Instruct each student silently and secretly identify another student to be their partner, "A." They should not tell or indicate their choices.

2. Instruct them to choose a different student to be their partner, "B." This choice is random and **not** to be told to anyone, including the student they pick.

3. Tell students you will give them some instructions and they will begin moving around the designated area. During this exercise the participants should walk carefully and stay in the boundaries (heel, toe, heel, toe—no running) and keep moving.

4. When you say, "Go," have students walk silently in any direction with the goal of staying as close to their partner A as possible. The group will begin to get bunched up fairly quickly. When the group becomes dense, ask students to return to the circle they were standing in.

5. Repeat the activity, but this time tell them to stay as far away from their partner B as possible.

6. When the group is dispersed, have the students return to their circle.

7. For the third round, instruct students to stay as close to partner A and as far from partner B as possible.

8. Allow the group to move around and when they seem to have formed a pattern, ask them to return to the standing circle.

Explain the actual name of this game is "Defender–Denouncer." Partner A was the defender, partner B was the denouncer. If you used student observers, have them ready to join the processing discussion by sharing their observations. Ask the following questions:

1. What did you notice happened each time? (Stay close to Defender-A, stay far from Denouncer-B, stay close to Defender-A and far from Denouncer-B.

2. How were you feeling with each task?

3. What are you still wondering about?

4. How is this activity like being in the halls at this school?

5. What does "protector" mean to you? What traits do you look for in someone you consider a *Defender*?

6. What does *Denouncer* mean to you? What traits do you look for in someone that you consider a *Denouncer*?

Have students sit down at their desks. Let them know that this exercise was an examination of personal power. There were probably students that many others chose to be their Defenders. Sometimes students gain personal power from groups they belong to or activities they do. These affiliations also create power and privilege in schools. Be sure that the conversations are respectful for groups that have more privilege.

Sometimes students gain personal power from groups they belong to or activities they do. These affiliations also create power and privilege in schools.

Activity 2: Cliques and Clubs and Who Is Cool

Ask two students with decent handwriting to be your scribes before starting this activity. Give them each a pile of quarter sheets of blank paper and a marker. Ask the students to list every school group they can think of. You write the groups on the board/screen and have the student scribes write them down, one group per piece of paper. Brainstorm all the student groups at school. Remind them that membership can be due to characteristics (Black Students Association, for example), as well as interests or what students "do." (jazz band, for example). As students identify groups, be sure that the categorizations are respectful. Reiterate that as human beings we all enjoy belonging to a group. Some possible groups that might be mentioned:

Drama	Athletes
Band	Gamers
Musicians	Religious groups

Artists/Hipsters   FFA

Ethnic groups (write them out)   Live in town/out of town

Grade levels   Gay/Straight Alliance

Make the list as exhaustive as you can. Explain that all high schools have a variety of friendship groups or cliques. The next activity explores how groups—rather than individuals—have status or privileges that others in school do not.

1. Divide the class into two groups and have each group gather around the continuum tape you create from masking tape. Make one tape line per group and label one end as Most Status and the other end Least Status. If possible, mix the class across some of these friendship groups. Distribute the quarter sheets with the groups on them, one per student.

2. If you have brainstormed a list that exceeds one sheet per student, give some students multiple sheets until all the sheets are distributed.

3. Tell them to, without talking, put the group on their sheet along the line based on how much status or privilege this group has at your school.

4. Have the group step back and look at where groups are placed.

5. Ask the groups to discuss if there is general agreement. If the whole group agrees that a group is misplaced they should move that group along the continuum. It is OK to let certain groups "tie," or share a spot, on the continuum.

6. Focusing on the "most status/privilege" end of the line, each group should pick a scribe and then ask students to brainstorm the status symbols and privileges these groups enjoy. For example some might get more recognition, or more lenient discipline.

7. Have them then circle those privileges or status symbols that the school gives them (morning announcements, access to teacher-only areas, leniency in discipline/grades, etc.).

8. Bring the class back together to create one shared list. Add any privileges that you feel have been missed through prompts and probes of students' discussion.

Discussion-Status at School and Bullying
(10 minutes)

The following discussion is based on the prior exercise of placing groups on a status/privilege continuum.

- Begin the discussion by asking how they think the concept of groups that get more favors, access, rights, and privileges plays into bullying at school.

- What have they have seen or heard that illustrates this greater privilege?

- How do they think students feel who are from other groups on the continuum that do not get the same rights, access, or privilege?

- What could be done to change this?

- If the changes happened, how would school be a different place?

Wrap Up (5 minutes)

Revisit what the last two sessions have covered: power and control in personal relationships and then power that occurs in groups and how power can lead to bullying behavior. Let them know that the next class period they will hear the stories of students who represent some of the groups discussed during this lesson.

Extension/Homework: See Homework Sheet assignment in Lesson 2, Power and Relationships and Friendships. On it, the students have a chance to fully develop their own thoughts on some of the discussion questions in the exercise above.

Lesson 4:
Who Am I at School and in My Community?

Teacher Information

Curriculum Connections: Health Education, Counseling, Social Studies, Literacy

Overview

This lesson includes a student panel to highlight the experience of students who are members of groups that may be bullying targets at school. Students have an opportunity to discuss what it means *to be inclusive* and *kind* to all students at school.

Objectives

- Reflect on how various cliques/groups impact the school climate and bullying.

- Explore perceptions and feelings that others may have in a bullying situation.

- Advocate with peers and adults to improve the school climate and reduce bullying.

Time: This activity is designed to be completed in one class period.

Materials

1. Read over the information on facilitating a panel (included in this lesson).

2. Panel Reflection Sheet—one per student

3. 3–5 student panelists (prepared ahead of time)

Prelesson Reflection (5 minutes)

Have students respond to this quote on the "Panel Reflection Sheet"

Our humanity is caught up in that of all others. We are human because we belong. We are made for community, for togetherness, for family, to exist in a delicate network of interdependence … We are sisters and brothers of one another whether we like it or not, and each one of us is a precious individual.

~Archbishop Desmond Tutu

Lesson

Activity 1: Pre-Panel Discussion (5 minutes)

Ask students to tell you what they know about Archbishop Desmond Tutu and *apartheid* in South Africa. Then solicit and discuss the responses to the Tutu quote from students who are willing to share what they have written.

Explain that today's class time will be spent listening to a panel of students who are willing to share their stories of belonging to a certain group at school.

Activity 2: The Panel (30 minutes)

Background

Using panels fosters understanding and connections, reducing incidents of bullying and violence.

The core of Lesson 4 is a student speakers' panel. Using panels fosters understanding and connections, reducing incidents of bullying and violence. Carefully evaluate your students and community. If you feel the school is too small to use a student panel successfully, consider reaching out to community organizations. Many communities have speakers bureaus and an appropriate speaker will be glad to come address the class. Students who have graduated may also be a source of speakers. As the teacher facilitating the panel, it is critical to consistently enforce class norms and ground rules related to respectful communication and listening.

Panel Selection and Preparation

Choosing the students to make up the speakers' panel is a critical task. Generally one can trust that the realizations and lessons that come from listening to someone's story will be productive in enhancing relationships and understanding. Consider the following when selecting students to be on a panel:

1. **Select students who are older or in other classes than the one hosting the panel.** You may want to have students from one period speak to other classes than their own. In that case, you could create two panels and split the day. This would provide a safety mechanism for panelists if discussions continue or speaker stories are referred to during

subsequent lessons. Older students, by virtue of the fact they have more perceived power, may be a good choice if you are concerned about the social and emotional climate in your classroom.

2. **Choose students who are more willing than hesitant**. Assure all students you ask that you will facilitate and enforce the classroom's ground rules. Explain the purpose of the panel in terms of building empathy and understanding and making the school safer for all students.

3. **Identify students based on groups you know that are often bullied at your school.** Statistics indicate that students are bullied and harassed based on sexual orientation, looks or weight, and being in Special Education. If your school has a different targeted population, include this group on your panel as well. If you are concerned that the speakers will not be able to speak for 10 minutes, add panelists from among the groups in your school. Aim for a panel of three to five students.

4. **Research indicates that targeted student groups must be named**. Naming groups such as recent immigrants, gay or lesbian students, and obese students makes it clear, more compelling and more impactful than speaking in broad generalities about bullying and harassment of students. Based on where they are developmentally, adolescents have a difficult time making a generalization based on specific information. Being explicit is the most effective tactic.

5. **Take time to prepare your panel**. Meet with them ahead of time both individually and as a group. Be specific about what you want them to address. Ultimately you want them to tell the story of who they are, what interests them, their hopes and dreams for the future, and their stories of bullying or harassment. This is their opportunity to share with the larger community and create relationships where there are fears or stereotypes. Panelists should be in the classroom to hear you prepare the class to receive them so they hear the directions about the panel again.

Panel Facilitation

There are several ways to facilitate a speakers' panel. Here is one suggestion.

Tell the class there will be a speakers' panel made up of students from your school who may have experienced bullying and harassment. Remind students of the classroom ground rules. State your appreciation for the panelists' willingness to come forward and tell their stories.

Once the panelists are at the front of the room, refer students to the Reflection Sheet provided with this lesson. After each panelist's story, give students time to fill in the Reflection Sheet. Then do a pair-and-share, allowing students to share their reflections with another student. If you have more than three panelists, do this step after two panelists have told their stories. Adjust the Reflection Sheet to indicate the number of panelists.

After pair-and-share time, allow students to offer appreciation for the stories they heard. You can give them the sentence stem: "I really appreciated your story. I learned _____."

If your students are comfortable giving positive feedback or have been taught a different way to do this, use what they already know. If the students do not offer an appreciation to the speaker, then model that for your students and you provide one for each speaker.

If you have time for questions and the panelists are comfortable with it, allow students to ask questions. The questions should be broad enough that each panelist could answer. Ask all questions to all panelists. Let the student-panelists have the right to decline to answer a question for any reason. You can also have students fill out anonymous question cards as the panelists are telling their stories. As the facilitator, collect the cards and read the questions that seem most appropriate for all panelists to answer.

Activity 3: Panel Debrief (10 minutes)

Thank the panelists again for coming to the class and presenting their stories. Allow them to leave the room while you have a final discussion with the class.

Ask the following questions:

1. What did you notice about the stories that were shared?

2. Were any of the stories difficult to hear? Did any of the stories validate what you know to be true?

3. In what ways did hearing these stories change the way you think?

4. In what ways did hearing these stories change the way you might respond to students who are mistreated or bullied?

Wrap up with a discussion about the power of stories. Explain again that when we know someone's story or know someone personally, it is more difficult to be unkind.

Homework/Extension

See assignments #6 and #7 on the Homework/Extension Sheet included in Lesson 2.

Panel Reflection Sheet:
Lesson 4: Who Am I at School and
in My Community?

In one way or another, as a supporter, as a perpetrator, as a victim, or one who opposed the ghastly system, something happened to our humanity. All of us South Africans were less whole ... Those who were privileged lost out as they became more uncaring, less compassionate, less humane, and therefore less human ... Our humanity is caught up in that of all others. We are human because we belong. We are made for community, for togetherness, for family, to exist in a delicate network of interdependence ... We are sisters and brothers of one another whether we like it or not, and each one of us is a precious individual.

~Archbishop Desmond Tutu

> Sometimes our need to belong can lead to excluding others. In the last few lessons we examined power and control in relationships and the privileges of certain groups. What is Archbishop Tutu saying about what happens to us as individuals in these situations?
>
> _____
>
> _____
>
> _____
>
> _____
>
> _____

Response to Panel

Panelist 1: _____

What did you hear in this panelist's story?

How is this panelist's experience like yours?

How did listening to this story change your feelings or what you might do in the future?

Response to Panel

Panelist 2: _____

What did you hear in this panelist's story?

How is this panelist's experience like yours?

How did listening to this story change your feelings or what you might do in the future?

Response to Panel

Panelist 3: _____

What did you hear in this panelist's story?

How is this panelist's experience like yours?

How did listening to this story change your feelings or what you might do in the future?

Lesson 5:
Before You Hit 'Send': Bullying and Other Bad Online Behavior

Teacher Information

Curriculum Connections: Health Education, Counseling, Social Studies, Literacy

Overview

This lesson focuses on using technology to bully or harass others. Because technology changes so quickly, the lesson content is based on current events. Take time to download some current news stories that highlight bullying that occurs via the internet, text message or social media, also known as *cyberbullying*.

Objectives

1. Research current events that include instances of cyberbullying.

2. Create strategies to eliminate/address cyberbullying.

Time: This activity is designed to be completed in one class period.

Materials

1. Cyberbullying Definitions—Teacher Sheet

2. Sample current events

3. Feather Pillow Parable

4. 1–6 current events or news articles related to cyberbullying (see sample)

5. Current Events Worksheet

6. Cyberbullying Definitions—A student worksheet (optional activity)

Prelesson Reflection: Respond to the following quote:

In a world full of people who couldn't care less, be someone who couldn't care more. ~Anonymous

How do you show people you care?

The Lesson: Activity 1: The Feather Pillow—A Parable

This fable illustrates not only the damage that gossip does but also makes the connection to how quickly rumors and gossip spread by using technology. Students typically enjoy being read to, so feel free to tell this story yourself and have the discussion with the class. You can also pass out the story and accompanying questions for independent or small-group work.

Activity 2: Ripped from the Headlines (25 minutes)

Prior to this class, download and copy current events that report instances of cyberbullying. Some possible topics:

Sexting
Impact of cyberbullying
Illegal use of technology
Policies and laws related to cyberbullying

Divide the class into groups of no more than 6. Give each group an article. Have them prepare a report for the class on their article. If you have multiple groups with the same article, assign them different questions.

Have each group present their article to the class. After the group answers question #6 on the current events worksheet, ask the rest of the class to add their answers. Wrap up the discussion by telling students that now they have heard some fairly current events about cyberbullying and what can happen. Now they will have the chance to think about what can be done about it.

Activity 4: Cyberbullying Laws—Who Is Accountable? (15 minutes)

A Forced Choice Activity: Post the following statements in the four corners of the room.

1. People should be nicer. You can't control technology.

2. Schools should be responsible for students' online behavior.

3. Students who bully or do illegal messaging with technology should be charged with a crime and punished.

4. It should be up to parents to teach and discipline their children about technology.

Read each statement aloud to the students. Instruct them to go to the statement that best communicates how they feel about cyberbullying. Once students are in their groups, ask them to talk about why they chose that statement over the others. Ask for a spokesperson from each group to summarize the conversation their group had.

Next, have each group brainstorm three ways to address cyberbullying from the perspective of the statement. For example, If it is up to individuals to monitor their own behavior, how would students see that happening? How would schools prevent cyberbullying? How would schools address it? How would the police/courts address it? How would parents address it?

Activity 5: Cyberbullying Definitions (optional)

Pass out the worksheet, Cyberbullying Definitions. Students can fill out the worksheet with examples and then, using the definitions included in this lesson, go over each definition and have students share examples from the news. Depending on the skill level of the class, read the definitions provided, having students paraphrase on the worksheet and then brainstorm examples.

Extension/Homework

See assignment #8 and #9 on the Homework Sheet included in Lesson 2.

Teacher Sheet: Cyberbullying: Definitions of Terms with Examples for Activity 5

Have students complete the worksheet as you go over each definitions. Have students give examples of each. Use the examples provided as prompts if needed.

Cyberbullying means bullying through electronic communication (email, websites, chat rooms, instant messages, picture sharing, YouTube, and other social media). Cyberbulling also involves repeated aggressive acts where the bully has power (real or perceived) over the victim. Cyberbullying is a form of electronic aggression. Not all electronic aggression is cyberbullying. Here are some examples of cyber bullying:

- Repeated name calling or other put-downs online

- Repeated jokes and slurs based on stereotypes written online

- Repeated unwanted phone calls, texts, or messages

- Repeatedly telling lies or spreading rumors online

- Repeated online discussions about an individual's anatomy, personal appearance, or assigning a rating to an individual based on physical appearance

- Repeated racist, sexist, disability discrimination, or other derogatory comments made online

Electronic aggression means actions meant to harm using electronic forms of communication. It includes harassment or bullying, teasing, telling lies, ridiculing, rude or mean or threatening comments, and spreading rumors. Here are some examples of electronic aggression:

- Name calling or other put-downs online

- Jokes and slurs based on stereotypes written online

- Unwanted phone calls, texts, or messages

- Telling lies or spreading rumors online

- Online discussions about an individual's anatomy, personal appearance, or assigning a rating to an individual based on physical appearance

- Racist, sexist, disability discrimination, or other derogatory comments made online

Identity theft (in the world of social media) means pretending to be someone you are not to make it seem like that person said or did things they did not actually say or do. For example, Jenny uses Adanya's username and password to logon to Adanya's Facebook account without her permission and writes posts from Adanya's account on other peoples' walls.

Online social exclusion means pressuring others to exclude someone from an online community. For example excluding one member of the softball team from a Facebook group page for the softball team.

Cyberstalking means sending messages over and over that include threats of harm or intimidate, including engaging in other online activities that make a person afraid for their safety. For example, sending text messages to someone every day when the last school bell rings, giving the impression that they are being watched as they leave school.

Online Outing means sharing someone's secrets or embarrassing information online, which may involve posting pictures or videos of others without permission. This can include deceiving someone so that they reveal secrets or embarrassing information online.

Sexting means sending sexually explicit photos, images, text messages, or emails via cellphone or other mobile device.

Sample Current Event: School Cyberbullying Victims Fight Back In Lawsuits

By Greg Bluestein and Dorie Turner 04/26/12 07:27 p.m. (ET)

Atlanta — When a Georgia middle school student reported to police and school officials that she had been bullied on Facebook, they told her there was not much they could do because the harassment occurred off campus.

So the 14-year-old girl, Alex Boston, is using a somewhat novel strategy to fight back: She's slapping her two classmates with a libel lawsuit.

As states consider or pass cyberbullying laws in reaction to high-profile cases around the country, attorneys and experts say many of the laws aren't strong enough, and lawsuits such as this one are bound to become more commonplace.

"A lot of prosecutors just don't have the energy to prosecute 13-year-olds for being mean," said Parry Aftab, an attorney and child advocate who runs stopcyberbullying.org. "Parents are all feeling very frustrated, and they just don't know what to do."

Almost every state has a law or other policy prohibiting cyberbullying, but very few cover intimidation outside of school property.

Alex, who agreed to be identified to raise awareness about cyberbullying, remembers the mean glances and harsh words from students when she arrived at her suburban Atlanta middle school. She didn't know why she was being badgered until she discovered the phony Facebook page. It was her name and information, though her profile picture was doctored to make her face appear bloated.

The page suggested Alex smoked marijuana and spoke a made-up language called "Retardish." It was also set up to appear that Alex had left obscene comments on other friends' pages, made frequent sexual references and posted a racist video. The creators also are accused of posting derogatory messages about Alex.

"I was upset that my friends would turn on me like that," she told The Associated Press. "I was crying. It was hard to go to school the next day."

Alex learned of the phony page a year ago and told her parents, who soon contacted administrators at Palmer Middle School and filed a report with Cobb County Police.

"At the time this report was taken in May 2011, we were not aware of any cyberbullying law on the books that would take her specific situation and apply it to Georgia law," said Cobb County police spokesman Sgt. Dana Pierce.

Police encouraged the Boston family to report the fake account to Facebook. Alex's family said despite requests to Facebook to take the page down, the company did not do so. The website was taken down around the time the lawsuit was filed a week ago.

Facebook spokesman Andrew Noyes and Cobb County school officials declined comment on the case. The two students named in the lawsuit haven't hired an attorney and their parents couldn't be reached for comment.

The thorny issue of whether schools may censor students who are off campus when they attack online has led to split decisions in federal courts. Administrators and judges have wrestled over whether free speech rights allow students to say what they want when they're not at school.

Justin Layshock of western Pennsylvania was suspended after he created a MySpace parody in 2005 that said his principal smoked marijuana and hid beer behind his desk. The suspension was overturned by a federal judge, who found that school officials failed to show the student's profile disrupted school operations. The judge's decision was later upheld by an appeals court.

In West Virginia, Kara Kowalski sued school officials after she was suspended from her high school for five days in 2005 for creating a web page suggesting another student had a sexually transmitted disease. A federal appeals court upheld the suspension, dismissing Kowalski's argument that the school shouldn't punish her because she created the site at home.

The U.S. Supreme Court declined to hear either case.

Jason Medley, of Houston, filed a defamation lawsuit in June against three of his daughter's classmates. The classmates were accused of filming themselves making false sexual remarks about his daughter and posting the video to Facebook.

The complaint was settled months later with apologies from the girls and a small donation to charity, Medley's attorney Robert Naudin said.

"The girls involved likely now understand the wrongful nature of what they did and the harm that can come of such conduct," he said. "They made a donation out of their allowances to a charitable organization that fights against cyberbullying."

In Georgia, lawmakers have given school administrators new powers to punish students if they bully others at school, but legislation that would expand the laws to include text messages and social media sites never reached a vote this year.

Seven states have added off-campus harassment to their bullying laws in recent years, though Georgia is not one of them.

Administrators and judges have wrestled over whether free speech rights allow students to say what they want when they're not at school.

"Cyberbullying really goes beyond the four walls of the school or the four corners of the campus, because if you use a cellphone, PDA or social media site, then those activities follow the child both into the school and out of the school," said House Minority Leader Stacey Abrams, a Democrat from Atlanta who co-sponsored the legislation that would have expanded Georgia's bullying law. "It's important for the state to really get ahead of this. It's already happening, but it's going to be more exacerbated and more difficult the longer we go."

Alex and her family have started a petition to encourage lawmakers to strengthen Georgia's law. Her lawsuit seeks a jury trial and unspecified damages.

"At first blush, you wouldn't think it's a big deal," said Alex's attorney, Natalie Woodward. "Once you actually see the stuff that's on there, it's shocking."

Lesson 5: Before You Hit 'Send': Bullying and Other Bad Online Behaviors

The Feather Pillow Parable

Adapted and retold by LB Stern

Once upon a time in a village not so far away, there lived a very proud man. His name was Tomtom. Tomtom was fairly successful. He had a nice place to live. He had food to eat. He had a happy family. He enjoyed his job building furniture for many people in the village.

There was also a teacher in the village. His name was Maurice. Maurice was an important part of village life. He taught most of the children. And since he was an educated man, people often came to him to help solve their problems. Because teaching and problem solving were important skills, people usually brought him gifts of food or handmade items. But many others sent their children to learn or asked for Maurice's help and did not have the money to pay him. So although Maurice led a good life doing important work, he was not as well off as Tomtom.

But Tomtom was a little bit jealous of Maurice's popularity and importance in the village. After all, Tomtom built furniture that people used every day, handed down to their children, gave as extravagant gifts. No one bought him presents or thanked him on the street.

Tomtom began thinking about this more and more as he gazed out his shop window and watched Maurice come and go. One afternoon Tomtom stepped out to run some errands. He bumped into a friend on the street who spoke highly of Maurice and some advice he had given the friend. Without thinking, Tomtom told his friend that Maurice had given him some advice that went very badly. And he told his friend to not take Maurice's advice so quickly. Tomtom enjoyed seeing the doubt in his friend's eyes about Maurice's abilities at problem solving.

The next time Tomtom had the opportunity to speak to someone, he told another story about how Maurice belittled his students and spoke to them angrily, making some of them cry and not want to go back to school. After some time of telling these stories, Tomtom noticed a change in Maurice. He no longer smiled and waved to people in the village, and they avoided looking at him. Tomtom even overheard the mayor talking about hiring a new teacher for the children.

Suddenly Tomtom felt terrible. He still had a house, his family, food to eat, and a job he liked. But he had put all this in danger for Maurice. That day he went down the street to Maurice's house. It was very quiet and the usual crowd waiting to speak to Maurice was no longer there. Tomtom knocked on the door and Maurice answered and invited him in.

Tomtom shifted his weight between his feet. He took off his hat and put it back on. He cleared his throat a few times. And then he admitted to Maurice that

he had been telling stories and gossiping about him. He apologized and asked Maurice what he could do to make it up to him.

Maurice told Tomtom to go home and take a feather pillow off the bed, climb up to the roof and slice the pillow open. Maurice told Tomtom to shake out all the feathers. Then Maurice told Tomtom to wait until morning and come back to Maurice's house and tell him what happened. Tomtom thought it was an odd request but agreed to do it if he could have Maurice's forgiveness.

The next morning Tomtom returned to Maurice's house. Again he knocked on the door and Maurice answered. "So Tomtom, what happened?" asked Maurice.

"Well, I did as you asked. It was a very windy night last night and all of the feathers practically flew out of the pillow. Is that what you wanted, for me to ruin a perfectly good pillow? Am I now forgiven?"

Maurice shook his head no. "Now I want you to go around the village and gather up all the feathers from the pillow."

Tomtom stared at him helplessly. "But Maurice, that is impossible! The feathers went everywhere!"

"And so did the lies and gossip you told about me throughout the village. They are as impossible to gather back up again as those feathers."

Questions for Discussion

1. Were Tomtom and Maurice friends? How do you know this?

2. What did Tomtom do to Maurice? Why?

3. What were the impacts of Tomtom's actions?

4. What did the villagers do? What was the impact of their actions?

5. If you had been Maurice, how would you have felt?

6. Can Tomtom undo the damage he did? Why or why not?

7. If Tomtom had access to the Internet/technology, would it have been easier or more difficult to spread the gossip and rumors he did?

8. If Tomtom had access to the Internet/technology, would it be any easier or more difficult to undo the damage he did to Maurice's life?

9. How does this fable relate to modern times? What is similar? What might be different?

Lesson 5: Before You Hit 'Send'

Current Event Worksheet

Answer the following questions for the article assigned to your group.

Article Title: _____

Source: _____

1. What happened?

2. Who was involved?

3. When did it happen? If your article is a few years old, is it still an issue today?

4. Why was the article written?

5. Who might care about this story? (Name those directly involved and list roles of people who also might care; for example, police, judges, teachers, parents, etc.)

6. What did you learn from this story?

Lesson 5: Before you Hit 'Send': Cyberbullying Definitions

Student Worksheet Instructions

Can you define the following terms? Listen to the definitions of the following words. For each term decide if the definition you just heard accurately describes the term according to your experiences and knowledge. Change or add to each definition so that it correctly describes each term in your opinion. Next, provide two to three examples of each definition.

My definition: Cyberbullying

Examples:

My definition: Electronic Aggression

Examples

My definition: Identify Theft

Examples:

My definition: Online Social Exclusion

Examples:

My definition: Cyberstalking

Examples:

My definition: Online Outing

Examples:

Lesson 6:
Advocates and Allies

Teacher Information

Curriculum Connections: Health Education, Counseling, Social Studies, Literacy

Overview

This skill-based lesson allows students to create scenarios based on their school and experiences, and then practice the skill Name It, Claim It, Stop It, Walk Away.

Objectives

1. Demonstrate helpful actions to take if a student or a peer is bullied.

2. Identify peer or school factors that support or hinder helpful bystander behavior based on the social-ecological framework.

3. Address personal and institutional barriers to becoming an ally for targeted students who are.

Time: One classroom period.

Materials

1. Map of the school; one for every student

2. Advocate and Ally Scenario Worksheet included in this lesson, one for each group

3. Name It, Claim It, Stop It, Walk Away skills worksheet, one for each student

Prelesson Reflection (5 minutes)

Have students pick up a school map as they come in. Ask them to mark where on the map bullying/harassment occurs at school. (In preparation for this lesson, as the teacher you may also want to do this part of the activity.)

The Lesson

Activity 1: A Scenario (20 minutes)

1. Ask students to get up out of their desks and bring their maps with them. Have them find groups of no more than 6 students based on similarities in their maps.

2. When the groups are formed, each group will choose one of the places they identified on their map where bullying occurs as the basis for developing their bullying scenario. Groups should follow the structure provided on the Advocate and Ally Worksheet to create their scenario. Potentially a variety of groups will yield various locations at your schools where bullying occurs.

3. Once the groups have been identified, ask them to find a place to sit with their group. Pass out the Advocate and Ally Scenario Worksheet, one for each group.

4. Instruct the groups to complete the first part of the worksheet, The Situation. Remind them that their situation should take place in the location identified on their maps. Also tell them to be as complete as possible in the description of the characters in the situation. Remind the groups to create scenarios that are both real and respectful of various groups by not perpetuating hurtful stereotypes.

5. Once all the groups have created and written their scenarios, they pass their worksheets to another group. The groups are to read the scenario and respond in writing to question A on the worksheet.

6. The groups repeat step 5 by passing the worksheet to another group who will respond to question B on the worksheet.

7. Repeat step 6. The new group answers question C on the worksheet.

8. Once the groups have completed the Situation and Possible Responses section of the worksheet, worksheets are returned to the groups that originated the Situation.

9. Tell the groups to read aloud the possible responses to their situation. Then ask each group to complete the discussion questions on the worksheet.

Activity 2: The Scenario-Discussion (10 minutes)

Solicit responses from students based on the discussion questions on the worksheet. Focus on the school environment questions and then the barriers to individuals in stopping bullying, harassment, and violence.

Activity 3: 'Name It, Claim It, Stop It, Walk Away' Skill Building (15 minutes)

Introduce the skill by referencing some of the scenarios in Activity 2. Ask students if they have ever been in a situation that left them speechless and that later, as they thought about it, what they wished they had said. Explain that this is why you are introducing this skill: so that maybe the next time they see bullying or harassment, they will feel like they can say something to stop it.

Go over the Name It, Claim It, Stop it, Walk Away worksheet. Have students complete the worksheet individually. When it looks like most are finished, ask students to get up and find a partner who was not in their group. Instruct them to act out Name It, Claim It, Stop It, Walk Away. Have the students repeat the scenario twice more with different partners. This part of the activity should be fun and fast paced. Help students pair up and then cue them to identify who in each pair will go first. Some examples:

- The person in your pair with a birthday closest to today goes second.

- The person wearing a school color goes first.

- The person who ate breakfast/the healthiest breakfast goes first.

If time permits, have students sit down and ask them which were the best examples of bullying or harassment. Have those students reenact the scenario in front of the group. After the reenactments, lead a discussion about how likely it is that students would use this skill if they see bullying or harassment.

Discussion questions:

1. As you repeated your Name It, Claim It, Stop It, Walk Away, what did you notice?

2. How did it feel?

3. How could you use some of these statements in real situations?

Skill-Based Lesson Assessment Criteria and Extension

Because this is a skill based lesson, assigning homework for students to demonstrate this advocacy skill is appropriate. For homework, have the students write an original scenario where one of the characters practices the advocacy skill successfully.

Closing discussion

Take time to discuss the key learnings from the RETHINK lessons to date. Ask students if and how their beliefs about bullying have changed since the start of the unit.

Advocate and Ally Scenario Worksheet

Starting with the location your group identified on the map, create a situation that involves bullying or harassment. This situation may be a fictionalized version of something you have witnessed or heard about from others. Be as clear as you can about the characters involved since others will respond to this situation. Do not use names of students at school.

The Situation

Where (the location you all identified on the school map):

_____

What is happening?

_____

Who Include a description of all the people involved:

Main actors(s) _____

_____

Main actor's friends (if present): _____

_____

Person targeted: _____

Targeted person's friends (if present): _____

_____

Others witnessing: _____

_____

Possible Responses

A.   Bystander/Witness 1: What could one of the main actor's friends do to stop this situation?

_____

_____

B.   Bystander/Witness 2: What could something in the school environment do to stop this situation?

_____

_____

C. Bystander/Witness 3: What could someone walking by do to stop this situation?

———————————————————————————

———————————————————————————

Now return the situation to the group that created it.

Each group reads the responses to the situation they created. As a group, discuss and answer the following questions based on these responses.

1. Which one of the responses would be most likely to work? Why?

———————————————————————————

———————————————————————————

2. What might get in the way of using this response? How could this be addressed so it is not a barrier?

———————————————————————————

———————————————————————————

3. Now look at the school environment response. If you did not choose it as the most likely to work, why not?

———————————————————————————

———————————————————————————

4. Can you think of an/another effective school response to your situation?

———————————————————————————

———————————————————————————

5. What do you think makes it more likely for someone to step in and stop bullying and harassment? How can we as a school community make it more likely or easy?

———————————————————————————

6. What do you think makes it more difficult for someone to step in and stop bullying and harassment? What can we as a school community do to address this?

———————————————————————————

———————————————————————————

Name It, Claim It, Stop It, Walk Away

Here's a Way to Act as an Ally to Yourself and Others

Here's a way to respond to harassing comments and other kinds of bullying. The bullying or situation may not stop immediately. However, the person being bullied will know you were willing to stand up for him or her, and you'll feel better speaking your convictions and becoming an ally.

Always keep your own safety in mind. Sometimes the best way to be an ally is to notify an adult of the situation. Or, if you can safely get the target out of the situation and not feel threatened, you can do that as well.

See the examples below. Use the scenario your group developed and write what you could and *would likely* say based on the chart. Be prepared to act this out for the class.

Sometimes the best way to be an ally is to notify an adult of the situation.

Steps	Explanation/ Example	Your Turn
Name It	Say what you saw or heard. For example: You just said, "that's so gay."	
Claim It	Explain why it is wrong or offensive. For example: "That's not cool." "Did you mean to say it is ridiculous?"	
Stop It	Let the person know you want him/her to stop what they are doing or saying. For example: You could say, "We don't just call things 'gay.'"	
Walk Away	Leave the situation or turn your attention elsewhere. You spoke your mind and do not need to keep discussing it.	

Lesson 7:
Advocate: Taking Action

Curriculum Connections: Health Education, Counseling, Social Studies, Literacy

Overview

This lesson is designed to allow students to apply what they learned in RETHINK. Projects can be assigned to groups or individuals.

Objectives:

Advocate with peers and adults to improve the school climate and reduce bullying.

Time

This activity can be introduced in one class period. Decide whether this is a project that will be part of an ongoing school effort or a culminating project that may require additional class periods. If you choose to have students report on the progress or completion of their projects, allow another 1–2 class days for presentations.

Materials

1. Words Hurt—An Anti-Slur High School Educational Program, included in this lesson

2. Make a Difference: Your Turn, included in this lesson

3. Make a Difference Project Rubric, include in this lesson

Prelesson Activity

Have students pick up and read the handout Words Hurt—An Anti-Slur High School Educational Program.

The Lesson

Activity 1: Words Hurt—An Anti-Slur High School Educational Program: How a Small Idea Can Get Big (10 minutes)

After students have finished reading the worksheet as a prelesson activity, ask the following questions about Maria's story:

1. What can you tell me about Maria?

2. Why is the article subtitled "How a Small Idea Can Get Big"?

3. What approach did she take to address bullying?

4. What were some of her key learnings from her experience of implementing an antibullying effort at her school?

5. If you were to try and do something about bullying at our school, how could you use Maria's experience to help you?

Activity 2: RETHINK Overview (10 minutes)

On the board, write the key themes the students identified from each of this unit's lessons. Ask students to come up with a key learning statement or a few words that describe each of the lessons in the RETHINK unit of instruction.

Key Themes and Lesson Topics

- Bullying introduced

- Power in relationships

- Cliques

- Personal stories

- Technology

- Name It, Claim It, Stop It, Walk Away

Have a discussion based on the following questions. Write responses next to the key themes and lesson topics, listed above.

1. What activities or discussions do you remember most and why?

2. What topics might be interesting to explore further and why?

3. Based on these topics, which could you influence or change to make school better for all students?

Activity 3: Final Project (30 minutes)

This lesson introduces a project as a way for students to address bullying, harassment, and school climate. We recommend that you keep this and the following lesson to enable students to present their projects in the RETHINK unit.

Positively impacting school climate is a complex challenge, well suited for project-based learning. The lesson is framed in such a way that students have a great deal of choice in how they might address this challenge. The RETHINK project enables students to work together on a problem or solution of interest. Lesson 8 provides the opportunity to share what they have learned. The lessons include a project rubric so that students are clear about how they will be graded.

Depending on your school and the degree of support there is for student projects, you may guide students to choose certain types of projects. Along with positively impacting the school community, the projects give students the chance to work collaboratively, address bullying and harassment systemically, and apply the advocacy skills from RETHINK.

Positively impacting school climate is a complex challenge, well suited for project-based learning.

Some Tips for the Project in RETHINK

- Encourage students to create resources for faculty, staff, and parents in addition to campaigns/messages directed at their peers.

- Use helpful adults in the building to create youth-adult partnerships that enable these projects to be successful.

- If you are looking at implementing projects rather than planning them, narrow the projects to what the school/you can support to successful completion.

- Locate as much data as you can to frame the issue for those students who choose to explore a local innovation. This data can be available to others as well.

- Consider how you can encourage students to make connections across the curriculum and content areas for these projects and integrate them to create broader support for the projects.

- Save projects from each year you teach the curriculum as examples for future students.

After going over Maria's story and reviewing the contents of RETHINK, let students know that over the next (*insert time frame here*—days/weeks/class periods), they will have the opportunity to address bullying through a final project. Let them know that there are several options for projects. Designate areas of the room for the following categories:

1. **National Campaigns: Add Your Voice.** Students can contribute art, video, testimonials, etc., to an existing national campaign.

2. **National Efforts: Local Impacts**. Some national campaigns have toolkits or activities that can be implemented in schools and communities.

3. **Purely Original: Local Answers to an Important Question.** Students can pose problems or questions that they still have after RETHINK, and then find projects to address the problems or answer the questions.

Note: You could choose to have Purely Original: Local Answers to an Important Question be the only option. Students could first brainstorm questions or problems, then identify ways to answer the questions or address the problems and these become the students' project. If you choose to do this, use the national campaigns as examples of ways that students could do local projects.

At this point you can either assign students to certain categories or let them self-select areas of interest. Once students have chosen/been assigned to the type of project they want to work on, pass out the project worksheets included in this lesson. Students can either brainstorm in category groups (from the three categories listed above) or break into smaller project teams to brainstorm possible projects. Determine this based on:

• How much time you have for the project

• If they are going to complete the projects or merely plan them

• What you know of your class

Pass out the Make a Difference: Your Turn project worksheet, included in this lesson. Go over the advocacy skill cues at the top of the sheet. Explain that every project should have these important elements of advocacy skills.

Review the strategies described in the Words Hurt – An Anti-Slur High School Education Program section of this lesson.

- Which strategies could be easily implemented?

- Which strategies would be difficult because of time constraints?

- Which strategies could be adapted for your school?

Guide students in the development of criteria to evaluate their chosen strategy.

- Ease of implementation

- Student involvement and interest

- Changes in student knowledge, skills, and attitudes

Skill-Based Lesson Assessment Criteria:

Presentations on the projects will demonstrate an understanding and use of advocacy skills, as described in the Wisconsin Health Education Standards.

Create a sign-up sheet and assign presentation dates and times for project teams if these projects or project plans will be presented to the class.

Presentations on the projects will demonstrate an understanding and use of advocacy skills, as described in the Wisconsin Health Education Standards.

Words Hurt—An Anti-Slur High School Educational Program: How a Small Idea Can Get Big

Maria Peeples, a graduate of Appleton East High School, learned many things in high school about human connections, support, and organizing a school community to make change. Maria and her small Gay–Straight Alliance conceptualized a school-wide awareness campaign on the power of words to hurt or heal. With their advisor/English teacher as an ally, they met with school administrators, staff, teachers, and other student clubs to talk about their idea to address some of the language-based bullying they were seeing at Appleton East.

Almost everyone they talked to about *Words Hurt* had a personal experience of name calling or labels used as insults. And although the idea started with the Gay Straight Alliance, Maria, her peers, and their advisor soon realized that everyone at Appleton East wanted to participate. The first year *Words Hurt* was a day-long event filled with speakers from the school and community. Soon teachers were putting content from speakers into their curriculum. Each department at school created a poster, demonstrating their support for *Words Hurt* campaign. There were also student seminars on a variety of topics. With all the interest and participation, *Words Hurt* expanded into a week-long event. The planning group grew in number and tasks were delegated. *Words Hurt* also included a Post Secret wall that was implemented through homerooms and displayed in a prominent place at school. This activity involved students and staff who wrote down secrets that they hide about their true selves on anonymous post cards that then are hung up like an art installation.

The positive impacts from *Words Hurt* were felt immediately. Students and staff pledged to be more mindful of their language and the labels they used. The school collaborated with the Wisconsin Gay–Straight Alliance for Safe Schools (GSAFE) for guidance and "safe zone" for lesbian, gay and bisexual youth materials so each teacher could mount stickers in his or her classrooms to indicate that he or she was a safe person to talk with about lesbian, gay and bisexual youth issues. Maria says, "Because language is something we all share, we were able to be inclusive of the whole school community." The real conversations and connections that were a result of *Words Hurt* created a sense of community and safety at school. According to Maria, "The presentations and Post Secret activity enabled both students and staff to connect with others who also have hurts that make school hard or unsafe."

Since Maria graduated from Appleton East, *Words Hurt Week* continues there and has expanded to several schools in Wisconsin and nationally. The original planning group created a document to help other schools facilitate *Words Hurt* events. And Maria herself has learned a lot and been impacted by not only the *Words Hurt* events, but also the process of creating this event for her school. Here are some of Maria's lessons learned:

Students and staff pledged to be more mindful of their language and the labels they used.

1. If your group is small, you can't really delegate. Get more people involved for both success of the event and avoiding burn-out of those in a planning role. Pass along leadership roles to others the next year.

2. Sensitive issues come up around bullying and discrimination, and everyone needs to take care of themselves. You will be impacted even if you are planning it.

3. There will be resistance to doing something about bullying that gets specific about how certain groups at your school are treated. Remember that the event and positive outcomes are more important than those who do not want to participate or support you.

4. Logistics can be a challenge, and if you are successful with your event, they may be more of a challenge the next time.

5. Something that starts as a small idea can get big and have a big impact.

6. Trust the ability of people to connect with each other and find common ground.

Maria went to college in San Francisco. She continues to view herself as a community organizer, passionate about issues of discrimination and equality. Maria is still driven by the idea that various identities (male, female, African American, Latino, white, gay, lesbian, heterosexual, rich, poor, etc.) do not exist separately. "If one group is oppressed, it impacts us all."

Resources:

Words Hurt Planning Kit: http://www.gsafewi.org/wp-content/uploads/Words-Hurt-Organizing-Manual-Appleton-East.pdf

Post Secret Project: http://www.postsecretcommunity.com/news-faq/postsecret-story

Make a Difference: Your Turn Project Worksheet

Project Team Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Advocating for a healthier environment or inspiring others to change a behavior like bullying or name calling is really a set of steps or skills. Here are some things to consider when you are creating messages designed to inspire others to change.

- Take a clear, health-enhancing stand/position.

- Support the position with relevant information.

- Show awareness of your audience.

- Encourage others to make healthful choices.

- Demonstrate passion/conviction.

What project approach will your group take? If you are choosing a national campaign, your group should research the campaign on the Internet to determine if it is suitable for your project.

National Campaigns: Add Your Voice

(e.g., Born This Way Foundation, PACER, Bully Project, It Gets Better Project)

National Efforts: Local Impacts

(e.g., Mix It Up, Words Hurt/Day of Silence, No Name Calling Week)

Purely Original: Local Answers to an Important Question

Based on what we have learned in this unit, what questions do you still have?

What do you still wonder about?

_____

_____

_____

What steps did Maria take that apply to what you want to do?

_____

_____

_____

Here are some other project ideas:

Spoken word

Student-led assembly

Campaign

Policy

Reporting process through anonymous tips

Training for teachers and staff

Presentation to school leadership (students, parents, school board)

Other?

Project Name: _____

_____

Goal: _____

_____

Activity: _____

_____

Plan: _____

_____

Activity	Who?	By When?

Project Due Date:

RETHINK: Make a Difference

Project Rubric (expectations for grading the project)

Team:

Reviewer:

Project Score

	Example	Points Possible	Points Given
Planning		30	
	Used school data and information to formulate the project plan	10	
	Involved the entire team	10	
	Followed a plan and a timeline	10	
Presentation		30	
	Provided a clear description of the project/project plan	10	
	Were well prepared and presentation flowed smoothly	10	
	Engaged the audience with strong presentation skills/methods	10	
Process		30	
	Had a product to share as a result of the project	10	
	Could explain what they learned in doing/planning the project	10	
	Involved others in the project	10	
Impact		10	
	Demonstrated a positive impact on bullying/reporting bullying/school climate	10	
	Total Points	100	

Lesson 8
Evaluate: Results Presentations

Overview

This lesson is designed to allow students to present their projects and have other students provide feedback.

Objectives

1. Advocate with peers and adults to improve school climate and reduce bullying

2. Demonstrate helpful actions to take if they or a peer are bullied

Time: Allow 1–2 class days for presentations.

Materials

- Copies of the project rubric, describing expectations for grading the projects. Each student receives one project rubric sheet for each presentation to provide feedback (see Lesson 7).

Prelesson

Put these quotes up on the board:

1. Always question that which you know for sure. (Anonymous)

2. We do not see things as they are. We see things as we are. (Anais Nin)

3. A fish is the last to acknowledge the existence of water. (African proverb)

Directions to students: Choose one of the quotes and reflect on how it speaks to what you learned in doing your project.

Lesson

Activity 1: Reflection (10 minutes)

Take some time at the beginning of class for students to talk about the quotes from the prelesson and what they learned working on their projects.

Activity 2: Presentations (1–2 days)

Hand out a rubric to each student for each presentation. Ask students to provide feedback and turn in the forms after each presentation. Let students know that they will be graded on the quality of their feedback in addition to their own group presentations.

Activity 3: Discussion

If time allows, discuss the major points students learned from the unit. Ask students if and how their beliefs about bullying have changed since the start of the unit. Ask student to reflect upon the extent to which they have achieved the following learning outcomes.

1. Identify school and peer factors that may contribute to safety and bullying. (Wisconsin Health Education Standard 2)

2. Assess the school building and systems that are contributing factors to bullying/safety concerns. (Wisconsin Health Education Standard 2)

3. Demonstrate helpful actions to take if they or a peer are bullied. (Wisconsin Health Education Standard 4 and 7)

4. Advocate with students and adults to improve the school climate and reduce bullying. (Wisconsin Health Education Standard 8)

Appendices

RETHINK

Objectives, Scope, and Sequence

Enduring Understanding

I have the right to a safe learning environment and the ability to help other students feel included, connected, and safe at school.

Learning Objectives and Health Education Standards

5. Identify school and peer factors that may contribute to safety and bullying. (Wisconsin Health Education Standard 2)

6. Assess the school building and systems that are contributing factors to bullying/safety concerns. (Wisconsin Health Education Standard 2)

7. Demonstrate helpful actions to take if they or a peer are bullied. (Wisconsin Health Education Standard 4 and 7)

8. Advocate with students and adults to improve the school climate and reduce bullying. (Wisconsin Health Education Standard 8)
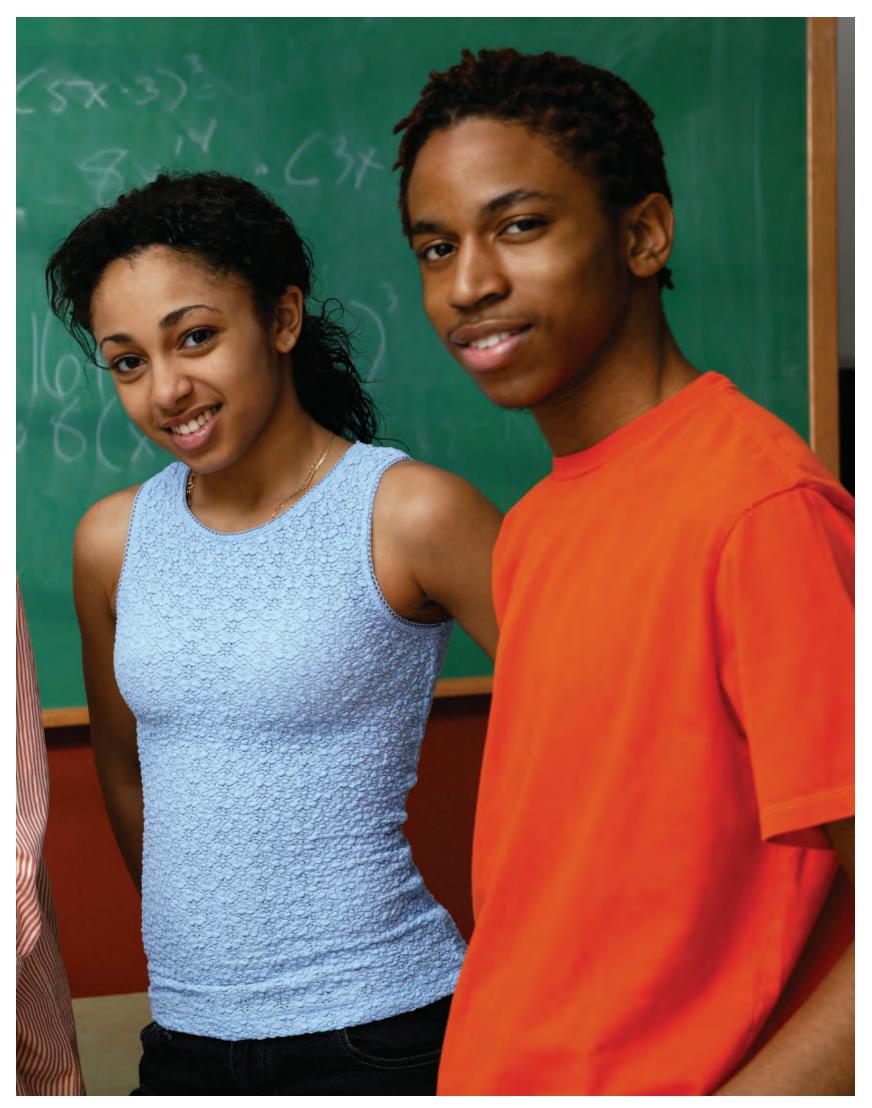
Research Learnings

1. The peer group view is helpful in developing effective interventions against bullying.[1,2,3]

2. Perception of peers who bully is often positive.[1,2]

3. Bullying prevention requires a theoretical framework.[1]

4. Bullying prevention must be done in the context of student, family, school, and community.[1,3]

5. Older students are more inclined to be passive or seek revenge in bullying situations.[1]

6. Students often feel adults are unable, ineffective, or reluctant to stop bullying.[4]

7. Adults are responsible for safety at school and can implement strategies that reduce bullying. These include:

   a. modeling caring behavior

   b. increasing student engagement

   c. addressing difficult transitions

   d. creating strong bullying policies and procedures

   e. consistently reinforcing rules and positive norms for behavior [4,5,3]

Session 1: Real for Us: Introduction to RETHINK	Session 2: Who Are You in Relationships and Friendships?	Session 3: Cliques, Clubs, and What's Cool	Session 4: Who Am I at School and in My Community?
By the end of this session, students will be able to do the following:			
• Create/articulate respectful classroom norms. • Define *bullying*. • Discuss the roles people play in bullying. • State school rules re: bullying, other aggressive behavior. • Identify family expectations regarding bullying.	• Discuss how power is used in personal relationships. • Recognize when relationships are healthy or unhealthy based on the Power and Control Wheel. • Reflect on personal relationships based on power.	• Discuss groups at school and in the community that have power or privilege. • Identify solutions to raising the privilege of those groups that are potential targets of bullying. • Address personal and institutional barriers to becoming an ally for students who are targeted.	• Reflect on how cliques and groups impact the school climate and bullying. • Explore perceptions and feelings that others may have in a bullying situation

Session 5: Before You Hit 'Send': Bullying and Bad Online Behavior	Session 6: Advocates and Allies	Session 7: Advocate: Planning for Project-Based Learning	Session 8: (optional) Project Presentation/PAR
By the end of this session, students will be able to do the following:			
• Research current events that include instances of cyberbullying. • Create strategies for eliminating or addressing cyberbullying	• Practice helpful bystander behavior. • Identify peer or school factors that support or hinder helpful bystander behavior. • Assess the school building to determine safety and climate issues.	• Advocate with peers and adults to improve the school climate and reduce bullying.	• Assess the results of projects designed to address bullying and school safety.

Crosswalk of Wisconsin Academic Standards and RETHINK Objectives

Health Education, Counseling, Social Studies, Literacy, All Subjects Grades 9–10

Overarching Learning Objective	Health Education	Counseling	WMAS Social Studies	Literacy-All Subjects, Grades 9–10
1. Identify school and peer factors that may contribute to safety and bullying	HE 2:4:A2	D8.1 D12.1 F8.1	E.12.2	
2. Assess the school building and systems that are contributing factors to bullying/safety concerns	HE 2:4:A3	F8.1	E.12.2 E.12.6	
3. Demonstrate helpful actions to take if they or a peer are bullied	HE 4:4:A1 HE5:4:B4	D8.1 D12.1 D12.2 E8.1 F8.1 F12.1		
4. Advocate with peers and adults to improve school climate and reduce bullying	HE 8:4:A1 HE 8:4:A4 HE 8:4:B1 HE 8:4:B3	D8.1 D8.2 D12.1 D12.2 E12.1 F12.1	E. 12.11 E.12.12	SL 4

Additional objectives by lesson:

Lesson 1 Objectives	Health Education	Counseling	WMAS Social Studies	Literacy 9–10
1. Articulate examples of classroom expectations for respectful behavior.	2:4:A3	D8.1 D8.2	E.12.15	SL 1.b
2. Build relationships and demonstrate positive interactions.		D8.1 D12.2		SL 1.d
3. Define *bullying* and *harassment*.		D8.1 D8.2		RST 4

Lesson 2 Objectives	Health Education	Counseling	WMAS Social Studies	Literacy 9–10
1. Discuss how power is used in personal relationships.	4:4:A1	D8.1 D8.2 F8.1		
2. Recognize when relationships are unhealthy based on the Power and Control wheel.	4:4:A3	D12.1 D8.2 F8.1 F12.1	E.12.3	

Lesson 3 Objectives	Health Education	Counseling	WMAS Social Studies	Literacy 9–10
1.Identify the various cliques or groups at school.		D8.1 D12.1 F8.1		
2.Explore commonalities that exist across peer groups to develop social capital.		D8.1 D12.2		
3.Identify solutions to raising the privilege of those groups that are potential targets of bullying.	2:4:A5	D8.1 D12.1 F8.1	E.12.5	

Additional objectives by lesson:

Lesson 4 Objectives	Health Education	Counseling	WMAS Social Studies	Literacy 9–10
1. Reflect on how the cliques and groups impact school climate and bullying.	2:4:A1	D8.1 D12.1 F8.1		WHST 1
2. Explore perceptions and feelings that others may have in a bullying situation.		D8.1 D8.2 D12.2		WHST 2

Lesson 5 Objectives	Health Education	Counseling	WMAS Social Studies	Literacy 9–10
1. Research current events that include instances of cyberbullying	3:3:B1	A8.2 A8.3 A12.3 B8.1 B12.1	E.12.2 E. 12.6 E. 12.11 E. 12.12	RH 1 RH 2
2. Create strategies for eliminating or addressing cyberbullying		D8.1 D12.1 D8.2 E8.1 E12.1 F8.1 F12.1		

Additional objectives by lesson:

Lesson 6 Objectives	Health Education	Counseling	WMAS Social Studies	Literacy 9–10
1. Identify peer or school factors that support or hinder bystander behavior.	2:4:A1	D8.1 D12.1 D12.2 F8.1 F12.1	E.12.6	
2. Address personal and institutional barriers to becoming an ally of targeted students	8:4:A4	D8.1 D12.1 D8.2 E8.1 E12.1 F8.1 F12.1	E.12.6	

Lesson 7 and 8 Objectives	Health Education	Counseling	WMAS Social Studies	Literacy 9–10
1. Advocate with peers and adults to improve the school climate and reduce bullying.	7.4 B2	D8.1 D8.2 D12.1 D12.2 E12.1 F12.1	C 12.8 C 12.10 E 12.14	SL 4 SL 5 SL 6
2. Demonstrate helpful actions to take if a student is being bullied.	7.4 B2	D8.1 D12.1 D12.2 E8.1 F8.1 F12.1		