

BULLYING

Diane C. Williams
Grandview Elementary



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OVERVIEW

This unit will discuss Bully-proofing of schools. It will discuss various types of bullying (causes and effects). It will outline a brief guide on implementing strategies to prevent bullying. This unit covers staff training, student instruction, victim support, intervention methods and developing a caring safe environment.

This unit should be implemented in three phases. First, information should be provided as to what bullying is, its impact on victims and how to develop classroom rules with respect to bullying. The second is to develop skills and techniques for dealing with bullying and increasing resilience to being victimized, (e.g. self esteem building). Creating a positive school environment in which the silent majority (children who are not interested in bullying or standing up for the victim) is the third phase. The implementation should be promoted through school wide activities and supported through reviewing and revising the rules and procedures used by school personnel to deal with bullying.

Nearly every day the news reports stories about children committing acts of bullying, often against other children. Research has shown that violent or aggressive behavior is often learned early in life. Parents, family members,

teachers and others who care for children can help them learn to deal with emotions without using violence. Teachers can take steps to reduce or minimize bullying. Teachers play a valuable role in reducing bullying. We can not stop all bullying, but what we do may make a difference in a child's life.

Young people have no problem with the term "bullying," but we as teachers do. "Brothering is an alternative choice for many teachers." A student bullying violates the courtesies of class operations and accepted standards. The bully attempts to become the ruler by making the rules. As the authority figure, a bully determines the standards. Bullies boss others by violating others' rights, the teacher's right to teach and students' right to learn.

Accommodating a bully only encourages bullying behavior. We make our biggest mistake in not understanding the nature of a bully. If a bully prevails, irresponsible and provocative behavior will be repeated. The sooner a person stands up to bullying, the easier it will be to handle and the sooner the behavior will change.

Classroom bullying is more prevalent than many educators think, and experts say it should no longer be tolerated as "part of growing up." Teachers and administrators underestimate the amount of bullying that takes place under their noses—on playgrounds, in hallways, even in classrooms—and that too many educators are reluctant to get involved. They fear losing employment, being sued, or becoming a victim themselves.

Not much learning takes place when students are in constant fear because of being bullied. Teaching children about choice—responses thinking that they need not be victims—may be one of the most valuable thinking patterns we can give them.

OBJECTIVES

The objectives of this unit include, recognizing bullying behavior and setting classroom rules, responding quickly and effectively to bullying, enhancing student empathy to victims, and developing effective communication in emotionally charged situations.

RATIONALE

Bullying is a system wide problem that occurs around us everyday and everywhere. Children experience some sort of bullying at some point during their education years, whether they are the victim or the bully. Bullying remains a

major issue that can affect the child's scholastic performance and social well being. It reduces students' ability to learn. Bullying is not an unavoidable part of growing up. In this unit I will focus on the causes and effects of bullying in the school environment. I will also design lessons and suggest conflict resolutions.

What is bullying? There are many ways to define bullying. It can be defined as repeated negative events; which occur over time, directed at an individual and carried out by one or more individuals. Bullying is an act of aggression causing embarrassment, pain, or discomfort by another individual. It's an abuse of power that can either be planned or unintentional. In bullying the bully receives the feeling of power. Bullying is anything that makes a person feel hurt, whether it is physical or psychological. Bullying is an unacceptable behavior, physical or psychological.

There are many types of bullying. Indirect bullying is a type of bullying when children freeze out other children, do not accept them in their group. Direct bullying includes physical bullying, verbal bullying, and bullying yourself. Physical bullying, the most common form, includes pushing, kicking, hitting, stealing, maiming and in today's society killing. Verbal bullying includes mockery, mimicking, taunting, name-calling, verbal threats of bodily harm, and making threats. Psychological bullying involves spreading rumors, manipulating social relationships and engaging in social exclusion, extortion or intimidation. An individual may also bully themselves, which usually includes emotional abuse. It leads to low self esteem such as telling yourself you're ugly or perhaps fat, not worth living for. Why is the school environment a perfect environment? I will discuss why it occurs in the school environment, and the effects it has and how educators can prevent bullying. Also, I will discuss the common characteristics of bullies and victims.

Bullies are children who need to hurt, threaten, frighten, or control other children. They are often angry, upset, jealous, aggressive, mean, insensitive, have low self-esteem, and very cruel. They usually lack self-confidence and gain power and confidence by controlling others. Bullies think that being hurtful, aggressive and the gang's most noticeable leader is a great thing. Bullies are often thought of as being stupid, however some are and some are not. We will say their actions are unacceptable. They have little respect for their victims and derive satisfaction from inflicting harm and watching the suffering of others. They often defend their actions by stating their victims provoked them in some matter. Other characteristics of a bully include being defiant or oppositional towards authority figures, with a tendency to break school rules. They're antisocial and have little anxiety. Many display a positive attitude about violence. Many bullies are insecure and have very low self-esteem. These children grow into men and women who become bullies.

Bullies often have not been taught any successful ways of dealing with their problems. They do not know how to discuss problems. Television and videos are not always positive and they do not talk back. Some come from homes where physical punishment is the answer to many problems. Usually parental involvement and love are lacking. Many have been taught to strike. Striking out becomes a defense or a negative reflex.

Victims can be anyone, male or female, and can be any age. They exist in small and large schools. They can be randomly picked. They can become victims by just being in the wrong place at the wrong time. The victims are looked at as losers in the bully's vision. They are often rejected by their peers. We have passive victims that feel they are personally threatened. They show a great deal of emotional reaction, such as, anxiety, panic, anger, fear and humiliation. Passive victims often cry, hide and become despondent. The resistant victim's senses, threat, become uneasy and display fear. The bullying is seen differently. It is seen as a challenge to be met. The resistant victim wants to escape, perhaps fighting back, acting as if it does not bother them, seeking help, or even distracting the bully. Passive victims and resistant victims may react differently to bullying; they share many of the same qualities and characteristics.

Victims of bullying are shy, timid, afraid, unassertive, have low self esteem, lacking confidence, and children allow others to control them. They're anxious, insecure, and cautious. They are usually weaker, neater, nicer, and/or smaller than their bullies. The school environment is seen as frightening and unfriendly to many victims. Many children lack social skills and manners, therefore, find it difficult to make friends. Children that suffer from low self esteem, rarely defend themselves in bullying situations. They do not like being seen as "different." An example of being different could include anything, being overweight, wearing glasses, dressing nice, coming from a nice home or even being gay. A child could simply be a victim because they are new to a school. Victims are usually children who are late developers, their bodies have not changed or developed yet. They are often clumsy and bad at sports. Many have negative attitudes.

Children could be the victims of bullying because of their family life. Their family could be either well off, both parents in the household, have friendly siblings, or the complete opposite, badly off, poor, one or neither parent in the household. This could be one factor in who or who doesn't get bullied. Some children are bullied because of who their parents are; an example would be if the bully has knowledge that a father is in jail, or the mother is on drugs, or if a child seems to have a close relationship with their parent/parents. When a child is not

from the bully's neighborhood, the victim's parent /parents could just simply be overprotective of their children.

As mentioned earlier, bullying occurs most often in schools. The main spots at school for bullying are in the classroom, on the playground, in the cafeteria, during breaks, in the hallways, and on the way to and from school. That many factors contribute to bullying may explain why bullying occurs more often in certain places than in others. Many educators think that the size of the class has an effect on the amount of bullying that happens in the classroom. According to research, neither the school size nor the class size has any significance for creating an environment where bullying occurs. There is no proof that highly populated schools suffer from more bullying than a sparsely populated school, there's no research that can prove that it occurs more frequently in one race of people. Other factors that educators believe affect the amount of bullying are poor grades or failing in school. Many myths exist such as, the child did not have a good breakfast, and she/he is having a bad day. He/she has not been taught good manners. In fact, these factors don't influence bullying. Another factor, such as the family's economic status, is also not believed to make any difference as to who is bullied or who does the bullying. One factor that seems to diminish the vast amount of bullying that goes on is whether or not an adult is near during breaks or anytime bullying occurs.

Bullying causes problems that can carry into adulthood both for the victim and the bullies. Bullying tends to increase some students' isolation. Their peers do not want to lose status by associating with the bullies. Also, they don't want to increase the risk of being bullied themselves.

Bullying has a major impact on the victims' lives. Children become suicidal; some even run away from their homes. The children become depressed and stress out. Children often refuse to go to school and fake illnesses. They find it difficult to trust others. As a child gets older they form bad relationships. They often do not understand the difference between good or bad relationships. Some even accept badly for good. They feel as if they are not worthy of anything good. Many children simply stay at home and involve themselves in computer play or videos, because they can always win the battle. It's easier to make believe they are great on a machine than to engage with human contact.

The bullies are affected by bullying too. They seem to maintain their behavior into adulthood, negatively influencing their ability to develop and maintain positive relationships. They possess characteristics of child abusers, mate abusers, road rage drivers, home invaders, killers etc. They display a greater involvement in our juvenile system. These children become our gang members and turf fighters.

Strategies

How do we as educators decrease the amount of bullying that exists, especially since teachers and parents are generally unaware of the extent of the problem? Also, other children are afraid to get involved and do not seem to know how to help. We need to develop whole-school, community, and system wide bullying policies, implement extra-curricular activities, improve the school ground environment, and peer counseling and good interventions at the school, class and individual levels.

Prevention of bullying needs to happen at the school and in class, and at the individual level, as well as, at home or in the neighborhood. At the school level there needs to be better supervision of the students' activities, an interesting outdoor environment, and contact phones for the students, and the parents, teacher groups, local community leaders and the clergy. In the classroom there are many things teachers and students can do. They can make rules prohibiting bullying and have activities that encourage the well being of others. In the classroom frequent class discussions, co-operative learning, and meetings among the staff, parents, and students can help prevent bullying. Teachers or other authority figures can have meaningful discussions with the bully to reduce the amount of bullying that occurs. Staff and other adults should be able to offer protection to the victim. The victim could simply move to another class and/ or school. In the communities, discussion groups can be formed for parents, bullies, and victims. Conversations and meetings can be ongoing between the school personnel and parents.

There are numerous ways to reduce the risk of bullying. A physically attractive and stimulating school environment seems to reduce the risk of bullying. An environment that is safe for the children would have less bullying than non-attractive schools. Anti-bullying programs, such as self awareness, parental awareness, and interventions with the bullies and victims are also effective.

Another way to prevent bullying is to stop the bullies themselves. Remember the bullies themselves are sometimes the bullied. These are children who have learned these ways and feel their way is the correct way of being. There are three main approaches to treating a bully. The first approach is the moralistic approach. It requires that the student conforms to the values of the school and their environment. The second approach, the legalistic approach, assumes a set of rules, which the bully is expected to be familiar with. The last approach implies listening and establishing two-way communication as an essential element in bringing about change, not only to the bully's behavior, but to his way of thinking and feeling. This is called the humanistic approach.

In conclusion, I feel bullying is a very serious problem and I think it can be minimized. I have learned many things about bullying, mostly reflecting the prevention of bullying. It is not an easy task, however, it is a much needed, workable task in our school environment. I have seen bullying and it is hurtful just to observe. Children of all ages can and should learn to be intolerant towards bullying in general. I think it would be great to have all children grow in an environment where children do not have to fear what is going to happen to them. Schools can and should be a loving environment once again.

To protect a child from bullying, there are several steps we can take:

- Look for symptoms, many children will not tell you they're being bullied, because for various reasons they fear the consequence. It's important that we recognize the symptoms. These include unexplained reluctance to go to school, fearfulness or unusual anxiety, sleep disturbances and nightmares, vague physical complaints (headaches, stomachaches). Usually reported to the school by parents, often on school days and property or personal possessions that are missing altogether or come home ripped.
- Ask the right questions; if you suspect a child is being bullied, don't ask it outright, you must gain the trust of the child. Ask about lunchtime activities, how that particular time is spent, or "how was lunch? How did you use your time? What is it like walking to and from school, or riding the bus? Ask if they are aware of any children in class or at school who are bullies. Ask without the child knowing whether you know they are being bullied.
- Listen and understand. If you learn or know a child is being bullied, relax stay calm and give that child plenty of time to tell you how he or she feels. Be a good listener. Make it clear it's not the child's fault.

Don't tell a child who is being bullied to just ignore it. If that were possible, the student would not be asking for help. Don't suggest that the child should simply fight back. This may increase the child's chances of further victimization. We can teach students strategies to avoid bullying. We can help a victim avoid the situation that exposes him or her to bullying. If it occurs to or from school suggest a different route to school or perhaps an older sibling. Friends can accompany the victim to school. Encourage the student to inform the

teacher or a responsible adult. Do not encourage them to handle it themselves. It is of great importance to let someone know early, before the problem escalates. Explain the difference to the child between tattling and telling. Tattling is when you report someone just to get them in trouble, telling is when you report that you or someone else is in danger.

Every child has the right to feel safe at school. There may be a need for the victim to inform more than one adult. Each and every child needs to be aware of where to go. Children depend on their teachers or other authority figures for encouragement and protection. Without proper supervision, children do not receive the guidance they need. Get involved with the students on the playgrounds. The students should be accountable for their actions.

Teach the students appropriate behavior, values and attitudes for success in school. Values of respect, honesty and pride of their school can be important sources of strength for children, especially if they are confronted with peer pressure, bullying, live in a violent neighborhood, or attend a rough school.

A teacher has many responsibilities. We are always faced with a universal question. What Do Teachers Make? The dinner guests were sitting around the table discussing life. One man, a CEO, decided to explain the problem with education. He argued, “What’s a child going to learn from someone who decided his best option in life was to become a teacher?”

He reminded the other dinner guests what they say about teachers. “Those who can, do. Those who can’t, teach,” To stress his point he said to another guest, “you’re a teacher, Diane, Be honest, what do you make?”

Diane, who had a reputation for being outspoken and frank replied, “You want to know what I make? I make children work harder than they ever thought they could. I make a C+ feel like the winner of American Idol. I make children sit through a 30 minute grammar lesson. You want to know what I make. I make children wonder. I make them write. I make them read, read, read. I make them show all their work in math and perfect their final drafts in English. I make them follow rules and regulations. I teach them to get along with others. I help them to understand their good days and bad days. I teach them to follow directions. I make them understand that if you have the brains, and follow your heart, and if someone ever tries to judge you by what you make, you must pay no attention because they did not learn. They did not learn how to not bully their way through life.

Diane paused and then continued, “You want to know what I make? ‘I MAKE A DIFFERENCE.’ What do you make?”

PREVENTION AND INTERVENTION

1. Focus on the social environment of the school. In order to reduce bullying, it is changing the social climate of the school and the social norms with regard to the bully the efforts of everyone in the school environment-teachers, administrators, and other non-teaching adult (such as cafeteria workers, bus drivers, custodians, parents, and students.)
2. Assess bullying at your school. It would be best to have the students fill out a simple questionnaire on bullying. We are not the ones being bullied therefore the response should be the students’.
3. Obtain staff and parent approval and support for bullying prevention. Bullying prevention cannot be the sole responsibility of one individual. Prevention will have to be the responsibility of the total school. It would be effective if everyone were working towards the same goal. There will be more supporters once everyone sees what can be successfully accomplished.

Form a group to coordinate the school’s bullying prevention activities. Bullying prevention seems to work best if it is coordinated by a representative group from the school. A coordinated team might include an administrator, a teacher from each grade level, and an individual from the non teaching staff, social worker, in-house person and parent.

4. The team should meet regularly to review findings from the school’s survey. Engage in bullying prevention activities; motivate staff, students and parents. These types of activities should continue over time and always be highly positive activities.
5. Provide training for school personnel in bullying prevention. In –service training should be accessible to enable the staff to better understand bullying and its effects. We all need to learn how to respond and work with others in regards to bullying.
6. Maintain and enforce school rules and safety standards related to bullying. Developing and establishing rules about bullying can ensure that students are aware that adults are knowledgeable about bullying. Rules and standards should be posted and accessible to the students. Positive and negative reinforcement should be determined.
7. Increase adult supervision in typical “HOT SPOTS” for bullying. HOT SPOTS are places such as the cafeteria; playground and hallways. Bullying tends to thrive in students when adults are not present or if students outnumber the adults. Teachers should create activities for the HOT SPOT places. Structured lunchtime and playground activities are advisable.

8. Intervene consistently and appropriately when you observe bullying. An adult should never ignore bullying. Effective strategies should be applied immediately. Individual meetings should occur between everyone involved. Therefore a designated staff member should be readily available. Parents should become involved.
9. Class time should be used on bullying prevention. Students will benefit if every week 15 to 20 minutes could be spent on bullying techniques. This time could decrease as you see improvement. These discussions can help teachers become aware of students' thoughts which in turn could mean a danger to someone else. Students will become aware of the dangers of bullying and being bullied.

Continue these efforts. We should not stop. Bullying prevention should be continued over time and in our curriculum. Be consistent about bullying, rules and discipline. When you make a rule stick to it. Children need structure and clear expectations for negative behavior. Setting rules and then not enforcing them is confusing and sets up children to know what they can do and not do. Students should be involved in the making of the rules. Children should know what is expected of them and the consequences. This is a learning experience for everyone to understand what is good and what is bad.

In conclusion, help students accept and get along with others from various racial and ethnic backgrounds. Teach them that criticizing and bullying others because they are different is hurtful, and that name-calling is unacceptable. Make sure they understand that using words to start or encourage violence is also harmful.

SELF –ESTEEM ACTIVITY

Grades 3-?

OBJECTIVES:

1. Listening skills will be taught and reinforced throughout this lesson.
2. Each student will experience the good feelings that come from positive attention from their peers.
3. Each student will experience the ability of thoughtfully expressing a compliment to a classmate and seeing a positive result.
4. The class will have the opportunity to witness and discuss individual and group power in a positive way.

I believe that in any classroom, it is realistic to expect that two to four students may be feeling hurt or very sad or just discouraged about something that

happened on the way home from school or to school, on the playground or even in the classroom. These few students no matter how intellectual or nice they seem, may not be able to focus their attention on the lesson. Also, a single tragedy may affect almost everyone in the classroom.

This activity, used in the beginning of the day, can increase the positive feelings of each student and the classroom atmosphere as well. A timed open discussion on feelings is a positive opening exercise. Student participation improves as they become comfortable sharing feelings. Some even seem eager to share with the entire class.

In order to help the students personalize what they are learning, introduce them to a thermometer (higher degrees, 50-100 equals positive feelings, lower degrees 49-0 equals negative feelings). Begin discussions with simple questions such as, how positive are you feeling today? Begin taking the first few minutes everyday checking everyone's temperature. (Positive/negative)The children who were negative should be given the opportunity to explain these feelings to the class. The students in turn should be able to discuss positively how a student can work through their problems, by making positive comments. The negative student should respond by stating, I feel better now, or now I feel my temperature going up.

PURPOSE

This lesson recognizes that none of us feel extremely positive all the time and it is acceptable to say, "I feel sad because _____". It is important because it can establish a classroom atmosphere that is so positive that even the most angered or shy student will feel inclined to participate. It removes fear from the classroom and replaces it with the experience of being listened to.

ACTIVITIES AND PROCEDURES

1. Brainstorm feeling words on newsprint or blackboard. It is helpful for students to have separate lists for positive and negative words so they can prepare them.
2. Introduce the positive/negative thermometer. Make a thermometer out of poster board to be displayed as a bulletin board.
3. The children could have small ones (incorporate a math lesson on temperature.)Each student can share their own with the class. (Respect each student's right to pass).

RESOURCES/MATERIALS

1. Vocabulary words

2. Poster thermometer
3. Newspaper

TYING IT ALL TOGETHER

1. Define and discuss temperature. Explain the thermometer, higher numbers equal good feelings, lower numbers equal not feeling too good, blue feeling versus red feelings. Check for students understanding.

Example of higher numbers, good feelings

- a. Happiness comes from within
- b. Awareness of personal capabilities
- c. Confident about solving most problems
- d. Is loyal and honest
- e. Can admit mistakes and learn from them

Examples of lower numbers, bad feelings

- a. Reacts or responds to peer pressure
- b. Lacks goals for the future
- c. May be habitually critical and insulting
- d. Taunting others
- e. Danger to self and others

2. Using poster and newsprint- answer any or all of the following questions.(Make up questions)

- a. How would you describe a person who is 80 to 100% positive?
- b. What kind of friend would this person be?
- c. How is this person doing in school?
- d. What might their goals be?
- e. Where will they be and what might they be doing in ten years?

Ask the same questions about the person who is at various degrees positive or negative. Comparison of these sets of answers can trigger an encouraging discussion.

Inventory Lesson

1. The things I like best about me
are _____

2. My favorite color is _____

3. The things I like best about school are _____

4. My favorite book is _____

5. My favorite class is _____

6. If I could have one wish come true, I would wish that

7. What is a friend?

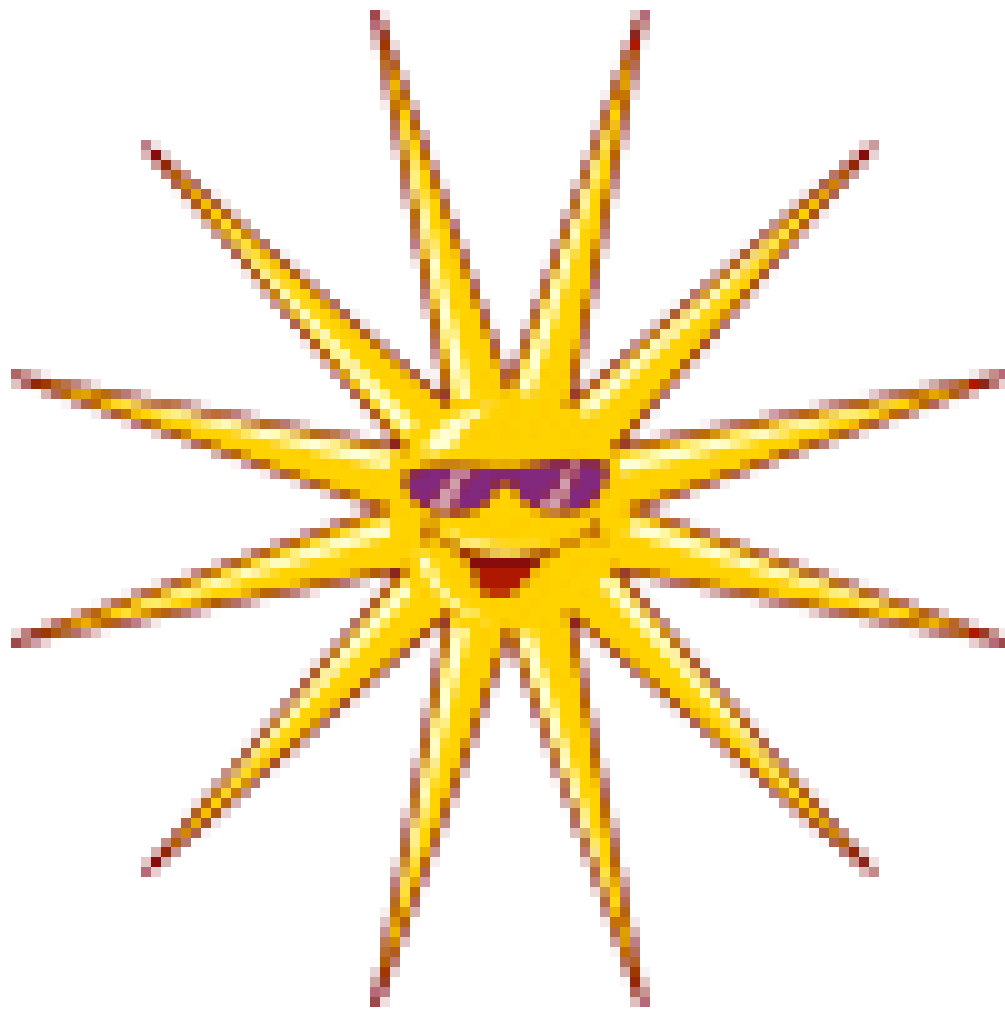
8. What are things you and a friend can do together to have fun?

9. Draw a picture of you and your friend having fun.

Name _____

Date _____

Write all emotions on the Sun Rays



Discussion on Emotions

Behavior Management System

This system will reinforce appropriate behaviors, teaches children to recognize their behavior, involves them in setting goals, and is responsive to both the group as performance and individual U performance.

1. Choose the specific activity time that often has behavior problems that would be appropriate for this plan.
2. Determine which behaviors are most disruptive and identify alternative behaviors that are desired. Generate in advance a list of possible approval statements to respond to appropriate behavior and ignore or redirect inappropriate behavior.
3. Select appropriate reinforcers for both group and individual performance. A class game can be easily used and promotes positive group interaction. Candy could be the individual reinforcer and will quickly and positively change a student's behavior. Also use positive verbal statements to help shape behaviors.
4. Explain to the students what desirable behavior is and what is not appropriate, and if necessary, show them how to perform the desirable behavior. Prior to each activity time students are asked to determine an acceptable level of off-task behavior for the group. The goal and actual number of off-task behaviors are displayed on a chart. If the students reach their goal they are allowed to play the game. Encourage students to set goals that gradually decrease the number of off-task behaviors, but some off-task behaviors are always considered acceptable.
5. At the conclusion of each activity students record if they felt they had used on-task behaviors throughout the activity. When a student has used on-task behaviors for a certain number of activity times (as determined by teacher) he/she is rewarded with some pieces of candy. (Stickers, game peaces, etc.).
6. Eventually phase out the activity and candy rewards but keep the goal setting. Hopefully the students will feel rewarded by meeting their goals and the positive verbal feedback.

LESSON FOR AN SCHOOL WIDE APPROACH

Characteristics for a School Wide Approach

**KEEP THE NUMBER OF RULES
MEASURABLE
TO A MINIMUM (3-5)**

MAKE RULES

**RULES SHOULD REPRESENT
IN
YOUR BASIC EXPECTATIONS
FOR BEHAVIOR IN YOUR
CLASSROOM AND SCHOOL**

PUBLICLY POST RULES

**ALL CLASSROOMS AND
HALLWAYS**

**KEEP THE WORDING SIMPLE
(PICTURES AND ICONS FOR
YOUNGER CHILDREN)**

**ALWAYS INCLUDE A
COMPLIANCE RULE**

MAKE RULES SPECIFIC

**ALLOW STUDENTS TO
FORMULATE RULES
(REPRESENTATIVE**

FROM

EACH GRADE LEVEL)

MAKE RULES OBSERVABLE

**KEEP THE WORDING
POSITIVE**

RULES...RULES...RULES...RULES...AND MORE RULES

ACTION STEPS FOR EVERYONE

As with all prevention efforts, it is imperative to have the support and involvement of the total school when planning and implementing bullying prevention activities. School personnel play a critical role in ensuring that such efforts are appropriate, effective and sustained over time. The following are some specific steps that we can take to initiate and maintain bullying prevention activities at school.

1. Assess the awareness and the scope of the bullying problem at your school through student and staff surveys.
2. Closely supervise children on the playgrounds and in classrooms, hallways, restrooms, cafeterias and other areas where bullying occurs in your school.
3. Conduct school wide assemblies and teacher/staff in-service training to raise awareness regarding the problem of bullying and to communicate zero tolerance for behavior.
4. Post and publicize clear behavior standards, including rules against bullying, for all students. Consistently and fairly enforce such standards.
5. Encourage parent participation by establishing on-grounds parent centers that recruit, coordinate, and encourage parents to take part in the educational process and in volunteering to assist in school activities and projects
6. Establish a confidential reporting system that allows children to report victimization and records the details of bullying incidents.
7. Ensure that your school has all legally required policies and grievance procedures for sexual (other forms of) discrimination. Make these procedures known to parents and students.
8. Receive and listen receptively to parents who report bullying. Establish procedures whereby such reports are investigated and

resolved expeditiously at the school level in order to avoid perpetuating bullying.

9. Develop strategies to reward students for positive, inclusive behavior
10. Provide school wide and classroom activities that are designed to build self-esteem by spotlighting special talents, hobbies, interest and abilities of all students and foster mutual understanding of and appreciation for differences in others.

Content Standards—Citizenship

- All students demonstrate their skills of communicating, negotiating and cooperating with others.
- All students demonstrate that they can work effectively with others.
- All students demonstrate the ability to resolve conflicts in peaceful ways, including but not limited to peer mediation, anger management, interpersonal skills, and problem-solving.

Code of Student Conduct

The School District of Pittsburgh is committed to providing every student with the opportunity to attend school in an environment that is safe, free of violence and drugs and conducive to learning. This goal is of the highest priority because excellence in education cannot be achieved unless schools and classrooms are safe and orderly. The Code of Student Conduct was developed so that all students, staff and parents of the District fully understand the expectations for student behavior while in attendance in our schools, while attending school sponsored activities or while riding on transportation systems serving our school district. If you would like to read more on the Code of Student Conduct you will find it on our website.

CHILDREN'S BOOKS RELATED TO BULLYING

(Listed by age groups)

The Sneetches, Dr Seuss, all ages

This Dr. Seuss tale deals with the common peer problems of exclusion and prejudice. The Star Bully Sneetches have a star on their bellies to symbolize superiority and prestige, and they reject the Plain Belly sort. All of the Sneetches fall prey to a money-hungry stranger, and as a result join together and learn a lesson about inclusion and tolerance in the end.

Move Over Twerp, Martha Alexander, Ages 4-7

The first day that Jeffrey rides the bus to school, older boys shout at the youngster and remove him from his seat in the back of the bus. Jeffrey makes a daring plan to deal with the boys, and he gets just what he wants.

The Big Bad Bully Bear, Ginnie Hofmann, Ages 4-7

Arthur and his friend Emmy Bear teach Bully Bear an important lesson when they recruit all of their friends to join together. Bully Bear learns what he needs to do to make friends and keep them.

The Berenstain Bears, No Girls Allowed, Stan and Jan Berenstain, Ages 4-8

In this classic tale of sibling rivalry, Brother Bear and the other male cubs try to exclude Sister from their new club after she beats them in baseball and other "boys" activities. Sister then plans a way to win the guys over.

The Bernestain Bears and the Bully, Stan and Jan Bernestain, Ages 4-8

Sister Bear learns self-defense after she is beaten up by a class bully and together they learn about forgiveness and getting along. Brother teaches Sister Bear the basics of self-defense while reminding her to avoid the Bully, but Sister and the Bully do fight. Children can discuss other non-aggressive ways to deal with bullies and get along with peers.

Mean Maxine, Barbara Bottner, Ages 5-7

Ralph works up enough courage to confront Mean Maxine who has called him names and picked on him repeatedly. The ending of the story takes an interesting and friendly turn.

Tyrone the Horrible, Hans Wilhelm Ages 5-8

The earth's first bully, Tyrone the Horrible, bullies little Boland dinosaur. Tyrone teases, punches, and steals from Boland who seeks the advice of his dinosaur friends. He solves the problem in a way that provides an opportunity for discussion.

Maxine in the Middle, Holly Keller, Ages 5-8

In this easy-to-read story, Maxine, the middle child, often feels left out and rejected. She believes that her older sister and younger brother are the only children who get new clothes and toys. Maxine runs away to the family tree house, where she later becomes cold and hungry. Maxine returns home and realizes how much she enjoys spending time with her brother and sister and that “sometimes middle things are best.”

Chrysanthemum, Kevin Henkes, Ages 5-8

Chrysanthemum is a brightly illustrated book that addresses the troubles a young girl faces after being picked on because of her unique name. Before going to school, she is proud of her name and loves the way it sounds. After being taunted by her peers, Chrysanthemum wants to change her name. Not until a teacher that the children admire compliments Chrysanthemum on her name do the other children accept her.

Loudmouth George and the Sixth Grade Bully, Nancy Carlson, Ages 5-8

On the first day of school, a huge sixth grader startles George on his way to school and steals his lunch. From then on, every day starts the same way. By the end of the week, George is a nervous wreck and hungry all of the time. George turns the tables with a little help from his friend Harriet. Discussion could include other ways for George to deal with Big Mike, the bully.

Camp Big Paw, Doug Cushman, Ages 5-8

Cyril and his friends run into trouble with the bully of Camp Big Paw, Nigel Snootbutter. During field day competitions, Nigel sets out to make sure Cyril and his cabin mates lose every field day event, but Cyril saves the day with some smart thinking.

Who’s Afraid of the Big, Bad Bully, Teddy Slater, Ages 6-8

In this easy-to-read chapter book, big, mean Bertha threatens everyone, especially Max. Max learns self-defense, but he is reluctant to stand up to the bully until she tries to take his dog, Fang, Max is assertive and, along with his friends, refuses to hand over his puppy. At the end of the book, the children are getting along with the reformed bully.

The Berenstain Bears and the in Crowd, Stan and Jan Berestain, Ages 6-10

In this Berenstain Bears tale, Sister Bear is teased by the new cub in town, Queenie McBear, Queenie steals Sister’s Double Dutch partners before the big jump rope tournament and excludes Sister from their fun. The tournament proves to be a success for Sister as she learns how to deal with being left out.

What a Wimp! Carol Carrick, Ages 7-10

Barney and his family move from the city to the country where his Mom said that people were so friendly. But, he soon becomes the target of Lenny Coots who targets Barney as his easy, smaller, and younger victim. Lenny waits for Barney daily after school. Although his teacher, mother, and brother are sympathetic and intervene, Barney learns he must face up to Lenny and do something on his own.

Joshua T. Bates Takes Charge, Susan Shreve, Ages 7-10

Joshua T. Bates struggles with the biggest decision of his life as he decides whether to disclose who is victimizing the new kid in fifth grade. Sean O'Malley, No stranger to bullies, Joshua flunked third grade and knows what it is like to be the target of Tommy Wilhelm and his gang, the Nerds Out. An excellent book that tells what it is like to be an outcast and what it takes to be a hero.

Bully on the Bus, Carl W. Bosch, Ages 7-11

Written in a "choose your own ending" format, the reader decides what action to take while dealing with a bully. The reader can choose from many alternatives that include ignoring, talking to an adult, comforting the bully, fighting and reconciling. There are many options and opportunities for excellent discussions with this book.

Mitch and Amy, Beverly Cleary, Ages 8-12

In this exciting book, twins Mitch and Amy put aside their squabbles and rivalry and join together to deal with a neighborhood bully. Alan Hubble. Mitch and Amy try various ways of dealing with Alan, even choosing fist fighting. There are numerous opportunities to discuss the benefits and consequences of all of the possible ways to handle Alan...

Bullies are a Pain in the Brain, Trevor Romain, Ages 8-13

This book is funny and easy to read. The book describes truths about bullies and offers advice on how to effectively cope with them. For bullies, this book also helps explain how to get along with other children and feel good about yourself. The book is loaded with practical suggestions for children to help them gain the confidence to handle themselves and become more "bully proof."

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www.pghboe.net, home page
olweus@psych.uib.no
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