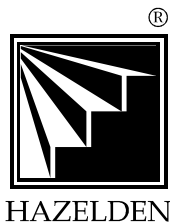

Prevent Bullying at Your School!



No-Bullying Program

For Grades K–8

From
HAZELDEN





What Is the *No-Bullying* Program?

Your district or school can now use student-friendly, grade-specific activities to foster norms against violence, aggression, and bullying. The comprehensive *No-Bullying* program involves family, peers, media, and the community in holding students accountable for bullying—with the overall goal of reducing bullying behaviors at school.

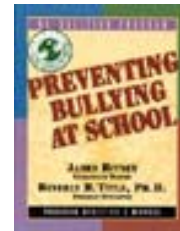
Not only will students gain a clear understanding of behavioral expectations, but school staff will learn how to respond most effectively when bullying does occur. The *No-Bullying* program has been named a Top 10 Violence Prevention Program by the Association of School Administrators.

The *No-Bullying* program includes a program director's manual, teacher's guides, student workbooks, a *Bullying: An Overview for Educators* booklet, posters, family pamphlets, and stickers.

The teacher's guides and student workbooks are divided by grade levels (Grades K–1, 2–3, 4–5, and 6–8). Here is a brief description of each component of the *No-Bullying* program.

Program Director's Manual

Use this simple, straightforward, and comprehensive manual to get started in implementing the *No-Bullying* program in your school. This manual provides the latest information on the nature and management of bullying behavior, along with concrete, workable advice on training staff, involving families, and energizing students to make your school, and your community, bullying-free.



Bullying: An Overview for Educators Booklet

In clear, concise terms, learn how bullying contributes to the wave of violence sweeping schools today. This booklet, which is ideal for classroom teachers and other school staff, identifies the bullies and their victims, debunks the myths about bullying, and shows how adults can effectively deal with this pervasive problem.



A Guide for Families Parent Booklet

This booklet is a great resource to hand out or mail to students' families. It provides background information on bullying and gives parents ideas of how they can support the *No-Bullying* program in their school.

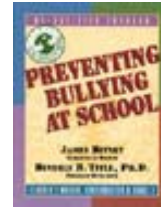




No-Bullying Program Teacher's Guides and Student Workbooks

Grades K–1

This simple, straightforward manual gives you the materials and detailed guidelines you'll need to lead kindergartners and first-graders through nine interactive lessons about what bullying is, how to avoid it, and how to respond when it happens. Practical instructions for brainstorming, storytelling, role-playing, singing, and discussions will help you give students a firsthand understanding of bullying as you lay the groundwork for a bullying-free school.



Session Descriptions

Session 1: Through discussion, the construction of *No-Bullying* medallions, and the learning of a song, students are introduced to the *No-Bullying* program and the topic of bullying.

Session 2: Through storytelling, discussion, and the construction of headbands, students learn the definition of bullying and share experiences with bullying.

Session 3: Through a drama/game, children review the definition of bullying and talk about what bullying behaviors are.

Session 4: Through acting out a simple story and doing an art project, students learn to identify feelings and how feelings affect them.

Session 5: Through reading rhymes, storytelling, and a coloring project, students learn to identify angry feelings and nonviolent, helpful ways to express anger.

Session 6: Through storytelling and paired exercises, students learn empathy for those who are being bullied and practice saying positive, supportive things to each other.

Session 7: Through discussion and role-plays, students learn how to confront bullying behavior in positive, nonviolent ways using “I” statements and other conflict resolution skills.

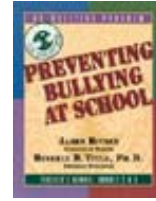
Session 8: Through storytelling, discussion, and the making of posters, students learn the difference between tattling and telling, and the importance of telling an adult about bullying.

Session 9: Through a guessing game, storytelling, a conversation with the school principal, and a drawing exercise, students learn about the consequences of bullying at school.



Grades 2–3

This simple, straightforward manual guides you through seven interactive lessons that equip second- and third-graders to understand and identify bullying, to respond safely and effectively to bullying behavior, and to empathize with students who are bullied. Practical information and detailed instructions show how to involve students—through brainstorming, role-playing, discussions, and activities—in making their school a bullying-free zone.



Session Descriptions

Session 1: Through student introductions, discussions, making *No-Bullying* badges, and learning a song, students are introduced to the *No-Bullying* program and the topic of bullying.

Session 2: Through discussions and the conducting of a survey, students learn the definition of bullying and talk about their experiences with bullying.

Session 3: Through the performance of a skit and a discussion, students review the definition of bullying and identify examples of bullying behaviors.

Session 4: Through the discussion of situations and how those situations might make one feel, students learn to identify feelings and develop empathy for others. Students also create a feelings banner.

Session 5: Through discussion, practice exercises, and a coloring project, students learn about important steps to take when confronting a bullying situation.

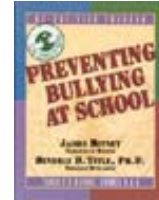
Session 6: Through discussion and the reading of stories, students learn the difference between telling and tattling, and the importance of telling an adult about a bullying situation.

Session 7: Through a class discussion and a conversation with the school principal, students learn the consequences of bullying behavior, especially at school.



Grade 4–5

With practical information and detailed instructions in this manual, you'll be ready to guide grade 4–5 students through seven interactive lessons that will help them understand and identify bullying and respond safely and effectively to bullying behavior. Through brainstorming, role-playing, group discussions, and workbook activities geared to children on the threshold of adolescence, you'll involve your students in making their school—and education—safe from bullying.



Session Descriptions

Session 1: Through discussion, creating no-bullying want ads, and the learning of a song, students are introduced to the *No-Bullying* program and the topic of bullying.

Session 2: Through brainstorming and conducting a survey, students learn the definition of bullying and share their personal experiences with bullying.

Session 3: Through reading and discussing a poem, and creating no-bullying posters, students identify different types of bullying behaviors and their consequences.

Session 4: Through acting out feelings and discussing a role-play, students develop empathy for those who are being bullied.

Session 5: Through the discussion and practice of assertiveness skills, students learn how to respond to bullying behavior in positive, nonviolent ways.

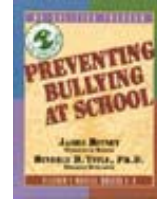
Session 6: Through written exercises and role-plays, students learn the difference between telling and tattling, and the importance of getting adult help when dealing with bullying behavior.

Session 7: Through discussion, a conversation with the school principal, and the reciting of a no-bullying pledge, students learn the schoolwide consequences for bullying behaviors and commit to not bullying others.



Grade 6–8

As they enter adolescence, your students are testing new ideas and behaviors. With the practical information and detailed instructions in this manual, you can steer them away from bullying. Seven interactive lessons incorporating brainstorming, role-playing, discussions, posters, self-quizzes, and workbook activities geared to early teenagers will help your students understand bullying and respond to it safely and effectively. In the end, they'll be making their own way—free of bullying violence.



Session Description

Session 1: Through discussion, creating collages, and conducting personal interviews, students are introduced to the No-Bullying program and the topic of bullying.

Session 2: Through discussion, a small group exercise, and a survey, students learn the definition of bullying and share their personal experiences with bullying.

Session 3: Through the discussion of the survey, a small group exercise, and role-plays, students identify the consequences of bullying and further identify different bullying behaviors.

Session 4: Through the discussion of a variety of scenarios and a writing exercise, students develop empathy for those who are bullied.

Session 5: Through the discussion and practice of assertiveness skills, and the creation of cartoon strips, students learn about positive, nonviolent ways to respond to bullying behaviors.

Session 6: Through discussion, developing posters, and acting out role-plays, students learn the difference between “ratting” and reporting, and the importance of telling an adult about bullying behaviors.

Session 7: Through a class discussion, a conversation with the school principal, solving puzzles, and creating school safety plans, students learn about the schoolwide consequences of bullying behavior.



Why is it Important to Teach about Bullying?*

Bullying, a form of violence among children, is common on school playgrounds, in neighborhoods, and in homes throughout the United States and around the world.

A recently published report by the National Institute of Child Health and Human Development (NICHD) found that 17 percent of surveyed children had been bullied “sometimes” or “weekly,” 19 percent had bullied others and been bullied.

An estimated 1.6 million children in grades 6 through 10 in the United States are bullied at least once a week and 1.7 million children bully others frequently.

Bullying generally begins in the elementary grades, peaks in the sixth through eighth grades, and persists into high school.

Bullying can have long-term and short-term psychological effects on both those who bully and those who are bullied. Victims often experience loneliness and report having trouble making social and emotional adjustments, difficulty making friends, and poor relationships with classmates.

Victims of bullying often suffer humiliation, insecurity, and a loss of self-esteem, and they may develop a fear of going to school. The impact of frequent bullying often accompanies these victims into adulthood; they are at a greater risk of suffering from depression and other mental health problems, including schizophrenia. In rare cases, they may commit suicide.

Bullying behavior has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, and the use of drugs and alcohol.

Bullying may also lead to criminal behavior later in life.

*The above information is taken from U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention fact sheet: *Addressing the Problem of Juvenile Bullying*, June 2001.



Curriculum Scope & Sequence

Topic	Kindergarten/Grade 1	Grade 2–3
Students will demonstrate the ability to:		
Defining Bullying	<input type="checkbox"/> recognize and understand the <i>No-Bullying</i> logo <input type="checkbox"/> define the word “bullying” <input type="checkbox"/> define the word “power”	<input type="checkbox"/> recognize and understand the No-Bullying logo <input type="checkbox"/> define the word “bullying” <input type="checkbox"/> define physical, emotional, and social power
Identifying Bullying Behavior	<input type="checkbox"/> describe how children use their power to bully others <input type="checkbox"/> describe how bullies hurt someone’s body or things <input type="checkbox"/> describe how bullies hurt someone’s feelings <input type="checkbox"/> describe how bullies hurt someone’s friendships <input type="checkbox"/> know that people can bully with words, not just actions	<input type="checkbox"/> describe how bullies unfairly use physical power <input type="checkbox"/> describe how bullies unfairly use emotional power <input type="checkbox"/> describe how bullies unfairly use social power <input type="checkbox"/> describe how bullies hurt someone’s body or things, feelings, and relationships
Reasons for Bullying	<input type="checkbox"/> describe why children bully	<input type="checkbox"/> identify reasons why children bully <input type="checkbox"/> identify specific reasons why bullying is happening at their school
Consequences of Bullying	<input type="checkbox"/> know the meaning of “consequences” <input type="checkbox"/> identify what happens to children who bully others <input type="checkbox"/> identify what happens to children who are bullied <input type="checkbox"/> describe how bullying affects their school <input type="checkbox"/> know that bullying hurts the bully as well as the victim <input type="checkbox"/> know the schoolwide consequences for bullying	<input type="checkbox"/> know the meaning of “consequences” <input type="checkbox"/> identify what happens to children who bully others <input type="checkbox"/> identify what happens to children who are bullied <input type="checkbox"/> describe how bullying affects their school <input type="checkbox"/> describe the schoolwide consequences for engaging in bullying
Dealing with Feelings	<input type="checkbox"/> identify feelings <input type="checkbox"/> discover how feelings affect them <input type="checkbox"/> understand that feelings are temporary <input type="checkbox"/> describe how a child who bullies might feel <input type="checkbox"/> describe how being bullied would make them feel <input type="checkbox"/> recognize how angry feelings can lead to violence <input type="checkbox"/> learn to express feelings of anger in nonviolent, helpful ways	<input type="checkbox"/> describe how a child who bullies might feel <input type="checkbox"/> describe how being bullied would make them feel <input type="checkbox"/> identify how they are feeling
Responding to Bullying	<input type="checkbox"/> commit to stopping bullying in their school <input type="checkbox"/> empathize and care for those who are being bullied <input type="checkbox"/> identify positive ways to build up, not tear down, others <input type="checkbox"/> identify basic ways to respond to bullying <input type="checkbox"/> practice responding to bullying	<input type="checkbox"/> describe ways that they think adults should respond to bullying at their school <input type="checkbox"/> describe how to use “I” statements in responding to bullying <input type="checkbox"/> describe how to ask for help from friends in dealing with a bully <input type="checkbox"/> practice using an assertive stance and tone of voice in dealing with bullies
Reporting Bullying Behavior	<input type="checkbox"/> appreciate that their school is committed to putting an end to bullying <input type="checkbox"/> know that it is important to tell an adult about bullying <input type="checkbox"/> know the difference between telling and tattling <input type="checkbox"/> know the school’s procedures about reporting bullying	<input type="checkbox"/> explain the difference between tattling and telling <input type="checkbox"/> know that to get help with bullying, they need to tell someone they trust <input type="checkbox"/> appreciate how adults in their school are willing to help stop bullying <input type="checkbox"/> explain their school’s procedure for reporting bullying <input type="checkbox"/> know that all adults in the school are committed to making school a safe and secure place



Curriculum Scope & Sequence

Topic	Grades 4–5	Grades 6–8
Students will demonstrate the ability to:		
Defining Bullying	<ul style="list-style-type: none"> <input type="checkbox"/> recognize and understand the No-Bullying logo <input type="checkbox"/> define the word “bullying” 	<ul style="list-style-type: none"> <input type="checkbox"/> recognize and understand the No-Bullying logo <input type="checkbox"/> define the word “bullying” <input type="checkbox"/> know that bullying involves an imbalance of power and repeated negative behavior
Identifying Bullying Behavior	<ul style="list-style-type: none"> <input type="checkbox"/> describe student behavior that will make school a safe and fun place <input type="checkbox"/> describe how bullies unfairly use physical, emotional, and social power <input type="checkbox"/> identify where in the school bullying behavior is happening <input type="checkbox"/> describe how bullies hurt someone’s body or things, feelings, and relationships 	<ul style="list-style-type: none"> <input type="checkbox"/> describe what a person does when they bully <input type="checkbox"/> describe how bullies unfairly use physical, emotional, and social power <input type="checkbox"/> identify where in the school bullying behavior is happening <input type="checkbox"/> describe how bullies hurt someone’s body or things, feelings, and relationships <input type="checkbox"/> describe the difference between bullying and peer conflict
Reasons for Bullying		<ul style="list-style-type: none"> <input type="checkbox"/> identify reasons why children bully <input type="checkbox"/> identify reasons why they bullied, if they have been a bully <input type="checkbox"/> identify myths about bullying <input type="checkbox"/> identify the characteristics common to students who bully and are being bullied
Consequences of Bullying	<ul style="list-style-type: none"> <input type="checkbox"/> know the meaning of “consequences” <input type="checkbox"/> identify what happens to children who bully others <input type="checkbox"/> identify what happens to children who are bullied <input type="checkbox"/> describe the schoolwide consequences for engaging in bullying 	<ul style="list-style-type: none"> <input type="checkbox"/> identify what happens to students who bully others <input type="checkbox"/> identify what happens to students who are bullied <input type="checkbox"/> describe how bullying affects their school <input type="checkbox"/> describe the schoolwide consequences for engaging in bullying <input type="checkbox"/> know that bullying won’t be tolerated at school and will bring swift consequences
Dealing with Feelings	<ul style="list-style-type: none"> <input type="checkbox"/> identify feelings <input type="checkbox"/> describe how it feels to be bullied <input type="checkbox"/> feel more empathy for students who are targets of bullying <input type="checkbox"/> understand that feelings are temporary <input type="checkbox"/> identify what other people are feeling <input type="checkbox"/> communicate how they are feeling to others 	<ul style="list-style-type: none"> <input type="checkbox"/> feel more empathy for students who are bullied <input type="checkbox"/> identify the feelings of students who are being bullied <input type="checkbox"/> identify the feelings of students who witness bullying
Responding to Bullying	<ul style="list-style-type: none"> <input type="checkbox"/> describe ways in which adults can help them feel safe at school <input type="checkbox"/> describe several assertive, nonviolent ways to respond to bullying <input type="checkbox"/> practice using a variety of assertive techniques in responding to a bully 	<ul style="list-style-type: none"> <input type="checkbox"/> know that those who are being bullied need their help <input type="checkbox"/> describe several assertive, nonviolent ways to respond to bullying <input type="checkbox"/> practice using a variety of assertive techniques in responding to a bully
Reporting Bullying Behavior	<ul style="list-style-type: none"> <input type="checkbox"/> know that all adults in their school are committed to protecting students from bullying <input type="checkbox"/> know how to tell an adult about bullying <input type="checkbox"/> explain the difference between tattling and telling <input type="checkbox"/> explain their school’s procedure for reporting bullying 	<ul style="list-style-type: none"> <input type="checkbox"/> know that their school is committed to putting an end to bullying <input type="checkbox"/> explain the difference between ratting and reporting <input type="checkbox"/> know that to get help with bullying, they need to tell someone they trust <input type="checkbox"/> know that adults in their school are willing to help put an end to bullying <input type="checkbox"/> describe their school’s procedure for reporting bullying <input type="checkbox"/> practice using the school’s procedures for reporting bullying



Meeting National Academic Standards** With the No-Bullying Program

Using the No-Bullying program, you will meet the following standards:

Health Education Standards:

Grades K–1

- identifies and shares feelings in appropriate ways
- knows ways to seek assistance if worried, abused or threatened

Grades 2–3

- knows characteristics needed to be a responsible friend
- identifies and shares feelings in appropriate ways
- knows behaviors that communicate care, consideration, and respect of self and others
- understands how one responds to the behavior of others and how one's behavior may evoke responses in others
- knows strategies for resisting negative peer pressure
- knows ways to seek assistance if worried, abused or threatened
- knows methods used to recognize and avoid threatening situations
- knows the difference between positive and negative behaviors used in conflict situations
- knows some nonviolent strategies to resolve conflicts

Grades 4–5

- knows characteristics needed to be a responsible friend
- knows behaviors that communicate care, consideration, and respect of self and others
- understands how one responds to the behavior of others and how one's behavior may evoke responses in others
- knows strategies for resisting negative peer pressure
- knows methods used to recognize and avoid threatening situations
- knows the difference between positive and negative behaviors used in conflict situations
- knows some nonviolent strategies to resolve conflicts

**Standards are taken from Kendall, John S. and Robert J. Marzano, *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education (3rd Edition)*. Aurora, CO: Mid-continent Research for Education and Learning (MCREL), 2000.



Grades 6–8

- understands how peer relationships affect health (e.g., name calling, prejudice)
- knows appropriate ways to build and maintain positive relationships with peers, parents, and other adults
- understands the difference between safe and risky or harmful behaviors in relationships
- knows techniques for seeking help and support through appropriate resources
- knows the various possible causes of conflict among youth in schools and communities, and strategies to prevent conflict in these situations
- knows how refusal and negotiation skills can be used to enhance health

English/Language Arts Standards:

Grades K–1

- reads aloud familiar stories, poems, and passages with fluency and expression
- knows setting, main characters, main events, sequence, and problems in stories
- makes simple inferences regarding the order of events and possible outcomes
- knows the main idea or theme of a story
- relates stories to personal experiences
- makes contributions in class and group discussions
- asks and responds to questions

Grades 2–3

- uses writing and other methods to describe familiar experiences
- reads aloud familiar stories, poems, and passages with fluency and expression
- knows setting, main characters, main events, sequence, and problems in stories
- makes simple inferences regarding the order of events and possible outcomes
- knows the main idea or theme of a story
- relates stories to personal experiences
- makes contributions in class and group discussions
- asks and responds to questions



Grades 4–5

- writes expressive compositions
- makes inferences or conclusions about characters' qualities and actions
- makes connections between characters or simple events in a literary work and people or events in his or her own life
- contributes to group discussions
- asks questions in class
- listens to classmates and adults

Grades 6–8

- writes reflective compositions
- gathers data for research topics from interviews
- makes connections between the motives of characters or the causes for complex events in texts and those in his or her own life
- plays a variety of roles in group discussions
- conveys a clear main point when speaking to others and stays on the topic being discussed

Life Skills Standards:

Grades K–1

- identifies simple problems and possible solutions
- challenges practices in a group that are not working
- demonstrates respect for others in the group
- identifies and deals with causes of conflict in a group
- determines the causes of conflicts
- displays empathy for others
- displays friendliness and politeness with others
- uses emotion appropriately in personal dialogues
- avoids overreacting to criticism

Grades 2–3

- identifies issues and problems in the school or community that one might help solve
- challenges practices in a group that are not working
- demonstrates respect for others in the group
- identifies and deals with causes of conflict in a group
- determines the causes of conflicts



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- displays empathy for others
 - displays friendliness and politeness with others
 - uses emotion appropriately in personal dialogues
 - avoids overreacting to criticism

Grades 3–4

- identifies issues and problems in the school or community that one might help solve
- challenges practices in a group that are not working
- demonstrates respect for others in the group
- identifies and deals with causes of conflict in a group
- determines the causes of conflicts
- displays empathy for others
- displays friendliness and politeness with others
- uses emotion appropriately in personal dialogues
- avoids overreacting to criticism

Grades 6–8

- identifies alternative courses of action and predicts likely consequences of each
- selects the most appropriate strategy or alternative for solving a problem
- examines different alternatives for resolving local problems and compares the possible consequences of each alternative
- challenges practices in a group that are not working
- demonstrates respect for others in the group
- identifies and deals with causes of conflict in a group
- determines the causes of conflicts
- displays empathy for others
- displays friendliness and politeness with others
- uses emotion appropriately in personal dialogues
- avoids overreacting to criticism