

Anti Bullying - How to Stamp Out Bullying at School & In the Classroom

How to Bully Proof your Classroom: Strategies for Teachers

How to Bully Proof your Teen: Strategies for Parents

Play-by-Play Anti-Bullying Scenarios

Q510DVD

Resource Guide & Anti Bullying Pledge

How to Stamp Out Bullying at School & In the Classroom

Offering insight into different facets of bullying at school, the Anti Bullying Kit goes beyond the bystander, the bully or the victim, to get to the underlying causes of bullying in the classroom. Host Keith Deltano uses comedy to show students why they do what they do, how to change their behavior as well as the tools and resources to ignite powerful dialogue and prevent bullying in the classroom.

How to Use The Kit

There are two approaches to implement using the kit at your school:

- 1) The chronological approach
- 2) The a la carte approach

The Chronological Approach

1. Show the teacher workshop, "Bully Proof Your Classroom" to faculty and staff.
2. Show "Bully Proof Your Child" to parents. This would be an after school, evening, or individual session. This step is not mandatory in order to move to step three.
3. Show the ten comedy clips to the students in the order they are on the DVD and listed below. The combined viewing time of all the clips is 50 minutes. So it would not be possible to view all 10 clips and lead a discussion (using the following discussion questions) in one class period. The best approach would be to do one a day, school wide, for 10 school days, preferably in a homeroom. If your school does not have a homeroom period, then you would pick a period to show the clips school wide. It is important to run the campaign school wide. The clips are engaging and, if shown school wide, the students will discuss them at lunch, between classes.

Note: It is very important that you use the discussion questions immediately after the clip. Get the students talking. They can teach each other. The kit is not meant to take a lot of instructional time. It is designed to have a large impact on school culture while taking a very small amount of class time. The questions are meant to be lively discussion starters and not a written assignment that you need to review and grade. The humor in the clips is there for a reason. It gives the students something comfortable to comment on. For each clip, the questions start off light and then move to areas that might make the students uncomfortable.

4. Print out "The Anti Bullying Pledge". You will also have a choice between a pledge that addresses sexual orientation and one that does not. The one that does not is intended for elementary grades. You will also gain access to the instructions for the pledge. It is very important that the school keeps the pledge in the students' permanent folders. More on this once you access the resource section using the code, antibully94 and read the instructions for using the pledge.
5. Show tough talk, "Signing The Pledge" school wide on the same day. After the pledge is signed by each student, place in permanent files or store on the school grounds in some capacity. You may want to

use multi-colored paper and post all the pledges throughout school before taking them down and storing them.

6. Show Tough Talk, “Apologizing Takes Courage” the day after the pledge is signed. Once again, do this school wide.
7. Use the rest of the “Tough Talks” throughout the year as “tune-ups”.

The Al La Carte Approach

This approach assumes you already have activities and curriculum in place. For example, your students may have already signed an anti bullying pledge. However, if they signed a general conduct pledge, you should still use the one in the kit because it deals exclusively with bullying. Perhaps you already have a strong anti bullying program but like the idea of using the comedy clips during anti bullying week in October. You can use the components of the kit as you see fit in order to augment what you are already doing.

Follow Up Questions after Viewing the Comedy Clips

“Four Forms of Bullying”

1. What are the four forms of bullying?
2. Give examples of each of the four forms.
3. Have you ever been a victim of one of the four forms? Explain.
4. Have you ever victimized someone else? Have you ever used one of the four forms to make another person hurt?
5. Where on the school campus does bullying occur?
6. Is gossip a form of bullying? Why or why not?

“Appearance Rules...Right?”

1. What is this clip about?
2. What is Keith’s main theme?
3. Have you ever judged someone by their appearance?
4. Do you feel you have ever been judged by appearance?
5. Do you feel you are overly concerned with your own appearance?
6. How important are clothes labels to you? How important do you feel they are to others?
7. Is racism a form of bullying? Why or why not?

“It’s OK to be different”

1. What does Keith mean by “different”?
2. Have you ever bullied or excluded someone because they are different?
3. Do you ever feel “different”?
4. What does Keith mean when he says, “They never did anything”?
5. What does “Don’t let people in your head,” address?
6. Has anyone ever “put you in a box”? Describe.

“Who’s Different Now?”

1. Is there a connection between being different and doing great things?
2. Keith told three different stories about three different people, what was the theme of the three stories?
3. What challenges did Barack Obama face when he was in school?
4. What challenges did Albert Einstein face? What did his teacher call him?
5. Do you think Bill Gates “fit in” during middle school and high school?

“What motivates Bullies?”

1. Why do bullies do what they do?
2. Keith says bullies are cowards. That’s pretty strong, do you agree with him?
3. Specifically, is a racist a coward? Why or why not?
4. Why is it important not to let bullies see an emotional reaction?
5. What does Keith mean when he says “There will always be bullies and dream stealers”?
6. Will you have to face bullies when you enter the workforce?

“What Would You Do?”

1. What was Keith’s “finest moment”?
2. Have you ever stood up to a bully? Describe the event without using real names.
3. Why was Bobby picked on?
4. Did Bobby ever do anything aggressive to anybody?
5. How did Keith make a stand?
6. How do you think Bobby felt about Keith’s efforts to stop the bullying?
7. Do you believe that you have the power to change another student’s life?

“Who Will Make A Stand?”

1. Will you make a stand?
2. Is courage lacking in our society? Why or why not?
3. Does it take courage and character to take a stand against bullying? Why or why not?
4. What three roles does Keith put the skit participant in?
5. Have you ever been in any of these roles? Describe.
6. What should you say if you see someone being a bully? What do you do if the bully does not stop?
7. Why is working together with other students a powerful way to stop bullying?

“The Hate Moves Online”

1. Is your interactive behavior different online? Do you behave differently online with social media than in person? Stated differently, would you say something online that you would never say to a person’s face?
2. Keith states that “You have no right to bully somebody because of sexual orientation.” Do you agree with this statement? Why or why not?
3. Keith says online bullying is “prosecutable”. What does this mean?
4. What does Keith mean when he makes the statement that “Online bullying creates evidence”?
5. Can online behavior affect your ability to get a job or your ability to get into college?
6. What does “permanence” mean? How is online behavior permanent?

“Do You Have Courage?”

1. Why did it take courage for Keith’s son to take ballet?
2. He had the courage to take ballet in 2nd grade. How does that make you feel?
3. Do you have the courage to be different, to stand out in the crowd?
4. Define courage.
5. Keith believes that we are not born with racism and hate in us. Do you agree? Why or why not?
6. Do you believe that racism, prejudice, hate and intolerance are learned behaviors? Why or why not?

“What You Don’t Know”

1. Did it take courage for these young men to volunteer to do ballet in front of hundreds of their peers?
2. What does it mean to say, “You don’t know what you don’t know”?
3. What are some of the things you may not know about other people?
4. Why would your life be richer and more entertaining if you got out of your comfort zone?
5. Before Ezekiel tried ballet, did he think it would be hard? What did he find out? What does this tell you?
6. Can a group of students change school culture and “save the school”? Why or why not?

Follow Up Questions for The “Tough Talks”

“Suicide is Not a Good Idea”

1. Why shouldn’t you “go it alone”?
2. Who should you see for help at school?
3. What are some ways you can ask for help at school without your peers knowing you are asking for help?
4. What does Keith mean when he says, “Suicide is a permanent solution to a temporary problem”?
5. Who do you “Google” to get help?
6. Why shouldn’t you be embarrassed to get help?
7. What percentage of students experience some type of suicidal thoughts between 6th and 12th grade?

“Apologizing Takes Courage”

1. Have you ever hurt someone with gossip, taunting, exclusion, or any other form of bullying?
2. Do you have the courage to apologize to that person?
3. How will apologizing help the person you hurt?
4. How will apologizing help you?
5. What are some of the benefits of getting an apology “out there”?
6. Does an apology have to be elaborate, complex, or well spoken?

“The High Cost of Dropping Out”

1. Assuming a 45 year working career, what is the lifetime cost of dropping out of high school?
2. What is the annual salary difference a high school drop out makes compared to a high school graduate?
3. What is the annual salary difference a high school graduate makes compared to a college graduate?
4. In this clip Keith uses the words “poverty” and “poor”. Do you resent that? Do you believe he is telling the truth?
5. How important is graduating from high school to you, your family, and your future family?

“Signing The Pledge Older Grades / Younger Grades

“The Cost of Swag”

1. Is swag a new idea? Why or why not?
2. What is the point of Keith’s story?
3. How can focusing on swag distract you from your future?
4. How can swag cost you money?
5. What was the cost Joe paid to be cool (have swag) in school?
6. Will you invest in temporary coolness (swag) or will you invest in your future?
7. What would investing in your future look like?

“Sometimes Adults Mess Up”

1. What is the point of Keith’s story?
2. Did Keith’s guidance counselor put him in a “box”?
3. Does an adult’s expectation have more power over us than a peer’s?
4. Have you ever been judged in a negative way by an adult? How did you deal with it?
5. How can you protect yourself from negative input coming from an adult?

“To My ADHD Friends!”

1. What is the theme of this clip?
2. Keith mentions ADD, ADHD, dyslexia, autism and asperger, what other labels are there?
3. What are coping skills? Have you developed any?
4. What does Keith mean when he states, “ADD is a gift”.
5. How did Keith overcome his own ADHD label?
6. What does he mean when he states, “It’s going to be OK”?

The Pledge

You will find two versions of the pledge

One labeled **“advanced”** that addresses sexual orientation and one labeled **“younger students”** that does not address sexual orientation.

We recommend each student signs the pledge after viewing and discussing the “Serious Comedy” clips. You can walk students through this with the “Signing the Pledge” clip located in the “Tough Talks” section. Remember the Pledge that is titled “advanced” addresses sexual orientation. The version labeled “younger” does not. The tone and language used is also more appropriate for younger students.

Print out the pledge, have copies made and have them positioned in front of each student. Do this school wide if possible. Show the appropriate tough talk, “Signing the Pledge”. Have students acknowledge the different forms of bullying and then sign the document. You will get a greater impact out of “The Complete Anti Bullying Kit” if you have each student sign a pledge, school wide, after viewing all the Serious Comedy clips. Collect each pledge and keep them for safe keeping.

The contract/pledge will serve you in many different ways. The students cannot claim ignorance if caught bullying. For example, they can’t say, “I didn’t think of gossip as bullying” because they signed a document that stated that gossip is indeed, a form of bullying.

The contract also helps you with parents/guardians. You may have a parent that protests the discipline/consequences the school has put into action as a result of a student’s bullying behavior. You may then pull out the contract and show them that each student knew there would be consequences and was educated on the specific behaviors that were considered bullying.

The contract also helps enhance the impact of your anti bullying efforts. Signing anything implies a serious act. The fact that the school has printed out a contract for each student and has had each student sign it and hand it back, will suggest to each student that the school is very committed to deal with bullying.

The Pledge – Print Color Versions and Post throughout School Option

Make colored copies of the pledge. Don’t just use primary colors. Use every color you can get your hands on. It may be less expensive to have a print shop do this for you. Have the students sign them and then collect them. Post the signed pledges ALL OVER the school. Make shapes with the pledges, rainbows, hearts, and bridges. After a two week display period, take the pledges down and place them in safe keeping.

View “Tough Talk” and “Apologizing Takes Courage”

The day after the whole school signs the pledge have them view the “Tough Talk”, and “Apologizing Takes Courage”. This is a powerful way to conclude the program. This is a short clip. After viewing it, really encourage teachers to challenge the students with a statement like, “Many of you have hurt someone in this school with your words and actions. Have the courage to make it right today.”

Principals have told me this has been a very emotional (in a good way) and healing day at their schools.

ANTI BULLYING PLEDGE (ADVANCED VERSION)

I understand that bullying is when one or more people exclude, tease, taunt, gossip, hit, kick, or put down another person with the intent to hurt them. I understand that bullying happens when a person or group of people want to have power over another or use that power to get their way, at the expense of someone else. I understand I have no right to bully or harass anyone due to sexual orientation.

I understand that bullying can also happen through cyberspace, through the use of emails, text messaging, instant messaging, Facebook, Instagram, YouTube, Twitter, Snapchat, Tumblr and other social media channels.

I understand I can be prosecuted for cyber bullying as well as for other forms of bullying.

As part of my community and my school, I WILL:

- Pledge to be a part of the solution.
- Eliminate taunting from my own behavior.
- Encourage others to do the same.
- Do my part to make my school community safe for others.
- Not let my actions or words hurt others.
- Not use social media to hurt others.
- If other students will not be part of the of the solution, I WILL.

Signed _____ Date _____

Print Name _____

ANTI BULLYING PLEDGE (YOUNGER STUDENTS)

I understand that bullying is when one or more people exclude, tease, taunt, gossip, hit, kick, or put down another person with the intent to hurt another. I understand that bullying happens when a person or group of people want to have power over another or use power to get their way, at the expense of someone else.

I understand that bullying can also happen through cyberspace: through the use of e-mails, text messaging, instant messaging, Facebook, Instagram, YouTube, Twitter, Snapchat, Tumblr and other social media.

I understand I can be prosecuted for cyber bullying as well as for other forms of bullying.

As part of my community and my school, I WILL:

- Pledge to be a part of the solution.
- Eliminate taunting from my own behavior.
- Encourage others to do the same.
- Do my part to make my school community safe for others.
- Not let my actions or words hurt others.
- Not use social media to hurt others.
- If other students will not be part of the of the solution, I WILL.

Signed _____ Date _____

Print Name _____

Group discussion on “Anti Bullying Comedy Clips”

Instructions:

- Lead your group in reflection after viewing the comedy clips.
- Possible questions are below, but feel free to use your own.
- At the end of the discussion students must make a personal goal for change related to how they treat others.
- At the bottom of the discussion questions are the instructions for making the promise. Promise posters will be used to create a bulletin board.

Materials: White piece of paper for everyone and markers

Discussion Questions

The four forms of bullying: Physical, Verbal, Exclusion, On-line

- In the clips, host Keith Deltano discusses the four forms of bullying: Physical, Verbal, Exclusion and On-line bullying. Which form of bullying do you see most? Why?
- In the past what have you done when you saw someone get bullied?
- What will you do differently after today?

The three roles in bullying: The Bully, The Victim and The Bystander

- Do you think we all fill these roles at different times in our lives?
- What can you do if you realize you that you have hurt someone?
- What can you do when you are the victim?
- What can you do as a bystander?

Host Keith Deltano shares his personal story about his difficulty with school and the “box” the world tried to put him in. He encourages students not to believe the stereotypes that others have made about them and to be who they want to be.

Stereotype Questions

- Have you been put in a box (been given a stereotype)?
What part of the stereotype is true and what part is untrue?
- Have you ever limited yourself based upon who people think or say about you (who you hang out with, how well you do in school)?
- Why or why not? What can you do differently?
- As a school, what can we do to reduce the amount of bullying behavior and make sure everyone feels accepted?

Ask Students to Make a “Personal Goal” list for Personal Change

- What is their personal goal for change?
- On a piece of white paper have students finish this statement using large, bold letters:

This year, I promise to _____.

(Teachers, please write the statement on the board.) Only write the words of what the students promise to change.

For example if their promise is to stop teasing their sister, their paper might look like this:

Stop Teasing My Sister	Stand up for myself	Make sure no one is eating alone at lunch
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Character Based Activities

Activity A: Corner to Corner

Materials: 2 signs for 2 corners

Teacher Announces Corners:

- Hang the two signs (agree/disagree) in opposite corners of the room.
- Instruct the students that you are going to make a statement.
- They are to think about the statement and then on your signal, they should move to the corner of the room that indicates how they feel about the statement.

Statement: “It is easy to be a good bystander and stop bullying?”

- Give students time to silently think about the statement and how they feel.
- Tell students to go to their selected corners.
- Have students go into pairs in the corner they have chosen and have them discuss the reasons for their choice.
- Select a few students from each corner to share what his or her partner told them about the reasons for their choice.
- Ask student questions for discussion based on each main statement. (Some suggestions are listed below).

Repeat Corners with new statements

- Ask students to disperse themselves around the room.
- Then repeat Steps 2-4 choosing any of the following statements:

Statement: “Teasing is different from bullying”

Questions: How? When do you know when teasing has crossed the line to bullying?

Statement: “Too much Bullying occurs at our school”

Questions: What is considered too much, where does bullying occur?

Statement: “I know when to STOP teasing someone”

Questions: How do you know? What do you do when you find out that the joke has hurt someone?

Statement: “Some people are too sensitive and think they are being bullied when they really are not”

Questions: How do you know that someone does not like being teased?

Questions: Is it possible that someone may not like teasing but not show any signs of wanting it to stop?

Questions: Why do you think some people are more sensitive than others?

Questions: What advice would you give those who are very sensitive?

Statement: “Teachers should be able to stop all the bullying at school”

Questions: Is this possible?

Questions: What limitations do teachers have in preventing it?

Questions: Do some teachers actually encourage teasing? How?

Statement: “Students should stand up for other students who are being picked on”

Questions: Do students already do this; how can you stand up for someone; should you stand up for ANYONE who is being teased- even if they are not your close friend?

Statement: “Sticks and Stones may break my bones, but words will never hurt me”

Questions: What does the saying mean? Is it true; do words hurt?

How do you know when your words have hurt someone?

Activity B: Team Statement on Bullying

Materials: Large paper to create posters

Topic 1: A good bystander is someone who ...

Topic 2: If I am a victim of bullying I can ...

Topic 3: If I bully someone I can fix it by ...

1. Divide your students into three teams.
2. Give each team their own topic (see topics above).
3. Give students a good 20 seconds of time to THINK silently about their topic and then have them discuss the topic in pairs.
4. Have each student write their own statement on a sheet of paper.
5. Have each student share their statement in turn with the entire team.
6. After all teammates have shared, have the team discuss the individual statements within each group.
7. The team should then decide which **one** statement best captures the essence of what all students within the group have expressed in their individual statements.
8. All teams then share their one statement with the entire class.
9. Students should then create a poster with their one team statement.
10. Posters can either be hung in the classroom or around school.

Tips on Monitoring Social Media

Use Technology to Fight Technology

Go to the following websites and download filters and tools that will help you monitor your student's use of social media. These tools will help you stop inappropriate messages/images from going out and from coming in. We will call the below "all in one" tools because they monitor your child's social media use for you and report to you through email alerts. You do not have to individually check your students Facebook, email, twitter, texting accounts. The sites below will do it all for you (in varying degrees).

The sites below have some of the best reputations in the industry. There are many more. Simply google "social media monitoring tools for parents"

www.uknowkids.com – An all in one service that monitors just about every social media platform and reports to you via instant emails. Provides a dashboard that allows you to track nearly everything your child does online.

www.netnanny.com – Another all in one service that helps parents monitor online behaviors. One of the most powerful internet filters on the market.

www.trucare.com – Monitors social media and reports to you like the above sites, however, does not cover as many platforms.

The following sites do not monitor social media, however, they are some of the best sites for guidance if your child has been bullied, stalked, or harassed online

www.haltabusektd.org – Works with kids and teens that are experiencing online bullying.

www.cyberangels.org – Volunteers that work to track down stalkers and bullies online

www.wiredsafety.com – Reports cyber abuse. If the situation involves any sort of physical/life threats parents must report to the local police before Wired Safety will get involved.

Parenting Strategies

Have "The Talk"... to your students and children about the dangers of social media. It is important that your children understand they can do serious damage to their lives through the misuse of social media.

Here are the points you will make in this short but intense conversation.

- What you send out there is *permanent*, you cannot get it back. It will be out there forever.
- If you send an inappropriate image of yourself, you will have to deal with the existence of that image for the rest of your life.
- If you make an inappropriate comment and send it out on social media, you will have to deal with the consequences for a long time.
- Inappropriate social media behavior is *prosecutable*. You can be suspended from school and even charged with a crime. If prosecuted for cyberbullying, you will be charged with a misdemeanor that will be on your juvenile record until you are eighteen. Employers and colleges conduct background checks on their applicants. You may be unable to get a job because of something you posted on Instagram. You may be unable to get a college scholarship because you tweeted a racial or threatening comment. Your future could be forever changed by sending or posting a threatening comment.
- Stop and think before you act.
- You can cause a lot of pain with one hateful post.
- Do you want to be responsible for hurting another person?

Limit Platforms

If left to their own devices, students will want to be on every social media platform. Unless parents and teachers use one of the expensive social media monitoring tools, it can be very hard to monitor a student's online activity. Even if using the best monitoring tools, there are none that can monitor *everything*.

What to do?

- Tell your child they can only join two social media sites and have one email address.
- You will have less to monitor and your child will be less exposed.
- Limit their access.
- Remember, you bought the phone/tablet/computer for your student. You have the right to monitor it and take it away if the privilege is abused.

There is one platform that you must completely forbid your child from using: ask.fm

- Ask.fm has been involved in many suicides as a result of online bullying.
- They have NO monitoring options and will not work with any social monitoring tools.

Sign a Contract with Your Child

- It is important that your child understand that access to social media is a privilege and that you have the authority to take his/her phone or limit their access to platforms.
- Your child needs to understand what appropriate social media behavior is.
- What he/she is allowed to do online needs to be defined.
- A great way to do this is through the use of a signed contract.
- Signing the contract also gives you another opportunity to discuss social media with your child.
- You can find a free social media contract at www.truecare.com.

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