Begin the Change

Presenting Your Solutions

LESSON 1:

What Can You Do to Help Create a Bully-Free Environment

Why This Lesson Is Important

You will put to work all of your skills and strategies to brainstorm and create scenarios that tear down barriers and build positive environments wherever you go. You will combine these strategies with your leadership skills to develop a presentation to share with school administrators and community members to show them how they can assist. You can be the best student possible but you won't excel in your studies unless you are in a safe learning environment. In this learning plan, explore what it means to have a S.A.F.E. school:

S=SECURE.

A=ACCOUNTABLE. Bullies, bystanders and victims all have a role in school violence and student harassment. Become accountable for your actions and words.

F=FACTS. You can't solve problems you don't understand. Being better informed will make it easier to address the problem of an unsafe school.

E=EMPATHY. Better peer relationships come from understanding where the other person is coming from.

Use these elements to create a safer place to learn and grow, and use your leadership skills to ensure ALL students are in a safe learning community.

What you will DO in this Lesson

Develop a school-wide strategy to address bullying.

You will show that you have learned this skill by:

- working with others to developing a strategy to address bullying in your school
- using a 7-step problem solving process
- presenting your group solution to others

Your performance will be successful when your problem solving project includes an artifact that:

- identifies and defines a problem,
- gathers information about the problem's cause,
- presents potential solutions,
- evaluates potential solutions
- shows a selected criterion-based solution
- shows a plan of action, including resources necessary for implementation
- is implemented

Your presentation:

- includes participation of all group members
- clearly defines a goal
- outlines how team used the 7-step problem solving process
- clearly defines the proposed solution
- does not exceed 5 minutes in length

Your reflection:

- includes your new thoughts about cyberbullying
- uses proper spelling, grammar, and punctuation

Things you'll learn along the way:

a. Investigate causes and consequences of acts of disrespect
b. Identify impacts of bullying on individuals, students, and schools
c. Research the causes of bullying
d. Create a profile of a bully
e. Identify elements of a successful anti-bullying program

Vocabulary

Bystander

Discrimination

Cyberbullying

Ostracize

Empathy

Bribe

Support

Modus Operandi

PART 1: **Learning Activities**

_____1.   Review the *Honing Your Academic Success Skills Student Learning Guide*:

- Why This Lesson Is Important?
- What You Will Do In This Lesson
- Things You'll Learn Along The Way
- Vocabulary

Get ready to sound off! "S" "A" "F" "E"!!

_____2.   Check your understanding of the key words in this lesson

_____3.   COUNT off by seven until everyone in the class has a number. If you have a number "1" STAND up. This is a visual representation of the statistic-- 1 in every 7 middle school students is either a bully or a victim. That means that if it is not you, then it is most likely someone you know. If you are standing, SIT down.

GET into groups. What do you think are the causes of bullying? CREATE a fishbone diagram explore what you think are the elements that cause bullying. PARTICIPATE in a discussion.
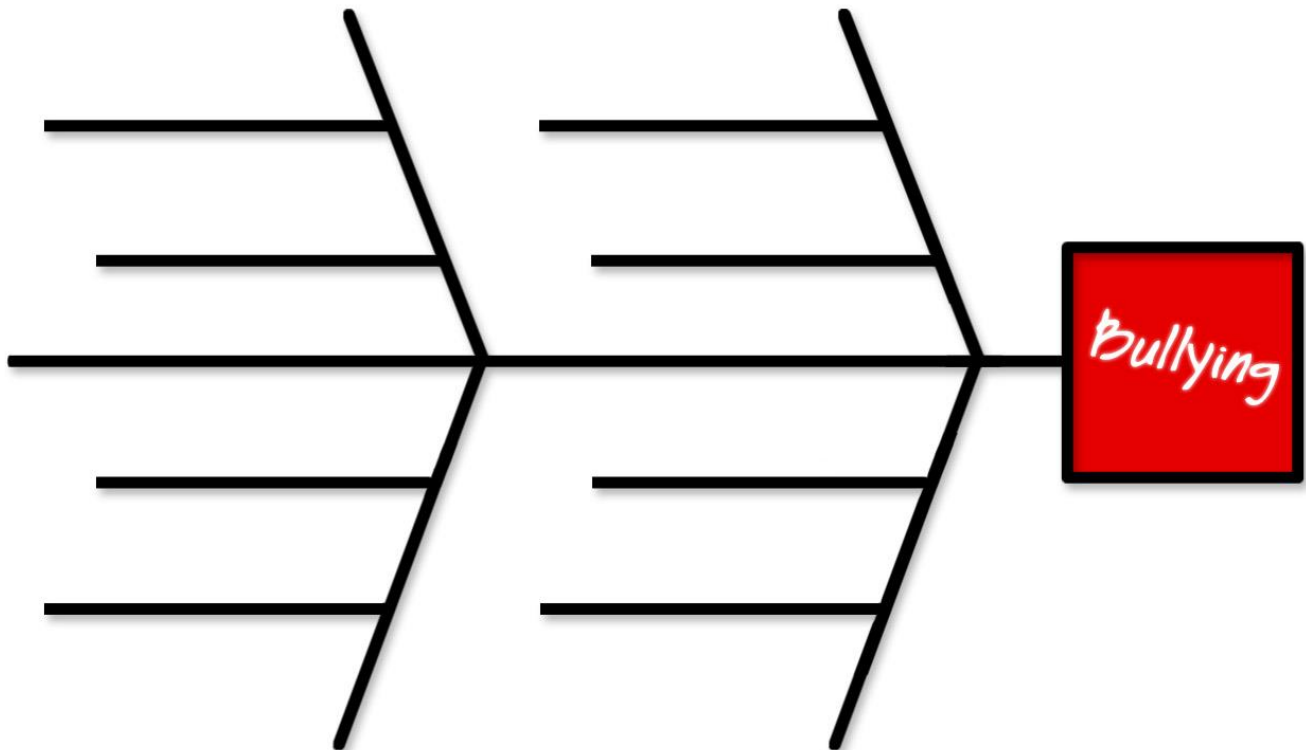
_____4.   PARTICIPATE in the quiz presented by your Instructor, *Bullying: Fact or Fiction*?

So what did you learn? REVIEW your group's fishbone and the class's fishbone. CROSS OUT any misconceptions you wrote down that turned out to be myths. CIRCLE items you wrote down that were listed as facts in the quiz. KEEP this fishbone diagram for reference later.

_____5.   USE your fishbone information to CREATE a class definition of bullying. INCLUDE the conditions needed for bullying to persist. WRITE the final class definition here:

Write It Here

Write the CLASS definition here:

_____6.   Bullying is not just something that happens when you are face-to-face with an aggressor. Many times, especially in middle school, bullying happens online in the form of "cyber bullying." Bill Belsey provides a good working definition of cyber bullying: "Any use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others."
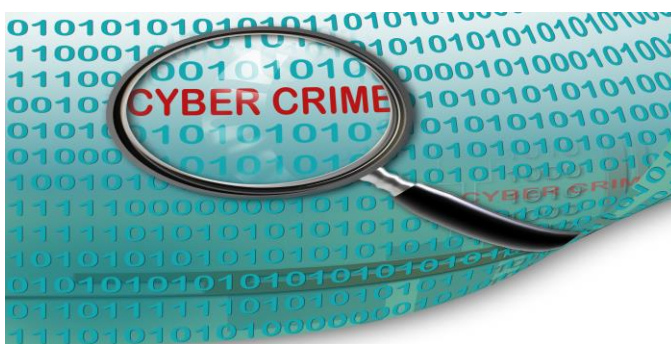
Discuss instances of cyberbullying you have experienced or heard about. Is cyberbullying as bad as face-to-face bullying? Is it a crime? Think about it....

PART 2: **Learning Activities**

Habit 5: SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD

Bullies can be distracting, disruptive, annoying, frustrating, and even scary at times. Bullies are often bullied themselves and don't know other ways to behave. EXPLORE the feelings bullies have that make them act the way they do. You may have more in common with bullies than you think!

_____1. Remember labels? THINK about the labels, *bully* and *victim*. What images and characteristics do they conjure up? DISCUSS your ideas for 1 minute with your group. Then for three more minutes describe how bullying occurs. Your instructor will require each group to either discuss physical, emotional, or online bullying. REPORT out your thoughts and then PARTICIPATE in a brief classroom discussion.

"EVERYTHING CAN BE TAKEN FROM US BUT ONE THING, WHICH IS THE LAST OF THE HUMAN FREEDOMS-TO CHOOSE ONE'S ATTITUDE IN ANY GIVEN SET OF CIRCUMSTANCES TO CHOOSE ONE'S OWN WAY."

~ VIKTOR FRANKL

_____2. COMPLETE the *You Could be a Bully IF Worksheet* and ASSESS your behaviors. You may have more in common with bullies than you think!

_____3. Based on the worksheet you completed, REFLECT on what you may have in common with bullies.

_____4. In your groups, USE a Venn diagram to COMPARE and CONTRAST the characteristics of bullies with those of leaders.

_____5. Think about what this statement means.

"I'VE LEARNED THAT PEOPLE WILL FORGET WHAT YOU SAID, PEOPLE WILL FORGET WHAT YOU DID, BUT PEOPLE WILL NEVER FORGET HOW YOU MADE THEM FEEL."
~ MAYA ANGELOU

Recall instances in your experience where someone may have made you feel bad or good and how you have not forgotten it.

_____6. How does this statement relate to bullying? Is it what people say or do or how you feel about what they say or do?

_____7. COMPLETE the *Anti-Bully Affirmations* worksheet. Once your instructor has compiled class results, DISCUSS as a class what these results say about the safety and level of respect at your school.

_____8. PARTICIPATE in a class demonstration that ILLUSTRATES the lasting effect of words and actions.

Hurtful words and actions not only inflict lasting harm on victims, but they actual self-harm bullies. In a 2009 report, Harvard Medical School found that victims of chronic childhood bullying are more likely to develop depression or think about suicide as adults compared with those who weren't bullied, while former bullies are more likely to be convicted of criminal charges. But it goes beyond that.

When you become an adult, you will forget many things about elementary and middle school—even teacher and classmate names—but most adults remember their experiences with bullying. Most adults easily remember a specific bullying incident from their past. If they were the victim, they remember the panic, the sick feeling, wondering why no one was helping. If they were the bully, they remember the feeling of power and perhaps the shame for what they did to others. Some were bystanders. They remember the anxiety of not wanting to be the next target and often guilt for failure to intervene, even though they didn't know how.
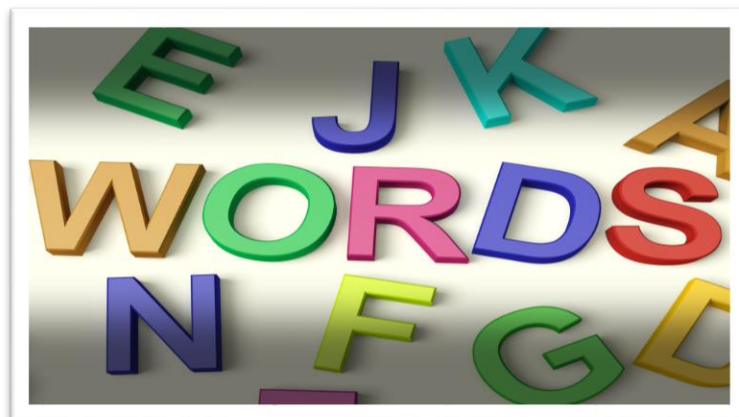
PART 3: **Learning Activities**

_____1. Bullying has been a problem for a long time but you can be a part of the solution! WORKING in your groups, you will use problem-solving steps to CREATE a solution that your class can execute.

There are SEVEN steps used to solve problems:

1. IDENTIFY and DEFINE the problem. *What is the problem?*

2. GATHER information. *What is the cause the problem? Is there more than one cause?*

3. BRAINSTORM potential solutions. *Keep an open mind.*

4. EVALUATE potential solutions. *What are the pros and cons of each solution? What about potential consequences?*

5. SELECT a solution. *Which best meets your criteria for a solution?*

6. MAKE a plan of action. *What resources do you need to implement your solution?*

7. IMPLEMENT your plan. *Did you achieve your goal? What adjustments do you need to make?*

KEEP this page handy for anytime you need to solve a problem.

You'll begin to use these steps for your lesson assessment. Refer to the *S.A.F.E. School Solution Performance Assessment Task's Scoring Guide* for criteria that pertains to the 7-Steps of Problem Solving.

Let's get started!

_____2. Seek First To Understand, Then To Be Understood

STEP ONE: **IDENTIFY and DEFINE the problem.**

In your group, CREATE a working definition of bullying, specifically as it relates to your school and peer group. REFER to the definition you created earlier and your fishbone graphic. Is the definition complete? Does it address the following?

What does it look like?

Who is involved?

When does it occur?

Write It Here

REVISE the class definition so that all group members agree to it. CORRECT any spelling, punctuation, and grammar errors. WRITE your revision here:

Finally, simplify your final definition into twitter version that is 140 characters or less, including spaces and punctuation. WRITE that here:

_____3. *STEP TWO:* **GATHER information.**

In your group, identify school bullying/violence "hot spots"—where and how bullying occurs. Refer back to your *Anti-Bully Affirmations* worksheet if that helps paint a more complete picture. In addition, create a list of online social websites that have been known places for cyberbullying. Rank those sites from the one students are most likely to experience cyberbullying to the one that there is the least amount of cyberbullying.

TOP ONLINE LOCATION FOR CYBER BULLYING:

1.

2.

3.

4.

5.

In groups write scenarios you create that illustrate the following four actions and explain which one is the best solution:

THINK WIN-WIN

_____4. *STEP THREE:* **BRAINSTORM these scenarios.**

- Lose/Win = I am a Martyr.
- Win/Lose = I am a bully.
- Lose/Lose = Mutual self-destruction
- W.W.O.N.D.A. = Win-Win or No Deal Always - *David Foster*

_____is the best solution because:

_____

_____

This is the third artifact for your *S.A.F.E School Solution Performance Assessment Task*.
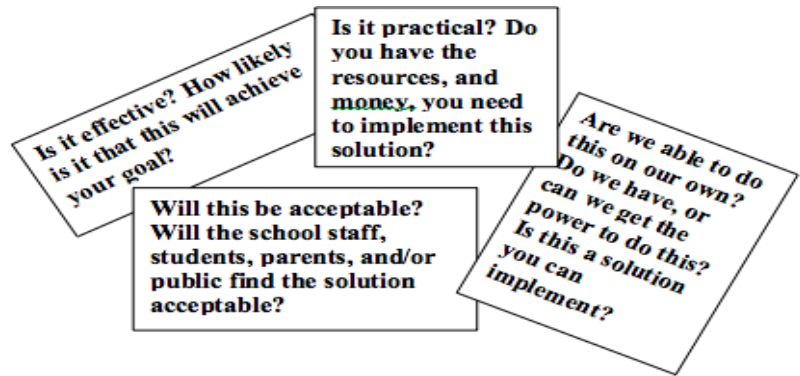
_____5. WRITE out your reflection on what you can do to make a positive difference to combat bullying.

PART 4: **Learning Activities**

_____1. Continue BRAINSTORM potential solutions by discussing them using the Win/Win-WONDA model. In groups make a list of 2 to 4 potential solutions to address potential or actual bullying in your school.

_____2. ***STEP FOUR:*** **EVALUATE potential solutions.** Each group will present solutions and as a class narrow the total collection of solutions to four. Evaluate them with the following chart.

Is it effective? How likely is it that this will achieve your goal?

Is it practical? Do you have the resources, and money, you need to implement this solution?

Will this be acceptable? Will the school staff, students, parents, and/or public find the solution acceptable?

Are we able to do this on our own? Do we have, or can we get the power to do this? Is this a solution you can implement?

CRITERIA	SOLUTION #1	SOLUTION #2	SOLUTION #3	SOLUTION #4
Is it effective? How likely is it that this will achieve your goal?	This will do the trick! It should help a lot. Not sure this will get us there. Not really.	This will do the trick! It should help a lot. Not sure this will get us there. Not really.	This will do the trick! It should help a lot. Not sure this will get us there. Not really.	This will do the trick! It should help a lot. Not sure this will get us there. Not really.
Is it practical? Do you have the resources, and money, you need to implement this solution?	This will do the trick! It should help a lot. Not sure this will get us there. Not really.	This will do the trick! It should help a lot. Not sure this will get us there. Not really.	This will do the trick! It should help a lot. Not sure this will get us there. Not really.	This will do the trick! It should help a lot. Not sure this will get us there. Not really.
Will this be acceptable? Will the school staff, students, parents, and/or public find the solution acceptable?	This will do the trick! It should help a lot. Not sure this will get us there. Not really.	This will do the trick! It should help a lot. Not sure this will get us there. Not really.	This will do the trick! It should help a lot. Not sure this will get us there. Not really.	This will do the trick! It should help a lot. Not sure this will get us there. Not really.
Are we able to do this on our own? Do we have, or can we get the power to do this? Is this a solution you can implement?	This will do the trick! It should help a lot. Not sure this will get us there. Not really.	This will do the trick! It should help a lot. Not sure this will get us there. Not really.	This will do the trick! It should help a lot. Not sure this will get us there. Not really.	This will do the trick! It should help a lot. Not sure this will get us there. Not really.
This is the fourth artifact for your Performance Assessment Task (potential solutions).				

_____3.   CIRCLE the best response for each proposed solution.

altruistic	handy	imaginative	resolute
amiable	happy	independent	respectful
approachable	healthy	intelligent	responsible
artistic	discrete	kind	sensible
athletic	dutiful	logical	sincere
attentive	earnest	modest	spirited
balanced	easy-going	neat	studious
big-hearted	efficient	observant	stylish
brave	eloquent	open-minded	sympathetic
bright	encouraging	organized	thorough
calm	engaging	peaceful	thoughtful
caring	entertaining	persuasive	unflappable
cheerful	enthusiastic	polite	upbeat
compassionate	ethical	positive	versatile
confident	even-tempered	practical	visionary
congenial	fair-minded	polite	well-mannered
considerate	fit	productive	well-rounded
courageous	flexible	professional	wise
courteous	focused	reliable	witty
creative	friendly		
daring	fun		
decisive	funny		
dedicated	good mannered		
dependable	goodhearted		
Determined	helpful		
Diligent	hilarious		
Diplomatic	honest		

Habit 6: SYNERGIZE

_____1. *STEP FIVE:* **SELECT a solution.**

REVIEW your solution and be ready to defend it.

PRESENT your group solution to the class. Be sure your presentation ADDRESSES the problem solving steps.

Step 1: Identify the Problem

Step 2: Gather Information

Step 3: Brainstorm Potential Solutions

Step 4: Evaluate Potential Solutions

Step 5: Select a Solution

Step 6: Make a Plan of Action

Step 7: Implement Your Plan

_____1. Based on all group presentations, VOTE for your favorite solution. BASE your vote on the evaluation criteria and presentation content, and *not* just on the solution *you* worked on or the best group presentation.

Habit 6: SYNERGIZE

_____2. *STEP SIX:* **MAKE a plan of action.** As a class CREATE a plan of action by COMPLETING the *Plan of Action Worksheet.*

PLAN OF ACTION WORKSHEET

1. **PROJECT DESCRIPTION**
    WRITE a brief description of the project HERE:

2. **ROLES AND RESPONSIBILITIES**
    List all the key players. Who needs to be involved or made aware of the progress of the project? Include names, titles and brief descriptions of what you think their roles should be in the project.

3. **PROPOSED START DATE:**

4. **DUE DATE:**

5. **MIDWAY POINT** *(DATE HALFWAY BETWEEN START AND DUE DATES):*

6. **ACTION STEPS** *(FOLLOWING):*

Step 1:

Who will do this?

What resources do we need for this step?

When does this step need to be completed by?

How will you know when this step is done?

Step 2:

Who will do this?

What resources do we need for this step?

When does this step need to be completed by?

How will you know when this step is done?

Step 3:

Who will do this?

What resources do we need for this step?

When does this step need to be completed by?

How will you know when this step is done?

Step 4:

Who will do this?

What resources do we need for this step?

When does this step need to be completed by?

How will you know when this step is done?

Step 5:

Who will do this?

What resources do we need for this step?

When does this step need to be completed by?

How will you know when this step is done?

Step 6:

Who will do this?

What resources do we need for this step?

When does this step need to be completed by?
How will you know when this step is done?

Step 7:
Who will do this?
What resources do we need for this step?
When does this step need to be completed by?
How will you know when this step is done?

Step 8:
Who will do this?
What resources do we need for this step?
When does this step need to be completed by?
How will you know when this step is done?

Step 9:
Who will do this?
What resources do we need for this step?
When does this step need to be completed by?
How will you know when this step is done?

Step 10:
Who will do this?
What resources do we need for this step?
When does this step need to be completed by?
How will you know when this step is done?

(You can USE this *Plan of Action Worksheet* as a template whenever you have a project to do.)
This is the last artifact for your S.A.F.E School Solution Performance Assessment Task.

_____3. Start an "inwareness" campaign! This means you stress what's on the inside. One example is to perform random acts of kindness. These are kind actions or gestures performed with no expectation of recognition or reward. PARTICIPATE in a class discussion on why random acts of kindness can be important. SHARE an example that someone else did for you. What did that person do and how did you make you feel to receive the act of kindness?

For homework, PERFORM a random act of kindness. Be prepared to share your act in the next class.

_____1.   So, what happened when you performed a random act of kindness? SHARE with the class what you did and how you felt after doing it.

_____2.   WRITE out your reflection on what this proverb and the following quote mean to you:

"PROMISES MAY GET FRIENDS
BUT 'TIS PERFORMANCE
THAT KEEP THEM."
~ OLD PROVERB

"Bullying stops in less than 10 seconds and 57% of the time when peers intervene on behalf of the victim.

Write It Here

WRITE your reflection here:

_____3.   As a class read the story, Safety First! Answer the questions and discuss your thoughts.

_____4.   Back to that Fishbone! EXAMINE the fishbone diagram your group did at the beginning of this lesson. CIRCLE anything left that you have learned to be true during the course of this lesson. Are there any items left that are not circled or eliminated? Take a minute to INFORM your instructor.

They're Being Bullied

Low Self-Esteem

Peer Pressure

Want Attention

Bullying
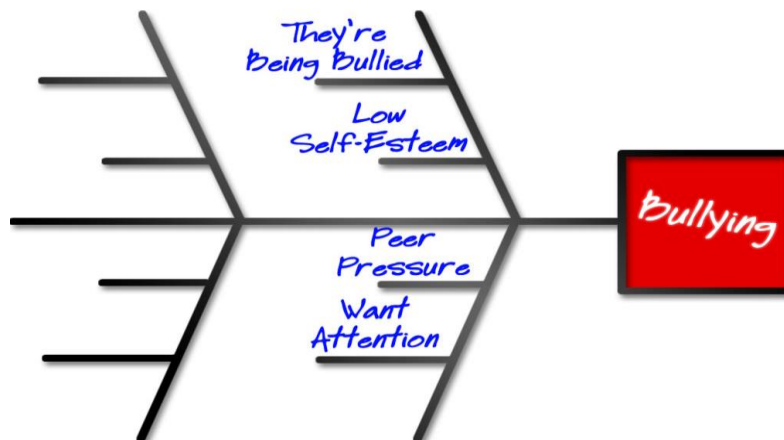
_____5. **STEP SEVEN: IMPLEMENT your plan.** IMPLEMENT your solution by following your *Plan of Action Worksheet* and complete the S.A.F.E. School Solution Performance Assessment Task.
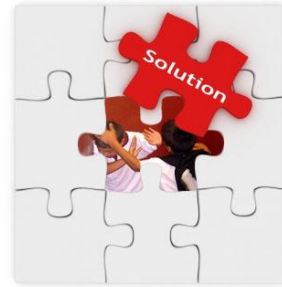
S.A.F.E. School Solution Performance Assessment Task

Target Competency

Develop a school-wide strategy to address bullying

Student Directions

For this performance assessment task you will be creating various artifacts to work through a problem-solving model to create a solution for a problem identified by your assigned group. The project components are addressed throughout the lesson parts and will serve as artifacts for your portfolio. Review the checklist below for criteria you will be responsible for addressing in this assessment.

Scoring Guide		
	Criteria	**Ratings**
1.	Problem solving project includes an artifact that identifies and defines a problem	Met Not Met
2.	Problem solving project includes an artifact that gathers information about the problem's cause	Met Not Met
3.	Problem solving project includes an artifact that presents potential solutions	Met Not Met
4.	Problem solving project includes an artifact that evaluates potential solutions	Met Not Met
5.	Problem solving project includes an artifact that shows a selected criterion-based solution	Met Not Met
6.	Problem solving project includes an artifact that shows a plan of action, including resources necessary for implementation	Met Not Met
7.	Problem solving project is implemented	Met Not Met
8.	Project presentation includes participation of all group members	Met Not Met
9.	Project presentation clearly defines a goal	Met Not Met
10.	Project presentation outlines how team used the 7-step problem solving process	Met Not Met
11.	Project presentation clearly defines the proposed solution	Met Not Met
12.	Project presentation does not exceed 5 minutes in length	Met Not Met