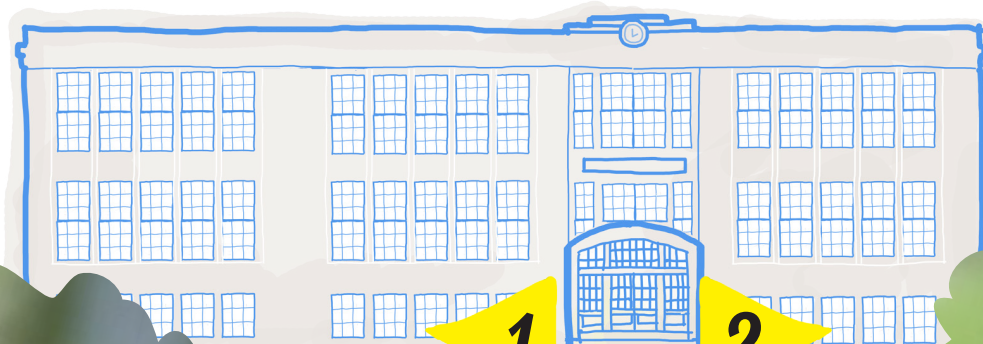


WELCOME TO YOUR EDUCATOR'S DVD & TOOLKIT!

We've assembled tools and resources to help you prevent bullying and create a more caring, respectful community.



Please **start with a staff viewing, and a meaningful discussion.** Include everyone: school support staff, special education and resource room teachers, and visiting service providers. Deal with the issues the film raises together as adults.

Review the materials that come in the toolkit to help prepare you for screening BULLY with your students. Check out the **Guide to the Film BULLY** on the flash drive, and register for the **Facing History and Ourselves** self-paced online workshop to help prepare you to lead a discussion with your students.

At the heart of preventing bullying and cruelty is **creating strong, caring school communities.** On the following cards, there are strategies that are based in research and the wisdom of practitioners, developed in collaboration with the **Making Caring Common Initiative at the Harvard Graduate School of Education.** The strategies point to the key roles that everyone can play—not only staff but students and parents—in creating a respectful community and preventing bullying.

Get creative and be bold! YOU are the change agent. Whether you are a bus driver, English teacher, counselor, nurse, physical education instructor, principal or the superintendent. We firmly believe that you can lay the groundwork for lasting change. We've included other ideas about how to get youth and the

entire school community activated. Please **let us know how many students at your school have seen the film** and update us each year. Tell us your stories, access additional resources, and get counted at **www.thebullyproject.com**.

We hope you **make screening BULLY a yearly ritual** for students and ALL staff. Invite parents too!



The BULLY Project and Our 1 Million Kids Campaign

The BULLY Project is the social action campaign inspired by the award-winning film BULLY. We've sparked a national movement to stop bullying that is transforming kids' lives and changing a culture of bullying into one of empathy and action. The power of our work lies in the participation of individuals like you and our amazing partners who collectively work to create safe, caring, and respectful schools and communities. Our goal is to reach 1 million kids or more, causing a tipping point that ends bullying in our generation. By counting your students on our website and pledging to use this Educator's DVD and Toolkit, you are part of this extraordinary movement!



Roadmap to Building a Caring and Respectful School Community

1

Find out how students and staff feel about their school environment

“School climate refers to factors that contribute to the tone and attitudes of staff and students in school. Positive school climate is associated with well-managed classrooms and common areas, high and clearly stated expectations concerning individual responsibility, feeling safe at school, and teachers and staff that consistently acknowledge all students and fairly address their behavior.”

— Source: Alaska Initiative for Community Engagement

What gets assessed gets addressed, and gathering information specifically about school climate from students and staff is the only way to get an accurate picture of whether the school is caring and safe for everyone.

For meaningful, lasting change to take root, it's vital to have current and ongoing information about the experience of your students and staff and to hold yourselves accountable. Getting information from your school community is simple – and can make a big difference.


Before BULLY was made, the school profiled in the film thought that they didn't have a bullying problem. Your school does not have a documentary camera crew roaming its hallways, but if they did, what would they see?

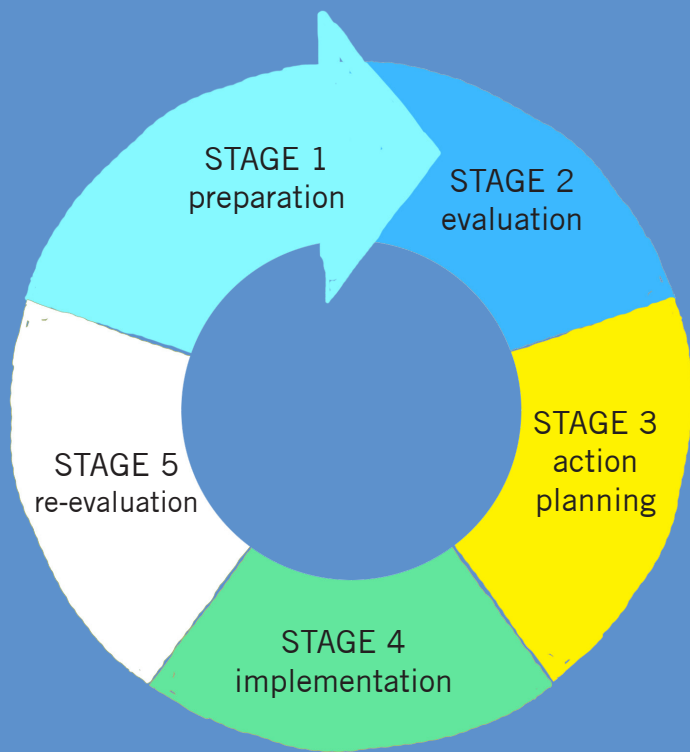
Using survey data will help you make better decisions about how to prevent and respond to bullying, and to know whether your prevention strategies are working. Here are some tips about conducting surveys:

- **Conduct school-wide surveys 2-3 times a year.** Repeat surveys at the midpoint and at the end of the year to assess progress, and adjust the action plan based on results.
- Surveys can be **short, and conducted anonymously** with students and staff.
- Survey questions should include **how often, when, and where bullying occurs**; whether students have peers and adults they trust; whether students and staff believe the school lives up to its stated values; and whether students feel excluded or have symptoms of depression, anxiety, or loneliness.
- Make sure you include and pay special attention to the school experience of **special education students**, LGBT students, and others who may be even more vulnerable to being bullied. Some students (e.g., with learning disabilities) may need to have questions asked verbally rather than in writing to ensure that they understand what is being asked.
- **Designate a leadership group** composed of administrators, staff, parents, and students to review the data and make an action plan.
- We recommend that you **share the results** with the entire school community to create impetus for change and to establish genuine accountability.

To find a list of recommended surveys and additional tips, visit: www.thebullyproject.com/harvard

TURN the PAGE
for a REAL WORLD
example





Making School Climate Count

“The Arts and Technology Academy (ATA) is a PK-5 Washington, DC-based charter school, serving a largely ‘at-risk’ population. When we began measuring school climate, some of our challenges included community violence and poverty, coupled with rising incidents of in-school violence, and increasing demands on educators. We started a school-wide social-emotional learning (SEL) initiative in the fall of 2006, and made the annual collection of valid and reliable data a core aspect of our work.

Measuring Success

Since the spring of 2007, we’ve administered a community-wide school climate survey, the Comprehensive School Climate Inventory (CSCI), each year to students, parents, and school personnel. The survey results indicated that both teachers and students felt that respect for diversity was the least well-developed aspect of our school’s climate. Digging deeper, we pointed to four major causes of disrespect: lack of cultural exposure, low student self-esteem, low parental engagement

and poor staff relationships. We formed a committee (teachers, parents, administration and support staff) and developed targeted action plans based on the survey’s findings.

Our Action Plans: Making Strides for Lasting Improvement

Based on the survey’s findings, the committee created initiatives specifically tailored to each issue, and engaged the whole school through their efforts. Here are some examples: To address the lack of cultural exposure, our school created a Pen-Pal Project; we connected our students to students of other cultures locally and overseas. Parent engagement was increased through our Family Scavenger Hunt; students and their families spent time learning about their community and sharing experiences. We created Speak Out Boards that highlight kudos, thank yous and specific thoughts each month. And we created the Essential Contribution Boards, celebrating the unique strengths of each and every staff member.

Great Outcomes

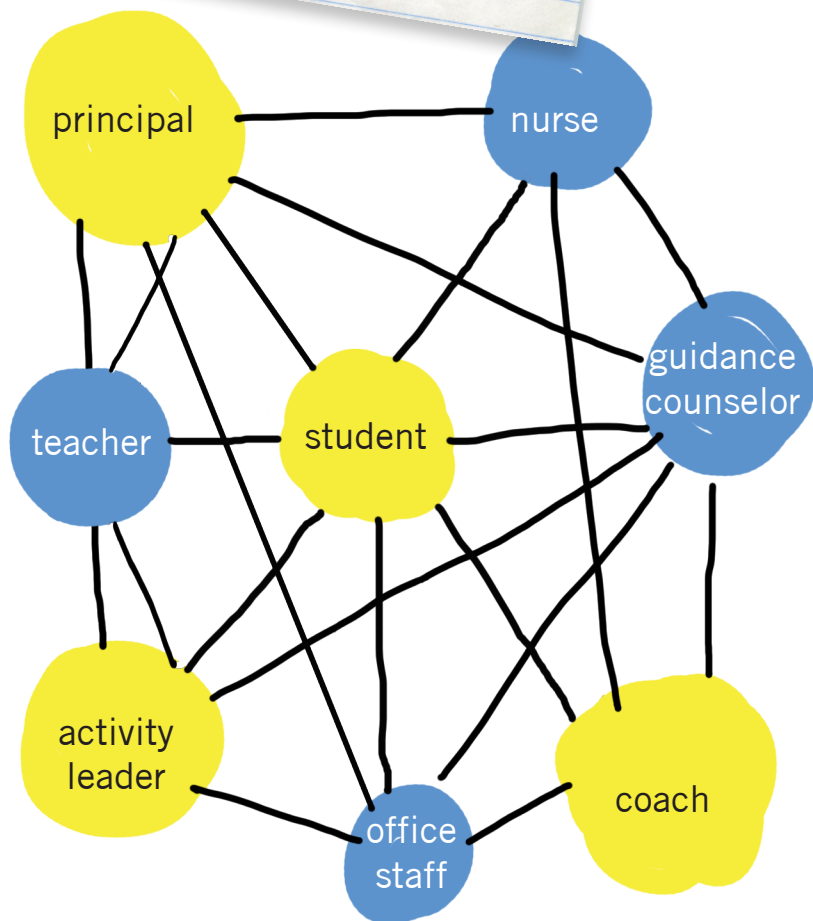
It took a lot of careful planning, comprehensive evaluation, and implementation of targeted initiatives, but now our school reports substantial gains on state tests and overall student achievement, improvements in staff and student attendance and morale, an increase in teacher retention rates, and a decrease in student misbehavior referrals and suspensions! We found the surveying process so helpful that we decided to administer the CSCI at the end of each year, and now we track the progress of specific initiatives, as well as the needs of students, parents, and staff over time. We’ve made surveying a part of our culture, and all members of the community know that their voices help shape the direction of the school.”

— **Vanessa Camilleri**, ATA’s Social-Emotional Learning Specialist, Washington, DC



2

Make all adults part of the solution



All school adults—from bus drivers to teachers to librarians, shape the tone and norms of a school community. When adults model respectful behavior, show students that they care, respect students’ voices, and take responsibility for monitoring and effectively responding to student behavior, they create the foundation of caring and respectful communities. Here are some strategies adults can use to make a positive impact.

Ensure that every student has a healthy relationship with at least one school adult. Research shows many benefits when students have a positive relationship with even one school adult. Students need someone that will not just tell them what to do, but will listen and provide support and guidance. It could be a teacher, counselor, or school support staff member. One way to do this is “relationship mapping” to see which students do and do not have positive, nurturing relationships with school adults. You could administer a brief handout or online survey to all staff (including counselors, coaches, activity leaders, etc.) asking them to identify students in the school that they feel they have positive, trusting relationships with—students who would talk to them if they were having a social problem. Determine which students were not identified by any staff, and make a plan for getting those students more connected. Put extra effort in to making sure that all students who may be especially vulnerable have this type of a relationship with an adult in the school community.

Take the pledge: Encourage all adults to sign upstander pledges. Create a standard form for school staff to sign that says they will speak up and step in to make the school a safe place for all students. There’s a Principal’s Pledge in your Educators DVD and Toolkit, and another example **HERE**. Publicly display the pledges so students will know who to go to, and so that other staff will feel positive peer pressure throughout the school.

Assign adults to be in charge of monitoring places like hallways, bathrooms, and sports fields. Let’s face it, there are areas at every school where bullying is more common, including out in the open where everyone can see, but not everyone is truly “looking.” Identify these areas, including routes that might be used by students with disabilities. Staff can be on a rotating schedule to show students that all parts of the school are monitored, to step in when necessary, and to identify and develop relationships with isolated students. Check out the “Mapping” video on your flash drive from The BULLY Project’s partner, Not In Our School.

Enact effective consequences for bullying. Students should face consequences when they engage in cruel or hurtful behavior, but those consequences should teach why those actions were hurtful and should be changed. Discipline strategies should include formative consequences like requiring the student to write a letter to the victim, writing an essay about times they’ve been hurt by others and how it made them feel, or conducting a project on discrimination or the consequences of bullying. Find examples here:

www.thebullyproject.com/harvard



Relationship Mapping

“While our school had traditionally really excelled in academics, the social and emotional life of the students had not been as big a priority. We’d heard about the idea of ‘relationship mapping’ and decided to give it a try. At a faculty meeting, we brought together teachers, advisors, and coaches—all the adults who interact regularly with our students. On the wall, we had a list of all the students in the upper school. Everyone was given a roll of colored dots, and they put a dot next to the name of every student that they felt they had a positive relationship with—students who they felt would come to them if they had a personal problem in or outside of school. When we were done, there were definitely some students who had no dots, or very few dots, next to their name.

Not surprisingly, the students with many dots next to their names were the most outgoing, usually high achieving student leaders. But among the kids with no dots, or very few dots, we were all very surprised to find academically high-achieving students, as well as kids who were struggling socially. Our fear was that these kids’ social and emotional needs were not being met.

Coming out of the mapping exercise, we made plans as a school to engage all the students who were disconnected from the adult community. In addition to making sure that their advisor reached out to pull the kids in, for each child we identified at least one other adult in the community, usually a teacher or a coach, who would take steps to build a sustained, meaningful relationship as well.”

— **Doug Neuman**, School Counselor, Buckingham Browne and Nichols School, Cambridge, MA

The “Healing Circle”

“We’re trying to move away from suspensions as much as possible. Suspending a student from academic instruction is not as effective as teaching other behaviors. Instead, we work around the notion of repairing harm. In some cases of bullying, we’ve used something called a Healing Circle. We bring together a group which may include parents, a peer leader, the bully, the bullied, witnesses, a teacher or another adult. We pass around what we call a ‘talking piece’ and only the person with the piece speaks. Everywhere in our culture, it’s the most powerful who speaks, usually the adult, or it’s the person with the loudest voice. Who gets to be heard depends on imbalances of power, class, and cultural differences. And that’s what’s so powerful about the Healing Circle, all the voices are heard. The victim talks about what the impact of the bullying was on them. Other participants bare witness to what they saw and felt. Kids have a chance to muddle through their story, and the level of empathy and humanizing that occurs is remarkable. Instead of discipline being handed down in a hierarchical way, the group decides together what the appropriate restorative justice will be. By hearing all the voices, the group comes up with ideas together, and there are amazing ideas that never would have emerged otherwise. Things like helping to fix someone’s broken bike, doing something positive for the community, or counseling for the bully can replace traditional suspensions. I would never recommend a ‘one size fits all’ approach – there are times when the bully is not acknowledging their harmful actions, and that the Healing Circle could further victimize the victim – but in the right circumstances, the results can be so much more powerful than punitive discipline.”

— **Barbara McClung**, Coordinator of Behavioral Health Initiatives, Oakland Unified School District, CA

3 Inspire youth to change the tide

Students are powerful agents of change. They have the most wisdom about how the social dynamics of their schools work and the most leverage with their peers. They can and should take leadership for changing social norms. But they need adults to create and encourage their leadership. Adults set up the right conditions, facilitate students in using the solutions they develop, and help spark ideas. Adults often ask students to speak out against bullying and go against the tide. But we should also help students change the tide. This means changing social norms so that students feel respected not when they degrade other students, but when they respect and include others. Here are some key adult-led strategies for helping youth step up.

Recruit students to take a leadership role in creating a more welcoming and inclusive school environment. In middle and high school, create a volunteer committee comprised of students who will work together to create a positive school community. Include those who are trusted, and socially prominent as well as those with disabilities and special education students – recruit a broad range of students. Use this committee to generate ideas and to help implement solutions. One immediate way to get started is to challenge the student council to make positive school culture for all its main goal.

Make inclusion an expectation and eliminate common opportunities for exclusion. Don't let students pick sports teams during gym class. Adults should create fair teams and make sure that teams are changed regularly so that students have the experience of playing with many different peers. Being picked last over and over is ongoing humiliation and people recall these experiences long into adulthood. Supervise elementary school students to ensure that everyone is included and finds playmates at recess. Also, find ways to empower students of all ages with choice and responsibility. For example, help them learn to set and enforce the rules for sports and games. In these ways they can learn social and democratic skills.

Do a “circle of concern” exercise with students. Ask students to identify who they care about at school outside of their friend group. Advisory periods and class council meetings are good times to do this. This activity can also be done as a writing assignment and wrapped into English class. Help students notice who is in and outside of their circle of concern. Is a new student or a loner outside the circle? Is their teacher or the bus driver outside their circle of concern? Why? Ask them how this could be hurtful to those people and also how it is limiting to themselves and their communities. Ask students to consider how their circle might be expanded. Who could they reach out to and how? (e.g., just saying hello to the custodian, or learning the names and always thanking cafeteria workers.) Repeat this exercise at least once a month and over time, ask students to look for patterns in who is outside the circle of concern; are the special needs kids, or the kids who are an ethnic minority, always outside the circle? How would it change the school community for the better if certain groups were not isolated? Ask them to make a pledge to reach out to one new person each week and have another discussion or writing assignment the following week about the impact of that action.



Peer Leadership Takes Off!

"Two years ago, we began working to intensify our Social Action Leaders (SALs) Program. The goal was to create a group of student leaders who could inspire social change both at our school and beyond, and to actively promote a conscientious, inclusive environment, and influence student activism. But in the past the work of the social action leaders did not have the large-scale effect we had hoped.

We decided to try something different. At the start of the school year we got the usual pool of applicants, but this time we actively selected students from a cross-section of the population, including those who were well respected, and recognized as trusted leaders in the school community.

The training to become a SAL includes a year-long process of building trust within the group, and identifying the various issues impacting students. After that, the SALs pick a specific issue to confront, and they take steps to bring it to the community's attention.

Today, students from all over the school are vying to be a part of the SALs Program. It is such a sought-after program that it has continued to raise the bar higher and higher. Students are actively standing up for each other, and out-doing each other in their efforts to be active, respectful citizens and upstanders in our school community! Our SALs have incredible pride in what they are doing, and the teachers and staff are looking forward to the long-term positive effects on our community inspired by the work of our students!"

— *Tiffany Marsh, Beaver Country Day School, Brookline, MA*

Tweeting the Positive

"I started @westhighbros in October of 2011 because we had a speaker who came to my school earlier in the year and told us bullying was bad, and the whole auditorium was all thinking 'Duh, bullying is bad. Tell us how to stop it.' Her only solution to ending bullying was, 'Don't be a bully,' that's it. No explanation or alternative solution. That was the dumbest idea I heard in a while. Just telling someone to stop bullying won't get them to stop. I've seen reports in the news about making bullying illegal. That's not going to work either; our legal and prison systems are filled with people who disregard the law.

I decided that I should do something. I've never been bullied myself but I felt that I should try to do something to prevent others from being bullied. Bullies bully to make themselves feel better, to validate themselves. Often they lack self-esteem, and they feel like bullying will make them better than their victims. So, I thought, 'What will give people self-esteem?' I started tweeting compliments to my classmates. At first, I did it anonymously because I didn't want credit for the tweets and wanted to have it seem like it wasn't just one person's opinion but that it could be anybody or everyone. Then I got a few of my good friends involved. We now call ourselves the westhighbros, and we tweet to everyone from the football star to the shy wallflower. That's a big goal of ours, to compliment and include everyone regardless of who they are. Everyone deserves a compliment!

We hadn't told the administration I started this, but now I suppose they know. The impact has been extremely large but I suppose living in a semi-small town helps. People smile a lot more and give each other compliments more, teachers have told me they feel better about their teaching, and guidance counselors have said that reports of bullying have decreased. And the principal, he told us we're 'making complimenting cool.'"

— *Jeremiah Anthony, Senior, West High School, Iowa City, IA*



4

Institute community-wide rituals and traditions that celebrate diversity and reinforce a positive school community

Require all students in the school to create either individual or group projects that enables students to reflect on and build a more caring and just school community. Every student needs opportunities to think deeply about what it means to be caring and respectful, both as an individual and as a member of the school community. Individual or group projects are a great way to provide these opportunities and to ensure that every student – not just those in public leadership roles – is engaged. Consider launching these projects each fall, following your school’s annual screening of BULLY. Adults should approve and facilitate projects, being sure to lead conversations with students about what they learned and how they will apply it to change their own behavior and the school at large. Examples of projects include organizing a school-wide walk through the community to demonstrate solidarity with bullying victims; a poetry-slam in which students explore themes of respect and community; a video project examining a specific topic like cyberbullying or homophobia; or a letter-writing campaign to politicians to support school climate legislation. The possibilities are endless, but what matters is that the projects include time for reflection and are used in an ongoing way. Optimally, the projects would occur over several weeks or the whole year.

Create a new generation of heroes. In too many schools it is athletes who are publically heroized, not students who show initiative in transforming school culture. Honor students, community members, and public figures who are caring and inclusive. For younger students, this might mean recognizing one student per week for displaying community-building behavior (e.g., asking a lonely student to join a game at recess, helping another student during a cooperative class project). For older students, this might mean creating opportunities to give shout-outs to peers for character and kind behavior.

Campaign to end hurtful language. Too often no one intervenes when students say, “That’s so gay,” “That’s retarded,” or “She’s such a slut” or use other language that clearly degrades others. Enlist students themselves to tackle this type of everyday degradation. Students might, for example, track most commonly used slurs and derogatory actions, and create signs to post on their lockers and in classrooms symbolizing a ban on this language. Students might role-play possible comebacks so they know how to respond when they hear hurtful language. Make this a concern of everyone in the school community by posting signs in public places and modeling positive behaviors.





Many Hands

"At South Side Middle School, a few of us teachers were inspired by the adage 'Do unto others as you would have them do unto you' and created the Golden Rule Award, given to students or staff who 'go over and above' demonstrating one or more of the Six Pillars of Character Education: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Students have been honored for things like turning in a lost handbag containing cash to the main office, helping a sixth grader who dropped all of his books on the way to class, or helping a new student find his/her way around the school without being asked. We give them to faculty and staff, too. Individuals are nominated by others throughout the school community, and administrators present the awards by surprise to nominees. Each recipient receives a wooden hand to decorate and label with their name, date, and favorite quote which are hung up around the school. At the elementary level, the permanence of the wooden hands on display has noticeably continued to instill the principles of our six pillars of education program within our students."

— *Shelagh McGinn, South Side Middle, Rockville Centre, NY*



Star Upstanders

"Some of our schools have asked students to identify peers who have actively stood up for those being bullied or harassed. In the classroom, students anonymously write down all the names of students who are upstanders. Faculty approached the students who peers had identified as upstanders, and determine who are comfortable being publicly recognized. In the same way that our schools highlight students who make the honor roll, or have perfect attendance, the student 'upstanders' are honored in the same way; a list of names is posted prominently for all to see. In doing this, student upstanders get positive reinforcement for their contribution to the school community, administration communicates that school climate is a value on par with academics, and vulnerable students see who their allies are, and can seek them out. This initiative has given our students incentive to actively watch out for each other, and treat each other with kindness."

— *Barbara McClung, Coordinator of Behavioral Health Initiatives, Oakland Unified School District, Oakland, CA*

Build and support students' social, emotional, and ethical skills and support staff and parents on the journey!

Adopt an evidence-based social and emotional learning (SEL) or character education program. Students are less likely to bully and be bullied and they are more likely to be effective leaders in improving the community when they develop social and emotional skills, including self-awareness, the ability to manage conflicts, the ability to empathize with others, and the skills to stand up for themselves and others effectively. Research indicates that students are also more likely to be more successful academically, and in life in general, when they have these skills. Make sure, though, that you use strategies that are deep and effective enough to make a difference and that they have a proven record of success. To find and use an evidence-based SEL program that is a good fit for your school, visit www.thebullyproject.com/harvard

Train all staff in the school community. Many well-intentioned adults struggle with how to manage student conflicts, build students' social skills, and encourage a sense of responsibility for others. Many adults report wanting more training and admit to turning their backs because they just don't know what to do. Minimal training can help, but more intensive training can make a much bigger difference. For recommended training toolkits and resources, visit www.thebullyproject.com/harvard

Make parents your partners. Parents can be invaluable partners in preventing bullying and it's worth the time and energy to find effective ways to engage them. It's particularly important to help parents understand that bullying is everyone's problem – not just kids who are being bullied – and that everyone has to be part of the solution. A good way to start is to walk parents through your bullying policy in person, either at parent-teacher conferences or at a parent meeting. Send parents home with a copy of the policies. Include guidance for parents on how to report bullying and cruelty to the school as well as how the school will respond. Think about how to support parents of students with disabilities, and consider including bullying prevention strategies into students' IEP plans.

Social & Emotional Core Competencies



source: <http://casel.org>

Why Social and Emotional Learning (SEL) Matters at Our School

“Marcus Garvey Math and Science School in Chicago is part of a large urban district. It's 90% low-income and African-American. In Chicago, we lose many kids to violence. Our students come to school dealing with obstacles and issues which inhibit their ability to be fully engaged in the learning process and reach their full potential. We were looking for something that we could do to make a difference. We found an evidence-based SEL program that had a solid track record and was easy to implement.

How we integrated SEL

— We've integrated SEL into all our lessons throughout the day. For example, if the students are reading a novel and there's conflict between characters, the teacher would initiate a class discussion about the conflict and ways that the characters could handle the situation differently using the SEL competencies.

— We have what we call 'Monday Mentoring.' Usually the students have breakfast in their classrooms, but on Mondays, the students have group-breakfast with their adult mentor. All the adults in the school are mentors — custodians, lunchroom staff, teachers—everyone. The groups range in size from 6-10 students and we maintain the same mentor all the way from K-8, to provide real continuity over the long-term. In Monday Mentoring they discuss how their weekend was, how they are doing academically, and the mentors use this opportunity to discuss specific topics. Last week, the mentors led a discussion about behaving ethically; what would you do if someone wanted to cheat off your paper, for example.

— In all of our classrooms, we have what we call 'Peace Centers.' Every grade's Peace Center looks different. The Pre-K has a bench with all their handprints and stuffed animals. Older grades have an area with beanbag chairs. If you're having a problem, you can go to Peace Center to calm down or invite another student you are having a conflict with to come there to talk things through.

— We have 'Calm Down Bottles' in every classroom. These are just simple water bottles we filled with glitter and beads. If a student is upset, they go shake the bottle, and as they watch the glitter and beads settle, they follow a series of steps posted on the wall: 'Think about the issue, count to 10, what could I have done differently?' A few weeks ago, a 1st grader wanted to take the bottle out of the classroom, 'I need to take this with me all the time,' he said. The idea of SEL is exactly that; by using these kinds of strategies, kids learn constructive ways to regulate their emotion, and reactions, and they do carry these skills with them all the time.

Measurable Change

— Since we've implemented SEL, we have seen some measurable change. There's been an increase in the number of students that report the school as being a strong, safe, orderly environment. We've seen a reduction in the number of referrals to the main office as a result of teachers being more equipped to deal with behavior themselves in the classroom. We started this work in 2010 and today SEL is a district-wide initiative. Marcus Garvey is home away from home for many of our students and we are well on our way to ensuring that all students possess the necessary SEL competencies for success. But, like every school, there's still a long way to go, and we are always learning and improving.”

— *Michelle Van Allen, Principal, Marcus Garvey Math and Science, Chicago, IL*

