



# Educator guide: Bullying prevention basics staff training

## **Recommended for:**

Educators and other school staff

## **Time:**

20+ minutes (depending on how much time is spent exploring scenarios, websites, etc.)

## **Learning objectives:**

Upon completion of this module, you will be able to:

1. Define bullying behavior.
2. Understand the difference between bullying and conflict.
3. Identify bullying behaviors and reflect on how you can support the students involved.

## **Lesson description:**

This interactive bullying prevention lesson is designed to teach educators and other school staff the basics of bullying. Throughout the lesson you will be given the opportunity to apply what you are learning to real-life scenarios that will help you create a plan to address bullying in your classroom and throughout your school community.

## **Vocabulary:**

Use the following list of vocabulary as a reference as you complete the Bullying prevention basics staff training.

- Bullying – when a person hurts another person on purpose (bullying is intentional, usually repeated over time and there is usually an imbalance of power)
- Bystanders – someone who observes a bullying situation happening
- Conflict – a disagreement or argument in which both sides express their views, there is equal power between those involved and usually both sides change their behavior when they realize it is hurting someone else
- Cyberbullying – bullying that takes place over digital devices like cell phones, computers and tablets; using technology to repeatedly harass, threaten or embarrass someone
- School climate – the quality and character of school life



# Supplemental activity: Creating a positive classroom environment

## Objectives:

After completing this activity, you and your students will be able to:

- List acceptable classroom behaviors for creating a positive classroom environment
- Be able to describe what each behavior looks and sounds like
- Brainstorm scripts that will help students respectfully hold each other accountable.

## Materials needed:

- Whiteboard, chalkboard or some way to display the list you will create with your students

## Time required:

45 minutes

## Instructions:

Creating a positive classroom culture is linked to academic achievement, risk prevention and positive youth development. Bullying can negatively impact your ability to create a classroom where all students feel welcome and safe. Working with your students to create a set of classroom expectations will help to decrease incidents of bullying while creating a safe environment for students to learn.

For this activity you will be facilitating a classroom meeting with your students. Share your goal of creating a learning environment where everyone feels welcome and safe. Everyone should feel safe to try new things and to make mistakes.

With your students, you will be creating a list of classroom expectations or norms that will serve as a reminder for how you all agree to act and behave together. Explain that the list will include naming the desired behavior and then describing what it looks and sounds like. Here is an example of what that could look like:

Desired behavior – We will show respect to our classmates and teachers.

What that looks and sounds like – We will not use hurtful language, name call, putdown others and we will not interrupt each other.



Start with two or three that you feel are most important. This will ensure that those items are on the list and they will serve as examples to stimulate your students' thinking. Try to keep the list to no more than 10 key items. Words used should be encouraging, polite and kind.

Once you have completed your list, talk about how you will hold each other accountable. Consider asking the class to come up with two or three scripts that they could use to politely, and with kindness, remind each other when someone forgets to practice one of the expectations. Examples might include:

- “Tori, remember we agreed that we are not going to laugh at someone if they get an answer wrong.”
- “Levar, rolling our eyes at someone is something we all agreed we wouldn't do.”

Finally, print out your list of expectations, or norms, and post it in your classroom. Get creative with your design. If you're working with older kids, they may have an idea for a poster design.

For additional resources on creating positive classroom cultures, check out the following:

- Article: [7 strategies for building positive classrooms](#) – ASCD
- Book: [Bullying and cyberbullying, What every educator needs to know](#), by Elizabeth Kandel Englander. Englander talks about addressing 'gateway behaviors'. This is a strategy that addresses the behavior witnessed and ties it back to classroom expectations without naming who the behavior was directed at.

# Handouts

Included on the following pages are additional resources that you and your students' families may find useful.



# Effects of bullying

Bullying hurts everyone.

Children who are bullied may:

- Feel insecure
- Avoid school
- Have trouble learning

As they grow up, children who have been bullied may:

- Be depressed
- Have low self-esteem
- Have health problems
- Get poor grades
- Think about killing themselves

Those who have observed bullying may feel:

- Afraid
- Powerless to help
- Guilty for not helping
- Pressure to join in

Children who bully are more likely to:

- Get into fights
- Damage property
- Drop out of school

Children who bully often get involved in other behaviors like:

- Breaking rules
- Stealing
- Carrying a weapon
- Drinking alcohol and smoking at young ages

Repurposed from <http://www.stopbullying.gov> and <http://www.olweus.org/public/effects-bullying.page>



# Cyberbullying

What is cyberbullying?

Cyberbullying is bullying that takes place over digital devices like cell phones, computers and tablets. It includes:

- Posting mean, hurtful or embarrassing comments or rumors about someone online
- Threatening to hurt someone or telling them to kill themselves
- Posting a mean or hurtful picture or video
- Pretending to be someone else online in order to get or post personal or false information about someone else
- Posting mean or hateful things online about any race, religion or ethnicity
- Creating a mean or hurtful webpage about someone

How can I stop cyberbullying?

Some teens have learned to stop cyberbullying and keep it from happening. Here's what you can do:

- Do not re-send cyberbullying messages.
- Block contact with cyberbullies.
- Tell your friends to stop cyberbullying.
- Report cyberbullying to a trusted adult.
- Work with other students, teachers and school leaders to create rules against cyberbullying.
- Help your community learn more by holding an assembly or other event.
- Make a contract to be safe online with your parents or caregivers. Come up with the rules together.

# Cyberbullying resources

- Children's Wisconsin, [ParentsActNow.com](https://www.parentsactnow.com)
- Cyberbullying Research Center, [cyberbullying.org](https://www.cyberbullying.org)
- KidsHealth, [kidshealth.org](https://www.kidshealth.org)
- National Crime Prevention Council, [ncpc.org](https://www.ncpc.org)
- Pew Research Center, [pewresearch.org/topics/teens-and-technology/](https://www.pewresearch.org/topics/teens-and-technology/)
- U.S. Department of Health & Human Services, [stopbullying.gov](https://www.stopbullying.gov)



# Recommended reading list

These books can be read aloud or read alone to help students relate to characters in different bullying situations. You may encourage students to check out one of these from the school library to bring home and read with their families. Grade levels are suggested, though the books work for many grade levels. Please note that some of these books may have a Spanish version available.

Kindergarten (4 and 5 year olds):

- “A Duck So Small” by A.H. Benjamin and Elizabeth Holstien
- “Bootsie Barker Bites” by Barbara Bottner and Peggy Rathmann
- “Hugo and the Bullying Frogs” by Francesca Simon and Caroline Church
- “We Can Get Along: A Child’s Book of Choices” by Lauren Murphy Payne

First grade:

- “Stop Picking On Me” by Pat Thomas
- “Hooway For Wodney Wat” by Helen Lester and Lynn Munsinger
- “Jungle Bullies” by Steven Kroll and Vincent Nguyen
- “Stand Tall Molly Lou Melon” by Patty Lovell and David Catrow
- “The Recess Queen” by Alexis O’Neill and Laura Huliska-Beith

Second grade:

- “Stop Picking On Me” by Pat Thomas
- “El día en que descubres quién eres por” by Jacqueline Woodson
- “The Berenstain Bears and the Bully” by Stan and Jan Berenstain
- “My Mouth is a Volcano” by Julia Cook and Carrie Hartman
- “Chester Raccoon and the Big Bad Bully” by Audrey Penn
- “The Ant Bully” by John Nickle
- “Nobody Knows What to Do” by Becky Ray McCain and Todd Leonardo





Third grade:

“Kids Talk About Bullying” by Carrie Finn and Amy B. Muehlenhardt

“Bye-Bye, Bully!” by J.S. Jackson and R. W. Alley

“Bully” by Judith Caseley

“Pinky and Rex and the Bully” by James Howe and Melissa Sweet

“My Secret Bully” by Trudy Ludwig and Abigail Marble

Additional educator resources:

“The Feelings Book” by Dr. Linda Madison and Norm Bendell

“Zink the Zebra” by Kelly Weil



# Transcript

## Slide 1

Welcome to Bullying prevention basics staff training. This training highlights the importance of including staff education as a vital part of your school's bullying prevention efforts. This module was created by Children's Wisconsin to support and complement the bullying prevention lessons and activities that are designed for students in kindergarten through 12th grade. It is essential for staff, students, parents, and administrators to work together to make sure bullying is addressed consistently, with sensitivity and empathy for all involved. Study results show a reduction in bullying behaviors among students in schools providing both bullying prevention education for students and training for staff.

## Slide 2

Upon completion of this module, you will be able to:

- Define bullying behavior.
- Understand the difference between bullying and conflict.
- Then, using real-life scenarios, identify bullying behaviors and reflect on how you can support the students involved.

## Slide 3

Here is what one educator said about the importance of all school staff being trained in bullying prevention and the impact that can have on reducing bullying in their school.

*No transcript available for this video.*

## Slide 4

School climate is the quality and character of school life and bullying can negatively affect it. Research has shown that a positive school climate is linked to academic achievement, risk prevention, and positive youth development.



## Slide 5

It's important to start with a clear definition of bullying. Watch this video clip from our bullying prevention resource for parents and caregivers, which mirrors what students learn in our bullying prevention lessons.

Bullying is when a person hurts another person on purpose. This aggressive behavior can hurt a person's body, their feelings, or make them feel uncomfortable or even unsafe. Bullying is intentional, repeated over time, and has an imbalance of power between the bully and the victim.

Kids and parents need to understand that there is a difference between bullying and everyday conflict. Conflict is a disagreement between two people or groups of people. Conflict can help people understand each other and is actually normal and healthy for relationships if resolved in a respectful manner.

Bullying, on the other hand, is not healthy and hurts the victim, the bully and the school community.

There are many different types of bullying. Let's take a look at some of the most common types that happen in school and even online.

Verbal bullying can include making threats, teasing and name-calling.

Social bullying, which is often called relational bullying, can include spreading rumors, publicly making fun of another child, excluding others and telling kids not to be friends with someone.

Physical bullying can include hitting, kicking, pushing someone down or spitting on someone. It can also include taking or breaking things that belong to someone else.

Cyberbullying is bullying that takes place over digital devices like cell phones, computers and tablets. It's using technology to repeatedly harass, threaten, or embarrass someone.

All of these types of bullying should not be tolerated at school or at home. If your child shares with you that they are being targeted, let them know that you are there to support and help them. If the bullying behaviors continue, you need to contact the school. Please view the video titled, "How do I contact my child's school if my child is a victim of bullying" on the Parents Act Now site.



### Slide 6

It also helps to understand the different roles of individuals involved in bullying situations. Generally, the roles include: the student engaged in bullying behaviors, the person being bullied, the bystanders and the intervening adults.

There may be multiple people in each role in any bullying situation, and a child who may be bullying another student in one incident could be targeted in another. Because these roles are interchanging, it is important that they are all handled consistently and with compassion.

### Slide 7

It is essential to differentiate between bullying and normal conflict. While there can be a fine line between the two, the primary differences between them is that conflict is a disagreement or argument in which both sides express their views. There is equal power between those involved, and usually both sides change their behavior when they realize it is hurting someone else.

With bullying, the goal is to hurt, harm or humiliate someone. And the person who is bullying others has more power, or perceived power. Because their intent is to harm, they will continue the behavior when they realize it is hurting the other person.

### Slide 8

On the next slide, consider each scenario and decide if it is an example of bullying or conflict. Once you have identified the correct answer, think about how staff should handle the situation.

- Is there additional information needed for you to decide if this scenario is an example of bullying or conflict? If so, who should you speak with to learn more?
- If a staff member is unsure if an incident is bullying or conflict, who should they talk with for guidance on how to handle the situation?
- What kind of reporting needs to be completed for bullying incidents? Are there forms that should be filled out?
- When should administrators, the school counselor, social worker or parents be involved in bullying incidents?

### Slide 9

During the usual kickball game on the playground at lunch, three girls would like to join a bigger group of boys to play. This week the boys are saying the girls can't play. They say that the girls can't play as well as the boys. When the girls insist and play one day, one of the boys shoves a girl to get her off base so he could stand there.

### Slide 10

During reading time, Gabe always gets up, moves around, sharpens his pencil, and talks to the other kids (sometimes getting in trouble). Now many of the students don't want Gabe at their tables during reading because they can't concentrate.

### Slide 11

Two 7th grade girls approach the teacher to report that some other kids are calling their friend a nasty name, related to her physical development. It makes her very uncomfortable, but she is also embarrassed and doesn't want to tell an adult.

### Slide 12

Katie's school e-mail account is hacked, and e-mails have been sent from it to other students. Some messages proposition guys to do sexual things and others call girls she hardly knows nasty names.

### Slide 13

Kelly and Marta are best friends. Kelly knows that Marta has a crush on their classmate Tony. Marta is pretty shy and doesn't want Kelly to tell anyone. One day, Marta discovers that Kelly has told several people in her class that she likes Tony, including Tony. Marta is really angry and is giving Kelly the silent treatment.

### Slide 14

Here is an excerpt from our Cyberbullying 6-8th grade lesson. You will be introduced to Maya and Shaton, the course hosts, who are teaching about the impacts of cyberbullying. Then you'll hear from two teens who have been cyberbullied and how it affected them.

## Slide 15

Shaton: Oftentimes someone who is being bullied at school is also being bullied online. So, it feels like they just can't get away from it, even in their own home.

Maya: The stress of being cyberbullied day and night can definitely affect a person's mental health. It can affect a person's mood, energy level, sleep and appetite. It can even lead to anxiety or depression.

Shaton: We're going to hear from two teens who have been cyberbullied and see how it affected them. Click on each of them to hear their story.

Julius' story: Last year was rough. Kids were always messing with me at school when the teachers weren't looking. Then I started getting threatening texts and things were being said on social media. I didn't know what to do. I felt like I couldn't get away from it. I was dealing with it at school, at home, everywhere.

It got to the point where I could barely get through a day at school, so I did everything I could to not go. And half the time I'd wake up with a stomachache or headache anyway so I'd just stay home. I spent most of my time alone in my room. My mom was always on my case, but I couldn't tell her what was really going on because I knew she'd take away my phone. And that was the only way I had to talk to my friends.

Eventually my school counselor got involved because I was going to school less and less. I ended up telling her everything, and it felt like a weight was lifted off of me. She helped me figure out what steps to take and how to cope. She still checks in with me every once in a while to make sure everything is ok.

I've talked with my mom about everything too, and she was pretty cool about it. She promised she wouldn't take away my phone if I promised to come to her if things got bad again. It really helps knowing there are people who have your back.

Jessica's story: In the summer going into 7th grade I was cyberbullied by some kids who I thought were my friends. They excluded me from our group chat and then made another group chat without me in it, where they said really nasty stuff about me. Some people in the group felt bad and tried to stand up for me, but they really didn't do much. Others told me what was being said. I wasn't invited to anything for the rest of the summer. They even excluded me from going to the fair with them, which had been planned for weeks.

The whole thing made me feel terrible. I felt so lonely that whole summer. I'd cry when I heard about things that they were saying about me. It was hard because these were kids in my neighborhood that I hung out with, but now I couldn't. So, I just stayed in my room alone.

After a while, I began to rely on my other friends, outside of the group, who helped me through it. They let me talk to them about what was happening, and they invited me to go to the fair with them. I also began making more friends through soccer.

I told my mom about everything and she was great. She'd listen and just be there for me. She explained that good friends don't treat each other this way. She really helped me rise above their cruelty and not give them the power to hurt me anymore.

Things weren't perfect when school started back up, but my mom was supportive and talked with the school. The school counselor became my safe person at school that I could go to when things got bad.

It sucks that all this happened, but I think I'm a better person because of it, and I'm definitely a better judge of what it means to be a true friend.

#### Slide 16

Thinking about the systems currently in place at your school to address bullying behaviors, you will now view and strategize solutions for several bullying scenarios and provide ideas for handling each situation. For each scenario think about:

- What should you do to provide support to the students?
- What means of reporting do you need to complete to adhere to school policies?
- Who else should be informed about the incident?
- What kind of follow-up should you plan afterwards - with students and staff?

#### Slide 17

Tenley's having a sleepover for her birthday this weekend. She invited all her friends except Allie. Tenley handed out all the invitations at school in front of Allie and specifically told her that she wasn't invited.



### Slide 18

Amari is one of the only Black students in his class. Colin often teases him for listening to music on his headphones. When he does this, he often uses racial slurs that make Amari uncomfortable.

### Slide 19

Tori keeps getting anonymous text messages telling her she'd be better off dead. She doesn't know who they're coming from and they're making her afraid to go to school.

### Slide 20

Samantha and her friends have been rubbing up against Arastoo while he's at his locker. It makes Arastoo uncomfortable, but he's afraid to say anything because he doesn't want to get Samantha in trouble.

### Slide 21

It is important to ensure that your school-wide bullying prevention efforts are coordinated, thoughtful, and purposeful. Use the link below to familiarize yourself with Children's Wisconsin's kindergarten through 12th grade student bullying prevention lessons and activities. You will be viewing web pages that will open in a new window or browser tab. When you are done viewing them, close or minimize the new window or tab to return to this lesson.

### Slide 22

Children's Wisconsin created a free bullying prevention resource for parents and caregivers. Click the button below to access this resource.

You will be viewing web pages that will open in a new window or browser tab. When you are done viewing them, close or minimize the new window or tab to return to this lesson.

Consider sending bookmarks home with your students that highlight this resource. Reach out to your e-Learning Rep to request them.

### Slide 23

Thank you for completing Bullying prevention basics staff training! For additional resources that support your school's bullying prevention efforts check out the Wisconsin Department of Public Instruction's Bullying Prevention Toolkit by clicking on the link on the next page.





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