

GIRLS GUIDE TO END BULLYING

Teacher Manual

Halley A. Estridge, Ryan E. Adams, Ph. D., and Bridget K. Fredstrom, Ph.D.

For more information please contact EndBullying@cchmc.org



GIRLS GUIDE TO END BULLYING

(GirlsGuidetoEndBullying.org)

Teacher Manual

The Girls Guide to End Bullying (The Girls Guide) is an online intervention for helping students, teachers, and parents learn about and stop bullying. The Girls Guide:

- Addresses numerous forms of bullying particular to girls.
- Identifies several types of bullying, some of which are easy to overlook.
- Targets both those who are bullied and those who see bullying happen.
- Provides specific actions to take for specific types of bullying.

The Girls Guide's **Teacher Manual** not only helps teachers to implement The Girls Guide web-based intervention but also provides strategies for teachers to:

- Address bullying when they see it.
- Talk to those involved in the bullying.
- Encourage bystanders to end bullying.
- End bullying in their classrooms and schools.

While reading through the Teacher Manual, we recommend filling out the Teacher Action Plan, located in the Appendix on page 51. The Teacher Action Plan will help you think about what you are already doing to help stop bullying in your classroom and school and areas in which you can improve.

WHERE CAN YOU FIND....

Chapter 1: How to Use The Girls Guide in Your Classroom	3
HOW THE GIRLS GUIDE WEBSITE IS ORGANIZED.....	4
LESSON PLANS FOR TEACHERS.....	6
HOW TO IMPLEMENT THE GIRLS GUIDE AND LESSON PLANS.....	8
Chapter 2: How to Recognize Bullying	11
Chapter 3: Addressing Bullying When You See It	14
STRATEGIES FOR INTERVENING.....	15
SPECIFIC ACTIONS FOR DIFFERENT TYPES OF BULLYING.....	18
Chapter 4: How to Talk to the Victim, Bully and Bystander.....	21
HOW TO TALK TO A VICTIM.....	23
IF YOU SUSPECT A STUDENT IS BEING BULLIED	26
HOW TO TALK TO A BYSTANDER	27
HOW TO TALK TO A BULLY	30
Chapter 5: Encouraging Bystanders to End Bullying	34
Chapter 6: The Difficult Student	36
Chapter 7: Practical Strategies for Ending Bullying in Your School and Classroom	39
SCHOOL-WIDE IDEAS TO HELP END BULLYING.....	39
IDEAS AND ACTIVITIES TO HELP STOP BULLYING IN THE CLASSROOM	45
APPENDIX	50
TEACHER ACTION PLAN.....	51
BULLYING REPORT FORM: TEACHERS.....	52
CONFLICT RESOLUTION FORM.....	54
ACTION PLAN: SHORT TERM.....	55
ACTION PLAN: LONG TERM	56
STUDENT REPORT FORM	60

Chapter 1: How to Use The Girls Guide in Your Classroom

Girls Guide to End Bullying can be a tool for teachers to address bullying.

To get started with The Girls Guide we suggest that teachers:

1. Read through the Girls Guide to End Bulling website (girlsguidetoendbullying.org). This will not only familiarize you with The Girls Guide and how it works but will also provide basic information teachers need to understand bullying from the students' perspective.
2. Carefully read the chapters contained in this Teacher Manual. The information in the following chapters are meant to help teachers address bullying in their school and classroom.

As you read through the Teacher Manual please keep the following in mind:

1. The information provided in this manual is necessary for teachers to read and understand so they are better able to handle bullying in their school and classroom.
2. Each bullying incident will be different depending on the severity and who is involved. The Teacher Manual provides **guidelines** for handling these situations. We understand that this might take some extra time on your part, but in the long run if you invest in these actions now, you will see a decrease in bullying in your school and classroom.
3. We understand that each school policy will be different. It is important to follow your school's policy on dealing with bullying. And, although we strongly suggest keeping

incidents that don't meet the level of severity required to report it confidential, teachers need to follow school policy on reporting bullying.

HOW THE GIRLS GUIDE WEBSITE IS ORGANIZED

The Girls Guide is organized around five types of bullying

Physical	Hitting, kicking, slapping, threatening
Verbal	Teasing, calling names, put-downs
Sexual	Sexual comments, rumors, jokes
Relational	Gossip, silent treatment, excluding
Cyber	Harassing through social media, text messages, emails

On the website each of these types of bullying is divided into five sections:

Recognize Bullying

To stop bullying, students need to know what it looks like. This section gives an easy to understand definition and examples, followed by videos of situations that clearly establish what that type of bullying looks like.

After the Bullying

This section answers the question, "So why should I care or want to play a part in stopping bullying?" Here students will watch the same video but they will see the perspective of the victim and the negative effects bullying can have.

If You See Bullying Happening

This section helps students understand what to do and not do when they see bullying. The students follow the same videos, but this time from the perspective of a bystander who both reinforces the bullying and helps the victim. The goal is give clear examples of the right and wrong ways of dealing with bullying when they see it happening.

If Bullying is Happening to You

This section gives specific actions students can take if they are being bullied. The videos will show the victims and how they handle the bullying they are experiencing. The goal is to give several examples of actions victims can take to stop bullying. Students can then find one they are most comfortable doing.

Bring it Together

Here, the main points of each section are highlighted. There will be a quiz specific to the type of bullying in the section that students can take if they think they may have been a bully as well as tips for changing their behaviors. There will also be a link for everyone to read about how to be a better friend.

In addition to the specific content within each section, there are also supplemental materials for students to use to gain a better understanding of the content being covered.

Activities

The activities are meant to help the students think about and practice strategies and material covered on the website. There are different types of activities (individual and group) meant to appeal to more students.

PDFs

The PDFs cover everything from how to handle your emotions when being bullied to what to do if the bullying has become extreme.

Think You Know

These questions are meant to help students think more critically about the videos and the types of bullying they cover.

LESSON PLANS FOR TEACHERS

The Girls Guide provides Lesson Plans designed to help teachers lead their students through the site. There are five Lesson Plans, one for each type of bullying. The Lesson Plans for each type of bullying can be found on the right hand side of each “Recognize Bullying” section under “Lesson Plans”.

NOTE: Although we suggest implementing all of the Lesson Plans comprehensively, from start to finish, we understand that finding the time to do this can be difficult. Teachers can use these Lesson Plans however they see fit in their classroom whether used comprehensively, intermittently or covering each topic in lesser detail.

Mini Lessons

Each of the Lesson Plans also covers a topic that will help students better deal with bullying. The activities, group discussion questions, PDFs and Think You Know Questions cover these Mini Lessons and are marked by a ✨

Physical Bullying Lesson	Learning how to control your emotions when being bullied
Verbal Bullying Lesson	How to verbally respond to a bully and how to be assertive
Sexual Bullying Lesson	How to talk to an adult about bullying and the difference between tattling and telling
Relational Bullying Lesson	How to control “Worst Case Scenario Thoughts “
Cyber Bullying Lesson	What to do when bullying has become extreme

How to use the Lesson Plans

- Print out each Lesson Plan.
- Read the Introduction which is found on the first page.
- In the introduction is a section titled **BEFORE THE LESSON** which gives teachers instructions on what to do before implementing each Lesson Plan.
 - These instructions will ask teachers to:
 1. Read Chapter 1 in the Teacher Manual, How to Use The Girls Guide in Your Classroom (the chapter you are currently reading).
 2. Read through the Lesson Plan. Become acquainted with the material and how the layout of the Lesson Plan.
 3. Choose the Activities, Group Discussion Topics and Think You Know questions that will work best in your classroom.
 - Read over and make copies of the activities you think will work best in your classroom. These activities are located at the end of each Lesson Plan and are marked by check boxes so teachers can keep track of the activities they have chosen.
 - For example:

Activities

- Bystander Quiz:** This activity will help students think about the bystander role and how being a bystander can encourage or discourage the bullying.
- I Play a Role (Physical Bullying):** This activity will help students think about a time they witnessed bullying, the role they played and what they can do next time they see it.

- Read through each of the Group Discussion Topics and Think You Know Questions and decide which questions will work best in your classroom. These are marked by check boxes in the Lesson Plans so teachers can keep track of the Group Discussion Topics and Activities they choose.
- For example:

Think You Know? The answers to these questions can be found below each question on the website.

- What are the different ways Susan bullied Sarah?
- Why does no one try to stop Susan?
- How did the bystanders join in on the bullying?
- What if Susan didn't grab Sarah and throw her to the ground, would her actions still be considered bullying?

HOW TO IMPLEMENT THE GIRLS GUIDE AND LESSON PLANS

We suggest when implementing The Girls Guide that each girl or pairs of girls have their own computer to use. The following instructions for using The Girls Guide and the Lesson Plans are written as though students and teacher have individual computers. If this is not possible, we suggest projecting the site onto a screen so that all students can read the materials and hear the videos.

- Before implementing
 - Read each of the Lesson Plans. They are located in the Recognize Bullying sections for each type of bullying.
 - Choose the activities and group discussions that you feel will work best in your classroom.

- Introducing students to the website
 - Instruct students to open the website and read through the home page.
 - Instruct students to click on the Start Guide button located at the top right of the screen.
 - You can choose to have the students read through the Start Guide or read through it with them. This will help the students understand how The Girls Guide is set up.
- During instruction
 - Instruct the students to click on “Physical Bullying” on the top left of the screen. When the drop down box appears, have students click on the “Recognize Bullying” link.
 - Follow the Lesson Plan for that section:
 - The Lesson Plans ask students to read the content and watch short videos. If there is a PDF being covered during this section, students will also be instructed to open and read it.
 - Here is an example of how the Physical Bullying Lesson Plan looks :

2. After the Bullying: Physical Bullying

Why you should stand up to Physical Bullying: from the victim’s point of view.

1. Instruct the students to read through the “After the Bullying” page and watch the video.
2. **“Learn the Effects of Bullying (PDF)”** – Read through this information with the students.

Students underestimate the emotional effects of bullying. This will help students form empathy for the victim and may increase their willingness to help.

- Once the students have read through the material and watched the video(s) the teacher is free to use the activities, Group Discussion Topics and Think You Know Questions they have chosen for that section.
- When you finish with each section, go to the bottom of the page and click on “Let’s take a look at what happens next” to navigate to the next section of the program.
- An example of a time line for Physical Bullying Lesson Plan might look like :

Recognize	After	See it	Happen to you	Bring it together
Read content and watch video 3 minutes	Read content, watch video 3 minutes	Read content, watch video 3 minutes	Read content, watch video 3 minutes	Read content and PDF's 5 minutes
2 Think You Know Questions 5 minutes	2 Think You Know Questions 5 minutes	1 Group Discussion topic 1 Activity 10 minutes	1 activity 2 group discussion questions 2 Think You Know questions 15 minutes	

Chapter 2: How to Recognize Bullying

You can't stop bullying if you don't know what it looks like.

DID YOU KNOW?

- 49% of high school students say they have been bullied at least once in the past month while teachers estimated 10% or less of students have been bullied.
- 85% of teachers say they believe they intervene “always” or “often” in bullying, while 35% of students believe teachers intervene “often”.

Why the gap? Research has shown that teachers may unknowingly overlook some types of bullying behaviors in their classroom. This is partly due to a lack of understanding of what bullying is and the inability to identify and define bullying behaviors.

If teachers have difficulty identifying bullying they are less likely to:

- Know when bullying is happening.
- Intervene when it is happening.
- Help a victim of bullying.
- Know who is doing the bullying.

SO WHAT IS BULLYING?

A widely used definition of bullying is “an intentional, aggressive behavior that is repeated and marked by a difference in power.” Most adults’ perceptions of bullying fit this definition, but this is only one aspect of bullying. After reading through The Girls Guide and watching our videos, you should see that bullying behaviors are much more complex and varied.

There are an unlimited number of bullying acts that can be directed toward a victim. Many of these actions:

- Are subtle.
- Are indirect.
- May not have an apparent power imbalance.
- Involve a single incident.

What teachers need to be aware of and take actions against are specific behaviors that fit into the following descriptions:

1. Any intended action that hurts or harms another person physically or emotionally.
 - Any student has the ability to hurt another student regardless of power.
 - It can happen directly to the victim or behind their backs.
2. Can be circumstantial or chronic.
 - This means that the bullying can be a single incident or it can happen over a long period of time.
 - A victim may be the target of not just one bully, but many students at one time or many students over a period of time.

In other words, if the behavior of a student harms another student emotionally or physically it should be addressed because you don't know if it's chronic or is marked by a power difference. While this description encompasses both small and more severe behaviors, we do not expect that you will treat them the same. Each incident will need its own specific reaction from you depending in its severity.

Now that you know what behaviors to stop, the following chapters will give you the strategies and tools to stop bullying in your school and classroom.

Chapter 3	Addressing Bullying When You See It
Chapter 4	How to Talk to the Victim, Bully and Bystander
Chapter 5	Encouraging Bystanders to End Bullying
Chapter 6	The Difficult Student
Chapter 7	Practical Strategies to Reduce Bullying in Your School and Classroom

Chapter 3: Addressing Bullying When You See It

It is important for teachers and school staff to address and stop bullying behaviors when they see it.

Things to think about when addressing bullying

The following tips are meant to help teachers know what to do when they see bullying happening.

Always Intervene

- Although the actions you take will be different depending on the specific situation and student, you should always take action to put a stop to all forms of bullying.
- **If you do not intervene** when you see bullying happening, you are sending the message to all involved (victim, bystanders and bully) that bullying is acceptable and tolerated. This makes it more likely that the bullying will continue or escalate.

At First, Do Not Focus on Who is Right or Wrong

- In some incidences, it is easy to get caught up in who is “right or wrong.” Your first goal is to stop students from harming one another. Make sure that you explain that the behavior is unacceptable before taking other action.
- Once the bullying has been addressed then you can focus on who is right or wrong.

Do Not Argue or Try to Convince

- Do not take the students' responses to you personally. This will only escalate the situation.
- If a student tries arguing their innocence such as saying they were just kidding, explain:
 - That the behavior you witnessed is not acceptable.
 - Why it is not tolerated.
 - What the consequences are if it continues.

Follow Up

- If the bullying happens more than once, always follow up with the victim.
- If you do not have a relationship with the student, ask around and find someone who does. Students may feel more comfortable talking to teachers with whom they have relationships.
- If a student does not have a relationship with a teacher in the school, be the one to follow-up with the victim.

STRATEGIES FOR INTERVENING

The following are guidelines for teachers for intervening when they see bullying. Every bullying situation is different and may require a different plan of action. How you intervene in bullying can depend on who is involved, the severity of the bullying and your own school's policy on bullying and harassment.

If it is the first time you have seen the bullying

- **Bully/Group**
 - Express to the group that:
 - What they are doing is considered bullying.
 - It will not be tolerated.
 - There are consequences to their actions.
 - If the students say they were “Just kidding” or “I didn't mean it!”
 - Oftentimes students use these phrases to get away with bullying someone. If they say “just kidding” it takes the blame off of them and puts it on the victim for feeling bad.
 - Tell them that phrases such as “just kidding” do not excuse the behavior, that the behavior is bullying, and it will not be tolerated.

- Offer to take some time later to talk to the person or group doing the bullying in a way that shows you are not angry. There may be a problem or something they are having trouble dealing with and need to talk about it.

Victim

- If the victim was present during the bullying:
 - After stopping the negative behavior, talk to the victim privately away from other students. This step is important because although she may not want to talk, knowing that someone is there for her when she feels alone can make all the difference.
 - Express that you saw or heard what happened and that you do not agree with it.
 - Tell her the bullying is not her fault.
 - Tell her you are there for her if she needs help or wants to talk.
- If the victim was NOT present during the bullying:
 - Use your own discretion about whether or not you should talk to the victim as the victim may not even know about the negative behaviors.
 - Focus on stopping the behaviors of the bully(s) before approaching the victim.

If the bullying continues to happen

Make time to meet **individually** with each person involved, including bystanders. Meeting with each person individually is important because students are less willing to talk about the incident if other students are present.

- **Bully**
 - Use our tips on “How to Talk to a Bully” in Chapter 4, page 30.
 - Discuss in depth again why the behavior is bullying.
 - Discuss the effects bullying can have on not only the victim but the bully as well.

- **Bystanders**
 - Use our tips on “How to Talk to a Bystander” in Chapter 4, page 27
 - Make it clear how their actions affect the bully, the victim, and themselves.
- **Victim**
 - Use our tips on “How to Talk to a Victim” in Chapter 4, page 23.
 - Help the student fill out Short Term Action Plan on page 55 in the Appendix.
 - Encourage them to use the Girls Guide to End Bullying website.

If the bullying is or has become chronic

- **Bully**
 - Refer the bully(s) to other school personnel such as school administrators, school psychologists or the principal.
 - Be sure to follow up with the student! The student or other school officials might not follow through as you thought they might.
- **Victim**
 - The victims have potentially exhausted their strategies to stop the bullying.
 - It is important that you intervene because the victims may not have the confidence to stand up for themselves.
 - It is also likely that they are victims of other types of bullying.
 - Meet with the victim:
 - Use our tips on “How to Talk to a Victim” in Chapter 4, page 23. Express to the student that what is happening can make someone feel upset or lonely and that it would be good for her to talk to someone, even if that person is not you.
 - Help the student fill out the Short Term Action Plan and if necessary the Long Term Action Plan. These can be found in the Appendix on pages 55 & 56.

- Encourage her to tell her parents about the bullying or talk to the guidance counselor or school psychologist.
- Be sure to follow up with the student! The student or other school officials might not follow through as you thought they might.

SPECIFIC ACTIONS FOR DIFFERENT TYPES OF BULLYING

Relational Bullying

- Gossiping or spreading rumors about other students is bullying. Do not overlook this.
- Because relational bullying typically involves a group of girls, sometimes with one girl controlling the others, it is important to confront all those involved.
- When approaching a group of girls that you witness gossiping or talking badly about another girl you might say something like:
 - “Girls, gossiping about other students is not tolerated in my classroom or at this school.”
- The victim may not be present when the relational bullying takes place since it is often indirect or behind someone's back.
 - Use your own discretion about whether or not you should talk to the victim.
 - We recommend not approaching the victim unless the bullying is chronic.
 - Focus on stopping the behaviors of the bully(s) before approaching the victim.

Physical Bullying

- If you feel safe, intervene immediately. Do your best to stand in-between the victim and the bully.
- If you do not feel safe and are the only adult, do not leave the scene. Ask another student to go get additional help. Use your cell phone to call the front desk of the school.
- Do an immediate assessment of what happened and who is there.
 - Do not let anyone leave the scene.

- Write down names of all students involved, including bystanders. You will want to follow up with bystanders to not only find out what happened but also to talk with them about actions they could have taken to stop the bullying.
- Because physical bullying can draw a large crowd, ask to split these meetings with several teachers or other school staff.
- Because this type of bullying is physical, you should involve school administration right away and follow all school procedures for reporting bullying at your school.

Verbal Bullying

- Verbal bullying can be hard to detect because it can be:
 - Done quietly.
 - Played off as a joke.
- Pay attention to the victim. If the victim does not laugh, turns away or tries to walk away, or looks visibly upset, they are probably unwanted comments and the victim does not think it is a joke.
- When you witness verbal bullying, examples of what you can say include:
 - “Putting people down will not be tolerated in my class or this school.”
 - “Putting people down is a form of bullying and will not be accepted.”

Sexual Bullying

- Sexual bullying not only makes the victim feel uncomfortable but it can make everyone else who witnesses it feel uncomfortable, including you. Try to remain calm and focus on ending the behavior.
- Be aware that female students often use sexual bullying towards other female students. In these cases, it often involves making fun of their body or sexuality.
- Sexual bullying can be especially embarrassing for the victim. Because of this we suggest that you do not address the behavior in front of the victim or bully unless the bullying happens in front of an entire class.

- If the sexual bullying happens in front of the whole class, address the situation right away and tell the bully you want to see them after class. For example:
 - “[insert name], I need you to stop what you are doing immediately and see me after class.”
- If the sexual bullying happens in a hallway or other areas, remove the victim from the situation and meet with her and the bully separately.
- When dealing with sexual bullying, it might be best to consider the sex of the victim and bully in regards to what teacher should follow up or meet with them.
 - Male bullies may be more receptive when meeting with a male teacher rather than a female teacher.
 - Female victims of sexual bullying may feel more comfortable talking to a female teacher.

Cyber Bullying

- Cyber bullying is one of the hardest types of bullying for teachers to detect, so intervening may be hard. However, there are things you can do.
- Watch for signs
 - Bully
 - Student is showing her phone to other girls in the class and they are whispering and laughing.
 - Victim
 - Student looks distressed while using her phone or on a computer.
 - Student keeps looking at her phone or computer even during times when this is not allowed.
- If you know a student has been a victim of other types of bullying, especially relational or sexual, there is a good chance she is also being cyber bullied. Keep an eye on these students and their behaviors around cell phones and computers.
- Because cyber bullying is hard to detect, the best thing you can do is make it easier for students to report cyber bullying to you or other school personnel.
 - See our list in Chapter 7 for ways you can help students report bullying (pg. 36).

Chapter 4: How to Talk to the Victim, Bully and Bystander

Following up with those involved in bullying is an important step in stopping bullying.

Sometimes teachers do not know what to say or do after someone has bullied or been bullied. This chapter will cover how to:

- Talk to a victim.
- Approach someone you think might be getting bullied.
- Talk to a bystander who witnessed bullying.
- Talk to a bully.

Things to think about when addressing the student

The following tips are meant to help teachers know what to do when they talk to anyone involved in bullying.

Keep the Conversation Private

- For bullies, victims, and bystanders, try to have these conversations in private away from other students. If others are present, the student will be much less forthcoming and may be more defensive.
- We understand that depending on school policy teachers may have to report some incidences to the school. Use your discretion, if the incident is a misunderstanding or does not meet the level of severity requiring reporting, build confidence with your student by telling that them you will keep the conversations confidential unless you both discuss otherwise.
- If you do feel you need to report the bullying, discuss with the student why and who you will be reporting it too.

Be Patient

- The student may not want to talk right away or may not tell you the truth. Be patient. Once you build a relationship with the student, she will be more willing to talk.
- The student may be trying to work the problem out on her own so she may not want help right away.
- They may tell you information in a roundabout way such as saying their friend is being bullied when it is really them being bullied.
- The student may become overly emotional. Being bullied or being a bully is embarrassing and talking about it may bring out emotions she did not realize she was feeling.

Listen

- The process of talking has an empowering effect on a girl's ability to cope. This may be more beneficial than any other action you could take.
- Listening skills will be important here when determining exactly what the student wants or needs out of the conversation.
- Listen to determine if there is more she is not telling you. It could be that the situation is more serious or she is in danger of hurting herself or others.

Stay Calm

- Do not take it personal.
- Depending on your own past, hearing stories from bullied students can arouse feelings of anger, sadness, anxiety or even defensiveness.
- If you show these feelings through your own body language or words it can make the student shut down and stop talking.

Document the conversation:

- Keep notes of dates and times you talked with the victim or witnessed instances of bullying. If the bullying becomes serious or chronic, it will be good to have this information when talking to other school staff or the victim's parents.
- Use our [Teacher Bullying Report](#) form to help document this information. This can be found on page 52.

HOW TO TALK TO A VICTIM

Take the Student Seriously

- One of the reasons students say they do not report being bullied to adults is that they fear they will not be taken seriously or think they are tattling or being a snitch.
- Things not to say to the student:
 - “Just ignore them.”
 - “You can work it out.”
 - “This is normal. You won't have to see them again once school is over.”
- If you take the student seriously, it reinforces that she is making the right choice in talking to an adult.

Use Bullying Report Form

- This is a risk assessment to determine how serious the bullying is. Remember, all bullying is serious, but cases that are extreme or are physical will require immediate action. The Bullying Report Form will help you make this determination.
- The “Bullying Report Form” can be found in the Appendix on page 60.
- Assure her of the confidentiality of the conversation.
 - “I want you to know that what we talk about will stay between us unless I feel that this information will need to be shared with others or if you and I decide together that we need to talk to someone else.”

Let the Student Tell Her Story

- Do not cut her off or start giving advice before you have heard the whole story.
- If she becomes increasingly upset as she talks:
 - Reassure her it is okay to be upset.
 - Ask if she wants to take a minute to collect herself.
 - Give her tissues.

Once She is Finished Talking

- Tell her:
 - The bullying is not her fault.
 - No one deserves to be bullied.
 - There is no shame in being bullied. In fact it is the act of bullying that is shameful.
 - She is not alone.
 - There is a lot that can be done about bullying.

Once You Understand the Situation and What Happened

- Talk to the victim about how she is feeling, but do not pressure her.
 - Empathize with the victim. Let her know you understand how difficult this situation is and that you are available to talk about whatever she wants to talk about.
 - If they do not want to talk about how they are feeling, reassure them by saying that is okay and that they do not have to.
 - If they do talk to you about how they are feeling, one suggestion is to validate their feelings. In your own words let them know that you understand why they are feeling this way.

Based off your assessment using the Bullying Report Form:

If You Think the Situation is Serious

- Examples: bullying is chronic, victim is in immediate danger, victim is a danger to herself or others.
- Suggest to the victim that you feel the situation is serious and why you feel that way.
- Express that you think further action should be taken, such as contacting the school psychologist or principal.
- Be specific about the specific action(s) that will take place to address the bullying.

If You Think the Situation is Less Serious

- Examples: misunderstanding or disagreement between friends, victim not in immediate danger, bullying has not become chronic. downplay
- Be certain to that you do not downplay the behaviors of others, but rather convey that you are taking the situation seriously.
- Express to the student whether you think the incident was a misunderstanding or if it was bullying.
- Refrain from taking actions against her wishes.
 - High school students value autonomy and need to feel like they have control over their own choices.
 - Express that she will have a say most of the decisions and actions that will be taken, including who else is told about the incident.

Take a Collaborative Approach with the Student when Discussing Actions for Ending the Bullying

- Students are afraid that when they tell adults about bullying that they will take action without asking. This can cause the student to lose trust in you.
- By including the student in the decision making process, they feel like they still have control over what happens and they will be more responsive to you and your suggestions.

Use one of our forms to come up with strategies to deal with the bullying.

- Conflict Resolution Form (Appendix page 54)
 - Give this form to the student and ask her to fill it out. Offer to go over the form with her at another time if she needs extra help.
- Action Plan: Short Term (Appendix page 55)
 - Use if the bullying is not serious or the victim needs additional support.
- Action Plan: Long Term (Appendix page 56)
 - Use this if the bullying is chronic and the victim needs additional support.

IF YOU SUSPECT A STUDENT IS BEING BULLIED

Approaching a student that you suspect is having problems with bullying before they come to you is important. Be prepared for the student to be hesitant to talk to you. Since she has not reported the bullying, she might be trying to work the problem out on her own. What matters is that the student knows you care and are there if she wants to talk.

Ways to Open the Conversation

- “I have seen _____ happening. I am sorry that happened. Do you want to talk?”
- “I am concerned about what has happened and about how you are feeling.”
- “I can just listen if you want or I can even help you come up with ways to deal with the bullying.”
- “I know what happened can make someone feel upset or lonely. It might be good for you to talk to someone.”

Tell the Student

- You saw what happened or that you heard what happened.
- You are sorry that she has been bullied.
- That it is not her fault.
- You do not tolerate bullying and that you take it seriously.

If She Does Want to Talk

- Follow the guidelines above in “How to Talk to a Victim” on page 23

If She Does Not Want to Talk or Denies that Anything is Wrong

- Tell her that it is okay if she does not want to talk.
- Suggest she talk to another teacher or someone with whom she has a good relationship.
- Tell her that you are always there to talk if she wants to.
- Try to work on forming a relationship with the student.

Encourage her to use www.GirlsGuidetoEndBullying.org to come up with more ideas.

HOW TO TALK TO A BYSTANDER

It is always best to follow up with bystanders after bullying has occurred. We suggest reading Chapter 5: Encouraging Bystanders to End Bullying before using the following tips as it will help you better understand why it is important to follow up with bystanders.

- If the bystander stood up to the bullying or supported and helped the victim, tell the student that you are proud of them and that they made the right choice.
 - If the bystander witnessed bullying and did nothing to stop it:
 - Set up a time to meet with the student.
 - Use the questions below as guidelines to help the student understand that the choices they made had a negative impact on the situation.
1. Did the student understand what they witnessed was bullying?
 - If they did not, explain to them why the behavior is considered bullying.

2. What actions did the student take?
 - Was the response helpful, such as helping the victim or confronting the bully?
 - Be sure to reinforce to the student that you are proud of them for making the right choice.
 - Was the response hurtful, such as laughing, staring, pointing or spreading a rumor?
 - Convey that these behaviors reinforce the bullying and suggest to the victim that the bystander agrees with what happened

3. Why did the student choose to not help the victim?
 - Express that as bystanders, students have the choice to help end bullying in their school.
 - Students will give you reasons such as being afraid of being kicked out of the group, afraid of becoming the next victim, or afraid of being called a snitch.
 - Help the student understand that there are ways they can help a victim without confronting the group or the bully.

4. What effects does the action of doing nothing have on the **bully**?
 - Help the student understand that by doing nothing they are telling the bully that they agree and support the bully's actions.

5. What effect does the action of doing nothing have on the **victim**?
 - Help the student develop some level of empathy for the victim.
 - Help the student understand that the victim may have felt bad, that no one likes them, or damaged their self-esteem.

6. What effect does the action of doing nothing have on you as the **bystander** and the others around you?
- Help the student understand that seeing bullying and doing nothing about it has effects on them.
 - Witnessing bullying can:
 - Make students feel afraid, stressed, scared to go to school, and even depressed.
 - Desensitize students to the negative actions of others which in turn may make them think bullying is acceptable.
 - They may actually start to imitate the bully or admire the bully for their mean and negative actions.
 - Bystanders' self-respect and self-confidence can be worn by not standing up for victims of bullying or by encouraging the bullying.
 - If they are friends with the bully it is easy to become caught up in the drama.
 - They may lose good friendships at the sake of going along with what the bully is doing.
7. What can the student do differently next time to help the victim?
- The bystander may express that she is scared of being kicked out of her group or afraid of standing up to the bully.
 - Discuss with the student that there are ways to help a victim without confronting the bully or the group.
 - Help the student come up with ideas, such as:
 - Asking the victim if they are okay.
 - Calling or texting the victim, writing them a note, or posting something nice about them online.
 - Tell the victim you are sorry that happened, etc.

Encourage her to use www.GirlsGuidetoEndBullying.org to come up with more ideas.

HOW TO TALK TO A BULLY

No one wants bullying to happen but when it does it can be an opportunity to educate and help the bully as well as the victim.

Research has shown that bullies who do not receive help and support are more likely to be convicted of a crime, abuse drugs and alcohol, lack feelings of remorse or empathy for others, and experience high rates of depression and anxiety.

When working with these students to stop their negative actions:

- Work on building relationships with them so they are more likely to listen to your advice.
- Help the student see what was wrong with their actions.

Knowing why a student is bullying others can help you stop the bullying by finding more productive ways to meet these needs. Students might bully other students for several reasons:

- They are having trouble at home.
- They lack self-esteem
- They want to make sure they stay a part of the group.
- They bully someone to maintain or increase their status in the peer group.
- They are jealous, unhappy, or feel powerless.
- They are looking for attention.

Teachers, before reading over the following information and guidelines for talking to a bully, download and read **“If You Think You are a Bully (PDF)”** on Girls Guide to End Bullying. This PDF can be found in any of the “Bring It Together” sections. This will give you a better understanding of how The Girls Guide approaches bullies and how we suggest bullies work to change their behaviors.

Things to think about when addressing the bully

- Do not match the bully's level of negative emotions. This can generate feelings of hostility and can escalate the negative behavior.
- The student may react with extreme emotion like anger or crying. Try to not take this personally, but rather maintain a calm, assertive tone and wait for the student to calm down.
- The student may try to lay blame on someone else or even blame the victim. When this happens, focus on the behavior of the bully rather than the others involved.
- Do not talk with the bully and victim in the same room or ask them to sit down and work the problem out.
- Keep notes of dates and times you talked with the bully or witnessed instances of bullying. If the bullying becomes serious or chronic, it will be good to have this information when talking to other school staff or the bully's parents.

In cases of minor bullying incidents:

Talk to the Bully Privately

- This will help keep everyone calm.
- This can help the bully from becoming aggressive or defensive.
- If you must talk with a bully in the public, do so briefly and in an assertive manner. Then arrange to meet with them later.

Focus on the Action Not on the Person

- Try not to attack the bully as a person (e.g. what is wrong with you or why are you so bad).
- Focus on the fact that the behavior is wrong and why the behavior is considered bullying.
- Stress that the behavior will not be tolerated.

Voice Concern about the Victim

- Explain how the bully's actions can have consequences for the victim.
- Ask them to imagine themselves in the victim's place and how they might feel.

Voice Concern about the Bully

- Explain how the bully's actions affect them negatively too.
 - People may be afraid of them and might keep their distance.
 - They may form a negative view of others.
 - They may have difficulty later in life forming strong respectful relationships and friendships.
- Express to the student that you want to help them and support them.
- Remind the student about the conduct policy in your school and if necessary discuss further consequences.
- Give to the student or suggest the student read "If You Think You Are A Bully (PDF)" on the website. This PDF can be found in any of the "Bring It Together" sections.

If the bullying is serious or is a chronic pattern of bullying is apparent:

- Involve other school staff
 - Involve school counselors, psychologists, or principals.
 - Explain what is happening, who is involved and your suggested plan of action.
- Arrange a conference with parents
 - Ask the parents to come in to speak with you and other school staff face-to-face.
 - Inform the parents about the student's behavior and why you contacted them.
 - Express that the school cares about the student's success both academically and socially.
 - Explain that this meeting is not about who is "right or wrong" but rather about ending the bullying behaviors.
 - Stick to the facts. Do not give your own opinion about why the student may be acting this way.

- Explain how the school has handled it thus far and the plan of action in the future.
- Ask for the parents' support in helping the student stop these behaviors.
- Ask if the parents have any questions

Suggest that parents check out The Girls Guide: www.GirlsGuidetoEndBullying.org and download the Parent Manual. The Girls Guide's **Parent Manual** will not only help parents use The Girl's Guide web-based intervention but also provides parents strategies to:

- Control their own emotions.
- Talk to their daughter about being bullied.
- Talk to their daughter's school about bullying.
- Help their daughter if she is the bully.
- Talk to their daughter about being a bystander.

Chapter 5: Encouraging Bystanders to End Bullying

It is important to encourage bystanders to take a positive stand against bullying.

Research has consistently shown that the best way to stop bullying is to get bystanders involved.

If teachers are able to help students become aware of this role and what to do, there is a greater chance that students will be empowered to take an active role in preventing bullying inside and outside of their school. This is important because:

- Bystanders witness the majority of bullying while teachers and school staff do not.
- Most incidences of bullying happen because the bully is trying to gain status in the peer group. If bystanders do not reward the bullying in this way, the bullying stops.
- Bullies will be less likely to bully when they think their peers will stand up to them.
- When bystanders decide to act, reporting of bullying increases.
- Victims who are supported by bystanders report they are less rejected by peers, less depressed, and feel more confident about handling bullying on their own in the future.

There is no neutral role in bullying. Either you are supporting the bullying or you are standing up to it.

Some ways bystanders support bullying are:

- Laughing.
- Pointing.
- Passing a rumor.

When bystanders do nothing to stop the bullying:

- The bully thinks: “You agree with my actions.”
- The victim thinks: “You feel the same way as the bully.”
- Other bystanders think: “If you are not standing up to the bully, I am not going to either.”

Why don't bystanders intervene?

- They are scared or worried about becoming the next target.
- They think everyone else agrees with the bully.
- They don't know what to do to help the victim.
- They don't realize the action is bullying.
- They benefit in some way from the bullying.

WHAT SHOULD I DO TO HELP BYSTANDERS?

- **Support:** Bystanders are not going to take action against bullying if they do not feel supported by you and other staff. There are risks involved with standing up to a bully or comforting a victim. Reduce this risk by being open about bystanders, the actions they should take, and your support for this.
- **Educate:** The Girls Guide can be used to increase bystander action against bullying. The section “If You See This Happening” in The Girls Guide covers this information. The following are general principles that will be covered:
 - Make students aware of what a bystander is and how their own behaviors towards bullying can encourage or discourage the bullying.
 - Help them take responsibility for their actions and realize they should intervene and support the victim.
 - Teach students skills and strategies they can use to intervene or help the victim when they see or hear about bullying.

Chapter 6: The Difficult Student

The student that is difficult for you is often difficult for students.

Take a moment and think of that student who makes your life difficult, the student who might even make you dread coming to work. Often times we think that the targets of bullying are always the weak or meek students, but the reality is that the students you have the most problems with may bully others as well as be the targets of bullying.

When dealing with these students, remember:

- For the same reasons you find the student difficult, other students will target them for bullying.
- Just because this student might bully other students, it is not OK for students to bully them.
- Other students may target this difficult student in retaliation for making your life difficult.

The most important things to remember when dealing with this student:

- Be aware of your body language and behavior towards this student. Other students are very perceptive as to how you feel about another student. If they feel you dislike this student, they may feel it is a pass to bully the difficult student.
- Be careful not to ignore other students bullying the difficult student.
 - It is easy to think that the difficult student might deserve the treatment. They could be taught a lesson.
 - Not only is this wrong but ignoring this behavior will only escalate the problem and make the student more difficult for everyone.

WHEN DEALING WITH A DIFFICULT STUDENT

Be Understanding

- If the student is making life hard for you, life is probably also hard for them.
- Because of their behavior problems, they may not have many friends, and other teachers may have a negative attitude toward the student.
- This can become a vicious cycle -- these students behave negatively and then others react negatively towards them and then they react negatively towards those reactions.

Be Preventative

- Try to stop the behaviors before they start.
- Be clear and specific about your expectations of students.
- When you handle disruptive or difficult behavior, be as consistent as possible. This includes dealing with the smallest disruption.
- Once a student has acted out or become disruptive, deal with it immediately. Ask the student to stop the behavior in a firm but fair tone.
- Provide regular feedback to students about grades and classroom behavior. Many times students do not realize what they are doing is disruptive. Indicate what they are doing right and where they can improve.

Don't Make it Personal

- Remember, these students are often having problems in other areas of their life. You might be seeing behaviors that are in reaction to these problems.
- Taking it personally will only make the problem worse.
- Make sure you make it about the behavior and not about the student or their character.

Change Doesn't Happen Over Night

- Understand that it took some time to develop these bad habits and behaviors, so it will take time to overcome them.
- Student's behaviors **can** change with the help and support of their teachers.

Do Your Homework

- Talk to other teachers. Has anyone had problems with this student, has anyone been able to reach them?
- What do the discipline records say? How long has this been going on?
- Have their parents been contacted about this behavior?

TIPS FOR TALKING TO A DIFFICULT STUDENT

- Try to put yourself in the student's shoes. Try to see what the motivation is behind the disruption/problem/issue.
- Convey your interests and concern for the student.
- Try giving positive feedback before negative. Talk about their educational objectives and aspirations. Try connecting to the student on something other than their negative behavior.
- Listen to the student.
- Ask how they would resolve the issue. This will give them some ownership of the problem and solution. Ask how they would handle the situation if they were the teacher.
- Focus on the behavior not the student's personality.
- Remind the students of your expectations of them.

Chapter 7: Practical Strategies for Ending Bullying in Your School and Classroom

Many of these ideas came from directly from teen girls we have worked with. Pick ideas that you think would work best for your school and classroom. This chapter is divided into two sections:

- Ideas to help end bullying school-wide.
- Ideas to help end bullying in the classroom

SCHOOL-WIDE IDEAS TO HELP END BULLYING

HELP STUDENTS PLAY A MORE INFLUENTIAL ROLE IN ENDING BULLYING

- Create anti-bullying clubs or groups
 - Start an afterschool or lunch program that is an anti-bullying safe group for students.
 - The goals of this group would be to :
 - Support victims of bullying and give them a place they can go and talk and not feel alone.
 - Discuss topics about bullying.
 - Organize and lead projects listed below.
 - Keep school staff and students aware of bullying and ways to prevent it.
- Recruit older trusted students
 - Can be mentors and form a peer-mentoring program aimed at helping victims of bullying and educating younger students about bullying.
 - Identify groups or pairs of students that can work together.
 - Can prepare mini-lessons using Girls Guide to End Bullying for the younger students.

- Develop student led presentations about bullying
 - Can share presentations with other students, at faculty meeting, or PTA meetings.
 - May cover information ranging from statistics on bullying, new ways students are bullying each other, and ways to stop it.
- Use the fine arts
 - Conduct a fine arts contest around an anti-bullying slogan. Ask for submissions of posters, songs, poems, dramas and short essays.
 - Display the anti-bullying artwork around the school.
- Utilize public space in your school
 - Create a “Safe Hallway.”
 - Pick a hallway and hang anti-bullying posters, stories and art work that talk about bullying, giving pointers on how to deal with bullying, and places students can go to get help.
 - Have a class adopt certain hallways and decorate them with anti-bullying posters.
 - Help students create a peace garden where victims can go.
- Homeroom Challenges
 - Challenge homerooms to “Nice it Forward” every day for a week.
 - The “Nice it Forward” movement is the use of social media to say nice and positive things about students in school.
 - Homeroom door decoration challenge around an anti-bullying theme.
 - Anti-bullying bulletin board or banner contest.
 - Each homeroom decorates a “safe-hallway”.

USE SOCIAL MEDIA

- Develop a Twitter and/or Facebook account
 - Post statuses about bullying:
 - Tips of the day.
 - Statistics about bullying.
 - Tips on what to do if you are being bullied or see it happening.
 - Students and teachers can leave messages about things they have seen throughout the day such as good deeds, compliments or seeing bystanders stand up to bullying.
 - Students can post anonymous questions about bullying.
 - Have a link on the account informing students about who they can talk to at school and how they can report bullying.
 - Students and teachers can make posts that “Nice it Forward”.
 - Students can talk about and discuss their own experiences with bullying and how they coped.

USE THE NEWS

- The school newspaper
 - Ask students to submit anti-bullying articles and stories to the school newspaper.
 - Follow other positive anti-bullying stories at other schools and write articles about these.
 - Do spotlights on teachers and other school staff who may be point persons who deal with bullying.
 - Print weekly tips on what to do if you see someone being bullied or are being bullied.

- Monthly pamphlet
 - Set up a monthly pamphlet or newsletter dedicated to educating students and parents about bullying
 - Have these pamphlets in areas where students can see and pick them up.
- Morning announcements
 - Use the morning announcements to talk about bullying.
 - Give quick “daily tips”.
 - For a week, every morning talking about bystanders and what they can do to stop bullying.
 - Help students make anti-bullying videos to play on the morning news or in homerooms.

ANTI-BULLYING CAMPAIGNS

- Have a week-long campaign
 - Have one short assembly explaining to the students how the campaign will work, what will happen each day, and why the school is doing it.
 - Pick a different type of bullying to focus on each day of the week.
 - Hold workshops, team building activities, role playing, etc.
 - This can be a good time to hold homeroom challenges, “Nice it Forward” challenges, and student led presentations.
 - Show anti-bullying videos and PSAs students have made.
- Wear pink campaign
 - Pick one day of the week that students wear pink to show their support for stopping girl to girl bullying.

FOCUS ON FRESHMEN

Research has shown that freshmen experience high rates of bullying. We have heard the same sentiments from girls we have worked with on this project. Giving freshmen a support system can be a good way to curb the negative effects of victimization.

- Freshmen-Teacher mentoring program
 - Before the start of the school year, assign teachers a certain number of incoming freshmen.
 - Let students know who their assigned teachers are and that they can talk to them about anything from problems with being bullied to academics.
 - Teachers will work on forming positive supportive relationships with these students.
- Freshmen Friends Club
 - Older students are assigned an incoming freshman (chosen by teachers) to work with and support throughout their first year of high school.
- Freshmen Academy
 - Freshmen take core classes (math, science, English) together.
 - These classes would also be in the same hallway which limits the movement of freshmen around the school.
 - This gives freshmen a chance to make friends with other freshmen and gives teachers the chance to get to know the freshmen class better.

ALTERNATIVE WAYS FOR STUDENTS TO REPORT BULLYING

- A designated teacher or group of people
 - Put together a group of designated staff who will give students direction when considering telling an adult.
 - This group will also give students reassurance that there are people in the school they can talk to who care about what they are going through.

- Bully Boxes
 - Keep locked boxes outside of designated classrooms and offices where students can report bullying that they are experiencing or have seen.
 - Express to students to write on the note exactly what happened and if there is someone specific they would like to talk to.
 - Use our Bullying Report Form found on page 60.
- Online reporting
 - Set up an e-mail that is just for reporting bullying.
 - Students are good at communicating through e-mail and online, so they may be more comfortable talking about what happened this way.
 - Set up a website for reporting bullying.
 - Students may feel more comfortable reporting what they are going through or seeing if they are allowed to do it through a computer.
 - These can be monitored by a group of teachers, a counselor, or even a group of selected students.
- Anonymous reporting
 - Express to students that when they report seeing bullying, no matter how they report it, they can choose to do so anonymously.
 - This will encourage students who might be afraid of being the next victim to come forward about things they are seeing in and out of school.

IDEAS AND ACTIVITIES TO HELP STOP BULLYING IN THE CLASSROOM

STRATEGIES FOR STOPPING BULLYING IN YOUR CLASSROOM

Have high expectations for student behavior

- Low expectations happen when teachers do not establish clear expectations or do not intervene when they see bullying or other misbehavior.
- Let the students know you have expect that every student should:
 - Have a positive school experience.
 - Feel safe and secure.
 - Be accepted.
- Reinforce that each student needs to:
 - Respect each other.
 - Be friendly.
 - Be considerate.
 - Help students who are being bullied.
- Go over these expectations periodically and state them clearly.

Be open about bullying

- Many students believe that teachers don't care if they are being bullied or that the teacher will just make it worse if they tell. By talking about bullying in your classroom, students will see that you are aware that bullying is happening, you understand it, and you don't condone it.
- What to tell the students:
 - You know bullying happens in and outside of the classroom.
 - They can always talk to you if they want to and that you will keep the conversation confidential.

- That there is a difference between tattling and telling.
- There are things they can do to help them.
- You have helped students before when they have been bullied.
- Share your own stories of bullying.
- Have open discussions that cover topics of bullying.
 - See Group Discussion sections in our Lesson Plans for ideas.

Be available

- Make time to meet with students, both students you have seen being bullies in your classroom as well as victims.
- Have office hours or times that students can come talk to you if they need to.
- Be specific about when students can come talk to you and why they can come talk to you.
- Give students other outlets to reach you such as an email address. Students can be afraid to tell adults face-to-face about bullying. Having another option will increase the likelihood that they will talk to you.
 - Have your e-mail address:
 - On the class syllabus.
 - On your chalkboard at all times.

Form positive and supportive relationships with students

- When asked why students do not talk to teachers about being bullied, students tell us there is no one they trust or no one with whom they have a close relationship.
- We understand that it is not realistic to form close supportive relationships with every student you come in contact with in the school.
- We suggest doing two things:
 - Work on forming relationships with several specific students you know or think are being targeted for bullying.
 - Try to make a strong connection with students in your class.

- Connect with students on a more personal level through class activities.
- Encourage students to come talk to you or chat about small and large problems.
- Offer to hold bi-weekly or monthly one-on-one student meetings.

ACTIVITIES TO USE IN THE CLASSROOM

- Learning to Identify Bullying
 - This activity gives students the ability to recognize bullying and learn the vocabulary to share what is happening.
 - Split students into five groups and assign each group a different type of bullying.
 - Give each group a poster sized piece of paper and ask them to write down the type of bullying they were assigned in the middle of the poster.
 - Have the students think about and write down what their type of bullying looks like, feels like, and sounds like to the victim. Encourage them to describe that type of bullying without defining it.
 - Have each group tape their poster to the blackboard and hold a class discussion about what is written and anything that might be missing.
 - Express to the class that some acts of bullying may seem small but to the victim they can have devastating effects.
- Positive Pieces
 - This can be good to use in homeroom.
 - Have one student a day sit in front of the chalkboard.
 - Have students walk up and write positive things about that person behind where they are sitting.
 - Take a picture of each person and post them on a bulletin board in your classroom.

- What do you want to be remembered for?
 - Before the students come into class, write in relatively large words “How do you want to be remembered?” across the board. Cover the rest of the board with words that have to do with bullying. Repeat words if necessary.
 - Bullying, teasing, gossip, rumor, mean, cyber bullying, excluding, etc.
 - Explain to the students that bullying affects not just the victim but the bully themselves and anyone who witnesses it. Ask students to think about a time they may have bullied someone else or stood by and watched it happen without helping the victim.
 - Tell them that they have a chance to change their behaviors.
 - Ask each student to come up and erase a word on the board and replace it with a word or something positive they want to be remembered for. If you have a small class, ask students to erase and write several words.

GETTING TO KNOW YOUR STUDENTS

- Personal Narrative
 - This can be a good way to pinpoint students who are being bullied or may have struggled with bullying.
 - Ask the students to work on writing a personal narrative about an event from the past that shaped their self-image, confidence, etc. We suggest encouraging the students to write about a time they were bullied or witnessed bullying and how this affected their self-image.
 - Encourage the students to be sincere and to reveal their authentic self.
 - Ask students to share drafts with the class. Some students may not want to share their story, so emphasize that there is no pressure to share.
 - Encourage the class to share how each of the stories affected them personally.

- Journal:
 - Ask students to keep a journal that would be shared with you.
 - Ask students to keep daily or weekly journals.
 - Give them specific topics to write about such as:
 - Bullying
 - Being a bystander
 - Self-esteem
 - Bullying they have witnessed
 - Times they did and did not stand up to bullying
 - Who they can talk to about bullying

APPENDIX

TEACHER ACTION PLAN

After reading over The Manual, fill out your own action plan. Use the prompts below to help you think about what you are already doing to help stop bullying and areas that you can improve.

- 1) CHAPTER 2: What is bullying? Write out your own definition of bullying.

- 2) CHAPTER 3 & 4: Think about what you are already doing to address bullying in your classroom and school. Think about what you would like to do to improve your skills and confidence to intervene when you see bullying.

- 3) CHAPTER 5: Think about how you already support bystanders and what you would like to do to encourage more bystanders to stand up to bullying.

- 4) CHAPTER 7: Think about and write down several actions, activities or ideas you will use to end bullying in your classroom and school.

BULLYING REPORT FORM: TEACHERS

1. Date: _____
2. Person reporting the bullying
 - Victim, name _____
 - Peer/bystander, name _____
 - Someone else, name _____
3. What happened?

4. Who was involved, including anyone who witnessed the incident?

5. When and where did the incident take place?

6. Has this happened before? How often?

7. Have you reported the incident to anyone else?
 - No
 - Yes
 - To whom: _____
8. What have you done to try to resolve the situation yourself? If the student is a bystander, what did they do when they witnessed the bullying?

9. Is there any evidence of the bullying such as pictures, notes, emails, photos, text messages?

10. Is there anything else you think should be noted?

Teachers: On your own consider the following...

1. Based on the information acquired this is:

- A disagreement or misunderstanding:** Both parties are equal in power and both want a resolution, infrequent, both show emotional reaction (Conflict Resolution Form)
- A single instance of bullying:** Imbalance of power (may not be apparent), the hurt was purposeful, strong emotional reaction from victim, bully has shown no effort to resolve problem (Short Term Action Plan)
- Repeated instances of bullying:** Bullying has become chronic (Short Term Action Plan, Long Term Action Plan, others may need to be involved)

State reasoning for choice:

2. What is the seriousness of the incident?

3. Should others be informed and involved? If yes, then who?

4. If the victim is reporting the incident: did you discuss each of these with the student?

- Yes
- No

5. If the incident was bullying and is not threatening and the victim is not a danger to herself use our Short Term Action Plan.

6. If the bystander is reporting the incident:

- Discuss with the bystander whether or not you are going to take further action.
- Ask if they want to be involved in the next steps of the process such as talking with the victim about what happened.
- Help them come up with ideas of how they can support the victim.

CONFLICT RESOLUTION FORM

If you believe the incident is a result of a disagreement or a misunderstanding, explain to the student why you think this is a conflict and go over this form with them. This will help the student understand what might have happened and how they can resolve the conflict.

When going over this form avoid side issues and focus on the conflict and how to solve it.

1. What happened?

2. What is the conflict from **your** point of view? What actions did **you** take to make the situation worse? What actions did **you** take to make it better?

3. What do you think the conflict is, from the **other person's** point of view? What actions did **they** take to make the situation worse? What actions did **they** take to make it better?

4. What do you want, need or think should happen?

5. List 5 actions you can take to resolve the conflict.

1. _____
2. _____
3. _____
4. _____
5. _____

Follow up meeting? _____

ACTION PLAN: SHORT TERM

Use this Action Plan to help support the student in coming up with ideas for ending the bullying.

1. Date: _____
2. Once you have filled out the Bullying Report Form, make sure you both have an understanding of the situation before you proceed.
3. Make sure you both have an understanding of the confidentiality of the conversation and action plan unless otherwise noted.
4. What does the student want out of this meeting?
 1. _____
 2. _____
 3. _____
5. Brainstorm strategies to use: (Use strategies listed on **GirlsGuidetoEndBullying.org**)
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
6. Discuss each of these strategies and whether or not they can and will help the situation.
7. Decide on 3 to 4 strategies the victim feels comfortable using. Give specific details about how she is going to use these.
 1. _____
 2. _____
 3. _____
 4. _____
8. Practice each of these.
9. Make a copy of this form for the both of you.
10. Encourage the student to visit **GirlsGuidetoEndBullying.org**

ACTION PLAN: LONG TERM

If the bullying is chronic use this action plan to support the student in areas of self-esteem, confidence, and social support. These are ideas that teachers, counselors, and school psychologists can use to form a more in-depth plan for the student.

Date: _____

Identifier: _____ (We suggest using an identifier other than the students name to maintain confidentiality, such as student ID number.)

Choose 1 or 2 items from each section.

1. Developing and building confidence:

- Start small: Have the student think about something she can do well, easily and immediately. It needs to be something that demonstrates that she is capable of doing something she sets her mind to.
- Use visualization: Have the student read our activity about visualization. Then have her imagine herself as the confident person she would like to become. Ask her to think about how she would feel, how others would see her, what her body language looks like, how she would talk. Ask her to practice doing this every morning while she is getting ready. Ask the student to write down a description of this person and the attributes she observes.
- Use affirmations: Help the student come up with an affirmation that she can repeat to herself throughout the day. This is also good for helping to control emotions. Tell her to use this affirmation when she starts feeling stressed or upset about the bullying. For example if the student feels she is not good enough, have her say "I like myself just the way I am."
- Do something that you are good at: Have the student list several things she is good at. Have her pick one thing and together come up with a way that she can do this over the next week.
- Set goals: Have the student set goals for herself in other areas of her life such as setting goals for her future, for her academics, for other relationships.
- Leadership opportunities: Help the student find leadership opportunities within her community such as at school, church, sports, etc. These will encourage responsibility and independence, can ease fears of trying new experiences.

Other ideas:

GOALS: Choose 1 or 2 of the above suggestions and write about how you are going to accomplish each of them.

2. Encourage positive connections with others:

- Become a tutor: Have the student help or tutor another student who is younger than her.
- Volunteer: Find volunteer opportunities the student can engage in such as becoming a big sister, volunteering at a nursing home, etc.
- Make connections: Suggest several groups student can join at school or have the student think about groups she can join outside of school.
- Understanding relationships: Talk about what a healthy friendship looks like and how to tell if yours is healthy or unhealthy and what she can do.
- Peer mentoring: Pair the student with another older student in the school who you feel would have a positive influence on her.
- Other ideas:

GOALS: Choose 1 or 2 of the above suggestions and write about how you are going to accomplish each of them.

3. Assertiveness training and social skills:

- Understanding strategies: Learn and role-play different types of strategies such as passive, aggressive and assertive. Talk about body language and how this makes a difference
- Make an Assertiveness Bill of Rights: Have the student make a list of things she is allowed to do in healthy relationships such as, "I have the right to be respected by others or I have the right to say no."
- Conflict resolution skills: Work on conflict resolution skills such as listening to the other person or trying to understand why they feel or act the way they do.
- Other ideas:

GOALS: Choose 1 or 2 of the above suggestions and write about how you are going to accomplish each of them.

4. Emotion regulation:

- Music: Listen to music that relaxes you or excites you in a positive way.
- Healthy choices: Exercise and try to eat healthy, avoid caffeine, avoid drugs or alcohol.
- Complete activities: There are a number of activities on the website designed to help students with their emotion regulation. Use the breathing exercises activity or the visualization activity.
- Get your thoughts down: Writing or keeping a diary or journal can help pull thoughts together.
- Talk it out: Talk to a friend.
- Concentrate on something else: Think about what you are doing the following weekend, or count to 100.
- Build a wall around you: Imagine that any of the negative comments are bouncing off the walls and not getting to you.

Positive self-talk: Say things like, "I am better than this" or "I deserve respect because I give others respect."

Other ideas:

GOALS: Choose 1 or 2 of the above suggestions and write about how you are going to accomplish each of them.

5. Counseling:

Meeting with a guidance counselor

Meeting with school psychologist

Other ideas:

STUDENT REPORT FORM

Use the following form to write down what happened, who was involved and what you want to happen next. Bring this form to your meeting with your teacher or other school staff. Visit GirlsGuidetoEndBullying.org for more information on what you can do right now to help stop the bullying.

Name: _____ Date: _____

What happened and where did it happen?

List everyone who was involved or who witnessed it:

Think about how you we can work to solve the problem? List some ideas

STUDENT REPORT FORM

Use the following form to write down what happened, who was involved and what you want to happen next. Bring this form to your meeting with your teacher or other school staff. Visit GirlsGuidetoEndBullying.org for more information on what you can do right now to help stop the bullying.

Name: _____ Date: _____

What happened and where did it happen?

List everyone who was involved or who witnessed it:

Think about how you we can work to solve the problem? List some ideas

Actions to Take: Teachers Guide

