



As Snoopy supported the Peanuts Gang & all 7 siblings, we, as educators, support youth. Our job is to change bullies' aggressive behavior into being more socially acceptable and create a safe environment for learning. Bullying is not new. The name has changed, but the concept remains the same: a power imbalance between the bully & the victim. Bullying is heartbreaking to the victims, the bystanders, & the bully. Today, bullying is more specific: physical aggression, verbal hostility, gossip, social alienation, intimidation & cyber bullying.

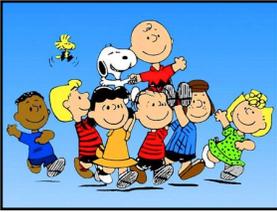
There is not a magic lesson or a curriculum which will create a culture of safety. The goal of this booklet is to give specific actions to change interactions from being aggressive to being socially acceptable. The more the acts are incorporated into the daily culture of a classroom, the better the students know one another. The more students know one another, the better the social interactions become. Brain research offers evidence that when students experience a safe class environment, their focus will change from self protection to learning. The tug of war between curriculum and time is constant. You might want to concentrate on one suggestion each week. These ideas for action are cumulative. Jump around or practice each straight through. It is up to you; there is not a correct way. The only correct way is to change the environment so every student experiences safety and learns in class.

Lesson plans and/or service projects are available by contacting Gail Wolkoff at Dedicated to Make a Change, L3C.



***“Yes, the clouds are beautiful. Look at all of those different shapes.” ~ Snoopy***

1. Stand firm against bullying and harassment. By remaining silent, students continue to be targeted. Students experience silence as acceptance.
2. Discuss bullying. Bullying is one way to get power. Share that bullying is a learned behavior.
3. Think about the difference between harassment and bullying. Is there a difference?



4. When you hear an intolerant comment, state concretely: "I will not let anyone make offensive remarks in class."
5. When mean jokes are heard, address it immediately in class. Students must experience your willingness to be involved with challenging bullying.
6. Avoid generalized statements such as: "This is not OK." Be specific. Explain the reason.
7. Enforce the expectation of respect: "In this room, everyone is welcome and treated with integrity."
8. Talk about cyber-bullying. Ask students to tell you two things about this type of bullying.
9. Post a No Bullying Poster. Explain and dialogue about the different types of bullying.
10. Let students know that she or he is supporting bullying by providing an audience.
11. Listen to students carefully. Let him or her know you take his or her words seriously.



12. Students do not tell adults because they don't think anyone can help. Listen to students and you can make a difference.
13. As students enter and exit the class, observe interactions.
14. Ask students about the climate of the halls, bathroom, and locker room.
15. Show TV shows that have a theme of bullying or teasing.
16. Engage the students in roleplaying regarding bullying myths such as: "When children are bullied, they build character." or "Adolescents are mean. It's just a phase that they will out of."
17. Offer ways for students to "report" bullying.
18. Read and discuss: My Secret Bully by Trudy Ludwig.
19. Introduce the term: "person in the middle". Discuss what bystanders can do about bullying and what is usually done.
20. Present a random act of kindness at the start of each class.
21. Have each student think of someone she or he considers to be kind. Discuss.
22. Hold students responsible for kindness.
23. Incorporate weekly service projects. Service projects support learning and encourage kindness.
24. Expect manners. Remind when to use excuse me, sorry, please, thank-you.





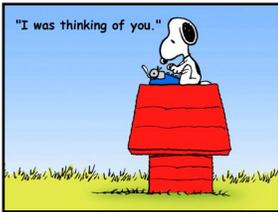
25. Find resource materials which represent all students in the school and the greater community.
26. Get: Planning to Change the World, a plan book for social justice teachers. [www.edliberation.org](http://www.edliberation.org)
27. Get: a Peace Calendar from the Syracuse Cultural Center. [syracuseculturalworkers.com](http://syracuseculturalworkers.com)
28. Hang of poster of the Universal Declaration of Human Rights in your classroom.
29. Hang a “What’s Up? South!” world map in your classroom.
30. Recognize holidays for all cultures.
31. A good deal of communication happens nonverbally. Learn the nonverbal communication for different cultures and ethnic backgrounds.
32. Alternate boy/girl and mix ethnic backgrounds each time you call upon a student.



33. To ensure each student sees himself or herself reflected and represented, use all pronouns when referring to parents or guardians: mom/mom, dad/dad, mom/dad, mom, dad, grandparents.
34. Hold students responsible for accepting differences.
35. Model inclusion by having conversations.
36. Start sentences positively; avoid starting with “no.”
37. At the beginning of each class ask if there are any questions. Answer questions curriculum related or not. An alternative way to initiate discussion is to ask for thoughts.
38. Sit down and listen. Answer questions, if asked, otherwise remain a listener.
39. Discuss the impact language has on the ways we see ourselves and the importance of describing people with accurate and respectful terminology.
40. Set up and enforce class expectations.
41. Language is constantly changing as terms and words are introduced. Have students use complete words. For example: “What is the difference? instead of “What is the diff.”



42. Be familiar with Urban Dictionary. Read entries and think about them.
43. If a student is out of class for more than a day, ask: “Does anyone know anything about (NAME of student)?”

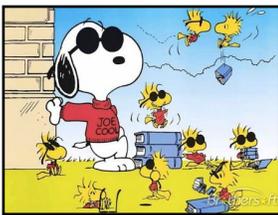


44. Have conversations with each student.
45. Every few weeks, have the students write you a letter, sharing what is happening in their lives. Tell them: "This is for my eyes only!"
46. Learn how to correctly pronounce each student's name. Expect each class member to use the correct name
47. Ask: "By using first names, who can name each person/student?"
48. Discuss the word "friend." What is a friend? Listen to all the ways the word friend is used.
49. Greet students by name, at the door, as they enter.
50. Welcome the class and ask how the day is going. Be honest; share a moment or two of yours.
51. Put a safe place logo on the classroom door.
52. Smile.
53. Be kind.
54. Laugh with the students.
55. Tell Jokes: <http://www.ducksters.com/jokesforkids/silly.php>
56. Create a Facebook page. Accept students as friends. Respond, kindly, to postings.
57. Discuss protocol of using Facebook.
58. Play music as students arrive and during work time. Music should represent each community; ethnically, religiously, and the variety of family structures.
59. Have each person bring in a favorite song. During work time; play a different song. State positive comments may be made. Put the name of the song and artist on the board.
58. Daily: write the date on the board.
59. Daily: write the homework assignment on the board.
60. Leave time to copy assignments and notes.
61. To ensure understanding, leave time to discuss homework.
62. Let the students know you will call on them with or without hand being raised. If called upon, they may say pass.
63. Give think time. When asking a question state: "Do not raise your hands immediately." Wait a minute before calling on a student.
64. Display work. Make sure when work is shared that the grades are not seen. Write them on the back or on a separate evaluation.





65. Share a current event and ask for thoughts.
66. Be willing to change your lesson plans. Listen to suggestions. Use suggestions. Students know what they need for learning.
67. Set up student study teams. Change teams monthly. Give time for the teams to work together.
68. Institute a “three before me” process: ask the students to ask three of their classmates or use three resources before the teacher is asked for the answer.
69. Assign work groups and partners.
70. If homework needs to assigned, assign 20-30 minutes .
71. Use a syllabus. Post it in the class room, on line, and outside your classroom.
72. During work time, let students go to the library or other work places. Have students return to the classroom before the end of the period.
73. Make an agenda for class. Let the students know how long a lesson will take.
74. Share a current event and ask for thoughts.



75. Tell students they may sit where they want, BUT, a new seat has to be taken each day.
76. Let students sit next to friends. Each day sit next to someone different.
77. Seats can't be saved.
78. Assign seats.
79. Randomly move the desks to new spots.
80. Let students move around the classroom.
81. Have a variety of chairs in the room. Comfort is important for learning.
82. Let students sit on the floor or stand during lessons.
83. Arrange the desks so students see one another.
84. Have extra pencils, pens, paper, and other needed school supplies.
85. Allow drinking of water and eating “healthy” snacks during class.
86. Role model drinking and eating.
87. Before dismissal, have each person pick up her/his area.
88. Set up and enforce classroom expectations.
89. Discuss Ghandi's quote: “Anger and intolerance are the enemies of correct understanding.”
90. Put flowers in your room.

