



Great Public Schools for Every Student

Creating Bully-Free Environments within Structured Settings

Educators successfully create safe, bully-free environments within structured settings.

Key Method

The educator collaborates with students to develop a list of problems related to bullying that students have experienced in a structured learning environment. The educator and students then create a list of positive expectations regarding the identified issues and create an action plan using if/then statements for students and adults that can help guide them through prevention and intervention strategies.

Method Components

Key Components of Creating Bully-Free Environments in Structured Spaces:

1. Identify with your students the types of bullying that occur in structured learning settings in your school.
2. Involve your students in creating a list of expectations regarding bullying issues in your learning environments.
 - These should be stated positively.
 - They should support school-wide policies.
3. Use if/then statements to create an action plan to prevent bullying and show how to intervene if bullying does occur.

Examples:

1. *If my partner calls me 'dumb', then I will explain to them why it hurts my feelings when he says those words to me.*
2. *If someone tells me that 'I hurt their feelings with my words', then I should apologize and try to be mindful of my words and change my behavior next time.*

Example Strategies:

- Hold regular class meetings
- Be a role model
- Make expectations clear
- Reward good behavior
- Give one-to-one feedback
- Help students correct their behavior

- Teach empathy
- Use restorative justice techniques
- Follow up

Supporting Research

Leff, S. & Munro, J. (2009). "Bully-Proofing Playgrounds During School Recess." Education.com.

<https://www.education.com/reference/article/promoting-social-skills-prevent-bullying/>

Press Office (2012). "U.S. Department of Education Provides Guidance to Help Classroom Teachers Combat Bullying." U.S. Department of Education.

<https://www.ed.gov/news/press-releases/us-department-education-provides-guidance-help-classroom-teachers-combat-bullying>

O'Brennan, L., & Bradshaw, C. (2013). "Importance of School Climate." National Education Association.

http://www.nea.org/assets/docs/15584_Bully_Free_Research_Brief-4pg.pdf

Rigby, K. & Slee, P.T. (2008). "Interventions to reduce bullying." International Journal of Adolescent Medicine and Health, 20, 165-83.

http://www.bullyingawarenessweek.org/pdf/Bullying_Prevention_Strategies_in_Schools_Ken_Rigby.pdf

Cornell, D. & Limber, S.P. (2015). "Law and policy on the concept of bullying at school." American Psychologist, 70.4, 333-43.

<https://www.apa.org/pubs/journals/releases/amp-a0038558.pdf>

Desouza, E.R. & Ribeiro, J. (2005). "Bullying and Sexual Harassment Among Brazilian High School Students." Journal of Interpersonal Violence, 20.9, 1018-038.

https://www.researchgate.net/publication/7693543_Bullying_and_Sexual_Harassment_Among_Brazilian_High_School_Students

Resources

Website Resource

<http://www.bullyfree.com/free-resources>

Website Resource

<http://www.nea.org/home/neabullyfree.html>

Bright Hub Education: Keeping Schools Safe for Everyone

<http://www.brighthouseeducation.com/classroom-management/128030-how-to-keep-schools-safe-for-everyone/>

NEA edCommunities

https://www.mynea360.org/_ui/core/chatter/groups/GroupProfilePage?g=0F9600000004Wq4

See Dave Foley's article "Six Classroom Management Tips Every Teacher Can Use."

<http://www.nea.org/tools/51721.htm>

Dr. Ken Shore's article "Bully-Proofing Your Classroom" reveals how one can foster a climate of cooperation and caring.

http://www.educationworld.com/a_curr/shore/shore070.shtml

Website Resource

<https://www.stopbullying.gov>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a "Passing" evaluation for Parts 1 and 3 (Overview Questions & Reflection), and a "Proficient" for Part 2 (Work Examples / Artifacts).

Part 1. Overview Questions

300 word limit

Submit a list of bullying situations that have happened in your learning environment. This should be created with your students.

- **Passing:** The list of bullying situations includes at least 5 situations that fall under the definition of bullying.

400 word limit

What surprised you about what your students said regarding bullying in your learning environment? Why were you surprised?

- **Passing:** Responses include specific examples from the conversation with the students, including whether predictions were confirmed or proven false and in what way.

400 word limit

What did you predict your students would tell you when you asked them to talk about bullying in a structured learning environment? Were your predictions confirmed?

- **Passing:** Responses include specific examples from the conversation with the students, including whether predictions were confirmed or proven false and in what way.

Part 2. Work Examples / Artifacts

1. The list of classroom expectations co-created with students. Include an image of this list that shows it has been publicly posted where students and parents can see it. This could be a picture of a chart/poster that you created together (which should show it in the context where it is posted), a document that you are sending home to parents, or a link to your classroom website where you have posted the list.
2. The list of if/then statements co-created with students. Include an image of this list that shows it has been shared publicly for students and parents to see. This could be a picture of a chart/poster that you created together, a document that you are sending home to parents, or a link to your classroom website where you have posted the list.

	null	Proficient	Basic	Developing
Classroom Expectations		Classroom expectations are stated in grade level appropriate language Expectations are clear and stated in a positive manner using words that tell what to do rather than what not to do. Expectations are posted publicly for all to see	Classroom expectations may not be stated in grade level appropriate words Student voice is not evident Not all of the expectations are stated in a positive manner Expectations may be posted but not somewhere where everyone can see them	Classroom expectations are not grade level appropriate Expectations are stated in negative terms that tell what not to do instead of what should be done. Expectations not posted publicly
If/Then Statements		Statements are written in grade level appropriate language If/then statements show appropriate responses	Statements may not be written in grade level appropriate words Not all of the statements are bullying	Statements are not grade level appropriate Statements are not appropriate and don't

to real-world situations that students and adults may encounter in structured settings in your school

Statements are posted publicly for all to see

or appropriate responses to real-world situations

Statements may be posted but not somewhere where everyone can see them

apply to bullying situations

Statements are not posted publicly

Reflection

600 word limit

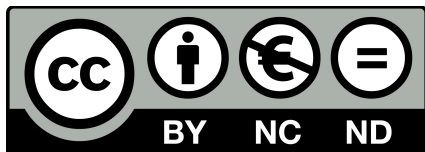
Please discuss the following points in your reflection:

How did completing this activity change your perceptions about bullying within structured learning spaces in your school?

In what ways will you change how you handle bullying in your classroom thanks to your experiences during this activity? Explain why.

Did you notice a difference in how students treated each other after doing this micro-credential? Please include specific examples.

- **Passing:** Answers include reflections on how the educator and students were impacted by this activity and use specific examples and/or quotes from the classroom experience. Specific changes in practice are noted.



Except where otherwise noted, this work is licensed under:

Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0)

<http://creativecommons.org/licenses/by-nc-nd/4.0/>