Creating Bully-Free Environments within Structured Settings

Educator successfully creates safe, bully-free environments within structured settings.

**Key Method**

The educator assesses what the students know and encounter when it comes to bullying. The educator then creates a lesson plan to teach students about bullying. Together, they co-develop a list of issues related to bullying that students have experienced in a structured learning environment. The educator and students then co-create a list of positively stated expectations behaviors of how they will treat each other. Lastly, the class will develop a check in system to monitor progress.

**Method Components**

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

1. Administer a pre assessment to determine what your students know and encounter when it comes to bullying. The following resource could be helpful with this step. [https://www.stopbullying.gov/prevention/at-school/assess-bullying/index.html](https://www.stopbullying.gov/prevention/at-school/assess-bullying/index.html)

2. Create a lesson plan addressing the needs of your students based on the pre assessment. Make sure to include, the definition of bullying, how you will engage students in this lesson, and any resources you’re using.

3. Identify with your students the types of bullying that occur in structured learning settings in your school.

4. Involve your students in creating a list of expectations regarding bullying issues in your learning environments. These should be stated positively and support school-wide policies. Examples might be: a classroom constitution, compact, or contract, behavior matrix, etc.

5. Work together to develop a system to monitor how everyone is responding to the expectations set together. Examples to monitor progress might be: class meeting, checks with students, surveys, etc.

**Supporting Research**


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.brighthubeducation.com/classroom-management/128030-how-to-keep-schools-safe-for-everyone/

NEA edCommunities
https://www.mynnea360.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

300-400 word limit

Describe the context of your class. What background information is important to know to understand the context of your classroom? Consider things such as grade level, subject area, any relevant cultural information, and special considerations regarding student characteristics. Be mindful not to reveal anything confidential about a student.

Respond to all of the following reflection questions. What surprised you about the pre-assessment? What did not surprise you?

What surprised you about what your students said regarding bullying in your learning environment? Why were you surprised? 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: Must respond to all parts. Responses to reflection 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

Please Note: The preferred file format for artifacts 1 and 2 is PDF.
Please submit the following three artifacts for evaluation.

**Artifact 1: Pre assessment:** Choose or create a developmentally appropriate pre assessment to gather information about your students and bullying. This might include definition, kinds of bullying, examples, and more. Address why you chose this pre assessment.

**Artifact 2: Agreement:** Submit a picture or document that shows the agreement you and your students created. Should contain at least 5 behaviors.

**Artifact 3: Progress Monitoring:** Submit an artifact that demonstrates how you are monitoring the progress of your agreement. This could be a video of a small group meeting or class meeting, a survey with student samples, etc. This should be 3–6 weeks after the agreement has been created.

<table>
<thead>
<tr>
<th>null</th>
<th>Proficient</th>
<th>Basic</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifact 1: Pre assessment:</td>
<td>Pre assessment is developmentally appropriate and gathers data about bullying. Includes justification of choice.</td>
<td>Pre assessment is developmentally appropriate and gathers data about bullying. No justification of choice is present.</td>
<td>Pre assessment is not developmentally appropriate or is not relevant to bullying. No justification of choice is present.</td>
</tr>
<tr>
<td>Artifact 2: Agreement:</td>
<td>At least five expectations are present.</td>
<td>Less than five expectations are present.</td>
<td>Less than five expectations are present.</td>
</tr>
<tr>
<td>Artifact 3: Progress Monitoring:</td>
<td>Data shows authentic student reflection in regards to the agreement.</td>
<td>Data is unclear</td>
<td>Data not present.</td>
</tr>
</tbody>
</table>

**Reflection**

550–650 word limit

Please discuss the following points in your reflection:

● How did completing these learning opportunities 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.

---

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/