

## **Stop The Violence: *Music is the Message***

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### **Overview**

Please click [HERE](http://www.youtube.com/watch?v=UF557EkiwQ) then proceed (<http://www.youtube.com/watch?v=UF557EkiwQ>)

There are ongoing acts of violence in schools between students, and often with staff, that create an unsafe climate. Frequently it is a small minority of students who repeatedly bully others or initiate aggressive and violent behavior. On Sept. 22, 2010 The Philadelphia School District identified and adopted Bullying Policy #249 to address this concern. In it is the commitment to provide “a safe, positive learning environment for district students.” It recognizes the “negative impact that bullying has on student health, welfare, and safety and on the learning environment at school that “creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence.”

The participants in my class are elementary age students, who have been identified as having repeated difficulty getting along with peers and/or school staff and demonstrate aggressive “bullying” or violent behavior. As the school counselor, teaching non-violent behavior and offering alternative responses to confrontation will also improve their self-control reducing their need for ongoing offences.

The lessons and activities in this unit incorporate an historical exploration of African American music from slavery to rap. It also provides an opportunity for students to develop their own musical prose and/or artistic style, both alone and in small collective groups. By supporting positive behavior interactions with peers that will also extend into their community, these students will become more conscious of their choices and their effect on others. In addition, students will learn the social skills needed to have appropriate interpersonal relationships, and a successful school experience.

## **Rationale**

Bullying is a persistent and repetitive problem. Violent in nature, it is often devastating when it is occurring and can have long lasting effects. Some alarming facts taken from the 2009 US Dept. of Education and US Justice Department report:

- Pennsylvania is the fourth worst state to live in when it comes to bullying.
- 32% of our 12- to 18-year-olds have been victimized by a classmate.

The 2009 National Institutes of Health and Study report:

- Of 1,782 children in grades 6 through 10, 20.8% had either physically bullied others or been bullied; 53.5% were victims of verbal bullying; 51.4% experienced relational bullying, such as exclusion, rumors, and cyber bullying.
- Bullying seems to peak in middle school--particularly in 7th and 8th grade.
- Girls are more likely to be victims of relational bullying, while boys are more often involved in physical or verbal abuse.
- Good people who do nothing enable bullying—in other words, bystanders who witness or hear about abuse, walk away, and keep silent. That includes adults.

On Sunday March 27, 2011 The Philadelphia Inquirer published their weeklong expose documenting their yearlong investigation into violence in Philadelphia public schools. Reporters interviewed “hundreds of teachers, parents, students, and education experts” about the violence witnessed daily. More than half said violence had “worsened during the last three years.” Was this fact or opinion? Had the numbers really gone up or was it just their perception? “The Inquirer obtained thousands of internal School District police reports of violent incidents dating back to 2007. They show that during the last four years serious crimes occurred dozens of times a day, in every corner of the city, at every level of school.” The investigators created a database to analyze 30,000 serious incidents – “from assaults to robberies to rapes” reported in the Philadelphia school district during the last five years. The tragic results are not opinion:

- “Violence worsened in 111 of the district's 268 schools in 2009-10. (Because some schools were closed or converted to charter schools, the district counts 257 schools this year.)
- In the district's 32 neighborhood high schools such as Audenried, the violence rate increased 17 percent over five years - to 51.1 reported incidents of violence per 1,000 students in 2009-10.
- Assaults accounted for two-thirds (66 percent) of all serious incidents, up from 61 percent five years earlier.”

Many violence prevention programs focus on what the victim or witnesses of bullying, “the by-standers,” should or shouldn’t do in response to a bully. However, the focus of this unit is to work with the offending aggressive youth- the bullies themselves. As a result, a whole different approach must be taken. It’s important when working with aggressive youth, and adults for that matter, that we do not strengthen their self-esteem.

Bullies generally have very high self-esteem, perhaps even over inflated. Peer mediation is frequently used in schools to resolve conflicts between students. However, with mediation there is an assumption that compromises by both parties need to be made and both students are held accountable. That is not the case with bullying. An incident of bullying occurs when one student clearly is the aggressor and the other student has done nothing to provoke the other and is in no way responsible. What is important when working with bullies is to hold them clearly accountable for their actions by providing consistent consequences that increase in severity with each offense. Accept no excuses! Do not allow them to minimize their behavior: "I just called him a name." A behavior plan, with clearly identified consequences completed on the first offence identifying consequences for any other subsequent offenses may impact their choices in the future. It is also important to solicit the support of any and all adults in their life, and literally have all of them sign-on to the contract. Indeed it takes a village to raise this child especially if a bully knows they will be the ones held accountable from all sides. Hopefully, developing a conscience comes later. Praise for even small non-aggressive choices they make supports a bully's gradual reconsideration of their actions. The U.S. Department of Health and Human Services offers tips to "Working with Young People Who Bully Others" and is attached in the Appendix of this unit.

## **Objectives**

This unit is intended for students in Grade 4 who have themselves been accused of, or have been disciplined for, aggressive violence toward staff or peers. Fourth is the highest grade in the school where I teach, though this unit can easily be adapted to other grades. These students spend most of the day with approx. 30 of their homeroom classmates, both male and female. With the exception of their once daily 45 minute activities class, (computer, music, P.E. or Science), and lunch, they are in the same room all day, with the same teacher.

The objectives of the unit will include the following:

- become more conscious of their actions and how it effects others
- identify qualities and characteristics of a "bully" and complete a self-inventory (before and at the end of the seminar)
- explore existing webinars, music videos and animations about bullying
- complete surveys with peers, a staff person and a person outside of the school
- read and gather information and statistics about bullying, making a personal fact sheet
- select and read at least one book about bullying at their grade level and respond to it
- consciously change their behavior through self awareness
- educate others with what they have learned, especially by example

The focus in Lesson # 1 is aligned with the Personal/Social Development to Acquire Self-Knowledge, PS:A1. The objective is to develop positive attitudes, identify their feelings and be able to express them. Self-awareness includes being able to identify personal strengths and assets in addition to identifying qualities and characteristics of a “bully” and completing a self-inventory, which is attached in the Appendix section.

Lessons #2 and #3 are aimed at the development of Interpersonal Skills, PS:A2. Effective communication skills include knowing that communication is not limited to just what is being said, but also by the ability to actively listen, not just hear. Attending to what is being said is real listening. Paying attention to the speaker includes looking at them, focusing on the content and one’s body language. Role-playing a student who is “actively listening” as opposed to just “hearing” and the role of an “audience” to the performer will also provide opportunities for participants to respect others. Respecting others will allow the students to make friends, but more importantly keep them too.

The practice and application of the skills learned in the first three sessions is the focus of Lesson # 4 - Self-Knowledge Application, PS: B1. Items covered in this content area are: knowing when peer pressure is influencing one’s response plays a huge role in the student’s interactions with victims, bullies and the by-stander. Also, the development of effective coping skills for dealing with these problems and understanding the consequences of our decisions and choices, without attempting to place blame elsewhere, is an important factor in the maturation process for young people.

Lessons #5 and #6 continue with a focus on a deeper understanding and inventory of Self Knowledge and Interpersonal Skills, PS: A1 and A2, which were identified in Lessons #1 and #2. Through the application of these skill sets, students practice their role as a respectful person giving themselves opportunities to internalize their personal growth and meaningful interactions with others.

## **Strategies**

As a counselor with a ratio of about 700:1, in a kindergarten to fourth grade urban public school, I am concerned about the ongoing negative effect that a handful of students who bully others have on their peers. Though various attempts have been made to engage their parents and classmates, and provide the classroom teacher with tools to address this problem, the same few persist. There has been an onslaught of recent news, literature, and government and non-profit agencies geared specifically toward addressing this problem. However, more needs to be done at a grass roots level to work with the bully in a non-punitive manner, not just with the victim or the bystander witnessing the incident. Most bullies have poor self-control and know no other way to interact with others.

A group of “identified school bullies” consisting of approx. 6-10 students will meet for an hour, once a week for 6 weeks, during the regular school day, 8:30 a.m. – 3:10p.m., or after school, during extra-curricular activity from 3:15-4:15. This decision will largely be

determined on the availability of one of the many classrooms that has both student computers and a “smart board” for touch screen technology. Internet access for the classroom activities, prepared lessons, student research and final presentations is an integral part of this learning process.

In this small group setting, amongst other bullying peers, the students will learn through exploring music and its message, behaviors that are different from their typical aggressive responses. By providing a safe, confidential venue, students can explore their own motivations behind their bullying, gaining, perhaps for the first time, a positive learning experience. In doing so, their self-awareness will be enhanced, reducing their need to bully. Positive social skills building with peers through the common language of music will teach them how to communicate without hurting each other’s feelings, without name calling or being physically aggressive and disruptive. They will also learn, through historical exploration, the “roots” of contemporary rap and learn vital active listening skills needed in any classroom environment. The study of the evolution of African American music through the centuries will also provide them opportunities to hear and develop a respectful appreciation of their culture in the context of prevalent social norms of the time.

This unit will utilize a variety of modalities to explore existing songs, literature and research on the topic of bullying. Students will explore age appropriate websites and lyrics to songs to gather insight into their own beliefs and discover ways they can address their own responses to others. By taking responsibility for their choices, students will develop more socially acceptable, non-aggressive skills to foster self-control. Activities will be designed so students have an opportunity to work alone, in pairs and in groups of 3-4 in order to foster self-awareness, respect for others, and skills to determine their ability to maintain their individual thought amidst peer pressure. Discussions about the songs’ content, lyrically and musically, will broaden their knowledge base and provide them with the vocabulary to discuss their thoughts in a constructive, positive manner.

### **Classroom Activities**

Students will be required to develop questions and interview another person in the group or outside the group about their favorite songs and how bullying has affected them. They will also have an opportunity to:

- write lyrics / poetry
- identifying their feelings
- communicate an incident of bullying they were involved in via “artistic expression”
- learn social skills
- put it to a “beat” using garage band or other instrumental music we will explore during the session

- record the prose, interview, song
- share their final project with others
- use artistry to communicate what they learned about themselves and their music

### *Lesson 1*

Standard : PS:A1 Acquire Self-Knowledge

- develop positive attitudes toward self as a unique and worthy person
- identify and express feelings
- identify personal strengths and assets

Icebreaker:

Social Skills Activity from *Getting to Know You: Making Positive Statements*

Facilitator asks the questions:

1. “Is it possible to always be the best or the coolest?”
2. “Can you say things about yourself without bragging or putting yourself down?”

Class facilitator goes first stating realistic strengths to model. Agree that positive self-talk and interactions are valued for artistic expression and will be a pre-requisite for group.

Objective:

Student will list five positive self-statements.

1. What do I do well?
2. What do I like about myself?

Share out lists. Practice active listening by having students state at least one strength identified by another student. Establish group standards aligned with our school wide “Bee” rules: Be kind. Be respectful. Be prepared. Be on time.

Listen to and watch videos of selected songs including slave songs, spirituals, classical, R&B, and Blues, and Rap listed under student resources and viewed in context of the social climate as well as contemporary artists compositions on the subject of bullying.

- “Louisiana/ Field song from Senegal” (2:49), Henry Ratcliff/Bakari-Badji, *Roots of the Blues*
- “Katie Left Memphis” (2:10), Tangle Eye, *Roots of the Blues*
- “The Philadelphia Gray's Quickstep,” Composed By Francis Johnson (2:09)
- Matthew H. Phillips And His Symphony Orchestra Of America, “Those Fabulous Americans”
- “Lining Hymn and Prayer” (3:38), Rev. Crenshaw and Congregation, *Roots Of The Blues*

Baby Jay – “Don't Laugh at Me”

<http://www.randomactsofkindness.org/Resources/Kindness-Links/Anti-bullying-Music-Videos.html>

Michael and Marissa “The Same” <http://www.buzzfeed.com/pal999/anti-bullying-music-video-the-same-2ncx>

Bullies Are A Pain In The Brain (Music Video)

[http://www.youtube.com/watch?v=XErt0\\_dI-MI&feature=related](http://www.youtube.com/watch?v=XErt0_dI-MI&feature=related)

Assignment: Listen to the lyrics of one of their favorite songs and list a minimum of five positive statements they heard in it. Be prepared to identify the song and the artist, child friendly versions only. Attempt a first draft of lyrics that can include some of the positive qualities about themselves or others we explored in class.

## ***Lesson 2***

Standard: PS: A2 Acquire Interpersonal Skills

- respect alternative points of view
- use effective communication skills
- know that communication involves speaking, listening, and nonverbal behavior
- learn how to make and keep friends

Icebreaker: Talk It Over: *A Card Game That Teaches Communication Skills*

Review game objectives and rules for play.

1. All feelings are okay.
2. It's okay for a player to pass and not answer a question.
3. Do not interrupt other players when they are talking.
4. Paying attention = caring what they have to say.

Listen to the music identified by students. Identify the genre; list the five positive statements in each creating a word wall of uplifting vocabulary. Provide students with the “Teaching Tolerance” Survey found in the Appendix “How Safe is Your School.” Discuss and compare answers.

View the videos and performances online that are specific to bullying, many of which were made by teens. Discuss ideas they have for final presentation, identify small group effort or team project and each student's role and responsibility. What materials, computer programs, art supplies, or equipment will they need?

Lego Animated Video

<http://www.youtube.com/watch?v=-2tTeyFhNgo&feature=related>

Student Forum: Anti-bullying

<http://www.youtube.com/watch?v=K8Dkv8J7nQs&feature=related>

Anti-Bullying Animation: “If You Help Yourself”

<http://www.youtube.com/watch?v=JP2Mng2eIBM>

Assignment: Conduct both surveys found in the Appendix from Teaching Tolerance- “How Safe is Your School” and “Staff Survey” with 5 or more staff members and 5 students. Add question to staff member’s survey to include “What was one of your favorite songs when you were my age?” Write a brief summary of their findings and be prepared to compare and discuss them.

### **Lesson 3**

Standard: PS: A2 Acquire Interpersonal Skills

- respect alternative points of view
- use effective communication skills
- know that communication involves speaking, listening, and nonverbal behavior
- learn how to make and keep friends

Icebreaker: Steps to Respect: A Bullying Prevention Program

Lesson 1 Situations

Role Play Practicing- Respectful Behavior

Social Skills Activity: Controlling Your Anger Card Game

Review game objectives and rules for play.

Objective: To teach children four anger control skills.

1. Learn what makes them angry, change their response.
2. Talk rather than act on feelings.
3. Find a positive solution to their anger.
4. Think of what they can do to de-escalate their anger.

Review previous weeks’ assignment, and the results of their survey.

Continue online “active listening” to musical content of African American music over the past 50 years, including various works from the CD *Music of Old New York*. Describe and identify the sound, rhythm, instruments, and vocal expressions used. Re-listen to songs from Lesson #1:

- “Louisiana/ Field song from Senegal” (2:49), Henry Ratcliff/Bakari-Badji, *Roots of the Blues*
- “Katie Left Memphis” (2:10), Tangle Eye, *Roots of the Blues*
- “The Philadelphia Gray's Quickstep,” Composed By Francis Johnson (2:09)
- Matthew H. Phillips And His Symphony Orchestra Of America, “Those Fabulous Americans”
- “Lining Hymn and Prayer” (3:38), Rev. Crenshaw and Congregation, *Roots Of The Blues*

Discuss the Harlem Renaissance with webinar assistance of the art, literature and poetry created. Provide each student with copy of one short biography from, Black Stars of the Harlem Renaissance: African Americans Who Lived Their Dreams.

Assignment: Present the artist studied from class to include samples of their writings, drawings, song, dance, costuming, and/or collages; creative performance encouraged.

#### **Lesson 4**

Standard: PS: A2      Acquire Interpersonal Skills

- respect alternative points of view
- use effective communication skills
- know that communication involves speaking, listening, and nonverbal behavior
- learn how to make and keep friends

The importance of a guest artist cannot be overlooked. The energy and the message that an artist portrays during a live performance is more tangible than simply listening to their sound recordings done in a studio with no live audience to play to. During a live performance the artist feeds off the people around them and vice versa, sharing a moment and a mood that is special and unique which, if done right, can result in profound and moving experience for all involved.

Guest Artist Performance/Interview: The Chestnut Brothers or TBD

*The Chestnut Brothers (Al and Ty) are a very talented singing, songwriting, production team born in Columbia, South Carolina and raised in Philadelphia, Pennsylvania. They have entertained audiences in major U.S. cities, and throughout the United Kingdom, Europe and the Middle East. Through the years, they have been privileged to perform and record with a diverse array of artists, such as, Luther Vandross, Grover Washington, Jr., Najee, The Oak Ridge Boys, Harry Connick, Jr., Harold Melvin & The Blue Notes, Billy Paul, Phil Perry, L.L. Cool J, All-4-One, Cheap Trick and Pete Seeger, to name a few.*

*This talented twosome has used their God-given singing, songwriting and production gifts to uplift the masses and since becoming actively involved with the international peace movement, they have attained a passion for social change. This can be heard in several of their original songs; especially their theme, "Stop the Violence." As a result, they've been anointed globally as Goodwill Ambassadors, Musical Messengers and Princes Of Peace (<http://www.chestnutbrothers.com/>).*

Experience live music and have an opportunity to discuss the process of creating, the evolution of an idea, and the presentation of a final product.

Q and A forum: brainstorming their ideas for projects, where their projects are headed with an established artist, etc.

Assignment: Meet with your partner/team. Develop a detailed draft for the final project. Answer the following questions: What are you planning? How is it being presented? What do you need? What do you have? What can we help you get?

### *Lesson 5*

Standard: PS:A1      Acquire Self-Knowledge

- Develop positive attitudes toward self as a unique and worthy person
- Identify and express feelings
- Demonstrate cooperative behavior in groups
- Identify personal strengths and assets

Standard PS: B1      Self-knowledge Application

- Understand consequences of decisions and choices
- Develop effective coping skills for dealing with problems
- Know when peer pressure is influencing a decision

Divide Students into two small groups to play:

- Icebreaker: Social Skills Activity: The Anger Solution Card Game
  - Review game objectives and rules for play.
- Icebreaker: Social Skills Activity: Controlling Your Anger Card Game
  - Review game objectives and rules for play.

Objective: To teach children constructive and effective ways to resolve their anger. Students have the opportunity to choose alternative reactions that would incite an altercation, into more positive interactions.

Objective: To teach children four anger control skills.

1. Learn what makes them angry, change their response.
2. Talk rather than act on feelings.
3. Find a positive solution to their anger.
4. Think of what they can do to de-escalate their anger.

Provide remaining time for students to work on and practice presentations due the following week. Explore with others for constructive criticisms only and brainstorming ideas- use digital media, karaoke machine, choreography, available art supplies.

Assignment: Be prepared to discuss your decision-making process and 5-8 minute final presentation. Answering the questions: Who or what influenced your decision making process? How did you arrive at your idea? What challenges did you have to overcome? Were there any compromises made? Present dance, play, visual art, song, rhythms, musical composition, rap, etc.

## **Lesson 6**

Standard: PS: A2 Acquire Interpersonal Skills

- respect alternative points of view
- use effective communication skills
- know that communication involves speaking, listening, and nonverbal behavior
- learn how to make and keep friends

Icebreaker: Draw straws and begin presentations to each other and invited guests, minimum of 5-8 minutes each.

Repeat Activity from Lesson 1 Getting to Know You: Making Positive Statements. Student will list five positive self-statements not previously identified in first class; reflect on new skills learned and positive qualities that they can now claim.

Present each student with an “Expressing My Feelings Award” identifying specific skill developed.

Provide each student with a copy of:

- “Youth Violence – Facts at a Glance”
- The Philadelphia School District’s Code of Student Conduct  
<http://www.phila.k12.pa.us/offices/administration/policies/118.html>

## **Annotated Bibliography / Resources**

*Student Resources: Songs / Videos/ Websites / Books*

Haskins, Jim. Editor. Black Stars of the Harlem Renaissance: African Americans Who Lived Their Dreams; John Wiley and Sons, 2002.

A collection of 23 short *Black Stars* biographies is meant to relay the accomplishments of various African-American heroes who lived during the Harlem Renaissance. This book is intended for young readers and should be utilized in an elementary setting.

Porter, H.C. The Bully and Me: Stories that break the cycle of torment. Northstone Publishers, 2006 ([www.woodlakebooks.com](http://www.woodlakebooks.com))

This is a book of first person accounts written by both victims and bullies. This book is designed to teach students and educators to recognize signs of bullying through taunts, gestures, e-mails and other both verbal and nonverbal mediums. Although the author does not explicitly diagram strategies of how to cope with or confront bullying, the true purpose of this book is to raise awareness of the issue.

Ludwig, T. [My Secret Bully: A best friend uses name calling, humiliation and exclusion. Emotional bullying and relational aggression.](#) Tricycle Press, 2005.

This book is the story of a girl named Monica who loves being around her friend, Katie, sometimes. Katie can be mean and Monica does not understand why. Monica turns to her Mother and other characters to understand why Katie acts the way she does, and in doing so reveals some unpleasant truths about bullying and the psychology of a bully. This publication includes a note to parents and teachers, as well as additional resources.

Baby Jay – “Don't Laugh at Me”

<http://www.randomactsofkindness.org/Resources/Kindness-Links/Anti-bullying-Music-Videos.html>

Baby Jay is a teen rap/hip-hop artist that has made his name in performing songs with positive lyrics about respect, integrity and staying in school. His hit recording titled, “Don't Laugh at Me”, was originally a Mark Willis composition and was also re-recorded by Peter, Paul & Mary. Today over 10,000 schools nationwide have implemented Baby Jay's rendition of “Don't Laugh at Me”, into their curriculums to advance anti-bullying policies and messages of tolerance.

Michael and Marissa, “The Same” <http://www.buzzfeed.com/pal999/anti-bullying-music-video-the-same-2ncx>

Michael and Marissa are a brother-sister duo born and raised in Boston. They have recently stepped out of “bean town” to record their anti-bullying anthem, “The Same” with LA music producer Peter Zizzo. In this ballad of empowerment they confront the issue of bullying with introspective questions like, “Why should I care what [all of my friends] say?” and lines like, “They're putting you down while I'm standing by...sometimes they go too far.” “The Same” drives home the message that bystanders have an important role to play in confronting peer maltreatment and harassment.

Lego Animated Video <http://www.youtube.com/watch?v=-2tTeyFhNgo&feature=related>

This video runs just over 4 minutes in length and utilizes *Lego* figurines to animate the dangers of bullying and strategies both adults and students can utilize in order to deal with bullies. This video can be found on *youtube* and was produced in 2006.

Bullies Are A Pain In The Brain (Music Video)

[http://www.youtube.com/watch?v=XErt0\\_dI-MI&feature=related](http://www.youtube.com/watch?v=XErt0_dI-MI&feature=related)

This music video, running time of 3minutes, 20 seconds, is a brief but powerful accompaniment to the DVD by the same name, released by Trevor Romain in 2005.

The message of this anti-bullying video and DVD is more confrontational than other sources and communicates the idea that bullies are to be stood up to and not feared. With lines like, “I will not run, I will not hide” victims of bullying are urged to face their fears head-on.

Student Forum: Anti-bullying

<http://www.youtube.com/watch?v=K8Dkv8J7nQs&feature=related>

This student made and directed video, set to a *Nickelback* song titled, “If Everyone Cared” exemplifies students taking action against bullies, and uniting in solidarity to confront the issue, and change the culture of their school in the process. There are a multitude of facts and statics relayed to the viewer through signs held by students. This information is eye-opening in the regard that it sheds light on the frequency and catastrophic impacts of bullying.

Anti-Bullying Animation “If You Help Yourself”

<http://www.youtube.com/watch?v=JP2Mng2eIBM>

This brief video featuring an original song by Robert Spencer Knotts titled, “If you help yourself”, drives home the message that young people can get personal satisfaction out of helping others. Whether the situation one is encountering is bullying, peer pressure, or otherwise, the “rescuer” stands to gain fulfillment out of assuming the role of mediator.

“Louisiana/ Field Song from Senegal” (2:49), Henry Ratcliff and Bakari-Badji, *Roots Of The Blues*.

“Katie Left Memphis” (2:10), Tangle Eye, *Roots Of The Blues*

The Philadelphia Gray's “Quickstep.” Composed By Francis Johnson (2:09)

Matthew H. Phillips and His Symphony Orchestra, “Of America Those Fabulous Americans”

“Lining Hymn and Prayer” (3:38), Rev. Crenshaw and Congregation, *Roots Of The Blues*

Selections identifying various genres of “Black Music” from the postmodern era.

<http://pbskids.org/itsmylife/friends/bullies/>

This interactive website encourages students to learn about various forms of bullying by posing thought-provoking questions such as, “What is bullying? Who is a bully?” and a “Did you know?” section. Visitors of the website are guided down this information superhighway with the site highlighting the distinctions between physical, verbal, and relationship bullying.

<http://www.stopbullyingnow.hrsa.gov>

This website can be utilized for a myriad of different reasons including student-led research, collaborative learning, web-based learning, and inquiry based learning. The site also provides an in-depth look at cyber bullying and provides “webisodes” on bullying for kids.

### ***Teacher Resources***

<http://www.safeyouth.gov/Training/Lessons/Pages/StartHere.aspx>

This STRYVE antiviolence training video offers certification and Act 48 credits that can be used to educate educators on how to identify, approach, mediate, and cope with student violence.

Beane, A. The bully free classroom: Over 100 tips and strategies for teachers K- 8. New York: Free Spirit Publishing, 1999.

This book is designed to provide glimpses into how other educators and professionals have dealt with instances of bullying. These words of wisdom at times transcend cultural and socioeconomic barriers to offer axioms of tolerance and de-escalation. The author has provided graphs and posters to assist students’ and teachers’ understanding of how to deal and cope with bullying inside and out of the classroom.

Coloroso, B. The Bully, The Bullied, and the Bystander: From Pre-School to High School: How Parents and Teachers Can Help Break the Cycle of Violence. Harper Collins Books, New York, 2003.

This work approaches bullying as a learned behavior and urges both parents and teachers to confront this issue that the author feels often goes overlooked or all together ignored. Like other literature in this field a primary focus of this work is the role of the bystander and how he/she should react to incidences of bullying.

Drew, N. Learning the Skills of Peacemaking. Rolling Hills Estates, CA: Jalmar Press. 1987.

This activity resource provides teachers with materials that assist students in developing conflict mediation and peacemaking skills. By examining win-win situations students learn how to foster resolutions that promote positive outcomes for all parties.

Ramsey, Guthrie. Race Music: Black Cultures from Bebop to Hip-Hop. Berkley: University of California Press, 2003.

A book about the evolution of African American music that also provides insights into cultural traditions that accentuate lessons and promote attitudes of acceptance.

### ***Classroom Materials***

*Music of Old New York*, CD; Museum of the City of New York, 2010.

This compilation CD is an accompaniment to the exhibit “Aint Nothing Like the Real Thing.” It is intended to enrich the visitor experience about the African American culture and its music at the turn of the 20<sup>th</sup> century.

Hanken, Dennis & Kennedy Judith. Getting To Know You! Social Skills Curriculum for Grades 4&5. Educational Media Corporation. Minneapolis, MN. 2004.

Collected in three volumes and intended for grades 1-9, this compilation of over 200 lessons aims at the goal of forging strong healthy relationships between students. With resources and reproducible student handouts, teachers of varying levels are able to hone students’ ability in seven different social skills areas (classroom skills, interpersonal relationships/friendships, identifying and expressing feelings, relieving stress, making decisions, replacement skills for aggression, and self-acceptance).

Shapiro, Lawrence. 101 Ways to Teach Children Social Skills: A Ready to Use, Reproducible Activity Book. The Bureau for At-Risk Youth, Sunburst Visual Media. Plainview, NY, 2004.

This assemblage of activities promotes positive social development in students, and includes methods of conflict resolution.

Dr. Playwell’s Controlling Your Anger Card Game. Childsworld Childsplaym, Sunburst Visual Media. Plainview, NY, 2005.

This student-centered card game gives students an opportunity to confront and empower them to change the things and behaviors that make them angry. This set also focuses on how to self-monitor emotions that a student/child may be unfamiliar with.

The Anger Solution Card Game. Childsworld Childsplay, Sunburst Visual Media. Plainview, NY, 2002.

This game was designed to teach children effective ways to resolve their anger and choose alternatives that can turn potential arguments into positive encounters.

Talk It Over: A Card Game that Teaches Communication Skills. Childswork Childsplay, Sunburst Visual Media. Plainview, NY, 1999.

This card game has no right or wrong answers; winners or losers. It is intended to “break the ice” and initiate conversation about school experiences.

### ***Attachments***

“Working with Young People Who Bully Others: Tips for Mental Health Professionals.” U.S. Department of Health and Human Services.

<[www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov)>

Intended for adults working with youth, this informational pamphlet identifies effective intervention strategies.

“Steps to Respect: A Bullying Prevention Program Grades 3-4”

2001 Committee for Children, 568 First Ave South, Suite 600 Seattle, WA 98104

“Viewers Guide to: *Bullied* - A Student, a School and a Case that Made History.” A Teaching Tolerance Documentary from Southern Poverty Law Center; pages 7 and 16.

<[http://www.tolerance.org/sites/default/files/kits/Bullied\\_booklet\\_FINAL\\_2.pdf](http://www.tolerance.org/sites/default/files/kits/Bullied_booklet_FINAL_2.pdf)>

“Youth Violence: Facts at a Glance.” Centers for Disease Control and Prevention, Summer 2009. <[www.cdc.gov/violenceprevention](http://www.cdc.gov/violenceprevention)>

This handout clearly identifies alarming and relevant statistical information on school violence, violence-related behaviors that spur the reader to act.

Philadelphia School District’s September 2010 Bullying Policy #249.

<<http://www.phila.k12.pa.us/offices/administration/policies/249.pdf>>

## **Appendix / Content Standards**

The Counseling Core Curriculum for the School District of Philadelphia is aligned to the American School Counselor Association's National Model. These concepts include instruction on Academic Development, Career Development, and Personal/Social Development. Students in these small groups will focus on the domain of Personal/Social Development by the acquisition of self-knowledge, interpersonal skills and self-knowledge application.

- PS:A1            Acquire Self-Knowledge
- Develop positive attitudes toward self as a unique and worthy person
  - Identify and express feelings
  - Demonstrate cooperative behavior in groups
  - Identify personal strengths and assets
- PS: A2            Acquire Interpersonal Skills
- Respect alternative points of view
  - Use effective communication skills
  - Know that communication involves speaking, listening, and nonverbal behavior
  - Learn how to make and keep friends
- PS: B1            Self-knowledge Application
- Understand consequences of decisions and choices
  - Develop effective coping skills for dealing with problems
  - Know when peer pressure is influencing a decision



## Working with Young People Who Bully Others: Tips for Mental Health Professionals

Mental health professionals have important roles in helping to change the behavior of youth who bully others. To be effective, mental health professionals need a clear understanding of the roots of bullying behavior and a focus on those strategies that are likely to work. It is also important to understand what approaches may inadvertently make the bullying behavior worse.

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Often, it is repeated over time and can take many forms. Many young people who bully see their own behavior as justified. Many are viewed by peers and teachers as popular at school. According to Olweus (1993), children who bully are likely to come from home situations in which there is little warmth and little positive adult attention and in which discipline is inconsistent and periodically emotionally and physically aggressive. These young people may not develop adequate empathy for others and may not make cause-and-effect connections between their own actions and the consequences of these actions. Instead of re-examining their own behavior when they get in trouble for hurting others, they may blame adults in authority or the children whom they hurt. Consequences for bullying at school, in sports situations, and in other environments may be rare or inconsistent. Without supervision, clear expectations, and consistent consequences, youth who enjoy the power and social status gained from bullying are less likely to change.

### Principles of effective interventions

Because young people who bully may be very comfortable with their own actions, some traditional counseling techniques may not help. Effective interventions are built on the following principles:

- Advocate for inevitable, consistent, nonhostile, and escalating consequences—within a positive relational context—to raise the cost of the bullying behavior and to help the young person consider alternatives to their behavior.
- Hold the young person who bullies fully accountable for his or her actions. Confront excuses that minimize the behavior (“I only called her a name.”) or externalize the cause of the behavior (“I hit him because he kept staring at me.”). Help the young person fully acknowledge his or her behavior. Emphasize that the youth had other options, no matter what the provocation and that he or she is fully responsible for the decision made.
- Support parents and educators in holding these young people fully accountable for their actions and not suggesting or allowing rationalizations (such as “He only teases people because he’s bored at school.”).
- Once the young person is able to recognize problems with his or her behavior, mental health professionals can help them set and work toward goals for change, help them track their progress toward new behaviors, and feel pride about those changes. Focus on helping them discover the specific positive goals that the aggression is directed toward (“What goal were you trying to reach by calling Eric names?”) and finding other pathways to reach those goals. These goals may include leadership, being left alone, experiencing mastery of a skill, and dealing with anger.
- Help adults in the child’s family and environment recognize and affirm the gradual progress these young people often make toward new, nonaggressive behaviors.

- Help the young person build positive ties with parents and adult mentors.
- Build genuine empathy, to help young people understand and experience the impact of their behavior. Be careful, though, not to keep this learning at a cognitive level only. If we do that, we risk helping these young people understand better how to hurt others.
- Build conscience. The first steps in conscience development may involve young people learning that their own actions can cause them to get in trouble. After reaching that realization, they can begin to appreciate the impact of their actions on others.

For some youth, bullying and other forms of social aggression are more related to impulsivity and poor social skills than to an effort to control others. When this is true, cognitive-behavioral interventions to improve impulse control and structured social skills training may also be helpful. Anger-management strategies may be effective with these young people; these strategies are not likely to help youth whose aggression is planned and done calmly.

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## Misdirections in bullying prevention

What about approaches to build self-esteem?

Research indicates that many aggressive youth have high self-esteem and that their aggression can result from a sense of entitlement. It is rarely effective to employ counseling strategies based on self-esteem building with aggressive youth.

What about peer mediation? Mediation-based

strategies frequently are based on the assumption that both parties have done something wrong. Especially when carried out by young or relatively untrained mediators, mediation in bullying situations risks solidifying the power differential between the young person who bullies and the young person who is bullied.

Effective interventions with youth who bully often involve strategies such as reality therapy or cognitive-behavior therapies, which hold the client accountable for his or her actions and for the impact of those actions on themselves and others. Work with family systems and consultation and advocacy with schools also are often necessary.

As William Glasser (1975) wrote in *Reality Therapy*, “[In therapy] someone cares enough about the patient to make him face a truth he has spent his life trying to avoid: he is responsible for his own behavior.”

**Situation 1:** You are playing during recess. You bump into someone by mistake.

- How would you show respect to that person?

Practice one of your ideas

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**Situation 2:** You are playing basketball with your team. The referee calls a foul.

- How would you show respect to the referee?
- How would you show respect to the team?
- (modified situation)

Practice one of your ideas

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**Situation 3:** You are walking through the hallway at school.

- How would you show respect to students you know?
- How would you show respect to students you don't know?

Practice one of your ideas

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**Situation 4:** Your brother or sister is watching a video. You want to watch something else.

- How would you respect him or her?

Practice one of your ideas

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## HOW SAFE IS YOUR SCHOOL?

### Assessing the Climate of Your School Community

Take this anonymous survey by checking AGREE or DISAGREE for each statement.

Bullying is a problem in my school.	<input type="checkbox"/> AGREE <input type="checkbox"/> DISAGREE
Someone I know is sometimes afraid to come to this school because of harassment.	<input type="checkbox"/> AGREE <input type="checkbox"/> DISAGREE
My school is unsafe for some students.	<input type="checkbox"/> AGREE <input type="checkbox"/> DISAGREE
I'm not sure what the procedures are for reporting bullying in my school.	<input type="checkbox"/> AGREE <input type="checkbox"/> DISAGREE
I've heard adults in my school make negative remarks about a student or about a particular group of students.	<input type="checkbox"/> AGREE <input type="checkbox"/> DISAGREE
I feel uncomfortable reporting bullying and harassment.	<input type="checkbox"/> AGREE <input type="checkbox"/> DISAGREE
At my school, there are no consequences for bullying.	<input type="checkbox"/> AGREE <input type="checkbox"/> DISAGREE
In my opinion, some kids deserve to be picked on or bullied.	<input type="checkbox"/> AGREE <input type="checkbox"/> DISAGREE
<hr/>	
TOTALS	___ AGREE ___ DISAGREE

### Understanding Survey Results

Compile student responses. What do the results suggest about bullying in your school?

*Adapted from Responding to Hate at School (www.tolerance.org), Mix It Up (www.mixitup.org), and the U.S. Department of Education's "Creating a Safe and Connected School Climate" (www.scusd.edu/safeschools)*

ADD QUESTION TO STAFF SURVEY:

- What was one of your favorite songs when you were my age?

STAFF SURVEY

I have heard students use slurs or have seen derogatory graffiti.  AGREE  DISAGREE

Bullying is a problem in our school.  AGREE  DISAGREE

Students feel comfortable approaching me about bullying.  AGREE  DISAGREE

I feel comfortable intervening when I witness bullying.  AGREE  DISAGREE

Students and adults listen to each other at our school.  AGREE  DISAGREE

Some students are afraid to come to school for fear of being harassed.  AGREE  DISAGREE

Our school has an effective anti-bullying policy.  AGREE  DISAGREE

The school has a clear procedure for reporting acts of bullying.  AGREE  DISAGREE

Members of our school staff work actively to create a safe and welcoming environment for all students.  AGREE  DISAGREE

 Red Flags

- Any staff member sees a problem.
- A gap between staff responses and student perceptions.

# Youth Violence

**Facts at a Glance**

**SUMMER 2009**

## Youth Violence

- In 2006, 5,958 young people ages 10 to 24 were murdered—an average of 16 each day (CDC 2009a).
- Homicide was the 2<sup>nd</sup> leading cause of death for young people ages 10 to 24 years old (CDC 2009a).
- Among 10 to 24 year-olds, 87% (5,159) of homicide victims were male and 13% (799) were female (CDC 2009a).
- Among homicide victims ages 10 to 24 years-old, 84% were killed with a firearm (CDC 2009a).

## Health Disparities

- Among 10 to 24 year-olds, homicide is the leading cause of death for African Americans; the second leading cause of death for Hispanics; and the third leading cause of death for Asian/Pacific Islanders and American Indians and Alaska Natives (CDC 2009a).
- Homicide rates among non-Hispanic, African-American males 10-24 years of age (62.2 per 100,000) exceed those of Hispanic males (21.5 per 100,000) and non-Hispanic, White males in the same age group (3.4 per 100,000) (CDC 2009a).

## Nonfatal Injuries Due to Violence

- In 2007, more than 668,000 young people ages 10 to 24 were treated in emergency departments for injuries sustained from violence (CDC 2009a).
- In 2007, of a nationally-representative sample of students in grades 9-12, 4.2% reported being in a physical fight one or more times in the previous 12 months that resulted in injuries that had to be treated by a doctor or nurse (CDC 2008b).

## Violence-related Behaviors

In a 2007 nationally-representative sample of youth in grades 9-12 (CDC 2008b):

- 35.5% reported being in a physical fight in the 12 months preceding the survey; the prevalence was higher among males (44.4%) than females (26.5%).
- 18.0% reported carrying a weapon (gun, knife or club) on one or more days in the 30 days preceding the survey.
- 5.2% carried a gun on one or more days in the 30 days preceding the survey.
- Males were more likely than females to carry a weapon (28.5% versus 7.5%) on one or more days in the 30 days preceding the survey.
- Males were also more likely than females to carry a gun on one or more days in the 30 days preceding the survey (9.0% versus 1.2%).

## School Violence

In a 2007 nationally representative sample of youth in grades 9-12:

- 12.4% reported being in a physical fight on school property in the 12 months preceding the survey.
- 16.3% of male students and 8.5% of female students reported being in a physical fight on school property in the 12 months preceding the survey.
- 27.1% of students reported having property stolen or deliberately damaged on school property.
- 5.5% did not go to school on one or more days in the 30 days preceding the survey because they felt unsafe at school or on their way to or from school.
- 5.9% reported carrying a weapon (gun, knife or club) on school property on one or more days in the 30 days preceding the survey.
- 7.8% reported being threatened or injured with a weapon on school property one or more times in the 12 months preceding the survey (CDC 2008b).



# SCHOOL DISTRICT OF PHILADELPHIA

SECTION: PUPILS

TITLE: BULLYING/  
CYBERBULLYING

ADOPTED: September 22, 2010

REVISED:

<p>1. Purpose</p> <p>2. Definitions SC 1303.1-A</p>	<p style="text-align: center;">249. BULLYING/CYBERBULLYING</p> <p>The School Reform Commission is committed to providing a safe, positive learning environment for district students. The SRC recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. The SRC recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the SRC prohibits bullying by district students.</p> <p><b>Bullying</b> means an intentional electronic, written, verbal, nonverbal, psychological or physical act or series of acts directed at another student or students, which occurs in and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:</p> <ol style="list-style-type: none"> <li>1. Substantial interference with a student’s education.</li> <li>2. Creation of a threatening environment.</li> <li>3. Substantial disruption of the orderly operation of the school.</li> </ol> <p><b>Bullying</b> is characterized by the following three (3) criteria:</p> <ol style="list-style-type: none"> <li>1. It is aggressive behavior or intentional harm doing.</li> <li>2. It is carried out repeatedly over time.</li> <li>3. It occurs within an interpersonal relationship where there is an imbalance of power (e.g. one (1) person is physically larger, stronger, mentally quicker or socially more powerful).</li> </ol>
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<p>4. Delegation of Responsibility</p> <p>SC 1303.1-A</p> <p>SC 1303.1-A</p> <p>SC 1303.1-A</p>	<p>In order to maintain an educational environment that discourages and prohibits bullying, the SRC shall designate a district Compliance Officer to coordinate the district's efforts to comply with this policy and applicable laws and regulations.</p> <p>The Compliance Officer shall publish and disseminate this policy and the complaint procedure at least annually to students, parents/guardians, employees, independent contractors, vendors, and the public. The publication shall include the position, office address and telephone number of the Compliance Officer.</p> <p>Each student shall be responsible to respect the rights of others and to ensure an atmosphere that is conducive to learning and free from bullying.</p> <p>The Superintendent or designee shall develop administrative procedures to implement this policy.</p> <p>The Superintendent or designee shall ensure that this policy and administrative procedures are reviewed annually with staff, students, and parents/guardians.</p> <p>The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the SRC.</p> <p>District administration shall annually provide the following information with the Safe School Report:</p> <ol style="list-style-type: none"> <li>1. SRC's Bullying Policy.</li> <li>2. Report of bullying incidents.</li> <li>3. Information on the development and implementation of any and all research-based bullying prevention and intervention programs.</li> </ol>
<p>5. Guidelines SC 1303.1-A Title 22 Sec. 12.3 Pol. 218</p>	<p>The Code of Student Conduct, which shall incorporate this policy, shall be disseminated annually to students.</p> <p>This policy shall be accessible in every classroom, posted in a prominent location within each school building and posted on the district web site. The policy shall be made available in English and all other languages necessary to facilitate understanding by district residents.</p>

<p>SC 1302-A, 1303.1-A Pol. 236</p>	<p>This policy shall be reviewed with every district student within ninety (90) days after the adoption or revision by the SRC, and annually on the first day of school thereafter.</p> <p><u>Education</u></p> <p>The district shall implement research-based bullying prevention and intervention programs. Such programs shall provide training for district staff for effectively responding to, intervening in and reporting incidents of bullying.</p> <p><u>Complaint Procedure</u></p> <p><b>Step 1 – Reporting</b></p> <p>A student or his/her parent/guardian who believes s/he has been subject to conduct that constitutes a violation of this policy is encouraged to immediately report the incident to the building principal or designee, or to any other member of the school staff, including teachers, guidance counselors, coaches and administrators.</p> <p>A school employee who witnesses, suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the building principal or designee.</p> <p>The complainant or reporting employee is encouraged to use the report form available from the building principal, but oral complaints shall be acceptable.</p> <p><b>Step 2 – Investigation</b></p> <p>Upon receiving a complaint of bullying, the building principal or designee shall investigate the complaint, unless the building principal or designee is unable to conduct the investigation.</p> <p>The investigation may consist of individual interviews with the complainant, the accused, and others with knowledge relative to the incident. The investigator may also evaluate any other information and materials relevant to the investigation.</p> <p>The investigator shall attempt to secure statements from all participants in, and witnesses to the complaint. The complainant shall not be required to meet face-to-face with the accused.</p> <p>The obligation to conduct this investigation shall not be negated by the fact that a criminal or other investigation of the incident is pending or has been concluded.</p>
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