

Read each story to the younger students, then ask the questions that follow the stories. Have the younger students share what they think.

### **Bully Story #1**

This is an imaginary story about two girls, Sylvia and Maria. A popular girl, Sylvia, constantly makes fun of Cathy, a new girl at school. Sylvia laughs at Maria when she talks in class, which embarrasses Cathy. She makes loud comments to her friends about Maria when they pass in the halls. Cathy often runs away crying. Sylvia has made it known she and her friends will make fun of anyone who is nice to Cathy.

1. What would you do if you were a friend of Sylvia? Why?
2. What would you do if you were Cathy? Why?
3. What would you do if you saw Sylvia doing this? Why?
4. What do you think should happen to Sylvia if the school finds out she is doing this? Why?

### **Bully Story #2**

This is another imaginary story about two boys, Sam and Martin. Sam has started picking on Martin, a student two years younger than he. The first day of school, he saw that Martin had a new backpack. He grabbed it and threw it in the trash. Since then, he has smashed Martin's lunch and many other things. Sam has told Martin that if he pays him \$1 a day, he won't bother him.

1. What would you do if you were a friend of Sam and knew he was doing this? Why?
2. What would you do if you were Martin? Why?
3. What would you do if you heard that Sam was doing this? Why?
4. What do you think should happen to Sam if the school finds out he is doing this? Why?

### **Final Question to ask the younger students:**

What do you think could be done at your school to prevent bullying?

(Be sure to congratulate the younger students for their good ideas!)

# The Challenge of School Violence

Volume 13 No. 1

## Online Project Two: No Bullying Teach-In

### Handout One: Fact Sheet

#### The Offense:

Bullying is behavior that annoys, alarms, and is abusive to another person. Bullying can be physical or verbal. It can take place face-to-face, on the telephone, or on the Internet. Threatening another person is also a form of bullying. Simply continuing to do something to a person when they have asked that it stop can be considered bullying.

#### The Impact...on victims

This offense can have serious impacts on victims. Aside from any physical injury the offender caused, the victim also has to overcome the emotional damage that bullying can cause. At the very least, bullying is annoying to victims and the people who are close to them. In more serious cases, bullying causes both physical and emotional stress. Most people who been bullied often develop low sense of self esteem unless they understand that the offender's low of self esteem caused the problems in the first place. However, in some cases, victims cannot put their experience into perspective and may seek retaliation that can lead to more violence.

#### ...on the community

In the last few years, teachers and students have become more aware of the damage that bullying can do. Victims, offenders, and friends and families of both suffer the consequences of this offense. Bullying can lead to tragedy as we have learned from cases of school shootings that have been planned, and in some cases, carried out, by young people who have been the victims of this offense.

#### ...on the offender

Aside from getting a reputation as a bully or nuisance, people who pick on others don't often make strong friendships. The harder it becomes to make friends, the more a person might want to bully others, so it creates a cycle that is hard to break. In addition to the emotional stress, this offense can put the offender and the victims in danger. While one victim may ignore the conduct and simply call on authorities to deal with it, another might react violently.

# The Challenge of School Violence

Volume 13 No. 1

## Online Project Two: No Bullying Teach-In

### Handout Two--Action Steps

Learning about the causes and effects of bullying can help students avoid becoming bullies and help victims cope with bullies. In this project, you will help other young people learn about bullying and discuss ways to solve problems related to bullying.

#### Action Steps

1. Read **Handout Three--Lesson Plan**.
2. Identify a group of younger students (Grades 3-5) that you can work with. You may also consider working with younger people in after-school programs, Boys and Girls clubs, and other youth groups.
3. Spend time preparing to teach the lesson. Study each step of the lesson so you will be ready to work with the younger people.
4. Go to the site and teach the lesson. After the lesson, ask the younger students' teacher to sign the Check Point below.
5. Complete the **Stop and Think** section. Keep track of the hours you spend on the project. They can be counted toward community service requirements.
6. Hand in the completed project handout to your teacher.

#### Stop and Think

- What important things did the younger students learn from your presentation?
  
  
  
  
  
  
  
  
  
  
- How did you do as a teacher?
  
  
  
  
  
  
  
  
  
  
- Do you think understanding the causes and effects of bullying is helpful in staying out of trouble? Why or why not?

# Online Project Two: No Bullying Teach-In

## Handout Three--Mentor's Lesson Plan

### Overview

This lesson focuses on the problem of bullying and how it leads to other problems. You will act as mentor to teach about bullying. First, you will ask the younger students to share examples of bullying they have watched or experienced. Then, you will give younger students a quiz about bullying and its effects. Finally, you will read two short stories about bullying and ask for younger students to answer questions about the stories.

### To Prepare to Teach

Read this lesson before you teach so you will know exactly what to do. Be sure you have a copy of:

[Handout Four--No Bullying Quiz](#) for each Younger Student.

[Answer Sheet--No Bullying Quiz](#). Be prepared to talk about each answer of the quiz.

[Handout Five--Two Short Stories](#) for each younger student. Be prepared to read them aloud to the class.

Plan to be at the place you will teach at least 10 minutes early so you can be completely prepared when the teacher is ready for you to present your lesson.

### To Teach the Lesson

1. Tell younger students that there were bullies at your school. Briefly share something you remember about a school bully. **Important:** Do NOT use your own story if you have been a bully.
2. Ask students to share stories of bullying that they have observed or experienced. As they tell you their stories, point out different kinds of bullying behaviors such as hitting, ridiculing, excluding from a group, damaging property, or threats.
3. Tell younger students that they seem to already know a lot about bullies. Explain that you are going to give them a quiz on bullies. Hand each younger student a copy of [Handout Four--No Bullying Quiz](#). Explain to them that there may be more than one correct answer.
4. Ask the younger students to answer Question 1 on their copy of [Handout Four--No Bullying Quiz](#). Next, use your [Answer Sheet--No Bullying Quiz](#) to give the correct answer for Question 1. Ask them to raise their hands if they marked this answer. Discuss this answer. Go through all of the questions this way, and allow the younger students to share their opinions about the questions and answers.
5. Tell the younger students that they are now going to decide what to do about a bully. Use [Handout Five](#) to read **Bully Story #1** to the class. Ask the questions after **Story #1** and call on volunteers to share their opinions.

If you have time, read **Bully Story #2** and ask for volunteers to answer the questions.

Ask the younger students the final question: What do you think could be done at your school to prevent bullying?

Thank the younger students for participating in your lesson. Thank the teacher for allowing you to teach your lesson.

Ask the younger students' teacher to sign your **Check Point**.

# Teach-In Project One: No Bullying

## Handout Four Bully Quiz

Put a check mark next to each correct answer. A question can have more than one correct answer.

1. What do bullies do?

A. Pick on people weaker than themselves.

B. Help the school.

C. Tease people.

D. Threaten people.

E. Hit and kick people

2. What can happen to kids who are bullied a lot?

A. Nothing. It usually doesn't bother them.

B. They get depressed.

C. They miss school.

D. They get low self-esteem.

E. They get angry and lonely.

3. Some kids become bullies because . . .

A. They have low self-esteem and need attention.

B. They are bullied at home.

C. They are strong and confident.

D. They feel powerless in part of their life and need to show their power.

E. They want to feel big.

4. Which of these should a person do if he or she is being bullied?

- A. Bring a gun to school.
- B. Run.
- C. Ignore the bully.
- D. Tell a teacher, a counselor, or the police.
- E. Challenge the bully to a fight.

5. If you see a bully punching someone, which of the following would you do? (Check one only.)

- A. Shout "Hit him harder."
- B. Ignore the incident.
- C. Walk over and pull the victim away from the bully.
- D. Go over and punch the bully.
- E. Report the incident to a teacher.

# Teach-In Project One: No Bullying

## Handout Four Bully Quiz-ANSWER SHEET

Put a check mark next to each correct answer. A question can have more than one correct answer.

1. What do bullies do?

- A. Pick on people weaker than themselves.
- B. Help the school.
- C. Tease people.
- D. Threaten people.
- E. Hit and kick people.

2. What can happen to kids who are bullied a lot?

- A. Nothing. It usually doesn't bother them.
- B. They get depressed.
- C. They miss school.
- D. They get low self-esteem.
- E. They get angry and lonely.

**Talk about:** Bullying causes a lot of unhappiness, and it hurts kids for a long time. Thousands of kids miss school each day because they are afraid to go. Sometimes people who are bullied become bullies themselves. Sometimes people get hurt, or even killed because of bullying.

3. Some kids become bullies because . . .

- A. They have low self-esteem and need attention.
- B. They are bullied at home.
- C. They are strong and confident.
- D. They feel powerless in part of their life and need to show their power.
- E. They want to feel big.

**Talk about:** There are different reasons why kids are bullies. But all bullies have problems that need to be solved.

4. Which of these should a person do if he or she is being bullied?

- A. Bring a gun to school.

- B. Run.
- C. Ignore the bully.
- D. Tell a teacher, a counselor, or the police.
- E. Challenge the bully to a fight.

**Talk about:** Keeping yourself safe and out of trouble is the number one goal. Carrying any kind of a weapon is a bad idea. People can get hurt, and you can be arrested. Challenging a bully to a fight is not a good idea, either. The bully might win and you could be hurt badly. Don't be afraid to just run away, then tell an adult what is going on so the bully will be caught

# The Challenge of School Violence

Every year, 3 million young people in the United States fall victim to crimes at school. Almost 2 million of these incidents involve violence. Although most school violence takes the form of minor assaults, some episodes are far more serious. Some end in tragedy. For example, in two recent academic years, a total of 85 young people died violently in U.S. schools. Seventy-five percent of these incidents involved firearms.

Reports of assaults, robberies, and vandalism were on the rise in U.S. schools from the late 1960s to the early 1970s. School violence leveled off by 1975. But in the early- and mid-1980s, reports revealed that school violence was on the rise once more, reaching a new peak in the early 1990s. Recent information tells us that today, school violence may be decreasing. In short, school violence, like violence in society, seems to run in cycles. These cycles appear to mirror the trends of violence in our larger society.

The threat of attacks in schools can create fear and disorder among students and teachers. According to a study conducted in 1995, 34 percent of middle school students and 20 percent of high school students admitted that they feared becoming victims of school violence. Eight percent of teachers say they are threatened with violence at school on an average of once a month. Two percent report being physically attacked each year. In a single school year in New York City, 3,984 teachers reported violent crimes against them.

Middle school students are more than twice as likely as high school students to be affected by school violence. Seven percent of eighth graders stay home at least once a month to avoid a bully. Twenty-two percent of urban 11- and 12-year-olds know at least one person their age in a gang. The typical victim of an attack or robbery at school is a male in the seventh grade who is assaulted by a boy his own age.

Studies suggest two reasons for the higher rates of middle school violence. First, early adolescence is a difficult age. Young teenagers are often physically hyperactive and have not learned acceptable social behavior. Second, many middle school students have come into contact for the first time with young people from different backgrounds and distant neighborhoods.

Urban schools suffer most from violence. Many of these schools serve neighborhoods troubled by violence and gang-related crime. It is not surprising that these problems find their way onto campus. But a study of 700 communities conducted by the National League of Cities revealed that 30 percent of suburban and rural schools also reported an increase in violence over a five-year period. In another survey conducted by the Children's Institute International, almost 50 percent of all teenagers—rural, suburban, and urban—believe that their school is becoming more violent.

## What Can Be Done?

Educators and school boards across the nation are trying various measures to improve school safety. Although the goal of each school board is the same, the problem varies from district to district and even from school to school. Some school districts are relatively safe and seek to remain so. Others are plagued with problems of violence and need to restore order. So a number of different strategies are being tried in schools across the United States.

## **Discipline Codes, Suspensions, and Expulsion**

Seeing a need for discipline, many schools are enacting discipline codes. The U.S. Department of Education suggests that schools set guidelines for behavior that are clear and easily understood. Students, teachers, and parents should discuss the school's discipline policies and talk about how school rules support the rights of students to get a good education. Students should know how to respond clearly to other young people who are intoxicated, abusive, aggressive, or hostile. Students, parents, and teachers can meet and develop an honor code that will contribute to a positive learning environment.

Some schools have started first-offender and rehabilitation programs for students who have been implicated in or suspended for violent assaults at school. These programs offer tutoring and conflict mediation training for the offender and his or her parents. In addition, students and parents may be asked to sign a contract to participate in joint counseling with school staff once the suspended student returns to school.

Many school districts have adopted a zero-tolerance policy for guns. In Los Angeles Unified School District, any student found with a gun is expelled. The policy seems to be weeding out students who are carrying guns. In its first year, about 500 students were recommended for expulsion. The following year the number increased to almost 600 students. The increase raises questions. Is it due to better enforcement? Or is the policy not stopping students from carrying guns?

## **School Uniforms**

Another policy rising in popularity is school uniforms. A recent study by the U.S. Department of Education suggests that school uniforms can help reduce theft, violence, and the negative effects of peer pressure caused when some students come to school wearing designer clothing and expensive sneakers. A uniform code also prevents gang members from wearing colors and insignia that could cause trouble and helps school officials recognize intruders who do not belong on campus.

In Long Beach, California, students, teachers, parents, and school officials worked together to establish a uniform code for all elementary and middle schools. Each school chooses what its uniform will look like. In addition, students can "opt out" of wearing a uniform if they have their parents' approval. The Long Beach program involves 58,000 students and includes assistance for families that cannot afford to buy uniforms. In many Long Beach schools, graduating students donate or sell their used uniforms to needy families.

In the year following the establishment of the uniform policy, Long Beach school officials found that overall school crime decreased 36 percent. Fights decreased 51 percent, sex offenses decreased 74 percent, weapons offenses decreased 50 percent, assault and battery offenses decreased 34 percent, and vandalism decreased 18 percent. Less than 1 percent of the students chose not to wear uniforms.

Across the country, the adoption of school uniforms is so new that it's impossible to tell whether it will have a long-term impact on school violence. Critics have doubts. And some parents, students, and educators find uniforms coercive and demeaning. Some students complain that uniforms turn schools into prisons.

### **Increased Security Measures**

Whenever a violent incident occurs on a campus, there usually are calls to institute stricter security. Many school districts are turning to security measures such as metal detectors, surveillance cameras, X-ray machines, high fences, uniformed security guards, and increased locker searches. Machines similar to those that line airports now stand in many school entrances. Video cameras common to convenience stores now monitor hallways of some schools. About one-fourth of all large school districts routinely use metal detectors to keep guns off campuses. A couple years ago, New York purchased X-ray machines to scan student purses and book bags for weapons.

These security measures definitely deter some violence, but they also have drawbacks. Take metal detectors as an example. First of all, they are expensive. Second, it takes a long time to scan every student. One Brooklyn, New York, high school has students arrive in shifts to get through the metal detectors. Third, metal detectors cannot deter anyone determined to carry a weapon. As a 1993 report for Dade County School Board stated: "Students become creative. They pass weapons in through windows to friends, hide knives and other sharp instruments in shoes and in girlfriend's hair. They manage to find creative ways to bring weapons to school."

### **Conflict Mediation and Other Education Programs**

A number of schools have developed programs that focus on building students' self-esteem and developing social skills to improve student communication. And thousands of schools at all grade levels are teaching methods of conflict resolution and peer mediation to students, parents, and school staff. In some schools, teachers and students are required to get to know each other in discussion sessions where everyone describes their personal strengths and weaknesses, their likes and dislikes, what makes them laugh, and what makes them angry.

Other schools are adopting innovative curricular programs. Law-related education helps students understand the legal system and social issues through interactive classroom activities. Service learning links classroom learning to activities in the community. Character education teaches basic values.

Many educators believe it is important to break down the cold, impersonal atmosphere of large schools by creating “schools within schools,” or smaller communities of learning. Whenever possible, they argue, schools should hire more teachers to minimize school violence associated with classroom overcrowding. They also think it is helpful to offer specialized vocational training and instruction in career development to prepare young people for life in ways they can recognize are important.

### **Joining With the Community**

Numerous schools have had success in reducing school violence by developing contacts with police, gang intervention workers, mental health workers, the clergy and the business community. Community groups and businesses can work with schools to create “safe zones,” for students on their way to and from school. Stores and offices can also identify themselves as “safe spaces,” where young people can find protection if they are being threatened. Enlisting the aid of the community to deal with school violence raises awareness of the problem and helps educators put their money where it belongs, in education.

Still other school districts have set up outreach programs with local employers, so that students with good academic records or special vocational training can be placed in jobs. Professor Jackson Toby of Rutgers University recommends that employers require high school transcripts as part of the job application process and make it known that the best jobs will go to students with the best records.

### **For Discussion**

1. What factors do you think might contribute to school disorder and violence?
2. Why does school violence often occur more frequently in middle schools than in high schools?
3. Imagine that you are a school principal who must discipline a first-time violent offender. What action would you take?
4. What actions would you take as a school principal to ensure the safety of your students?

### **ACTIVITY: School Board Role Play**

**Step 1:** Divide the class into groups of five. Inform students that each of these groups is going to role play the school board in Middletown, a small city. Tell them that the superintendent of schools has an important message for the board.

**Step 2:** Read aloud to the class this message from the superintendent:

Good afternoon, members of the Board of Education.

I am pleased to report that we have received the school safety grant that you directed me to apply for. The Middletown School District will receive \$200,000 in grant funds. It is our job to use this money to make Middletown School District safer for our students. I await your instructions on how the School District should spend this money.

Make sure students understand that the board is to determine how to spend \$200,000 to improve safety in Middletown schools.

**Step 3:** Tell students that six proposals have been submitted to the board.

### **School Safety Proposals**

- 1. Special program for disruptive students.** This program provides a special classroom at each school for students who are disruptive or who have been involved in violent behavior. A teacher and counselor will be specially trained to work closely with these students to improve their attitude, behavior, and study skills. Special attention will be paid to students with learning problems. If necessary, counseling services may be extended to families of these students. **Cost: \$120,000**
- 2. School uniform program.** All elementary and middle school students will be required to wear school uniforms unless parents opt out of the program. Each school will select its own uniform. The program will provide assistance to families who cannot afford to buy uniforms. **Cost: \$20,000**
- 3. Increased security equipment and personnel.** This plan provides metal detectors and hallway surveillance cameras on each middle and high school campus. One new security guard will be hired at each school to help staff the equipment. **Cost: \$160,000**
- 4. Conflict resolution program.** High school and middle school teachers will be trained in conflict resolution skills, which they will teach in various classes. Each middle and high school will develop a peer mediation program, in which students learn how to settle disputes among students. These peer mediators will also travel to elementary schools and train students in conflict resolution. **Cost \$67,000**
- 5. School security patrol.** This plan will pay for five full-time security officers to patrol the streets around schools in Middletown. These officers will patrol weekdays from 7 a.m. to 4 p.m. They will protect students traveling to and from school. These officers will also assist Middletown school security officers with problems on the school grounds and keep in radio contact with the Middletown Police Department. **Cost: \$140,000**

**6. Parent Training.** This plan will pay for special night classes for parents. The classes will teach effective discipline techniques, how to deal with problem behaviors, and how to help students with school work. There will be classes for parents of students of all ages—from elementary school to high school. **Cost: \$25,000**

Review each of the proposals. Answer any questions students may have.

**Step 4:** Tell each group to do the following:

Rank the programs according to which will be the most effective in reducing violence at the school.

Rank them again according to which will be the most cost effective. In other words, which will get the most results for each dollar spent?

Decide which programs you want funded and how much you will award each. Remember, you cannot exceed \$200,000.

Make sure students understand that they can partially fund proposals if they want and that they cannot go over the \$200,000 limit.

**Step 5:** Give students time for the role play. When groups are ready, have them report back their decisions. Record their decisions on the board.

**Step 6:** Debrief by asking: Which proposal seemed weakest? Strongest? Why?

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**New! Improved!**

# Online Project Two: *No Bullying Teach-in*

## Introduction

### Overview

A "Teach-In" project offers service-learning methods to help upper-level students (mentors) teach younger students about school violence and safety. Cross-age projects such as these have the potential to:

- Introduce both age levels to information about particular topics (bullying, mediation).
- Improve academic skills (reading, comprehending, and applying what is read).
- Influence older and younger student attitudes about at-risk activities (bullying).
- Develop positive school-safety skills (mediation).
- Use interactive techniques to develop cooperative-learning, critical-thinking, research, communication, and reflection skills.

Key elements of these School Safety Teach-in projects include:

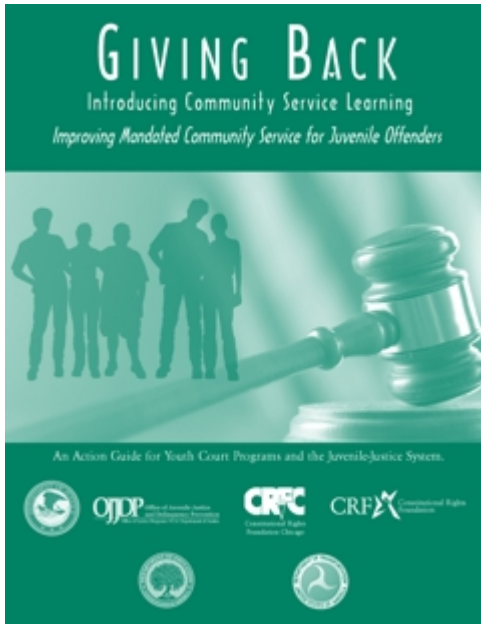
- A simple, step-by-step lesson plan. Teach-In lessons do not require teaching skills.
- Teach-In topics that help students avoid at-risk behaviors (bullying) and promote school safety (mediation).

### Pitfalls to Avoid

Teach-In projects should provide a positive experience for both the student mentor and the young audience. To this end, avoid:

- Putting the student mentor in an uncomfortable or humiliating position. Assign a Teach-In project to student mentors who have the appropriate skill set (reading, speaking and other communications skills, etc.).
- Expecting the student mentor to stand before an audience and confess or apologize for any negative personal behaviors.
- Giving too much material for the student mentors to teach. Teach-In lessons should take no more than one classroom period for the student mentors to deliver.

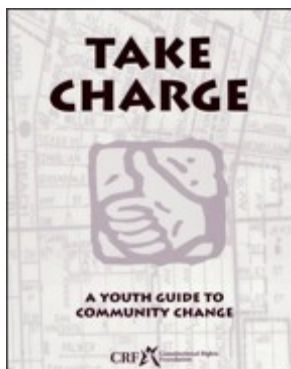
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**TAKE CHARGE: A YOUTH  
GUIDE TO COMMUNITY  
CHANGE**



**A Step-By-Step Guide to  
Solving Community Problems**

## Teacher Instructions

This online project is designed to address the problem of bullying. This project allows students to identify, explore, and reflect upon bullying behaviors and can be completed by individuals, pairs, or small groups of participants.

**Hours required: 2-6**

**Description:** Participants will act as mentors to present a group of younger students (3<sup>rd</sup>-5th grade) with a "Teach In" that focuses on the prevention of bullying. If relevant, tell students that--if completed--time spent on this project can be counted as community service hours.

**Objectives:** This No Bullying Teach-In project has the potential to:

- Develop positive impacts on student attitudes about bullying.
- Provide students with an opportunity to serve as positive influences on other young people.
- To develop critical-thinking and problem-solving skills.
- Use "Stop and Think" procedures as a reflection component.

**Note:** AVOID having student participants refer to, or in any way "confess" to his/her own bullying behaviors.

**Helping Students Prepare:** 1) Identify a group of younger students to work with. 2) If necessary, be prepared to provide transportation for participants to the Teach-In site. 3) Ensure that the student mentors understand the lesson plan and can present the lesson in an age-appropriate, structured way. *It is important that the participant be able to read in front of the class comfortably! Having students read as a group will give students with weak communication skills to feel more confident.*

**Materials Participants will need:**

**Mentoring Students**

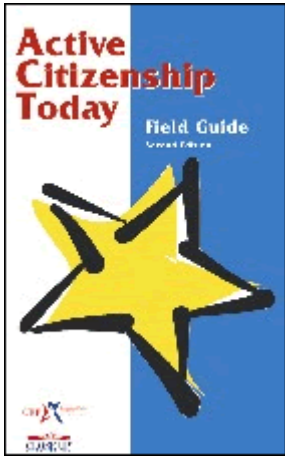
[Handout One--Fact Sheet](#)--one per student

[Handout Two--Action Steps](#)--one per student

[Handout Three--Lesson Plan](#)--one per student

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[Handout Four-No Bullying Quiz](#)--one per student

[Answer Sheet--No Bullying Quiz](#)--one per student

[Handout Five--Two Short Stories](#)