



# **Building a Culture of Belonging: Proactive Skills & Bullying Prevention**

**@characterstrong**

### Brooks



Sad



Embarrassed



Tired



Lonely

### Terra



Calm



Focused



Happy



Proud

## Emotion Elements

### Bree



Distracted



Silly



Playful



Nervous

### Ember



Mad



Scared



Frustrated



Excited

*Without shared language it's  
hard to have **shared success.***

# Shared Language



## Bullying defined:

**Bullying is behavior that...**

- involves an imbalance of power;
- is unwanted, harmful;
- and is likely to be repeated

**P**ower  
**P**ain  
**P**attern

WE CAN'T STOP

**BULLYING**

— IF WE DON'T —  
UNDERSTAND ITS

**MEANING**



**PAIN**

*caused, an  
imbalance of*



**POWER**

*and a*

**PATTERN**

*of behavior*



# BULLYING

hurtful, repeated behavior that  
involves an imbalance of power



PURPOSEFULL  
People



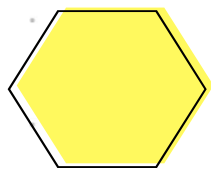




Camilla and George have been calling Marco names every day at the bus stop because he is small. This hurts Marco's feelings.



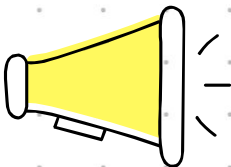




**Stop**

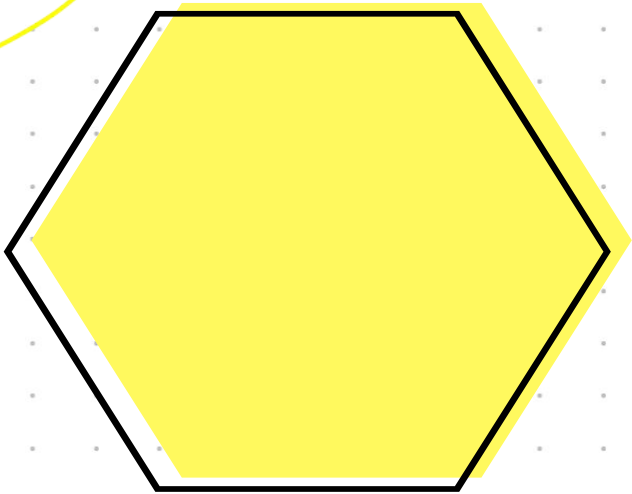


**Support**

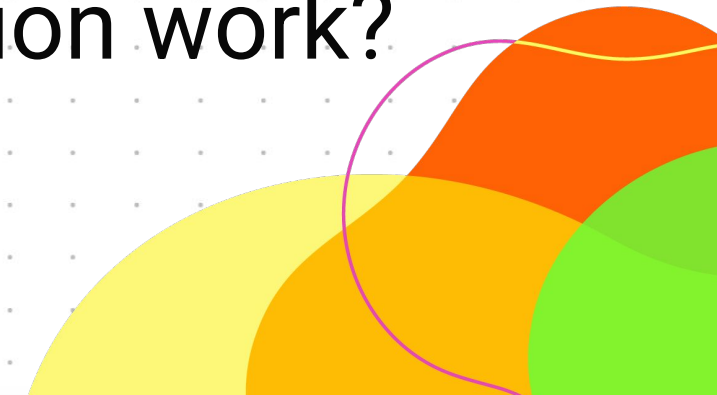


**Report**



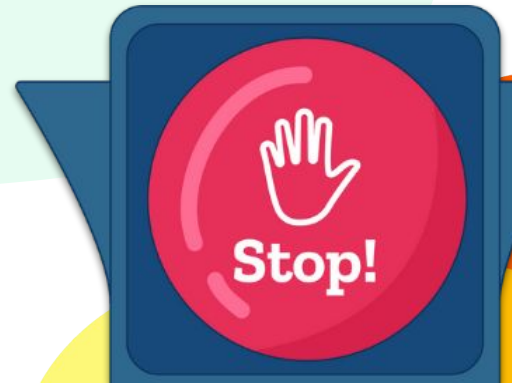


**Stop**

- ~ What behaviors are we trying to prevent?
  - ~ What is the prevalence of those behaviors?
  - ~ Does intervention work?
- 
- In the bottom right corner, there are several overlapping circles in shades of orange, yellow, and green, partially cut off by the edge of the slide.

**70%** U.S. children report witnessing bullying in the past year. **30%** are involved in bullying on a **regular** bases.

Intervening in bullying interactions is **effective**. In a majority of instances, bullying stops within **10 seconds** of bystander intervention.





**Stop** is the first step in responding to bullying.

**2 ways to STOP:**

### 1 Speak Up!

Try: "Stop" or "Don't do that!"

Say it clear and strong!

### 2 Remove!

Move ourselves or others away from the situation. If you need help to do this, ask!

**Turn and talk:** What could UNC have done to **stop** the bullying?



**When we are equipped with the  
knowledge to act,  
we *can* change the outcome.**



# Support

- What risk factors are associated with bullying?
- How do we support *all* students involved in bullying interactions?

There is a **direct correlation** between how often a young person experiences bullying and the severity of long-term effects like anxiety, depression, and risk-taking behaviors.

Bullying is detrimental to behavioral, mental health, and academic outcomes, not only for young people being bullied, but **also for instigators and witnesses of bullying.**





# From Bystander to Advocate



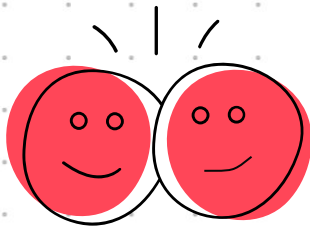
## Ways to support:

- Ask, "Are you okay?" or "Do you need help?"
- Show empathy: "I'm here for you,"
- "You didn't deserve to be treated that way," or "It was wrong of that person to do that."
- Use your influence to publicly say or post something positive about the person.
- Connect or say "hi" during lunch, passing period, or after school.



What other strategies could you add to this list?

# Risk Factors



**Peers**

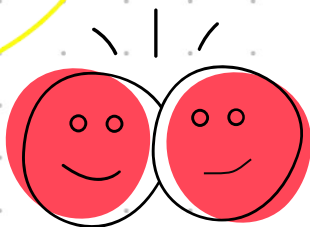


**School**



**Family**

# Risk Factors



## Peers

**Association with  
aggressive  
peers**

**Lacking at least  
once close  
friendship**

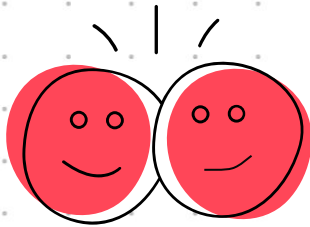


## School



## Family

# Risk Factors



**Peers**



**School**

**Lacking adult  
supervisions**

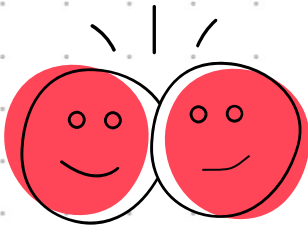
**Lacking a  
culture of  
belonging**



**Family**



# Risk Factors



**Peers**



**School**



**Family**

**Evidence of  
family conflict**

**Evidence of  
need for wrap  
around support**



## Stop, Support, Report Reflection



What can you do stop bullying or hurt?

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What can you do support self or others??

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What can you do to report bullying or hurt??

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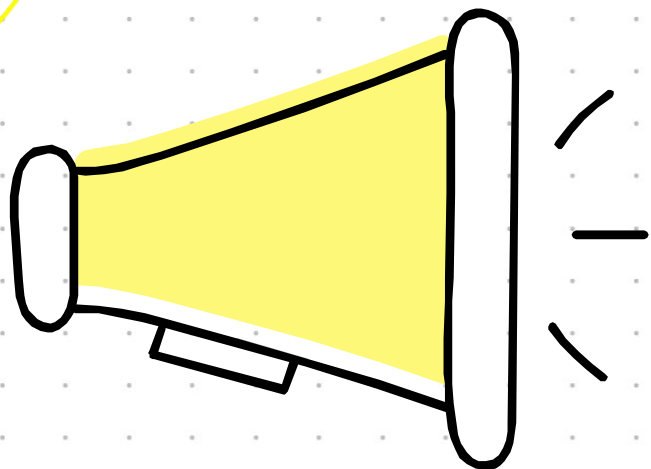
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# Report

- ~ What gets in the way of reporting bullying?
- ~ How can we practically support reporting?



**50-75%** of young people that witness or experience bullying **do not report it** even though reporting bullying is shown to be effective.

Reluctance to report is a result of negative messaging about “snitching,” fear of retaliation, gender stereotypes, and lack of confidence in adult’s actions.



# Bullying 101

Click on 1-2 beliefs (or as many as you have time for) to dig deeper. When you are ready to move on click "done":

Done

1

If I report bullying, **nothing will be done.**



2

If I report, **I will be considered a snitch.**



3

If I report, **I will make things worse for myself or others.**



4

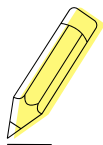
If I report, **I will get in trouble too.**



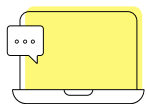
# 4 Rs of Reporting



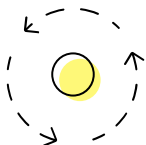
**Research:** Find out what happened



**Record:** Document findings and save evidence



**Report:** Write a clear, detailed report



**Revisit:** Regularly follow up with students

### How (and when) to REPORT:

- 1 Is it bullying? Is someone hurt?
- 2 Get help; find an adult!
- 3 If it's bullying, tell why!

**Example:** Billy from Blurkin has been hurting others over and over!

**When** we report matters! Why might it be important to report as soon as possible?

**Turn and talk:** Was Billy from Blurkin bullying? What should UNC have done to **report**? What if UNC had reported sooner?



**The more immediately and  
consistently we respond, the  
safer the environment.**

In the bottom right corner, there are decorative overlapping circles in shades of orange, yellow, and green, with a thin purple line curving around them.



# Effective Bullying Prevention



Let's play



**EFFECTIVE**

OR



**NOT**

On the next few slides, we will present bullying prevention strategies. As a group you will decide if it is effective or not!

# Effective Bullying Prevention



 **EFFECTIVE** OR  **NOT**

## Zero Tolerance Policies

# Effective Bullying Prevention



 **EFFECTIVE** OR  **NOT**

Explicit Instruction about Bullying

# Effective Bullying Prevention



 **EFFECTIVE** OR  **NOT**

## Peer-Mediated Intervention

# Effective Bullying Prevention



 **EFFECTIVE** OR  **NOT**

A focus on family-involvement



# Effective Bullying Prevention

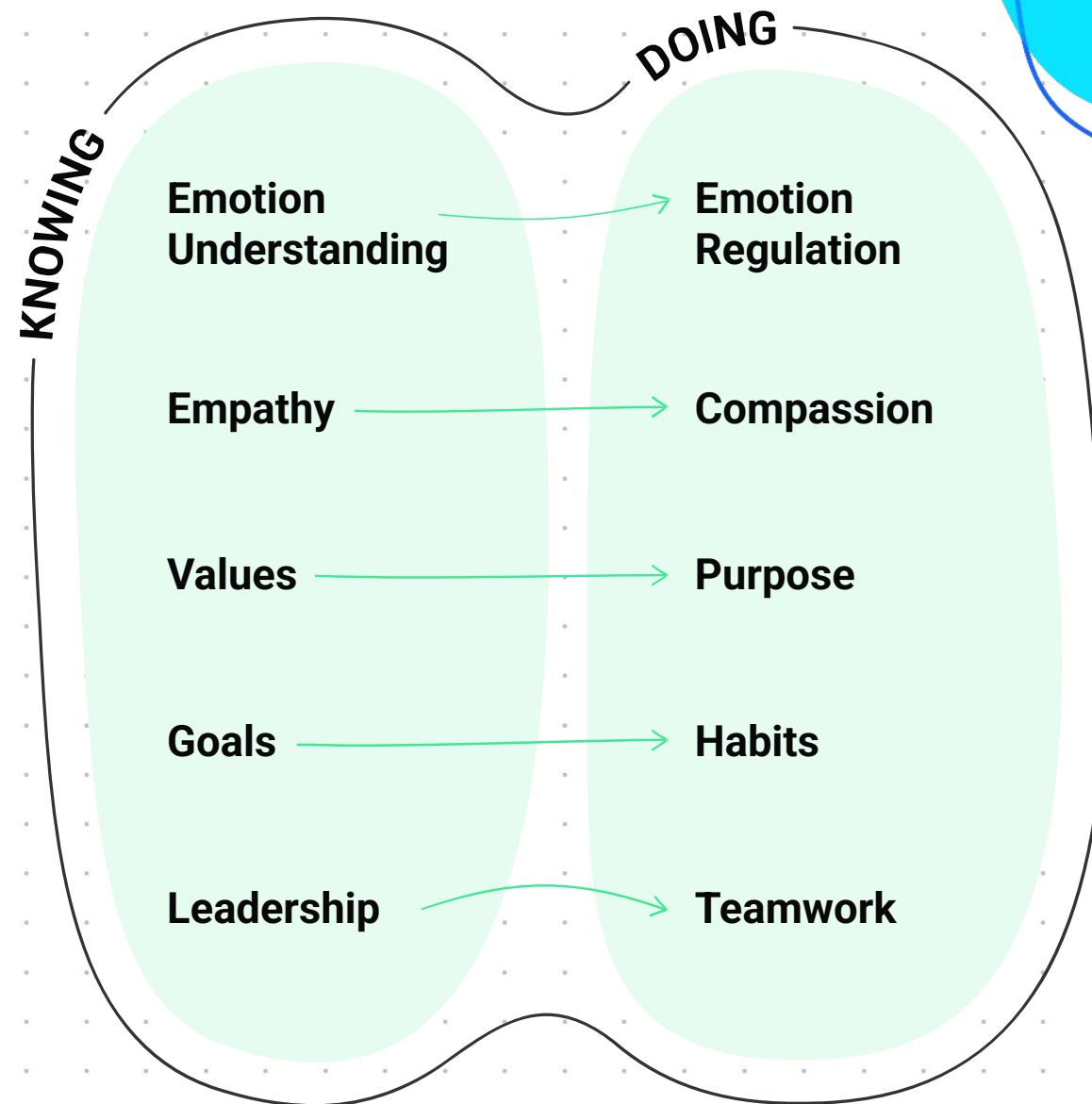
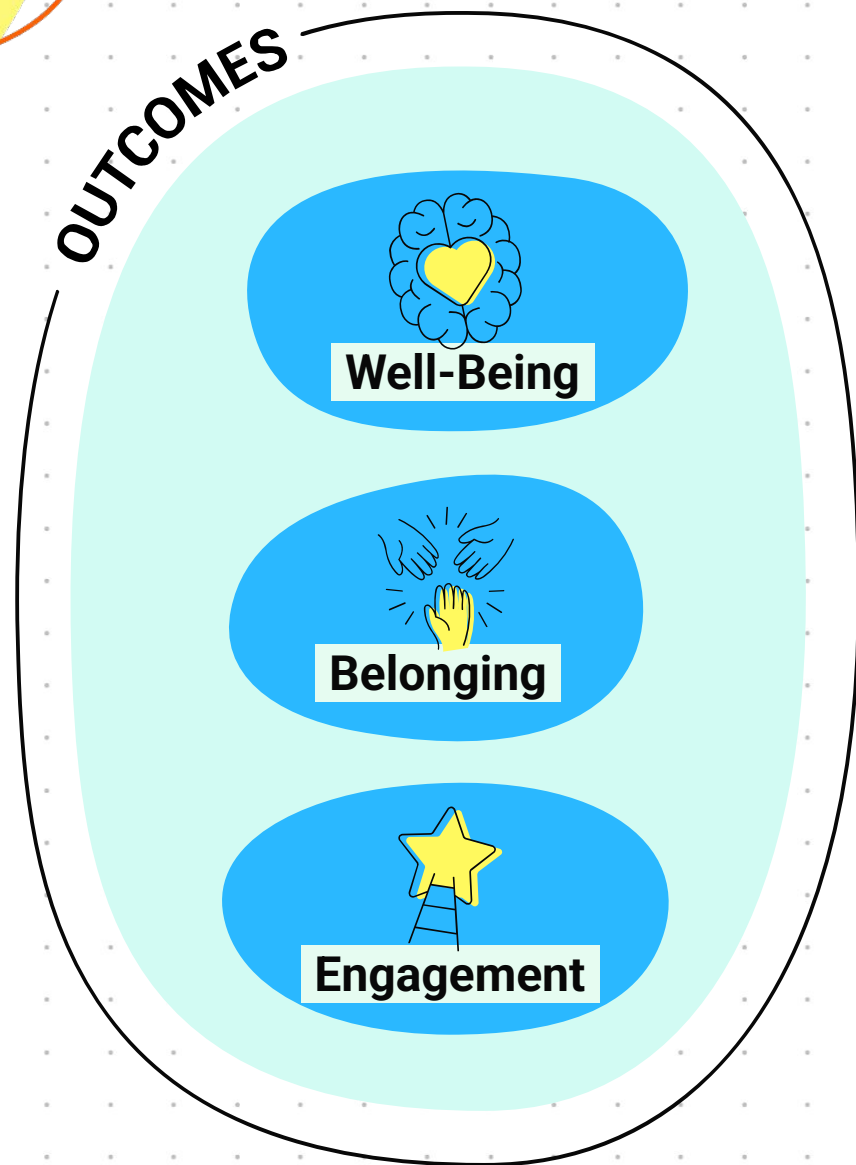


 **EFFECTIVE** OR  **NOT**

Social Emotional Learning Curriculum

~~Reactive~~

**PROACTIVE**



## BE KIND

~~~~~  
Social skills and  
conflict-resolution



## BE STRONG

~~~~~  
Executive  
functioning



## BE WELL

~~~~~  
Wellness and  
emotion regulation



### Kindness KICKOFF

RESPECT

Responsibility

GRATITUDE

EMPATHY

PERSEVERANCE

HONESTY

COOPERATION

COURAGE

Creativity

### Kindness CLOSURE

# Grade Level Skills

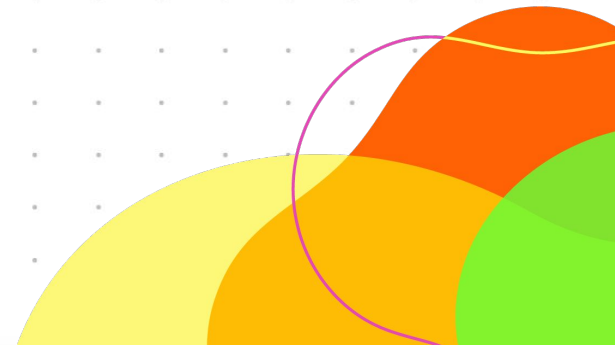






## Turn & Talk

What are other ways  
we can proactively  
create an environment  
of belonging?





# Proactive Bullying Prevention

## Our Approach

- Engaging activities
- Relationship-focused
- Co-creating classroom agreements
- Practicing character and values
- Establishing a culture of empathy and respect

# Bullying Prevention



1 stand alone lesson in Campus Resources to **introduce** Bullying Prevention



1 lesson in Respect, Week 1 to encourage students to become a **Super Helper** or **Upstander**



4 **touchpoint lessons** throughout the year



**Stop!**



**Support!**



**Report!**

# Bullying Prevention

| 2nd Grade                     |                                                                                                                                                                      |                                                                                                                                                        |                                                                                                             | Scope & Sequence                                                                                                                    |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Trait                         | Week 1                                                                                                                                                               | Week 2                                                                                                                                                 | Week 3                                                                                                      | Week 4                                                                                                                              |
| Kindness Kickoff<br>(2 Weeks) | <u>Find a Friend</u><br>Students will practice Kindness by following prompts to find different partners, then getting to know them.                                  | <u>Kind Classroom Agreement</u> 🖐️<br>Students will create detailed guidelines based on Kindness to build a positive classroom environment.            |                                                                                                             |                                                                                                                                     |
|                               | <u>Be a Super Helper!</u> 🖐️<br>Students will practice Respect by learning to be a "super helper" and understand how to stop, support, and report bullying behavior. | <u>Sort the Situation</u><br>Students will identify a problem and determine if it is big or small.                                                     | <u>Communication Connection</u><br>Students will practice communicating with Respect using I-Statements.    | <u>Apples Don't Fall Far From the Tree of Choices</u><br>Students will identify ways to resolve conflict using the Tree of Choices. |
| Respect                       |                                                                                                                                                                      | <u>Engage in Community Circle</u> 🖐️<br>Students will show Responsibility by reviewing community circle agreements and engaging in a community circle. | <u>ResponsiBINGO</u><br>Students will come up with actions that demonstrate Responsibility at school.       | <u>Team Scavenger Hunt</u><br>Students will demonstrate how having a specific Responsibility impacts others.                        |
|                               |                                                                                                                                                                      | <u>Be Grateful for Me</u><br>Students will identify different ways to be Grateful for and thankful to themselves.                                      | <u>Gratitude Collage</u><br>Students will express what they are Grateful for by making a Gratitude Collage. | <u>Gratitude Balloon</u><br>Students will understand how feelings of Gratitude can help them balance out big emotions.              |
|                               |                                                                                                                                                                      | <u>Empathy in Action?</u><br>Students will practice using Empathy to solve conflict.                                                                   | <u>Sincere Sorry</u> 🖐️<br>Students will strengthen Empathy through specific apologies.                     | <u>A Map of Empathy</u><br>Students will create a school map of Empathy that includes how they will show Empathy around the school. |



Bullying Prevention lessons and touchpoints indicated in the Scope and Sequence

Be an Upstander!



Today's Session:



# Bullying 101

Click To Start

Relevant  
vocabulary



## Welcome!

Click the Full Window  or Full Screen  button in the upper right of the slides to expand the content. Navigate the sessions by clicking on the screen or by using the keyboard arrows. To exit Full Window or Full Screen mode, use the respective button in the upper right as needed.

This session is 45 minutes. **Students will need something to write on and write with.** Before delivering this session, please have **your school's bullying policy** prepared to share with students.

# 3 - 2 - 1



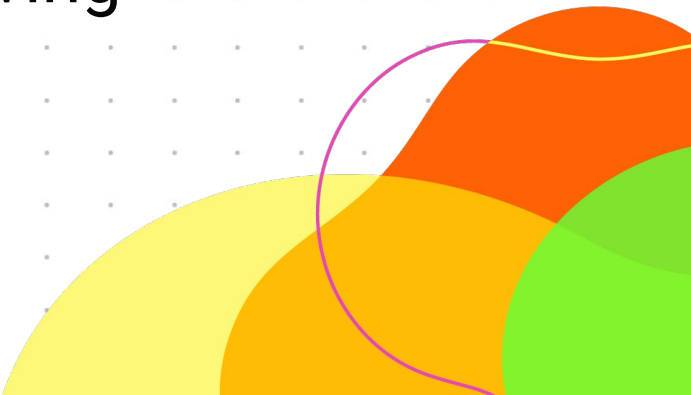
How would you explain the 3 parts of the bullying prevention curriculum to someone?



What are 2 things you learned or surprised you about bullying prevention?



What is 1 thing you want to do moving forward to prevent bullying?





# Beyond Explicit Instruction

## Community Agreements

# Community Agreements

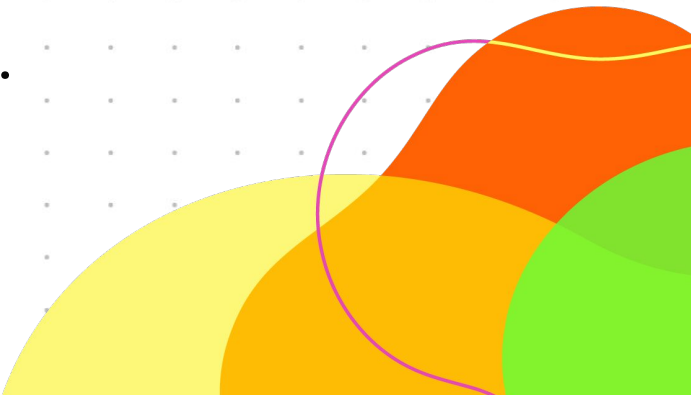
A yellow brushstroke graphic is located below the title "Community Agreements".

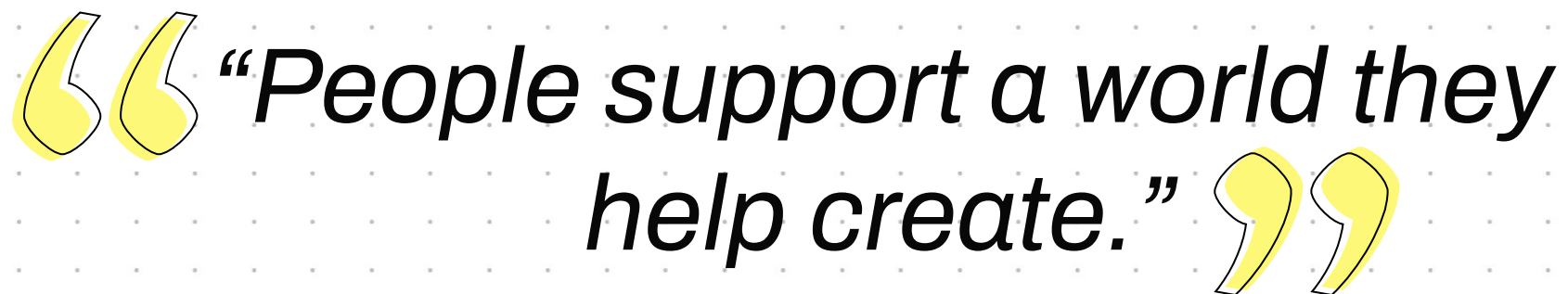
## What are Community Agreements?

They are a list of things we co-create, agree to follow, and hold each other accountable.

## Why does this matter?

Each of us needs different things to feel safe and successful. It's important to hear others and have a shared understanding of the expectations.

Decorative overlapping circles in orange, yellow, and green are located in the bottom right corner of the slide.

The quote is presented with large, stylized yellow quotation marks. The text itself is in a black, cursive font. The background of the slide features a light gray dot grid pattern and colorful abstract shapes in the corners.

*“People support a world they  
help create.”*

*-Dale Carnegie*

In the bottom right corner, there are overlapping circles in shades of orange, yellow, and green, partially cut off by the edge of the slide.

# Community Agreements



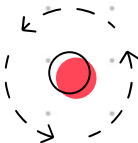
**Personal Reflection**



**Group Brainstorm**



**Value Vote**




**Regular Reminders**




## Community Agreements

- Bring all voices forward
- Focus on empathy
- Have students sign it
- Make it a living document
  - Refer back regularly to support and to celebrate
  - Revise as needed throughout the year




### Kind Classroom Agreement




Students to Students

Students to Teacher




|  |  |
|--|--|
|  |  |
|  |  |



Teacher to Students

All of Us to  
Our Environment & Supplies



Two large, yellow, stylized brackets are positioned on either side of the title text, framing it. The background of the entire slide is a light gray grid of small dots.

# Structures for Collaboration

## The Proactive Practice Checklist to Prevent Bullying and Other Social Issues

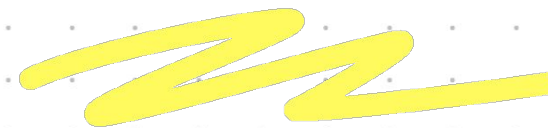
*Proactive practices are strategies taken in advance to prevent negative experiences. They focus on anticipating and addressing potential issues before they arise, rather than reacting afterward.*



| Proactive Practice             | Description                                                                                                                                                                                                                                                                                                                                               | Checklist                                                                                                                                                       |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Community Agreements           |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                 |
| Establish Community Agreements | <ul style="list-style-type: none"> <li>List of norms we co-create, agree to follow and hold each other accountable to in any given setting.</li> <li>Community Agreements provide students and educators with an opportunity to share what each individual needs in order to feel safe, supported, and successful in the learning environment.</li> </ul> | <input type="checkbox"/> Implementing Consistently<br><input type="checkbox"/> Implementing but Inconsistently<br><input type="checkbox"/> Not Implementing Yet |
| Teach Community                | <ul style="list-style-type: none"> <li>Create a successful learning environment with</li> </ul>                                                                                                                                                                                                                                                           | <input type="checkbox"/> Implementing                                                                                                                           |

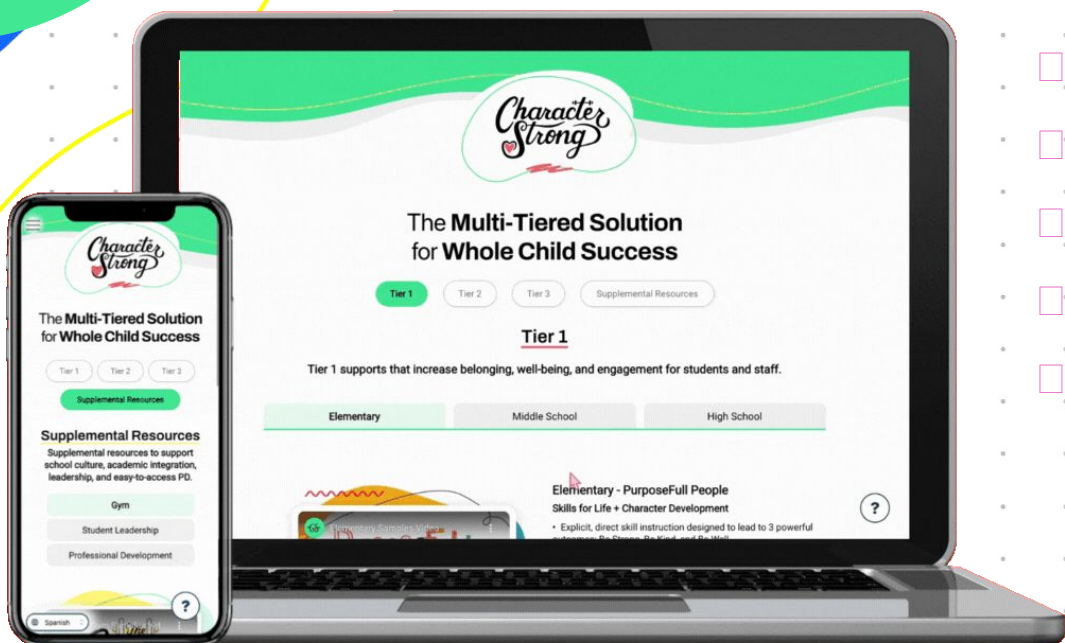


# 60 Second Feedback





# Tier 1 Curriculum



- PreK - 12th Grade Vertically Aligned Curriculum
- Designed by Educators for Educators
- Every lesson is unique and does not repeat
- Research-Based Lessons
- Plug and Play Resources

Scan to  
Learn More

