

Introductions

From a Report, "School Action Plan for Bullying"
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Bullies: A Serious Problem for Kids behavior. Statistics show that one in four children who bully will have a criminal record before the age of 30. Fears and anxieties about bullies can cause some children to avoid school, carry a weapon for protection, or even commit more violent activity or suicide.

A typical victim is likely to be shy, sensitive, and perhaps anxious or insecure. Some children are picked on for physical reasons such as being overweight or physically small, effeminate, having a disability, or belonging to a different race or religious faith.

Why we must take action against bullying:

- by age 24, 60% of identified bullies have a criminal conviction
- children who are repeatedly victimized sometimes see suicide as their only escape
- bullying is one of the most underrated and enduring problems in schools today
- schools are a prime location for bullying
- bullies lose their popularity as they get older and are eventually disliked by the majority of students
- primary age children who were labeled by their peers as bullies required more support as adults from agencies, had more court convictions, more alcoholism, more antisocial personality disorders and more mental health visits
- many adults do not know how to intervene in bullying situations, therefore bullying is often overlooked
- bullying occurs once every seven minutes
- on average, bullying episodes are brief, approximately 37 seconds long
- the emotional scars from bullying can last a lifetime
- the majority of bullying occurs in or close to school buildings
- most victims are unlikely to report bullying
- **only 25% of students report that teachers intervene in bullying situations, while 71% of teachers believe they always intervene**

Bullying can be significantly reduced in schools if **teachers, support staff, parent groups, student councils and administrators** join together to take action against bullying.

Introduction

The American Justice department says that this month 1 out of every 4 kids will be abused by another youth. In a recent study, 76.8% of the students said they had been bullied. And 14% of those who were bullied said they experienced severe (bad) reactions to the abuse.

BULLYING=VIOLENCE=TRAGEDY=PRISON/SUICIDE

The World Game

The World Game

In this opening discussion and clearing students discover that our planet has a virus. Just as computers have viruses, so does our world. No one is to blame for the virus. It has been handed down from generation to generation through the process of imprinting. Students discover that everyone has caught the virus, and all of us have ended up thinking and acting out of it. We call the virus the World Game: the game of 'make wrongs' and put downs, the game of 'clash and bash'.

The objective in this opening discussion and clearing is to help the student separate from the game so that he or she can see it, feel it and analyze it. In this section they discover how painful it is and has always been. Then they are given an opportunity to choose whether or not they want to play 'clash and bash' any more. Subsequently students learn how to shift from competition to cooperation, from win-lose to win-win.

This 2 1/2 hour segment begins with a set of three powerful clearings and discussions and closes with a small group sharing.

- ❑ First the course facilitator, using discussion and eliciting techniques, will introduce the Us and Them Model known as the World Game.
- ❑ Secondly, the facilitator will elicit the outcomes or results this model has produced on our planet throughout history as well as in the abrasive little things we do to each other on a daily basis.
- ❑ Thirdly, the facilitator will elicit the labels (put downs, make wrongs and 'disses') that have been said, heard and felt around the campus.
- ❑ Finally, students will be put into groups of 5 to explore a time when they were labeled and how it felt. The groups will then do a full room share to close this session.

The World Game

Learner Outcomes:

As a result of this module, students will:

- Discover the World Game of 'clash and bash'
- Feel the pain that labels cause
- Begin to discover that competition works in the game of sports, but cooperation and win-win work in the game of life

Key Concepts:

Most of the world plays the World Game, a game in which teasing, labeling, put downs, and 'make wrongs' are considered totally accepted.

We (the students) have gotten caught up in the World Game. This is a painful game when it is used against us.

It is also painful for anyone who experiences it.

We can create a new world for ourselves by refusing to play the World Game in our lives.

We can choose to create a win/win for everyone.

When we do, everyone wins and everyone is happy.

Key word:

The key words for the first section are

Win-Win vs Win-Lose.

Home Court Advantage

Home Court Advantage

“Relationship is all there is. Nothing will give us greater pain than our relationships and nothing will give us greater joy than our relationships.” Here students discover the importance of building positive relationships with everyone they meet. They also learn the importance of building a positive support network of friends and family who support and bring out the best in them.

The concept of the home court advantage came from the Los Angeles Lakers basketball team. During one particular season many years ago it was discovered that when the Lakers basketball team went on the road they lost 72 out of 78 games. That same year the Lakers won 72 out of 74 games on their home court. When the ‘experts’ studied these results they ascertained that the remarkable difference in their scores was the crowd. When the Lakers were away from home, they were booed. When the Lakers played on their own home court, everyone cheered for them. This effect of ragging vs empowerment became known as “The Home Court Advantage”.

In this 2 1/2 hour segment, students discover the importance of support and empowerment rather than put-downs and make wrongs. They learn that armed with a ‘new idea’ they can transform the culture in their school. They also learn the importance of creating a positive support network to help them achieve the goals and changes what they want to implement in their personal lives.

- First, the facilitator will demonstrate how negative labels become internalized and then damage our self-esteem and sabotage the outcomes we produce.
- Secondly, students will experience what it feels like to share a positive goal and have it put down by others. Students will then be given an opposite experience in which they share their goal and is supported by others.
- Thirdly, the facilitator will share the “Johnny Story”, eliciting the labels and put downs that the students have experienced and how these will ultimately damage a promising future. Students will discover how to re-frame a negative label.

Home Court Advantage

- Finally, students will choose one thing they can do this very day to initiate change in their personal lives.

Learner Outcomes:

As a result of this module, students will:

- Realize that relationship is everything; we are nothing without it
- See that we are all connected to one another
- Relationships can cause us the greatest heartache, and the greatest joy
- Discover that it is much harder to achieve their goals when they are being put down
- Discover that they need positive people in their lives
- Learn that they need a positive support group to help them achieve their goals

Key Concepts:

In classroom Planet Earth, we are all interconnected.

We must be very careful how we pick our friends, because they make a difference in our lives.

Negative friends can bring us down.

Positive friends will help us produce positive results.

We need to be a home court advantage to our friends.

We should support our friends' highest good.

Some family members and some friends provide a positive home court advantage; we must learn to turn to these positive people for support.

Key Words:

The key word for the first section is the word Support.

Agent For Change

Becoming An Agent for Change

In this section students discover that armed with a new idea and perseverance, they can initiate change in themselves and ultimately in their school culture. They then brainstorm strategies for affecting change on a personal level as well as on a broader level of the school community.

- First, the facilitator, will share the story of Mother Teresa who, armed with a courageous new idea, brought about a tremendous change in the streets of Calcutta.
- Secondly, students break into teams and brainstorm personal strategies for 'erasing the line' in the World Game model.
- Thirdly, the same student teams will brainstorm strategies for 'erasing the line' in their school so that they can create a positive school environment, one in which a win-win environment prevails.
- Finally, teams will share their ideas for personal and cultural change. Each student will then list the things they want to change in their personal lives and pick one thing they want to work for the coming month. Finally, each team will vote for the top 2 items for bringing about cultural change in their school. In this way each class will generate approximately 10 to 12 items per class. These items will be turned into the grade level chairperson for compilation.

Learner Outcomes:

As a result of this module, students:

- Will be empowered as change agents who can initiate and carry out change in their lives as well as at the larger level of the entire school community.
- Will walk away with a list of personal strategies for change. This will become their personal project list for the year.
- Will have a list of strategies for classroom and school change.
- Will be committed to action.

Agent For Change

Key Concepts:

We are all Agents for Change.

Armed with a new idea, we can redesign our lives.

As Agents for Change, we can make a contribution to the school community.

We can turn the school into a better place than we found it.

Key Words:

The key word for the first section is the phrase Agent for Change!

Follow-up Throughout the School Year

1. Once a month students will have a chance to assess their personal commitment for change for the past month and choose a new commitment for the coming month.
2. All 'strategies for school change' items will be organized into a list by grade level. These lists will be brought to each class in each grade level so that students have an opportunity to vote on the top item they want to do as a class for the year.
3. Each grade level will follow through on one project for the school year. These projects will culminate in a school presentation at the end of the year with each grade level participating to share their results with the whole school.