MODULE 2

CREATING A SUPPORTIVE CLASSROOM CLIMATE

Workshop Overview, Preparation Guide, and Trainer's Outline

Second Edition

Disclaimer

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Second Edition
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MODULE **2**

Creating a Supportive Classroom Climate

Description

Creating a Supportive Classroom Climate is designed to equip classroom teachers and other educators to build a supportive classroom climate in which bullying is less likely to occur .

Contents of the Trainer Package

This comprehensive document provides you all materials necessary to provide training to education staff on issues related to creating a positive classroom climate. Content provided includes:

Learning About This Training

Workshop Overview Materials: Items describing the purpose and structure of the training.

- Learning Objectives

- Time Required

- Adapting the Workshop Delivery Timeframe

- Audience

- Workshop Series

- Icon Key

- Equipment and Materials

- Training Room Set-Up

- Handout Instructions

Preparing for Training

Trainer Resources: Important information to inform your preparation for and conducting of the training.

- Trainer Terminology

- Notes

Special Preparations: A description of steps to be completed prior to the day of training.

- Strategy Summarization Worksheet

- Strategy Slips for Preventing Bullying in the Classroom

List of Slides: A complete list of PowerPoint slides used in the training.

List of Handouts: A complete list of the handouts used in the training.

Trademarks: An important note regarding legal trademarks referenced within the guide.

Facilitating the Training

Trainer's Outline: A step-by-step guide for conducting this training event.

Workshop Overview

Description

Creating a Supportive Classroom Climate is designed to equip classroom teachers and other educators to build a supportive classroom climate in which bullying is less likely to occur.

Learning Objectives

Participants will:

- Consider what a positive classroom climate looks like and how it can prevent bullying.

- Examine the role of teacher-to-student and student-to-student relationships in building a supportive classroom climate.

- Explore strategies for preventing bullying in the classroom, including establishing a culture of respect for differences among students.

- Consider how a web of positive support among students and other adults across the school community can help prevent bullying.

- Identify and commit to use one new strategy for preventing bullying in their daily work with students.

Time Required

3 hours
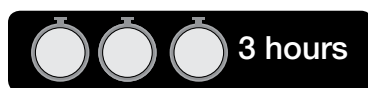
Audience

The workshop is designed to be conducted with classroom teachers as well as other educators and support personnel who work with students within the school environment. The workshop works best with 12 to 30 participants but can be conducted with larger groups as well.

Adapting the Workshop Delivery Time Frame

If the workshop is delivered to larger groups, it may be necessary for the trainer to adapt some activities to fit within a 3-hour time frame.

If the workshop needs to be delivered in shorter increments, we recommend breaking the training into 1-hour sessions.

In the handouts, we have provided two alternative versions of the workshop agenda that can be used. Handout 1A is an agenda for a workshop delivered in 3 hours. Handout 1B is an agenda for a workshop delivered in three, 1-hour sessions.

Workshop Series

This workshop is the second in a series of two training sessions intended to address bullying behavior within schools. Although the workshop can be conducted as a stand-alone training, it is *strongly recommended* that both workshops be conducted as a series. This module contains references to the first workshop; if the first workshop was not used, it will be important to omit references to the first workshop when they occur in the Trainer's Outline.

Icon Key

 This icon will appear the first time a PowerPoint slide is used in an activity.

 This icon will appear the first time a handout is used in an activity.

Equipment and Materials

The following equipment and materials should be present in the training room:

- LCD projector and large screen (if you are planning to use your own laptop computer with the Microsoft PowerPoint loaded on it; otherwise, you will need to load the PowerPoint presentation onto a flash drive and add a computer to this list)

- Multiplug surge protector and an extension cord (if needed for the laptop and data projector)

- Internet access (if online polling will be used)

- Lavaliere (wireless lapel-type) microphone (optional depending on the size and acoustics of the training room)

- Easel with a full pad of flip chart paper (self-adhesive type if possible)

- Markers (fresh nontoxic, water-based markers in bold colors)

- Masking or blue painters' tape (needed if flip chart pad is not self-adhesive type)

- Strategy slips prepared and clipped together for each of the three features of a supportive classroom climate to be used in Activity 6 (see the **Before the Workshop: Special Preparations** section of this guide)

- Box or container for strategy slips (used in Activity 6)

Training Room Set-Up

The training room should include adequate space for participants. It should be large enough to allow participants to be comfortably seated and also to move around and interact with each other.

Avoid auditorium style seating. If possible, have participants seated at tables in such a way that no one has their back to the front of the room. A rectangular table set at the front of the room can be used for trainer notes, materials, and handouts.

The training room should have controllable heating and cooling with clear access for the trainer to set and adjust the room temperature.

The training room should have clear wall space for posting large sheets of flip chart paper before and during the workshop.

Handout Instructions

(See full list of handouts on page 14.)

Duplicate a set of handouts for each participant using a **high-quality copier or commercial copy service**. You may wish to make copies on paper of varied colors to create a more interesting presentation and to assist participants in locating specific handouts during the training. Copy all multiple-page handouts back-to-front and then collate and staple. Have handouts on the trainer table ready for distribution during the workshop.

If you plan to use participant folders, assemble the handouts in the order in which they are listed in this guide. Be aware that some handouts should not be included in the folder because they need to be distributed as part of an activity. The use of these handouts is referenced in the trainer notes and marked by an asterisk (*) in the list of handouts. If you

do not plan to assemble folders, individual stacks of each handout should be placed on the trainer table to be distributed during the workshop session.

> *NOTE: Throughout the workshop, when using handouts, make every effort not to read excessive amounts of the content. Reading a handout instead of summarizing the information suggests a lack of trainer preparation and can be off-putting to workshop participants.*

Trainer Resources

Trainer Terminology (also used in Module 1)

In conducting this workshop series, it will be important that, as the trainer, you model the use of specific terminology in speaking about bullying. Because bullying is a behavior and not a permanent characteristic or a trait of a student, it is important to avoid using terms like *bully* for students who engage in bullying behavior. It is also important to avoid using the term *victim* in talking about students who may be the targets of bullying behaviors. This is an important distinction for the following reasons:

- By understanding bullying as a behavior, we can use behavior management techniques to alter undesirable behavior and replace it with positive prosocial behavior.

- Viewing a student as a victim can suggest that there is something inherent about that individual that makes her or him a natural target for bullying behaviors. Because bullying is often based on perceived difference causing a student to be the target of bullying, any student can, at any point, become a target for bullying by another student.

- If we believe that bullying is a permanent characteristic of the student engaging in bullying, it creates a situation in which we believe it is not possible to change or alter the behavior.

Note

Approach: Throughout this workshop, we intend for *all* students to be represented in the content, activities, and strategies, regardless of race and ethnicity, gender, sexual orientation (lesbian, gay, bisexual, transgender, or questioning [LGBTQ] youth), socially isolated youth, and students with disabilities and special health needs.

Before the Workshop: Special Preparations

1. If you did not present Module 1, it is important that you read **Trainer Resources: Trainer Terminology** before conducting this workshop. It is very important that you model correct terminology in speaking about bullying from the very beginning of the training session.

2. As you plan the training event, determine whether you will use a pre-event and post-event self-assessment of participants or a post-event assessment only. We encourage you to use the two-step process to gather additional information about the impact of the training event, but the choice is yours. **If you choose to use the two-step self-assessment**, make an appropriate number of **Optional Handout A: Pre-Event Self-Assessment** copies to be distributed to every participant as you begin the training. See Step 2 in Activity 1 in the Trainer's Outline. (*Note: The **Post-Event Self-Assessment** is included as **Handout 11**.*)

3. For Activity 6, you will need to copy the **Strategy Summarization Worksheet** (see pages 7–9). The worksheet is divided into three sections (Engagement, Environment, and Safety) with one section per page. Copy the three-page worksheet on white paper back-to-front and collate and staple. Make one copy for every four participants you anticipate being in the training. Make a few extra copies in case additional participants show up or groups need a second worksheet during the activity.

4. For Activity 6, you will need to create slips of paper using the **Strategy Slips for Preventing Bullying in the Classroom** (see pages 10–12). The strategies are listed under the three features of a supportive classroom environment introduced in this workshop. Create the slips by copying and then cutting the worksheet horizontally between each strategy to create individual slips, each bearing one of the strategies. It is strongly recommended that you use a different color paper for each of the three features. Clip each set of slips together or place each set in a separate envelope for use in the activity.

5. Secure a small box or basket, which will be used to hold the strategy slips in Activity 6. This is referred to in the Trainer's Outline as the "strategy slip box."

6. An option to consider in preparing participants for the workshop and encouraging their active participation is to have the principal of the school where the workshop will take place send out a welcome or invitation e-mail to everyone, describing the purpose of the workshop, objectives, and topics that will be covered. The e-mail could include a copy of the one-page **Handout 6** from the workshop, **Ten Things Students Wish Teachers Knew About Name-Calling and Bullying** to give staff members an idea of the content to be presented.

Strategy Summarization Worksheet | Engagement

Strategy drawn by your group: _____

1. Describe the strategy as you understand it in one or two sentences.

   _____

   _____

   _____

2. What would you see going on if this strategy were implemented in a school or classroom?

   _____

   _____

   _____

3. Where in your school do you see this strategy being used, and who are the individuals you see using it currently?

   _____

   _____

   _____

4. How might using this strategy in a classroom help prevent bullying behavior?

   _____

   _____

   _____

Strategy Summarization Worksheet | Safety

Strategy drawn by your group: _____

1. Describe the strategy as you understand it in one or two sentences.

   _____

   _____

   _____

2. What would you see going on if this strategy were implemented in a school or classroom?

   _____

   _____

   _____

3. Where in your school do you see this strategy being used, and who are the individuals you see using it currently?

   _____

   _____

   _____

4. How might using this strategy in a classroom help prevent bullying behavior?

   _____

   _____

   _____

Strategy Summarization Worksheet | Environment

Strategy drawn by your group: _____

1. Describe the strategy as you understand it in one or two sentences.

   _____

   _____

   _____

2. What would you see going on if this strategy were implemented in a school or classroom?

   _____

   _____

   _____

3. Where in your school do you see this strategy being used, and who are the individuals you see using it currently?

   _____

   _____

   _____

4. How might using this strategy in a classroom help prevent bullying behavior?

   _____

   _____

   _____

Strategy Slips for Preventing Bullying in the Classroom

The strategies listed below are used in Activity 6. The terms are organized under the three features of supportive classroom settings introduced in the activity. Prepare these strategy slips for use during the workshop according to directions provided in Step 4 of this section of the Trainer's Outline.

Engagement

- *Be a role model*—Treat all students and colleagues respectfully.

- *Be proactive*—Teach the difference between respectful debate and intolerant dialogue and name calling.

- *Be available*—Check in with students regularly to see how they are doing. Let them know you're available to talk.

- *Listen*—Engage students in conversation about what is happening in their lives and actively listen.

- *Be positive*—Encourage and model positive thinking while also providing positive strategies for dealing with adversity.

- *Have fun*—Humor and having fun are great ways to have personal connections and help students feel like they are part of a positive climate and culture.

- *Teach more inclusively*—Integrate examples of people from different backgrounds into lessons, stories, and discussions. Use inclusive language, and avoid organizing the classroom by gender or stereotypes.

Safety

- *Intervene*—Step in to help during problematic situations. Students prefer that teachers actively use their power as adults and professionals to identify concerns and offer solutions.

- *Make a safe, bully-free culture the "norm"*—Talk about bullying on a regular basis.

- *Encourage students to do what they love*—Special activities, interests, and hobbies can boost confidence, help young people make friends, and protect them from bullying behavior.

- *Keep communication open*—Make time for daily conversations about students' lives and feelings, and ask a variety of questions. Talk about bullying with them. If concerns come up, be sure to respond.

- *Stay on top of things*—Read and learn about bullying. Create supportive ground rules for your classroom.

- *Use positive terms*—Tell students *what* to do, not just *what not* to do.

- *Teach positive relationship skills*—Encourage them to be successful!

Environment

- *Walk your talk*—Weave positive behaviors into daily interactions with students and colleagues. Follow the rules yourself. Show students respect.

- *Set a positive tone in your classroom*—Manage student behavior well, demonstrating appropriate boundaries and expectations for positive relationships.

- *Examine your own beliefs*—Become more aware of your own assumptions, biases, or stereotypes. Do you expect boys to act one way and girls another? Challenge these assumptions, and intervene when you hear others doing the same.

- *Treat students fairly*—Work directly both with students who are being bullied and students who are bullying others.

- *Establish a culture of respect for differences*—Make everyone feel they belong, and talk about differences in respectful and informative ways.

- *Engage parents and youth*—Work together to send a unified message against bullying.

- *Create a safe environment*—Have classroom meetings. Work with students to create and launch an awareness campaign in their classroom and school.

List of Slides

(Provided here as a reference only. Review entire content of this module to see how titles support workshop content.)

SLIDE
1. Creating a Supportive Classroom Climate
2. Disclaimer
3. Introductions
4. Workshop Objectives
5. What Is Bullying?
6. Core Elements of Bullying Behaviors
7. A Supportive Classroom
8. Supportive Classroom Settings
9. Effects of a Positive Classroom Climate
10. Willingness to Intervene
11. A Relationship Issue
12. Who Was There for You?*
13. The Important Things That Teachers Do
14. Student Intervention*
15. The Roles Bystanders Play
16. Inclusion
17. Expand Student Knowledge of Diversity
18. Respect
19. Communication
20. Class Discussions
21. Positive Classroom Management
22. Clear Classroom Ground Rules
23. Sample Anti-Bullying Ground Rules
24. Help Develop Effective Bystanders
25. Bystander Intervention Skills
26. Supportive Classroom Settings
27. Engagement*
28. Safety*
29. Environment*

30. Building a Web of Support

31. Additional Resources*

32. A Legacy*

Asterisk (*) indicates animated slides in which the trainer will be asked to click the same slide more than one time.

List of Handouts

(Provided here as a reference only. Review entire content of this module to see how titles support workshop content.)

HANDOUT

A. (Optional) Pre-Event Self-Assessment

1. Workshop Agenda
1A—Workshop delivered in three hours (single session)
1B—Workshop delivered in three, one-hour segments (multiple sessions)

2. Facts About Bullying Behavior*

3. Features of Supportive Classroom Climate

4. Inclusion, Respect, and Communication: Creating a Bullying-Free Classroom

5. Moving From Standing By to Stepping Up

6. Ten Things Students Wish Teachers Knew About Name-Calling and Bullying*

7. Strategies for Creating a Supportive Classroom Climate*

8. Frequently Asked Questions With Additional Resources

9. Reflection Sheet

10. Bullying Prevention Summary and Building Positive Classroom Climate Summary*

11. Post-Event Self-Assessment

Asterisk (*) indicates handouts that should not be placed in participant packet but rather handed out separately. See the Handout Instructions section for more information.

Trademarks

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Trainer's Outline

ACTIVITY **1**

Welcome and Introductions

🕐 **20 minutes**

NOTE: Before the arrival of workshop participants, display **PowerPoint slide 1: Creating a Supportive Classroom Climate**, *and leave it displayed until you start the training.*

1. Welcome participants and introduce yourself, sharing your connection to the subject of the workshop. If you delivered Module 1 with the same group, welcome them back, and make note of participants who may be new.

   NOTE: The first time you are asked to display a PowerPoint slide or distribute a handout, the number and title of the slide or handout will appear in bold type.

2. **Optional activity at trainer discretion:** If you have decided to use the pre-event and post-event self-assessment process as outlined in **Special Preparations**, distribute **Optional Handout A: Pre-Event Self-Assessment** now. Indicate that a similar form will be provided at the conclusion of the training and that their feedback will help you get a sense of the value of the training for participants. Ask participants to take a few moments to provide their best self-assessment to the questions provided. Instruct participants about how you wish to collect the completed forms.

3. Divide participants into groups of four.

   NOTE: One method of creating groups that will help ensure that participants have an opportunity to meet others they may not know or work with on a regular basis is an alphabetical lineup. Ask participants to line up side-by-side across one side of the room in alphabetical order by their first name, with "A" at one end and "Z" at the other. When the line is formed, start at the "A" end of the line and have participants call out their first names one-by-one to see if they were successful in lining up in alphabetical order. Starting on either end of the line, simply create groups by grouping the first four participants and continue down the line until the groups are formed. If you get to the end and have less than three people left, add the remaining one or two participants to existing groups to create one or two groups of five members.

   NOTE: When asking participants to move around to create groups, especially at the beginning of a workshop, it's important to let them know that at the end of the

activity they will be returning to where they are currently sitting. When participants do not need anything to do the activity, your instructions will allow them to leave their materials where they were sitting.

4. Display **PowerPoint slide 3: Introductions**, and ask participants in the small groups to use the prompts on the slide to introduce themselves. Explain that groups will have five minutes for the introductions.

   - Name

   - School(s) for which you work

   - What subject(s) do you teach, and how long have you been teaching?

   - When you close out your career as an educator, how would you like to be remembered by your students?

   NOTE: If you know that all the participants are from the same school, you can instruct the groups to ignore the second prompt (school[s] for which you work).

5. After time elapses or when all the groups are finished, ask participants to stay in their small groups, and facilitate a brief conversation with the entire group focused on why we tend to use our names when we introduce ourselves to someone we do not know.

6. After a brief discussion, stress how something as simple as our name is an important part of our identity. Point out that there are often personal stories attached to why we were given the name we have.

7. Point out that without our name, we lose an important part of who we are, and suggest that it is also more difficult to have a real conversation or begin to form a relationship with someone without sharing that first layer of identity. State that later in this workshop, we will look at strategies for creating the kind of supportive classroom climate in which bullying is less likely to occur. State that just like using each other's names, many of the strategies that will be reviewed involve simple actions that encourage positive relational connections within the classroom.

8. Ask participants to return to their regular seats.

9. When participants are ready, acknowledge that bullying presents a significant challenge for teachers. Point out that this workshop is designed to equip participants to successfully address and reduce bullying in the classroom while creating an environment that will enhance student learning.

   *NOTE: As the trainer, you should have reviewed the section **Trainer Resources: Trainer Terminology**, which provides the rationale for using and not using certain terminology to describe bullying behavior. Throughout the workshop, it will be very*

important that you avoid using terms like "bully" or "victim of bullying" when discussing this subject area. Instead, use terms like "students who bully" and "students who are bullied."

10. Distribute **Handout 1: Workshop Agenda**, and display **PowerPoint slide 4: Workshop Objectives**. Review the workshop objectives and agenda, stating that this workshop will focus on strategies for creating a supportive and caring classroom climate in which bullying is less likely to occur. Reference the PowerPoint slide and state that in the workshop participants will:

  ■ Consider what a supportive classroom climate looks like and how it can prevent bullying.

  ■ Examine the role of teacher-to-student and student-to-student relationships in building a supportive classroom climate.

  ■ Explore strategies for preventing bullying in the classroom, including establishing a culture of respect for differences among students.

  ■ Consider how a web of positive support among students and other adults across the school community can help prevent bullying.

  ■ Identify and commit to use one new strategy for preventing bullying in their daily work with students.

<u>ACTIVITY</u> **2**   ## What Is Bullying?

🕐 **10 minutes**

1. Display **PowerPoint slide 5: What Is Bullying?** Remind participants of the definition of bullying behavior introduced in Module 1.

2. Ask participants if they remember the three core elements of bullying behavior that differentiates it from other forms of aggressive behavior that may occur among students.

3. After a brief conversation, display **PowerPoint slide 6: Core Elements of Bullying Behaviors**, and point out the three core elements. If participants were able to recall the three core elements, then simply use the slide to reinforce the points already discussed. (12)

    NOTE: The numbers shown in parentheses throughout this document refer to the source for material listed in the References section at the end of this guide.

4. State that this workshop builds on what was covered in Module 1 and will focus on creating a supportive classroom environment as a deterrent to bullying and promoting a climate in which students can more effectively learn.

> *NOTE: If there are participants in this training who were not at the first workshop, distribute **Handout 2: Facts About Bullying Behavior** to the entire group. Note that Handout 2 is a review of information shared in Module 1 that can provide basic information for new participants and serve as a review sheet for those who were in the first workshop.*

ACTIVITY 3

Features of a Positive Classroom Climate

⏱ 25 minutes

1. State that research affirms what teachers already know, which is that the classroom experience of students is powerful in shaping their response to school and learning. Although a safe and supportive schoolwide climate can help prevent bullying, the research suggests that "safety starts in the classroom." (12)

2. Divide participants into small groups of five to seven members each.

3. When groups are ready, state that we will now take a few minutes to think about a safe and supportive classroom and what such a classroom might look like. Display **PowerPoint slide 7: A Supportive Classroom**, and briefly review the questions on the slide.

4. Tell participants that they will now have seven minutes to discuss within their small groups their responses to the questions on the slide. Ask them again to focus on what such a classroom actually looks like.

5. At the end of seven minutes, tell the groups that they now have an additional two minutes to decide on the two most important ideas that have emerged in their discussion regarding what a caring and supportive classroom looks like. Explain that in two minutes, you will ask each group to share its two ideas.

> *NOTE: If you have more than five small groups, you may wish to limit the sharing to a single idea from each group to conserve time.*

6. When two minutes have expired, go around the room, asking each group to share their ideas. Before beginning the sharing process, point out that it is likely that there will be some repetition, which is fine. As groups share their ideas, record them on a flip chart sheet at the front of the room.

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7. When all the groups have shared, explain that researchers have also attempted to articulate what a supportive classroom setting looks like.

8. Display **PowerPoint slide 8: Supportive Classroom Settings**, and state that three areas form the foundation of a supportive classroom setting for students: (10)

    ■ **Engagement:** Strong relationships between students, teachers, families, and schools and strong connections between schools and the broader community. Encompasses respect for diversity and school participation.

    ■ **Safety:** Schools and school-related activities in which students are safe from violence, bullying, harassment, and controlled-substance use. Encompasses emotional and physical safety.

    ■ **Environment:** Appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. Encompasses the physical, academic, and disciplinary environments and wellness.

9. Briefly review the small-group ideas you recorded on the flip chart sheet, noting where they might fall within the three categories on the PowerPoint slide.

10. State that at its core, a supportive classroom is a place in which students feel connected, safe, and involved.

11. Distribute **Handout 3: Features of Supportive Classroom Climate**, explaining that it includes additional examples of the three features on which they just focused and that more information on each of the features can be found on the website noted at the end of the handout.

12. State that although this workshop is focusing on the importance of a supportive classroom climate in reducing bullying, research suggests that a supportive climate can also have an impact on the fundamental mission of a school community.

13. Display **PowerPoint slide 9: Effects of a Positive Classroom Climate**, pointing out that numerous studies have confirmed that a positive classroom climate provides many benefits for students and, among other things, can mitigate bullying. Students who feel close to their teachers have been shown to work harder in school, attend school more regularly, and have more confidence in their academic abilities. Review the slide, noting that in a positive classroom environment students: (5, 7, 10)

    ■ **Do better academically.**

    ■ Attend school more regularly, leading to higher graduation rates.

    ■ Feel better about themselves and have better relationships.

    ■ Engage in fewer risky behaviors like drinking alcohol or using drugs.

    ■ **Engage less in bullying and other problem behaviors.**

14. Point out the two statements in bold on the slide, and state that focusing on building a positive classroom climate as a central strategy in preventing bullying can also further the academic mission and priorities of their school by enhancing the capacity of students for academic achievement and learning.

15. State that a positive school and classroom climate can also have a powerful impact on teachers and staff when it comes to dealing with bullying behaviors. Point out that a positive climate tends to build stronger feelings of connectedness to the school for both students and adults, which is important in reducing or even preventing bullying in schools and classrooms.

16. Display **PowerPoint slide 10: Willingness to Intervene**. State that a positive school and classroom climate and a sense of relational connectedness are important predictors of staff members' willingness to intervene in bullying situations. Review the points on the PowerPoint slide: (3)

   ■ When teachers and staff feel valued, they are more likely to become involved and intervene in a bullying situation.

   ■ When teachers and paraeducators report high levels of connectedness, they report greater comfort levels intervening in a bullying situation.

   ■ Feelings of comfort in being willing to intervene are correlated to:

      • Knowing effective intervention strategies.

      • A perception that others in the school are also likely to intervene.

17. Point out that feelings of being valued and connected are generated naturally in settings in which students, teachers, and staff have positive relationships with each other that communicate trust, affirmation, and caring.

18. State that research places a spotlight on the role of relationships as a critical factor in addressing bullying behaviors. Display **PowerPoint slide 11: A Relationship Issue**, and review the statement on the slide: "Bullying is a relationship problem that requires a relationship solution." (6)

   State that bullying behavior is a complex social interaction that takes a variety of forms and is heavily influenced by the social context in which it takes place. As discussed in Module 1, simplistic or one-size-fits-all strategies are not effective in reducing bullying behavior in schools. Reducing bullying requires a multifaceted approach that includes prevention, immediate response, and appropriate consequences and support for serious incidents. Integrating these intervention strategies with building positive school climate through engagement, safety, and improved environment may help improve the impact and precision of anti-bullying efforts in schools. (14)

19. Suggest that although numerous factors influence bullying behavior, central features of positive classroom climate that participants will consider now are relationships and connectedness.

20. State that positive relationships are a foundational element in creating a positive and supportive classroom climate. Those relationships include teacher-to-student and student-to-student. Tell participants that we will now take a few moments to consider the power of teacher-to-student relationships and then consider how teachers might encourage positive relationships in the classroom among their students.

ACTIVITY **4**

The Power of Teacher-to-Student Relationships

🕐 **20 minutes**

1. Suggest that one way to understand the power of adult relationships in the lives of students is to consider the important role they may have played in our own lives.

2. Display animated **PowerPoint slide 12: Who Was There for You?** Ask participants to each take a moment and think back to their own youth, and think about an adult who was there for them, providing a positive and nurturing influence in their life. Suggest that this person may have been someone in their family, a caring neighbor, a teacher, or someone else in the community.

   > *NOTE: Make sure to stress that they are to think of someone who had a positive influence on their life.*

3. After a few quiet moments for thought, click the slide again to reveal the bottom half of the slide. Instruct participants to consider for a moment what it was about that person that caused him or her to have such a powerful positive influence on them to the point that they still remember that person today.

4. State that if anyone was unable to recall someone who had that kind of a positive influence on them, it is perfectly fine. Suggest that they focus their thoughts on what that kind of person would have been like if they had been present in their life growing up.

   > *NOTE: Although most participants can think of someone, in some cases there may be a participant who either did not have such an adult in his or her life or is simply unable to remember someone at the moment. By introducing the option to focus in a more hypothetical fashion, you provide that person with a way to participate without drawing attention to him- or herself.*

5. Provide two to three minutes for quiet reflection.

6. At the end of two to three minutes, tell participants that they'll now have five to seven minutes to share with two to three others at their table about the adult who came to mind

for them and what it was about that person that caused them to be remembered as having a positive impact on their life. Caution participants that discussion time is limited and will not allow for extended conversation about each of the individuals considered.

> *NOTE: Make sure to keep groups informed regarding the time remaining to ensure that everyone has a chance to share about their person. Because these are people of importance to us, it is often the case that this discussion can become quite animated and it may be hard to close off the discussion period when time has elapsed. Because of this fact, try to ensure that groups are no larger than three people.*

7. After the discussion time has elapsed, point out that it is likely that there were many types of individuals thought of and discussed. For some it may have been:

   - A parent

   - Another family member (aunt, uncle, grandparent, etc.)

   - A neighbor

   - A teacher or other school staff person

   - A congregation member

   - A youth worker

   - Some other individual who touched their lives

8. State that although the types of individuals who were identified may have varied, it is likely that in discussing what it was about those individuals that affected our lives so strongly was similar to the kinds of simple actions and qualities participants can use to build a caring and supportive climate in their classrooms. For example:

   - They knew my name and were always pleased to see me.

   - They believed in me and expected the best from me.

   - They were consistent, and I always knew where I stood with them.

9. State that this brief discussion illustrates the powerful impact that individuals can have in shaping young people's lives through simple actions. Point out that the power of simple actions is mirrored in research on students today.

10. Display **PowerPoint slide 13: The Important Things That Teachers Do**. Review the slide, pointing out that the slide shows the kind of things students say are important to them when asked to describe the things that teachers do that help them in their lives. Note that many of the factors are not that different from those that shaped our lives as young people. Point out that even though participants probably just naturally do a lot

of these things every day with students and may see them as small gestures, studies shows that they mean a lot to young people and can help them in many positive and protective ways. (5, 9)

- Be available.
  Students like teachers who invite positive relationships and are accessible to them, checking in on how they are doing. Students respond to teachers interested in more than just their academic performance by taking a personal interest and showing they care about all aspects of their lives.

- Listen to me.
  Teachers who actively listen to student concerns and worries, engaging them in conversation about their lives, demonstrate an understanding of student needs while showing respect and empathy. Being treated fairly is very important to students.

- Be positive.
  Teachers who encourage and model positive thinking in their students have students who show higher levels of engagement and preparedness as well as higher levels of self-confidence that they can overcome barriers. Students want teachers to identify and encourage their gifts and talents while also challenging them.

- Have fun.
  Students felt more at ease around teachers who were in control of the classroom but could keep students' motivational level high by using humor. Along with being positive, humor can help build the kind of positive personal connections that play a part in building a supportive classroom climate.

- Be real.
  Teachers who are comfortable being themselves around their students promote the kind of bonding that is an important element in a supportive classroom climate. Sharing personal information that is appropriate can help students see that their teacher is a real person and values them enough to share a part of his or her life with them.

11. State that these social and relational qualities make a powerful difference in students' lives and contribute to positive teacher-to-student relationships that help build a supportive classroom climate. Stress that what teachers model in their relationships with students and other adults also helps build positive student-to-student relationships. These relationships can have a direct impact on reducing bullying behavior through encouraging students to feel safe and confident to stand up for each other. (5)

Encouraging Positive Student-to-Student Relationships in the Classroom

⏱ **30 minutes**

> *NOTE: The challenge of this activity is that it deals with complex subject matter related to bullying behavior in a relatively short amount of time. For that reason, the handouts distributed during the activity are designed to introduce key ideas and suggest additional resources for workshop participants to access more information following the training.*

1. State that just like adults who are more likely to intervene if they feel connected to their school and peers, students are more likely to be willing to intervene in a bullying situation if there is a positive school and classroom climate that also helps them feel the same kind of connectedness to school and peers.

2. State that although teachers can't force students to be friends with each other, it is possible for them to create the kind of supportive classroom environment that helps students learn age-appropriate friendship skills, discourages bullying behavior, and encourages students to stand up for each other in bullying situations.

3. Point out that a major factor in many bullying incidents is the presence of student bystanders, some of whom join in or encourage the bullying, others who simply watch, and many who—although they may be disturbed by the behavior—do nothing to stop it.

4. State that the research clearly indicates that when students move from being bystanders to a bullying incident to standing up and intervening, they can have a powerful impact on stopping the behavior and sending a message that bullying is not acceptable.

5. Display animated **PowerPoint slide 14: Student Intervention**. First, point out that bullying usually occurs in front of witnesses and bystanders, but very few students actually intervene. Research shows that trained bystanders are extremely important in deterring bullying because youth are so heavily influenced by their peers. (8) Ask participants to think about the impact they believe bystanders can have, and then go through each option on the slide, asking participants to indicate by a show of hands which answer they think is correct.

6. After everyone has had a chance to respond, click the slide again and review that in the majority of episodes (57%), peer intervention stops bullying within 10 seconds regardless of what techniques or strategies are being used. (8)

7. Display **PowerPoint side 15: The Roles Bystanders Play**. Remind participants of the discussion from the first workshop on the circle of bullying about the different roles students can play. Bystanders may not play a direct role in bullying, but they may still be contributing to the behavior. Many times, students want to help but do not know how. (12)

8. State that as part of exploring general techniques and strategies that students can use to intervene in a bullying situation, we will first consider features of a supportive classroom climate. These features help create an atmosphere that encourages students to be more willing to stand up for each other.

9. Remind participants that as we noted earlier, bullying involves power relationships based on observed or perceived differences. Ask participants to share what they see as areas of observed or perceived difference among their students that might generate bullying behaviors. As participants share, list their responses on a flip chart sheet.

> *NOTE: If not mentioned by participants, make sure you add the following:*
> - *Abilities in school*
> - *Age*
> - *Cultural and ethnic heritage*
> - *Disability*
> - *Economic status*
> - *Gender*
> - *Gender identity/transgender status*
> - *Limited English proficiency*
> - *Physical appearance*
> - *Race*
> - *Religion*
> - *Sexual orientation*

10. After a brief time for discussion, point to the list you generated, and state that given the fact that observed or perceived differences fuel bullying behaviors, it is not surprising that the research on bullying puts a spotlight on the importance of creating a school and classroom culture of respect for differences.

11. Distribute **Handout 4: Inclusion, Respect, and Communication: Creating a Bullying-Free Classroom**, and state that the handout provides information on a number of strategies that focus on developing the positive social environment of the classroom, which has been identified as the number one "best practice" strategy for bullying prevention and intervention by the U.S. Department of Health and Human Services (12).

12. State that it is obvious from the way that the handout is organized that we will explore inclusion, respect, and communication as separate areas, but, as participants will soon see, they blend together in multiple ways and work as a whole in creating a positive social environment in which all three are present.

13. Tell participants that we will explore a few critical strategies under each of the three areas in the handout. Point out that the handout includes more ideas and resources than we are able to address in a single workshop and can serve as a helpful tool for accessing further information following the training.

14. Remind participants that the most important variable in each area we will consider is the role that teachers play in modeling for their students ways to make everyone feel included in the classroom, ways to show respect for students and other adults, and their willingness to communicate about bullying in both formal and informal ways.

15. Display **PowerPoint slide 16: Inclusion**, and state that one element in creating an inclusive environment is the existence of clear classroom expectations and rules regarding how students are to treat each other. Suggest that rules are most effective when they are developed with input from students about how they wish be treated, are simple and understandable, are posted in the classroom, and are fairly enforced with both positive and negative consequences. (12)

16. Display **PowerPoint slide 17: Expand Student Knowledge of Diversity**. State that teachers can design and implement class routines that teach students how to understand and talk about differences in respectful and informative ways without drawing attention to individual students. As you cover the content on the slide, remind participants that the details shown on the slide are included in **Handout 4**. (4, 12)

17. State that a group that is often the target of bullying behavior—lesbian, gay, bisexual, transgender, or questioning (LGBTQ) students—reports that an inclusive curriculum alone has positive effects. A 2015 study found that when curriculum is inclusive of diverse groups—including culture, race, ethnicity, gender, and sexual orientation— LGBTQ students experienced a more positive school climate, heard homophobic remarks less frequently, heard negative remarks about gender expression and transgender people less frequently, and felt safer. (4)

18. Display animated **PowerPoint slide 18: Respect**, and state that just like forming friendships, we can't make students respect each other, but participants can create the kind of social environment in which students learn about and are encouraged to get to know and respect each other.

19. Click the slide again, and state that respect is developed in part by exposing students to accurate information and allowing them to experience positive representations of students who may be perceived to be different from them. Point out the first bullet point. Emphasize that the process of defining respect should specifically include information on how to interact with students perceived to be different.

20. Suggest that talking about differences in a respectful and informative way, including examples of people from varied backgrounds and orientations, without singling out individual students, can be a powerful tool in developing respect and reducing bullying behavior.

21. Acknowledge that this can be a challenging area for teachers, and tell participants that the handout contains information on where to find out more information as well as additional strategies including ideas for anti-bullying lessons. (5)

22. Invite participants to form groups of two by joining someone seated near them. Once pairs are formed, ask participants to review the information provided on **Handout 4** and to (1) identify an area of personal strength (something they already *do well*) among the strategies listed and (2) identify an area in which they would like to get better.

23. Indicate that pairs will now have five minutes to discuss the strengths and areas for improvement with each other. Let the pairs know when two minutes remain and reconvene the full group after the discussion time has lapsed.

24. Display **PowerPoint slide 19: Communication**, and state that as noted earlier, the three areas of inclusion, respect, and communication we are discussing work together. Suggest that communication can take many forms, ranging from anti-bullying rules posted in the classroom to class lessons to a conversation with an individual student.

25. Display **PowerPoint slide 20: Class Discussions**, and point out that class discussions in which the entire class spends time talking about anti-bullying strategies and other topics such as relationships and respect is one communication technique that can yield a number of positive results: (5, 12)

    ■ Raise awareness of ideas and strategies.

    ■ Teach and practice the difference between respectful debate and intolerant dialogue around issues of difference.

    ■ Provide opportunities for students to express their discomfort about witnessing bullying within the safety of a classroom discussion.

    ■ Help students realize that they are not alone in their wish for bullying behaviors to stop.

    ■ Provide a great opportunity for students to brainstorm possible solutions to common bullying situations.

26. Process a brief discussion with participants about strategies they have found effective to hold meaningful, engaging classroom discussions as just described. Make connections between ideas offered and the list of strategies noted on **PowerPoint slide 20**.

27. Display **PowerPoint slide 21: Positive Classroom Management**. State that managing a classroom to keep order and promote inclusion, respect, and communication also helps avert bullying. Highlight the strategies shown on the slide. (5)

28. Display **PowerPoint slide 22: Clear Classroom Ground Rules**. Process a brief discussion about participants' use of classroom ground rules. (For example: Do they regularly use them? What do they find makes them most successful?) State that ground rules are a factor in inclusion by laying out classroom expectations for everyone regarding student

behavior and treatment of each other. Indicate that it is critical for teachers to teach, model, and reinforce expected classroom behavior as developed by students in order for them to be operationalized. Developing clear ground rules with student input gives students a stake in establishing their own culture of respect and responsibility. They get a say in how they wish to be treated. (5)

29. Display **PowerPoint slide 23: Sample Anti-Bullying Ground Rules**. State that the ground rules on the slide are meant to serve as an example and may be different from those the participants use in their own classrooms. It is important to note that classrooms work best when clear ground rules are adopted that pertain to all students and help build a safe and inclusive environment. As the slide shows, rules can be short and simple, yet still be effective. (5)

30. Point out again that **Handout 4** contains references to additional resources and ideas for communication strategies that can help develop the kind of classroom culture that promotes respect and inclusion while reducing bullying.

31. State that another critical outcome of using the strategies that we have discussed is that you become identified by students as a "safe adult" to whom students can report bullying or ask for help.

32. State that creating the kind of classroom culture we're talking about can be highly effective in encouraging students to intervene in a bullying situation, yet one of the main barriers that students commonly identify is the lack of concrete, tangible skills they can use to intervene. (5) For the next few minutes, we will cover how to help students gain those skills.

33. Display **PowerPoint slide 24: Help Develop Effective Bystanders**. Remind participants that bullying almost always occurs in front of other students, and, as shown earlier in the workshop, students who can effectively intervene have a powerful, positive role to play. Students typically find the kind of positive classroom culture being discussed important in helping them intervene in a bullying situation. But they also need to learn and practice the skills for safely speaking up. Supporting students and helping them learn starts with us. Remind participants that some of the material covered lays the groundwork for supporting students to become effective bystanders.

34. Distribute **Handout 5: Moving From Standing By to Stepping Up**. State that as you cover material in the next couple of minutes about helping students become effective bystanders, participants can refer to the handout, which contains the material being covered. In addition to using the handout to make notes about what they're learning, participants can later refer to the handout, which lists additional resources and ideas that may be useful.

35. Display **PowerPoint slide 25: Bystander Intervention Skills**. State that research suggests that student bystanders do not have to "stand up" to bullies to help. Small, quiet actions of support can also be effective. Promoting an atmosphere of trust and

safety as described in some of the content just covered forms an important foundation for students to feel confident to speak up, act, or get help from a trusted adult. (8) Suggest that the skills listed on the slide and reviewed in detail on the handout represent a variety of concrete ideas to help guide student responses to bullying situations.

36. Remind participants that students should know they are not expected to always directly intervene when bullying occurs. Safety concerns should be discussed, allowing time for students to brainstorm alternative strategies, including identifying trusted adults to whom they can turn for help. Review each skill on the slide, making the following points about various options for students: (5, 12)

    Walk away. Refuse to participate in the bullying behaviors, and deny the incident an audience. Other behaviors, from laughing or encouraging the student who is bullying to fighting on behalf of the student who is being bullied, can make matters worse.

    Offer support. Be an ally to the bullied student. At the time of the episode, and if one can do so safely, an ally can help the student who is being bullied to leave the situation or get adult help to do so. Away from the situation, allies can offer support to the student who was bullied by listening and assuring the student that it was not his or her fault and by accompanying the student to seek help from a trusted adult.

    Report the incident. Tell a trusted adult what is happening. Help students identify adults who can be trusted and know how to help. Make sure that students are aware that you are a safe adult through your actions and words.

    Speak up assertively. Tell the person who is bullying to stop. The simple act of telling someone to stop can end the event and also empower other students to step up.

37. State that we have considered the important role of peer relationships in preventing bullying and looked at ways to create a classroom climate that can address bullying behavior by encouraging and equipping students to stand up for each other.

38. Tell participants that we are now going to take a detailed look at general strategies for building a caring and supportive classroom climate focused on the three features of supportive classroom settings identified earlier in the workshop. Point out that although focused more broadly, many of the strategies also revolve around issues of inclusion, respect, and communication.

ACTIVITY 6

Strategies for Building a Supportive Classroom Climate

⏱ 45 minutes

1. Display **PowerPoint slide 26: Supportive Classroom Settings**, and remind participants of the three features of supportive classroom settings that were introduced earlier. Review the slide making the following points for each feature: (10)

   ■ Engagement—School engagement is an essential part of a positive classroom environment, including the events and opportunities that lead to students gaining skills and experiences that allow them to feel safe in the school and classroom environment. Point out that relationships are part of this element and foundational to all three features.

   ■ Safety—A positive classroom and school climate is one in which students and everyone connected to the school feel safe both physically and emotionally. Establishing a norm within the classroom that bullying is not okay can have a significant impact on reducing rates of bullying behavior. It is also critical that teachers send a clear message to their students that they are concerned about bullying and that students can come to them if they have issues or concerns. Research suggests that only one in three students who are bullied tell an adult. (11)

   ■ Environment—Although it is an important piece of a supportive classroom culture, this feature refers to the extent to which the school promotes the safety and health of each student. Environment is inclusive of all aspects of a school, including academics, physical and mental health supports and services, the physical plant and its location within the community, and its disciplinary procedures. In the classroom, the environment encompasses the teachers' willingness to work directly with students who are bullying others or being bullied.

2. Tell participants that you are now going to explore simple strategies under each of the three features that teachers can implement to reduce and prevent bullying behaviors within the classroom. Explain that although they will be working in small groups to think about and discuss specific strategies, at the end of the activity they will receive a handout that provides information on all the strategies that will be introduced under each of the three features.

3. Divide participants into groups of four to five members, making sure that there is an even number of groups. Ask groups to spread out around the room.

   > *NOTE: For this activity to work, you will need an even number of groups. If the groups equal an odd number, ask participants from one group to each join a different group for this activity.*

4. When groups have formed, distribute one **Strategy Summarization Worksheet** to each group (see pages 7–9 of the Trainer's Outline). Explain that groups will be using these sheets three times—once for each of the three features of a supportive classroom setting.

5. Display animated **PowerPoint slide 27: Engagement**, and explain that we are going to start by looking at strategies that relate to the feature of engagement.

6. Hold up the strategy slip box that you prepared prior to beginning the workshop, and explain that the box contains slips of paper each bearing the name of a strategy that can help to create a supportive classroom climate through building a sense of engagement.

> *NOTE: You will be using the strategy slip box three times—once for each feature. Copying the strategy slips using a different color paper for each of three features as suggested in the **Before the Workshop: Special Preparations** section of this guide will make it easier to distinguish which ones to use at various points during this activity. Fold each strategy slip in half when you place the slips in the box so participants are not able to identify which strategy they are drawing.*

7. State that you are now going to move from group to group and ask someone from each group to draw one slip of paper from the box.

8. Move around the room, and when every group has drawn a slip from the box, explain that each group will now have five minutes to discuss the strategy and fill in the information on their summarization worksheet for that strategy:

   ■ Describe the strategy in one sentence.

   ■ What would you see going on if this strategy was being implemented in a school or classroom?

   ■ Where in your school do you see this strategy being used, and who are the individuals you see using it currently?

   ■ How might using this strategy in a classroom help prevent bullying behavior?

9. When time has elapsed, explain that each group will now have an opportunity to share their work with another group and also hear from that group regarding the strategy on which they focused.

10. Instruct each group to pair up with another group.

11. When groups are paired, explain that they will now have five minutes to share and discuss the two strategies represented in their groups.

12. At the end of five minutes, ask participants to stay in their current grouping as you click a second time on **PowerPoint slide 27: Engagement**. Briefly review the strategies listed on the slide, pointing out that some of the strategies are ones that were just discussed within the small groups.

> *NOTE: You may want to remind participants again that at the end of this activity they will receive a handout listing all the strategies being discussed.*

13. Ask participants if they have questions about any of the strategies or if they have additional strategies that they wish to share. Respond to any questions, and facilitate a brief discussion focused on any strategies shared by participants.

> *NOTE: It will be important that you have reviewed the strategies for all three features so that you will know if a strategy suggested by a participant is one that will be addressed in one of the remaining areas.*

14. Instruct the paired groups to form two new groups by evenly dividing themselves so that members from the two groups that were paired are mixed together as part of the two new groupings. Tell participants to make sure that each of the newly formed groups has one of the **Strategy Summarization Worksheet** sets that were just used. When new groups have formed, confirm that each group has one of the **Strategy Summarization Worksheet** sets and ask them to once again spread out around the room.

15. When groups are ready, display animated **PowerPoint slide 28: Safety**, and explain that we are now going to look at strategies that relate to the feature focused on safety.

16. Hold up the strategy slip box and explain that the box now contains slips of paper each bearing the name of a strategy to prevent bullying by creating a safe and secure classroom setting.

> *NOTE: During the previous group discussion period, you would remove any remaining engagement slips and insert the safety strategy slips.*

17. State that once again, you will move from group to group as someone from each group draws one slip of paper from the box.

18. When every group has drawn a slip from the box, explain again that each group will have five minutes to discuss the strategy and to fill in the information on their summarization worksheet for that strategy:

   ■ Describe the strategy in one sentence.

   ■ What would you see going on if this strategy was being implemented in a school or classroom?

   ■ Where in your school do you see this strategy being used, and who are the individuals you see using it currently?

   ■ How might using this strategy in a classroom help prevent bullying behavior?

19. When time has elapsed, explain that groups should once again pair up with another group, and they will have five minutes to share and discuss the strategy on which each group focused.

20. At the end of five minutes, click a second time on **PowerPoint slide 28: Safety**, and briefly review the strategies listed on the slide. Point out again that some of the strategies are ones that were just discussed within the small groups.

21. Ask participants if they have questions about any of the strategies or if they have additional strategies that they wish to share. Respond to any questions, and facilitate a brief discussion focused on any strategies shared by participants.

22. Instruct the paired groups to once again form two new groups by evenly dividing themselves so that members from the two groups that were paired are mixed together as part of the two new groupings. Instruct participants to again make sure that each of the newly formed groups has one of the **Strategy Summarization Worksheet** sets. When new groups have formed, confirm that each group has a set of the **Strategy Summarization Worksheet** and ask them to once again spread out around the room.

23. When groups are ready, display animated **PowerPoint slide 29: Environment**, and explain that we are now going to look at strategies that relate to the last of the three features of supportive school and classroom setting—environment.

24. Hold up the strategy slip box and explain that the box now contains slips of paper each bearing the name of a strategy to prevent bullying by creating a safe and secure classroom setting.

25. Once again, move from group to group as someone from each group draws one slip of paper from the box.

26. When every group has drawn a slip from the box, explain again that each group will have five minutes to discuss the strategy and fill in the information on their summarization worksheet for that strategy:

   ■ Describe the strategy in one sentence.

   ■ What would you see going on if this strategy was being implemented in a school or classroom?

   ■ Where in your school do you see this strategy being used, and who are the individuals you see using it currently?

   ■ How might using this strategy in a classroom help prevent bullying behavior?

27. When time has elapsed, explain that groups should once again pair up with another group, and they will have five minutes to share and discuss the strategy on which each group focused.

28. At the end of five minutes, click a second time on **PowerPoint slide 29: Environment**, and briefly review the strategies listed on the slide. Point out again that some of the strategies are ones that were just discussed within the small groups.

29. Ask participants if they have questions about any of the strategies or if they have additional strategies that they wish to share. Respond to any questions, and facilitate a brief discussion focused on any strategies shared by participants. Remind participants of the importance of providing clear expectations and fair, consistent responses to violations as foundational elements to creating a positive environment.

30. Instruct participants to return to their regular seats.

31. Distribute **Handout 6: Ten Things Students Wish Teachers Knew About Name-Calling and Bullying** and **Handout 7: Strategies for Creating a Supportive Classroom Climate**. Point out that Handout 7 reviews the strategies that were discussed in the small groups, and Handout 6 provides more ideas from the student perspective.

Building a Web of Support

⏱ **15 minutes**

1. State that many researchers agree that although teachers and other classroom professionals and paraprofessionals have a big role to play in bullying prevention, a multifaceted, whole-school approach holds the greatest promise for addressing the problem of bullying. (3)

> *NOTE: Draw attention again to how this workshop series is or needs to be connected to a broader schoolwide approach.*

2. Display **PowerPoint slide 30: Building a Web of Support**, and ask participants to think back to the group work they just completed and how many of the strategies they considered can be implemented by anyone in the school regardless of their professional or volunteer role. Suggest that in some cases, in thinking of who in the school was consistently using a particular strategy, they may have thought of someone who was not involved directly in providing instruction—a teacher aid, security guard, counselor, food service worker, secretary, bus driver, etc.

3. Ask participants to briefly brainstorm roles that identify individuals in the school who could be part of a web of support. State that creating a web that can truly support students and minimize bullying behavior needs to be made of many strands if we are to prevent students from falling through the cracks.

4. After generating ideas about who in the school has a role to play in creating a web of support, suggest that a group that we may not think of as being "in the school" but one that is very important in creating a supportive school climate is families. Point

out that www.stopbullying.gov has links to information on engaging parents and families as partners in bullying prevention.

> *NOTE: If families were named during the brief brainstorm, then simply reinforce their role in helping address bullying behaviors and provide the www.stopbullying.gov website information.*

5. Remind participants that as we saw earlier, students also have a powerful role to play as advocates for each other.

6. Remind participants again that everyone has a role to play in creating a web of support across the school.

> *NOTE: In making this point, make sure to strongly affirm and acknowledge the importance of a supportive classroom climate (something that teachers do have control over) while also pointing out the importance of a schoolwide web of support. Suggest that when others across a school community are involved, it makes the teacher's job easier, and the classroom can become the hub of a larger schoolwide effort to address bullying.*

7. Point again to the Building a Web of Support slide, and note that although a comprehensive supportive web is the ultimate goal, the purpose of this workshop has been to provide an opportunity to explore ideas and strategies that can be applied primarily within the classroom. State that you hope that the ideas that have been shared have affirmed what educators are already doing to create a caring and supportive classroom climate. Suggest also that you hope participants may have been exposed to some new ideas or strategies that they may want to implement in their daily work with students.

8. Display animated **PowerPoint slide 31: Additional Resources**, and state that the www.stopbullying.gov website can provide additional resources and support in addressing bullying behaviors whether at the schoolwide level or in the classroom. Click the slide again, and point out that the search box allows participants to access specific information or resources based on their own needs and interests.

9. Distribute **Handout 8: Frequently Asked Questions With Additional Resources**. Tell participants this handout summarizes other resources they may find helpful if they wish to learn more about some of the topics discussed in this session.

ACTIVITY 8

Affirming What We Already Do…Planning to Do Something New

⏱ 10 minutes

1. Distribute **Handout 9: Reflection Sheet**.

2. Instruct participants to fill out the top half of the sheet, recording up to three strategies that they already employ in helping build a caring and supportive classroom climate in which bullying is less likely to occur. Ask participants to also record three strategies that they see as particularly promising for preventing bullying behavior in the classroom.

   > *NOTE: You may want to suggest that participants refer to Handout 7 if they need a reminder of the strategies discussed in the workshop.*

3. When participants have completed the upper half of the worksheet, tell them to complete the bottom half by recording one strategy that they will commit to use with students in their classroom during the next week. *(Or the first week of school if the training is conducted before start of the new school year.)*

4. When everyone has finished writing on their reflection sheet, tell participants to take their sheet and gather in the groups they were in during the introduction activity at the beginning of the workshop.

5. When participants are ready, ask them to share with one another one strategy that they already use that was affirmed in the workshop and the one strategy that they are committing to use with their students to create a supportive classroom climate as a way of preventing or reducing bullying behaviors.

6. After allowing three to four minutes for sharing in their groups, ask participants to return to their regular seats.

ACTIVITY 9

Review and Evaluation

⏱ 5 minutes

1. If time remains, ask if anyone would like to share with the larger group a point of affirmation, an insight that was gained in the training, or the strategy they are committing to implement.

2. Encourage participants to follow through on their commitments to try one new strategy.

3. State that although the workshop has focused specifically on preventing bullying behavior in the classroom, the strategies discussed can also have a far-reaching impact on their students.

4. Distribute **Handout 10: Bullying Prevention Summary** and **Building Positive Classroom Climate Summary**. Indicate that the handout provides a summary of key points covered in both modules of this training. Encourage participants to keep this document in an easily accessible location (planner, briefcase, desk drawer) for immediate reference if they find themselves needing to refresh their memory of the content covered.

5. Display animated **PowerPoint slide 32: A Legacy**, noting the words of one educator: (13) "Children are living messages we send to a time we will not see."

6. Suggest that the steps participants take today to build a caring and supportive classroom climate have the power to shape students' lives in ways that will affect them beyond their days in the classroom and will form a living legacy to their role as educators.

7. Click the slide a second time displaying the words "Thanks for Participating." Thank participants for their time, ideas, and commitment to create a supportive and caring classroom climate as a way of minimizing and preventing bullying behavior.

8. Distribute **Handout 11: Post-Event Self-Assessment**, and ask participants to complete it and hand it in as they depart.

References

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