

# H.E.A.R.<sup>®</sup>

Helping Everyone Achieve Respect

High School Edition



*Building Respect and Ending Bullying  
and Cruelty in Your School*



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The Career Training Concepts logo symbolizes an individual seeking life balance in three primary areas: spirituality, family, and career.

Our purpose is to provide training programs that help individuals achieve this balance.

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The publisher of HEAR also sponsors a School for Single Mothers in the Democratic Republic of the Congo. Our students are targets of violence against women – perhaps the ultimate in bullying. This 12-month school teaches skills as well as language, math, health, and business education. It gives these ladies a chance to reclaim their lives and provide for their children. It gives them an opportunity to emerge from targets to proud independent women. More information is at [www.missionhope.org](http://www.missionhope.org).

# Let's examine some character attributes.

Select one of the values below and describe how you believe you live it.

- Loyalty \_\_\_\_\_
- Duty \_\_\_\_\_
- Respect \_\_\_\_\_
- Selfless Service \_\_\_\_\_
- Honor \_\_\_\_\_
- Integrity \_\_\_\_\_
- Personal Courage \_\_\_\_\_

Mark below how important you think it is to treat others in a manner consistent with these seven character traits.



**Why?** (your thoughts)

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**Why?** (thoughts from class discussion)

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Can you think of a role model you believe demonstrates some of these character traits?

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# The attributes we just discussed are the Army National Guard Core Values.

## Here's what they mean.

- **Loyalty** – Be faithful and responsible, not just to your small group of friends, but to all those you are connected to through your school or community.
- **Duty** – Do what you say you're going to do. Respect rules and authority. Fulfill your commitments to standard to the best of your ability.
- **Respect** – Treat others like you want to be treated.
- **Selfless Service** – Volunteer to assist, protect, or defend others.
- **Honor** – Act according to your highest moral principles and respect the dignity and honor of others, including those from different races, classes, genders, and those who may have a different sexual orientation than you.
- **Integrity** – Do the right thing – even when no one is looking!
- **Personal Courage** – Stand up for those who may not be able to stand up for themselves and work to be fair and just. That is at the heart of being a good person and citizen.



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# Now let's contrast these values. What is bullying?

How do you define bullying? \_\_\_\_\_

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Most school districts have their own definitions of bullying but one popular definition says, "Bullying is unwanted harmful behavior that involves an imbalance of power and happens over and over again." Bullying behavior is a relationship problem which affects those directly involved as well as bystanders, families, and the larger community. Note: the repeat behavior is by the person who bullies. On Monday the target might be one person, on Tuesday another, and on Wednesday another, etc.

## Bullying can be:

- Saying or writing hurtful things (name calling, threats, teasing, inappropriate comments).
- Physical attacks.
- Excluding or social isolation, shaming, humiliation.
- When one person or a group of people picks on another person or group of people over and over.
- A behavior that can be connected to sexual harassment or discrimination.
- Called something else, like hazing.
- Cyberbullying, which is using technology to do harm (Examples include hateful, threatening or humiliating texts or posts, sharing photos that can hurt reputations, excluding others from joining in an online game.)



# Is it Bullying or Friendly Teasing?

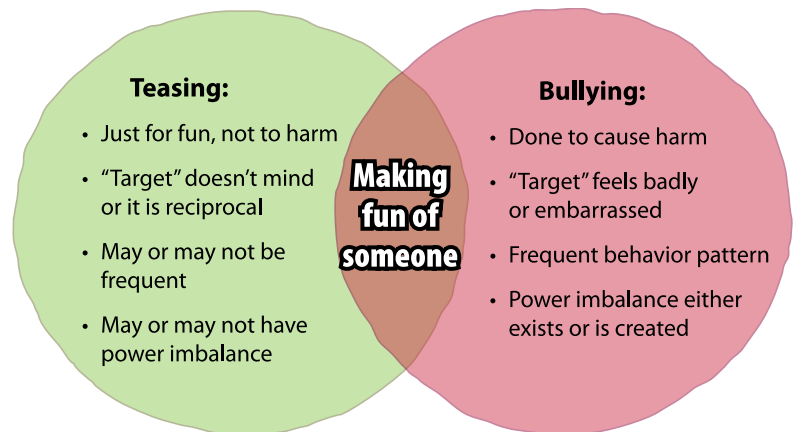
**Context makes a difference.** Actions or statements are just part of the story. Intent, personalities, power balance, and frequency are all relevant. For example: consider two friends who are good at math. One wins a math award, and the other friend says, "You're such a nerd!"

- Since there is no power imbalance – they are friends who enjoy math – the one receiving the comment might grin and feel complimented.
- But, if a popular athlete said the exact same thing to the math award winner – it might be perceived as an insult or put down. And, if the athlete sees that it hurts and he encourages his buddies to join in and repeat the comment to the award winner, then that is clearly bullying.

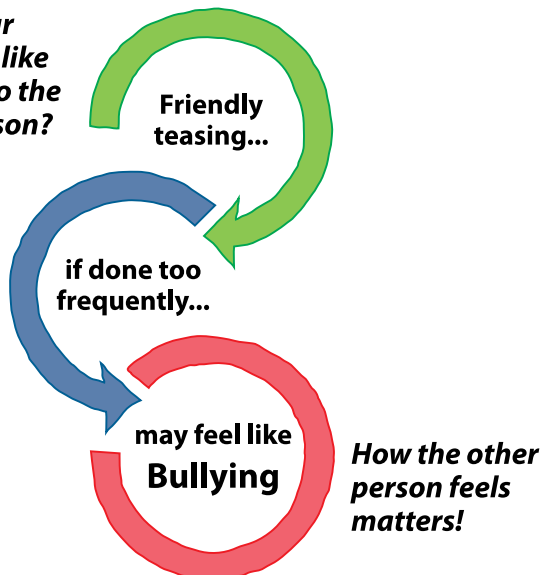
Generally speaking, **we think of teasing as playful and not intended to harm** whereas **bullying intends harm**.

This Venn diagram can help show how lines get blurred and teasing can easily progress to bullying.

So, here's the deal - you are responsible for your own words and actions. You have an obligation to consider others **before** acting or speaking. After considering it, you can act or not act – but it becomes an intentional decision and you "own" it.



*Could your tease feel like bullying to the other person?*



## And even with friends, how far is too far – when does teasing become bullying?

If the message you sent was intended as friendly but perceived as hurtful – then you need to think through your actions and words more carefully. When in doubt, choose kindness.

# Think about a time when you witnessed bullying or other forms of cruelty.

Write down the month and year. Month \_\_\_\_\_ Year \_\_\_\_\_ .

Capture in your mind what happened, what you did, how others reacted, and how you felt.

## Why might people bully or be cruel to others?

### What do you think?

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### Reasons why people bully:

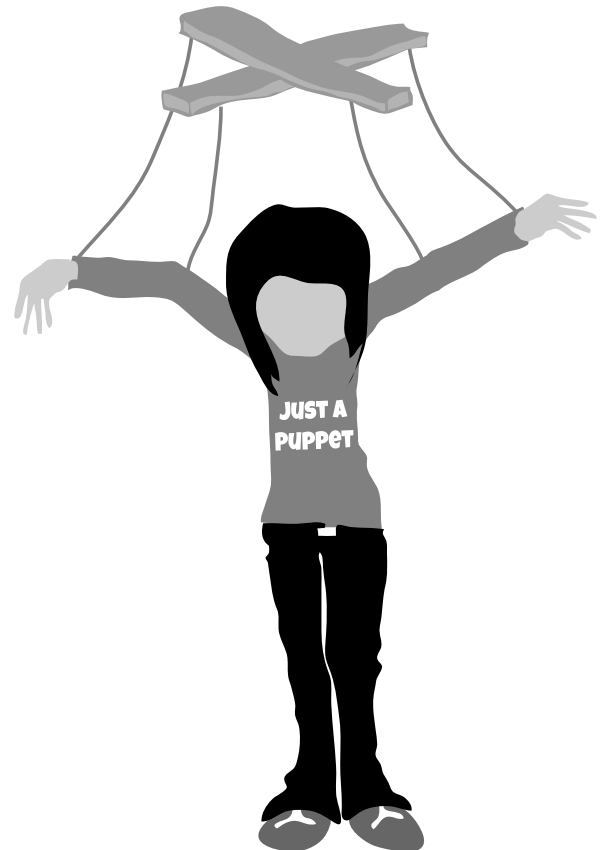
(according to research)

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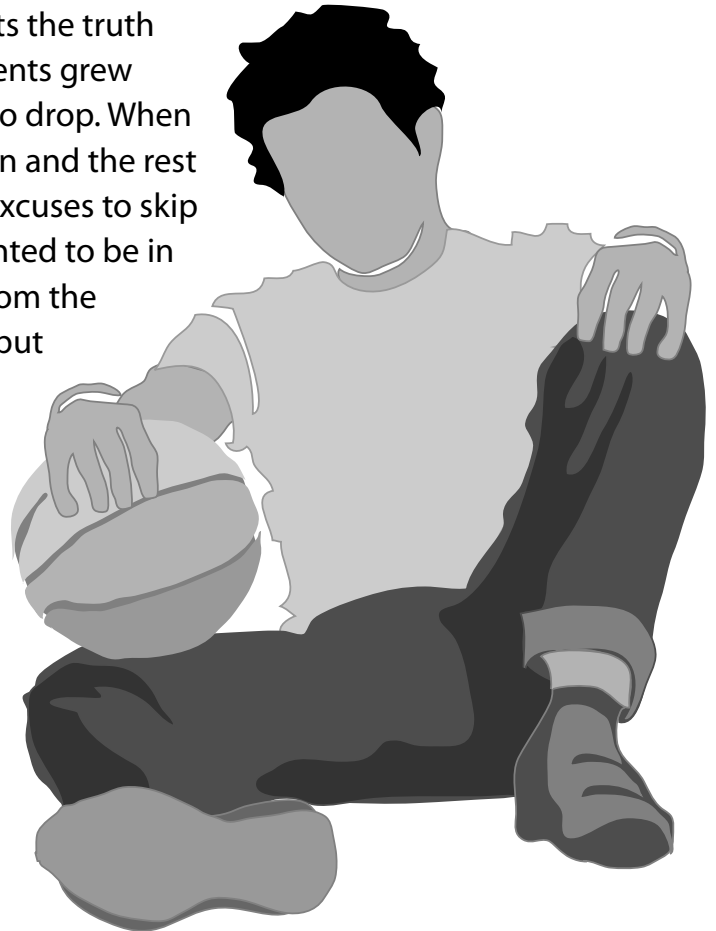
## Bullying can look different in different places and at different ages!

- Many types of people can bully or be bullied at different points in life.
- Bullying and cruelty may look different at different ages.
- Bullying and cruelty can be part of any relationship (romantic, friendship, classmates, work, etc.).

## Mike

At the beginning of the school year, Mike moved into a new school from out of state. Although he was nervous about coming to a new school, he quickly made some new friends and discovered that he really enjoyed some of his classes, especially history. As the weeks went on, however, some guys in his classes started to tease him because he didn't wear popular brands of clothes like the other kids in school. One day while running laps in gym class, Mike was teased because he ran slower than the other guys. One guy, Brandon, told Mike in front of everyone that he "looked like a total \_\_\_\_\_." When this happened, several students laughed, and a few joined in calling Mike names. The next week in gym class, Brandon waited until Mike was not looking in his direction and threw a basketball at the back of Mike's head. When this happened, Mike looked hurt and screamed loudly at Brandon to "cut it out." The whole gym class pointed and laughed at him. Over the next few weeks, even more students made rude comments about the way Mike dressed and talked.

Mike told his parents that he hated his new school and didn't want to go there anymore. Even though they asked him repeatedly to tell them what was making him upset, Mike didn't tell his parents the truth about what was going on in school. His parents grew worried, especially as Mike's grades started to drop. When he was at school, Mike tried to avoid Brandon and the rest of the guys as much as possible and found excuses to skip gym class. Mike found that he no longer wanted to be in any of his classes, even history. His friends from the beginning of the year wanted to help Mike, but they also worried that if they did, Brandon might start picking on them as well.



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- **Underline specific examples of bullying behavior in Mike's story.**
  - **Circle consequences of the bullying behavior.**

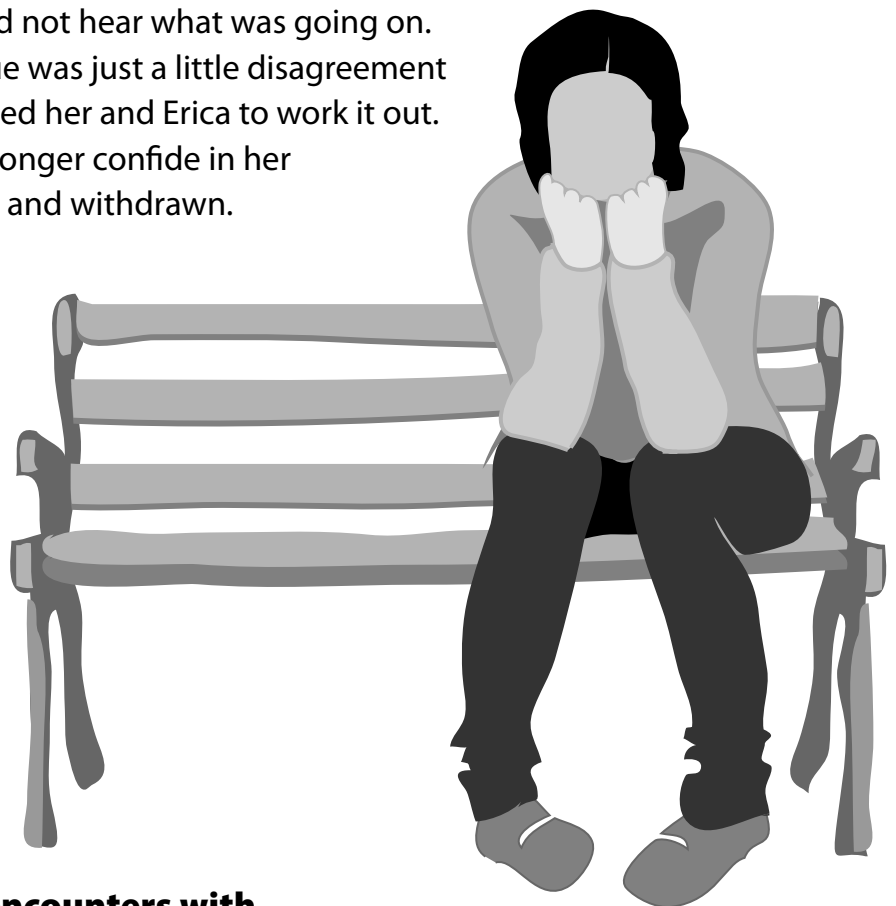


## Michelle

Michelle had been friends with the same group of girls since elementary school. In 10th grade, Michelle's friend, Erica, developed a crush on a popular senior named Craig and they went on a date. The next day, Michelle heard Craig bragging and lying to a group of his friends about what actually happened on their date. Michelle told Erica what she'd heard Craig say, and told Erica that she thought she should stay away from Craig. Erica told Michelle that she "just didn't get high school relationships" and told her to butt out. A few days later, Michelle learned that Erica told Craig what Michelle had said about staying away from him.

After that, Craig and his friends would not stop harassing Michelle. They called her "\_\_\_\_\_" and "\_\_\_\_\_" every time she passed them in the hall, and they told her that no guy in school would ever want to date her. Even worse, Erica and the rest of Michelle's old friends started laughing at Michelle as well. Craig and his friends continued to harass Michelle for months. One week, Michelle received cruel emails, text messages, and comments on social media. She changed her email address and begged her mom for a new cell phone number.

Michelle's teachers tried to stop the name calling when they saw it, but most of the time they did not hear what was going on. Her mom thought that the issue was just a little disagreement between friends and encouraged her and Erica to work it out. Michelle felt like she could no longer confide in her friends and became depressed and withdrawn.



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- Underline specific examples of bullying behavior in Michelle's story.
  - Circle consequences of the bullying behavior.

**Did you notice Michelle's encounters with cyberbullying? Imagine how this made her feel!**

## Consequences – People who bully AND people targeted

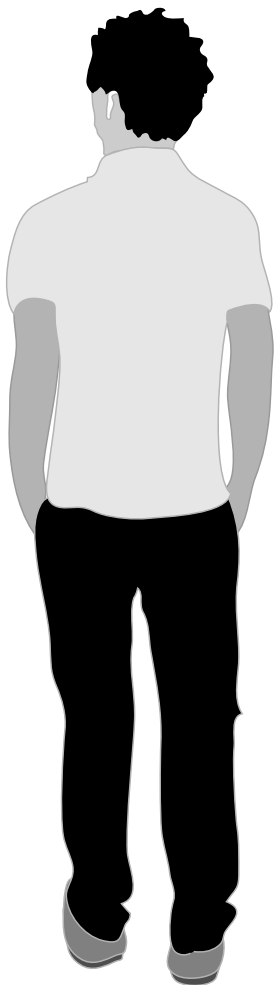
- Higher levels of depression and anxiety
- Poor academic performance
- More school absences
- Lack of self-respect and self-esteem
- Shame that can hurt people their entire lives

## Consequences – Bystanders and Community Members

- Greater feelings of helplessness
- Decline in positive school/community culture and climate
- Decline in academic performance

**Can you think of other ways bullying affects people?** \_\_\_\_\_

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### Normal?

- Are bullying and cruel behaviors “normal”?
- A lot of people get bullied, harass others, or see cruelty happen.
- This doesn’t mean that bullying and cruelty have to be accepted as a normal part of life.
  - Bullying hurts everyone involved.
  - Cruelty is certainly not normal and needs to be stopped.
  - Bullying can also be connected to cruelty in relationships.

### So, why do you think so much bullying goes unreported?

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# Power

Consider the values we've been discussing in the context of power. It's not right for one person to exert power, to try to control, or force someone into doing something he or she doesn't want to do. In fact, depending on the circumstances, it could not only be unethical but actually illegal. Example: taking advantage of a person who is intoxicated or drugged – not only is this completely inappropriate, it is illegal. The results can be terrible and life changing for everyone!

## Relationships – family, friends, maybe a girlfriend or boyfriend...

- Relationships work best when people work together – not when pushing or pulling against each other.
- Too often, even in romantic relationships, people can get pressured into something they don't want to do.

In recent CDC studies:

- 20.9% of female students and 10.4% of male students reported experiencing some form of Teen Dating Violence within the past 12 months.
- 48% of students surveyed experienced some form of sexual harassment. 87% of them said the harassment had a negative effect on them and 32% said they didn't want to go to school because of it.

Labeling people – as “good” or “bad” or trying to control who your friends hang out with – these actions are inconsistent with a life built around positive character attributes. None of these negative actions are courageous or honorable.

## The way to show courage and honor is by standing up for others and treating everyone with respect.

### Consider people who are different from you.

- Do you think it is okay to make degrading comments to others because they are different from you in terms of religion, race, culture, sexual orientation, gender identity, or body type?

You're so \_\_\_\_\_. You're a \_\_\_\_\_. You guys are all \_\_\_\_\_.

- Everyone has a right to be free from harassment, free from degrading remarks – EVERYONE!

**Harassing, degrading, or bullying violates the core values we discussed earlier and the principles this nation was founded upon.**



# What can you do about Bullying and Cruelty?

## Some people just watch. Upstanders help. How can you be an upstander?

Always react in a safe way when you witness bullying or cruelty.

- Don't join in. Don't just watch. Act.
- If you feel safe, tell the person bullying that this is not okay (try asking a friend to stand with you in advance).
- Report it to an adult you respect.
- Comfort the person being bullied by letting them know you care.



## Strategies for preventing and responding to cyberbullying:

- Think before you post anything that can hurt your reputation.
- Set up privacy controls and protect your passwords. Be careful who has access to your digital world.
- Treat others the way you want to be treated online.
- Talk to a trusted adult if you witness or are the target of cyberbullying. People can't help you if they don't know what is going on. Save the evidence and show it to an adult. Print it out or capture a screen shot.
- Don't respond to a negative post or text. (That's what the bully wants you to do!)
- Block the person cyberbullying. Mobile phones allow you to block numbers. Your cell phone provider or social media sites can also help if you report it.
- Don't spread hurtful messages or posts.

## Become an upstander and change expectations.

- If you realize you sometimes bully, you can change your behavior.
- Be a positive role model - set an example of standing up for others.
- Be an "activist" and strengthen your school and community. Find ways to improve how people treat each other.
- Reach out to include those who are regularly excluded from social situations. You take the first step.

# In some schools bullying is viewed as socially unacceptable.

## Would this make your school feel safer? So, how can we do that?

- Bullying behavior changes if students AND teachers make it clear that it is not acceptable.
- What can you do to make bullying behavior seen as unacceptable and immature? (Examples: not spreading damaging gossip about others, calling it out when you see others do it) \_\_\_\_\_
- What can you do to make kind behavior more common? \_\_\_\_\_

## Could you have helped?

- What could you have done in Mike's story? \_\_\_\_\_  
\_\_\_\_\_
- What could you have done in Michelle's story? \_\_\_\_\_  
\_\_\_\_\_

Does what you just wrote reflect one or more of these values?

**Loyalty • Duty • Respect • Selfless Service  
Honor • Integrity • Personal Courage**

## Think back...

to the bullying incident you wrote about on page 5.  
If you could go back in time...

- What would you do differently?
- What would you say?

## Next steps

**Schools are partnerships between students, educators, parents, and the community.**

**As a key partner, what can you do?**



# 10 Questions Students Can Ask to Make Their Schools More Caring and Safe Places

*Created by the Bullying Prevention Initiative at the Harvard Graduate School of Education*

Students sometimes feel like they don't have much say in what happens at school. You may wonder how you can make your school a more caring and safe place. One way is by talking with adults at school about what they are doing to develop students' sense of responsibility for others and to make sure students feel safe, respected, and able to learn.

These questions can encourage principals and teachers to think about what they're doing now – and also what they can do differently – to ensure students feel safe and to build students' capacity for caring and respect. The adults in your school might not have answers to these questions right away, but by asking the questions, you can show them what matters to you. You can also suggest that students and adults together pick a few questions or issues that are most important for your school community and meet on a regular basis to work on them.

Consider asking the following questions of your principal, assistant principal, school counselor, or other school staff, or share them with student representatives who meet with these leaders regularly.

1. **Does our school regularly survey students about whether we feel safe, respected, and cared about? Are the answers shared with students and parents?**
2. **Is there a confidential way for students to report it when they feel unsafe or mistreated?**
  - Are students provided this contact information?
3. **Is there an adult in our school whose job it is to make sure that everyone feels safe and respected and that people treat each other well?**
  - Who is that person?
4. **Does our school use a program that teaches social and emotional skills like conflict resolution, showing understanding and empathy for others, and being aware of our emotions?**
  - How do we know that the program works?
  - Are there any studies that show the program works?
5. **How do teachers and other staff know what they are supposed to do when they see bullying or other hurtful behavior?**
  - Are they trained in how to stop bullying or other hurtful behavior when it happens?
  - Are they trained in how to keep it from happening in the first place?

6. How does our school work with students who act in aggressive or hurtful ways?
  - Besides punishment, how do adults help those students stop acting that way?
7. Are there adults in charge in bathrooms, hallways, and other areas outside classrooms?
  - Who are they?
8. How can students be involved in making decisions about some of the things that happen in our school? (Examples: school values, community events, non-academic programming)
9. Does our school have a school counselor, school psychologist, or school social worker?
10. Does our school have a policy that clearly states that discrimination and harassment are not tolerated for any reason?
  - Does it cover race, class, religion, gender, and sexual orientation?
  - How and where is this policy presented to students and staff?

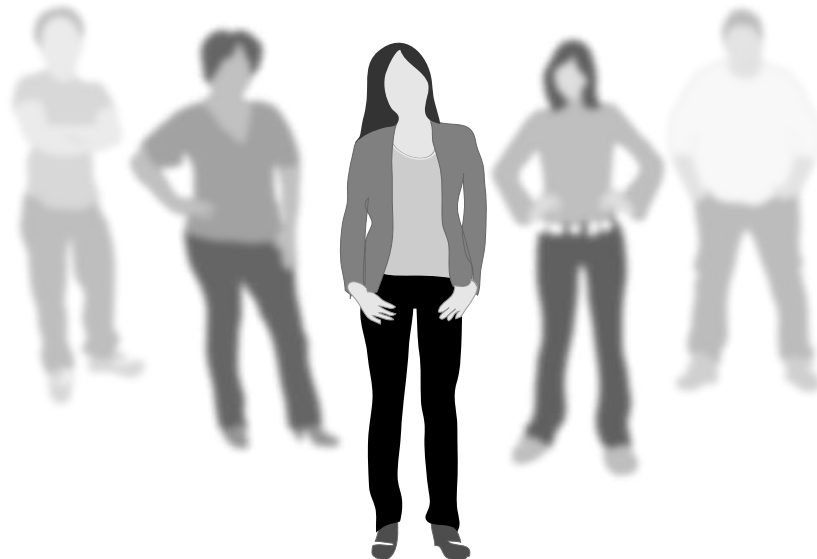
More resources and ideas may be found at [www.project-hear.us/resources](http://www.project-hear.us/resources).



**We all have choices. By choosing to live with the values we discussed, we can build respect and help prevent bullying.**

**Remember:**

**Safety first – protect yourself and then others!**





**In the Guard, we've made  
a solemn vow to protect  
and serve others.**

**What about you?**

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