



LILIE, LLC Course Information

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Title of Course (45 hours):

Dignity for All: Bullying Legislatives and School Initiatives

Course Description:

The New York Dignity for All Students Act requires districts and schools to prevent, monitor, and address bullying. This course is designed to raise awareness and sensitivity to issues of harassment and discrimination. It will focus on the laws that pertain to both the bully and the victims, and discuss how to create a positive school environment which displays tolerance and equality for the entire student population.

Overall Course Objective and Expectation(s):

- To understand bullying and the many forms of bullying among all students.
- To evaluate the characteristics of the victims of bullying.
- To define and understand Dignity for All (DASA).
- To discuss and compare the laws that pertain to bullying.
- To understand how to develop an effective action research model and an effective action plan in schools.
- To understand how to develop a positive climate in the classroom and school to prevent all forms of bullying.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (subject to change):

Bully Busting: how to help children deal with teasing and bullying, Evelyn Field, Finch, 1999

The Bully, The Bullied and the Bystander, Barbara Coloroso, HarperCollins

Bullying in Secondary Schools: What It Looks Like and How To Manage It, Keith Sullivan & Mark Cleary & Mark Cleary, Paul Chapman Educational Publishing, 2003

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

Bullying Definition
Bullying Types
Bullying Epidemic

Objectives:

It is the objective of this week for teachers to gain awareness of bullying and the many forms in which students bully other students.

To assess awareness of bullying in classroom/school

To discern why and how this is becoming an epidemic

Impact on Classroom Instruction:

Teachers will gain insight and learn observable behaviors of the bully and victim which will allow for the teacher to provide a safe environment for learning.

Learner Outcomes:

As a result of our assignments this week teachers will be able to:

- Identify both the obvious and subtle bullying that can take place within classroom and other environments such as hallways.
- Apply the definition and rights of a safe learning environment for all.
- Evaluate bullying situations within own building

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- Post to the discussion board as outlined in the course expectations
- **Week #1 Day #1** Introduce self and respond to classmates postings
- **Week #1 Day #2** Students will take the bullying quiz and test. Students will assess and report the level of their own knowledge of bullying based on the results of the quiz and test. Students will also answer the following questions based on the bullying assessment scores. Do you feel that your knowledge of bullying is high, low, or average and why? What factors in do you feel contributes to bullying and why? After taking the "bullying in the workplace" quiz, "Do you feel that bullying is just limited to children and why?"

- **Week #1 Day #3** Students will read the assigned articles on the definition of bullying. Students will write in a narrative format the definition of bullying and what it means to be bullied. Students will read and select at least one peer post and comment.
- **Week #1 Day #4** Students will read the assigned articles on the types of bullying. Students will write and explain the various types of bullying in a narrative format. Students will read and select at least one peer post and comment.
- **Week #1 Day #5** Students will read the assigned articles and the you-tube clip on the bullying epidemic. In a narrative format, students will answer the following questions: Do you feel that bullying has become an epidemic in the 21st century? Why or why not? What specific factors have led to the bullying epidemic in children? Students will read and select at least one peer post and comment.
- **Week #1 Day #6** Students will view the video clip on the “Little Baby Face” organization. In a narrative format, students will answer the following questions: Do you agree with the services of “Little Baby Face?” Why or why not? Do you feel that “Little Baby Face” is an effective organization to remedy bullying? Why or why not? What problems can arise from these services? Students will read and select at least one peer post and comment.



Week II

Topic(s):

Bully Profile
Bully-Victim Cycle
Characteristics of Victims
Warning Signs of Bullying
Bystanders to Upstanders

Objectives:

- To investigate why individuals bully.
- To analyze the bully's profile
- To analyze the bully-victim cycle
- To recognize the characteristics of the victim of bullying
- To recognize the warning signs of bullying
- To distinguish the differences between bystanders and upstanders

Impact on Classroom Instruction:

Teachers will have a greater awareness and sensitivity to:

- Incorporate bullying in course curricula to increase awareness of bullying.
- Focus teachers in the possibilities of it occurring in classroom/school and understand why

Learner Outcomes:

As a result of our work during this week, teachers will be able to:

- Identify both the bully and the victim as to better equip teachers with strategies to both identify them and diffuse possible bullying situations.
- Determine possible roots of actions to create more proactive environment to avoid such bullying behaviors
- Create characterization of victim bullied to help teachers better empathizes

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- **Week #2 Day #1** Students will read the assigned articles on the bully profile, and answer the posed questions in a narrative format. "What factors cause some children to bully?" "What are some traits that are

common in the bully profile?" Students will review their classmate's responses and comment on at least one peer posting.

- **Week #2 Day #2** Students will view the film "Let's Fight It Together." Students will apply the definition of cyberbullying to the film's characters. Students will identify problems encountered due to Cyber Bullying and other abusive behavior. Students will post a 2 page reaction paper regarding the film as it applies to the content of this course. Students will read and respond to at least 2 other postings

- **Week #2 Day #3** Students will read the assigned articles on the bully-victim cycle. Students will write in a narrative format a description of the bully-victim cycle and why does it occur? Students will read and select at least one peer post and comment.

- **Week #2 Day #4** Students will view the video clip on bullying on The "In Crowd "Social Cruelty. In a narrative format, students will answer the following questions: What factors cause some children to become a bully? With regard to the bullies in the video clip, what were some of specific characteristics (physical and emotional) that they displayed? What were some of the strategies that were effective that were helpful in the prevention and intervention of bullying in schools? Which celebrities were victims of bullying and how did they overcome the abuse? Students will read and select at least one peer post and comment.

- **Week #2 Day #5** Students will read the assigned articles on the characteristics of the victims of bullying and reflect on the posed questions: "What are some of the various characteristics of bullying victims in children and adolescents?" "How do the effects of bullying impact student learning and impact us as educators?" "How does the knowledge of adolescent bullying enhance both your instruction and your student success? Participants will select at east one other response and post their comments.

- **Week #2 Day #6** Students will read the articles on the warning signs of bullying. Students will describe in a narrative format the indicators of bullying and how bullying impacts a student's social health. Students will read and select at least one peer post and comment.

- **Week #2 Day #7** Students will read the articles on Bystanders and Upstanders with regard to bullying. Students will describe in a narrative format the strategies we can use as educators to transform a bystander into an upstander, and why it is important. Students will read and select at least one peer post and comment.



Week III

Topic(s):

Define DASA
DASA Laws
Laws for the Bully
Laws for the Victim
Bully Intervention Team (BIT)

Objectives:

- To define Dignity for all (DASA)
- To examine and compare the laws that pertain to bullying
- To investigate how to develop a research action model for bullying
- To explore how to develop an action plan for bullying

Impact on Classroom Instruction:

Teachers will have a greater awareness and will be exposed to a host of approaches on how to develop a research action model for bullying. Teachers will also examine how to develop an action plan for bullying.

Learner Outcomes:

As a result of our work during this week, teachers will be able to:
Recognize and compare the laws that pertain to bullying.
Utilize this information to successfully develop a research action model and an action plan for bullying.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- **Week #3 Day #1** Students will read the assigned articles on the definition and goals of DASA and answer the posed questions in a narrative format. “What is the definition of DASA? “What are the intended goals of DASA?” “What are some potential problems that can result from DASA?” Students will review their classmate’s responses and comment on at least one peer posting.

-**Week #3 Day #2** Students will read the assigned articles on the various state laws that pertain to bullying, and in a detailed narrative format explain the similarities and the differences between the state laws. Students will review their classmate’s responses and comment on at least one peer posting.

Week #3 Day #3 Students will read the assigned articles on how to develop a research action model for bullying, and in a detailed narrative format explain the strategies that are best to develop an effective

research action model . Students will review their classmate's responses and comment on at least one peer posting.

Week #3 Day #4 Students will read the assigned articles on how to develop an action plan for bullying, and in a detailed narrative format explain the strategies that are best to develop an effective action plan for your school and school district . Students will review their classmate's responses and comment on at least one peer posting.



Week IV

Topic(s):

Role of Teacher
Disciplinary Consequences Support
Therapeutic Discipline Strategies
Victim Intervention
Bully Intervention Team (BIT)
Creating a Positive Climate: Caring Majority Program

Objectives:

- To assess the role of the teacher with regard Dignity for all (DASA)
- To construct disciplinary consequences support
- To develop therapeutic discipline strategies
- To outline and create a bully intervention team
- To create a caring majority program
- To examine how to provide effective victim intervention

Impact on Classroom Instruction:

Teachers will have a greater awareness and will be exposed to a host of approaches that will provide an understanding of the role of the teacher with regard Dignity for all (DASA), on how to construct disciplinary consequences support, how to develop therapeutic discipline strategies, how to create a bully intervention team, how to create a caring majority program, and how to provide effective victim intervention.

Learner Outcomes:

As a result of our work during this week, teachers will be able to:

- Teachers will be able to understand the role of the teacher with regard Dignity for all (DASA)
- Teachers will be able to construct disciplinary consequences support
- Teachers will be able to develop therapeutic discipline strategies
- Teachers will be able to outline and create a bully intervention team
- Teachers will be able to create a caring majority program
- Teachers will be able to provide effective victim intervention

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE,LLC):

- **Week #4 Day #1** Students will read the articles on the role of the teacher with regard to bullying. Students will write in a detailed narrative format explain the strategies they will utilize to effectively teach tolerance in your school and school district . Students will review their classmate’s responses and comment on at least one peer posting.
- **Week #4 Day #2** Students will read the articles on how to create a building intervention team. Students will discuss and analyze on how to build a building intervention team, and why it is necessary in schools.
- **Week #4 Day #3** Students will read the articles on Creating a Climate: The Caring Majority. Students will write in a detailed narrative format explain the strategies they will utilize to effectively create a climate to prevent bullying in your classroom and in your school. Students will review their classmate’s responses and comment on at least one peer posting.
- **Week #4 Day #4** Students will read the articles on the role of the teacher. Students will reflect and respond in a narrative format. What role do teachers have with regard to bullying prevention and Dignity for All? Students will select the responses of at least one classmate and post their comments.
- **Week #4 Day #5** Students will view the assigned articles on disciplinary consequences support. In a narrative format, participants will discuss the most effective methods to impart disciplinary consequences in schools and why? Students will review and comment on 2 peer postings.
- **Week #4 Day #6** Students will view the assigned articles on therapeutic discipline strategies. In a narrative format, participants will develop an effective therapeutic discipline strategy to alleviate bullying in their classrooms. Students will compare and share their therapeutic discipline techniques and comment on 2 peer postings.
- **Week #4 Day #7** Students will view the assigned articles on victim intervention. In a narrative format, participants will discuss the best methods of intervention for the victims of bullying. Students will compare and share their methods of intervention and comment on 2 peer postings.