Professional Development Institute

Flex Course Syllabus

Teaching Tolerance and Respect: Preventing Bullying in High School (9-12)

PDI Course Number: 110T02

UCSD Course Number: EDUC40224

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Are you concerned about the prevalence of bullying and violence in high schools across America? For many different reasons, the classrooms, quads, hallways, and cafeterias of many high schools are not as simple as they used to be. This online course is designed for high school teachers who are looking to discover strategies and initiatives for addressing these bullying behaviors in their classrooms and schools. This course begins by digging into the different types of bullying. Teachers learn how to proactively approach a variety of bullying behaviors so that students' important social and emotional skills are addressed and nurtured as a way of regulating and resolving a variety of intense emotions. This course specifically addresses research-based approaches to bullying prevention, including the establishment of rules and expectations, teaching recognition strategies to all involved stakeholders, and the various methods of reporting and communicating violent outbursts. At the end of the course, teachers will understand how to best help students penetrate the deep-seated code of silence so that they can transform from bystanders into important and critical upstanders. Teachers will also learn how to correctly respond to incidents of bullying so that victims are taught to refuse to partake in the continuing behavior. By doing so, students are taught how to replace aggression with compassion and

kindness. By the end of this course, teachers will be better informed and better prepared to prevent bullying.

Educational Outcomes

1. Teachers will learn about the history, facts, research, and current events that surround bullying.
2. Teachers will learn how to properly define bullying.
3. Teachers will understand the scope and types of bullying.
4. Teachers will learn about the various aspects involved in bullying and the roles that students, teachers, and schools play in its creation.
5. Teachers will learn about the role that bullying plays in school violence.
6. Teachers will learn the immediate and long-term effects bullying has on students.
7. Teachers will read about real-life stories where bullying played a powerful role in affecting the lives of students.
8. Teachers will understand how bullying impacts learning and how to identify students who are involved in bullying.
9. Teachers will learn strategies for proactively addressing a variety of bullying behaviors within their classrooms and schools.
10. Teachers will learn how to create and nurture a positive, safe, and inclusive learning environment so that bullying behaviors will be combatted.
11. Teachers will understand the role that social and emotional skills play in combatting bullying and violence in schools.
12. Teachers will learn specific strategies for engaging students using their social and emotional skills in an effort to improve overall school climate.
13. Teachers will learn strategies for helping students regulate and resolve intense emotions.
14. Teachers will learn about an evidence-based approach to bullying prevention called *The Six Rs of Bullying Prevention*, including specific strategies which can be used to establish expectations and rules for respect.
15. Teachers will learn how to create an anti-bullying policy that does not rely on zero tolerance policies for enforcement.
16. Teachers will learn what to look for in terms of how to recognize bullying within their schools and classrooms.
17. Teachers will learn how to properly and effectively report incidents of bullying, including how to communicate those procedures and reporting responsibilities to all involved stakeholders.
18. Teachers will learn how to teach witnesses to effectively respond to various incidents of bullying in an effort to create an upstander culture of kindness, compassion, and mutual empathy.
19. Teachers will learn specific strategies for effectively discouraging victimization behaviors.
20. Teachers will learn how to effectively support bullying targets.
21. Teachers will learn strategies for replacing aggression with evidence-based interventions that reduce and/or replace bullying.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Create a Classroom Bullying Prevention Policy (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- The Background of Bullying
- Types of Bullying
- The Role of Bullying in School Violence
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about combatting bullying and violent behaviors at the high school level. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Establishing and Nurturing an Inclusive Classroom Community
- The Proactive Approach to Bullying Behaviors
- Attending to Students' SEL Needs

- **Assignment #2**
  As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- The Student as Bully
- The Student as Victim
- The Student as Bystander
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively combatting bullying and violent behaviors at the high school level and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom
- **Test #3**

Unit Four

- Improving School Climate to Combat Bullying
- The Relationship between Character Education and Bullying
- Regulating and Resolving Intense Emotions
- **Test #4**

Unit Five

- The Six Rs of Bullying Prevention: Rule #1 — Rules
- The Six Rs of Bullying Prevention: Rule #2 — Recognize
- The Six Rs of Bullying Prevention: Rule #3 — Report
- **Test #5**

Unit Six

- The Six Rs of Bullying Prevention: Rule #4 — Respond
- The Six Rs of Bullying Prevention: Rule #5 — Refuse
- The Six Rs of Bullying Prevention: Rule #6 — Replace
- **Assignment #4**
  Create a bullying prevention policy that can be immediately used within your own classroom. The policy must include all of the essential elements listed in Unit Five. Once

your bullying prevention policy is in place, in one detailed paragraph, explain how the policy will work to build a positive, respectful, and trusting relationship within your own classroom and at your specific grade level and content area of expertise. In addition, create one team-building activity that can be used to support and motivate your students to replace acts of aggression with kindness and compassion. This team-building activity should be described in detail, with step-by-step directions in a minimum of two paragraphs. Be certain to address how this activity helps to foster a positive, respectful, and trusting classroom experience for all of your students and how it works to decrease incidents of bullying in the classroom.

- **Assignment #5**
The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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