

**COURSE TITLE:** BULLYING BEHAVIORS: Enough is Enough

**WA CLOCK HRS:** 50

**NO. OF CREDITS:** 5 QUARTER CREDITS  
[semester equivalent = 3.33 credits]

**OREGON PDUs:** 50

**PENNSYLVANIA ACT 48:** 50

**INSTRUCTOR:** Michael Sedler  
mike@communicationplus.net

#### **COURSE DESCRIPTION:**

Is bullying a part of our culture and therefore an expected part of our educational system? Is it possible to make the school environment a place without fear? Will our classrooms ever be safe places without concern of being teased and picked on?

This class will help educators develop proactive strategies to minimize and prevent bullying and teasing behaviors. We will discuss victims, rescuers, bystanders, and bullies and how they are intertwined in life. Empowering victims, strategies for bystanders, alternative approaches for rescuers, and re-direction in behaviors for bullies will be shared with all participants.

Research based approaches will be presented to help each person feel more confident and qualified at intervening during the bullying cycle of behavior. We will focus on facilitating the change of attitude in each student's life. Name calling, tattling, threats, and physical attacks will all be addressed. Checklists and resources will be shared to support each person.

This course will benefit all educators, K-12.

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

1. The knowledge to identify bullying characteristics within people.
2. Gained additional skills and strategies to minimize bullying behaviors within school and community settings.
3. Analyzed case studies of bullies, victims, bystanders, and rescuers. Intervention approaches for each category will be addressed.
4. Observed a minimum of two settings and analyzed the bullying behavior within each.
5. Successfully developed an intervention plan for a chosen setting and implemented change strategies.
6. Evaluated several websites, films, and articles regarding bullying tactics and behaviors.
7. A greater knowledge of group dynamics and ways to help students overcome the patterns of bullying and victimization in their lives.

#### **COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

#### **HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

#### **UNIVERSITY QUARTER CREDIT INFORMATION**

##### **REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

#### **CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)**

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

## **ADDITIONAL COURSE INFORMATION**

### **REQUIRED TEXT**

Text books may be ordered directly from the publisher (see the list/phone numbers at the back of your manual), on-line, or through bookstores.

None. All reading is online.

### **MATERIALS FEE**

A course manual may be downloaded, from the instructor's website at <http://www.michaelsedler.com/> without charge, once you have registered for this course. Click on classes, from there scroll down the page and click on the orange lettering 'Manual' next to the class "Bullying". It will download as a PDF. While there is no fee for the manual, you may have to pay in order to order a book from the bibliography. Or, you may borrow one from a friend or check one out at the public library for free.

## **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

### **A. INFORMATION ACQUISITION**

#### **Assignment #1: Read the Manual.**

Read all the materials within the manual.

Write a one (1) page summary indicating what you hope to learn from this class and how it will impact your teaching, parenting, or other aspects of your life.

**Send to instructor:** [mike@communicationplus.net](mailto:mike@communicationplus.net), Subject Line to read ?Bullying #1.?

#### **Assignment #2: Read Your Chosen Text.**

Read your chosen text. Again, **this may be one from the Bibliography at the back of the manual or one of your own choosing (approved by instructor)**. Once you have read the book, respond to the following questions in a one page report: If taking this course in a group, each person should read a book. Only one person needs to write a summary.

- Share one specific area of learning that was new to you.
- What area of the book do you plan to implement in your teaching or life approach?
- If you were going to share this book with another person, who would that be and why?

**Send to instructor:** [mike@communicationplus.net](mailto:mike@communicationplus.net), Subject Line to read ?Bullying #2.?

#### **Assignment #3: Going to the Movies.**

View a movie (or television show) from the list located in the back of the manual (or one of your own choice that fits within the topic of this class).

Be sure to take notes on what you watch as it pertains to the subject matter in this course. (see assignment #4)

#### **Assignment #4: Concerning Bullying.**

Once you have completed watching the movie (or TV show), respond in a two (2) page paper (**send to instructor**):

- List behaviors that you would categorize as bullying tactics
- How did people respond to the actions by the bully/bullies? Be sure to organize behavior into the subgroups of bully, victim (bullied), and observer when appropriate.
- Based upon your experiences in your school/community, in what ways were the actions and responses depicted realistic?
- Give an example of bullying behaviors in your school/community and how these actions influence the general environment.

**Send to instructor:** [mike@communicationplus.net](mailto:mike@communicationplus.net), Subject Line to read 'Bullying #4.'

**Assignment #5: Observation.**

Observe a setting within your school or community noting areas of bullying and victimization as discussed in the manual.  
Write a one (1) page summary.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net), Subject Line to read ?Bullying #5.?

**Assignment #6: Website Review.**

Review a minimum of three (3) websites on bullying behavior. (See list of suggested websites and at the end of syllabus.)

- What similarities did you notice between these websites?
- Choose one website and share a one (1) page summary of its contents.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net), Subject Line to read ?Bullying #6.?

**Assignment #7: Discussion with a Non-Educator.**

Discuss the course content with a non-educator.

Obtain feedback from the person as to his/her perspective of schools and the community as it relates to bullying behavior.

Share this person's insights and ideas in a one (1) page paper.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net), Subject Line to read ?Bullying #7.?

**Assignment #8: Student/Child Interview.**

Interview a student at your school or a child within your community regarding bullying behavior. A few areas to discuss may include:

- Have you ever seen bullying behavior? What did it look like?
- Have you ever bullied anyone? Have you ever been bullied?
- When the problem of bullying occurs, what can students do about it?
- Does your school/community attempt to minimize bullying tactics in the specific setting?

Write out the responses from the child along with your own personal thoughts in a 1-2 page paper.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net), Subject Line to read ?Bullying #8.?

**ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT****B. LEARNING APPLICATION**

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

**Assignment #9: Action Plan.**

Develop an action plan for reducing bullying within your school/district or chosen setting.

Use the "sample action plan" outline found within the manual as guidance.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net), Subject Line to read ?Bullying #9.?

**Assignment #10: Lesson Development.**

**Assignment #10: You must choose either "A" or "B" (Required for 400 and 500 Level)**

Assignment #A: **(SEND commentary to Instructor)**

- Develop a lesson to reflect what you've learned in this course.
- Implement your lesson with students in your classroom.
- Write a 2 page commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.

*(The following is encouraged but not required):*

- Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library located at <https://www.hol.edu/lesson-plan-library>

**OR**

**Assignment #B: (SEND lesson and summary to Instructor)**

Use this option if you do not have a classroom available.

- Develop a lesson to reflect what you've learned in this course. (Do not implement it.)
- Write a 2 page summary concerning any noteworthy success you've had as a teacher with one or more students.

***(The following is encouraged but not required):***

- Please refer to the guidelines on our blog <https://www.hol.edu/blog> prior to writing your article.
- Please email a copy to [Yvonne Hall \(yvonne@hol.edu\)](mailto:yvonne@hol.edu) THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Subject line to read: (Course Name, Blog)

**Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net), Subject Line to read ?Bullying #10 (A or B.)?**

**Assignment #11: (500 level only)**

In addition to the 400 level assignments complete **one (1)** of the following options:

**Option A)** Mentor another individual in the concepts of this class. Have them share two or three key concepts that they would like to implement within their work or social setting. Share specific the plan and how it will be evaluated for success. (2 pages).

**Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net), Subject Line to read ?Bullying #11-A.?**

**OR**

**Option B)** Create a PowerPoint presentation for your staff based on this course and focused on perspectives or strategies you feel would be beneficial for your school. Save this as a pdf.

**Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net), Subject Line to read ?Bullying #11-B.?**

**OR**

**Option C)** Another assignment of your own design, with the instructor's prior approval.

**Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net), Subject Line to read ?Bullying #11-C.?**

**C. INTEGRATION PAPER**

Assignment #12: (Required for 400 and 500 Level)

**SELF REFLECTION & INTEGRATION PAPER**

**(Please do not write this paper until you've completed all of your other assignments.)**

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when, and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

**Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"**

**INSTRUCTOR COMMENTS ON YOUR WORK:**

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

**QUALIFICATIONS FOR TEACHING THIS COURSE:**

Mike Sedler, D.Min., M.S.W. brings over 30 years of educational experience as an administrator, social worker, behavior specialist and teacher to each of his classes.

He provides consultation services and seminars throughout the United States and Canada for schools, agencies and businesses. He has been teaching “adult learning classes” since the mid 1980’s and has had the privilege of working for The Heritage Institute for over 25 years.

He has a graduate degree in Social Work, a Doctoral degree in Ministry, a Counseling license, as well as his teaching certification (K-8). His combination of classroom experience, behavior intervention approaches, and involvement in working with hundreds of families allows for an excellent blend in all his classes.

Mike is passionate about children and emphasizes the importance of avoiding power struggles, offering options/choices to children, setting clear boundaries and guidelines as well as finding a place of positive engagement and connection with each individual. His heart for people and emphasis on positive communication are found throughout his seminars and classes.

All of Mike’s classes are practical and “field tested” in schools and classrooms. Educators have found ongoing success in implementing Mike’s clear and concise approaches.

## BIBLIOGRAPHY

### BULLYING BEHAVIORS: Enough is Enough

**Beane, Allan.** *The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8.* Minneapolis, MN. Free Spirit Publisher. 2011. [www.freespirit.com](http://www.freespirit.com) 800 735 7323.

**Caldwell, Alice.** *Bullying: Real and Lasting Ways to Stop Bullies.* Amazon Digital Services. 2016. Grades P-12. [www.amazon.com](http://www.amazon.com).

**Coloroso, Barbara.** *The Bully, The Bullied, and The Not So Innocent Bystander.* New York, NY. 2016. William Morrow/Harper Collins. Grades 5-12. [www.harpercollins.com](http://www.harpercollins.com) 800 242 7737.

**Garrity, Carla and Porter, William.** *Bully-Proofing Your Child.* Amazon Publishing Group—Create Space. 2015. A comprehensive guide to setting up a school program. Grades P-12. [wwwcreatespace.com](http://wwwcreatespace.com).

**Hinduja, Sameer and Patchin, J.** *Bullying Beyond the Schoolyard.* Thousand Oaks, CA. Corwin Press. 2014. Grades P-12. [www.corwinpress.com](http://www.corwinpress.com) 800 233 9936.

**Lohmann Raychelle and Taylor, Julia.** *The Bullying Workbook For Teens.* Oakland, CA: New Harbinger Publications. 2013. Grades P-12. [www.newharbinger.com](http://www.newharbinger.com) 800 748 6273.

**Martocci, Laura.** *Bullying: The Social Destruction of Self.* Philadelphia, PA: Temple University. 2015. Temple University Press. Grades P-12. [www.temple.edu/tempress](http://www.temple.edu/tempress) 800 621 2736.

**Rice, Judith Anne.** *The Kindness Curriculum.* St. Paul, MN: Red Leaf Press. 2013. Grades P-12. [www.redleafpress.org](http://www.redleafpress.org) 800 423 8309.

**Senn, Diane and Bowman, Susan.** *Bullying in the Girl’s World.* Chapin, SC: Youthlight, Inc. 2007. Grades P-12. [www.youthlight.com](http://www.youthlight.com) . 800 209 9774.

**Shariff, Shaheen.** *Cyber-Bullying: Issues and Solutions for the School, the Classroom, and the Home.* New York, NY. Routledge Publishers. 2008. Grades 4-12. [www.routledge.com](http://www.routledge.com) 800 634 7064.

**Simmons, Rachel.** *Odd Girl Out.* Boston, MA.: Houghton Mifflin Harcourt. 2011. Grades 3-12. 800 225 5425 [www.hmhco.com](http://www.hmhco.com) 800 277 4707.

**Trolley, Brabara and Hanel, Constance.** *Cyber Kids, Cyber Bullying, Cyber Balance.* Thousand Oaks, CA. Corwin Press. 2009. Grades P-12. [www.corwinpress.com](http://www.corwinpress.com) 800 233 9936.

**Trujillo-Jenks, Laura.** *Case Studies on Safety, Bullying, and Social Media in Schools.* Florence, KY: Routledge Publishing. 2015. Grades P-12. [www.routledge.com](http://www.routledge.com) 800 248 4724.

**Whitson, Signe.** *8 Keys to End Bullying.* New York, NY: W.W. Norton and Company. 2014. Grades 3-12. [www.wwnorton.com](http://www.wwnorton.com) 212 354 5500.

### Possible Movies for Assignment #4

The following list of movies includes only a few possibilities. They are not rated by the instructor, so please investigate the movie prior to watching it. There are a variety of movies to choose from. In addition, you may substitute a television show (The Simpsons, Gossip Girls, Home Improvement, for example) for a movie.

A Christmas Story	Mean Girls
Back to the Future	Never Back Down
Big Bully	Odd Girl Out
Billy Madison	Rats and Bullies
Carrie	Revenge of the Nerds
D2: The Mighty Ducks	The Ant Bully
DrillBit Taylor	The Benchwarmers
First Kid	The Karate Kid
How to Eat Fried Worms	The Never Ending Story
Lucas	

A reminder: These movies are not endorsed for their cinematic credentials or excellent story lines. They are examples of movies that show bullying. Please review the ratings and the description prior to watching (for your own viewing pleasure.)

### **Website Suggestions for Assignment #7**

<http://stopbullyingnow.hrsa.gov>

US Department of Health and Human Services offers flash movies, games, and information about bullying and how to prevent it.

<http://www.pacerkidsagainstbullying.org/>

Website for kids against bullying. Many videos, games, and activities

<http://www.mcgruff.org>

How can you help stop bullies? Speak up and be a friend. Follows patterns of the "Take a bite out of crime" format from McGruff. Ideas, books, guidelines for children.

<http://www.pacer.org/bullying/mhs/index.asp>

New bullying website for children.

<http://www.deafbullyingprevention.com>

Website for deaf and hard of hearing individuals. Strategies for bullying prevention.

<http://www.cyberbullyingprevention.com>

Helping children and teenagers avoid bullying over the internet.

<http://www.stopbullyingnow.com>

The links on this site will lead you through an exploration of interventions that work to reduce bullying in schools.

<http://www.cyberbully.org>

Strategies from teachers, parents, and care givers in reducing bullying.

<http://www.bullypolice.org>

Provides books, websites and psychologist/clinics that can help because schools can't do it all.

<http://www.bullyfrog.com>

The Bully Frog Program is a Bullying Character Education program for both Elementary and Middle School, that finally gives educators, students and parents ideas for helping children.