NATIONAL
SAFE SCHOOLS
CONVENING
improving school climate & culture

Stopping Bullying in its Tracks: Understanding Power Imbalance

Course Description: Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. In order to effectively address bullying behavior, one must first examine its underlying causes. This course analyzes the bias and power structure in groups and individuals that leads to aggressive or harassing behavior.

This course will examine the types of privileges that exist in the classroom, workplace and other environments. With privilege, both seen and unseen, comes the bias that perpetuates the imbalance of power among students, peers, administrators, and faculty. By exploring this power structure and our own bias, participants will understand root causes of bullying and develop strategies to address it.

This course includes discussion on privilege and bias, the formation of peer social groups and isolation, microaggressions, a review of bullying behavior, and creating an environment to reduce its pervasiveness. It concludes with important legal information and resources for practicing educators, parents, and counselors.

Throughout the course, participants will submit written reflections on what they learned in each individual lesson. At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

Clock Hours / Continuing Education Units: 15

Learning Objectives:

- Identify the characteristics of relational aggression, peer isolation, harassment, and other traits of bullying
- Demonstrate awareness of the root causes of microaggression, social isolation, and the bystander effect
- Identify and access resources for addressing cyberbullying
- Develop techniques for accessing anti-bullying resources, including reporting procedures and responding to incidents
- Reflect on the intersections and implications between new learning and students in your own schools, classrooms, and communities.
- Develop new lessons that can be used in the classroom and professional development setting

Course Requirements: To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	**Introductions and Overview:** Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.8 Hours

2	**What is Bullying?** This lesson introduces the topic of bullying in the context of school districts to participants. They will develop a common definition for bullying and be able to differentiate between bullying and conflict.	1.4 Hours
3	**Privilege and Microaggressions:** In this lesson, participants will develop an understanding for what privilege is and how it manifests in schools through microaggressions and bullying behaviors.	1.4 Hours
4	**The Great Game of High School:** In this lesson, participants will understand how social structures and cliques play a role in bullying behavior. They will read an article on "The Great Game of High School."	1.4 Hours
5	**Cyberbullying:** In this lesson, participants will understand how bullying has manifested through technology, the internet, and social media. Cyberbullying prevention strategies for educators will be outlined and current research will be examined.	1.4 Hours
6	**The Reactive Bully and Provocative Victims:** In this lesson, participants will differentiate between provocative victims and reactive bullies. Participants will examine strategies to meet the needs of provocative victims.	1.4 Hours
7	**Unique Populations:** In this lesson, participants will examine bullying and its intersections in special populations, including LGBTQ students and students with disabilities. Participants will review the impacts on this population, as well as examine strategies to minimize bullying.	1.4 Hours
8	**Misdirections in Bullying Prevention and Intervention:** In this lesson, participants will understand that well-intentioned bullying prevention & response measures can result in predictable missteps. Participants will learn about some of the practices in bullying prevention from experts in the field.	1.4 Hours
9	**Laws, Policies, and the Bully Circle:** In this lesson, participants will review common components of state anti-bullying laws and regulations by state. Participants will also review key resources for implementing bullying policies in classrooms and schools, and they will also examine the Bully Circle as a powerful model for understanding bullying behaviors.	1.4 Hours
10	**Course Reflection:** In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	**Implementation Plan:** For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
		TOTAL HOURS	15 Hours

Student Requirements and Assessment: No outside materials will be required for the completion of this course. Participants will be assessed in four different ways:

1. **Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
2. **Lesson Reflections:** Participants are required to complete a reflection at the end of each lesson to analyze the intersections between the content and the experiences of students in their schools, classrooms, and communities. Participants can earn up to 40 points for all completed lesson reflections. Each reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	1
	Offers new ideas, connections, or applications	1

	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all questions within the reflection assignment.	2
Total Points Possible		5

3. **Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

4. **Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	*Engage:* Lesson hooks audience and introduces lesson effectively.	5
	Explore and Explain: Lesson actively engages participants in learning new material using best practices.	5
	Evaluate: Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

Grading Scale:

100-80% (140 – 112 Points)	Pass
79%-Below (<112 points)	No Pass

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email academy@iowasafeschools.org or call 515.381.0588.

Professional Development: Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.