



A SCHOOLWIDE FRAMEWORK TO PREVENT BULLYING WITH *WHAT CAN WE DO? BIAS, BULLYING AND BYSTANDERS*

With [*What Can We Do?*](#) you can develop a schoolwide framework to help build a more welcoming, caring and safe school. The full film can be used for professional development training, the trailer works well for family/community engagement, and the lesson plans featured in film can be used with students. Here are some ideas for using *What Can We Do?* and other activities to jump start critical conversations with educators, families and students.

PROFESSIONAL DEVELOPMENT

- Show [*What Can We Do? Bias Bullying and Bystanders*](#) during professional development time or at a staff meeting for adult participation prior to introducing lessons to students. This will help educators become more comfortable with the activities and refine the lesson plans to best meet the needs of the school. See: [Professional Development with *What Can We Do?*](#)
- Use the educator version of the lesson, [*Making Decisions: Ally or Bystander*](#) that is featured in the film as an activity in a training or at a staff meeting. Adults can respond as students or adults – providing insight into student experiences when bullying occurs and adult experiences when they are confronted with challenging behaviors from colleagues, parents, or students. Through this activity, adults will better understand what it means to be an ally and ways they can help their students become allies.
- Use the [*Words that Hurt, Words that Heal*](#) lesson and the book, *One*, in a professional development session as a model for creating a unified school climate.
- Take the time to practice interrupting hurtful language. See: [*What to Do When You Witness Bias-Based Bullying*](#), [*What Do You Say to “That’s so Gay”?*](#) and [*Bias, Bullying and Bystander: Tips for Elementary School Educators*](#).
- Allow time to review books and lessons to improve your skills and confidence responding to bias in the classroom.



FAMILY AND SCHOOL COMMUNITY ENGAGEMENT

After educators have participated in Welcoming Schools professional learning and have practiced or role-played the WCWD lessons, hold a [community wide evening for families and care givers](#) to discuss developing a more welcoming, caring school community. This helps provide a frame for unity, visibility and ownership by the wider school community.

- Begin by having a key person in your school community provide a clear frame for why developing a welcoming school is important for all students.



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- Show the [trailer for *What Can You Do?*](#) (which is almost like a 3-minute film) Use this a jumping off point to discuss steps you are taking to stop bullying and harassment.
 - Include a dramatic reading by students or a teacher of the book, *One*, used in the film.
 - Share student anecdotes of hurtful teasing or ways that students have stood up for each other.
 - Do the adult activity version of the lesson, [Making Decisions: Ally or Bystander](#). This gives people time to really think about how students and adults may respond to bullying and bias-based comments.
 - Display some of the books that you may use in lessons as you develop a more welcoming school.
 - For the event, have displays of student work visible for families to see. Feature drawings or writing about family, being an ally, welcoming all to you school...
 - If you have an existing anti-bullying program or social-emotional learning program, discuss how Welcoming Schools work integrates with those programs.

STUDENT ENGAGEMENT

[The lessons featured in *What Can We Do?*](#) can provide structure for schoolwide Welcoming Schools engagement including:

- integration of common language,
- recognition of various aspects of name calling and bullying and
- development of intentional action and process to create a caring school climate.



[Words that Hurt, Words that Heal](#) (Grades K – 3)

In the earliest grades, work with students to identify hurtful actions and caring responses. Empower students by introducing language and intentional behavior, to create a compassionate and engaging climate. Be sure to stress that allies “stand up “for any target—not just friends. Tie the ally concept into discussing the importance of including and helping the person who acts with aggressive behavior, so they also remain a part of the caring community.

[Making Decisions: Ally or Bystander](#) (Grades 3 – 6)

For the older elementary students this lesson helps them consider how they would respond when witnessing bias-based put-downs and mean behavior.

With thought provoking activities, this lesson provides opportunities for students to practice intervention and understand their roles as allies. This lesson can help develop common language and understanding across the classrooms in these grade levels.

[Name-Calling and Feeling Safe in School](#) (Grades 3 – 6)

Through a mapping activity and discussion, students identify putdowns and locations where students are more vulnerable to name-calling and bullying.

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- Over the course of a week, have classes in the school use this lesson as a school-wide evaluation tool.
 - Educators can share their individual classroom responses to generate a schoolwide map of hot spots that need attention.
 - The original mapping activity can serve as a pre-survey and an end of the year mapping activity can serve as a post-survey. Upper grade students can develop a report on assessment of data.
 - With each class review the list of action steps they developed during the lesson. Decide on actions students could take to make your school feel safer. Develop and carry out a plan to implement those actions.

SCHOOLWIDE ACTIVITIES

- Adopt school-wide terminology for allies, witnesses and bystanders. Include terms on word walls and vocabulary lists for each grade level. See [Definitions LGBTQ Words for Students](#).
- Hallway Displays: Each grade level or class could have a time that they are responsible for creating a Welcoming Schools bulletin board. As a follow-up to lessons, students could create visual or written work that represents [ways to be an ally](#), welcoming diversity, or welcoming all students and [their families](#) in your school.
- Ensure the school library and/or classrooms have books to engage students in discussions of how they can be allies to each other, understanding and respecting differences, and the impact of mean teasing or bullying. See [Diverse Children's Books to Prevent Bias-Based Bullying](#)
- Develop a Welcoming Schools or Caring Community committee to assess the needs for your school. The committee could help develop plans improving school climate for an up-coming school year; plan for professional development; organize parent and school community meetings; assess school climate among students; and check-in over the course of the year on actions taken to create a caring community.

