

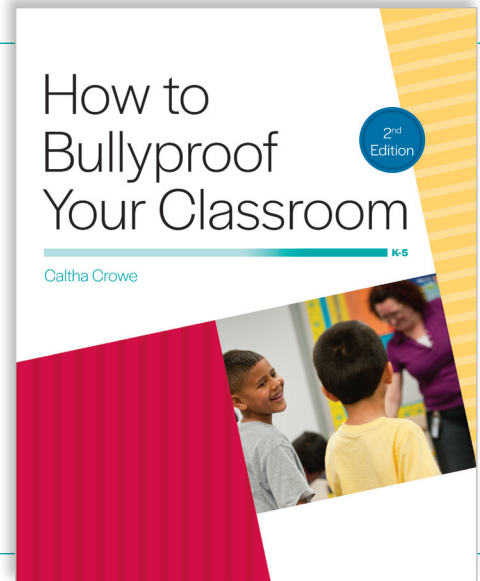
Discussion Questions for

2nd
Edition

How to Bullyproof Your Classroom

K-5

By Caltha Crowe



Before you begin to read the book:

What have your personal experiences been with bullying?

Has a parent of one of your students ever told you that their child is being bullied in school, when you haven't seen such behavior? What are your thoughts about that event?

What questions do you have about how to make your classroom safe, inclusive, and kind?

CHAPTER ONE Gateway Behaviors: What to Do When Mean Acts Emerge

Small, aggressive acts or “gateway behaviors” that are left unchecked can give children the impression that these behaviors are acceptable. If we do not nip these behaviors in the bud, they may grow into out-and-out bullying. When you overhear a child making a mean comment or engaging in other unkind behaviors, how do you know whether or not to respond? What have you tried?

Adults often miss children's mean behaviors. Why do you think that happens? What are some strategies that you might try to help you notice these behaviors?

Bullying behaviors are power behaviors. How does that fact inform how we should respond to bullying behavior?

Parents are more likely to know about bullying and other mean behavior than teachers are. Therefore, it's vital to keep channels of communication open and to build trust with parents. What are some things to remember as you communicate with children's families about mean behaviors?

CHAPTER TWO *Helping Children Get to Know Each Other*

A strong, connected, and inclusive classroom community is less likely to experience bullying. Which strategies might keep our schools and classrooms safe, friendly, and inclusive?

Which “getting to know you” strategies are ones that you can imagine yourself using? Why?

Creating a strong home-school connection is one of our best defenses against bullying. How can partnerships with children’s families support efforts to keep classrooms safe, friendly, and inclusive?

CHAPTER THREE *Creating Classroom Rules*

Cocreating rules with students adds to the power of their investment in the rules. What are some strategies that you might try to help children invest in classroom and school rules?

How might helping children state rules positively help to prevent bullying?

Which examples of rule following in daily life might you discuss with your students in order to prevent bullying?

To help stop bullying, we must change the school culture around tattling and instead teach children how and when to report mean behaviors. How might you encourage students to report instances of bullying? How might you help the adults in children’s lives to report appropriately?

CHAPTER FOUR *Teaching Children How to Work Together*

Author Caltha Crowe writes, “A key to a strong community is having each student willing to work with every other student in a respectful way. Whether it’s working with a partner or in a small group, children need to know how to work together cooperatively if a climate of kindness and inclusion is to prevail in the classroom.” Which skills do students need to help them work together respectfully?

How might you observe your students to determine other skills needed for respectful interactions?

Which strategies and formats are you thinking about using to help children develop skills of working together?

Sometimes individuals and small groups may struggle with collaborative work and need additional coaching. What language can you use to guide these students?

CHAPTER FIVE *Outside of the Classroom*

Caltha Crowe writes, “Bullying and the mean behavior that leads to bullying often take place in the more lightly supervised areas of school: the halls, the playground, the cafeteria, and the school bus. In addition, children often don’t report incidences of mean behavior to adults that occur in those areas.” By teaching students that “our rules go with us,” we can create safer environments throughout the school. What are some strategies that you would like to try for taking classroom rules out of the classroom?

How might you discover and improve “hot spots” for bullying in your school?

Working together with other adults who supervise children outside the classroom is a necessary part of making all school spaces physically and emotionally safe. How might you collaborate with colleagues to enhance inclusiveness and prevent social cruelty outside of the classroom?

Effective playground supervision is an essential part of bullying prevention. How might you improve the supervision of and communication about safety on your playground?

CHAPTER SIX *How to Prevent Cyberbullying*

Caltha Crowe writes, “Cyberbullying nearly always begins with acts of traditional bullying in school or its environs.” How might you go about creating a positive classroom culture as a way to prevent cyberbullying?

What are some of the tools you have available to you for teaching internet safety to your young class?

Students often fail to report cyberbullying because they don’t believe adults will care or act on it. What measures can you put in place so that students feel safe reporting to you and understand that their situation will be addressed?

Although children today are often digitally fluent, they still need supervision and guidance regarding safe, responsible, and respectful use of the internet. This parental oversight can help to mitigate cyberbullying. How can you make students’ parents more aware of cyberbullying and the steps they can take to help prevent it?