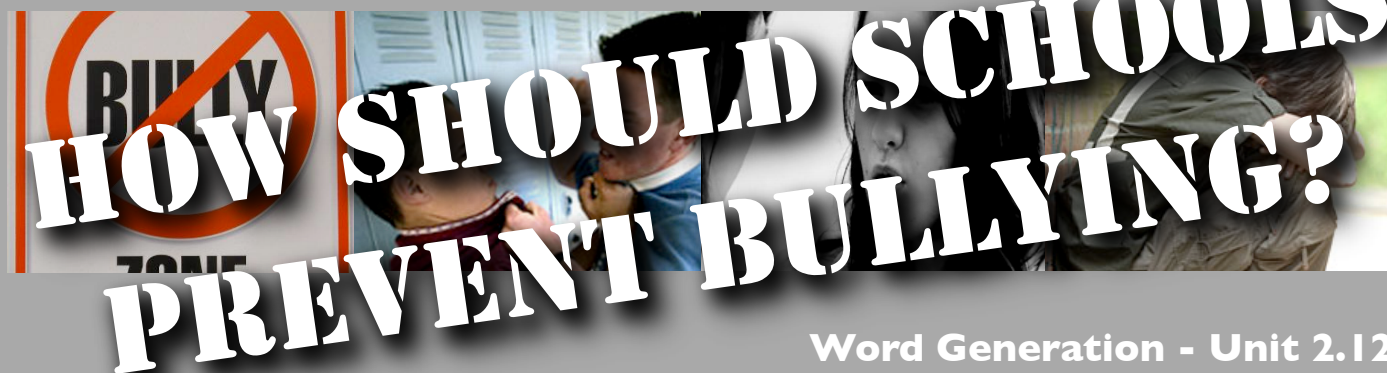


Join the national conversation!



Focus Words

amending | equity | constitutes | resolve | legislate



Weekly Passage

Kendra started at a new school in the seventh grade. During her first week, a group of girls started teasing her. They told her she was fat, ugly, and retarded. Then more kids joined in. Now she gets called names every day. People push her in the hallways. They steal her backpack and throw it in the trash. Kendra wants help, but she is embarrassed to tell her parents or her teachers. She feels like everything is her fault.

Bullying is a big problem in schools today. Both boys and girls can be bullies or victims. Punching, teasing, and spreading rumors all constitute bullying. About half of all kids say they have been bullied at some point during their time in school. Many kids who are bullied have low self-esteem. Some try to avoid school. Some even think about killing themselves.

It is important for schools to promote equity among all students. No one should be treated like they are less than anyone else. Therefore, many people believe that schools should pass rules to legislate an end to bullying.

Some people think schools should teach victims to resolve the problem themselves. Victims of bullies should make sure they are always with a friend.

They should ignore the bullies and walk away. Or they should learn to firmly tell the bullies to stop.

Some schools try to solve the problem by focusing on the bullies. They send them to special classes to help them manage their anger. They teach them to solve conflicts with words.

Other schools depend on teachers and administrators to solve the problem. They make sure adults carefully supervise the hallways and the cafeteria, where most bullying happens. Many schools have chosen to amend their rules to make it clear that bullying will not be tolerated.

Is bullying a problem at your school? How do you think this problem should be solved?

TEACHER - Discussion Questions

- ▶ Do you think your school promotes equity between students?
- ▶ What kind of behavior constitutes bullying?
- ▶ How could your school amend its rules to keep bullying from happening?
- ▶ How can parents and teachers help victims of bullying resolve the problem?
- ▶ Can a school legislate equity between students? Or do students themselves need to resolve the problem?

Unit 2.12

How should schools prevent bullying?

Focus Word Chart - TEACHER VERSION

Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/ Suffixes	
amending	(v.) - changing; adding to	amend amends amended		amendment	mend
equity	(n.) - equality; equal status			inequity equitable inequitable	equate equation equal equator
constitutes	(v.) - forms; creates	constitute constituting constituted		constitution constitutive reconstitute	constituency constituents restitution
resolve	(v.) - solves a problem	resolves resolving resolved		unresolved resolution resolvable	resolute solution solve dissolve dissolution
legislate	(v.) - to create or control by making laws or rules	legislates legislating legislated		legislation legislator	legal legalize

How should schools prevent bullying?

Problem of the Week

Some bullying experts say that to stop bullies, we must **amend** the way we think about bullying. Bullying affects everyone. School communities should be based on **equity** and respect. How can this be true if some students torment others?

Legislating anti-bullying rules is only a start. One expert named Dan Olweus says that to stop bullies, entire school communities must **resolve** to end bullying. He says that onlookers who watch victims get bullied **constitute** part of the problem.



Option 1: Last week at Victory Middle School, there were 11 bullying incidents in 11 different classrooms. Say that for each incident, there are at least 5 onlookers. Which of the following is true?

- A) There were a minimum of 55 onlookers.
- B) There were at least 35 onlookers.
- C) There were a minimum of 20 onlookers.
- D) There were a maximum of 50 onlookers.

Option 2: The National Center for Education Statistics reported that in 2007, 32% of students aged 12 – 18 reported being bullied in the past year. If this is still true today, and three students are chosen at random, what are the chances that at least one of them has been bullied in the past year?

Answer: about 69%

(Teacher's Note: The chances that none of the three students were bullied is $.68 \times .68 \times .68 \approx .314$, so that chances that at least one was bullied is $1 - .314$, or $.686$)

Discussion Question: When bullying makes the news, people react angrily. Principals **resolve** to establish **equity** among students. Teachers **amend** classroom rules. Government bodies debate anti-bullying **legislation**. But bullying is not a problem that flares up occasionally. Statistics show that bullying is widespread. In 2007, 32% of students in the U.S. aged 12 – 18 reported being bullied at school in the past year. For 21%, the bullying **consisted** of teasing. For other students, the bullying involved tripping, shoving, being spat on, or other cruel behavior.

Do these statistics sound right to you? If 32% of students are bullied, then what percent of a school community is likely to be involved in bullying, either as bullies, victims, or onlookers? Fifty percent? Seventy percent? One hundred percent? Explain your estimate.

National Center for Education Statistics. (2009). *Indicators of school crime and safety: 2009*. Retrieved on July 21, 2010 from <http://nces.ed.gov/programs/crimeindicators/crimeindicators2009/key.asp>

How should schools prevent bullying?

Debating the Issue



GO!

I. Get ready...

Pick one of these positions (or create your own).

Be a strong participant by using phrases like these.

A Victims of bullying should take responsibility for resolving the problem. They should ignore bullies or learn to stand up to them.

B Bullies should be held responsible for resolving the problem. They should go to special classes to help them manage their anger.

C Schools should legislate equity between students. They should make strong rules against bullying and punish people who break them.

D Administrators and teachers should resolve the problem. They should supervise the school carefully and get involved in conflicts between students.

E _____

In my experience . . .

that's similar to what I think too...

What makes you think that?

When I re-read the text, it reminded me...

2. Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

TEACHER

Whatever the debate format, ask students to use academically productive talk when arguing their positions. In particular, students should provide reasons and evidence to back up their assertions. It may be helpful to read these sample positions to illustrate some possibilities, but students should be encouraged to take their own positions about the issue at hand.

Unit 2.12

How should schools prevent bullying?

Science Activity



This activity is designed to help you practice thinking like a scientist and to use this week's focus words. Sometimes the data are based on real research, but they should never be considered true or factual.

In Professor Seemy's class, students have **resolved** to put a stop to bullying.

"We can't have a classroom based on fairness and **equity** if kids are being bullied," Leila says. "Let's **amend** the classroom rules so that bullies are kicked out of class."

Aswan disagrees. "Making new rules won't help," he says. "We can't **legislate** an end to bullying. Instead, we should educate kids about bullying. Kids should know that things like name-calling and spreading rumors **constitute** bullying, and that bullying is wrong."

"Hmmm," says Professor Seemy. "Leila has a legislative plan. Aswan has an educational plan. Let's put them to the test!"

Question:

Which will work best to stop bullying: a legislative plan (new rules), an educational plan (teaching kids about bullying), or a plan that combines both legislation and education?

Hypothesis:

The plan that combines legislation and education will work best.

Materials:

- ▶ 3 middle school classrooms

TEACHER

Real Research:

-Dan Olweus is a well-known bullying researcher. Several studies (listed at the website cited below) have found his Olweus Bullying Prevention Program to be effective in stopping bullying. The program focuses on active intervention and education but also uses anti-bullying rules, so it incorporates both education and legislation.

Clemson University's Institute on Family and Neighborhood Life. (n.d.). Research on the Olweus bullying prevention program. http://www.clemson.edu/olweus/Research_OBPP.pdf

Classroom Discussion: Summarize the real research. (Multi-pronged programs that mobilize an entire school community are the best way to stop bullying.) Are students surprised by this finding? Why or why not? How does the finding connect to this week's topic? Which side(s) of the debate could it support?

Procedure:

1. In Classroom A, use the legislative plan: make new anti-bullying rules.
2. In Classroom B, use the educational plan: teach kids about bullying.
3. In Classroom C, use both plans. Legislate new rules, but also teach kids about bullying.
4. Monitor the bullying in each classroom for one year.
5. Compare the number of bullying incidents.

Data:

	Number of Bullying Incidents
Classroom A (legislative plan)	25
Classroom B (educational plan)	22
Classroom C (legislation AND education)	9

Conclusion:

Is the hypothesis supported or not by the data?

Supported

What evidence supports your conclusion?

Classroom C, which used both legislation and education, had the fewest number of bullying incidents.

How would you make this a better experiment?

Encourage students to consider sample size, number of trials, control of variables, whether the procedure is a true measure of the question, whether the experiment can be repeated by other scientists, data collection and recording systems, and other potential explanations for the outcome. Students should understand that these simple experiments represent the beginning of an exploration, not the end. If time permits, have students suggest how the experiment could be strengthened, emphasizing the use of the target words in the discussion.



How should schools prevent bullying?

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

Focus Words

amending | equity | constitutes | resolve | legislate

[illegible]

Remember you can use focus words from any of the WG Units.

Check off what you accomplished:

Good Start

- ☐ Stated my own position
- ☐ Included 1 focus word

Pretty Good

- ☐ Stated my own position clearly
- ☐ Included 1-2 arguments
- ☐ Included 1-2 focus words

Exemplary

- ☐ Stated my own position clearly
- ☐ Included 1-2 arguments
- ☐ Included 1 counterargument
- ☐ Used 2-5 focus words

Unit 2.12

Source References:

- » www.aacap.org/cs/root/facts_for_families/bullying
- » www.safeyouth.org/scripts/teens/bullying.asp
- » www.stopbullyingnow.com
- » www.bullying.org