



EMBRACE CIVILITY

A Leadership and Empowerment
Program for Students

Embrace Civility in the Digital Age

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Images in the student materials were first created by Mike Novotny. However, these images have been modified.

INTRODUCTION

EMBRACE CIVILITY PROGRAM

The Embrace Civility program focuses on promoting and strengthening positive student relations. Embrace Civility is about creating a positive school culture where every student is treated with kindness and respect.

This program can be used from 4th grade to early high school. The depth to which students engage in the topics will differ based on their grade level. Embrace Civility empowers students with the insight, values, and skills to:

- Effectively step in to help if they witness hurtful behavior by reaching out to the one who was treated badly, telling the one being hurtful to stop, or reporting serious concerns.
- Stop themselves from being hurtful and make things right if they have been.
- Be self-confident and respond in a powerfully positive manner if someone is hurtful to them.

The skills taught are also relevant for older grades in high school as well as at the college level. However, it is more likely that it would be best to communicate with these students using more informal approaches such as daily announcements and posters.

CORE SKILLS

Embrace Civility teaches insight and skills in five core areas:

REACH OUT

- I will reach out to be kind to those who have been treated badly or left out.
- I will help others think things through or resolve conflict.

SAY “STOP”

- If it is safe, I will publicly tell someone being hurtful to stop.
- I will help someone who was hurtful stop, own it, and fix it.

REPORT CONCERNS

- If it is a serious situation, I will tell an adult who can help.

STOP, OWN IT, AND FIX IT

- I will always remember that my choices show who I truly am.
- I will stop myself and make things right if I have been hurtful.

BE POSITIVELY POWERFUL

- If someone is hurtful, I will keep my personal power and respond in a positive way.
- I will focus on the good and make a positive difference.

COST EFFECTIVE AND EFFECTIVE

In developing this program, the approach taken by other similar programs was evaluated. Several significant concerns were identified that the approach taken by this program seeks to address.

- **High Cost and Cost Structure.** Most of the student leadership programs have a very high cost and cost structure. This makes the program less accessible by schools with limited resources, and smaller schools that are expected to pay the same price as larger schools.
- **Limited Training Opportunities.** These programs are generally offered with a very expensive and extensive training that is only offered to selected staff and students. If a staff member leaves or new students come into the program, another costly training appears to be necessary.
- **Time Spend in Relationship Building.** It appears that the training for many of these programs includes a significant amount of time engaging students and staff in relationship building.
- **Sole Source for Support.** The program support often is set up with a model of the schools coming to the program for further support and guidance.

The manner in which Embrace Civility has been developed and is presented seeks to facilitate more widespread distribution, at a lower cost, with a collaborative support network. The approach includes:

- **Purchase Price Based on Number of Students.** In this way smaller schools are not required to pay the same amount for a program that serves all students as larger schools pay.
- **Key Insight In Provided in Videos.** The key insight for this program is provided in short videos for both staff and students. Staff can also watch 2 longer videos *Engage Students to Embrace Civility*. In this way, the critical insight is always available.
- **Ice Breaking Activities.** Staff advisors and students are encouraged to look online for ice breaking activities. Many strategies are readily available. There is no need to pay for this service.
- **Google Discussion Group.** A Google discussion group has been established that both staff advisors and students will be invited to join. This will be a national group. Alternatively, schools in different regions or in a larger district could create their own group. The purpose of this group is to provide a forum that will support providing creative insight, asking questions, and the like. In this manner, hopefully a collaborative network will be established.

COMPONENTS OF THE PROGRAM

In the development of this program every effort has been made to create the resources in a way that will allow for creative modified use by schools. Embrace Civility contains the following components:

- **This Implementation Guide.** This Guide also includes Instructional Objectives and Activities.
- **Instructional Videos.** Six short instructional videos have been created to support this program. These videos provide insight into the program approach and the underlying research. The videos are appropriate for both the staff advisor and all students participating in the Student Leadership Team. School staff can also use these videos to support their ability to provide student instruction.
- **Embrace Civility Student Survey.** The questions that can be asked are set forth in a document. A model is provided on Survey Monkey that can be accessed through a link on the Embrace Civility in the Digital Age website. These questions can be implemented into the survey tool used by the district. Alternatively, arrangements can be made to provide the completed Survey Monkey survey to the school.
 - This survey is new. As soon as several schools have implemented it and have provided me with the data, I will provide further guidance on how to better analyze the data comparing student responses on different questions.
- **A 6 page Student Guide.** This can be reproduced for students. Alternatively, each individual mini lesson can be reproduced. Each lesson is also set forth on a slide in the slideshow. Rather than using the Student Guide at all, the information can be conveyed using the slides either on an overhead projector or on posters.
- **Model Slideshow for Introductory Assembly.** This is a slideshow that needs to be revised to set forth the data that is obtained through the local student survey. At this time, this is a new survey and so older data is was used for the demonstration. Shortly after a school has its students complete the survey, a new model will be completed.
- **Instruction Slideshow or Posters.** This overall slideshow contains slides that can support instructional activities. These slides can also be turned into posters. Alternatively, the text on these slides can be set forth on posters created by students.
 - The slideshow is provided in a Mac Keynote format. Unfortunately, because of the graphics and type, this cannot be easily exported to Powerpoint. Assuming a participant in the school has or can borrow a Mac, the slideshow colors can be modified to fit the school colors. A new introduction slide for the lessons can be created with the Student Leadership Team's choice of a name. Please continue to incorporate the copyright notice.
- **Think Things Through.** This is an instructional document that provides Questions students can respond to that will help them to think more deeply about what has been discussed and how they might apply this insight to their own values and actions.
 - This document could be turned in as an assignment. Alternatively and recommended, this document could be

folded and placed in an envelope with the student's name on the outside. Then, on a monthly basis, the document could be provided back to the students to allow them to review what they have written, reflect on their recent experiences, and to identify new goals or objectives for their personal behavior.

- At any time when a student has been reported to have been hurtful, that student should be directed to bring his or her personal Think Things Through document to assist in a discussion. The student's reflections in this document can then be used to guide the conversation with the principal or other staff person assisting that student recognizing how his or her behavior went against the school's positive social norms, in accepting personal responsibility and engaging in problem solving to identify strategies to remedy the harm.
- **Character Strengths Short Survey.** Embrace Civility in the Digital Age strongly recommends that schools encourage students to complete a free teen survey on the VIA Institute of Character web site.¹ However, a shorter survey has been developed with approval from the VIA Institute on Character that could be used as an alternative. This is presented in this document and also available as a separate document on the Embrace Civility in the Digital Age website.
- **Engage Students to Embrace Civility.** *Engage Students to Embrace Civility* is a book that sets forth the research basis for Embrace Civility and provides guidance on how school leaders can more effectively respond to hurtful incidents in a manner that builds upon the lessons taught in Embrace Civility.
 - One copy of the book will be provided with the program. Additional copies are available on Amazon.
 - Two videos have also been created by Embrace Civility in the Digital Age and are on the website. These can be watched at no charge. If possible under state professional development regulations, educators can receive Professional Development Units for watching these videos.
- **Embrace Civility Student Leadership Discussion Group.** A Google email discussion group has been created to facilitate collaborative discussion of school staff members and students in schools that have acquired this program. Upon purchase, participants will be added to this group. Membership and participation in the group will require a modest annual payment.

EVIDENCE BASED

The Every Student Succeeds Act (ESSA) set forth four evidence levels to guide schools in selecting evidence-based programs and approaches that have a likelihood of success, including "Strong," "Moderate," "Promising," and "Demonstrates a Rationale."²

The *Engage Students to Embrace Civility* approach should be considered to under the category of "Demonstrates a Rationale. This guidance was provided by the U.S. Department of Education (USDOE).³

Demonstrates a Rationale. To demonstrate a rationale, the intervention should include:

1) A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and

2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEA, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention.

Embrace Civility incorporates a continuous improvement approach. A survey is provided that both will support positive social norms-based instruction and will provide data necessary both for needs assessment and evaluation of effectiveness.

The continuous improvement approach suggested in *Engage Students to Embrace Civility* should include:

- Assessment of concerns through an annual survey and also discussion with the Student Leadership Team members.
- Development of objectives for positive improvement.
- Identification of strategies that have a logical rationale grounded in research that support a likelihood of success and development of an implementation plan.
- Intent to use the annual survey and other insight to evaluate the effectiveness of the efforts and make adjustments, if necessary.

CURRICULUM STANDARDS

The Health Education Curriculum Analysis Tool (HECAT) is an assessment tool developed by the Centers for Disease Control and Prevention in partnership with health education experts representing state education agencies, school districts, schools, colleges, and national organizations.⁴ Most state standards have been developed in reference to these.

The 2012 HECAT for Violence Prevention Curriculum provides this definition:

*Violence is defined as any threat or actual use of force or power against oneself (self-inflicted injury or suicide), against another person, or against a group that results in or has a high likelihood of resulting in injury, psychological harm, abnormal growth or development, deprivation, or death.*⁵

While Embrace Civility does not choose to use the term “violence” in the description or objectives, these are the curriculum objectives that are most relevant. The Health Behavior Outcomes (HBO) should enable students to:

- HBO 1. Manage interpersonal conflict in nonviolent ways.
- HBO 2. Manage emotional distress in nonviolent ways.
- HBO 3. Avoid bullying, being a bystander to bullying, or being a victim of bullying.
- HBO 4. Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.
- HBO 5. Avoid situations where violence is likely to occur.
- HBO 6. Avoid associating with others who are involved in or who encourage violence or criminal activity.

- HBO 7. Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.
- HBO 8. Get help to prevent or stop inappropriate touching.
- HBO 9. Get help to stop being subjected to violence or physical abuse.
- HBO 10. Get help for oneself or others who are in danger of hurting themselves.⁶

The Embrace Civility lessons directly address the individual Knowledge and Student Skills expectations in the HECAT violence prevention objectives.

INSTRUCTIONAL APPROACH

As noted, an effort has been made to allow for flexibility in the use of the resources of this program. It is envisioned that the Embrace Civility program would be used as a school-wide program.

Alternatively, with some variation, this could be implemented by one or several teachers in the school without reliance on the school-wide survey. The Student Instruction questions in the survey could form the basis for discussions in the class.

There are seven groups of lessons contained in Embrace Civility. However, within each group lesson, there are multiple mini lessons, each one of which could be a short lesson and discussion in and of itself.

It is presumed that most middle and high schools have implemented an approach that engages students in homerooms or advisories. Sometimes, these homerooms or advisories may include students in only one grade. In other schools, these groups are multi-grade.

Homerooms or advisories are most often the place where the school addresses issues that relate to the school climate and personal relations. Therefore, it is assumed that in a school-wide implementation of this program, the more in-depth discussions about the issues addressed in Embrace Civility would occur in these environments. Alternatively, the lessons could be integrated into health sciences classes.

It is assumed that elementary students would discuss these issues within their classrooms.

Ideally, an approach will be implemented that engages a Student Leadership Team to be actively involved in the delivery of lessons in this program. Guidance on a strategy to establish a Student Leadership Team is provided below.

Schools are encouraged to initiate the implementation of Embrace Civility in an Introductory Assembly, that focuses on the information presented in Lessons 1 and 2.

These lessons strongly focus on the insight that has come from the student survey. It should be indicated to the students that they will be learning more about the Embrace Civility approach in their classroom environments. As noted, a demonstration slideshow for this Introductory Assembly has been provided.

The lessons are set forth as seven lessons. Within each lesson there are multiple mini-lessons. The way in which these lessons or mini

lessons can be implemented can be adapted to fit the school environment.

In addition, these lessons have been set forth for what is a broad grade range--from 4th through 10th grade. The underlying core schools are the same throughout. The depth to which these issues are discussed with vary based on the grade level.

As Lessons 1 and 2 can be presented as an Introductory Assembly, a school may decide to omit further discussion on these issues and simply implement Lessons 3-7 over a week time. Alternatively, Lessons 1-7 or 3-7 can be implemented once a week for 7 or 5 weeks. Alternatively, the Student Leadership Team could teach one mini lesson each during a morning announcement.

Posters or slides with the What Students Think student data from Question 5 and the data regarding actions Students Admire and Do Not Admire, from Question 8 should be available for all of the continuing lessons. The continuing lessons should all start with reference to the positive social norms held by the majority of the students.

Survey questions 22 - 25 ask for student written responses. These responses, complete with spelling errors and sometimes inappropriate language, can be downloaded into a word processing document. This document can be printed and separate pages can be provided to student groups to analyze the individual responses in various ways.

Depending on the age of the students and the time, students could be engaged in activities such as creating a skit to demonstrate what they have learned. They could draw a cartoon or work with a group of students to draw a cartoon. They could create a poster illustrating the concepts. They could be encouraged to find a famous quote that related to the topic.

The Think Things Through document can also be used for them to write in as they go through these lessons or at the end of the all of the lessons.

Depending on the degree to which members of the Student Leadership Team have been involved in leadership and peer instruction activities, the implementation approach in individual schools can vary. Variations on the implementation approach include:

- Initial primary presentation of Lessons 1 and 2, the student survey data, and introduction of all of the Embrace Civility lessons in an Introductory Assembly by a ...
 - Group of students from the Student Leadership Team.
 - Group of high school students from the Student Leadership Team presenting to their former middle school or a group of middle school students from the Student Leadership Team presenting at their former elementary school.
 - Staff member.
- Follow-up presentation and discussion of lessons in classrooms, homerooms, or advisories where ...
 - The teacher presents the information and actively engages students in discussion.
 - The teacher asks a groups of students in the class to present the information and engage students in discussion for each mini lesson.

- Trained members of a Student Leadership Team come to the class and present the information and lead the discussion.

If staff remain primarily responsible for the delivery of instruction, the Student Leadership Team can be involved in additional Expansion Activities which includes further messaging about the lessons. Expansion Activities are discussed below.

A developmental approach that may be effective is that for the first year a school staff member delivers Introductory Assembly. This could be followed by teachers presenting the lessons in their homerooms or advisories using a group presentation/discussion approach.

A Student Leadership Team could be initiated and the students in this team could be engaged in Expansion Activities during the first year, as well as undertake a study of the material presented in the Embrace Civility videos.

The following year, members of the Student Leadership Team could provide the leadership for the assembly and could lead the lessons or provide assistance in homeroom or advisory classes in the delivery of the instruction.

STUDENT SURVEY

The Embrace Civility Student Survey is a powerful tool in this program. This survey is contained in this document, and a link to a model on Survey Monkey is provided on the Embrace Civility in the Digital Age website.

As is evident in the survey language itself, students should be given the option of deciding whether or not they will complete the survey. Notice should be sent home to parents informing them of the survey and giving them the opportunity to opt their child out.

It is not necessary at the elementary school level to use all of the survey questions that have been provided. These are provided as options. An alternative strategy for the elementary level is to use the associated middle school data.

A key effort at the 4th and 5th (sometimes 6th) grade level is to reduce the increase in bullying that occurs when students enter the middle school environment and puberty kicks in strongly. Showing these upper elementary students the data that demonstrates the positive social norms of middle school students may actually be very helpful.

The creator of this program found that Survey Monkey was a very easy tool to use. Survey Monkey was very helpful in allowing for a very easy filtering of the data to identify underlying patterns of concern and for creating charts demonstrating the data.

The survey asks these kinds of Questions:

- Questions about overall school climate from the perspective of how students treat each other and relationships with staff.
- Questions about students' perspectives about student behavior, from the perspective of a witness, the one being treated badly, and the one who was hurtful.
- Several questions about incident rates of hurtful behavior. This includes questions about how frequently in the last

month students witnessed someone being hurtful, were hurtful, and had someone be hurtful to them.

- For those who were hurtful, what they were thinking at the time, and for those who experienced someone being hurtful to them, questions related to student witness and staff responsiveness, as well as reporting.

- Open ended questions related to thoughts on stepping in to help, strategies to do so, and insight on the the worst and best ways to respond if someone is hurtful.

There are two reasons for the different questions in the survey:

- To obtain social norms data and insight from students related to strategies that can be integrated into the instruction. On the survey, these Questions are identified as Student Instruction (SI). The data from these Questions is then produced within the slideshow and on posters.
- For evaluation purposes. As this program is used of the years, the school will be able to assess effectiveness by looking at the data. These Questions are identified as Assessment and Evaluation (AE).

STUDENT INSTRUCTION QUESTIONS

What will be discovered is that there is an incredible level of student interest in THEIR own data. Students are will be very interested in what the data says about how they think and act.

Note that the first page of the Student Guide needs to be revised with local student data.

The Student Instruction questions are of two types. Some of the questions ask about perceptions and values. Others ask about student helpful actions and for student insight on strategies.

There are also questions about school climate related to students and hurtful incidents. Schools may think it is appropriate to share this data with students in an effort to motivate change.

A student leader sharing with students could say:

“This is the percentage of students who said that they had experienced someone be hurtful to them in the last 30 days at school. Do you like to see this? Do you think we can improve? Will you join with me in saying ‘We can do better. We will do better.’”

Over time, the school climate and incident numbers should improve. This would mean a decrease in hurtful incidents and an increase in students stepping in to help, stopping themselves and making things right, and asserting themselves effectively if someone is hurtful.

The survey can be completed every year. Schools can then make new slides for a slideshow presentation to demonstrate progress in celebrate improvement, and identify continuing concerns.

ASSESSMENT AND EVALUATION QUESTIONS

Generally, school leaders are the ones who look at the data and assess effectiveness. It is necessary to further analyze the data to identify patterns. For example, looking at the student responses on the question about school staff and their experiences with being or engaging in bullying.

As noted earlier, this survey is new. As soon as several schools have completed the survey and been willing to share the data, more insight into how to interpret the data will be provided.

It is especially important to evaluate the responses on Question 26. Several of those categories relate to students who are being harassed based on protected class status. If students report frequent or very frequent targeting of these students, corrective actions must be taken at a school climate level. If the responses to the sexual harassment, dating, dating abuse options indicate a concern, these concerns must be addressed in sex education instruction. If concerns are associated with athletics or extracurricular activities, corrective actions must take place in these environments.

Assuming this data demonstrates the need to improve, the data should be presented first to the school’s positive school climate leadership team.

It will also be helpful to present this data to the Student Leadership Team in a focus group format to gain insight from the students on how the staff could improve.

Then, the data should be presented to the school staff, including both certified and classified staff. Staff should be directed to engage in a problem-solving process—to Think Things Through.

The goal should be an increase in positive relations between staff and students, especially students who face greater challenges, and increased effectiveness in responding to the hurtful incidents they witness. Strategies to do this are in ***Engage Students to Embrace Civility***.

Staff should identify school wide and personal strategies to improve on these measures, as well as the professional development and support they may need to accomplish this—knowing that the effectiveness of their efforts will be measured.

A recommended approach to accomplish this problem solving strategy is to provide all staff with 5 x 8 index cards and markers. Staff should write in large letters their recommended strategies--one strategy per card. The cards are then taped on the wall and similar strategies are grouped together. (This can be a group activity.)

From all of the groupings, a more comprehensive statement of a strategy can be developed. From here, the staff leadership team can generate more specific implementation approaches that are then presented for discussion and finalization.

A subsequent analysis of changes on the responses to these questions will provide the ability for schools to assess progress both on the empowerment of students and the quality of the engagement between staff and students on these concerns.

IDENTIFYING STUDENT LEADERS

In this document, the name Student Leadership Team has been used. Please encourage your students to select a name for themselves. For example, the (Name of School) Kindness Team. Or (Name of School) Unite Together.

Student leaders are the natural and key leaders among different groups of students in the school and have a long standing

reputation for being kind and compassionate and reaching out to help others.

These are students who provide leadership within the social groups of students who they affiliate with. It is important to select student leaders who represent the wide variety of social groups within your school. They may be student council members or they may be gang leaders. Or they may be recognized to have leadership potential, but not engaging in significant leadership activities at this time.

It is especially important to identify students who have influence with the different social groups. These students may not be considered “high-achievers” or be highly engaged students in current school activities, or they could be considered leaders in very positive school support activities. For example, these students may be the leaders in a sexual minority support group or students who are working as mentors with students with disabilities.

Specifically identify and invite students who have had challenges in being treated badly. Also, if some students have had difficulties, including being hurtful, and are now demonstrating signs of improvement, they should be considered. Student with disabilities should be specifically included.

Ensure that you include students who include all school grades, the racial and ethnic groups of the school, students with minority gender identities and sexual orientation, and students from groups that are less connected to school or active in school activities.

Be careful when you include those students who are thought to be “popular” and “cool.” It may be that these students have been the ones who have achieved high social status by being hurtful to others. Make sure they have a long history of being kind and compassionate. Failure to do this could undermine the acceptance of the guidance of the Student Leadership Team by other students.

It is recommended that all members of the Student Leadership Team be required to submit an application. However, staff and students should also be encouraged to nominate students to apply.

The recommended approach to identify students should be nominated or encouraged to apply is:

- Ask school staff to identify students using the above criteria, paying particular attention to the selection of student leaders from minority groups.
- Ask students who are in a minority population within your school to identify which students they think would be strong representatives to express concerns that members of their community face. Ask these students to identify those they think should especially apply.
 - Alternatively, hold focus groups with these students to ask them about their concerns and in the process of these groups, identify the students who appear most articulate and dedicated and viewed as leaders by their peers.

It is suggested that the nomination form solicit this information:

This Student Leadership Team is being established to promote positive relations, kindness, and inclusion for all students at (name of school). Using this form, you can nominate a student

who you think should be invited to serve on this Leadership Team.

- What is the name and grade of the student you think should be a member of the Student Leadership Team?
- Please explain why you think this student should be a member of this Team.
- Please explain a time when you saw that another student was being treated badly and this student stepped in to help the student being treated badly.
- Please explain a time when you saw this student step in to either help resolve a conflict between students or to tell a student who was being hurtful to stop.

It is suggested that the application form solicit this information:

This Student Leadership Team is being established to promote positive relations, kindness, and inclusion for all students at (name of school). Using this form, you can apply to serve on this Leadership Team.

- Please explain why you want to be a member of this Team.
- Please explain a time when you saw that another student was being excluded or treated badly and you stepped in to help the student. How did you step in to help? What did you learn from this?
- Please explain a time when you stepped in to either help resolve a conflict between students or to tell a student who was being hurtful to stop. What did you learn from this?
- Please explain a time when you made a mistake and were hurtful. How did you handle the situation afterwards? What did you learn from this?

Using a combination of this input, identify students to ask to serve on the initial Student Leadership Team and approve the applications of those who submitted them.

Schools are advised to allow any interested student to join this Team. The bigger the Team, the greater the impact. There should also be the ability to join the Student Leadership Team at any time.

Alternatively, a school may want to establish a Student Leadership Team with some parameters on membership. Or they may establish a Student Leadership Team with an initial membership and then consult with the Team about opening up membership to other students.

Ideally, the school will establish an initial Student Leadership Team that can either take full or partial responsibility for the presentation of an Introductory Assembly, along with the school staff member who will be providing support for the Team.

LETTING STUDENTS TAKE THE LEAD TO THINK THINGS THROUGH

The MOST important job of the advisor for the Student Leadership Team is to take the role of a “Guide by the Side.” One of the best things the Student Advisor can do is help the students learn and practice a strategy that engages the members of the Student Leadership Team in Thinking Things Through to decide what to do.

As will be discovered in the lessons, the concept of Thinking Things Through has been integrated throughout Embrace Civility. The Think Things Through approach for students is this:

- What is the situation?
- What do I want to accomplish?
- What strategies could I use?
- Is each in accord with my values and strengths?
- For each, what might happen?
- What is my best choice?
- If that does not work, what else could I do?

A slight shift is necessary for use of this approach with the Student Leadership Team in deciding on strategies. This approach is recommended:

- What is the situation or issue that we would like to address?
- What strategies could we use?
- What is our best choice or choices?
- What is our plan for implementation and who will take what responsibilities?
- How will we evaluate success?

For more comprehensive discussions, the approach that incorporates the use of 5 X 8 cards described above can be used.

Alternatively, assuming the students know and can articulate the issue they would like address, then can then go around the group, perhaps using a talking stick, to propose or speak on alternative strategies and implementation plans.

RELATIONSHIP BUILDING

The staff mentor and student leaders should take time within the activities of the Student Leadership Team, especially at the start, for activities that are specifically designed to build relationships and break down barriers.

Conduct a search for “ice breaker activities for students” will yield many positive suggestions.

EXTENSION ACTIVITIES

Expanding on these lessons throughout the school year will be important. These are activities that should be under the direct leadership of the Student Leadership Team. The students should be encouraged to think of their own ideas. Additionally, through the Embrace Civility email discussion group, students may share insight into their creative Expansion Activities.

- **Welcome to School Display.** The Student Leadership Team can create a display at the entrance of the school incorporates a word cloud incorporating the most frequently selected words to illustrate the concept of civility or a statement created that incorporates these words.
- **Random Acts of Kindness Campaign.** Random Acts of Kindness Foundation site has lots of activities to promote kindness.⁷ Conducting a search on “kindness, schools” will yield additional ideas.
- **Posters, Screen Savers, or Bookmarks.** The Student Leadership Team can hold a poster, screen-saver, or book-

mark contest for the entire student body. Items that illustrate positive student norms and values and effective skills are ideal.

- **T-shirt.** The Student Leadership Team could host a competition for a t-shirt design for students to promote their commitment to kindness.
- **Daily or Weekly Announcements.** Several members of the Student Leadership Team make a daily or weekly public school announcement related to Embrace Civility.
 - Here is an example of what a member of the Embrace Civility Student Leadership could say: “Hi. I am ___ a member of the Embrace Civility Student Leadership Team. Here is your quote of the day: If I can help somebody as I pass along, if I can cheer somebody with a word or song, if I can show somebody he's traveling wrong, then my living will not be in vain. Dr. Martin Luther King, Jr. Please take a moment today to reach out to be kind or help someone decide on a positive path. And remember to say thank you to someone who reaches out to be kind to you. We are having a meeting of the Embrace Civility Student Leadership Team ___. Remember, membership on this Team is open to anyone who makes a commitment to be kind and respectful and who wants to help our school community live by these values.”
- **Beyond Differences--special days to promote social inclusion.** A great organization, Beyond Differences, promotes a number of wonderful activities to help students promote social inclusion.⁸ These are events that take place on one day and include No One Eats Alone, Know Your Classmates, and Call It Out. There is total compatibility between Embrace Civility and the Beyond Differences activities. The Student Leadership Team is encouraged to participate in these events to allow students to know that their local school activities are connected at a larger level.
- **GLSEN (Gay Lesbian Straight Education Network) No Name Calling Week.** GLSEN hosts a No Name Calling Week generally mid-school year.⁹ Their web site has excellent resources to support this effort. Like a participation in the Beyond Differences days, the Student Leadership Teams participation in the GLSEN activities allow the school effort to merge with national initiatives.
- **Address Digital Safety.** Connect Safely is an excellent organization that has provided Quick Guides to address safe and responsible digital use.¹⁰ Two of these address cyberbullying and teen sexting. These guides, which can also be provided to parents, can provide the opportunity for discussion.
- **Mindful Movement.** Set up a Mindful Movement program for students to participate in during lunch or before school.
- **Quote Competition.** Students could be encouraged to find and submit a quote by a famous person that relates to all of the lessons in Embrace Civility. The quotes could be posted in categories. Students could vote on their favorite quotes. These quotes could be turned into posters.
- **Video.** Students could create an Embrace Civility video to share what the school is doing.
- **Wall of Thanks.** Create a bulletin board area in the school as a Wall of Thanks. Provide ample “sticky notes” nearby and

pens. Encourage everyone in the school community—students, staff, and parents—to regularly write personal messages of gratitude to others or for anything they are personally thankful for.

- To expand on this activity, members of the Student Leadership Team could pick out a few messages each day to read over the intercom in the morning. Instruct them to specifically pick out messages of gratitude sent to students who are known to have greater challenges.

- **Celebrating and Building Strengths.** As noted, schools are encouraged to have students complete this Character Strengths survey.¹¹ The site contains many activities and approaches that can be used to promote the different strengths. The Student Leadership Team could lead a campaign to focus on one character strength a week.
- **School Board and Other Presentations.** The Student Leadership Team could make a presentation on their findings and efforts to the School Board and to other community organizations. (Hint: community organizations may be a source of funding for some projects that require funding.)
- **Community Service Day.** Set up one day a month where students go into the community to provide service.
- **Flash Dance.** If you have not seen this video, watching it is a must: <https://www.youtube.com/watch?v=MhYyAa0VnyY>.

1 <https://www.viacharacter.org>

2 Section 8101(21)(A) of the ESEA.

3 U.S. Department of Education (2016) Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments. <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.

4 <https://www.cdc.gov/healthyouth/hecat/>

5 https://www.cdc.gov/healthyouth/hecat/pdf/hecat_module_v.pdf.

6 Id.

7 <https://www.randomactsofkindness.org/>

8 <http://www.beyonddifferences.org/>.

9 <https://www.glsen.org/no-name-calling-week>.

10 <https://www.connectsafely.org/quickguides/>

11 <https://www.viacharacter.org>

12 <https://greatergood.berkeley.edu/>

13 <https://www.tolerance.org>.

14 <https://www.gse.harvard.edu/news/uk/17/02/one-and-all>.

Search: Anti-Bullying Flashmob January 2011.” Or this one: <https://www.youtube.com/watch?v=vmD1d5UPhIM> Anti Bullying Flash Mob February 2017.

ADDITIONAL RESOURCES

There are a number of excellent sites online that have wonderful ideas, programs, or resources that could be integrated into school activities, especially students in older grades. Among the best are:

- **Greater Good Science Center.** The Greater Good Science Center has excellent resources on supporting a meaningful happy life.¹² They also have a news letter. Student Leaders could sign up to receive this news letter and create Expansion Activities related to the insight that is provided.
- **Teaching Tolerance Resources.** Southern Poverty Law Clinic’s excellent Teaching Tolerance program has a wealth insight and resources for activities that can easily be student led.¹³ The resources on this site can be used to expand on the Embrace Civility lessons in older grades.
- **One and All.** One and All is a site established by Harvard Graduate School of Education that focuses on Strategies to Protect Students, Reject Bullying, and Build Communities Where Everyone Thrives.¹⁴

INSTRUCTIONAL OBJECTIVES AND APPROACH

OVERALL POSITIVE PSYCHOLOGY APPROACH

In addition to the Embrace Civility lessons, several core activities can be integrated into school activities by teachers. These activities are grounded in Trauma Informed Care principles. The reason this is so important is that students who have experienced trauma are more likely to behave in ways that lead to their being treated badly by peers. Further, bullying itself is a form of trauma. Increasing student resilience can both reduce the likelihood they will be targeted and limit the harm if they are.

Essentially, the objective is to help young people gain greater dandelion-like qualities--the ability to grow and bloom anywhere. Dandelion-like qualities are grounded in resilience. The Center on the Developing Child at Harvard University provides excellent on increasing youth resilience. They say:

Research has identified a common set of factors that predispose children to positive outcomes in the face of significant adversity. Individuals who demonstrate resilience in response to one form of adversity may not necessarily do so in response to another. Yet when these positive influences are operating effectively, they “stack the scale” with positive weight and optimize resilience across multiple contexts. These counterbalancing factors include

1. *facilitating supportive adult-child relationships;*
2. *building a sense of self-efficacy and perceived control;*
3. *providing opportunities to strengthen adaptive skills and self-regulatory capacities; and*
4. *mobilizing sources of faith, hope, and cultural traditions.*

INCREASE POSITIVE STAFF-STUDENT CONNECTIONS

It is essential to ensure that every student has one or more staff members who are committed to maintaining a close connection--being the person who really cares. For students who are identified as being at a higher risk, several staff members should be assigned to be mentors for these students. Here is a relationship mapping process that schools can implement:

- Staff should be provided with a list of the names of all students on a chart and sticky dots:
 - Red--students known to be at greater risk.
 - Orange--students possibly at risk.
 - Yellow--name of staff member who has some connection with the student.
 - Green--name of staff member who has a good connection with the student.
- All students must have at least one identified Green staff member. Staff who have a Yellow relationship with a student

can increase this to Green. Orange students must have two Green staff members and Red students must have three Green staff members. Newly entering students must be added to this relationship map.

- Staff members must check in regularly with their assigned students--taking the time to form a solid relationship.

A regular “circle time” in classrooms, advisories, or homerooms is strongly advised. This will both increase positive staff-student connections and positive student-student connections.

Increasing positive acknowledgement of students is also important. The ideal is that students regularly receive 5 positive comments to every 1 negative comment or correction. This is especially important for students who are at higher risk. This requires constant focus on positive acknowledgement.

School staff must know that this formula is “magic.” Focused staff attention on increasing positive acknowledgement and connections, especially of those students with greater challenges, will have magical results in improving emotional well-being and resilience of students. These are some strategies:

- Be specific. Positively comment using growth mindset language. Acknowledge effort, strategy, and persistence even if this did not result in a positive outcome.
- Audio record a class session and then go over the recording to note how many of comments are positive, negative or correction, or instruction.
- Greet students as they enter the room, as this provides 1 positive connection to each entering student.
- Whenever a student responds to a question, positively comment.
- Have in mind the students in each class who have greater challenges and be sure to note when they are engaged in positive behavior. Strive for a 5:1 ratio every class session with these higher risk students. Be sure to note the quieter higher risk students.
- If a student is perceived to be getting off task, positively comment about the behavior of a student who is close to this student. Then if this student shifts to on-task behavior, positively comment on this.
- Be at the door as students leave and specifically comment on the accomplishments of any students with greater challenges.
- If a correction is made, following this with a positive comment acknowledging an appreciation of the student’s compliance.
- If a student starts to get agitated and then is able to self-calm, specifically note this accomplishment.
- For higher risk students, note a specific positive event or a series of positive events and send a note home.

As is set forth in the videos, this 5:1 “magic” formula is also introduced to the members of the Student Leadership Team. By enlisting their assistance in noting and reaching out to the students who are more often excluded, treated badly, or have challenges to also provide a positive connection, the “magic” of the 5:1 positive to negative can be significantly increased.

POSITIVE THINKING

Positive thinking is grounded in research insight into positive psychology. One classroom strategy that could be used in classrooms, homerooms, or advisories throughout the year is this:

- Have a number of craft sticks and on each write:
 - Something that happened that I am thankful for and why I am thankful.
 - Something I did that I am proud of.
 - A goal of mine and one action I took to accomplish this goal.
 - How I reached out to be kind to someone today.
 - Who I connected with today in a positive way and how this made me feel.
 - A challenge I faced and how I successfully thought things through.
 - How I used a personal strength of mine.
- Engage students in a brief mindfulness breathing period.
- Then, pass the sticks around. Each student picks one stick provides a response to the statement on that stick. If they do not have a response to this statement, they should be allowed to select another stick. Or if they have a burning desire to provide a response to a specific statement, allow them to do so.
- Alternatively, during a minute for mindfulness, the teacher can ask the students to think about two or three of these questions as they are breathing deeply.
- An alternative way these questions could be asked is in a morning announcement for the entire school. Students could be asked to close their eyes and breath slowly and while they are doing this, ask them to think of their responses.

MINDFULNESS AND SELF REGULATION

There are many sites that provide excellent guidance on establishing mindfulness practices.

One very simple practice would be to simply have students practice mindfulness or self-regulation for several minutes upon coming into class after a transition. A minute of silence for self-calming. Then at any time the students appear to be getting “rambunctious,” a return to just a minute of silence.

At any time a student appears to be struggling, remind that student to take a minute to achieve mindfulness. Especially at the elementary grade level, small glitter jars are a helpful tool.

All school staff and students should be trained in de-escalation strategies. However, every student likely has different ways that are best for him or her to de-escalate. Have the students Think Things Through to determine what the best ways are for them to de-escalate when getting triggered. These can be written down.

When a student starts to trigger or escalate, the teacher can say to this student, “It seems you are getting a bit stressed. What is something you can do to self-regulate?” It is especially important to positively acknowledge the student’s success in self-regulation. If escalation is a specific concern for any students, providing written positive acknowledgement to a parent or guardian when the student successfully self-regulated may be helpful.

CHARACTER STRENGTHS

As noted in the Introduction, schools are encouraged to have students complete either the VIA Institute on Character character strengths survey or the shorter survey provided with this program. This provides an indication of what each student’s strengths are.

Teachers are encouraged to help students celebrate their strengths by discussing their specific strengths pattern with their class mates and through some kind of an art project that illustrates their strengths.

In class discussion, when discussing strategies to respond to any hurtful situations or other challenges, students could be asked how they could use different strengths in this situation. For example, “If one of your strengths was humor, how could you use this strength in a hurtful situation?”

Whenever a teacher is discussing any issue of concern with a student with a student and engaging in problem solving, asking that student what his or her strengths are and how he or she might use their personal strengths to find a resolution for this problem situation is advisable.

PROBLEM SOLVING

The problem solving approach taught through Embrace Civility can be used for any kind of situation that requires problem solving. As noted, the Think Things Through approach for students is this:

- What is the situation?
- What do I want to accomplish?
- What strategies could I use?
- Is each in accord with my values and strengths?
- For each, what might happen?
- What is my best choice?
- If that does not work, what else could I do?

In the context of assessing the situation, some additional questions can be asked. Is this a big problem or a little problem? How many people are involved? Are there safety concerns? An assessment at this level can help to guide the development of strategies.

Schools are encouraged to engage students in weekly discussions related to social emotional well-being. While it is helpful sometimes for students to have the opportunity to vent and explain what is bothering them, the far more productive use of time in a positive manner would be to engage the students in problem solving to develop positive strategies for students to try to address any concerns.

KINDNESS

Continuously encouraging acts of kindness is critically important. This is especially important for any student who is having challenges in fitting in. Encouraging that student to reach out to be kind at least 3 times a day and to record what he or she has done to report back to their teacher/supporter can, based on the research, result in an improvement in peer acceptance.

It is strongly recommended that many of the projects initiated by the Student Leadership Team be focused on kindness.

IMPLEMENTATION IN HIGH SCHOOL

It is suggested that the implementation at the high school level not be focused at the more direct instruction level that is set forth in the following Instructional Objectives. It is suggested that a more informal messaging and discussion approach be used.

The approach recommended at the high school level is grounded in the insight from a University of New Hampshire campaign to reduce sexual assault at the college level, *Know Your Power*. Direct instruction of “lessons” was not deemed an effective route.

Instead, the UNH *Know Your Power* engaged in an informal messaging campaign using graphic images that illustrated effective bystander strategies. These images can be obtained as posters, bookmarks, screen savers, and the like.

Embrace Civility provides poster templates. Schools can change the colors to match their school colors. The text and images from the slides can also be reproduced on posters created by students at the school.

It is recommended that the Student Leadership Team prepare and present an Introductory Assembly to students that provides the school’s data. However, thereafter each of what are text boxes on the Student Guide be presented as a brief mini-lesson during a morning announcement, perhaps one mini-lesson a week.

Then, assuming the school has established advisories or home rooms where students discuss social relationship and other related issues, this mini lesson can be the subject of further discussion. The teacher can use the insight from this Implementation Guide on instructional objectives, without engaging in direct instruction.

INTRODUCTORY ASSEMBLY

It is recommended that the school present Lessons 1 and 2 in the context of an Introductory Assembly. The primary focus of the Introductory Assembly is the presentation of insight grounded in the data from the Embrace Civility Student Survey. Guidance is provided on how to incorporate the data into the slideshow. Further discussion would then occur in the classroom.

In an Introductory Assembly, it would be best if student leaders present this data and lead the discussion. The staff mention may also assist. An approach of using high school students to make a presentation at the middle school and middle school students present at the elementary school. It also would be acceptable to have the middle school students use middle school data in

presentations to 4th and 5th grade students at the elementary school level. Fourth and 5th grade students are often very focused on what life will be like for them as they move to the middle school.

The student leader presenters can indicate that they are working on a Student Leadership Team that intends to see that changes are made so that everyone in the school feels safe and welcome. If your school is interested in expanding the Team membership the students could say that anyone who feels that this is an important mission is welcome on this Team—provide information on how to apply.

The following is an overview of the presentation. As noted, a demonstration has been provided.

The concept of “civility” underlies the entire program. The words most frequently chosen by the students on Question 1 the survey data should be turned into a Word Cloud. This is easy to accomplish in Survey Monkey or using other Word Cloud software. Some slight cleaning of the data might be necessary.

Next, show and illustrate the response to Question 5, students’ reaction when they see someone being hurtful?

Have 2 students from the Student Leadership Team play-act a hurtful incident with 10 students from the Team standing by watching. These 10 students will have frowny faces on paper plates that are equivalent to the percentage of students on the survey who said they did not like to see someone being hurtful (generally 8 or so).

After the play-act of the hurtful incident, have the student witnesses show the frowny faces in response. Each of these students could be asked to make a personal comment about their thoughts when they witness someone being hurtful. The 1.5 or so students who the data showed were not concerned would also be offered the opportunity to provide their reasoning.

A fun way to do this would be for each of the 10 students to spend some time with art supplies creating very creative frowny face paper plates. Then after the Assembly, a display could be created in the school opening lobby that has a statement: “__% of (name of school) students really do not like to see someone being hurtful” in big letters. Then in smaller letters: “Look around you. If you are thinking of being hurtful, this is the number of other students who would really not like to see you do this. Please think again and make a better choice.”

Then, ask the students how knowing how many of their peers really do not like to see this kind of hurtful behavior might change their behavior if they are thinking about being hurtful or see someone being treated badly. If they know that this many students who are seeing this hurtful behavior also really do not like to see this, mention how this could help them to make a better choice or gain the personal strength step in to help.

Next, show the responses to Question 6, reasons why students said they would not be hurtful. Indicate to the students that all of these reasons are valid reasons. Everyone has different reasons for why they generally do not want to be hurtful. Ask the students to think about the most important reason they would choose not to be hurtful. Then go through the reasons and ask them to stand for the reason that is most important for them.

Next, show the data from responses to Question 8 from the survey about who students admire, do not admire, and have mixed feelings about. As noted on the slideshow, it is best to group this data into 3 sections, as is shown on page one of the Student Guide:

Based on prior use of a similar survey, the actions of peers the majority of students generally indicate they admire will include:

- Are respectful and kind to others.
- Reach out to help someone who has been treated badly.
- Try to include someone who has been excluded.
- Tell someone being hurtful to stop.
- Help someone being treated badly leave the situation.
- Help someone who was hurtful make things right.
- Help other students resolve an argument or conflict.
- Tell someone being hurtful to stop.
- Help someone who was hurtful make things right.
- Were treated badly, but stood tall and responded in a positive way.
- Tell an adult if it is serious or has not stopped.
- Were hurtful, but stopped and made things right.

The actions of their peers the majority of students will generally say they do not admire include:

- Think it is “cool” to denigrate others.
- Create “drama” to get attention.
- Encourage students to exclude those they consider “different.”
- Laugh when seeing someone being treated badly.
- Support and encourage someone who is being hurtful.
- Ignore hurtful situations involving others.

The student responses to two items may be more mixed. That is, a greater number of students may have mixed feelings. These include:

- Ignore hurtful situations involving others.
- Were treated badly and retaliated.

Discuss these findings with students asking them how knowing who their peers admire or do not admire might change their actions in situations where they might think of being hurtful, see someone being hurtful, or experience having someone be hurtful to them.

The response for “ignored hurtful situations” will likely show that a greater number of students have mixed feelings about this. Show a slide that has this data and also the data on how much students admire those who do step in to help. Then show a slide with quotes about the value of helping.

On the next slide, show the data from question 7, reasons why they did not step in to help, even though they wanted to. This can include all of the data or just the top reasons why students said they did not step in to help, when they really wanted to.

Tell them that the Embrace Civility program will provide guidance on effective and safe strategies to increase their willingness to step in to help. Show the slides on Helpful Allies.

One of these slides shows the data from Question 21, on words students used to describe someone who helps.

With respect to the concern of mixed feelings about retaliation, note that students admire those who when treated badly respond in a positively powerful manner. Remind them also that they do not like to see their peers be hurtful.

Next show them the data from Question 10, what they were thinking at the time they were hurtful. Then show the slide on the Cycle of Hurt and a slide with quotes about not engaging in retaliation. Show the slide about avoiding impulsive retaliation that comes from the lesson on impulsive retaliation. Indicate that in Embrace Civility they will learn ways to respond in a positive manner that will allow them to avoid impulsive retaliation.

Then, display the data from the responses to Question 2 from the survey on student insight into how they treat each other and the data from Questions 4, 9, and 11 which shows actual incident rates as reported by witnesses, those who were hurtful and those who had been treated badly.

The conversation about this data should be in the manner of encouraging student “ownership” of the fact that this is occurring—not of blame.

The students have responded to the survey in a clear manner that do not want to see their peers be hurtful or treated badly, they have good reasons why they do not want to be hurtful, they admire those who are kind and respectful and step in to help and do not admire those who are hurtful. But despite this, too many students are experiencing being treated badly, too often students who are hurtful do not accept personal responsibility and make things better, and too often other students do not step in to help.

Indicate that these are the concerns that Embrace Civility is seeking to address. Ask for agreement from the students that this is a worthy goal and that it would feel much nicer coming to school every day if everyone made a commitment to be kind, respectful, compassionate, inclusive, and step in to help if someone has made a mistake and is not following these standards and values.

Tell them that the school will be repeating this survey and gain their commitment to work together to make a positive change in the results the next time the survey is taken.

Then, show the slide for what they are going to learn in Embrace Civility and end with the what is Civility slide.

LESSON 1. CIVILITY AND POSITIVE NORMS

INSTRUCTIONAL OBJECTIVES

The students you are teaching will:

- Understand the meaning of the term “civility.”
- Discuss their values for their classroom or school climate.
- Receive an introduction to the overall messages of the Embrace Civility program.
- Understand that the majority of students do not like to see their peers be hurtful.

- Understand that the majority of students like and admire those who are respectful, reach out to help others, help a friend stop being hurtful, if treated badly responded in a positive manner, report serious concerns, and if they were hurtful, stopped, owned it and fixed it.
- Understand that the majority of students do not like and admire those who are disrespectful, create hurtful drama to get attention, support those being hurtful, and ignore hurtful situations.

MESSAGES

The messages in the Student Guide are those on the top of the first page. Note that the first page of the Student Guide needs to be revised with local survey data.

INSTRUCTIONAL APPROACH

The class discussion should provide the opportunity for students to discuss the data that was presented during the Introductory Assembly.

Then, revisit the data that was provided engage students in the creation of a statement or statements of the positive norms they desire for their class or the overall school using these terms. Alternatively, or in addition, have them create a statement of their own commitment to civility.

LESSON 2. BEING A HELPFUL ALLY

INSTRUCTIONAL OBJECTIVES

The students you are teaching will:

- Recognize that when they see someone being hurtful or disrespectful, they have three choices. They can be a Hurtful Participant, Passive Observer, or Helpful Ally.
- Understand that there are three basic ways they can be a Helpful Ally include reaching out to be kind, saying “stop,” and reporting concerns.
- Understand that Helpful Allies can be very effective and are described in very favorable ways by their peers.
- Recognize the common barriers to being a Helpful Ally and understanding how they could help in a way that overcomes the barrier.

MESSAGES

The introductory messages in the Student Guide are those on the bottom of page one in the Student Guide. Note this will need to be revised to add a Word Cloud using the students’ own words. These messages are repeated in the next 3 lessons that address Reach Out, Say “Stop,” and Report Concerns.

INSTRUCTIONAL APPROACH

Present the information that there are three ways they can respond if they witness someone being hurtful. They can be a Hurtful Participant, a Passive Observer, or a Helpful Ally.

Show and discuss the good news about this the Word Cloud and the data which is that students have good things to say about those who step in to help.

Show the slide that indicates the data from Question 8 who students admire and do not admire in the context of when someone witnesses a hurtful situation.

Then, show the results from Question 14 on the student survey, when students were hurtful, whether others stepped in to help. Ask if this is something they want to change.

Then, show the results from Question 7 on the survey, the reasons why a student who wanted to help did not step in to help. Indicate that these reasons fall into 3 categories:

- Fears related to their own abilities.
- Fears related to the possible reactions of others.
- Excuses for not stepping in to help.

Ask the students to categorize the reasons into these three categories and then discuss those reasons.

Indicate that the Embrace Civility program will provide them with insight into safe and effective ways they can be a Helpful Ally. Ask the students to reflect on their fears of what others might think based on their new insight into how others do admire those who step in to help. They should realize from their own data that their peers really do not like to see people being hurtful and truly admire those who do step in to help.

Then, show the slide for for excuses, MYOB. Discuss how they will learn more about excuses in another lesson. Discuss how excuses are ways to make yourself feel better when you want to do something or know you should do something, but there is some barrier. So you make an excuse to make yourself feel better.

Then, show a repeat of the Civility Word Cloud. Indicate that for as long as students take the perspective of MYOB it is going to be challenging to achieve the objective of ensuring that everyone at school feels safe and welcome.

Hand out pages that have the student responses to Question 22. Engage students in groups to go through the statements to evaluate these reasons by finding the ones that are similar and grouping them together. Then write a statement that captures each of the grouped ideas. Then ask them to count the statements that fall into each grouped idea statement to find which reasons are mentioned more frequently. Emphasize that there is no “right answer” to this question because different people have different reasons.

An alternative way to do this would be to take a section of 60 or so statements and reproduce each in larger lettering on separate pieces of paper -- 4” X 3” roughly (8 per 8 1/2 X 11 paper). Have the students tape the reasons on a wall and group them into like reasons. Then, have the students create a statement that combines the reasons presented.

These reasons can be then be set forth on a poster for the room. “These are our reasons for wanting to step in to help: ...”

A very helpful addition to this discussion is the story of Kitty Genovese and the bystander effect. A web search on this will yield many sites with insight. This discussion or assignment could also

include a focus on rescuers in Nazi Germany. A search on “Holocaust rescuers” will also yield excellent resources.

End the lesson with a repeat showing of the three Helpful Ally lesson slides.

LESSON 3. REACHING OUT TO BE KIND

INSTRUCTIONAL OBJECTIVES

The students you are teaching will:

- Recognize the reasons why they would want to step in to help.
- Learn the many different ways they already know they could reach out to be kind.
- Learn how they can help someone who is being treated badly identify desired goals, generate possible powerful strategies that are in accord with their values, think of the potential consequences, and realize that they may need to try more than one strategy.
- Learn how to help others who are having a conflict resolve that conflict. Identify the steps in conflict resolution, which include helping those who are in conflict express their feelings about what has happened in a manner that can lead to resolution, generate possible strategies to resolve the situation, and pick the best strategy and one to try if that does not work.
- Learn important safe strategies to help someone who is being treated badly leave the situation without getting into an argument with the one who is being hurtful. Recognize that if they are not able to help, they should report their concerns to someone who can help.
- Learn how they can help a friend who is going through a difficult time.

MESSAGES

The messages in the Student Guide are those on page two, Reach Out.

INSTRUCTIONAL APPROACH

Present the Powerfully Positive Strategies providing the overview of the program. Then, reference the Student Guide or present slides with the What Students Think student data from Question 5 and the data regarding actions Students Admire and Do Not Admire, from Question 8 related to reaching out to be kind.

Present the Reach Out introductory lesson slide. Tell students that what we know from the research is that when a student is being hurtful and another student reaches out to be kind to the one who was treated badly, this really helps the one who was targeted feel better. Just one friendly person makes a huge difference.

Remind them of their findings in the analysis of the statements on Question 22, reasons why they would step in to help. Remind them that everyone will have personal reasons and all reasons for wanting to help are good.

Ask students to discuss a time when they saw someone was hurtful and others were present or saw this online but no one stepped in to help. Ask them to do this without providing names of the students involved. Ask students to reflect on how the student who was being treated badly felt and how they would feel in a similar situation.

Discuss ways they have reached out to be kind to someone who had been treated badly or was being left out or ways that someone reached out to be kind to them if they were treated badly or feeling left out. Ask how they feel when this happens both from the perspective of how they feel when reaching out and how they feel when someone reaches out to them.

Present a sample of the data from the survey for Question 23, on strategies students said they can use to reach out and engage in an activity to group and create a common statement for how this can happen. This can be accomplished one of the two ways described in Lesson 2.

Tell them that the survey or discussion ideas show that they already know many strategies they can use to reach out and positively acknowledge them for this.

Directly discuss and have the students practice the safer way to intervene for times if they witness someone being treated badly in a situation. This is not considered “saying stop.” This is considered reaching out to help the one being treated badly leave the situation. Note that the important strategy in this is to not pay any attention to the one being hurtful.

The lessons on Think Things Through and Resolve Conflict both incorporate the problem solving steps. As noted, this problem-solving approach is recommended as a key school wide approach. You may want to teach these steps on their own and then apply the steps to the two situations—helping someone who was treated badly figure out what to do and seeking to resolve conflict between two students.

The same Think Things Through approach is used later in Be Positively Powerful and a modification is used in Stop, Own It and Fix It.

Have the students describe some typical kinds of hurtful situations they have witnessed. Then working in teams of two or three, have them practice going through the steps to generate some possible strategies, including one that they do not choose because it is not in accord with positive values or could lead to negative consequences. They should describe what strategy they would select to try first and one or two back-up strategies.

Lastly, discuss the ways that they can help a friend who is going through a difficult time. For older students, this could be followed or paired with a discussion about suicide gatekeeping. A companion lesson to this one is in Report Concerns related to recognizing when someone is at high risk.

LESSON 4. SAY “STOP”

INSTRUCTIONAL OBJECTIVES

The students you are teaching will:

- Recognize and challenge the excuses people use when they are hurtful to try to deny that they have done anything wrong.
- Learn the important guidelines for telling someone who is being hurtful to stop, including the importance of keeping themselves safe, not retaliating, not increasing attention to someone who wants attention, and working with others.
- Learn the different ways they already know they could say “stop.”
- Learn a specific strategy they can use to help a friend who has been hurtful stop, own it and fix it.
- Understand the importance of Thinking Things Through if their friend refuses to stop, own it and fix it regarding their personal values and the possible damage to their own reputation.

MESSAGES

The messages in the Student Guide are those on page three, Say “Stop.”

INSTRUCTIONAL APPROACH

Present the Powerfully Positive Strategies providing the overview of the program. Then, reference the Student Guide or present slides with the What Students Think student data from Question 5 and the data regarding actions Students Admire and Do Not Admire, from Question 8 related to saying “stop.”

Present the Say “Stop” introductory lesson slide. Tell students that what we know from the research is that when a student is being hurtful and another student tells that person to stop, the person generally does stop.

Ask students to describe some of the things they have heard people say to try to make it seem that something they have done was not that bad or was justified. Give the students 4 quarter page pieces of paper and ask them to write the things they have heard or even said to themselves if they were hurtful, one item per page.

Talk to the students about the concept of trying to make it appear that something hurtful you have done was justified for a reason. Introduce the four Excuses: Spin It. Deny personal responsibility. Deny the harm. Blame the target..

Have signs for each of these Excuses taped on the wall. Have the students tape their reasons or excuses they wrote in the appropriate category. Discuss.

Next, discuss the Important Guidelines for saying stop. Stress the importance of keeping themselves safe and not increasing the attention to the one who is being hurtful.

Next, present a sample of the data from the online survey for Questions 24 on how they could say “stop” and allow them to analyze these responses. Again, this can be accomplished in the two ways described in Lesson 2.

It is probable that students will identify frequent reference to some form of the Golden Rule in the statements that are suggested. The Golden Rule is present in virtually all of the world’s spiritual and religious doctrines. This might make an interesting subject for further investigation. Search “golden rule, all religions.”

Discuss ways they indicated they have told someone who was being hurtful to stop, heard someone tell someone who was hurtful to stop, or were told to stop.

Discuss how they can take steps to help their friend recognize that it is not okay to be hurtful, the importance of owning it and then fixing it.

Have students practice a discussion with a friend who has been hurtful in a skit. Discuss reasons why they might not want to remain friends with someone who is constantly hurtful and refused to stop, own it, and fix it. Remind them of what others think of someone who appears to support and encourage someone who is hurtful.

LESSON 5. REPORT CONCERNS

INSTRUCTIONAL OBJECTIVE

The students you are teaching will:

- Learn to identify situations that are serious and should therefore be reported to an adult, what information should be reported.
- Who to report these situations to, including if potentially really serious.
- When to report about concerns if you are being treated in a hurtful way and have been unable to get this to stop and what to expect if they do report concerns.

MESSAGES

The messages in the Student Guide are those on page four, Report Concerns.

INSTRUCTIONAL APPROACH

Present the Powerfully Positive Strategies providing the overview of the program. Then reference a posters or present slides with the What Students Think student data from Question 5 and the data regarding actions Students Admire and Do Not Admire, from Question 8 related to reporting concerns.

Make sure you have information about any reporting system used in your school, district, or state. You might be able to get documents from such a reporting system. You can also add this information to the Student Guide. A spot has been left open for this.

If a student brings up the idea of “tattling” and how that is wrong, advise them that making sure everyone is safe and no one gets hurt is more important. Do not get into a discussion of the difference between “tattling” and “telling.”

Point out that reports to the school can be made confidentially but it is best that they not do so anonymously because the staff member might have some questions to ask that they would know the answer to.

In discussing when they can report if something is being hurtful to them or they are distressed in other ways, note that the school is working very hard to make sure that when they do report this will make things better. Note that the information provided to students in this section assumes that the school leadership is

implementing the recommended approach to respond contained in *Engage Students to Embrace Civility*.

This lesson could be extended with guidance that is available for students on noticing signs and reporting in light of the recent school shootings. Insight from suicide gatekeeping training can also be integrated.

LESSON 6. STOP, OWN IT AND FIX IT

INSTRUCTIONAL OBJECTIVES

The students you are teaching will:

- Identify reasons why they would not want to be hurtful to another.
- Understand the differences between those who are striving for social status by being kind and compassion, as compared to those who are hurtful to others to achieve social dominance.
- Understand that people can change and remedy the harm they have caused and that engaging in retaliation will only further the Cycle of Hurt and undermine to potential for forming or reforming positive relations.
- Learn how to Think Things Through if they were hurtful, decide to stop, acknowledge personal wrongdoing, and take steps to remedy the harm.
- Understand the basic principles of consent.
- Know that relationships and friendships do end and the positive actions to take if a relationship or friendship has ended.

MESSAGES

The messages in the Student Guide are those on page five, Stop, Own It, and Fix It.

INSTRUCTIONAL APPROACH

Present the Powerfully Positive Strategies providing the overview of the program. Then, reference the Student Guide or present slides with the What Students Think student data from Question 5 and the data regarding actions Students Admire and Do Not Admire, from Question 8 that are related to accepting personal responsibility and remedying the harm.

Emphasize that everyone makes mistakes from time to time and is hurtful. But everyone also has the power to change and to take steps to make things better if they have been hurtful.

Next show the data from Question 6 from the survey on the reasons why they would not be hurtful. Discuss that no response is better than any other, but it is helpful to know how others think and what ideas are of most importance to them.

This then can lead to a discussion about the differences between being hurtful to achieve social dominance as a way of trying to get to a higher level on the social ladder. Very likely, in your class you will have students who have sought to achieve status and dominance by being hurtful, as well as those who are kind and compassionate leaders.

It will likely be best to just present this information without discussion so that the discussion does not lead to personal attack. The students know who these hurtful students are.

As a teacher, it might be helpful to have a private discussion with students who are known or suspected to engage in hurtful behavior to achieve social dominance. Ask what they thought about this information. Suggest to them that they could consider a different path and that a way to start would be intentionally reaching out to be kind to someone who is more often excluded. Suggest they could report back to you on how this has worked and how this made them feel.

Be sure to pay close attention to the behavior of any students you know to have a history of being hurtful to achieve status and dominance after this lesson to note any positive changes. Positively acknowledge any positive changes in behavior directed at others.

Next, discuss the responses to Question 10 on the survey on what they were thinking at the time they were hurtful. Discuss with the students how many these responses fit with the prior discussion on Excuses.

On this Question, based on prior use of the survey, there are two responses that will likely be highly rated, these are:

- I acted too fast when I was angry and so I wasn't thinking.
- This person had been hurtful to me.

Indicate that these two responses are not the same as Excuses, they are more like reasons—not good reasons, but reasons. These responses indicate that they have engaged in what is impulsive behavior or retaliation or a combination: impulsive retaliation.

Discuss with them that impulsive behavior means you are acting without thinking. Discuss how this is never a good idea because this almost always does not lead to a good response. Students may be willing to share about a time that they acted fast without thinking and what then happened, how they felt, and what they learned.

Hopefully, your school has also launched mindfulness practices. Advise students that the more they practice mindfulness, the easier it will be for them to quickly calm down if something has made them upset.

Retaliation is an act that perpetuates hurtful behavior and encourages it to grow. This is called the Cycle of Hurt. Ask the students how they think acts of retaliation fit with the values they expressed in the prior lesson related to civility and their desires for their school climate. This could extend to a wider discussion of how acts of retaliation have contributed to challenges between countries.

Discuss the slide that indicates the data that even though there were mixed feelings on the survey question issue of retaliation, clearly students admire those who if treated badly stand tall and respond in a positive way over those who retaliate. Indicate that the next lesson will go into more detail on how to stand tall and respond in a positive way.

Discuss how there are 4 key steps to avoiding impulsive retaliation.

- Self-calming. They keep their cool so they do not engage in impulsive action.
- Keeping their power. They realize that they can remain in control of how they feel about themselves and respond if someone is hurtful.
- Knowing that people can change. They understand that people can change. If students think that the person who was hurtful will always be hurtful, this justifies their hurtful response. But when they know that people can change they can understand that holding out for a more positive resolution is a better path.
- Problem-solving. They know how to Think Things Through. Having a problem-solving process to use if someone has been hurtful helps them to identify a positive and powerful response.

Engage students in conversations about hurtful incidents they have witnessed or were involved with in the past— seeking not to disclose personal names—where after an initial hurtful act, one or more than one person decided to walk a path towards resolution and how this helped.

Next, ask students to describe a time when they stopped themselves and made things right and how this made them feel or a time when someone treated them badly, but then made things right and how this made them feel.

Also discuss if they have experienced someone be hurtful to them and then this person took the steps to make things right and how they felt. Discuss the steps they can use to stop, own it, and fix it if they have been hurtful.

Hold a discussion on the topic of consent. Ask students to provide examples of actions that indicate lack of consent. This discussion likely will relate to discussions they have had in health sciences classes. Realize that issues of consent need to be addressed at an early age and do not need to be discussed in terms of sexual activity. Examples can include tickling or simply touching.

Unfortunately, very frequently the break up of relationships or friendships leads students to engage in hurtful behavior. The mini lesson on such break-ups provides guidance on how to stop, own it and fix it, as well as positive strategies to allow them to move on. This is a combination of the lesson on stop and the next lesson on strategies to be positively powerful.

LESSON 7. BE POSITIVELY POWERFUL

INSTRUCTIONAL OBJECTIVES

The students you are teaching will:

- Recognize the importance of remaining calm when someone is hurtful to them and not overreacting in response.
- Recognize that while they can't control what happens to them, they do have the ability to control what they think about this, and therefore how this makes them feel.
- Learn how to respond in a manner that enables them to keep their own power if someone is hurtful to them.

- Learn how to Think Things Through to determine a powerful positive response of someone treats them badly.
- Learn positively powerful strategies to be powerfully positive, including:
 - Build their personal strengths.
 - Focusing on good things including positive people in their lives, good things that have happened, and their future goals.
 - Focus on their future goals.
 - Maintain a positive presence.
 - Reach out to be kind to others (which closes the circle of the five key actions).

MESSAGES

The messages in the Student Guide are those on page six, Be Positively Powerful.

INSTRUCTIONAL APPROACH

Present the Powerfully Positive Strategies providing the overview of the program. Then reference the Student Guide or present slides with the What Students Think student data from Question 5 and the data regarding actions Students Admire and Do Not Admire, from Question 8 that are related to responding in a powerful manner if someone has been hurtful.

The Be Positively Powerful mini lessons fall into three parts.

- The key components of that are the foundation for responding effectively to hurtful incidents. This includes: Stay Calm. Keep My Personal Power. Stand Tall
- The recommended response if they are treated badly. This includes: Respond With Strength. Think Things Through.
- Things students can further do to build their self-confidence and resilience. This includes: Use My Strengths. Focus on Good. Build My Future. Reach Out to be Kind. Maintain a Positive Presence.

STRENGTH FOUNDATION

The key components of an effective initial response to being treated badly is staying calm, keeping their personal power, and standing tall.

Hopefully, your school has implemented mindfulness and de-escalation practices. This mini lesson integrates the importance of these practices.

With respect to keeping their personal power, it might be helpful to introduce two famous quotes for this lesson. Eleanor Roosevelt said: “No one can make you feel inferior without your consent.” Nelson Mandela said: “I learned that courage was not the absence of fear, but triumph over it.”

Engage students in thinking about how they could reframe a hurtful incident by focusing on their beliefs about themselves. Ask them to describe a hurtful situation. Then, take the perspective of the person who was treated badly. List the negative things that this person could think about themselves in response to this. Then, ask them to reframe and suggest positive things that this person could

think about themselves as an alternative. This should be done without denigrating the one who has been hurtful.

For greater insight into standing with power, have older students watch Amy Cuddy's TedTalk on Power Posing. With younger students, you watch the TedTalk and share the ideas with them using the Let It Go music video from the movie Frozen. There is a point in this video where Elsa decides to let it go and from this point in the video, she stands tall and walks with pride. Have students practice feeling small and standing tall.

Ideally, each student will complete the VIA Character Survey or the shorter survey provided with this program. Have students share their individual strengths profile and provide examples of how they could use one of their strengths to respond if someone was hurtful to them.

Alternatively, present each strength and ask the students to describe a response to being treated badly that uses this strength.

RESPONDING EFFECTIVELY

Discuss with students that the way they respond will need to vary based on the circumstances, but that some responses are generally more effective than other responses.

Emphasize to students that after an initial response of remaining calm, keeping their personal power, and walking away, there is no one "right way" to additionally respond if someone is hurtful. However, there are ways that are generally more effective, may be effective depending on the circumstances, and ways that are generally not effective. This is why it is necessary to always Think Things Through to decide what else to do.

Provide the student responses from Questions 25 and 26 from the survey. Discuss this information in the context of Thinking Things Through, because the response that is most effective is going to be dependent on the circumstances.

Again using the approaches outlined in Lesson 2, ask students to categorize the generally effective responses and generally not effective responses. Then ask them to provide reasons for why certain responses are considered the generally more effective or less effective based on the predicted outcome of what might happen.

Note that the last action suggested for a response if they are treated badly is to reach out to be kind to someone else. Help students to understand that taking this step can work wonders because it can shift their perspective of what bad happened to them to what good they can do for others.

Conduct a search on "positive post it notes, bullied" to find news stories of a student who was cyberbullied and responded by

bringing lots of positive Post It notes to school. Caitlin, the girl who did this ended up doing a TedTalk on this. Here is one nice story: [https:// www.teenvogue.com/story/caitlin-haacke-positive-post-it-day- ted-talk](https://www.teenvogue.com/story/caitlin-haacke-positive-post-it-day-ted-talk).

Indicate that the most positive way they can keep their personal power is to turn the negative into a positive. This will totally defeat the intent of the one who was hurtful to make them feel bad.

SELF CONFIDENCE AND RESILIENCE

Discuss the benefit of gratitude—paying attention to the good things and how this makes them feel. As noted earlier, this is an activity that could occur on a frequent basis, asking students to think about what they are thankful for.

Discuss the fact that when things feel challenging, focusing on their future path, what they want to do, and the steps they can take in this direction can help them to feel happier.

Share with students the research insight that indicates that a regular practice of reaching out to be kind to others can help if one is being bullied.

Lastly, engage students how they can incorporate all of these positive actions into how they are presenting themselves online. Also discuss the most important guidance of maintaining balance, being careful about what they post, and making sure that the presence they maintain online is powerfully positive.

OVERALL OR CLOSING ACTIVITY

A Think Things Through Questionnaire is provided as an activity where students can write their own understandings and commitments.

This is primarily for students to guide their own thinking. This should not be a graded assignment.

One way to use this document would be to provide it to the students to write their thoughts on throughout the lessons.

Alternatively, it can be provided at the end of all of the lessons. A suggestion is to have the students write this and provide it to their classroom, homeroom, or advisory teacher for safe keeping, and then have it returned once a month for them to reflect on and write more.

It should be very helpful to use this document in the context of any investigation and intervention if a student has been hurtful. As the student to judge his or her actions based on his or her earlier commitments.

THINK THINGS THROUGH

This document is provided separately so that it can be reproduced. Appropriate space should be provided to allow for answers.

What can you do to help your school community support kindness and inclusion and embrace civility?

Think of a time when you saw someone being treated badly or excluded and you wanted to step in to help, but didn't. Why didn't you?

What might you do differently now?

Think of a time when you saw that someone was being treated badly or excluded and you reached out to be kind. What did you do to reach out to be kind?

What happened?

What did you learn from this experience that can help you reach out to be kind again in the future?

Think of a time when you saw that a friend was being hurtful. Did you try to help your friend stop, own it, and fix it?

If you did, what happened? If you didn't, what held you back?

What did you learn from this experience that can help you help someone else stop, own it, and fix it in the future?

Think of a time when you saw something happening that you thought was seriously wrong, when someone was or could get hurt. Did you report this situation to an adult who could help?

If you did, what happened? If you didn't, what held you back?

What did you learn from this experience that can help you recognize when something is really serious that should be reported and how to do so effectively?

What are the most important reasons that you would not be hurtful?

Think of a time when you made a mistake and were hurtful. Did you stop, own it, and fix it?

If you did stop, own it, and fix it, what happened? If you didn't stop, own it, and fix it, what held you back?

What commitments do you make for the future of you make a mistake and are hurtful to another?

If someone is hurtful to you, what are some ways you could respond that use your personal strengths?

What are the special and unique things that make you the truly AWESOME person you are?

Each month, you will be provided with this document. Please write some of your thoughts on some things that happened during the month that relates to any of the above Questions, noting:

- What happened?
- What role or roles did you play?
- What did you think of how you played that role or roles at the time?
- What did you think of how you played that role or roles later?
- What are the most important things that you learned from this experience that will help you make decisions that are in accord with your values in the future?

CHARACTER STRENGTHS SURVEY

This document is provided separately so that it can be reproduced.

Think about who you are as a person. Indicate whether each strength is very much like you, often like you, at times like you, not often like you, or not at all like you. Realize that people have different strengths and that you can choose to build new strengths throughout your life.

Strength	Description	Very Much Like Me	Often Like me	At Times Like Me	Not Often Like Me	Not At All Like Me
Creativity	I like to think of new and better ways of doing things.					
Curiosity	I am always asking questions and love to discover new things.					
Judgment	I look at all sides of an issue to come up with the right answer.					
Love of learning	I love to learn new things.					
Wisdom	I am considered wise because I evaluate things from different perspectives.					
Bravery	I speak up for what is right, even if others do not agree with me.					
Perseverance	I finish what I start, even if it becomes difficult.					
Honesty	I speak the truth and I take responsibility for my feelings and behaviors.					
Zest	I live life as an adventure filled with excitement and energy.					
Love	I value the close relationships I have with others.					
Kindness	I enjoy helping others, even if I do not know them well.					
Social intelligence	I pay attention to the motives and feelings of others.					
Teamwork	I always do my share and I work hard for the success of my group.					
Fairness	I treat all people in a fair and just manner.					
Leadership	I am good at providing leadership and direction when I am with a group of people.					
Forgiveness	I am willing to forgive someone who has done something wrong.					
Humility	I am humble and let my actions speak more than my words.					
Prudence	I am careful about what I do and strive not to do things I might later regret.					

Strength	Description	Very Much Like Me	Often Like me	At Times Like Me	Not Often Like Me	Not At All Like Me
Self-control	I pay attention and am always in control of what I do and say.					
Appreciation of excellence	I appreciate the beautiful and wonderful things in life.					
Gratitude	I pay attention to the good things that happen to me and express my thanks.					
Hope	I believe that good things are coming to me now.					
Humor	I like to laugh, smile, and see the good in all situations.					
Spirituality	I feel my life has a higher purpose that fits within the larger meaning of life.					

Looking over this list, what do you think are your five most important strengths?

Looking over this list, what are the strengths you would most like to develop?

These Character Strengths were first included in Peterson, C., & Seligman, M. (2004). *Character strengths and virtues: A handbook and classification*. Oxford: Oxford University Press. This inventory of strengths was developed based on material from the VIA Institute on Character. A more comprehensive survey of personal strengths is available on their web site. © Copyright 2004-2014, VIA Institute on Character. All rights reserved. <http://www.viacharacter.org>. This Inventory was created and is disseminated with permission.

EMBRACE CIVILITY ONLINE SURVEY

This survey should be provided through a digital survey tool such as Survey Monkey. A link is provided on the Embrace Civility in the Digital Age web page demonstrating this. For a modest fee, arrangements can be made to transfer this survey to you. This survey was developed based on a prior version. At this time in the writing of this document, it has not been delivered in any school. As soon as this occurs, a document will be created and provided to all purchasers of the program that demonstrates how the data can be further analyzed.

As this survey asks about happenings in the prior 30 days, it can be delivered approximately one month after school starts.

This survey is to find out about hurtful situations that may be occurring at (name of school), as well as student perspectives on hurtful behavior and positive relations. This survey is being conducted so that our school community can do a better job of fostering kindness, respect, and civility.

In this survey: "Hurtful" includes situations that could be called bullying, harassment, disrespect or "put-downs," conflict or "drama," fighting, and the like. "Online" means any use of digital technologies including sites or apps, using a computer or cell, while at school or outside of school. "Parent" means parent or guardian.

It is your choice whether you want to do this survey. This survey is anonymous. No one will be able tell which responses are yours. Try to answer all of the questions. But you can skip any that you do not understand or do not feel like answering. (Not to be included in the survey, the following questions are designated as Student Instruction (SI) or Assessment and Evaluation (AE). The AE data is not shared with students. The SI data should also be considered in the context of evaluation.

1. What words would you use to explain the concept of "civility?" (SI)
2. Please indicate whether you strongly agree, agree, disagree or strongly disagree. The students at my school ... (AE and SI) SD - Strongly Disagree. D - Disagree. A - Agree. SA - Strongly Agree

Statement	SD	D	A	SA
Treat other students with kindness and respect while at school.				
Treat other students with kindness and respect while using social media.				
Step in to help if they see someone being hurtful at school.				
Step in to help if they see someone being hurtful online.				
Stop themselves, accept personal responsibility, and make things right if they were hurtful.				
Respond in a powerful and positive way if someone treats them badly.				

3. Please indicate whether you strongly agree, agree, disagree or strongly disagree The staff members at my school ... (AE)

Statement	SD	D	A	SA
Treat all students with kindness and respect.				
Effectively help when they see a student is being treated badly at school.				
Treat me with respect.				
Really care about me and want me to succeed.				
Notice when I have done a good job and positively comment on this.				

Statement	SD	D	A	SA
Make me feel comfortable talking to them if something is bothering me or I have a concern.				
Discipline students in a respectful way that does not humiliate them in front of others.				

4. In the last month, how frequently have you witnessed a student being hurtful to another student while at school or online? (AE and SI)

Almost every day.

Once or twice a week.

Once or twice a month.

Never.

5. What is your normal reaction if you see a student being hurtful or disrespectful to another? (SI)

This happens all the time, so I generally just try to ignore it.

The student who was treated badly probably deserved it.

It sometimes is pretty funny.

I really do not like to see this happen.

6. What are the most important three reasons why you would not be hurtful to another student? (SI)

How I would feel if someone did this to me or someone I care about.

How I would feel about myself because of how this would reflect on me.

It is against my values to be hurtful to others.

How I would make the other student feel.

What my parents, guardians, or other adults whose opinion I value would think.

What my friends would think.

What this would do to my reputation.

That I might get into trouble.

7. Think of recent significant hurtful incident you saw at school or online in the last month where you really wanted to step in to help, but did not do so. What were the concerns you had about stepping in? (SI)

I didn't know what I could do.

It probably was none of my business.

It would not have been safe for me to do something.

I could have failed.

I was afraid I would embarrassed myself.

Other students might have teased me if I tried to help.

School staff is supposed to handle this.

The student being treated badly likely deserved it.

It wasn't that bad.

Other students thought it was funny.

I thought I should support my friend, even though he or she was being hurtful.

I was afraid the student being hurtful would retaliate against me.

It happened too fast and there just was not time.

8. What do you think about students who act in this way? (SI) A - Admire. MF - Mixed Feelings. DNA - Do Not Admire.

Statement	A	MF	DNA
Are respectful and kind to others.			
Think it is "cool" to put others down			
Create "drama" to get attention.			
Reach out to help someone who has been treated badly.			
Ignore hurtful situations involving others.			
Laugh when seeing someone being treated badly.			
Help someone being treated badly leave the situation.			
Help other students resolve an argument or conflict			
Support and encourage their friend who is being hurtful.			
Tell someone being hurtful to stop.			
Help someone who was hurtful make things right.			
Were hurtful, but stopped and made things right.			
Were treated badly and retaliated.			
Were treated badly, but stood tall and responded in a positive way.			
Tell an adult if a situation is serious or has not stopped			
Try to include someone who has been excluded.			
Encourage students to exclude those they consider "different."			
Make sure they have consent.			
End a relationship or friendship in a positive manner that avoids "drama" or attack.			

9. In the last month, how frequently have you been hurtful to another student at school or online? (SI and AE)

- _____ Almost every day.
- _____ Once or twice a week.
- _____ Once or twice a month.
- _____ Never.

10. If there was more than one incident, think about the incident that affected you the most. What had happened or what were you thinking at this time? (Skip this if you said "never.") (SI and AE)

- _____ It was no big deal. It was just a prank.
- _____ Everybody does it.
- _____ Someone else encouraged me to do this.

This person had been hurtful to me.

What I did wasn't that bad.

This student I was hurtful to deserved it.

I acted too fast when I was angry and so I wasn't thinking.

11. In the last month, how frequently has any student in this school been hurtful to you? (SI and AE)

Almost every day.

Once or twice a week.

Once or twice a month.

Never.

(Skip questions 13 to 18 if you said "never" on question 12.)

12. If there was more than one incident, think about the incident that affected you the most. How effective did you feel in getting this hurtful situation to stop? (SI and AE)

I was easily able to get this to stop.

It was challenging, but possible, to get this to stop.

It was very difficult to get this to stop.

I felt powerless to get this to stop.

13. Again, think about the incident that affected you the most. Were any other students present when this occurred or could any see this on social media? (SI and AE)

Yes. No.

14. If students were present, did any student step in to help? (Skip if another students was not present.) (SI and AE)

Yes. No.

15. Again, think about the incident that affected you the most. Was a staff member present when this occurred? (AE)

Yes. No.

16. If a staff member was present, did that staff member step in to help? (Skip if a staff member was not present.) (AE)

Yes. No.

17. If a staff member was present and either stepped in to help or didn't, what was the outcome? (Skip if the staff member was not present or did not step in.) (AE)

Things got better.

Things stayed the same.

Things got worse.

18. Again, think about the incident that affected you the most. Did you report this to the school? (AE)

Yes.

No.

19. If you reported this to the school, what was the outcome? (Skip if you did not report.) (AE)

Things got better.

Things stayed the same.

Things got worse.

20. If you did not report to the school, why did you not report? (Check all that concerned you. Skip if you did report.) (AE)

It was a minor incident.

I did not think a school staff member would do anything to help.

I resolved the incident by myself.

- _____ I thought that a school staff member might make things worse.
- _____ The other student stopped being hurtful.
- _____ I resolved the incident with help from my friend(s).
- _____ I thought I would be blamed.
- _____ Telling means I can't handle my own problems.
- _____ Other students would have looked down on me for reporting.
- _____ We have been told not to tattle.
- _____ The student being hurtful would likely have retaliated.
- _____ I probably deserved it.
- _____ A school staff member saw this and did nothing.
- _____ Other reason(s):
21. What words would you use to describe a person who steps in to help when he or she sees someone being excluded or treated badly? (SI)
 22. What is the most important reason why you would want to step in to help if you saw someone being treated badly? (SI)
 23. If you wanted to reach out to be kind to someone who has been treated badly or was being left out, what would you do, say, or post? (SI)
 24. If you wanted to tell a person who was being hurtful to stop, what would you likely say or post? (SI)
 25. Think about a situation where someone is being hurtful. What are ways that the person could respond that are generally not effective? (SI)
 26. Think about a situation where someone is being hurtful. What are ways that the person could respond that are generally effective? (SI)
 27. (Note: It is recommended that this question not be provided to students at the elementary grade level.) How frequently are students at your school being treated badly based on the following or in the following ways? (AE) VF - Very Frequently. F - Frequently. NTF - Not That Frequently. AN - Almost Never,

Statement	VF	F	NTF	AN
Different race or color.				
Came from a different country or speak a different language.				
Practice a different religion.				
Have a minority sexual orientation or identify or are perceived to have a minority sexual orientation or identity.				
Have a disability, difficulties learning, or difficulties interacting with other students.				
Based on body shape, size, appearance, clothing.				
Behave in sexually provocative ways.				
Behave in annoying ways.				
"Drama" or social conflict between rivals.				
Sexual harassment or abuse.				
Arguments about who is dating or should be dating someone.				

Statement	VF	F	NTF	AN
Abuse within a dating relationship.				
Hate group or gang related.				
Related to school athletics or school extracurricular activities.				

