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## How to Use STAND TALL in Your Classroom

### Getting Started

The STAND TALL approach won't take a lot of prep time, and it's an easy fit with curriculum standards. All it takes is these three steps:

1. Watch all four segments of the STAND TALL video/DVD:
  - "Teacher's Introduction," featuring four experts with practical advice to prevent bullying [9 minutes]
  - "Let's Talk About RESPECT for Individual Differences," part of the first classroom module [10 minutes]
  - "Let's Have a Constructive DISCUSSION," part of the second classroom module [7 minutes]
  - "Let's Talk About ACTION and Options," part of the third classroom module [8 minutes]

2. Review the corresponding chapters for instructional materials that build on video segments 2, 3, and 4. Each classroom module provides ways to link the key learning points to your curriculum, sample lesson plans, and tools to develop the three competencies.
3. Read Chapter 2, “Your LEGAL Responsibilities and School Policy,” then review your current school policy on harassment and bullying. School policies across the country are literally all over the map on critical issues such as disciplinary measures and physical contact. So read your policy carefully, and ask for clarification if anything is vague or confusing. You may teach in a district with a “Don’t Say Gay” policy, or maybe your state requires public schools to teach gay and lesbian history. California, which recently passed a law making it the first state to require public schools to teach gay and lesbian history, already requires schools to teach students about the contributions of other minority groups and women. This new law is designed to combat bullying. Laws in many states and policies in many districts are changing to address concerns over bullying, school safety, and liability. So stay current and know your legal responsibilities, including the fact that you have **personal liability**.

## Methodology

Each of the three classroom modules follows this instructional design:

### Watch a Short Video

This sets the stage in 8 or 9 minutes—in a way that’s both fun and interesting for your students. They will see kids their age sharing stories, discussing examples, and generating a range of constructive solutions to challenges. The film shows students working with Jennifer Hoyt, an actor from the famed Second City improvisational troupe, on alternative ways to respond in different situations. Jennifer leads the kids through theater games that illuminate our three competencies: RESPECT, DISCUSSION, and ACTION. The videos will spark great discussions and motivation to work on these skills.

## Talk About It

Try a two-step process. First off, have your class engage in small-group discussions so everyone gets a chance to participate. We provide scaffold questions to help your students analyze the video examples and focus on the key learning points. We recommend 5 to 10 minutes for these discussions. The topics emphasize solutions. They focus on respect for differences and ways to respond to disrespect. Building on the small-group discussions, you can summarize and post the key learning points for the whole class—using their own words, and with agreements they’ve created.

## Practice the Skill

Each module includes a STAND TALL lesson plan to increase student awareness and stimulate more discussion. The lesson plans link to curriculum standards in language arts, social studies, health, math, and art.

We have specifically targeted Grades 4–6. This level is an age that is extremely critical to formation of lifelong attitudes and behaviors about differences. A study by the University of California at Berkeley and the Anti-Defamation League found that “by the age of 12, children have already developed a complete set of stereotypes about every ethnic, racial, and religious group in society.” Moreover, a national survey recently conducted by the Kaiser Family Foundation (2011) and Nickelodeon, “Talking With Kids About Tough Issues,” found that 74% of 8- to 11-year-old students said that teasing and bullying occur at their schools. You may not see it, but it’s there and requires our ongoing attention.

So don’t just show the films and then put this program on the shelf. Please, please, please keep talking about respect for differences, use the tools we provide, and check out the additional resources, books, and websites for ongoing education on each topic. Keep it alive. This is a skill that deserves ongoing discussion and reinforcement.

“There is extensive evidence that drama provides opportunities to create and experiment with life-like conflicts, but which are made safe by being fictional. Emotions remain unthreatened and the participants are always in control. Students can explore an experience safely by pretending it is real while knowing it is fictional.”

*Source: Acting Against Bullying: Using Drama and Peer Teaching to Reduce Bullying, John O’Toole and Bruce Burton, 2010.*

## Discussion Guidelines

Before showing each video module, spend a few minutes talking about ground rules and establishing agreements that will encourage good participation and constructive dialogue. The following is a sample list you can post. Note the acronym PLUS—be sure to emphasize that you want to have a positive discussion. Ask your students what else they think is important to encourage positive discussion and create a safe space where everyone feels free to contribute.



## Finding a Good Fit

- Choose one of the books suggested in Chapter 7 to read and discuss in class as a supplement to each module.
- Review Chapter 6, "STAND TALL With Your Community" for ways to involve parents, local businesses, and others in your extended community.
- Use the skills you are teaching with STAND TALL to meet core curriculum standards. You can meet standards in multiple areas, for example:

## Language Arts Outcomes

- Listens carefully to what others have to say
- Recognizes stereotypes
- Uses writing to express and communicate thoughts and information to others

- Learns to gather and record information in the form of research
- Understands that some attitudes are communicated in a nonverbal way through body language, gestures, tone, and inflection

### **Social Studies Outcomes**

- Learns the fundamental values of a constitutional democracy open to people of any ethnicity, race, religion, gender, and national origin
- Learns to respect human differences without discrimination
- Recognizes the benefits and challenges of diverse populations in the United States
- Recognizes American ideals of equal rights and equal justice
- Understands the importance of honesty, responsibility, and compassion in maintaining a healthy democracy
- Learns that the American population is composed of people from many cultures and countries who have come here for many different reasons
- Becomes familiar with the location of different countries and regions

### **Physical Education and Health Outcomes**

- Participates in group activities that require cooperative behavior
- Recognizes and supports the differences in physical skills of all students
- Learns how to manage stress
- Identifies nonviolent ways to communicate feelings and respond to negative peer pressure and conflict
- Develops self-confidence
- Anticipates ways to prevent or solve problems
- Shows respect for others when working in a group

### **Art Outcomes**

- Uses art to express feelings, situations, and consequences
- Uses graphs and diagrams to describe a situation

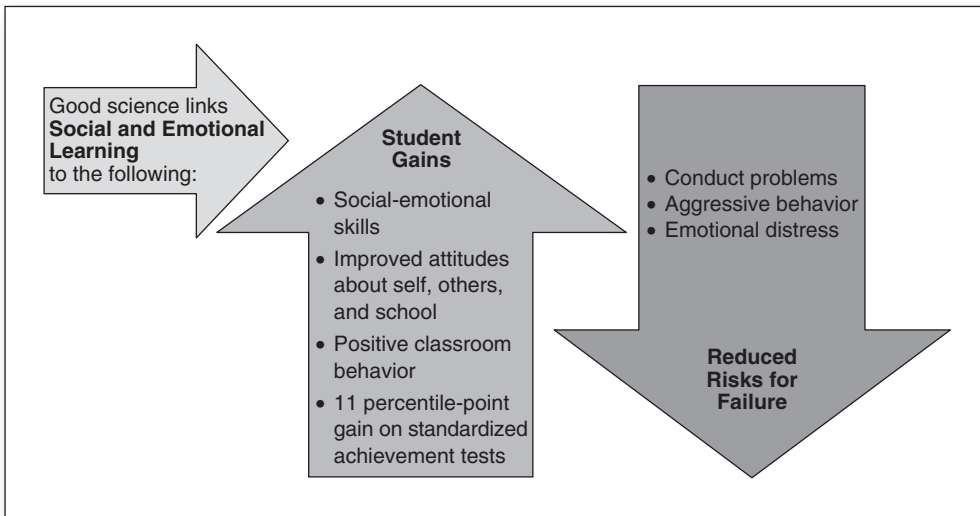
You get the picture. The skills you will be teaching in STAND TALL are entwined in basic curriculum standards in more than one subject area. For more examples of standards and benchmarks, check out the websites listed in Chapter 7.

## Make Kids Heroes

Look for opportunities to reinforce respectful behaviors, constructive dialogue, speaking up for others, and resolving conflicts. Make heroes out of kids who STAND TALL! Describe their behavior in a specific way and express appreciation for their maturity, thoughtfulness, good communication skills, consideration, careful listening, collaborative problem solving, and learning from different perspectives. Focus on positive behaviors and visible results. Keep the dialogue going on the topic of respect throughout the school year.

Use positive psychology to help your kids STAND TALL. My favorite tool for this comes from *Positive Psychology and Family Therapy: Creative Techniques and Practical Tools for Guiding Change and Enhancing Growth*, by Professor Collie W. Conoley and Dean Jane Close Conoley (2009), of the University of California Santa Barbara Gevirtz Graduate School of Education. The Conoleys call it “punctuating the positive or focusing on strengths.” Why is it so important for teachers to punctuate the positive? The Conoleys’ research finds that positive focus on strengths is “critical to keep . . . energy high, motivation strong, and hopes elevated.” So punctuate the positive every chance you get.

**Figure 1.1** Benefits of Social and Emotional Learning



Source: Collaborative for Academic, Social, and Emotional Learning, 2011. Used with permission.

## Help Kids Make Smart Choices

Do everything you can to create a positive learning environment; there will still be hurtful behavior. You can't always be there, but you can make sure that your students know how to respond in tough situations. Consider the potential impact of social media and 24/7 cyberbullying. In their book *Bullying Beyond the Schoolyard*, Sameer Hinduja and Justin Patchin (2009), professors at the University of Wisconsin and Florida Atlantic University, respectively, state forcefully, "Educators must convey to students that if they see or receive electronic content that mistreats or makes fun of another person, they should immediately contact an adult." Hinduja and Patchin provide excellent tools to prevent cyberbullying. You may think your students are a bit young for this, but why not start them off knowing how to make smart choices . . . just in case:

### What Kids Should Do If They Witness Cyberbullying

- Document what they see and when.
- Don't encourage the behavior.
- Don't forward hurtful messages.
- Don't laugh at inappropriate jokes.
- Don't condone the act just to fit in.
- Don't silently allow it to continue.
- Stand up for the victim.
- Tell an adult they trust.

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Source: Hinduja & Patchin, 2009, p. 175.