



Empowering Students to Find Their Voice

Competency

Educator demonstrates an understanding of how to empower students to avoid or appropriately deal with bullying situations.

Key Method

The educator employs a variety of methods to initiate conversations with students on how to utilize steps to achieve self-empowerment, deal with bullying behavior, and provide students with coping mechanisms.

Method Components

Educators realize that students must learn to cope and perform in all types of environments and deal with all peers. To be successful in finding their voices and deal with these situations, they must be able to recognize all components involved in bullying situations, such as:

- Am I the one who is doing the bullying behavior?
- Am I the one who is the target of the bullying behavior?
- Am I the one who is the target?
- Am I the one who will help the target?
- Am I the one who will contribute to the bullying behavior of the target?

Educators need to know bullying terminology and have a basic understanding of all bullying behaviors.

Educators will provide information via reading published research articles, demonstrating and explaining to students through role-playing the different



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reactions to behaviors in bullying situations, watching videos which exhibit different roles by the students, and recognizing the role of the educator and participants.

Supporting Rationale and Research

Cornell, Dewey, and Susan P. Limber. "Law and policy on the concept of bullying at school." *American Psychologist* 70.4 (2015): 333-43. Web.

<https://www.apa.org/pubs/journals/releases/amp-a0038558.pdf>

Rigby, K. and Slee, P.T (2008) Interventions to reduce bullying, *International Journal of Adolescent Medicine and Health*, 20, 165-83

http://www.bullyingawarenessweek.org/pdf/Bullying_Prevention_Strategies_in_Schools_Ken_Rigby.pdf

"U.S. Department of Education Provides Guidance to Help Classroom Teachers Combat Bullying." U.S. Department of Education Provides Guidance to Help Classroom Teachers Combat Bullying | U.S. Department of Education. N.p., 28 Sept. 2012. Web. 13 July 2017.

<https://www.ed.gov/news/press-releases/us-department-education-provides-guidance-help-classroom-teachers-combat-bullying>

Resources

[Facing Hate and Bias at School Pledge](#)

[Bully Circle](#)

[Images, charts, diagrams, posters, the bully circle activities, types of bullying, bulletin board ideas, graphs, examples of brochures, etc.](#)

[Bullying Prevention Factsheets and Tools for Schools](#) (examples of prevention activities, and safe and accepting schools activities)

[Stop Bullying.gov - Diversity, Race and Religion](#)

Videos for Students for use in Artifact 3

[What is Bullying?](#)

[Be an Upstander](#)



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[Let's talk about restorative practices Part 1](#)

[Let's talk about restorative practices Part 2](#)

[Restorative Practices](#)

[How to keep friends](#)

[Anti-Bullying Message](#)

[Be the Change](#)

[Anti-Bullying Film](#)

[What to do about Bullying](#)

[Stop Bullying!](#)

[Stop Bullying Webisodes from Stop Bullying.gov](#)

[Speak Up!](#)

[Spot it and Stop It](#)

[Stop it Now](#)

[What Bullying Actually Does to You](#)

[Protect Yourself-Bullying](#)

[Bullying Activity for Any Classroom](#)

[Wide Selection of SEL Videos](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.



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Part 1. Overview Questions (Provides Context)

400 - 500 words

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

What background information is important to know to understand the context of your classroom and school? Consider things such as grade level, subject area, any relevant cultural information, and special considerations regarding student characteristics. Be mindful not to reveal anything confidential about a student.

1. Describe a bullying situation that you have encountered in your school. Include: Explain the roles of the person exhibiting the bullying behavior, reactions of the bystanders and victim, any interventions from adults or other students, and the outcome of the situation.
2. Include references made to any type of discriminatory behavior on the part of the person doing the bullying.
 - a. Consider evidence of biases that could be related to gender, sexuality, gender identity, and expression, culture, race, ethnicity, religion and even class, for example perceived economic status..

Passing: Response includes all requested parts of the question. Writing is clear and easy to understand.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential please submit the following **three** artifacts as evidence of your learning.

**Please do not include any information that will make you or your students identifiable to your reviewers.*

Please Note: For artifacts the preferred file format is PDF

To earn this micro-credential, please submit the following three artifacts:

Artifact 1 - Anchor Chart or Poster: Create and submit a photo of an anchor chart or poster for your classroom that shows and describes a Bully Circle. Label all parts. Include dialogue for those exhibiting the bullying behavior and the bystanders. Explain how you have or plan to use it with your class.

Artifact 2 - Resource: Resource created for a specific audience that is used to



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support anti-bullying education. This may be for your students, staff, parent group or other stakeholder that contains the following:

- Target audience
- Outcomes of the resource.
- Definitions and descriptions of bullying behaviors.
- Tools to address bullying situations
- Glossary of terms that stakeholders should know and be able to recognize, which relate to types of bullying and bullying behaviors.
- Examples of vocabulary, actions, or tools for the identified audience to help resolve a situation for all involved.

The resource could be but is not limited to a slide presentation, flyer, pamphlet, etc.

Artifact 3 - Video & Follow-Up Activity: Show at least two videos from the resources provided to your students. This list is not exhaustive. If your district has a curriculum or set of resources, those could be used. Design a follow-up activity with the students and submit three student work samples that show how they have learned some appropriate strategies for dealing with bullying when it occurs. Please indicate which videos were shown in the uploaded document(s).

Part 2. Rubric

| | Proficient | Basic | Developing |
|---|---|--|---|
| Artifact 1: Anchor Chart or Poster | Includes labels of characters and dialogue of each participant in each role. | Chart is missing key elements. | Chart does not illustrate a Bullying Circle. |
| Artifact 2: Resource | Resource is created for the specified audience and includes: -Expected outcomes -Definitions of bullying behaviors -Effective tools to address bullying -Glossary of terms well defined -Provides the audience with at least 10 words or methods to help when in a bullying situation. | Missing some required pieces. Vocabulary missing or less than 10 words are included. Resource is not appropriate for targeted audience | Handbook has less than half of the required information. Vocabulary missing or less than 10 words are included. Resource is not appropriate for targeted audience |



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| | | | |
|---|--|---|---|
| | Resource is appropriate for targeted audience | | |
| Artifact 3: video & Follow-Up Activity | Three student work samples were submitted. Work samples clearly show student knowledge of appropriate strategies for handling bullying. | Less than three student work samples were submitted. Work samples do not clearly show student knowledge of appropriate strategies for handling bullying. | Less than three student work samples were submitted Student work is not related to strategies for handling bullying. |

Part 3 Reflection

(400-500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

Reflect on empowering students to find their voices. In your reflection, please address the following questions:

1. What evidence do you have that your students have made progress at being able to recognize bullying as well as addressing it? Please explain and provide specific examples.
2. Have you noticed a change in how your students treat each other after doing this micro-credential? Please explain and provide specific examples.
3. Through this micro-credential, what have you learned about how your own personal biases may show up in your classroom? What will you do going forward to deepen your own understanding of other cultures and differences in students? Please provide specific examples.

Passing: Reflection addresses each of the guiding questions and gives specific examples. Response is well organized and compelling.



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