

Facing Fear—Resolving Bullying and Cyber Bullying

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Course Credit:	3 graduate credits
Course Number:	EDDU 9473
Dates and Times:	TBA
Credit Type Requested:	Letter Grade

COURSE DESCRIPTION:

Bullying in school has become an increasingly serious problem threatening not only the safety of our academic environment, but causing some gifted and extraordinary learners to drop out of school and in extreme cases, end their own lives. Even though I remember being bullied in person in Middle school and somehow making it through the feelings of isolation and shame, today, bullying is even more rampant and sometimes insidious because of social media and technology. This course will cover approaches that transform the disruption, dysfunction and dis-engagement that bullying and cyber bullying cause for perpetrators and victims as well as everyone else.

The format of this course will include research on the causes and background of bullying and how to prevent it as well as watching a powerful, transformational and uplifting documentary film on bullying. We will explore the strategies that can both prevent bullying and manage it once it has occurred through discussions, small groups and experiential sessions that include theater games and role-playing that can be integrated into the curriculum and used by both counselors and classroom teachers. We will focus on techniques and materials that can be applied in any academic subject that fosters a positive, transformational outcome.

In addition, educators will be asked to share their own experiences in the classroom that support the solutions to bullying and to share techniques that can specifically be utilized for individual and group success.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the participant will be able to:

1. Identify and understand the nature of bullying (and cyber bullying) and how to prevent it and manage it once it occurs.
2. Synthesize, evaluate and implement strategies to educate students on how to deal with bullying and move beyond the negative effects that are created.

3. Promote greater awareness of bullying and how to generate a classroom that is safe and encourages positive support, learning and diversity during the school year.
4. Identify five new methods for preventing bullying and transforming disruptive and dysfunctional behaviors.
5. Document and implement specific strategies for bully proofing the classroom that can be integrated into the classroom curriculum for both academic and relational success.

COURSE READINGS AND MATERIALS:

- *Facing Fear*, 2014, Oscar Nominated Film Documentary
- Netter, Françoise. *Movement For The Mind: Dance That Awakens Healing, Inspiration and Wisdom*. Boulder, CO.: Body/Mind Dynamics, 2010.
- Netter, Françoise. *Redress Your Stress* CD. Boulder, CO: Body/Mind Dynamics, 2006.
- Netter, Françoise, *The Magic of Movement* CD. Boulder, CO: Body/Mind Dynamics, 2008.

In addition, choose at least one other book and the articles/blogs available on www.body/minddynamics.org and www.gearyschools.org for your research from the following list or you may choose a book of your choice with instructor approval pertaining to the subject matter of this course:

- Algazine, Bob, *Preventing Problem Behaviors: Schoolwide Programs and Classroom Practices*.
- Crowe, Caltha. *How To Bully Proof Your Classroom..*
- Scholastic Teaching Resources, *Bully Proof Your Classroom Teaching Kit*.

COURSE REQUIREMENTS:

In order to receive credit for the course, participants must attend and actively participate in all class sessions unless alternative arrangements are approved in advance. All written and other assignments need to be completed by the due date assigned by the instructor.

1. In class activities:
 - a. Attendance and Participation in all classroom activities
 - b. Keep a log of hours and assignments
2. Outside activities: Each student will complete the following:
 - a. Assigned readings and film documentary.
 - b. Work with the CD and other exercises to be given in class.
 - c. Complete all written work: Including a research paper on bullying and its effects on students, teachers and the academic environment. How to prevent bullying and cyber bullying strategies to manage the affects of bullying after its occurrence. Included in the final assignment will be 5 new lesson plans incorporating methods on how to integrate strategies that promote a bully proof classroom environment and how these strategies can be incorporated into the academic curriculum. Also the completed paper will allow educators to share their own experiences in the classroom with bullying as well as techniques that can specifically be utilized for individual and group success. Length of paper must be a minimum of 5 pages plus the written assignment of 5 new lesson plans for a B grade. A longer more extensive paper will qualify for an A grade (10 pages plus).
 - d. Educators will share one lesson plan and integrated applications. (Final Presentation)

GRADE DISTRIBUTION:

Attendance,	10%
Participation,	10%
Research paper on bullying	40%
5 Strategies and Lesson Plans	25%
Final Group Presentation	15%

GRADE SCALE:

100-90%	A
89-80%	B
79-70%	C
69-60%	D
Less than 60%	F

NON-CONTACT HOURS

1. Educators will read from assigned and recommended reading list and view the documentary, *Facing Fear* and comment on its relevancy to today's academic environment.
2. Educators will research and write a paper on bullying and cyber bullying and its effects on students, teachers and the academic environment. Students will include strategies on how to prevent bullying and how to manage the effects of bullying after its occurrence. They will delve into and work with the 5 opposites and the bridges that prevent and disrupt bullying discussed and explored in class.
3. Educators will do exercises specified in classes.
4. Educators will write 5 lesson plans designed for personal classroom use and application of principles of educator's research and modalities explored.
5. Educators will implement lesson plans in classroom and academic environment and document results.

EVALUATION PROCESS:

1. During the on-site (or online) meetings, the instructor will introduce the structure of the course through lecture, handouts, experiential exercises and other materials. Students will document their studies by keeping a log of completed assignments including: reading assignments (from on-line research and reading list), viewing the documentary, *Facing Fear* and comment on its relevancy in today's academic environment, practicing exercises given, working with CDs, and writing a research paper on bullying and cyber bullying and its effects on students, teachers and the academic environment. Students will include strategies on how to prevent bullying and how to manage the affects of bullying after its occurrence. Included in the final assignment will be 5 new lesson plans incorporating methods on how to integrate strategies that promote a bully proof classroom environment and how these strategies can be incorporated into the academic curriculum. Also, the completed paper will allow educators to share their own experiences in the classroom with bullying as well as techniques that can specifically be utilized for individual and group success.
2. Projects completed by student are to be submitted via email or by regular mail with prior consent of instructor.
3. The instructor will evaluate the completed work and give a grade upon receiving and reviewing log and completed materials.