

# School Safety/Climate Team for Bullying Awareness & Prevention

Estell Manor School District



## School Theme: Be an Upstander!

~School-wide Activities~

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# Becoming an Upstander

Becoming an Upstander. Move from silence to action. Bystanders contribute to the problem. Upstanders stop the problem. Research shows that others speaking out or taking action stops bullying behavior over half the time within seconds!

There are different types of bystanders. Which one are you?

- Some participate in starting the bullying
- Some laugh or give attention to the bullying thereby encouraging it
- Some join in the bullying once it is started
- Some are silent - this silence is most often misinterpreted by the bully as support for the bullying and interpreted by the victim as betrayal and support for the bully

## Progression from Inaction to Action

It takes courage to be an upstander. Upstanders are kids who do something that prevents or reduces the bullying they see, or comes to the aid of another child who is being bullied by showing them kindness. Moving from being a bystander to becoming an upstander may not happen overnight. It may start with becoming more aware of the bullying behavior and how it is affecting the lives of the victims. Upstanders begin to feel a sense of anger about the injustice they are witnessing. Upstanders are able to see the pain the victim experiences and take action.

## Becoming an Upstander looks like this:

- Take action by telling the bully to stop
- Take action by getting others to stand up with them to the bully
- Take action by helping the victim
- Take action by shifting the focus and redirecting the bully away from the victim
- Take action by telling an adult who can help

Excerpt Taken Directly From:  
Together Against Bullying

<http://www.togetheragainstbullying.org/becoming-an-upstander> 2

# Becoming an Upstander

## **Becoming an Upstander:**

**Takes courage** - Telling a friend who is bullying to stop is hard. They may be mad at you. But at least you won't feel guilt for being silent and allowing the bullying to continue. And you will be doing your friend a huge favor in the end by helping them stop really hurtful behavior.

**Takes action** - Doing something that does not support the bullying can be a really small intervention with big results! Three words - "That is bullying" - can cause others to recognize the problem.

**Takes assertiveness** - Telling a friend how their behavior makes you feel and how it affects others requires being able to use your voice!

**Takes compassion** - Upstanders have the gift of compassion. They recognize when someone is hurt and take steps to help.

**Takes leadership** - Upstanders are leaders in their social group, helping others to recognize ways to get along and be supportive to others.



Excerpt Taken Directly From:

Together Against Bullying

<http://www.togetheragainstabullying.org/becoming-an-upstander>

## School Counseling Lessons “Being an Upstander”

Grade	Activity
<b>Kindergarten</b>	Literature Selection: <i>Chrysanthemum</i> By: Kevin Henkes Thumbs Up~ Thumbs Down Activity & Discussion Coloring Sheet
<b>1<sup>st</sup> Grade</b>	Literature Selection: <i>Hooway for Wodney Wat</i> By: Helen Lester Thumbs Up~ Thumbs Down Activity & Discussion Coloring Sheet
<b>2<sup>nd</sup> Grade</b>	Literature Selection: <i>Nobody Knew What To Do</i> By: Becky Ray McCain Thumbs Up~ Thumbs Down Activity & Discussion <i>Just Kidding</i> Teasing Do & Don't Sheet
<b>3<sup>rd</sup> Grade</b>	Literature Selection: <i>Say Something</i> By: Peggy Moss Thumbs Up~ Thumbs Down Activity & Discussion “Do you think YOU can make a difference? YOU can!” Handout
<b>4<sup>th</sup> Grade</b>	Literature Selection: <i>Teammates</i> By: Peter Golenbock Thumbs Up~ Thumbs Down Activity & Discussion <i>Just Kidding</i> Teasing Do & Don't Sheet
<b>5<sup>th</sup> Grade</b>	Literature Selection: <i>Just Kidding</i> By Trudy Ludwig Thumbs Up~ Thumbs Down Activity & Discussion Student-written Reflection Sheet
<b>6<sup>th</sup> Grade</b>	Literature Selection: <i>Unspoken</i> By: Henry Cole or <i>One</i> By Kathryn Otoshi Discussion & Student-written Reflection Sheet
<b>7<sup>th</sup> Grade</b>	Video Selection: <i>The Bullying Experiment</i> Discussion & Student-written Reflection Sheet
<b>8<sup>th</sup> Grade</b>	Video Selection: <i>Scenes from 24: The Jackie Robinson Story</i> Discussion & Student-written Reflection Sheet

## Activities

Estell Manor School  
Observance Activities for  
Autism Awareness:

**Date:** Thursday, April 13<sup>th</sup>

**Times:**

**3:00:** A National Junior Honor Society Member will read a book about autism to all of the lower grades.

**3:10:** Everyone will meet on the soccer field to blow bubbles for autism awareness.

Everyone is encouraged to wear blue in an effort to support autism awareness.



# Autism Awareness

World Autism Awareness Day

Saturday, April 2<sup>nd</sup>

When Stacey went over to her new friend Chelsea's house, she met Chelsea's 4-year-old brother, Shawn. "Hi," said Stacey, smiling. Shawn looked at her but didn't say anything. Then he turned back to a toy he was holding. Later, in Chelsea's room, Stacey said, "I don't think your brother likes me."

"It's not your fault," said Chelsea. "It's not that he doesn't like you — Shawn has autism and it's hard for him to talk sometimes. But I can show you how to play with him, if you want."

Stacey wanted to know what autism meant. Let's find out.

### What Does Autism Mean?

People usually call it autism (say: AW-tiz-um), but the official name is autism spectrum disorders. Why? Because doctors include autism in a group of problems that kids can have, including Asperger syndrome and others. These problems happen when the brain develops differently and has trouble with an important job: making sense of the world.

Every day, our brains interpret (understand) the things we see, smell, hear, taste, touch, and experience. But when someone's brain has trouble interpreting these things, it can make it hard to talk, listen, understand, play, and learn.

A kid's symptoms could be very mild, severe, or somewhere in the middle. For example, some kids might be upset by too many noises or sounds that are too loud. Kids who have milder symptoms don't mind loud noises so much.

Someone with mild symptoms might need only a little bit of help. But a kid with severe symptoms might need a lot of help with learning and doing everyday stuff.

Kids with autism often can't make connections that other kids make easily. For example, when people smile, you know they feel happy or friendly; when people look mad, you can tell by their face or their voice. But many kids who have autism spectrum disorders have trouble understanding what emotions look like and what another person is thinking. They might act in a way that seems unusual, and it can be hard to understand why they're doing it.

A kid with an autism spectrum disorder might:

- have trouble learning the meaning of words
- do the same thing over and over, like saying the same word
- move his or her arms or body in a certain way
- have trouble adjusting to changes (like trying new foods, having a substitute teacher, or having toys moved from their usual places)

Imagine trying to understand what your teacher is saying if you didn't know what her words really mean. It is even more frustrating if a kid can't come up with the right words to express his or her own thoughts, or tell a parent what he or she needs or wants. Sometimes this can make a kid very upset and frustrated.

Some issues — like not wanting to try new foods or not wanting anyone to move your toys — affect lots of kids, not just those who have an autism spectrum disorder. But kids with these disorders have more trouble "growing out of it" and learning to handle stuff that's challenging and annoying.

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# Autism Awareness

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### What Causes Autism?

No one knows what causes autism spectrum disorders. Scientists think that there's a connection to genetics (something to do with a kid's genes) and the environment. Some kids might be more likely to get autism because it runs in their families. Other kids get it even if nobody in their family has these types of problems.

Knowing the exact cause of autism is hard because the human brain is very complicated. The brain contains more than 100 billion nerve cells called neurons (say: NUR-ahns). Each neuron may have hundreds or thousands of connections that carry messages to other nerve cells in the brain and body. The connections and the chemical messengers they send (called neurotransmitters) keep the neurons working as they should. When they do, you can see, feel, move, remember, experience emotions, communicate, and do lots of other important stuff.

In the brain of a kid with autism, some of those cells and connections don't develop normally or don't get organized like they're supposed to. Scientists are still trying to understand how and why this happens.

### Getting Help for Autism

The earlier a child starts getting help, the better. But figuring out if a kid has an autism spectrum disorder can be difficult at the beginning. A parent is usually the first to think that something could be wrong. Maybe the child is old enough to speak but doesn't. Or a kid doesn't seem interested in people, has a hard time playing with others, or acts in unusual ways.

Often, specialists work together as a team to figure out if there is a problem. In addition to the doctor, the team might include a psychologist, speech therapist, occupational therapist, and teacher.

There is no cure for autism, but doctors, therapists, and special education teachers can help kids learn to communicate better. A kid might learn sign language or get a message across by pointing at pictures. The care team also can help improve a kid's social skills, stuff like taking turns and playing in a group. Some kids who have mild symptoms will graduate high school and may go to college and live on their own. Many will always need some kind of help. But all will have brighter futures when they have the support and understanding of their families, doctors, teachers, therapists, and friends. So be sure to be a friend!

Reviewed by: Michelle J. New, PhD

Date reviewed: June 2012

Source: KidsHealth

Link: <http://kidshealth.org/en/kids/autism.html#>

Date: March 5, 2016

# Activities

An important aspect of school climate involves the interactions between the older students and the younger students.

By fostering positive interactions between these student groups, school climate can improve and both the younger students and the older students benefit: the younger students now see a role model, a leader, and a helper in their school; the older student gains an increased feeling of responsibility, higher self esteem, and now has a vested interest in their school.

The Reading Buddies program is grounded in this philosophy and organizes this program as part of our "Being an Upstander" and "No Name-calling" activities.

# Reading Buddies

Students in grades 5 through 8 will read with younger students.

**Date:** May 25, 2017

**Time:** 1<sup>st</sup> Period

**Location:** Lower Grade Classrooms

The students in the upper grades will receive a bag of books and an activity sheet. The upper grade teacher will hand out the books to their students and walk their class to their assigned lower grade classroom. Upon arrival, both the upper grade and lower grade teachers can partner the students as they best see appropriate.

Students will spend 20 minutes reading a book together and will work to complete an activity sheet. After the program is over, please return all books and activity packets to the bag and return the bag to the School Counseling Office.



Partnered Grades	# of Students in the Younger Grade	Literature Series Title
Kindergarten		*A Member of the Softball Team will read to Kindergarten.
5 <sup>th</sup> & 1 <sup>st</sup> Grade		<i>A to Z Mysteries</i> (Ron Roy)
6 <sup>th</sup> & 2 <sup>nd</sup> Grade		<i>Geronimo Stilton</i>
7 <sup>th</sup> & 3 <sup>rd</sup> Grade		<i>Magic Tree House</i> (Mary Pope Osborne)
8 <sup>th</sup> & 4 <sup>th</sup> Grade		<i>Encyclopedia Brown</i> (Donald J. Sobol)



# Assembly

## Kindergarten – 8<sup>th</sup> Grade

Date: Friday, May 26<sup>th</sup>, 2017

Location: Gymnasium

Time: 8<sup>th</sup> Period

Theme: Be an Upstander!

Come Celebrate:

Awards:

Our Winners for this year's Bullying Prevention Program:

- Theme: "Help a Friend with a Need then They will Return the Deed"
- T-shirt Design Winners
- Our Design for this year's Drug Prevention Slogan

Picture Presentations from:

- Reading Buddies
- Career Awareness
- Healthy Choices ~ Healthy Lives

## Activities

The school assembly program will be a celebration of the year's Bullying Prevention Program activities thus far!



# Special Attire Days

## No-Name-Calling Week

### Activities

We are planning a special week when the students will celebrate their choice not to call others hurtful names and to be an upstander if you they see name-calling.

These days are as follows:

- Monday: "Everyone Counts Day!"  
(Wear sports jerseys or t-shirst with numbers on it to show everyone counts.)
- Tuesday: "Black out Name-Calling"  
(Wear all black.)
- Wednesday: "Team Spirit"  
(Wear any sort of team attire to show that we are a "team of upstanders".)
- Thursday: "Put a Lid on Name-Calling"  
(Wear a hat of any kind.)
- Friday: "United We Stand"  
(Wear your school t-shirt & jeans to show that we all stand together against name-calling.)



This program is sponsored by:

The Estell Manor Municipal Alliance  
&  
The Estell Manor School  
Safety/Climate Team for  
Bullying Awareness & Prevention

## Morning Announcements

### Monday

Today, marks the beginning of “No Name-Calling Week” at Estell Manor School. This week we are planning a special week for all students to celebrate their choice not to call others hurtful names and to be an upstander if they see name-calling. We have a week of special activities including: special attire days, a door decoration activity, and reading buddies program. See your homeroom teacher for additional information!

Have you ever heard the saying “Sticks and stones can break my bones, but words can never harm me.” This saying is actually not true. Although our words may never show on our bodies like a bruise or a scratch, they leave an even greater mark on our emotions and sense of self worth. And emotional scars take much longer to heal than a physical injury. So remember that when you talk to others. Choose words that are kind to your friends.

Today’s challenge: When you are talking with a classmate or a friend today, make an extra effort to choose kind words. At the end of the day, reflect back upon your actions and feel pride in every opportunity you took to make someone else feel good inside.

### Tuesday

Today continues our observance of “No Name-Calling Week” at Estell Manor School. Our theme for today is: “Black out name-calling”. Most of us know what it feels like to be called a hurtful name or teased in a way that makes us feel uncomfortable or sad. When someone is teased, people often laugh as if it is funny, but in reality, that teasing hurts inside. So before you tease another student, stop and think: “Is this going to make the other person feel badly?” If the answer to that question is “yes” then control

your words and don’t say it. Let’s try to use our words to be respectful of others.



Today’s challenge: See if you can think of 10 compliments that you could give someone today. Then follow through and give others those compliments. By complimenting others, you are doing your part to “Black out name-calling” and bring in kindness.

## Morning Announcements

### Wednesday

Today continues our observance of “No Name-Calling Week” at Estell Manor School. Our theme for today is: “Team Spirit” to show that we are a “team of upstanders”. To be an upstander means that you stand up for others when they are treated unkindly. Upstanders act when they see name-calling or bullying behaviors. An Upstander will invite someone to play with them, tell a name-caller to stop, and even seek the help of an adult when necessary. By agreeing to be a “team of upstanders” we choose to look out for each other and help each other when needed. Let’s all team up against name-calling this week and make our school a great place to learn.

Today’s challenge: See if you can come up with at least 5 *assertive* responses to name-calling. Remember your responses have to either comfort the person that was hurt or address the name calling behavior in respectful ways. For example: you could invite the person that was hurt to play a game or let them know that you are their friend. You could also use an I-Message to address the name-caller: I feel angry when you call my friend a hurtful name. I want you to be more respectful. If you want to share any of your ideas, Mrs. Kuppel would love to hear them!

### Thursday

Today continues our observance of “No Name-Calling Week” at Estell Manor School. Our theme for today is: “Put a lid on name-calling”. We have all heard the Golden Rule: “Treat others the way you would like to be treated”. This means that if you want to be respected and treated kindly, you should do the same for others. By choosing kind words and helpful actions, you are demonstrating that you are someone who respects others. When you are kind and helpful, you make our school a wonderful place to come and learn. So let’s all “put a lid on name-calling” and chose to be respectful to others in our kind words and helpful actions.



Today’s challenge: While you are participating in our “Reading Buddies” program, be sure to give compliments to your partners and have fun together! Let’s make learning and enjoyable experience!

## Morning Announcements

### Friday

Today continues our observance of “No Name-Calling Week” at Estell Manor School. Our theme for today is: “United We Stand”. Today we wear our school t-shirt & jeans to show that we all stand together against name-calling. We have spent a week filled with learning how to stand together against name-calling and make our school a respectful and happy place to learn. Remember: we choose the words we say to others, so let’s choose words that make us feel welcomed, happy, and good about ourselves. By doing this, you are helping to make Estell Manor School a great place to learn and play!

Today’s challenge: See if you can make a list of kind words to say to others and helpful things you can do for others. See how many things you can come up with!



## Information Sheet for Families

### Take a Stand and Lend a Hand

Name-calling and bullying are problems that everyone must help to solve. It may not be your fault that some students bully, but if you ignore it, laugh at it, or do nothing in response to bullying that you witness, you may be a part of the problem. Being an ally or a friend to someone who is being picked on may feel uncomfortable or scary, but there are safe ways in which we can all "Take a Stand and Lend a Hand."

#### WHAT DO YOU DO WHEN YOU SEE SOMEONE BEING BULLIED AT SCHOOL?

*Ask yourself, "Is it my job to help?"*

Think about how YOU might feel if the bullying was happening to you. You and other students can lend a hand, even when you aren't close friends with the people being bullied. Your school will be a better place if you help stop bullying. And making your school a better place is EVERYONE'S job!

#### WHAT CAN I DO?

*Lots of things! Think about what may work for you:*

- Don't just stand there...SAY SOMETHING!
- People who bully may think they're being funny or "cool." If you feel safe, tell the person to STOP the bullying behavior. Say you don't like it and that it isn't funny.
- DON'T BULLY BACK! It won't help if you use mean names or actions. And it could make things worse.

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## Information Sheet for Families

### **BUT WHAT IF I DON'T FEEL SAFE TELLING STUDENTS WHO BULLY TO STOP?**

*That's OK.*

No one should put himself or herself in an unsafe situation. How ELSE can you lend a hand when bullying happens?

- Say kind words to the person who is being bullied, such as "I'm sorry about what happened," and "I don't like it!" Help them understand that it's not their fault. Be a friend. Invite that student to do things with you, like sitting together at lunch or working together on a project. **EVERYONE NEEDS A FRIEND!**
- Tell that student to talk to someone about what happened. Offer to help by going along.
- Pay attention to the other students who see the bullying. (These people are called, "bystanders." Are any of them laughing, or joining in with the bullying? These people are part of the problem.)
- Let those bystanders know that they're not helping! **DON'T** be one of them!
- *Tell an adult.* (This is **IMPORTANT!!**) Chances are, the person who is being bullied needs help from an adult **AND** the student who is doing the bullying probably does, too. Often, the bullying does not get reported. Think about who you could tell in your school—a teacher, counselor, cafeteria or playground aid, principal, bus driver, or other adults you feel comfortable telling. If you need help telling, take a friend along.

### **WHY DON'T SOME STUDENTS TELL WHEN THEY SEE BULLYING?**

They may not want others to think they are "tattling." They may be afraid that the students who bully will pick on them next. They may think their friends will make fun of them for trying to help. Telling is very important! Reporting that someone is getting bullied or hurt in some other way is **NOT** "tattling." Adults at school can help. Ask them to help keep you safe after telling. Explain to your friends that bullying is **NOT** fair and encourage them to join in helping!

### **WHAT IF THE BULLYING DOESN'T HAPPEN AT SCHOOL?**

If there is an adult around, report the bullying to an adult (your youth group leader, sports coach, etc.) No matter where the bullying happens, you should talk to your parents about bullying that you see or know about. Ask them for their ideas about how to help. We **ALL** must do our part! People who are bullied deserve to feel safe and welcome at school and in their neighborhoods. Everyone does!

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*This fact sheet reprinted with permission from 'Take a Stand, Lend a Hand, Stop Bullying Now, a project of the Health, Resources and Services Administration of the U.S. Department of Health and Human Services at <http://www.stopbullyingnow.org>*

## Estell Manor School District

128 Cape May Avenue  
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Mr. Robert Garguilo  
Interim Superintendent

Mr. Ab Vallase  
Interim Business Administrator

Mrs. Joelle Tenaglia  
Supervisor of Special Services

Dear Family Members,

I am writing to tell you about an exciting, up-coming program for our students. *No Name-Calling Week* was inspired by a young adult novel entitled *The Misfits* by popular author James Howe. The book tells the story of a group of friends trying to survive the seventh grade in the face of all too frequent taunts based on their weight, height, intelligence, among other things. Motivated by the inequities they see around them, the “Gang of Five” (as they are known) creates a new political party during student council elections and runs on a platform aimed at wiping out name-calling of all kinds. They win the support of the school’s principal for their cause and their idea for a “No Name Day” at school.

Motivated by this simple yet powerful idea, a coalition of over forty education, youth advocacy, and mental health organizations have partnered to organize an actual *No Name-Calling Week* in schools across the nation annually. The project seeks to focus national attention on the problem of name-calling in schools, and to provide students and educators with the tools and inspiration to launch an ongoing dialogue about ways to eliminate name-calling in their communities.

We recognize the importance of building empathy and teaching respect to our students, and note the impact words can have on their well-being. A recent survey conducted by the U.S. Department of Health and Human Services reports that students aged 9 to 13 consider name-calling the worst kind of verbal bullying, and that threatening words or taunting based on race or appearance have as much negative impact as does physical bullying. According to the study, students who regularly experience verbal and non-verbal forms of bullying report hurt feelings, low self-esteem, depression, living in fear and torment, poor academic achievement, physical abuse, and suicide. *No Name-Calling Week* is one way in which we are responding to these upsetting statistics.

During *No Name-Calling Week*, students will work on a variety of activities that will help them realize the impact of verbal bullying, and teach them strategies for coping with and putting an end to name-calling, including education on being an upstander, special attire days, a Reading Buddies program, and a Classroom Door Decoration Project during Art. We encourage families to join us in our effort to educate by initiating conversations about language and empathy with their children. Please find attached an “Information Sheet for Families”, which we hope will help you support your child(ren)’s emotional health, growth, and success in school.

We hope that No Name-Calling Week will help all students consider the weight of the words they use, and make school a safer, healthier place for all of our children. We enthusiastically encourage your participation.

Sincerely,  
Mrs. Jill Marie Kuppel, M.A., School Counselor  
Estell Manor School District