



# **Dignity For All : Quick Start Guide**

[dfaonline.org](http://dfaonline.org)

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# ABOUT DFA

**Dignity for All (DFA)** is an innovative digital learning tool to prevent bullying and discrimination in school communities and develop remediation skills among students, teachers and parents to help repair the harm caused by bullying.

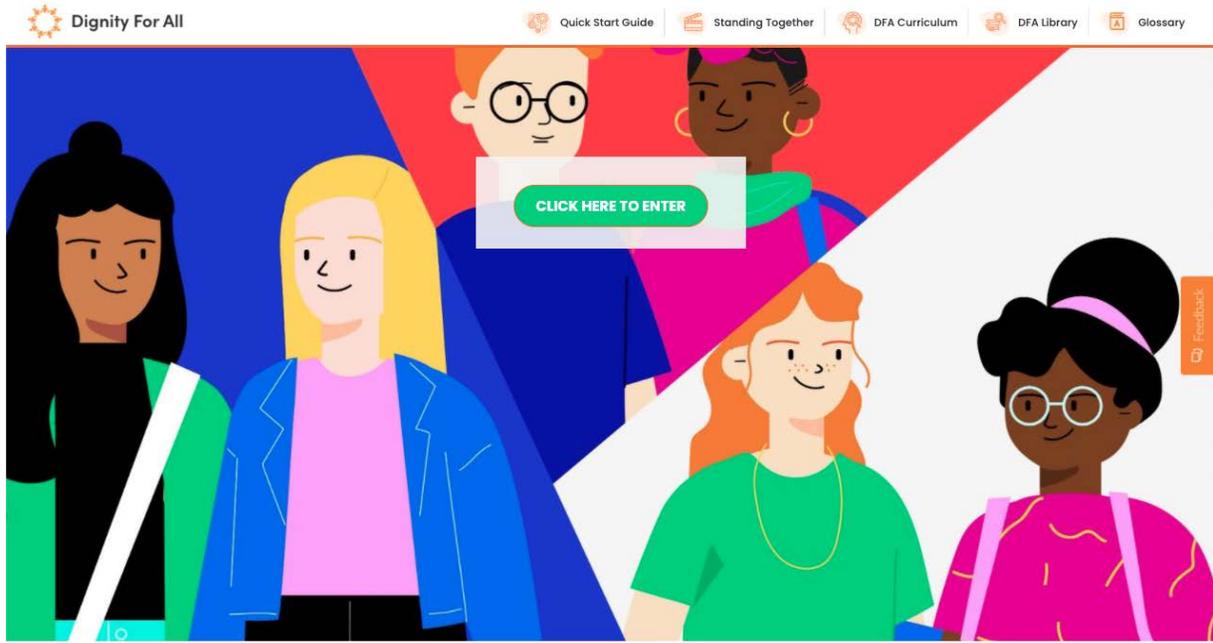
This **QUICK START GUIDE** outlines how to get started using **Dignity For All (DFA) Online**. You may be provided with a username and password to be able to log into the application.

## Getting Started

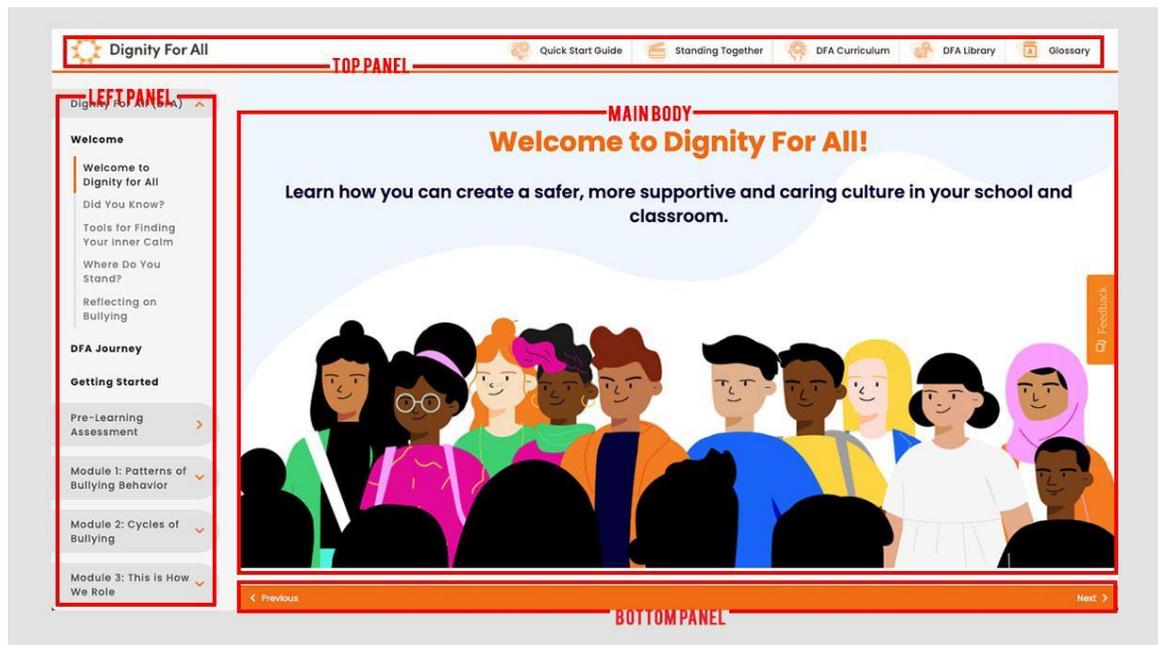
All you need is a computer or mobile device with a current web browser and an Internet connection! Some printable resources require Adobe Reader. For more details about DFA technical requirements, see Appendix A: Technical Requirements.

# NAVIGATING THE INTERFACE

Click on the green button to enter.



The DFA interface has four main parts. The **MAIN BODY**, and for navigation the **TOP**, **LEFT**, and **BOTTOM PANELS**.



## TOP PANEL



Quick Start Guide



Standing Together



DFA Curriculum



DFA Library



Glossary

The top panel provides you with a quick access to useful resources about the DFA program.



**Quickstart Guide** – Use this guide to address any questions you might have about how to navigate the interface. You can refer back to it at any point as you move through the modules!



**Standing Together** – Standing Together is a video about a middle school that chooses to stand up for one another, even in the face of challenges. Keep this video in mind as you move through each module.



**DFA Curriculum** – Dignity For All consists of 4 modules; Patterns of Bullying Behavior, Cycles of Bullying, This Is How We Role, and Call Out Cyberbullying. Click on each module to see what you will learn.

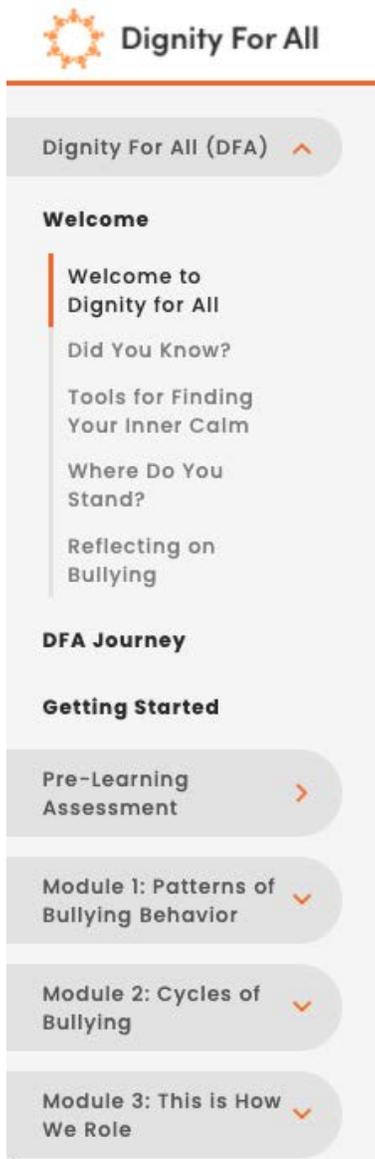


**DFA Library** – The library contains helpful resources with more information on bullying and bullying prevention.



**Glossary** – As you move through each module, you might come across a word you haven't seen before or don't know. Check the glossary for their definition and how that word could be used in a sentence.

## LEFT PANEL



The LEFT PANEL acts as a table of contents that shows where you are within the interface. Keep an eye on the orange vertical line marker on the left panel as you press Next & Previous buttons to know where you are and see your progress through the program.

## BOTTOM PANEL



The **BOTTOM PANEL** enables you to move forwards and backwards. Keep an eye on the orange vertical line marker on the left panel as you press Next & Previous buttons.

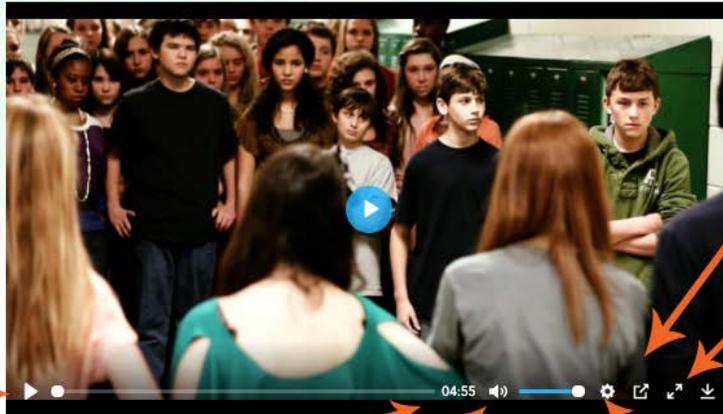
# DFA CURRICULUM

## STANDING TOGETHER

The Dignity For All (DFA) curriculum is based on *Standing Together*, a music video that shows a story of a middle school with their varying characteristics and roles within the cycle of bullying. Students will watch the video in its entirety and, in the activities that follow, they will discuss their impressions, learn new concepts and facts about bullying, and analyze the behaviors and actions of the characteristics in the video.

### Standing Together

As you watch the video, think about how the story relates to things you've experienced. Make sure to pay special attention to the bystanders in the video. Do they take action? Do they show compassion?



PLAY BUTTON

ELAPSED TIME

VOLUME CONTROL SPEED CONTROL

PICTURE IN PICTURE

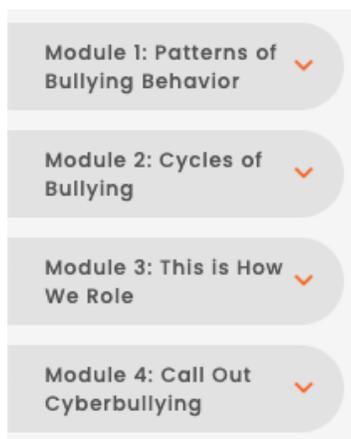
WIDESCREEN

DOWNLOAD

# LEARNING ASSESSMENTS

Teachers should emphasize to students that the learning assessments are not a test and they will not be graded on their responses. They are a tool to help teachers assess what students have learned on their DFA learning journey, including changes in their knowledge and understanding of bullying concepts, their attitudes about what it means to be an upstander, and their desire to transform their own behavior to create a safer, more supportive and caring culture in their school and classroom. Students should take the Pre-Learning Assessment before they begin working through the module activities. They will answer the same questions when they take the Post-Learning Assessment after they have completed all the DFA modules.

## MODULE TOPICS



All elements in the video are divided into four Modules:

### **1. Patterns of Bullying Behavior**

### **2. Cycles of Bullying**

### **3. This is How We Role**

### **4. Call Out Cyberbullying**

You can click on each module to reveal the activities in the drop down menu on the left.

# STUDENT ACTIVITIES

Each module includes activities that challenge students to acquire knowledge, change their mindsets and transform their behavior. Clicking on an activity grouping will either take you to the activity or reveal a series of related activities.

Module 1: Patterns of Bullying Behavior 

**What Will You Learn?**

**What Is Bullying Behavior?**

**How Do You See It?**

**Can You Relate?**

**Are You Hip to This?**

**What Is Your Story?**

**Are You Down with This?**

Module 2: Cycles of Bullying 

Module 3: This is How We Role 

## **MODULE 1: PATTERNS OF BULLYING BEHAVIOR**

**What Will You Learn?** – Students will review the module learning goals.

**Skills You Can Use**

**What Is Bullying Behavior?** – Students will learn new concepts related to bullying.

**A Definition**

**Acid Test**

**How Do You See It?** – Students will replay a clip from the video and discuss key concepts about bullying with their peers.

**Replay**

**Discuss with Your Peers**

**Can You Relate?** – In this empathy building activity, students will read about a character's background and try to relate to their feelings, motives, and actions.

**Step Into Rebecca's Shoes**

**Empathize with Rebecca**

**Are You Hip to This?** – Students will progressively build their knowledge about bullying concepts by sharing their first-hand knowledge and lived experience, reading what the experts say about the topic, analyzing roles and behaviors from the video clips, and then integrating the newly acquired information and analysis to build their knowledge and reexamine their own attitudes and behaviors.

**Ask Yourself This**

**What the Experts Say**

**Analyze Roles and Behavior**

**Build Your Knowledge**

**What Is Your Story?** – Students will write their stories and experiences with guided prompts.

### Describe What Happened

**Are You Down with This?** – Students will test their knowledge gains in interactive games and collaborate in groups to practice their skills in critical reflection and evidence-based reasoning.

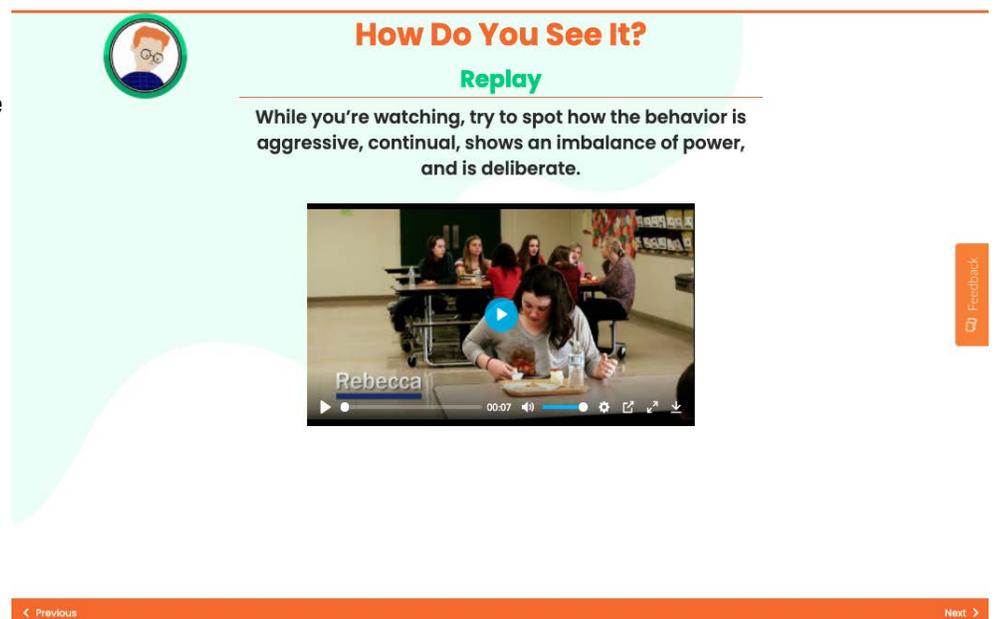
### Reflect and Rephrase

## VIDEO EXAMPLES

For the following activities: **How Do You See It?** & **Are You Hip To This?**

An embedded video player will be available for students to revisit a scene from **Standing Together**.

All video players have the same intuitive controls.



The screenshot shows a video player interface. At the top left is a circular icon of a person with glasses. The title 'How Do You See It?' is displayed in orange, with a green 'Replay' button below it. A text box contains the instruction: 'While you're watching, try to spot how the behavior is aggressive, continual, shows an imbalance of power, and is deliberate.' Below this is a video player showing a classroom scene with a girl named Rebecca at a table. The video player has a play button, a progress bar at 00:07, and various control icons. On the right side of the player is a vertical orange 'Feedback' button. At the bottom of the player are 'Previous' and 'Next' navigation buttons.

## In **Are you Hip To This?**

videos are set as thumbnails.

You can play the clip by clicking  on the lower left corner of the thumbnail.



### Are You Hip to This?

#### Analyze Roles and Behavior



Pick a segment of the music video. As you watch it again, think about what the experts say. As you analyze the characters' behaviors, note down your comments in the worksheet:

1. Does the behavior of the characters in the video resonate with any of the definitions, concepts or roles described in your worksheet?
2. Which ones, and how so?



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## DISCUSSION QUESTIONS

Occasionally, there will be a drop-down control that will enable you to expand pertinent questions and information. On some pages there will be a drop-down control that will allow you to expand the topic to reveal additional questions and information. When you expand a new topic, the previous topic will collapse. Click (+) to expand, or (-) to contract.



### Are You Hip to This?

#### What the Experts Say



- You May Not Know...** -  
Bullying is NOT "just part of growing up."  
Bullying can have harmful effects on everyone involved, even people who may feel like they are not involved.
- Bullying vs. Conflict +
- Imbalance of Power +
- Examples of Power Imbalances +
- Long Term Effects of Bullying +
- What are the Statistics? +



[Previous](#) [Next](#)

# READING COMPREHENSION

## Can You Relate? Step into Kimberly's Shoes

Allows you to earn more about a character's story. As you read their story, think about what they may be thinking or feeling and how you may relate to parts of their story.



Kimberly Rosenstein used to be friends with the three girls who now send her cruel texts. Last year, they were in all of the same classes and would always eat lunch together. When eighth grade started, however, Kimberly was placed in advanced academic classes and none of her old friends were with her. After a few weeks, she began to notice her friends were ignoring her, even when she tried to talk to them. A few weeks later, she found out the girls had been using Snapchat to call her names like "Einstein", teasing her for being smart, and for her Jewish origin.

Their Snapchat stories tagged her photo with hate symbols, which reminded Kimberly of an incident earlier that year, when several students spray painted swastikas and other anti-Semitic graffiti in the boys' bathroom and locker room.

## Can You Relate? Step into Kimberly's Shoes



Even though those students were reprimanded for what they did, they were not suspended for it. In fact, they were allowed to continue playing on their sports team and to travel to games. Remembering how the school administration responded to the graffiti incident, Kimberly worried that she would be ignored if she reported it, and this seemed even more true because in her case the offenses were all virtual and didn't happen on school grounds.

Kimberly wants to be able to both have friends and focus on getting good grades, but she feels embarrassed just walking into school. She's having trouble concentrating, and it's taken a toll on her test scores, which only adds to her unease and despair.

## Are You Hip to This? What the Experts Say

allows you to acquire knowledge from evidenced-based research on the effects of bullying.

### MODULE 4: Are You Hip to This? What the Experts Say



Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites\* (stopbullying.gov). Cyberbullies might use social media or texts to share personal information about someone, or they might post rumors, lies, and/or embarrassing pictures. Also, they might use another person's identity to post or send messages.



Perhaps one of the greatest problems with cyberbullying is that it can happen 24 hours a day, 7 days a week. A large scale study of middle and high school students found that almost 50% of students had been the targets of online bullying, while 33.7% admitted having bullied others online. The

study also found that although it may be difficult to identify who is doing the cyberbullying, because it can be done **anonymously**, a vast majority of students (89%) who reported being cyberbullied knew the identity of the perpetrator, and most often the perpetrator was someone that was considered a friend (Mishna et al, 2010).

Cyberbullying creates new and different problems. For example, since it is not face-to-face, some students find it is easier to bully online. In fact, in one large study, researchers found that only 16% of students felt guilty after cyberbullying and 40% felt nothing (Mishna et al, 2010). For students who are targets of cyberbullying, there can be additional effects. Electronic posts can reach a wider audience and are permanent or hard to remove. This **permanence** can affect college and career opportunities.

# WRITING EXERCISES

## WHAT IS YOUR STORY?

Use the guided prompts.

**What is Your Story?**  
**Describe What Happened**

Name  
First Last

Paragraph B I [List Bullets] [List Numbered] [List Check] [List X] [List Plus]

> Double Check

SUBMIT

- Tell a story about a time when you were involved in a bullying incident.
- What was your role – bully, target, bystander, upstander?
- How did you feel while it was going on?
- Was anyone harmed?
- In what ways did the incident change you?
- Knowing what you know today, would you do anything differently?

< Previous Next >

**Double Check** button provides reminders about

basic grammar, spelling, and formatting

conventions. The text field functions like a word

processing tool with basic formatting controls.

After double-checking your work, click the Submit

button to send your story to your teacher.

### Double Check

Do your subject and verb tenses match?

- Begin with a capital letter and end with a punctuation mark.
- Double-check your spelling.
- Make sure to include a subject and verb in each sentence.
- Make sure the subject and verb tenses match. ("The child plays." vs. "The children play.")
- Use descriptive adjectives and verbs to help the reader visualize and experience the moment.
- End your story using one of the following transition phrases:
  - "From this experience, I learned..."
  - "I can connect this to my life because..."

# The iButton



Keep an eye out for the iButton for further instructions about the activity.

# Worksheet Button



The Worksheet button allows you to download and print activity worksheets.

# Glossary Terms



The Glossary is your one-stop place to find definitions of words used in the curriculum.

[All](#) | [A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [Submit a glossary word](#)

Search for...

There are currently 176 glossary words in this directory

**abuse**

(noun) The improper use of something; cruel and violent treatment of a person or animal. (verb) To use (something) to bad effect or for a bad purpose; misuse; treat (a person) with cruelty or violence, especially regularly or repeatedly. The older boys continued to tease the younger boy, even when the abuse cause the younger boy to scream.

**accomplish**

(verb) Achieve or complete successfully. Jalissa was able to attend the concert when she accomplished her goal of finishing her homework assignments early.

**accountability**

(noun) Being held responsible. The executive faced accountability for the company's fraud.

**accountable**

(adjective) Responsible, answerable. The young man asked that he be held accountable for folding laundry in order to help his mother.

**administer**

(verb) To manage an event or an organization. Public schools administer standardized tests every year.



Feedback

# **APPENDIX A**

## **Technical Requirements:**

- Windows or Mac OS/iOS
- An up-to-date version of Chrome, Firefox, Safari, Edge, or Internet Explorer  
256 MB of installed RAM (at the minimum)
- Resolution of 1024 X 768 with 32-bit color depth.
- If you'd like to use any of the audio available on DFA, you'll need a sound card and speakers or headphones.
- Some printable resources require additional software that is likely installed on your computer. If not, no problem. You can download Adobe Reader <https://adobe.ly/2JSCgix> for free.
- WiFi with an Internet connection speed of at least 128Kbps is recommended. If you want to connect via a proxy device, it must obey the HTTP/1.1. protocol including all caching and anti-caching directives.