Reaching Out to Help Kids in Bullying Behavior?

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Great time!– I control me!

- Pleasure!
- Time Out!
- Question?
- Let's go to work!!! -- Comfort Zone!

Kids

- How many of you have children of your own?
- Have grand children?
- Have nieces or nephews?
- Every been a child yourself?
- If so, please stand up and shake the hands of the people around you and say –**"Thank you for choosing education!"**

How do you want them treated?

- At school?
- Hallways ? Locker rooms? Lunch lines/tables? Buses? Playgrounds? Restrooms?
- Sporting events?, Music trips? FFA trips?
- Special education rooms? PE class and locker rooms?, Shop classes?
- I could go on and on! Because kids tell me this is where they have been bullied!
- Home, quick trips, church, etc.
- And now internet, cell phones, etc.

My Family

This is why you need to be here today?

- Popular saying – "Students don't care how much you know until they know how much you care."
- The missing two words at the end are –
- **About Them!!!**

This is why you need to be here today?

- Who was your favorite adult at your school, when you were going to school?
- Why?
- The most common answer to that is – **"Someone that took a personal interest in me!"**
- **"Reached out to me!"**
- **"Took time to know me as a person!"**
- **"Went beyond the normal school boundaries!" - "To develop a personal relationship with me!"**

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Coach John Wooden

- Coach Wooden's dad gave him this advice when he was in grade school:
- Don't whine!
- Don't complain!
- Don't make excuses!

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Please find a partner

- Face your partner and introduce yourself!
- Hold your left palm up.
- Take your right index finger and place it in the palm of your partners left hand.
- On the count of three, you try and grab their finger with your left palm and try and pull your right index finger out!

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Relationship Building

- **What really impacts student character is how the child is treated by others!**
  - Those others include us!
  - It also includes one another!
  - Where is this taught?

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Teach the Skills of Peacemaking

- Starting with pre-school, teach peace building!
- It means on-going commitment to be intentional as a community of peace!
- Teaching the skills that help to find, create, nurture and spread peace!
- Children learn peacemaking skills so they can be forces for peace at school!
- **It all starts with us! We model, we correct, and we teach!**

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Teach the Skills of Peacemaking

- **If we think we are preparing the children in our schools to be the leaders of tomorrow's world, we need to teach them how to get along with others!**
- **As a staff, we all have to commit to it!**
- **<u>We know how to do it!</u>**
- **We just need to commit to it!**
- **And then work to fulfill our commitment!**
- **5 days out of 5!**

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We are going to give you some strategies later !

- We have to start day one!
- We have to insist that student treat one another with dignity and respect!
- Treat us with dignity and respect!
- We have to correct and teach this!
- We have to model it!

Modeling Stress

What Everyone Should Know About Bullying?

Why Am I Here?

- **To do away with the myths about bullying.**
- **To help you understand the <u>power you have as individuals</u> and as part of a community to end bullying.**
- **To bring you some ideas about how you can begin to have a more caring/compassionate community.**
- **Make and impact with one!**

What are we going to talk about?

- **What does bullying behavior look like?**
- **What does bullying behavior sound like?**
- **How to help the victim!**
- **How to help the person with bullying behavior!**
- **Where does the witness enter in and how do they feel?– How we can help them!**
- **How does bullying behavior effect school climate?—What is your school climate?**
- **How to use <u>compassion</u> to put an end to bullying behavior!**

Please stand up

- Go find someone in the room and introduce yourself to one another.
- Now go back to your seat and whisper to the person you are sitting by what you think of the person you went and introduced yourself to!
- No not really

First Impressions

- How long does it take to form a first impression?
- 3 to 30 seconds
- If you give a negative first impression, it takes 20 additional positive encounters to change that persons mind!
- Where is this being taught?

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Meeting and Greeting Others

- Initiate the Contact
- Handshake – 3 pumps
- Eye contact
- Facial Expression
- Posture – Lean in – Open- Personal Space
- Energy Level
- Relax
- Tone of Voice
- Dress – Grooming

How others Best hear us:

- Body Language -- 55%
- Tone of Voice -- 38%
- Actual Words -- 7%

Definition: Words and/or actions intended to hurt or dominate others.

Another Definition:

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - either psychologically or physically - or their property, reputation or social acceptance on more than one occasion.

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What is Bullying Behavior?

- **Bullying is characterized by the following three criteria:**
- **A) It is aggressive behavior or intentional harm.**
- **B) It is carried out repeatedly and over time.**
- **C) It occurs within an imbalance of power.**

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What is bullying?

Intentional

Repeated

Unbalanced

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What Bullying is Not!

- **Mutual conflict**
  - In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power.
  - Both parties are upset and usually both want a resolution to the problem.
  - **However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.**

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What Bullying is Not!

- Social rejection or dislike is not bullying
- Unless:
- The social rejection is directed towards someone specific:
  - And involves deliberate and repeated attempts to cause distress, exclude, or create dislike by others.

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Bullying Behavior-- 3 R's

- **Recognize**
- **Report**
- **Refuse**

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Boys different than girls!

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Why and Where???

- Been teaching active learning
- Believe we are missing Art of teaching
  - We teach the science of teaching!
- Books – "Boys in Crisis" by Paul D, Slocumb
  "The Trouble with Boys" by Peg Tyre
  "Raising Boys" – Steve Biddulph
  "Boys Adrift" – Leonard Sax
  "Love and Respect"
  " Five Love Languages"

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Boys in Crisis

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Boys

- One 6A HS – 92% of discipline referrals are boys! -
- 71% of **suspensions** from school are boys.
- 2/3 of special ed. students are boys
- Over 25% of boys don't have dad's at home.
- **K-3 a very critical time for kids in education.**
  - To many times boys lose self-esteem at this age.

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Boys in Crisis

- Girls now out number boys in college graduates.
- **Boys are more likely to tease other boys who embrace academics.**
- The image of males in the media shows violence as a means of solving differences.
- Shows also put boys in position as dummies

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Boys in Crisis

- **Boys without proper male role models are twice as likely to drop out of school.**
- **Twice as likely to go to jail.**
- 30 years ago it was thought that poverty was the largest cause of violence with boys-
  - **Now they believe it is family disruption!**

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Boy growing up!

- Day 1 to 6 – mom
- 6-14 – day plays a huge role
- 14 to adult – other male role models

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Single Parent Family

- When I ask principals to stereotype their number one discipline problem in their school, it almost always comes back the same person:
  - Boy – who is being raised by a single parent mom, where mom has lost control of the boy!
- **We need to help those single parent mom's!**

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RESPECT

- How can a young boys learn to respect girls if they don't have a positive male role model at home?
- If they don't have one, we have to find them one!

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Are we in a cycle?

- Who is doing something about this?
- Mentoring!!!!!
- When we break cycles, think of the difference we make!!!

Personal Accountability

- In the last 50 years, there has been an extraordinary decoupling of marriage and procreation.
- In 1960 about 5 percent of births were to unwed mothers
- **That figure is now a record high of nearly 40 percent.**

Personal Accountability

- We have to teach girls to set their limits and stand by them!
- We have to teach boys to honor those limits!
- Respect!
- Treat ladies as ladies!
- Ladies be a lady!
- Guys be a gentleman!

Tough

Tough Job

Tough Love

Breaking Cycles

More Strategies

- Listen receptively to parents who report bullying and investigate reported circumstances immediately, take appropriate action and report back.
- Let them know that you care about their child and you will do what you can to help!

I think one of the most important things staff can do!!!

- **You as a staff decide what is a bullying problem that your school has that you, the entire staff, can collectively do something about.**
- Then make a pact that all staff will work really hard to be consistent in preventing this bullying problem.

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Here are some interventions I would suggest schools use to reduce teacher bullying:

- Work together as a staff to create a code of conduct for staff.
  - Which methods of discipline, building motivation, and feedback are acceptable?
  - Which cross the line into bullying?
  - Which behavior toward colleagues is out of line?
- When staff discuss and agree on these standards, adult bullies are less likely to believe that their practices are supported by their peers.

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Here are some interventions I would suggest schools use to reduce teacher bullying:

- Work out ways all staff can let each other know when they see anyone have a momentary lapse into angry or otherwise hurtful behavior toward students.
- Sometimes these ways will be based on a code phrase or other signal.

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Here are some interventions I would suggest schools use to reduce teacher bullying:

- Survey staff and students periodically about school climate.
- Include questions about whether staff are treating students respectfully.
- Locations where bullying behavior is going on in our school?

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Recognize the 3 Players

- Victim- Target– Bullied
- Bullying Behavior
- Witness- Bystander

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Three Players

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Reporting vs. Telling/Tattling

- Telling/Tattling means you are trying to get someone in trouble!
- Reporting means you are trying to get someone out of trouble.
- Question? Are you reporting or are you tattling?

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Reporting as a Victim

- This is a way a victim can get some relief!
- Log when someone bullies you and then report!
- If they report we have to let them know that we are doing something about the report!

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Reporting as a Witness/Bystander

- This is a way that a witness can feel like they are doing something.
- They have to feel that they can do this and it will stay private.
  - How? Take the report and research and find others that also witnessed what was reported.
  - When addressing the bullying behavior, talk in terms of witnesses! (more than one)
- **We have to keep private or they will not report!**

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Recognize that person with the bullying behavior!

- We have to find ways to let that person know what they are doing!
- Log their behavior in your room.
- Have other teachers log that student behavior in their room.
- Take that information to your counselor and work with the parents to help change those behaviors!

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Teasing

.

1. Allows the teaser and person teased to swap roles with ease.
2. Isn't intended to hurt the other person.
3. Maintains the basic dignity of everyone involved.
4. Is meant to get both parties to laugh.
5. Is discontinued when person teased becomes upset.
6. Is only as small part of the activities shared by the kids who have something in common.

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Taunting

1. Is based on an imbalance of power and is one-sided.
2. Is intended to harm.
3. Involves humiliating, cruel, demeaning, or bigoted comments thinly disguised as jokes.
4. Includes laughter directed **at** the target not **with** the target.
5. Is meant to hurt the self-worth of the target.
6. Induces fear of further taunting or can lead to physical bullying.
7. Continues especially when targeted kid becomes distressed or objects to the taunt.

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Why do some people bully others?

1. Bullying may be the only way that person knows how to relate to others.
2. Bullies tend to be impulsive and short-tempered.
3. They think others are out to hurt them, so they try to hurt others first.
4. There is a social structure that rewards bullying.

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What Can a Bully Do?

1. Ask yourself: "Why am I doing this?"
2. Try and stop picking on someone for just one day.
3. Learn how to handle your anger.
4. Think about how you would feel if you were the target.
5. Try to get attention by doing something good.
6. Did I treat the person the way they want to be treated?

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What to do if someone thinks you're a Bully!

- Bite your tongue or walk away.
  - Don't tempt yourself.
- Visit with an adult you trust.
  - Have them help observe you.
- Seek other help.
  - Someone that may see another side of you.
    - School counselor, minister.
- Get involved.
  - Activities– sports, clubs, hobbies, volunteer work

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Long Term Effects on the Child Who Has Bullying Behavior

- Delinquency
- Vandalism
- Truancy
- Drug Use
- Domestic Violence
- Criminal Convictions

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What can we do as a staff to help the person with bullying behavior?

- Keep Records
- Talk Privately
- Emphasize the Positive
- Develop a Behavior Contract
- Contact Parents

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You will pick up on it pretty quick!

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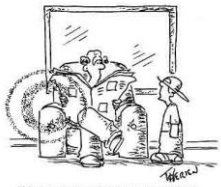
Not Getting Enough Attention at Home



"My teacher noticed you weren't at 'Parent-Teacher' interviews. She wanted to ask you why I never take interest in anything."

Never Promise a kid what you and them talk about will stay between you and them!!!

- My three rules!
- If what you tell me is against the law, I have to report it.
- If you tell me you are going to hurt yourself or someone else, I have to report it.
- If I think reporting what you told me will help you down the line, I will report it!

When do I seek help!

- Let the student know before you visit that if what you talk about is more that you can help them, that you may have to refer to the school counselor or school principal!
- Don't get in over your head!
- I would rather over react and be wrong, than under react and be wrong!

Respect

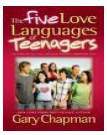
Something I am going to ask you to try.

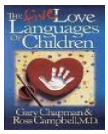
- **Go back to your schools and try this for one week.**
- **Each teacher, administrator, or staff member to be in the hall way in the morning before school.**
- **Greet each kid by name.**
- **Shake their hand, look them in the eye.**
- **Visit with them about something other than academics.**

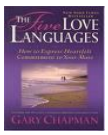
5 Love Languages

based on the work of Gary Chapman

- Authored more than 15 books
- Daily radio program
- Counselor
- Senior associate pastor







Treating people the way they want to be treated!

The 5 Love Languages

- Words of Affirmation
- Quality Time
- Gifts
- Acts of Service
- Physical Touch

Suggestions for Students Against Bullying Behavior--Pledge

- **I will not bully.**
  - **Personal commitment.**
- **I will try to help students who are bullied.**
  - **Actions – ask them to join my group, tell others to stop, report to an adult**
- **When I know someone is being bullied I will report it to an adult.**
  - **Responsible citizens report abuse.**
- **I will include students who are easily left out in my activities.**
  - **Be friendly to others. Sit with someone who is alone.**

STUDENT PLEDGE

- **WE WILL NOT BULLY OTHER STUDENTS.**
- **WE WILL HELP OTHERS WHO ARE BEING BULLIED BY SPEAKING OUT AND BY GETTING ADULT HELP.**
- **WE WILL USE EXTRA EFFORT TO INCLUDE ALL STUDENTS IN ACTIVITIES AT OUR SCHOOL.**

Victim/Target

- Have a difficult time standing up for themselves
- Are made to feel "different" from peers
- Suffer when being picked on
- OVERLY- Quiet, Sensitive, Withdrawn, Passive

Long Term Effects on Targets

- Depression
- Poor self esteem as young adults
- Suicidal Thoughts

New research finds:

Pediatrician Matthew Masiello states the following:

- "Bullying has long been a problem in schools, but what has changed is the culture!"
- **"We live in a society that exposes kids to more and more violence."**
- "Children who are bullied:"
  - "Do worse in school"
  - "Have lower self-esteem"
  - "Are more likely to be absent and to drop out"

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Bully/Victim Facts

- Ninety percent of the students felt being bullied caused **social, emotional**, or **academic** problems.
- Bullying is reported as most severe in grades **7-9** with grades **4-6** next.
- **Ridicule/taunting, verbal harassment, cliques, and practical jokes** are the most frequently reported forms of bullying.
- Majority of kids who are bullied don't turn to violence. They suffer in silence. **One in five** seriously contemplate suicide.

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It can happen so quick!

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Secondary warning signs of being a victim *(target)*

- Is often alone and excluded from peers
- Doesn't seem to have a single good friend
- Is chosen among the last in team games
- Stays close to the teacher during recess or breaks
- Has difficulty speaking up in class
- Shows deterioration of school work

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Other Things Victims Can Do

- **Ignore** - Don't let the bully know they are getting to you. Only so long. Write down what is happening to you. Witnesses.
  - (This is if you are not physically bullied)
- Remember that bullying goes on with lots of people
  - There is nothing "wrong" with you that you deserve this treatment.
  - It is normal for you to feel anger, sadness, fear.
  - You and everyone who is being bullied deserves much better.
  - See yourself in a Positive Way!

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Don't always come to their rescue!

- **Some day your kids are going to need to figure things out for themselves.**
  - Wouldn't it be unfortunate if they found themselves in a dangerous or tempting situation when they get their first opportunity?
- Universities report that this is often the case. Young adults are known to speed dial their parents, hand the cell phone to officials and say, "Talk to my mom. She will straighten this out."

Don't always come to their rescue!

- Don't pass up an opportunity to give your kids practice figuring things out for themselves while they are still young.
- It's tempting in this fast-paced world to do things that kids could do for themselves.
- It's quicker, we're pressed for time, and it feels so good to help them.
- But the bad news is that many parents pass up opportunity after opportunity to say, "I bet you can figure that out. Give it a try; I'll be here later if you need some help."
  - Those parents put their kids at risk for believing unstated messages that say, "I have to do this because you are not capable."

We can't protect them from everything!

- Things are going to happen!
- Doesn't mean that we just sit back and let it go on!
- We take care of things when we can!
- We have to teach resilience skills!

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Teach the Skills of Resilience

- **Resilience refers to the psychological and social skills, that allow human beings to bounce back when they suffer setbacks.**
- **Resilience skills allow us to deal more effectively with the hard things in life!**
- **It is proven that teaching resilience even in a short time commitment, results in long term benefits for those that learn the skills.**

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Teach the Skills of Resilience

- **1.Teaching Empathy by Practicing Empathy**
- **2.Teaching Responsibility by Encouraging Contributions.**
- **3.Teaching Decision-Making and Problem-Solving Skills and Reinforcing Self-Discipline.**
- **4.Offering Encouragement and Positive Feedback.**
- **5.Helping Children Deal with Mistakes**
- **This is why activities are so important!**

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Fighting Does Not Work!

- Adults sometimes suggest that the best way to deal with a bully is to stand up and fight
  - Sometimes it does discourage bullies
  - However, physical violence is a harmful and unsafe strategy
  - One that often leads to even more serious problems
    - *Today's fights are not limited to fists*
  - Avoid fighting! Your life is too precious to risk for something that will be just a bad memory!

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What to do if you are bullied?

- When you report to a school official you will be helping others!
  - You will help other students who are being bullied
  - Might protect future students
  - May prevent a tragedy from happening.
- Try to blend (fit in) in with others
  - Keep people around you if possible
- Get involved
  - School, clubs, sports, organizations, work

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Help for the Child Who Is Picked On *(Staff)*

- **Have a plan for reporting bullying behavior**
  - **What is a plan?**
- **Talk privately**
  - **Why privately?**
- **Help kids resist bullies**
- **Teach assertive skills**

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Key Player– Witness/Bystander

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Bystander / Witness

- Bystander who is part of the Problem!
- Bystander who is part of the Solution!
- Which are you?

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Witnesses of Bullying

- Observe bullying situations
- Make up the majority of students
- Have the power to prevent bullying
- Key player in all of this!

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Bystanders are the Key! "*REFUSE!*"

- ***Refuse to join in!***
  - Bullies are almost always accompanied by followers.
  - Instead of laughing along or teasing- just stay quiet.
  - If you refuse to participate, the bully has less encouragement to continue.

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Other Things for Bystanders to Recognize

- Stand beside the victim!
  - Highly effective way.
    - When someone is being teased or intimidated.
      - Walk over and stand with that person.
      - Simply invite him or her to join your group of friends.
- Strength In numbers!
  - You and your classmates must work with other students, staff, and community to increase awareness.
    - How?

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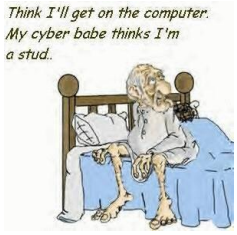
Strategies for Bystanders

- Be someone's friend.
- Listen, talk, communicate.
- Report to adult.
- Include.
- Hot Button.

New Form of bullying!

Cyberbullying



All Kinds of Cyberbullying

Technology has changed!

Cyberbullying

- Cyber bullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices.

What is Cyber bullying?

- Cyber bullying happens when someone:
  - Sends unwanted emails
  - Creates a Webpage dedicated to:
    - Sending a negative message about a victim
    - Making up stories or lies about a victim
  - Uses a chat rooms or an online journal to:
    - Discover or disclose personal information about a victim

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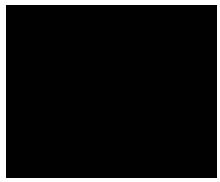
Things we wouldn't say in public



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Cyber bullies use more than just computers…

- Cyber bullying also occurs when students use cell phones or pagers to:
  - Send text messages in order to bully, intimidate or harass another person
  - Send photos to deliberately try to scare, upset, threat, others
  - **Take pictures of themselves and post!**
  - Spread gossip or rumors about a person to other students

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What is cyberbullying, exactly?

- **The methods used are limited only by the child's imagination and access to technology.**
- **The kids often change roles**
  - **Going from victim to bully and back again.**
- Children have killed each other.
- Committed suicide after having been involved in a cyberbullying incident.

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Megan's Pledge

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- Megan Meier was thirteen when she died. She had been cyber-bullied and harassed by others, including, allegedly, by the mother of one of her friends. She felt she had no choice but to take her own life, rather than face the betrayal of her friends and their cruelty.

  Megan is not the first teen to choose suicide over being the target of a cyberbully, but you can help prevent it from happening again.

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  Megan is not the first teen to choose suicide over being the target of a cyberbully, but you can help prevent it from happening again.

News Flash – December 4, 2008

Last week, a jury in Los Angeles convicted Ms. Laurie Drew of three misdemeanor violations of the MySpace terms of service agreement, for which Drew can be fined up to $300,000 and imprisoned for up to 3 years.

Ms. Drew, along with her daughter and another teenage girl, is the Missouri mom who participated in an Internet hoax where she helped create a fake MySpace profile of a fictitious 16-year old boy named "Josh."

"Josh" (i.e., Ms. Drew and the two other teen girls) then carried on an Internet relationship with Megan Meier, a 13-year old neighbor and schoolmate of Drew's daughter.

Megan killed herself when "Josh" ended the relationship and told Megan she was better off dead.

While Ms. Drew was not convicted of cyber bullying that directly or indirectly caused Megan's suicide, this is the first successfully prosecuted case in the U.S. associated with cyber bullying and its devastating consequences!

Lori Drew

- MySpace Verdict Raises Identity Questions
- A federal jury recently issued what computer fraud and legal experts are calling the country's first cyberbullying verdict, convicting a Missouri woman of three misdemeanor charges of computer fraud for having misrepresented herself and tricking a teenager—who later committed suicide—into believing a MySpace acquaintance was real.
- The woman, Lori Drew, posed as a teenage boy on MySpace two years ago and sent first friendly then menacing messages to 13-year-old Megan Meier, who killed herself in October 2006 shortly after receiving a message that said in part, "The world would be a better place without you."
- During the trial, prosecutors portrayed Drew as working in concert with her daughter, who was characterized as Meier's nemesis.
- MySpace's terms of service require users to submit "truthful and accurate" registration information. Prosecutors charged that Drew's creation of a phony profile amounted to "unauthorized access" to the site, a violation of the Computer Fraud and Abuse Act of 1986, which until now has been used almost exclusively to prosecute hacker crimes.

Teachers Bullying?

Classroom Management

Bullying Behavior

Teachers

- Answer the following questions and see what you are?

- Classroom Management?
- Or
- Bullying Behavior

Classroom Management vs. Bullying Behavior

- **Bullying is the practice of being "habitually cruel or overbearing, especially to smaller or weaker people."**
- In other words:
  - Those who can, manage their classrooms.
  - Those who can't, manage their students.

- The former are educators; the latter are bullies.

Classroom Management vs. Bullying Behavior

- Educators let students know they care.
  Bullies let students know who's boss.
- Educators teach self-control.
  Bullies exert their own control.
- Educators set ironclad expectations.
  Bullies rule with whims of steel.

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Classroom Management vs. Bullying Behavior

- Educators diffuse minor disruptions with humor.
  Bullies use sarcasm to turn disruptions into confrontations.
- Educators privately counsel chronic discipline problems.
  Bullies publicly humiliate chronic misbehavers.
- Educators have good common sense
  Bullies are judgmental.

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Classroom Management vs. Bullying Behavior

- Educators help all students feel successful.
  Bullies punish students for being unsuccessful.
- Educators address misbehavior.
  Bullies attack the character of the misbehavers.
- Educators see each student's uniqueness.
  Bullies compare children to one another.

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Classroom Management vs. Bullying Behavior

- Educators treat **all** students with respect.
  Bullies make it clear that not all students deserve respect.
- Educators highlight good behavior.
  Bullies make examples of poor behavior.
- Whale Done: **The more attention you pay to that behavior is the behavior you get in return!**

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Classroom Management vs. Bullying Behavior

- Educators are proactive; they create classroom environments that minimize student misbehavior.
  Bullies are reactive; they blame students for the lack of order in their classrooms.
- Educators educate.
  Bullies humiliate.

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- Educators have confidence in their ability to maintain order in their classrooms.
  Bullies barely conceal their terror of losing control.
- Are you a bully?

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Other Bullying

- Adults bullying other adults
- Is it just a way of the world?
- What can we do?

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Copy of the Contract

CONTRACT TO STOP BULLYING

This contract will be a record of your commitment to reduce bullying in your school. Read each item carefully. Then choose whether you want to sign this pledge. If you decide that you want to help stop bullying, print your name on the line below, and then sign the bottom of the sheet in the space provided. By doing so, you are making a promise to your peers and to your school community. We congratulate you for your brave and important decision!

I, _____ wish to reduce bullying in my school. I agree to:
(Print your name here)

1. Do my best to treat ALL my peers with respect and dignity.
2. Not to isolate, threaten, or harm my peers, or hurtfully tease, exclude, insult, or mock them.
3. Try to prevent or discourage my peers from humiliating, threatening, isolating, or harming others.
4. Try to assist any student who is being mistreated, for the simple reason that it is wrong to be unkind to another human being.
5. If I am comfortable doing so, inform my parent/guardian, teacher, or school administrator when I learn about or see hurtful behavior.

_____ _____
Your Signature *Today's Date*

_____
Your Teacher's Signature

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Bullying Has Always Been Around

- **Two major things are different**:

  Guns are much more available to teenagers than they were 20 years ago.

  We now have wall-to-wall news coverage on TV which allows for copycat violence.

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Similar Terms

- Bullying vs. Teasing
- Tattling vs. Reporting
- Sympathy vs. Empathy

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Three R'S

- RULES - Clear and Consistent
- RIGHTS - Learn in a safe environment
- RESPONSIBILITY - Educators, Parents, Students

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Quick Review for Staff

- Intervene quickly and decidedly in bullying situations.
- Consistently apply consequences. Let kids know that you won't accept bullying behavior.
- Provide generous praise for diffusion of bullying.
- Document everything. Develop a classroom student identification book.

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Strategies You Can Use To Defeat A Bullying Culture

- Establish a bullying prevention coordinating committee.
  - They will coordinate all aspects of a school's violence prevention efforts.
- Administer an anonymous questionnaire.
  - Helps determine the nature and extent of problems
- Improve supervision and outdoor environment
  - Provide an adequate number of adult supervisors
- Involve parents
  - Meetings to make them aware of the schools anti-bullying plan
- Establish classroom rules
  - Involve students in creating these

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Summary

- Bullying can best be tackled with a school-wide program.
- To recognize there is a problem is the first step - to do something about it requires commitment.
- Enlist everyone who has contact with students to be part of a consistent team that gives the same message: BULLYING IS UNACCEPTABLE
- "Easy to say – hard to do."

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Thank You

- A hundred years from now it will not matter what your bank account was, the sort of house you live in, or the kind of car you drove…

  But the world will be a better place because

  you were important in the life of a child.

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