



Strategies for Bullying Prevention

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How it Works (Pg. 2)

❖ Summary:

- Bullying Strategies/Goals
- The 3 Roles Girls Play in a “Friendship Circle”



True Stories (Pg. 3)

❖ Summary

- ❖ Some Information is Most Appropriate for Older Individuals (late elementary/junior high)



Activities/Learning Experiences (Pg. 4)

- ❖ If You Really Knew Me
- ❖ Crossing the Line
- ❖ Positive Feedback



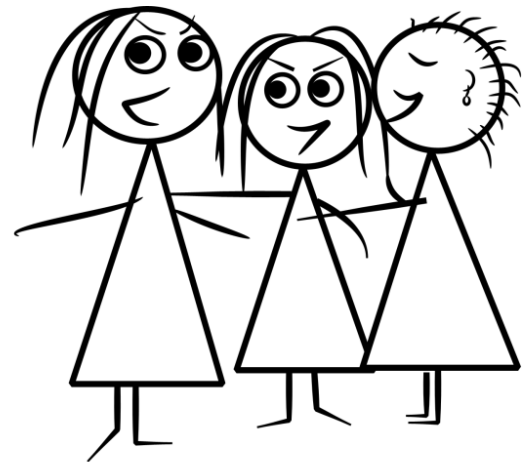
Survey Example (Pg. 5)

- ❖ Produces Valuable Information for Adults
- ❖ Sample and Explanation



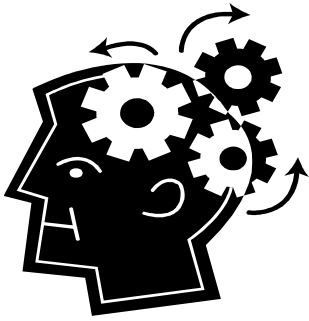
Resources (Pg. 6)

- ❖ Video Clips
- ❖ Books
- ❖ Websites

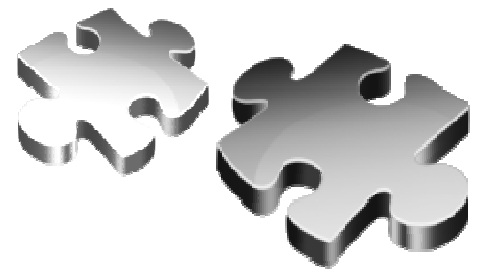


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How it Works



Bullying includes...

1. The mean things you do.
2. The nice things you don't do
(deliberate omissions of compassion).

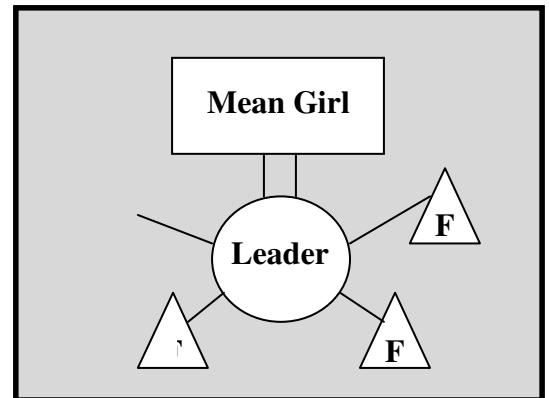
-Jodee Blanco

Basic Facts/Introduction

- ❖ It takes 2 years to reform a bully. It takes 2 months to protect a victim from being bullied.
- ❖ On average, a target is bullied 15 times per day.
- ❖ By helping a victim remove the target on his/her back, you are giving him/her the power to control the situation.
 - We cannot always be there to protect students, but we CAN give them the tools they need to protect themselves.

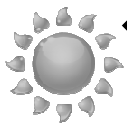
Bullying Strategies/Goals

- ❖ Refer to Diagram →
- ❖ Goal of "Mean Girl":
Maintain control without "Leader" finding out.



△ Follower / Friendship Bond

The 3 Roles Girls Play



❖ Leader

- Never out of the circle because they are the people other girls flock to.
- Image: *The Sun*



❖ Mean Girl

- Attach themselves to Leaders and try to prevent other girls from getting too close.
- The danger is the Leader leaving and taking her friends (Followers) with her. Mean Girls feel they must maintain power over others to keep themselves "safe"
- Image: *Fox*



❖ Follower

- Other girls in the friendship circle. Often are the ones getting "exiled" from the group.
- Image: *Pawn*



True Stories



“Kind words are the music of the world. They have a power which seems to be beyond natural causes, as if they were some angel's song which had lost its way and come to earth.”

-Frederick William Faber



Summary

The following stories are just two examples of teen bullying. While every case of bullying may not result in attempted or completed suicide, the negative, long-lasting effects can be just as devastating.

As adults, it is our responsibility to:

- ❖ Recognize the signs of bullying
- ❖ Act on the bullying we do see/know of
- ❖ Know what and who children and young adults are exposed to
- ❖ Provide children and young adults with the information and tools they need to stay healthy and safe



Example 1: Phoebe Prince, 15

- ❖ Freshman at South Hadley High School in Massachusetts
- ❖ Moved from Ireland
- ❖ Started dating a senior football player
- ❖ Older, popular girls called Phoebe horrible names to her face, over the phone, on Facebook
- ❖ When walking home from school, one of the bullying classmates threw an energy drink at Phoebe. Immediately after, Phoebe went home and completed suicide by hanging herself in the hallway of her family home.

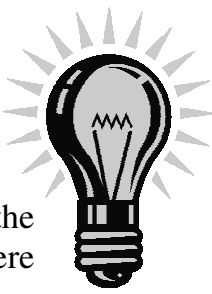


Example 2: Megan Meier, 13

- ❖ History of low self-esteem and depression
- ❖ Began an online friendship with “Josh Evans”
- ❖ Josh claimed to be a 16-year-old male who was homeschooled
- ❖ After a while, the positive conversations turned to insults. Josh would say things such as: “Megan Meier is a slut. Megan Meier is fat.”
- ❖ Completed suicide by hanging herself in a bedroom closet
- ❖ 6 weeks later, Megan’s parents discovered that Josh Evans was actually the mother of Megan’s classmate (and former friend)

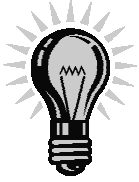


Activities/Learning Experiences



“There are two types of people—anchors and motors. You want to lose the anchors and get with the motors because the motors are going somewhere and they're having more fun. The anchors will just drag you down.”

-Wyland



If You Really Knew Me

- ❖ Explain activity or show activity
 - **Video Clip:** 3:27-4:23 (http://personalgrowthcourses.net/video/challenge_day)
 - Students complete the sentence, “If you really knew me, you would know that...”
 - The goal is to help people see those around them in a more complete way (finding similarities with others, developing empathy for others, etc.)
- ❖ Reflect as a group on the activity—what it is, how it works, what we anticipate it being like.
 - Remind students to only share what they feel comfortable sharing
- ❖ Divide students into smaller groups (no smaller than 4, no larger than 6)
- ❖ Begin. Walk around, provide feedback, encourage students to continue participating, praise students for their honesty and openness.
- ❖ Activity should take 10-15 minutes. End when students have all meaningfully shared.
- ❖ Ask students to reflect on the exercise in their small group. (5 minutes)
- ❖ Reflect as a whole group.



Crossing the Line

- ❖ Similar structure to “If You Really Knew Me”
 - **Video Clip:** 4:23-7:00 (http://personalgrowthcourses.net/video/challenge_day)
 - Students cross the line when a statement that is read is true about them.
 - Create your own “line crossing” questions.
- ❖ Reflect with the group after they cross the line. Ask them for feedback and their observations.
- ❖ This is a great jumping off point for further discussion.



Positive Feedback

- ❖ Divide students into a small group (4-6 people)
- ❖ Provide each student with a blank piece of paper. Tell them to put their name at the top.
- ❖ Students pass their paper to the person on their left, who then writes 1 thing they value in that person on the paper.
- ❖ The paper will eventually get back to the original owner. Ask students to reflect on what they think may be on the paper, what they are thinking about, how they are feeling.
- ❖ Turn over papers and reflect as a group.



Survey Example

“Never look down on anybody unless you're helping him up.”

-Jesse Jackson

line is how many times that
dent has been bullied in the
ous and in a testing
age)

1: *A student who rarely bullies or gets bullied*

Confident
Leader
Has a close group of friends
Parented with “unconditional love”
(nurturing and limits)

1v: *A student who rarely bullies, but often gets bullied*

Sensitive
Parent may attempt to shield from bullying
Parented with “unconditional love”
(nurturing and limits)

2: *A student who often bullies, but rarely gets bullied*

Often a super-achiever, the end result is everything
Great with limits
Sneaky about bullying (kind to teacher, helpful)
Often turn on themselves because of their need for nurturing (often only get it when they do well)
Life feels out of their control—often use bullying for relief/control
Often parented with “conditional love” (lots of limits, not a lot of nurturing)

3: *A student who often bullies and gets bullied*

Often have behavior problems that are easy to spot in a classroom
Show problem behaviors regularly
Often parented with no “love” (no nurturing, no limits)

2-6 Survey Example

This survey will not get anyone in trouble.
This survey will help make our school and bus rides better.
This survey is *anonymous*—no one will know how you answered except for you.

Please be honest.

	Number of times he or she <u>was bullied</u> last week	Number of times he or she <u>bullied someone</u> last week
Student 1	_____	_____
Student 2	_____	_____
Student 3	_____	_____
Student 4	_____	_____
Student 5	_____	_____
Student 6	_____	_____
Student 7	_____	_____
Student 8	_____	_____
Student 9	_____	_____
Student 10	_____	_____

Resources



Video Clips

- ❖ Jodee Blanco's School Presentation
 - Website: http://www.jodeeblanco.com/media_room_video.htm
 - Favorite Clips: [Video 1](#), [Video 7](#)
- ❖ "Hero in the Hallway"
 - Website: http://www.teachertube.com/members/viewVideo.php?video_id=32677
- ❖ "Teen Transformation at Challenge Day"
 - Website: http://personalgrowthcourses.net/video/challenge_day
 - Clip: Until 8:21 (without bad language) or until 15:16 (end of clip)
 - WARNING: Bad language at 8:24



Books

- ❖ Please Stop Laughing at Me by Jodee Blanco*
- ❖ The Hundred Dresses by Eleanor Estes*
- ❖ The Sneetches and Other Stories by Dr. Seuss
- ❖ Chrysanthemum by Kevin Henkes
- ❖ Rabbit and Squirrel: A Tale of War and Peas by Kara LaReau

*Appropriate for Older Students



Websites

- ❖ <http://www.challengeday.org>
- ❖ http://www.mtv.com/shows/if_you_really_knew_me/series.jhtml
- ❖ <http://bullyproofingyouth.com>
- ❖ <http://www.sesameworkshop.org/initiatives>
- ❖ <http://operationrespect.org/index.php>
- ❖ <http://www.stopbullyingnow.hrsa.gov/kids>
- ❖ <http://www.pacerteensagainstbullying.org>
- ❖ <http://www.teachingtolerance.org>

