

Creating a Bully Free Alberta

What Adults Can Do



Alberta

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Creating a Bully Free Alberta – What Adults Can do

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Creating a Bully Free Alberta

Quickly

Jot down your definition of bullying.

Jot down any questions you may want answered by the end of this workshop.

Bullying Hurts

In the space below, write about:

- a time you saw someone else being bullied. Please don't use any names, just tell what happened and how you felt.

You will be asked to share your experience with a partner.

So What is Bullying?

Definition of Bullying

Bullying occurs whenever there is:

- repeated and consistent negative actions against another
- an imbalance of power (physically, verbally, or socially) between the child who bullies and the target
- contrasting feelings between the child who bullies and the target as a result of the bullying episode (the child who bullies may feel excited, powerful or amused while the target feels afraid, embarrassed, or hurt)
- bullying is not a discipline problem; it is a relationship problem

How to explain bullying to younger children

Bullying is when people are mean to someone or hurt them on purpose. This also happens over and over again in a way that this person doesn't like.

Source: Alberta Resource Centre for Quality Enhancement, 2005

How Common is Bullying?

Did you know:

- bullying occurs on average every seven minutes
- each bullying episode lasts about 17 seconds
- one in seven boys (14 per cent) between 4 and 11 years of age bully others, one in 20 (5 per cent) are children who are bullied
- one in 11 girls (9 per cent) between 4 and 11 years of age bully others, one in 14 (7 per cent) are children who are bullied
- among boys, bullying is usually physical and involves hitting
- among girls, bullying is more subtle and includes gossiping, or exclusion from certain groups
- the majority of bullying happens on or close to school buildings
- bullies often target children who are alone
- bullying usually stops when it is reported and acted upon
- the emotional scars from bullying can last a lifetime

***60 per cent of kids who are identified as bullies by the age of 8 will have a criminal conviction by the age of 24.**

***Children who are bullied are usually too scared to ask for adult help.**

Source: Canadian Association for Health, Physical Education, Recreation and Dance 2005

What Is Bullying?

Most children have a good idea of what bullying is because they see it every day.

The four most common types of bullying are:

Verbal Bullying:

Name calling, sarcasm, teasing, spreading rumours, threatening, making references to ones culture, ethnicity, race, religion, gender, or sexual orientation, unwanted comments.

Social Bullying:

Mobbing, scapegoating, excluding others from a group, humiliating others, gestures or graffiti intended to put others down.

Physical Bullying:

Hitting, poking, pinching, chasing, shoving, coercing, destroying, unwanted sexual touching.

Cyberbullying:

Using the internet or text messaging to intimidate, put down or spread rumours about someone.

Source: www.bullyfreealberta.ca

Remember bullying is a relationship issue. It occurs whenever there is **repeated** and **consistent** negative actions against one another. It is an imbalance of power between the child who bullies and the target.

Contrasting feelings between the child who bullies and the target as a result of the bullying occur.

Source: "Heart of the Matter," Alberta Education, 2005

Common Myths

Myth #1: Children have to learn to stand up for themselves.

Reality: Children who get up the courage to complain about being bullied are saying they cannot cope with the situation on their own. Treat their complaints as a call for help. In addition, it is important to provide children with problem solving techniques and assertiveness training to deal with difficult situations.

Myth #2: Children should hit back – only harder.

Reality: This could cause serious harm. People who are bullies are often bigger and more powerful than their victims. This also gives children the idea that violence is a legitimate way to solve problems. Children learn how to bully by watching adults use their power for aggression. Adults have the power to lead by positive example.

Myth #3: It builds character.

Reality: Children who are bullied repeatedly have low esteem and do not trust others.

Myth #4: Sticks and stones can break your bones but words can never hurt me.

Reality: Scars left by name calling can last a lifetime.

Myth #5: That is not bullying. They're just teasing.

Reality: Vicious taunting hurts and should be stopped.

Myth #6: There have always been bullies and there always will.

Reality: By working together as adults, teachers, children and youth we have the power to build a better future for our children. It takes time to change a culture and we need to work together to change attitudes about bullying.

Myth #7: Kids will be kids.

Reality: Bullying is a learned behaviour. That is why it is important we change attitudes toward violence.

- Bullies don't come out of the womb as bullies
- How a kid is wired (inborn temperament) is a factor

Source: www.bullyfreealberta.ca

The Makeup of a Bully

What we know for sure?

- Bullying is a learned behaviour
- Most of us can learn positive behaviours
- Power is very reinforcing for most human beings
- Adults are responsible for role modeling positive behaviour
- We can predict when and where bullying is likely to occur
- We can use this knowledge to prevent bullying

Seven kinds of bullies

1. Confident Bully
 - Big ego (as supposed to a strong one), inflated sense of self, a sense of entitlement, a penchant for violence and no empathy for his/her targets.
2. Social Bully
 - Uses rumour, gossip, verbal taunts and shunning, is jealous, has poor sense of self (hides his/her feelings and insecurities in a cloak of exaggerated confidence and charm), devious and manipulative, lacks true empathy, may be popular; not trusted.
3. Fully Armored Bully
 - Cool, detached, little emotion, strong determination to carry out his bullying; constantly looks for opportunities to bully when no one will see him or stop him; vicious and vindictive toward his target BUT charming and deceptive in front of adults. (“Flat” affect: feelings buried very deep)
4. The Hyperactive Bully
 - Usually struggles with academics and has poorly developed social skills, usually has a learning disability, doesn’t process social cues accurately, often reads the wrong intent to innocent actions, reacts immediately, tries hard to make friends using the wrong techniques.

5. The Bullied Bully
 - Both a target and a bully, bullied and abused by adults or older kids, bullies to get some relief from her own feelings of powerlessness, strikes out viciously at those who hurt her and at weaker or smaller targets.
6. Bunch of Bullies
 - Group of friends who collectively do something they would never do individually to someone they want to exclude or scapegoat, usually a group of “nice kids” who know that what they did was wrong and that it hurts, **STILL UNACCEPTABLE**.
7. Gang of Bullies
 - Scary (not a group of friends), a strategic alliance in pursuit of power, control, domination and turf, join to become a part of a family, usually a lack of empathy and remorse.

Source: B. Coloroso, 2002

The Common Thread

- ✦ Bullying is a relationship problem
- ✦ Bullying is about contempt
- ✦ Bullying is arrogance in action
- ✦ Kids who bully have an air of superiority that is often a mask to cover up deep hurt and a feeling of inadequacy
- ✦ Bullying is an excuse to put someone down so they can feel “up”

Range of Bullying

Mild _____ Moderate _____ Severe

Range of Contempt

Disregard _____ Scorn _____ Hate

Source: Coloroso, 2002

Who gets Bullied?

When a bully feels a need to put someone down in order to feel superior or to confirm the superiority status, it doesn't take much to find an excuse to target someone.

1. Kid who is new on the block.
2. Kid who is submissive – anxious, lacking in self confidence and easily led.
3. The kid who already has been traumatized and finds it hard to ask for help.
4. Kid who has behaviour others find annoying.

5. The kid who is unwilling to fight.
6. The kid who is shy.
7. Kid who is rich or poor.
8. Kid whose race or ethnicity is viewed by the bully as inferior (deserving of contempt).
9. Kid whose gender/sexual orientation is viewed by the bully as inferior (deserving of contempt).
10. Kid whose religion is viewed by the bully as inferior (deserving of contempt).
11. The kid who is bright, talented, or gifted –targeted because they stand out – “different”.
12. The kid who is independent and unconcerned about social status, doesn’t conform to the norm!
13. The kid who expresses emotions readily.
14. The kid who is fat or thin, short or tall.
15. The kid who wears braces or glasses.
16. Kid who has acne or any other skin condition.
17. Kid with physical and/or mental disabilities.
18. The kid who is in the wrong place at the wrong time – attacked because the bully wanted to bully on someone right then and there.
19. The kid who finds the victim role reinforcing.

Source: Coloroso, 2002

Why Kids Don't Tell

1. They are ashamed of being bullied (boys are less likely than girls to tell an adult).
2. They are afraid of retaliation (the fear and the implied or actual threats of retaliation combine to foster “the code of silence”).
3. They don't think anyone can help them.
4. They don't think anyone WILL help them (they are told to get along with the bully, to stay out of his way, to fight back, and not to be a “wimp”).
5. They have bought into the lie that bullying is a necessary part of growing up.
6. They may believe that adults are part of the lie, since it is not only kids who are bullying them. Some of the adults in their life may bully them too.
7. They have learned that telling is not cool.

Kids might not tell an adult outright that they are being bullied for any or all of the reasons listed above.

Your “gut” is your best indicator. Watch for clues.

Source: Coloroso, 2002

The Bystander

We know that:

- ✦ Peers are involved in some capacity in 85 per cent of bullying episodes
- ✦ Peers reinforce the bullying in 81 per cent of bullying episodes
- ✦ Peers were active participants in 48 per cent of the bullying episodes
- ✦ Peers intervened in only 13 per cent of bullying episodes in which they were present
- ✦ When peers do intervene, bullying stops in 10 seconds

Source: Pepler & Craig, 1995

What are the reasons for not intervening?

1. The bystander is afraid of getting hurt.
2. The bystander is afraid of becoming a new target of the bully.
3. The bystander is afraid of doing something that will make the situation worse.
4. The bystander does not know what to do. He hasn't been taught ways to intervene, to report the bullying, or to help the target. Just as bullying is a learned behaviour, so must children be taught ways to stop it.

Have you heard these excuses before?

The bully is my friend... It's not my problem... This is not my fight... She is not my friend... He's a loser... If I help this loser, I'll lose my own status in the ground... He deserved to be bullied... He asked for it... He had it coming... Bullying will toughen him up... I can't be a rat... It's better to be in the "in group" than to defend the outcasts... It's too big a pain in the brain...

Source: Coloroso, 2002

It is important that kids understand they are responsible for helping to create a safe, caring, and respectful environment.

Why Some Kids Do Not Bully

1. They feel bullying is wrong.
2. They have a high level of empathy.
3. They have social skills that enable them to get what they want without resorting to bullying.
4. They are occupied and enjoying what they are doing.
5. They feel they are successful.
6. They see the role they fill as being inconsistent with undermining others.
7. They have been exposed repeatedly to positive modeling.
8. They believe that bullying others doesn't pay.
9. They have enjoyed positive experiences in the home and generally feel positive toward others.
10. They have internalized moral principles that are incompatible with bullying.
11. They feel obliged to accept the rules of the school which indicate that bullying is not acceptable.

Source: Rigby, 2001

Effects of Bullying

Bullying is unacceptable.

It is not a fact of life.

BULLYING HURTS!

Bullying can have long term physical and psychological consequences.

Look out for:

- withdrawal from family and school activities
- shyness
- stomachaches
- headaches
- not able to sleep
- sleeping too much
- being exhausted
- nightmares
- social isolation
- negative view of self
- increasing difficulty with school achievement

If bullying isn't stopped, it also hurts the bystanders, as they are afraid they may be the next victim. Even if they feel badly for the person being bullied, they do not get involved in order to protect themselves or because they do not know what to do.

In the long run, children who learn they can get away with violence and aggression continue to do so as they experience a higher chance of getting involved in dating aggression, sexual harassment or criminal life.

BULLYING CAN HAVE AN EFFECT ON LEARNING

Stress and anxiety caused by bullying and harassment can make it more difficult for kids to concentrate and focus.

BULLYING CAN LEAD TO MORE SERIOUS CONCERNS

Bullying is painful and humiliating, and kids who are bullied feel embarrassed. If the pain is not dealt with, it can lead to more serious things.

Source: www.bullyfreealberta.ca and "Heart of the Matter," Alberta Education, 2005

Something To Think About

Bullying is very much a group phenomenon, with 85 per cent of bullying taking place in the presence of others. When children and youth observe bullying, several things happen.

- Aggressive behaviours are modeled by someone who appears to be more powerful
- More positive peer attention is paid to the student who bullies than the student who is bullied
- The presence of others makes it seem that several people are involved

We can look at this two ways:

Even though children and youth report that watching bullying makes them feel uncomfortable, observing these incidents may actually make children and youth more likely to engage in bullying themselves, especially if these children and youth feel the lack of status in their own peer group.

On the other hand, when onlookers do intervene, they are often effective in stopping bullying.

If the school community values and encourages active intervention in bullying situations, children and youth are more likely to challenge bullying behaviours rather than be inactive.

By providing children and youth with the skills and confidence to intervene in bullying situations, schools play an important role.

Source: "Heart of the Matter," Alberta Education, 2005

What Communities Can Do

- Walk Your Talk
- Show Interest
- Be On The Alert
- Anticipate Problems
- Teach “Self Power”
- Sweat Some of the “Small Stuff”
- Antidotes to Bullying (Coloroso 2002)
 - Be a friend, have a friend
 - A strong sense of self
 - Belong
- Work together for the common good (school & communities)

Strategies If A Child Is Being Bullied

Teaching Self-Power



Stand up for yourself in appropriate ways.

Ask a friend or adult for help.

Figure out your choice.

End it calmly.

Key Messages For Children & Youth Self-Power

- Coping with bullying can be difficult, but remember, there are ways to stand up safely.
- Telling an adult is not ratting.

Stand Up For Yourself

Do:

- stand proud
- make eye contact
- use a calm and assertive tone
- tell the person who is bullying you to stop
- walk away

Don't:

- put yourself down by saying "I'm a loser" or "Everybody hates me"
- ignore the bullying
- show you are upset
- escalate the situation by matching the bullying behaviour

Use: Talk, Walk, Squawk

- straight talk
- walk away
- "stop (name)" "I don't like it" "leave me alone"

Ask A Friend Or Adult For Help

Do:

- ask a friend to help you
- make sure you are part of a group
- ask adults for help and keep asking until you get it. keep them informed
- play or socialize in areas with adults nearby

Don't:

- think it's ratting to ask for help
- suffer in silence, SILENCE ALLOWS IT TO CONTINUE

Use:

- a calm voice to explain what happened

Figure Out Your Choices

Do:

- think about different ways to handle it
- humour can be helpful but it could also make things worse. Trust your instincts.
- avoid unsafe situations, and identify a safe place you can go to if you are being bullied
- realize that it is not worth getting hurt to save possessions
- develop and use your good judgment – your good common sense

Don't:

- suffer in silence

Use:

- Problem solving skills to figure out how to resolve the situation. Should you stand up or walk away? Should you ask a friend to help or find an adult to tell? Use your good judgment.

End It Calmly

Do:

- refuse to listen or believe anything the person bullying said
- treat the person bullying the way you would like to be treated
- think about what you have learned

Don't:

- fight or name call
- hold grudges

The Golden Rule:
"Treat others as you would like
to be treated."

Source: www.bullyfreealberta.ca

Strategies If A Child Is A Bystander

Teaching Self-Power



Care about others.

Ask an adult for help.

Remember to reach out.

End it.

Key Messages For Self Power

When Others Are Bullied:

If you see someone being bullied you can use the **CARE SOLUTIONS**.

Care About Others

Do:

- ask yourself how you would feel if the bullying was happening to you
- step in and offer to help the victim when it is safe to do so
- tell the person who is bullying to stop it
- put your arm around the person who is being bullied and walk away with them
- give the victim ideas to solve the problem
- invite the person to hang out with you and your friends
- tell the victim something you like about them – you can really make a difference in that person's life

Don't:

- tell the victim it's no big deal
- walk away without helping
- watch the bullying without getting involved - - - watching bullying is like you are doing it yourself
- use your power in an aggressive way to stop the bullying – set a good example for others

Ask An Adult For Help

Do:

- go tell an adult and ask for help
- let your friend know it is not ratting to report the bullying

Don't:

- handle it yourself by bullying back
- discourage the adult from telling an adult

Remember To Reach Out

Do:

- check with the person regularly to show that you care
- treat everyone the way you want to be treated, including the bully

Don't:

- ignore a person who has been bullied
- get friends to fight with the bully. Instead encourage your friends to befriend the person who got bullied

End It

Do:

- let the person know you are willing to help with any future bullying problems
- trust them to let you know when help is needed
- be a mentor . . . develop a reputation for being a person who uses their power in positive ways to help others
- be a leader

Don't:

- keep coming up to the person daily to see if the bullying has started again
- underestimate your ability to use your power to make a difference in the lives of others

Source: www.bullyfreealberta.ca and www.teamheroes.ca

How Adults Can Help

What Can We Teach Adults About Bullying?

STAY COOL. CHILL OUT.

Ask:

If you suspect the child is being bullied, ask them directly. Are there any bullies in your class, on your team or in the neighbourhood? What kinds of things do they do or say? Who do the bullies pick on? Do they ever bully you?

If the answer is yes – here are seven ways to take action right away.

1. **Offer comfort**

Let the child know you are there to support them, and that you will do all you can to help them feel safe.

2. **Work with the appropriate authorities**

Contact the school, coach or community group leader immediately to make sure the situation will be monitored.

3. **Make arrangements for safety**

Identify a safe adult and a safe place so the child knows where to get help. If it is on the way to school, arrange for the child to go with older, supportive children, or take it upon yourself until the threat of bullying is gone.

4. **Help develop confidence**

Create "Circles of Support" for the child. If the child is shy or doesn't have friends, encourage them to participate in clubs or social groups. Encourage the child to learn to socialize with other children, one child at a time. Suggest the child contact another student the night before to ask if they would like to play at recess or noon.

Children who bully tend to pick on children who are isolated. Help the child develop confidence in his/her social skills. Tell the child to join a group and not be alone in an area where bullying is likely to occur.

5. **Practice effective responses**

Explain that crying or getting upset only encourages bullying. Work with the child to develop effective responses to bullying situations. For example, they could say, "no" firmly or have a reply ready for the bully's usual taunt. Younger children like the Talk,

Walk, Squawk strategy:

- Talk – make a clear statement to the bully
- Walk – walk away
- Squawk – tell an adult

6. **Build self-esteem**

Create opportunities for the child to do something well – a task, a sport or hobby.

Research shows that kids who survive bullying had at least one adult supporting them, and the child realized that he or she was competent in something.

7. **Communicate**

Encourage the child to talk with you about his/her feelings and ideas.

Source: www.bullyfreealberta.ca

What Can We Teach Other Adults About Bullying?

What adults should not do:

1. **Don't minimize, rationalize, or explain away the bully's behaviour.**

If you do, you are inadvertently telling the child he or she is all alone in this.

2. **Don't rush in to solve the problem for the child.**

Unless the child is in physical danger, your taking over the situation will convey to the child he or she is helpless, and convey to the bully that the child really is a vulnerable target. Ensure the child, but also teach the child how to fend off and stand up to the bully in appropriate way.

3. **Don't tell the child to fight back.**

Don't teach the child that fighting is the answer. Defend, yes. Be assertive, yes. But tell him or her to use his or her head and feet first. "This is a dumb place to be, I'm out of here". "Kids who act assertively are more successful in counteracting the bully than those who fight back.

4. **Don't confront the bully or bully's parents alone.**

The bully learned to bully somewhere, maybe from adults. He or she may be defensive, uncooperative and blame the victim. Enlist the help of the school coach or community group leaders.

Source: www.bullyfreealberta.ca

How can I tell if my child is bullying others?

Children who bully may exhibit these 10 behaviours:

1. Using verbal or physical aggression to deal with conflict.
2. Coming home with items or money that don't belong to them.
3. Hanging around with other children who appear aggressive.
4. Having a hard time expressing feelings.
5. Being unable to play cooperative games with others.
6. Becoming angry when they lose a competitive game.
7. Talking about "getting even" with others.
8. Reacting to questioning with anger or avoidance.
9. Playing inappropriately with much younger children.
10. Putting down other children in conversations.

What can I do if a child I know is bullying others?

A child who bullies must learn it is unacceptable and there will be consequences. If you learn a child is bullying, here are 11 ways to take action:

1. Stay calm

Try to get as much information as you can from teachers and others about the child's behaviour. Avoid blame and focus on potential solutions.

2. Be firm

Let the child know firmly that bullying is not acceptable, and that it must stop. Discuss positive and negative power, and how his or her actions can be helpful or hurtful. Stress that you still care for them and will help them to change the bullying behaviour.

3. Ask why

Talk to the child about how bullying affects the victims. Ask the child how he or she would feel if they were being bullied. Ask why he or she bullies others and what might help to change that behaviour.

- 4. Encourage expression**
Encourage the child to express his or her feelings. Find out if there is something troubling the child and try to help solve the problem.
- 5. Use non-violent consequences**
Work out an effective, non-violent consequence that is appropriate to the child's actions and age. For example, take away a privilege.
- 6. Aid reconciliation**
Work out a way with the child to help make up to the victim for the bullying.
- 7. Set rules**
Keep an eye on the child's activities, whereabouts and friends. Set clear but reasonable rules, and give immediate feedback on progress.
- 8. Seek help**
Cooperate with the school, coach or community group leader in working to change the child's aggressive behaviour. Keep in touch with teachers/counsellors to find out how he or she is doing.
- 9. Spend time**
Spend time with the child and offer praise when he or she shows non-violent, responsible behaviour. Work with them to find non-violent ways to deal with anger and "let off steam."
- 10. Monitor TV**
Make sure the child does not see violence between family members and monitor television and video-game playing for violent content. Encourage discussion about suitable role models and heroes.
- 11. Reflect**
Examine your own behaviour to see if you are using your power appropriately. Remember that you are a powerful role model in the child's life. Practice healthy interpersonal skills.
- 12. Specifically Reinforce**
Provide positive reinforcement when you observe the child engaging in peaceful behaviours. "Catch them being good."

What if a child is a witness to bullying?

Children who see another child being bullied may be reluctant to interfere or tell adults for fear that the bully will try to get even with them. But silence encourages bullying. If the child witnesses bullying, here are five ways to take action:

1. Set a caring example

Talk with the child about how the victim must feel. Try to help them feel empathy for others. Set a good example by letting the child see you care for others.

2. Encourage support

Talk with the child about the importance of standing up for others. Point out that if enough children stand up to the bullying, the bullying will stop or decrease.

3. Explain the need to tell

Encourage the child to report bullying to an adult. Explain that there is a difference between tattling and reporting to prevent another child from being hurt.

4. Encourage solutions

Get the child to talk about what might stop someone from bullying. For example, they might create a distraction by changing the subject or suggesting a game.

5. Help assess the situation

Encourage the child to speak up for a bullying victim. But also help them determine when a situation is dangerous enough to go for help immediately.

6. Telling is not ratting.

Source: www.bullyfreealberta.ca

Tips To Combat Bullying

Tips for Adults:

- Take complaints about bullying seriously.
- When a child raises a concern, make sure the child feels comfortable talking about it.
- Don't make assumptions. Gather information and try to make the child know their concerns are being heard.
- Help them to know they don't have to face it alone and it is not their fault this is happening.
- Do not over react and storm into the situation. Remain calm. Chill.
- Take a problem solving approach.
- The family should remain non confrontational.
- Approach the school from the perspective of needing to resolve something, needing to get help on something.
- Talk to the teacher, coach or community leader and work with others to work it out.
- It is not a good idea for adults to take matters into their own hands and confront a bully or the adults of the bully. It is important to use the problem solving approach.
- To counter the effects of bullying, find ways to tell the child he or she is valued and important and help them develop skills and interests that will balance the negative feelings.
- Increase the child's circle of friends so they are not isolated. (Children who are often bullied are often new to a school or different from the other children, or vulnerable).
- Make sure the child is not reacting to the bullying in ways which are entertaining to bullies, such as crying, having a temper tantrum, chasing them and whining.
- It is better to walk away, join a group of friends, do something fun, so the effect of bullying isn't what the bully wants.
- Help the child find their SELF POWER.

Source: Dr. Marliss Meyer

Developing Bullying Prevention Initiatives

An effective bullying prevention initiative:

- takes a community or school wide approach
- is a collaborative effort
- creates a shared understanding about bullying
- assesses the extent of the bullying behaviour prior to and after the implementation of interventions
- helps adults to develop the knowledge, skills and language they need to respond to bullying
- focuses on prevention rather than punishment
- addresses codes of conduct
- includes strategies for implementing, monitoring and evaluating the initiative.

Elements of a Bullying Prevention Initiative:

- gather data
- involve children and youth
- involve adults
- create an antibullying statement
- if at school, develop a supervision plan
- develop a response plan
- involve community
- monitor progress

Source: "Heart of the Matter," Alberta Education, 2005

Guided Practice

1. A group of four sixth-grade girls chat informally in their home room prior to the start of the day. Sally invites two of the girls to her birthday party to be held at the local pizza parlor. Jane, though standing with the group, is not asked to the party.

You are the parent of Jane.

Questions:

- a. What is Sally's problem?

- b. What do you believe Jane was thinking and feeling during the conversation?

- c. Jane comes home hurt. Is there anything she could do that would help?

- d. Suggest some "inner" messages Jane could say to herself that might help the situation.

2. Your son was a disengaged onlooker who watched a bunch of bullies rough up another boy and told you, “It’s not my problem. That’s not my fight”. How can you help him move out of the role of bystander?

3. Behind in reading since first grade, called “stupid” and “dumb”, often excluded from peers, Meghan (an eight year old) was desperate to belong to the popular group. The leader of the popular girl’s group told her she could join the group if she would pull her pants down in front of the boys. If she didn’t pull her pants down, the bigger girl in the popular group would make sure no one would play with her.

Meagan reluctantly pulls her pants down. The principal couldn’t get Meghan to tell her why she would do such a thing. When her father arrived, he found Meghan curled up in the office chair sobbing. It’s your turn to be Dr. Phil.

a. What would you say to Meghan’s father?

b. What message do the adults of the leader of the popular group need to hear?

c. How could we convince the adults of the children and youth who were bystanders that they need to get involved? How do we do this?

d. What action can the school take? What action can the community take?

4. LeAnn sees Jason, Parmjit, and Terry standing by the door to the classroom. She wishes she didn't have to walk past them on her own, but her friends have already gone in to class. Lately, these children and youth have been bugging LeAnn.

Whenever they see her they tease her about her hair, her glasses, her height, or they make put-downs about the way she looks. Sometimes they make quacking sounds and say she walks like a duck, or they just make rude noises when she walks by. In class they are always whispering about her, making faces at her, or leaving notes on her desk. When the teacher asked Jason what was going on, he said he was just asking to borrow an eraser.

Last night someone phoned her house and made rude sounds into the phone.

a. You are the parent of LeAnn. What are you going to do?

5. Edward has tried to make friends with the boys in his class, but they ignore him and seem to laugh at him behind his back. Last week, during P.E., Henri imitated the way Edward ran in the relay race. Edward saw Steve and the other boys laugh. Later, during silent reading, Henri told Edward that they lost the race because Edward was too slow. Over the last few days, Henri has started calling Edward names like “fatso” and “pig,” and has told him to go on a diet.

Edward is afraid to tell the teacher, because Henri always does this when the children and youth aren't supposed to be talking or when they are alone. Edward can't seem to concentrate on his schoolwork and has been getting into trouble with the teachers for not handing in his work on time, or sometimes not at all.

- a. You are Henri's parent. You have been made aware of your son's behaviour. What is your plan to solve this problem?

6. William seems to get into trouble a lot. Then he says that it's not his fault. Sometimes he cries, even though he's in grade six. That's why no one wants to be his friend, even though William wants so much to fit in and have friends.

Joanne, Omar, Leslie and some others know that it's easy to get William upset. They often hide his jacket or take things out of his lunch. Joanne and her friends tease William, saying nasty things about him and to him. Last week they wrote mean things about him on the sidewalk in front of the school. Omar and Leslie bump into him in the hallway or on the playground, or push him down and kick him. Sometimes William gets so upset, he starts to cry. Other times he throws things, yells or hits back. That's when he gets into trouble.

- a. How do you think William feels?

b. What are the ways Joanne, Steve, Leslie and others have been bullying William?

c. What key messages should the school and community be giving?

At the beginning of the session, you were asked to quickly jot down a definition of bullying. Go back and check it. Has it changed?

At the beginning of this session you were also asked to jot down a question you wanted answered. Please refer back to the question(s) you wrote. Have they been answered? If not please come and see us.

The Goose Story

Next fall when you see geese heading south for the winter flying along in a “V” formation, you might be interested in knowing that science has discovered why they fly that way. It has been learned that as each bird flaps its wings, it creates an uplift for the bird immediately following. By flying in a “V” formation, the whole flock adds at least 71 per cent greater flying range than if each bird flew on its own. (People who share a common direction and sense of community can get where they are going quicker and easier, because they are traveling on the thrust of one another).

Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone, and quickly gets into formation to take advantage of the lifting power of the bird immediately in front. (If we have as much sense as a goose, we will stay in formation with those who are headed the same way we are going.) When the lead goose gets tired, he rotates back in the wing and another goose flies point. (It pays to take turns doing hard jobs – with people or with geese flying south.) The geese honk from behind to encourage those up front to keep up their speed. (What do we say when we honk from behind?)

Finally (Now I want you to get this), when a goose gets sick, or is wounded by gun shots and falls out, two geese fall out of formation and follow him down to help and protect him. They stay with him until he is either able to fly or until he is dead, and they then launch out on their own or with another formation to catch up with the group. (If we have the sense of a goose, we will stand by each other like that.)