

Is it Rude.... Mean.... or Bullying?

Presented by:

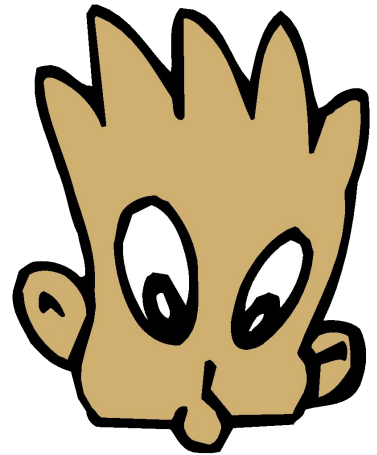
Nicolette Bendick, Middle School Counselor, Cassidy Pytash, Elementary Social Worker,
and Maureen Shaw, High School Counselor

Opening Circle

What is one word you think of when you think of bullying?

Bullying: What is it?

- When someone keeps being mean to someone else on purpose. It's repetitive (more than once)
- It's unfair, one-sided, and an imbalance of power



ARE YOU a BULLY? DID YOU...



SAY or DO something
HURTFUL by ACCIDENT?
That is RUDE!



SAY or DO something
HURTFUL on PURPOSE?
That is MEAN!

SAY or DO something
HURTFUL on PURPOSE,
OVER and OVER again,
EVEN when TOLD to STOP?
That is BULLYING!

STOP
BULLYING
STAND UP. SPEAK OUT.

Examples of Bullying

- Repeatedly hurting someone's body or belongings
- Consistently using words to hurt someone's feelings
- Leaving someone out on purpose continuously
- Getting others to be mean to or excluding someone over and over again

Bullying or Conflict?



Scenario:

A classmate isn't looking where she's going as she's walking down the hall, and she runs right into you. Your books and hers fall across the floor. "Hey! Watch where you're going!" she says. "No!" you answer. "You watch where you're going!"

Is this Bullying or Conflict?

Conflict



Bullying or Conflict?



Scenario:

Every day when you are walking home from school, another fourth-grader walks behind you and calls you names. When you walk faster, he runs ahead of you and yells mean things back at you.

Is this Bullying or Conflict?

Bullying



The Three R's of Bullying

- **Recognizing**
 - Is this considered bullying or is it conflict?
- **Reporting**
 - Telling a caring adult
- **Refusing**
 - Being assertive- to not let something happen

Recognizing

- Knowing and understanding what bullying is when you see it.
 - Being mean over and over on purpose
 - One-sided
 - Continuous
 - Imbalance of power

Reporting

- Telling an adult about what's happening to you or someone else
- When you report bullying, you need to be assertive.
 - Stand up tall
 - Face the person you're reporting to
 - Use a strong, respectful voice
 - Practice makes perfect

Reporting

- “Snitching/Tattling” vs. Reporting
 - When someone is *snitching* their intention is to get someone in trouble. When someone is *reporting* their intention is to keep someone safe. Safe can mean safe from being hurt on the outside or safe from hurt feelings on the inside.
- Report bullying to a caring adult (identify adults at school and at home that you can talk to).

Refusing

- To not let bullying happen/telling someone to stop
- When refusing bullying, be assertive:
 - Stand up straight
 - Face the person you're refusing
 - Use a strong, respectful voice
 - Practice makes perfect
 - For Bystanders and Victims

Refusing

- Practice makes perfect
 - Just like anything in life, the more you do something, the better you get at it.
 - Role-play with a trusted adult
- Important life-skills to practice and master:
 - Assertiveness
 - Communication
 - Confidence

Bystander Power

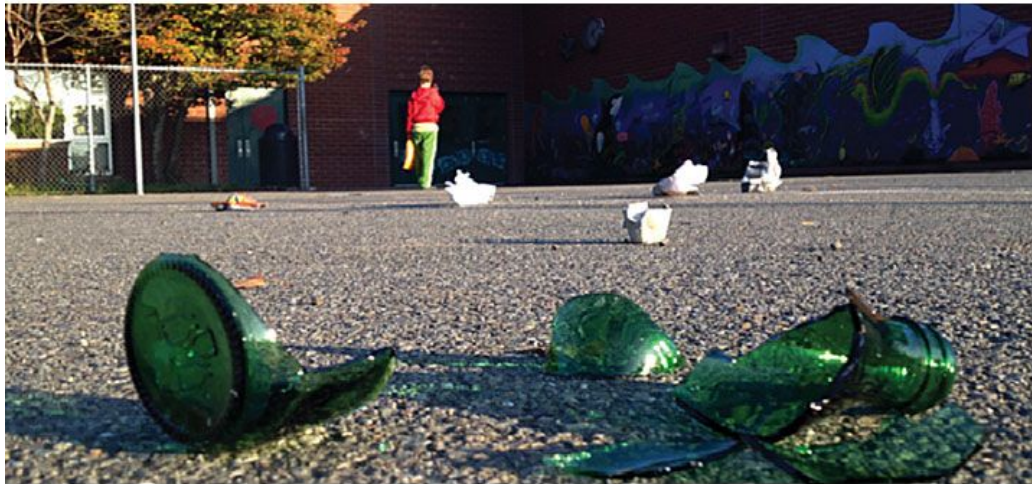
Bullying is everyone's problem. It's everyone's responsibility to do the right thing and help stop bullying.

Bystander Power

You can be a positive bystander by:

- Reporting or helping report bullying
- Standing up for someone being bullied
- Being respectful and kind
- Including everyone

Bystander Impact



What do you think most people did when they walked by this litter and broken glass?

What do you think would be the right thing to do if you walked by litter like this?

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*Our school is a community.
Communities share responsibilities. In our school
community, we are all responsible for being respectful to
property and keeping our grounds safe.*

Bystander Impact



Just like in the last photo where people walked by litter and broken glass and did nothing, the bystanders in this photo are doing nothing to help stop the bullying.

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Just like it's everyone in our school's responsibility to be respectful to property and keep our school grounds safe, it's everyone at our school's responsibility to be respectful to people and make sure everyone feels safe too.

Prevention: What are we doing?

K-5 Bully Curriculum, Second Step

- 4 lesson program, presented to students by homeroom during special (K-2: Character Education/Gym and 3-5: Library)
 - *72 lessons completed*
 - Lessons presented via video clips, scripted lessons, discussion, and home link worksheets
 - Lesson Content: Recognizing, Reporting and Refusing Bullying, Cyber Bullying, and Bystander Power

Prevention: What are we doing?

PAX, Good Behavior Game

- Identifying what do we want to see, hear, and feel more
 - Student- driven and identified within homerooms and school-wide
 - Compliments
- Self-regulation skills
 - Spleems
 - Good Behavior game
- Kindness Counts
 - PAX tickets
 - Monthly activities

Prevention: What are we doing?

Middle/High School- 6-12

- Day of Silence- Student Led
- Bully Posters
- 6th grade Soft Skills
- Restorative Practices
- Student Led Discussions

Prevention: What are we doing?

Restorative Practices

- Use of Affective Statements
- Small Conference Mediations-affective questions
- Circles - relationship building and responding to conflict- “Cappin”

Prevention: What are we doing?

What happened?

What were thinking about at the time?

What have you thought about since?

Who has been affected? In what way?

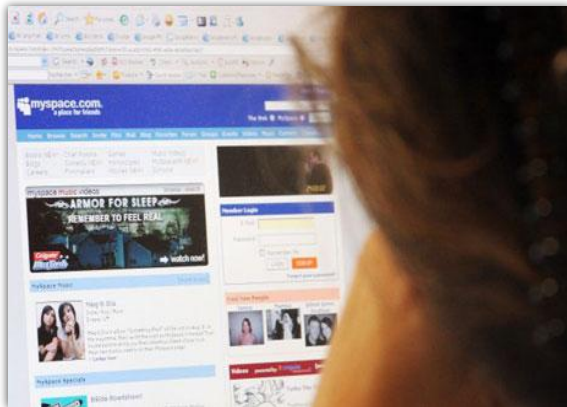
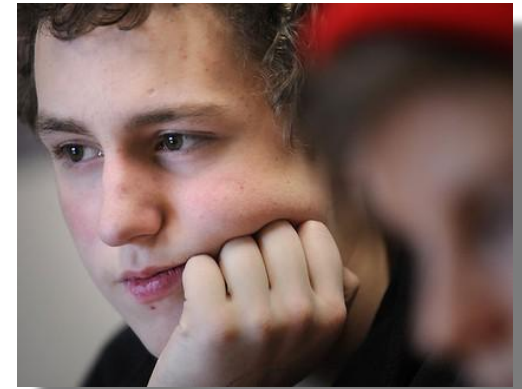
What do you think you need to do to make it right?

District- Wide Efforts

i-SAFE Inc. classes

- i-SAFE is a non-profit foundation whose mission is to educate and empower youth to make their Internet experiences safe and responsible. The goal is to educate students on how to avoid dangerous, inappropriate, or unlawful online behavior. i-SAFE accomplishes this through dynamic K-12 curriculum and community outreach programs to parents, law enforcement, and community leaders. It is the only Internet safety foundation to combine these elements.
 - *Lesson topics: Safe communication online, password/logon security, cyberbullying, digital footprint*

Bullying Today



Cyberbullying

Cyberbullying Similarities

- Repetition
- Intentional
- Power Imbalance



Cyberbullying Differences

- **Anonymity**- 50% of students reported they didn't know who bullied them.
- **Disinhibition**– “You can't see me I can't see you.”
- **Accessibility**– 24/7
- **Punitive Fears**- victims don't report because fear having computer or phone/computer privileges taken away
- **Bystanders**- different for cyber bullying- don't witness actual face to face confrontation.

If you are bullied online.....

Stop



Block



Tell



What can families do to help?

- Communication is key! Talk with your:
 - Child
 - Child's friends and parents
 - School, coaches, etc.
- Empathize with your child. Help them understand bullying is wrong and it is not their fault.
- Be a role model.
- Encourage your child to pursue interests and activities to build more positive friendships
- Help your child develop strategies and skills for handling bullying.

What can families to do help?

- Print out copies of inappropriate emails, facebook posts, online communications
- Be aware of your child's technology use:
 - Set usage limits
 - Firm rules and outline your expectations for use
 - Accessibility to their accounts
 - Consider installing filtering and blocking software
 - OurPact app
- Contact school staff for additional support and suggestions if the situation continues

Resources

- www.pacer.org
- www.stopbullying.gov
- www.stopbullyingnow.com
- www.stompoutbullying.org
- Clairton Bully Prevention Hotline
 - (412) 233-9200 ext. 1333
- <http://www.ccsdbears.org/Content/anti-bullying>

School Contacts

(412) 233-9200

K-5: Cassidy Pytash x1058

6-8: Nicolette Bendick x1253

9-12: Maureen Shaw x1237

Questions?



Ending Circle

What is one positive take away from the presentation tonight?