Mean Girls

Presented by:
Diane S. Senn Ed.S.; NBCT
sdsenn@comporium.net

PowerPoint™ &
Additional Handout Access:
www.dev-resources.com/DSenn2.pdf

THE MANY FACES OF BULLYING

"Don't Be A Wrinkle In Someone's Heart."
BULLYING DEFINED

Bullying is a pattern of repeated behavior that is **meant to hurt** someone physically, emotionally, or socially and usually has an **imbalance of power** (physical or social).

RELATIONAL AGGRESSION

Emotional violence and bullying behaviors focused on damaging an individual’s social connections within the peer group.

Two Primary Components
- An intent to harm
- An imbalance of power
THE DARKER SIDE OF SISTERHOOD

The 7 Deadly Sins...

- BETRAYAL
- ENVY
- JUDGEMENT
- MANIPULATION
- GOSSIP
- COMPETITION
- RESENTMENT

RA STATISTICS

- 70% of girls reported having been mistreated by their friends. (Crick, 2002)

Retaliation was reported by adolescent girls as a typical response to negative feelings associated with RA

- 80% of a child's RA behavior is due to environmental factors, such as poor parenting and negative peer influence. (Study conducted by the University of Montreal, et al. 2005)
RA STATISTICS

- 25% of students report that teachers intervene in bullying situations, while 71% of teachers believe they always intervene.

- According to the National Association of School Psychologists: 22% of children between fourth and eighth grades report academic difficulties resulting from peer abuse.

- According to the National Education Association approximately 200,000 children miss school each month due to fear of being emotionally tormented by their classmates.

R A in the Media

- Magazines
- Movies
- TV
- Music
- Billboards
- Commercials
The Problem…

- 81% of children ages 2-7 spend time alone or unsupervised watching TV
- American youth spend approximately 900 hours a year in school and approximately 1,023 hours watching TV
- Children, ages 8-18 spend 6.5 hours daily in front of a computer, TV, and gaming screens

- Reality TV
- TV Series
- Celebrities
How does the media shape the social norm?

Media and Socialization

Strategies to Help

- Create discussions and dialogue about media – each person responds to the same message differently.

- Point out positive role models in the media

- “Watch” what you watch…
The Center for Media Literacy (www.medialit.org) provides 5 key questions for “deconstruction” based on 5 core concepts:

1. Who created this message? (All media messages are constructed.)
2. What creative techniques are used to attract my attention? (Media messages are constructed using a creative language with its own rules.)
3. How might different people understand this message? (Different people experience the same media message differently.)
4. What values, lifestyles and points of view are represented in, or omitted from, this message? (Media have embedded values and points of view.)
5. Why is this message being sent? (Most media messages are organized to gain profit and/or power.)
MEDIA AND SOCIALIZATION

Strategies to Help

- Utilize resources:
  - Center for Media Literacy provides
    - Connections Newsletters with *Media Lit Moments* that provide experiential classroom activities
    - Middle school curriculum entitled *Beyond Blame: Challenging Violence in the Media*
    - CML’s 5 key questions for analyzing media
  - Dove Campaign for Real Beauty
    - [www.campaignforrealbeauty.com](http://www.campaignforrealbeauty.com)
  - Girl Scouts of America and Girls, Inc.
    - [www.girlscouts.org](http://www.girlscouts.org) and [www.girlsinc.org](http://www.girlsinc.org)

Cultural Norms and Perspectives

- What is the child’s family message?
- What do they value?
- Does this differ from what is being taught in school?
- Teach: “In this place, at this time, this is the rule”.
- Establish clear boundaries and guidelines for children to be the most successful.
RA behaviors can be sneaky and savvy – could you spot it?

- Exclusion
- Ignoring
- Manipulative affection
- Alliance bullying
- Cyber bullying
- Gossip

Understanding Girl Behavior

- Queen
- Sidekick
- Gossip
- Wannabees
- Floater
- Target
- Torn Bystander
ROLES of RA

- The Aggressor (Bully Behavior)
- Target/Victim
- Bystander

WHO’S WHO ACTIVITY

Who’s Who? Activity

You may have used some of these behaviors in the past. Circle the number beside the behavior that you have experienced, engaged in or witnessed in the past.

Have you ever:

1. stood by and watched your friend be teased or harassed?
2. made up something to get someone in trouble?
20. made a friend with someone outside your immediate circle
29. listened in on a three way call while another girl was teased?
30. cried or been hurt by teasing or bullying?

Bystander - 1, 8, 10, 21, 25, 28, 29
Target - 3, 9, 17, 19, 22, 27, 30
Aggressor/ Mean Girl - 2, 4, 6, 7, 11, 12, 14, 16, 18, 23
Empowered - 5, 13, 15, 20, 24, 26

Downloadable Handout
WHAT’S YOUR CLIQUE IDENTITY?

http://quizstop.com/phpcliqui.htm

1) I find it very hard to say "no" to friends
2) I am an easy-going person, not terribly sophisticated
3) I am eager to please those who are socially above me
4) I enjoy gossiping secretly about other girls
5) I can argue anyone into a corner if I need to
6) My best friend is the leader of a clique
7) I stand out in a misunderstood manner

GIRL RA AND SOCIAL COMPETENCE

- As educators we need to be aware of classroom social structures and promote social opportunities for all
- Be a positive role model for respect and fairness
- Teach social skills and reinforce socially supportive behaviors

WB p.6
**DEVELOPMENTAL STAGES**

How does RA impact developmental task?

- **Age 6-10:** Recognize feelings but focus more on observable details. **Difficult to look at motivations behind the behavior** – good and bad is judged according to consequences.

- **Ages 9-11:** Care what others think. Desperately wants approval. Fear of rejection overwhelming. (Negatively impacts self-esteem)

- **Ages 11-14:** Wants group acceptance – group conformity. Close friends and finding a niche are important. Moving away from parents. (RA can inhibit integration into peer groups).

- **Ages 15-17:** Strong ties to peer group. Development of identity is important. (RA can create negative or unhealthy identity formation)

- **Ages 17-19:** Independence, greater self-reliance and more concern for others. Peers opinions are viewed more as a resource to be considered rather than dictated.

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**GOALS FOR OUR GIRLS**

Social Emotional Learning (SEL)

Core Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Decision-Making

*for more information: www.casel.org (provides a list of programs that support these competencies)
CURRENT TRENDS and PRACTICES

- Awareness (Read it, Name it, Oppose it, and Replace it (J. Ward)
- Importance of positive school climate teaching and reinforcing prosocial behaviors to create a SOCIAL NORM of caring
- Focus on Bystanders/Upstanders as Interveners and Defenders
- Updating policies and consequences
- Anger Management and Conflict Management Skills
- Digital Consciousness

STRATEGIES FOR CONNECTION

WB p.8 list resources
Program Strategies

- Assess the RA/bullying issue in your program/school
  - Share survey results w/ staff, parents, & students along w/ plan of action
- Offer training for staff and parents
- Include program-wide/classroom rules and strategies on RA/bullying
- Establish policies & consequences

Connection Activities

- Assemblies
- Group Lessons
  - Empathy
  - Character-education
- Media campaign
- Poetry/Art contests
- Forums
Gossip Girls and Designer Labels
by Keith Deltano – Serious comedy

http://youtu.be/cs6S9Z9TkNY

ASSEMBLY PROGRAMS, SPEAKERS...

GLASSER’S 4 BASIC NEEDS

Love/
Belonging  A sense of belonging, friendship, caring and involvement.

Power  A feeling of importance, recognition, skill and competence.

Fun  Pleasure, enjoyment, learning and laughter.

Freedom  Choice, independence, liberty and autonomy.

Activity: “Let Empathy Guide Your Behavior”*
Discuss and role-play with shoes or footprints using the guideline of ‘Pretend to be the person or think of a time you felt the same way’ and answer the following:
1. What would he/she be thinking?
2. How would she feel?
3. What could I say or do that is caring?’

Activity: Service Project

*Downloadable Handout

TEACH 4 SQUARE APOLOGY

<table>
<thead>
<tr>
<th>1. What I did to hurt somebody (I’m sorry I …)</th>
<th>2. How the person felt (You must have felt…)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. What I can do next time (Next time I will…)</td>
<td>4. How I’ll make it up to the person (Do you want to…)</td>
</tr>
</tbody>
</table>
THE “ACT” APPROACH

CHOOSE HOW YOU

ALWAYS ACT

CONTROL YOUR TONGUE

APPREHEND CHALLENGES TOGETHER

ASSERT ACT

COMPASSION RUTHFULLY

Activity from Bowen and Randall Mean Girls 101½ Strategies for Working with Relational Aggression. YouthLight, Inc.

Resource Review

PowerPoint™ & Additional Handout Access:
www.dev-resources.com/DSenn2.pdf
“Nobody can make you feel inferior without your consent.”  
Eleanor Roosevelt

“I encourage young people to refuse to let others define you.”

2003 Miss America Erika Harold

THE IMPACT OF SOCIAL NETWORKING AND RA
F2F GIRL CRUELTY IN THE REAL WORLD

- Physical
- Verbal
- Social Alienation

CyberSense: Trends Impacting Girls
Think Time: How Does Cyberbullying Affect You?

http://youtu.be/0oGFh0mwrjM

GIRL CRUELTY IN THE CYBERWORLD

Cyberbullying Defined:

“The use of modern communication technologies to embarrass, humiliate, threaten, or intimidate an individual in the attempt to gain power and control over them.”

Glenn R. Stutzy
HOW ARE TEENS CYBERBULLIED?

People who cyberbully may:
- Pretend they are other people online to trick others
- Spread lies and rumors about victims
- Trick people into revealing personal information
- Send or forward mean text messages
- Post pictures of victims without their consent

BULLYING IN THE CYBERWORLD
IM, Texting, Sexting and More

- 20,209 text messages sent every second
- 45% teens admit to texting and driving
- 43% admit to putting someone down or insulting
- 41% text of sexual nature
- 52% checked someone else’s text without permission
WHY IS CYBERBULLYING THRIVING?

- Anonymity – Idea of Invisibility
- Easier behind the guise of a technological device – distanced from a perception of harm
- Easier to rationalize harm due to lack of potential detection/punishment
- Lack of immediate feedback from facial expression or wounded response can undermine an empathic response and feelings of remorse

BULLYING IN THE CYBERWORLD
Trends Impacting Girls

- Facebook
- Twitter
- Instagram
- Texting
- You Tube
- Ask.fm
- Sextortion
- Sexting
- IMing
- SnapChat
- Blogging
- Cyberbaiting

WB p.17
SEXUAL BULLYING

Sexual bullying is "any bullying behavior, whether physical or non-physical, that is based on a person’s sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls - although it is more commonly directed at girls. It can be carried out to a person’s face, behind their back or through the use of technology (NSPCC)."

WB p.19-20
SEXTING STATISTICS

- 22% of teen girls have sent nude or semi-nude photos of themselves
- 22% of teens admit that technology makes them personally more forward and aggressive
- 37% of teens have sent sexually suggestive text messages or email messages to someone
- 36% of girls know the photo will be shared with someone other than the intended recipient

SEXTING TIPS

- Legal Consequences
- Conversation vs. Humiliation and Reputation
- Don’t Pass it On
- A. C. T
SEXTING

Pressure Pic Problem
Girlfriend’s Story – That’s Not Cool

http://youtu.be/0meBHbUqGjc

ASK.FM

Ask.fm is a place where you create a public account and people can submit questions and comments to you anonymously or not.

CONCERNS:
- The ask.fm service allows for anonymous content which is not monitored.
- Increasingly being used as a means to communicate abusive, bullying and sexualised content – users have no way of knowing who.
- One user can block another but must give a reason and the blocked person can still access the profile to view all other interactions.
- Users cannot increase privacy settings
- Ask.fm is integrated with Facebook and Twitter and all the accounts can easily connect and what is posted on Ask.fm is easily shared.
The Rule of TIME

- **Talk**
- **Instruct**
- **Monitor**
- **Encourage**
Tips for Educators

› Amend anti-bullying policies to include text messaging, cell phone use, and online bullying.
› Make a commitment to educate teachers, students, and parents about cyber bullying.
› Make sure parents know whom to contact at the school if there is a problem.
› Never allow a known incident of bullying to pass unchallenged and not dealt with.

Tips for Educators

› Consult with IT professional about software and tracking programs
› Investigate incidents of cyber bullying both on and off campus.
› Know the procedure for reporting
› Report incidents of violence, harassment or stalking
TIPS FOR TARGETS OF CYBERBULLYING

- Do not respond to/engage in the abuse. No back and forth.
- Talk to someone about it. Don’t keep it to yourself. Ignoring bullying only leads to its escalation.
- Keep records/print off messages if possible, to help identify bully.
- If necessary get a new number, account, give it out one person at a time and keep a diary daily to record any abuse, your tormenter may be closer than you think.
- Take a break – unplug
PARENTING POINTERS
Regarding Cyberbullying

- Become computer knowledgeable
  www.netsmartz.org (411 for parents)
- Learn to talk, text, and tweet
- Home computers need to be in open, family areas
- Serious talk about cyberbullying – create passwords and family rules
- Respect privacy but safety is more important and will intervene if necessary
- Create “open check” policy

TEACH DIGITAL CITIZENSHIP

- Learn to make good decision regarding internet usage
  (see Digital Consciousness Contract in the workbook p. 21)
- Keep in mind “Creating a Mindset that Our Digital Actions Are Public and Permanent”

Mindset:
“You must understand that if you do it with a digital tool, you have to have the mindset that what you are about to do is going to be public and permanent.”

WB p.21-22
keylogger.com – (computer surveillance) records everything typed including emails, instant messages, chats, and websites addresses into built-in flash memory
CYBERBULLYING

You Can’t Take It Back

Cell Phoney by Julia Cook

www.netsmartz.org
WWW STRATEGY

- What am I about to do?
- What could be the consequence?
- Why do I want to do it and
- Would I want it done to me?

THE “EYE” CARD
THE “EYE” CARD

“I” Statements:*

- I am responsible for my behavior on the internet
- I will STOP and think before I click
- I will consider others feelings before I send or post a message
- I will never give out my personal information
- I will not respond or engage in negative or mean behavior
- I will tell my parents or other adult if I receive a mean message or solicitation from someone I do not know

*Adapted from Bowen (2009) Livin’ Out Loud

MOTIVATIONS OF RA

Fear  Power  Security  Control  Popularity

jealousy, peer rejection – revenge, social status, negative role modeling, to create ‘drama’ – attention seeking, lack of supervision, need for control, insecurity, identity – to fit it …

WB p.13
METHODS

MOTIVATIONS

INFLUENCES
- From the Media
- From Our Culture
- From the School Environment
- From the Family

IMPACT

The Impact of RA

- Loneliness
- Depression
- Bullycide
- Self-Injury
- Hopelessness
- Low Self-Esteem
- Anger
- Rejection
- Poor Academic Performance
Suicide of a child or youth as a result of bullying by his or her fellow youths or peers.

WHAT LEADS TO BULLYCIDE?

- Physical, emotional or mental bullying
- Constant physical, emotional or mental pain
- Embarrassing moment constantly brought up by others
- Being the target of bullying by parent, teacher, coach or other adult in authority
- Loss of friendships
WORDS WOUND...

DELETE CYBERBULLYING AND MAKE KINDNESS GO VIRAL!

Re-Shape the Social Norm...

LUNCH BREAK
UPCOMING SYMPOSIUM

National Symposium on School Discipline Practices
Pre-Conference December 1, 2013
Atlantic City, NJ • December 2-3, 2013

Dr. Harry Wong & Rosemary Wong
Dr. Russell Skiba
Principal Baruti Kafele
Larry Thompson
Dr. Thomas Glanton
Christian Moore
Stephanie Jensen

www.disciplinesymposium.com

2014 NATIONAL CONFERENCES

www.stopgirlbullying.com

www.wiredifferently.com

www.specialeducation.com

www.nationalconferenceoninnovativecounselingskillsandstrategies.com

www.sdiscipline.com
No federal law directly addresses bullying but in some cases bullying overlaps with discriminatory harassment which is covered under federal civil rights laws. See WB p. 28-29. (however state laws/policy do directly address bullying)

Resource: stopbullying.gov – provides “Policies and Laws” section. Click to find out if your state has a “Law Only”, “Policy Only” or “Both Law and Policy”.

WB p.28
**LEGAL IMPLICATIONS**

Bullying definition now includes:
- expression through electronic means;
- exploits an imbalance of power between the perpetrator and the victim;
- interferes with a student’s education or substantially disrupts the operation of a school…

**LEGAL STANDARD**

Schools can be charged with “deliberate indifference” in cases. Schools can be held responsible for “knowing” or should have known” of bullying conduct/incidents and remained deliberately indifferent to the pattern of conduct.
10 STEPS TO EFFECTIVE PREVENTION

STEP 1: Create a Committee

STEP 2: Conduct a school-wide RA/Bullying Survey

STEP 3: Identify areas of need

STEP 4: Educate all faculty and staff

STEP 5: Determine where to make changes

STEP 6: Teachers implement classroom rules

STEP 7: Promote regular time for classroom and small group activities for social emotional education (led by teachers, counselors, or other adults)

STEP 8: Establish school’s response to address RA situations

STEP 9: Raise awareness school-wide with students and parents.

STEP 10: Educate parents
What?
Why?
How?
- All need to speak the same language
- Be a positive role model
- Promote a positive environment - set expectations for and reinforce healthy social behaviors
  Poem: “Are you An Educator, Or a Bully?” by Linda Starr *
- Lead student discussions and activities that encourage student learning about dealing with bullying/RA and how to handle.
- Review policies and know when to intervene

*Downloadable Handout

WHEN DO I INTERVENE IN AN RA SITUATION?

Use the STOP method to help you decide.

Ask yourself, if the RA situation is…

Severe?
Traumatic?
Ongoing?
Power Imbalance?

If so, you have a duty to intervene.
STAFF LED ACTIVITIES AND LESSONS

- Bibliotherapy/Literature
  - Use footprint perspective
  - WB p. 26 – questions for processing literature

- Different RA scenarios - Write About It… from the standpoint of the aggressor, target, or bystander.

- What would you do if...
  - ... two of your good friends were whispering and darting their eyes at you?
  - ... you saw a friend of yours making fun of a classmate?

- “A Picture’s Worth a Thousand Words” Use as a writing prompt or discussion starter
  - “In the picture…”
  - “A helpful way to deal with this situation is…”

WB P.26
ACTIVITIES AND STRATEGIES FOR COMPLIANCE AND SUCCESS

- Develop a reporting system
- Use worksheet for Investigating Student Abuse and Incident and Compliance with Anti-Bullying Policies (WB p.31-32)
- GOAL for the Aggressor
  3 R’s: Regret, Responsibility, Remedy

PROMOTION OF ANTI-BULLYING INITIATIVES

- Create School-Wide Awareness
  See WB p.33
- Rachel’s Challenge (www.rachelschallenge.org)
  - Eliminate prejudice (look for the best in others)
  - Dare to dream (set goals, make plans)
  - Choose your influences
  - Kind words
  - Start a chain reaction

WB p.31-32
WB p.33
PROMOTION OF ANTI-BULLYING INITIATIVES

- Promote Concept of “BE A BUCKET FILLER”
  - Elementary Story: *Have you Filled a Bucket Today?*
    By Carol McCloud (bucketfilling101.com)
  - Bucket Filling vs. Bucket Dipping
  - Include the concept of “Put a lid on your bucket.”
- All Ages: “Kind Campaign”
  - Kindcampaign.com
- Character Programs – respect, responsible, caring…
- Ideas for Individual Day Activities – Workbook p. 35

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From D. Senn’s Spectacular Guidance Activities

**Bully-Free Island**

**WHAT TO DO**
when you are the Target / Victim:
1. Don’t believe or react to the bully.
2. Value yourself – “I am good at…”
3. Find safe places and people.

**WHAT TO DO**
when you are the Bystander:
1. Don’t join in with the bullying.
2. If appropriate and safe, ask the bully to stop.
3. Be a friend to the target.
4. Tell the target that you didn’t agree with what the bully said or did.
5. Tell an adult.

**Downloadable Handout**
Brainstorm suggestions for an Anti-Bullying Program, include activities to:

1. Raise Awareness
2. Educate Students, Staff and Parents
3. Promote a positive Social Norm of Caring
4. Create Policies and Rules against Bullying/RA

PEER-BASED PROGRAMS

- WB p.36 – review information
- Emphasis on ‘peer listeners/helpers’ not ‘peer mediators’
  - Positive role model
  - Helping, volunteering, mentoring with younger girls

WB p.36
PARENTING POINTERS

- Spend time together – know her friends and activities
- Encourage empathy
- Be a good role model
- Involve in activities outside of school
- Monitor TV, computer, and music
- Discuss all roles: Target, Bystander, Aggressor

- Review WB p.37-38
- Review Downloadable Handout
  - “Parent Information – How to Help When Your Daughter is a Target/Victim...has Bully Behaviors...is a Bystander”

PARENTING POINTERS

Encouraging Positive Role Modeling

- Book Club to explore the topic
- Check your own RA experiences
- Teach and model kindness towards others
- Teach responsibility – helping out the family
- Build your daughter’s strengths and confidence – keep a journal of your daughter’s accomplishments and positive behaviors
- Encourage your daughter to be a defender and intervener for others
“The only way to have a friend is to be one.”
Ralph Waldo Emerson

“The person that has self-respect is safe from others. That person wears a coat of armor that none can pierce.”
Henry Wadsworth Longfellow

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**Bring Developmental Resources**
**Professional Development Events to Your School or District**

Contact us at info@dev-resources.com or call 800-251-6805 for more information or to schedule one-hour, half-day, one-day or two-day training options.
CLASSROOM LESSON ACTIVITIES

Lesson: “What’s In Your Heart?” *
From Senn’s Bullying in the Girl’s World

Lesson: “Target Not Victim” *
From Senn’s Spectacular Guidance Activities

Downloadable Handout
TOP 6 WAYS FOR A BYSTANDER TO EFFECTIVELY HANDLE A BULLY SITUATION:

1. Refuse to watch.
2. If appropriate and safe (If you have equal power) – ask the bully to “stop”
3. Distract or change the subject
4. Invite the target to join your group.
5. Support the target – write a note or tell him/her that you don’t agree with the bully.

Activity: Explore Normative Beliefs through questions such as:

1. Is it okay to talk bad about someone and spread rumors? What if someone else started it first – should you repeat the rumor?
2. Is it okay to make fun of someone and laugh at them?
3. Is it okay to do nothing and watch as someone else gets excluded or made fun of?
4. Is it okay not to let someone sit by you or join your group?
5. Is it okay to boss someone around and say, “If you don’t do it my way then I’m not going to be your friend.”
6. Is it okay to ignore someone who is your friend, just so you can be in the ‘popular’ group?
Activity: T.H.I.N.K.
Is what I am saying:
True
Helpful
Important
Necessary
Kind

Activity: Stand Up Against Relational Aggression*

Activity: Gabby Gossip vs. Kind Compliments from Senn's Bullying in the Girl's World – Small Group Activities

*Downloadable Handout
I heard that Hannah...

I heard a secret. Shhh-don't tell but...
EMOTIONAL BANK ACCOUNT

<table>
<thead>
<tr>
<th>FOR ME</th>
<th>DEPOSITS</th>
<th>WITHDRAWALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. What are some ways that others make deposits in your life - that validate who you are?</td>
<td>3. What are some ways others make withdrawals in your life – either personally or professionally?</td>
</tr>
<tr>
<td>FOR OTHERS</td>
<td>2. What do you do to make deposits in other people’s lives?</td>
<td>4. What do you do that make withdrawals in other people’s lives?</td>
</tr>
</tbody>
</table>

Deposits build and repair relationships
Withdrawals lessen trust in relationships

Adapted from Bowen and Randall: Mean Girls 101 ½ Strategies for Working with Relational Aggression. YouthLight, Inc.
**EMOTIONAL BANK ACCOUNT**

<table>
<thead>
<tr>
<th>DEPOSITS</th>
<th>WITHDRAWALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOR ME</strong></td>
<td>1. What do you need from others in a friendship?</td>
</tr>
<tr>
<td></td>
<td>3. What do others do in a friendship to hurt your feelings?</td>
</tr>
<tr>
<td><strong>FOR OTHERS</strong></td>
<td>2. What do you do FOR others in a friendship?</td>
</tr>
<tr>
<td></td>
<td>4. What do you do in a friendship that can hurt other’s feelings?</td>
</tr>
</tbody>
</table>

**Deposits build and repair relationships**

**Withdrawals lessen trust in relationships**

Adapted from Bowen and Randall: *Mean Girls 101½ Strategies for Working with Relational Aggression*. YouthLight, Inc.

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**CREATIVE ACTIVITIES**

- **Activity: Examining Friendships**
  - Ask these questions:
    - Who makes the decisions in your group?
    - Do you have rules?
    - Who makes up the rules?
    - What happens if you break a rule?
    - Who decides where you sit at lunch?
    - Do you act the same when your friends are not around?
  - Ask the girls to write down 3 things that they like about their clique/group, and three things they wish were different.
Activity: Caught in the Middle

- Group discussions on the poster strip sayings:
  - "It takes courage not to go along with the friend with the power."
  - "You have to like yourself when you look in the mirror."
  - "Sometimes you have to make unpopular choices."
  - "To be a real friend means _________________."

Activity: Back to Back - D.R.A.

D – Describe what happened
R – Request what you would like to happen
A – Agree on a solution

Activity: Friendship Ripple
Instilling Social/Emotional Connections
To Minimizing Destructive Competitions

- Cheerleader Power
- “Coffee Break”
- Braggin’ Board
- RAK ‘EM Up Cards

Activities from Mean Girls 101 Creative Strategies
By Randall and Bowen

PERCEPTION ACTIVITY

Rabbit or Duck?
To understand one another, we must enter the perceptions of the other.

- Activity: Rating Scale
- Activity: Inside Out
- Activity: Girls… Girls… Girls… WB p.42
  
  Girls are_, Girls can be_, Girls should be_
  I am_, I can be_, I should be_
ASSESS TO ASSIST

It is important to assess and gather information about her and her world in order to most effectively meet her needs.

Consider the following:

1. Physical – Affect
2. Social Skills
3. Cognitive Level
4. Cultural Influences
5. Support System
6. History
7. Future Perspective
8. Presenting Problem – Determine the Need

WORKING WITH THE AGGRESSOR

› GOAL is to help the aggressor acknowledge behavior, accept responsibility, and internalize behavior change that incorporates empathy and makes a positive difference in their actions towards others.

› After consequence has been established, give them questions/form to complete to direct towards accepting responsibility and learning:

  1. What did I do? (Start with “I”)
  2. What was wrong with that behavior? (Who did I hurt? How did I know?)
  3. What problem was I trying to solve? (For attention? For fun? Out of anger?)
  4. Next time I have that problem, how will I solve it without hurting anyone?

Activity: Mirror of Me – WB p.41 (Analogy of Snow White)

Activity: Walkin in Her Shoes or Footprint Perspective*

Activity: Pictures/wall display of bullying/RA

Activity: Toothpaste

*Downloadable Handout

Activity: What Are You Worth? (Diamond vs. Cubic Zirconia)
- Discuss and answer the following:
  1. List your admirable qualities that allow you to truly shine.
  2. List the fake qualities that you may be tempted to use as a short cut to gain power and shine.
  3. What is your plan to shine clear and strong in a good way?

Activity: Secret Service

Activity: Behavior Change Worksheet*

*Downloadable Handout
Review the types of Targets:
- Targets that are victimized because of other’s agenda/needs
- Targets that provoke or instigate problems to gain attention and adult sympathy. (Gently confront, hold both accountable for actions.)
- Targets that may be over reactive and “awfulizes” due to previous trauma or their perception. (May use same techniques in helping with anxiety disorders.)

Teach “What to do…”
- Don’t believe or react to the bully – bullies only have the power if you give it. (Help the girl avoid internalizing the harassment – don’t take it personal, don’t blame self … there are other reasons…)
- Value yourself – “I am good at…” and find value in activities outside of social circle (volunteering at an animal shelter, etc.)
- Find safe places and people - Help the girl disconnect from abusive friendships and form newer, healthier friendships.
- Report bullying

Help feel connected and apart – sense of belonging (Friendship Team)
- Brainstorm solutions together with problem solving approach
- Bullying can be considered as a loss experience – loss of safety, self-esteem, belonging – and can be supported in much the same way as with loss or grieving process.
CREATIVE STRATEGIES FOR WORKING WITH THE TARGET/VICTIM

- Activity: Reframe it!
- Activity: Save vs. Delete
- Activity: Erasable / Permanent Marker
- Activity: Negative Thought Shredder
- Activity: Shield (Build personal strengths and skills)

What strategies will help your Aggressor?

What strategies will help your Target?
USING VIDEOS TO TEACH

VIDEO CLIPS

- Bullying: Not Just a Guy Thing
  - 30 minutes from Discovery Education – Fee

- Video Clip Resources with discussion questions and follow-up activity – WB p.43
VIDEO CLIP

Excerpt from the movie, *Mean Girls*

http://youtu.be/MGviz_bpRDE

VIDEO CLIP

You Don't Have To

http://youtu.be/HbXxZEzyzpA
VIDEO CLIP

Will You Help Us?

http://youtu.be/9VXW9tXbBNM

NEXT STEPS TO SUCCESS: INITIATING YOUR ACTION PLAN

- List 3 Goals for change your school could make related to RA/Bullying
- List One thing you can put into practice tomorrow

Review WB p.45-46 as guideline to initiate your full action plan
TORN AND RESTORED HEARTS

Don’t Be a MEAN Chick
Who’s Who? Activity

You may have used some of these behaviors in the past. Circle the number beside the behavior that you have experienced, engaged in or witnessed in the past.

Have you ever….
1. stood by and watched your friend be teased or harassed?
2. made up something to get someone in trouble?
3. been excluded from a group
4. done something on purpose to hurt someone?
5. stood up for someone who was being picked on?
6. yelled at another girl in front of a group?
7. started a rumor about someone?
8. stood by and watched your friend tease or bully someone?
9. been turned away from a lunch table by a group who did not want you to sit down?
10. continued to pass on a rumor that you knew wasn’t true?
11. made fun of the way another girl looks?
12. made fun of anyone online?
13. helped someone you didn’t know with an emotional problem?
14. used the internet to bully someone?
15. given an unpopular girl a compliment?
16. intentionally excluded someone from your group?
17. remained friends with someone who was hurtful to you?
18. engaged in three way calling in order to be mean?
19. read messages online that hurt your feelings?
20. made a friend with someone outside your immediate circle
21. ever spread a rumor that you heard about someone?
22. excluded from an activity by someone who was mad at you?
23. excluded someone from an activity because you were mad at them?
24. asked someone who was sitting alone to join you?
25. ignored or excluded a friend to be in the popular group?
26. forgiven someone who has hurt your feelings?
27. had to eat by yourself at lunch?
28. read something on the internet that you knew wasn’t true and did not correct it?
29. listened in on a three way call while another girl was teased?
30. cried or been hurt by teasing or bullying?

Bystander - 1, 8, 10, 21, 25, 28, 29
Target - 3, 9, 17, 19, 22, 27, 30
Aggressor/ Mean Girl - 2, 4, 6, 7, 11, 12, 14, 16, 18, 23
Empowered - 5, 13, 15, 20, 24, 26
Overview: This activity promotes using empathy for understanding and to help guide toward caring behavior.

Materials

✓ Need 5 pairs of shoes for display and role playing.
✓ Role-play worksheet, Let Empathy Guide Your Behavior
✓ Optional: copy of the Bully Free Island poster

Procedures

1. Ask: What do you think empathy means?

2. Ask: What do you think it means if someone said, “Try to understand other people by standing in their shoes”?

3. Display a pair of shoes.

4. Lead a discussion of the definition of empathy to include empathy as the “ability to recognize and understand the thoughts or feelings of another person and their point of view.” Give the following two guidelines that can help people have empathy:

   ★ Think of a time when you felt the same way as the other person.

   ★ Pretend to be the person you are trying to understand. Ask yourself: What would I be thinking? How would I be feeling?

5. Share: Once you have empathy, let it guide your actions away from mean behaviors but instead toward caring behaviors.

6. Introduce the role-playing activity by saying: We have an opportunity to practice our empathy through role-playing. Refer to the Let Empathy Guide Your Behavior role play worksheet. Choose from one of the following options for the role-play activity:

   ★ have a volunteer come up and stand in a pair of shoes while you read one of the situations from the Let Empathy Guide Your Behavior! role-play worksheet and have the student respond through role play;
★ you may choose to add, to each pair of shoes, a role-play situation to be read;

★ you may choose to divide a class into 5 groups with each group getting a pair of shoes to read and discuss the role-play and then share with the class;

★ or you may choose to copy the worksheet for each student and have them write on each paper shoe ways to think, say, or do to help, not hurt, in the situation given. Take turns role-playing for the group/class.

Encourage the student to follow the guidelines given at the bottom of the worksheet.

7. After the worksheet/role-play exercise, ask: If each of us were using our empathy, do you think there would be any type of bullying problems – physical, emotional, or social bullying? Why or why not?

8. **OPTIONAL:** Refer to the BULLY FREE ISLAND focusing on the shark and heart.
Directions: Walk in another person’s shoes by reading the situation and using the empathy guidelines to help rather than hurt others. Write a helpful way to put your empathy into action.

When Jessie, the new student, came over to our lunch table to join us, I rolled my eyes at her and said, “You are not welcome at our table.”

Pretend you are Jessie...
- What would she be thinking?
- How would she feel?

What could you say or do instead that is caring?

Hannah whispered to me that Whitney’s grades were so low that she was going to have to repeat the grade. I didn’t know if it was true or not but when I went to my next class I said to Misty, “Hey, did you hear that Whitney is being held back a grade?” When I shared the rumor, Misty wanted to talk to me more and included me in her popular group.

Pretend you are Whitney. If Whitney knew what was being said behind her back...
- What would she be thinking?
- How would she feel?

What could you say or do instead that is caring?

Larry is a math whiz but not as coordinated when it comes to playing sports. Out at recess he wanted to join our team to play kickball but I told him he couldn’t play because he wasn’t any good.

Pretend you are Larry...
- What would he be thinking?
- How would he feel?

What could you say or do instead that is caring?

Guidelines to Having Empathy for Others

STEP ONE
Think of a time when you felt the same way as the other person.

STEP TWO
Pretend to be the person you are trying to understand. Ask yourself:
- What would I be thinking?
- How would I be feeling if that were me?

Once you have empathy, let it guide your actions away from mean behaviors toward caring behaviors instead.

STEP THREE
Ask yourself:
- What could I SAY and DO that is caring?
ARE YOU AN EDUCATOR, OR A BULLY?

Educators let students know they care.
Bullies let students know who's boss.

Educators teach self-control.
Bullies exert their own control.

Educators diffuse minor disruptions with humor.
Bullies use sarcasm to turn disruptions into confrontations.

Educators privately counsel those with chronic discipline problems.
Bullies publicly humiliate chronic misbehavers.

Educators help all students feel successful.
Bullies punish students for being unsuccessful.

Educators see each student's uniqueness.
Bullies compare children with one another.

Educators treat all students with respect.
Bullies make it clear that not all students deserve respect.

Educators highlight good behavior.
Bullies make examples of those with poor behavior.

Educators are aware of the power they wield and choose their words carefully.
Bullies wield their power recklessly, frequently resorting to anger and intimidation.

Educators educate.
Bullies humiliate.

Are you a bully?

Source: “Are You a Bully?” By Linda Starr (Education World.com, 02/04/2003. Excerpted with permission

Copied with permission from The Bully, The Bullied and Beyond by Esther Williams. YouthLight, Inc., Chapin, SC
LESSON 2

WHAT’S IN YOUR HEART?

Purpose:
To encourage the student to review their behavior and make changes working toward being kind and caring to others

Estimated Time:
30-45 minutes

Materials Needed:
Large plastic heart container that can be opened (if unable to locate use a shoe box and place a red construction paper heart on the top)

Copy “Does it Belong in Your Heart?” p. 91-92. Cut apart the strips and place in the heart container

Paper hearts for each student

Procedure:
1. Display the heart container and ask, “What comes to mind when you think of a heart?”
   Acknowledge and summarize the answers. Focus on the heart being the symbol of care and love. Further point out the heart is the essence of who we are – it stands for life – without the heart beating we are not living.

2. Point out that life is precious and valuable, not something to take for granted. Share that we want to make sure we live our life being the best that we can. Ask the students how they would like someone to describe their life. As students share, you may want to use the example of the story/movie Scrooge by Dickens where he had a chance, after the visits from the three spirits, to change his life to be a better person. We could say he had a change of heart!

3. Open the heart. Tell the students that we are going to see what’s in this heart. Pair the students and allow each pair to blindly select a strip of paper from the heart. Explain to the students that they are to read the situation on their paper and discuss, they are to decide if it is something that we would be proud to have in our heart or not and explain why or why not.

4. Allow the students to share their situation and conclusions. If the situation is something proud to have in our heart, place the slip back inside. If it is not, add it to the trash can to get rid of it.
5. Ask each student to take a quiet moment to review their own lives and their behavior choices. Add the following questions to the board or read out loud to help them review.
  ✶ Have I done something this past week, above and beyond, to help someone else?
  ✶ Have I said something nice to someone this week?
  ✶ Have I said or done something that was intended to hurt another person?
  ✶ Are there some behaviors that I want to work on to have a ‘change of heart’ for the better?

6. Hand each student a paper heart. Ask the students to share examples of things people say or do that are intended to hurt others. Ask the students to fold their heart once for each example shared. Next, ask the student to unfold their paper heart and straighten it out – removing the folds or wrinkles. Point out the impossible task of removing all wrinkles from the heart. Relate how it is impossible to remove or “take back” hurtful words or deeds once said or done.*

7. Make the statement, “Don’t be someone’s wrinkle in the heart.” Discuss behaviors we may want to change. Applaud their courage to admit and to work on improving. Show the Behavior Change Worksheet on page 93 and talk through the steps necessary. Make the sheet available.

**Summary Poster:**
Copy and display in the classroom the summary poster on p. 94. The poster is intended to be a visual reminder for the students and a tool for the teacher in reinforcing the lesson and for connecting the learning to real life situations.

**Parent Letter:**
Copy the parent letter sheet for each student to take home. The parent letter is intended to update the home on information shared so the school and home can work together to reinforce the information/skills presented.

*Wrinkled/folded Heart Analogy - source unknown*
DOES IT BELONG IN YOUR HEART?

Directions:
Copy and cut apart each strip, then add them to the heart container. Next ask each pair of students to draw a slip from the heart container, to read and discuss between themselves if the situation on their paper is something they would be proud to have in their heart or not, and then take turns sharing their thoughts with the class. Either throw away the slip of paper or add back to the heart depending on if it is a behavior we would want to keep or not.

I was really mad that Jillian didn’t invite me to her party so I made up an untrue rumor about her liking this really weird guy and then I told Cindy because I was sure she would pass it on.

I had to keep up my reputation as being a tough guy so when Frank walked by I laughed and said, “There goes super geek with your nerdy glasses and shirt that looks like you slept in it.” My other friends joined in laughing with me and I maintained my reputation.

Michael was threatening to hurt George. Ramon walks over and encourages Michael to leave George alone and go to class.

The teacher was at the door of the classroom busy talking with someone, Caroline was at the board working on a math problem but kept making mistakes and couldn’t get it. Jackson whispered loudly, “Caroline is so dumb, she can’t even count the toes on her own feet.” I joined in and laughed with half of the class. Caroline’s face turned red.

I walked away when my friends started gossiping about Heather.

I saw the new student trying to find a table of students to eat lunch with but only found eye-rolls and attitude. When the new student walked past our table I invited her to join our friends at the table.

The most popular girl in Science class got paired with me to do the assigned project. I was looking forward to getting to know her better and being able to hangout some. We scheduled times to get together to work on the project but she never showed and always seemed to have an excuse. Two days before the project she called me and said a lot of nice things about me and how smart I was and that if I didn’t mind doing the project I could just sign her name to it and it would be okay with her. She also said that maybe we could hang out sometime together. I liked the positive attention from her and all the nice things she said so I said, “Sure, I’ll do the project and just put your name on it.”
I didn’t like my friend Angie spending so much time with Sara - I was getting left out. So, on the computer when we were emailing back and forth, I tricked Sara into saying something not so nice about Angie and then I forwarded it on to Angie.

In our group the girls started talking bad about Jana’s volleyball playing and how she was missing all the blocks. I joined in and said, “I got to go to the away game last week and Jana actually did a good job with her blocks and it looked like she added some power to her serves. I guess we all have on and off games. Hey, did you get that math assignment last night?”

The teacher embarrassed me in class about not knowing the math. Out of the corner of my eye, I thought that brainy-act Henry smiled making fun of me in class, so out in the hall at the change of classes I pushed Henry against the locker and said, “I’ll get you for that!”

Melanie was sad sitting by herself about to cry so I went over to her to help. As I sat and listened, it turned out that Lauren had been mean to her. I reassured Melanie that she was a good person who many people liked.

Elizabeth, who had a lot of power in our group, was bossy about telling me where to sit. I said, “No, thank you.” I turned and sat with a group of friends I hadn’t seen in awhile. I enjoyed talking with them.

A classmate passes me a petition that says, “I agree to hate Danielle and exclude her from all activities.” I looked at it and thought, “These are my good friends asking me to sign this, but even though I don’t know Danielle that well, I don’t have a problem with her. It wouldn’t be right to sign it – I wouldn’t want someone to do this to me.” So, I said to my friend with the petition, “No way, I’d have to be crazy to sign something that mean!”

I try to get to know people who look, dress, or speak differently from me. I want to get to know who they are rather than judge them by what is on the outside.

I’m eating lunch in the cafeteria, sort of bored with the regular day when Stan, who is okay but not a close friend, joins the lunch table. I open a squirt package of ketchup and accidentally/on purpose lean over and squirt it on Stan and say, “Oh… my bad.” And then I start laughing – others join in the laughter.
Overview: This activity focuses on the difference between being a “target” and being a “victim” of bullying and provides encouragement and strategies to prevent becoming a victim.

Materials
✓ Need 6 copies of the Think Bubble on page 137 and add one of the following comments to each bubble:
   ★ My brain is the best weapon!
   ★ Just because they called me a name, doesn’t make it true.
   ★ I believe in myself. Who I am is not defined by others
   ★ I can find safe places and nicer people to be around
   ★ There are more important things in this world to worry about.
   ★ I know I have value as a person, I excel in music and math.
✓ Copy of the Target Not Victim worksheet
✓ Optional: copy of the Bully Free Island poster

Procedures
1. Ask: **What do you think is the difference between a person being a target and a person being a victim?** (One of the definitions of target is “the aim of an attack by a hostile person or influence” and a definition of victim is a person who suffers from an adverse circumstance such as a hostile person or influence.)

2. Summarize: The difference seems to be that a target is the aim of an attack and the victim is one who suffers from the attack.

3. Ask: **When we get bullied by being teased, laughed at, gossipped about, or left out is there any rule that says we have to suffer from what’s happened?**

4. Share: **We have the power not to become a victim of bullying. All of us may be a target of bullying at times but we can prevent ourselves from being a victim of bullying by using helpful strategies so that the bullying does not negatively affect us.**
5. Display the completed *Think Bubbles* and discuss.

6. OPTIONAL: Refer to the *Bully Free Island* poster, reviewing the shield of “What To Do When You Are the Target/Victim.”

7. As a class, group, or individual complete the *Target Not Victim* worksheet. (If you are working with a class you may choose to divide the class into 4/5 groups to complete the worksheet as a team and then have each team share their answers. Be aware of the dynamics of the group and closely monitor – you may choose to call on the typical bully behavior student to give suggestions on how the target doesn’t have to believe the aggressor and suggestions of ways the target doesn’t have to be negatively impacted.)
Target Not Victim

**Directions:** Your brain is the best weapon, so come up with helpful ways the target can think about the following bully situations so they are not hurt by and become a victim of bullying.

**Situation:** A person is called a name because of the color of their skin or the way they dress, or how they talk.

**Helpful Target Thoughts:**

**Situation:** Other students won’t let a person sit with them at lunch even though there is room.

**Helpful Target Thoughts:**

**Situation:** Someone is spreading untrue rumors about someone.

**Helpful Target Thoughts:**

**Situation:** Someone is teasing, making fun of, or laughing at another person because they cannot do something as well.

**Helpful Target Thoughts:**

---

My brain is my best weapon! I can find safe places and nicer people to be around.

Just because they called me a name, doesn’t make it true.

There are more important things to worry about.

I believe in myself. Who I am is not defined by others.

I know I have value as a person. I excel in music and math.
Purpose:
To review strategies in how the bystander can help in a bully situation.

Estimated Time:
30-45 minutes

Materials Needed:
A copy of each of the three alternate endings to the story, cut apart, ready to hand to three different students to read. See page 103.

Create a poster board of the information given on the summary poster on page 105. Cover each of the five strategies with a strip of extra poster board that can be removed/uncovered during the class discussion.

A copy of the unfinished story for each student to complete. See page 104.

Procedure:
1. Ask students what it means to play the role of the “bystander” in a bully situation. Clarify that the bystander is the one who witnesses or sees the bullying happening.

2. Ask for volunteers and hand out to three different students a different story ending. Ask that they be ready to read these out loud when called on.

3. Explain to the students that you will be reading a story about bullying; however, the story can have different endings depending on how the bystander chooses to handle the situation. Encourage the student to listen and decide if the bystander handled the bullying situation in a helpful way. Begin reading the story beginning then ask your first student to read their ending. Discuss if this was a helpful way to handle the situation – will it help stop the bullying. Review part of the story beginning again, but call on the second student to read their ending. Discuss if this was a helpful way to help with bullying. Continue on with reviewing the story beginning, but call on the third student to read their ending – then discuss.

4. Summarize that none of those strategies was an appropriate way to help in a bullying situation however we may have all seen ourselves in that situation before. Share that, across the United States, a poll was taken of effective ways for a Bystander to handle/help in a bully situation and the top five answers are on this poster board. Display the poster with the answers covered. Challenge the students to guess the top four. As students give their suggestions you may choose to turn to the poster and say, “And the answer is… not listed on the top four.” Or “And the answer is…#3 “Invite the target to join your group.” Uncover the answer as you read it. Continue until all answers are uncovered and discussed.
5. Distribute to each student the unfinished bystander story and ask each to write their own creative ending of the bystander story using a helpful way to handle the bullying situation. Students may refer to the displayed poster. After allowing time for the student to complete their story, encourage students to read/share their story with the class. You may choose to display these stories.

**Summary Poster:**
Copy and display in the classroom the summary poster on p. 105. The poster is intended to be a visual reminder for the students and a tool for the teacher in reinforcing the lesson and for connecting the learning to real life situations.

**Parent Letter:**
Copy the parent letter for each student to take home. The parent letter is intended to update the home on information shared so the school and home can work together to reinforce the information/skills presented.
STORY BEGINNING:

It had been a boring class in Math today. Mrs. Randolph gave us nothing but seat-work to do to review our work. When the bell rang, I was ready to be out of there. I walked up to two of my close friends, Natalie and Shayna, in the hallway at their lockers. As I got there, I realized they were making fun of Samantha, whose locker was next to theirs. They were saying, “Where did you get that outfit of yours – it is totally out of style. And those shoes look like they came from the Salvation Army!” They began laughing as I saw Samantha’s face turn red and her eyes go to the floor.

FIRST STORY ENDING

Even though Samantha is not a close friend, we do have English class together and she has always seemed nice. I felt bad for Samantha – what Natalie and Shayna were doing was wrong. I feel caught... what they are doing is wrong but they are my best friends and I’m scared to say anything for fear they may turn on me and use me as the target of their laughter. I’ll just be quiet and hope it will go away.

SECOND STORY ENDING

People are always making fun of others and hurting feelings. I’m so use to it happening, I just ignore it and keep going. Picking on people is normal.

THIRD STORY ENDING

I joined in and made fun of Samantha and laughed with Natalie and Shayna. After all, they are my best friends and I have to follow Natalie’s led so I will fit in with their group. I wouldn’t want them to think I’m not one of them!

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CLASS LESSONS ON BULLYING
It had been a boring class in Math today. Mrs. Randolph gave us nothing but seat-work to do to review our work. When the bell rang, I was ready to be out of there. I walked up to two of my close friends, Natalie and Shayna, in the hallway at their lockers. As I got there, I realized they were making fun of Samantha, whose locker was next to theirs. They were saying, “Where did you get that outfit of yours – it is totally out of style. And those shoes look like they came from the Salvation Army!” They began laughing as I saw Samantha’s face turn red and her eyes go to the floor.

BYSTANDER STORY: What Should I do?
# TOP 5 WAYS FOR A BYSTANDER TO EFFECTIVELY HANDLE A BULLY SITUATION

<table>
<thead>
<tr>
<th>Refuse to watch.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you have equal power - ask the bully to “stop”, or you can distract, or change the subject.</td>
</tr>
<tr>
<td>Invite the target to join your group.</td>
</tr>
<tr>
<td>Support the target, write a note or tell him/her that you don’t agree with the bully.</td>
</tr>
<tr>
<td>Report it.</td>
</tr>
</tbody>
</table>
Dear Parent,

Today’s lesson focused on the role of the bystander in a bullying situation. The bystander is defined as the person who witnesses or sees the bullying happening. It is the bystander who has great power to make a difference in the bullying situation. The bystander can no longer:

- do nothing for fear it may happen to them because it IS happening to someone else;
- take an “I don’t care, don’t want to get involved attitude and ignore” because we are a school family – a community family – a world family and we need to be there to help each other;
- Stand and watch or join in and laugh at the situation.

If we as a bystander do nothing then we are supporting the bullying behavior.

Our lesson shared the following five suggestions of ways for a bystander to help in a bully situation:

1. Refuse to watch.
2. If you have equal power - ask the bully to “stop”, or you can distract, or change the subject.
3. Invite the target to join your group.
4. Support the target, write a note or tell him/her that you don’t agree with the bully.
5. Report it.

As parents, we can role model for our children the importance of making a difference by getting involved to help others. As you support your child and encourage them to help others in a difficult situation, acknowledge that the choice to help others is not always easy, but the pride in knowing that you did the right thing can be priceless. Compliment your son or daughter when you see them take a stand for what is right.

As always, thank you for your support as we work together for our children. If you have any questions or concern, please feel free to ask.

Sincerely,

School Counselor
The Roles of Bullying and What To Do...

BULLY BEHAVIOR
- Physical: punching, pushing, hitting, spreading rumors, name calling, etc.
- Verbal: teasing, taunting, threatening, manipulating, spreading rumors, name calling, etc.
- Social: excluding, excluding, spreading rumors, name calling, etc.

TARGET / VICTIM
1. Be aware of the behavior.
2. Don't believe the bully.
3. Use your assertive skills to tell the person to stop.
5. Look at the situation with humor; if possible.
6. Find safe places and try new activities.
7. Make new friends and try new activities.

OPTIONS FOR THE TARGET:
- Use your assertive skills to tell the person to stop.
- Report bullying incidents.
- Look at the situation with humor, if possible.
- Find safe places and try new activities.
- Make new friends and try new activities.

BULLY BEHAVIOR
- Repeated behavior that is meant to hurt someone physically, emotionally, or socially.

OPTIONS FOR THE Bystander:
1. Refuse to be an audience for the bully.
2. If appropriate and safe, ask the bully to stop. (“Knock it off!” or “Cut it out!”)
3. Be a friend to the victim, invite them to talk with you. (“Come play on our team!”)
4. Support the victim - write a note or tell them you don’t agree with the bully.
5. Tell an adult.

Bystander
- The bystander is the person watching or seeing the bullying happen.
- Choosing to ignore the bullying is the same as supporting it.

Copied with permission from Bullying in the Girls’ World: A School-Wide Approach to Girl Bullying by Diane Senn. YouthLight, Inc., Chapin, SC

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**Parent Information**

As we explore the issue of girl bullying, we realize that girls can easily go in and out of all three roles – being a target/victim in one situation, a bystander in a different situation and then a bully in another. We need to identify these roles, understand them, recognize our child’s behavior in the roles, and then help our child to make good choices to handle the role in an appropriate way. This may mean a change from the bully behavior, or building confidence and skills to handle when they are the target/victim or moving into action as a bystander to help make a difference.

**How to Help When My Daughter is a Target/Victim of Bullying:**

Parenting is always a challenge. When our children are upset, our emotions seem to automatically “kick in;” therefore, it is important to first calm down and be in control of your own emotions. Caution yourself not to let your own personal bullying experiences from your past influence your ability to help. Be careful that you don’t take over to try and “solve” the problem. This sends the message that she is not strong enough to handle the situation on her own. Be careful that you don’t send a blaming message asking, “What did you do wrong? What are you doing to cause this?” This can add to her fear of low self-worth. The following provides some strategies for parents to support their child when she is upset:

- Be a good listener. Listen without distraction of the computer, newspaper, phone, etc.
- Ask questions that invite more information such as, “What happened next?” or “What did you do?”
- Listen to the whole story encouraging her to share details. Allowing your child to talk through the details to vent and get out the story can be therapeutic.
- Repeat back what you are hearing your daughter share. This can help clarify the situation. Ex. “So, you’re saying that the girls wouldn’t allow you to sit with them and they told you to not ever sit with them again.”
- Give a hug – hold her.
- Don’t over-empathize – empower her. Compliment her abilities. Ex. “I know that this is hard. You’re amazing to be able to express yourself about this.”
- Ask if she can think of something to say or do that would be helpful. Encourage assertiveness. Role-play for practice. Help her rehearse the messages in her head to build confidence.

When an isolated incident occurs, show your daughter support and encourage her to figure out her own solutions. If the behavior occurs a second or third time, she needs to be encouraged to act on her own behalf. When bullying persists or is extreme, it’s time to intervene. Don’t take action behind her back. If you’re going to make contact with the school, make sure she knows ahead of time.
How to Help When My Daughter has Bullying Behaviors:

Our girls will go in and out of all three roles of bullying. At times, they may be the target, the bystander, or they may be the aggressor of bullying behavior. When you see your child displaying bully behavior, consider the following to help:

- When a child does something wrong, intervene immediately with discipline and punishment. Discipline involves taking ownership of the problem (no excuses) and the child solving the problem or “fixing” the problem.
- Create opportunities to “do good.” Provide opportunities for her to help a neighbor with yard work, help a brother/sister with homework, or volunteer at a church activity.
- Nurture empathy. It is important to be able to look at others’ perspectives and to understand their feelings. This can be done by “putting ourselves in their place,” processing their nonverbal and verbal cues and understanding their life experiences. This skill can be developed by asking questions on how you think someone might be feeling and why – discuss how to respond to them, or use a TV show to discuss the feelings.
- Teach friendship skills. It is important to help our children learn to be assertive, respectful and to relate to others in peaceful ways. Ask your daughter what she values in a friend, make a list, and then encourage her to be living up to her list in being a good friend to others.
- Closely monitor TV, computer activities and music. Be aware of all of the influences in our society for some may not be in agreement with your value system.
- Engage in more constructive activities. Needs can be met in a healthier, more appropriate way. Encourage participating in a fun activity rather than the hurt of bullying someone.

How to Help When My Daughter is a Bystander:

When your daughter is the bystander or “girl in the middle” and is aware of hurtful things that friends are saying or doing to others, consider the following:

- Help your child eliminate excuses for not getting involved.
- Review different ways she can help:
  - Refuse to join in on the hurtful behavior.
  - Change the subject.
  - Tell the person doing the bullying to stop, if she has that power.
  - Be a friend to the target/victim.
  - Tell an adult.
- Compliment your child when she has helped a friend in a difficult situation.
- Be a role model.

Procedure

Ask the following STAND UP / SIT DOWN questions:

If you have a cat, stand up… thank you, now sit down.
If you have green eyes, stand up… thank you, now sit down.
If you have ever been teased, stand up… thank you, now sit down.
If you are wearing the color blue, stand up… thank you, now sit down.
If you have ever teased someone, stand up… thank you, now sit down.
If you have ever traveled to Disney World, stand up… thank you, now sit down.
If you have ever been excluded from something, stand up… thank you, now sit down.
If you have ever excluded someone else, stand up… thank you, now sit down.
If you have a pet dog, stand up… thank you, now sit down.
If you have ever ridden a horse, stand up… thank you, now sit down.
If you have ever repeated a rumor, stand up… thank you, now sit down.
If you have seen the movie ___(fill in with current movie)___, stand up… thank you, now sit down.
If you have ever talked about someone behind their back, stand up… thank you, now sit down.
If you have helped someone, stand up… thank you, now sit down.

Process the activity with any or all of the following questions:

✓ What do you think about the group’s answers? Anyone surprised? Why?

✓ Is it fun to be the victim of teasing, exclusion and rumors?

✓ For the teasing, exclusion, rumor questions how many of you found that you were both the victim of it and at times have been guilty of doing it to others?

✓ Why do you think we are guilty of treating others in a hurtful way when we have experienced how bad it feels to be hurt?

✓ When asked if you have ever teased, excluded or spread a rumor about someone, did you hesitate just a little and perhaps were tempted to look around to see if anyone else was going to stand up? Why do you think this may have happened? Explore the issue of peer pressure and fitting in.
Walkin’ in Her Shoes

It is always hard to understand the pain another person feels unless you have “walked a mile in their shoes.”

Have the C/A write what they feel the above statement means. Have the girls collaborate about what they have written. After they have had time to discuss direct them to exchange shoes with someone else in the group (if you feel this will not work in your setting have the girls look at another’s shoes and imagine what it would be like to wear them). Have them walk around for a few minutes and discuss how they felt in someone else’s shoes.

Now discuss the components of empathy as it relates to this activity. As the girls begin to understand empathy, empower them to take a stand when they sees someone being victimized by relational aggression.
What bullying behavior do you feel you need to change?

- pushing, hitting  
- threatening  
- hurtful teasing  
- name calling  
- rumors, gossiping  
- exclusion, eye rolling  
- bossing  
- controlling  
- manipulating  
- Other: _______________________

MAKE A PLAN FOR CHANGE

STEP 1: Find someone you trust to talk over what has happened and what you did wrong. Summarize the problem: What I did wrong was _____________________________.

________________________________________________________________________________.

STEP 2: Find your courage and APOLOGIZE. I will apologize to _____________ and I will say: ___________________________________________.

Something nice I can do for the person to make amends is: ___________________________.

STEP 3: Imagine yourself with improved behavior. Describe the improved behavior by completing the statement: From now on I will ______________________________________

________________________________________________________________________________.

STEP 4: The New Improved You... Create a reminder for yourself to work on the improved behavior. Draw a picture of you using the improved behavior or write a reminder note. Hang the picture or note where you can see it each morning at the beginning of your day.

STEP 5: Report to someone, keep a journal of your progress, or rate yourself on a calendar. If you choose to rate yourself on the calendar use the following rating scale: Mark “3” for reaching your goal of improved behavior, mark “2” for still working, or mark “1” for back-stepping. My plan to record my progress is _____________________________.

STEP 6: Ask a friend you trust or an adult to be your mentor/cheerleader to give you encouragement to work on the behavior goal. I will ask_______________________________ to help with my plan.