

Video of the day



Bullying

Unit 2

Keep it Up



- In groups of 6
- Pass around the balloon so it does not hit the floor.
- Groups should count the number of “hits” to the balloon to keep it afloat.
- Everyone on the team needs to touch the balloon at least
- The same person cannot hit it twice in a row

Balloon Game



- How was your group successful?
- What did each group member do to contribute to the group's success?
- What did you do to keep everyone involved.
- What class rules contributed to doing this activity successfully?
- Are there other rules that would have made this more successful?
- What rules are there in class or at school that keep students safe (physically and/or emotionally)?

Our Words Have Power

- Can you think of a time when you said something hurtful to someone else?
- Can you think of a time when you laughed at something hurtful that someone else said?



Words Have Power

- Can you think of a time when you laughed off something hurtful that someone said to you because you didn't want them to see you hurt?
- Have you ever been so hurt by someone's words that you permanently changed in some way?

What is Bullying?

- When someone uses strength or status to hurt or intimidate someone else.
- Unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.
- To be considered bullying it most include
 - Power Imbalance
 - Intent to harm
 - Repeated



Bullying

- Power Imbalance
 - Strength, social,
- Intent to harm
 - Aggressive behavior to hurt
- Repeated
 - Happens more than once or potential to happen more



Types of Bullying

- **Verbal**: Saying or writing mean things
- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm
- **Social (relational)**: hurting someone's reputation or relationships
- Leaving someone out on purpose
- Telling people not to be friends with someone
- Spreading rumors
- Embarrassing someone in public

Types of Bullying

- **Physical**: Hurting a person's body or possessions.
- Hitting/kicking/ pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures
- **Social Isolation**
- Is a state of complete or near complete lack of contact between and individual and society.
 - When a person avoids social interaction
- OR
 - When a person is avoided from social interaction

Cyberbullying



- Bullying that takes place using electronic technology
 - Social Media
 - Texts
 - Emails
- Examples: Mean text message or emails, rumors sent by email or posted on social media sites and embarrassing pictures or videos.



Dangers of Cyberbullying

- Persistent- 24 hours a day, no relief
- Permanent-public
- Hard to notice- harder to recognize

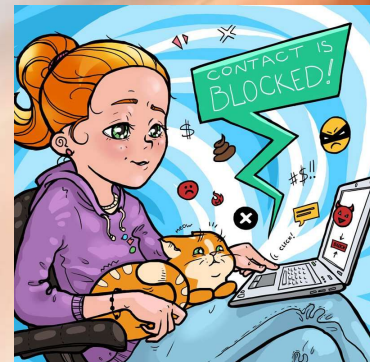


Why is Cyberbullying Different/Worse?

- Kids who are cyberbullied are often bullied in person as well.
- Cyberbullying can happen 24 hours a day, 7 days a week.
 - Can happen when person is alone, day or night
- Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience.
 - It can be difficult or impossible to trace the source
- Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent

REPORT IT

- **IMMEDIATE STEPS TO TAKE**
- Don't Respond or Forward
- Keep Evidence (record dates, times, descriptions, Save everything)
- Block the Person
- Report to Law Enforcement
- Trusted Adults
- The school



Joke of the Day

- **What goes up and never comes down?**
- **Your Age.**



New York Anti-Bullying Laws & Policies

- **Dignity for All Students Act**
- NYS law that protects students from discrimination, intimidation, taunting, harassment and bullying on school property or school functions
- To Ensure safety, security and support in schools
- School Professional must report it
- Includes Cyberbullying



Bullying video

- As watch think about why people bully?
- Who are the victims?
- Who are the bullies?
- Are you surprised with the outcomes?

Who is the Bully?

- Can be loners
- Lack self-esteem
- Lack of impulse control
- Anger management issues
- Revenge
- Longing to fit in
- Power-to have control
- Popularity
- Abusive homes
- Pleasure-enjoy the drama
- Prejudices
- Peer pressure
- Lack of supervision at home
- Stress



Warning Signs of the Bully

- Getting into physical or verbal fights
- Friends who are bullies
- Aggressive behavior
- Gets in trouble in school
- Unexplained money or new belongings
- Blames others for their problems
- Doesn't take responsibility for their actions
- Overly concerned about popularity

Warning Signs of being Bullied

- Unexplained injuries
- Lost or destroyed clothing, and belongings
- Frequent sickness
- Changes in eating habits
- Difficulty sleeping
- Declining grades, lost of interest in school
- Loss of friends or avoidance of social situations
- Feelings of helplessness
- Self destructive behavior
- Suicidal thoughts



Effects of Bullying

The Bully

- Get into frequent fights
- Steal and vandalize property
- Drink alcohol and smoke
- Poor grades
- Going to jail
- Carry a weapon



The Victim

- Afraid to go to school
- Afraid to ride the bus
- Depression
- Anxiety
- Weight Loss
- Poor Academics (miss school)
- Retaliation
- Suicide

Effects on Bystander

- Have increased use of ATOD
- Increased mental health problems
 - Depression, anxiety
- Missed or skip school



Ted Talk

- To this Day
- Write down 3 words or phrases to describe your thoughts and feelings about the video
-
-
-
-

Bullying and the Brain

18

Cortisol (cor-ti-sol)

Stressed out? This hormone is released during times of stress, increasing heart rate, blood pressure, blood glucose, respiration and muscle tension in response. It also temporarily shuts down the body's systems that aren't needed in the face of crisis, such as digestion and reproduction.

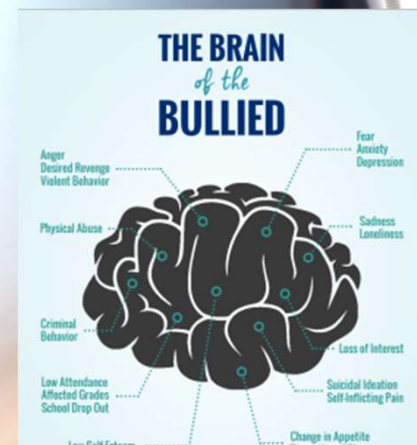


Bullying and the Brain

- The real enemy is Stress
- Stress leads to cortisol
 - Hormone that is released
- Blocks serotonin-calming hormone
- High levels of cortisol damage the brain
- Wear down the brain's ability to function properly
- Hippocampus-memory and emotions
- Underdeveloped hippocampus can lead to decreased ability to manage stress in adulthood
- It controls learning and focus
- Increase size of amygdala
 - Fear, alarm circuit
 - More receptive to stress

Bullying and the Brain

- Prefrontal Cortex Controls
 - Planning
 - Decision-making problems
 - Self-control
 - Personality
- Higher level cognitive processes.
- Last part of the brain to fully developed
 - Mid-20's



The Bully's Brain

- A study using a brain scan was done on “bullies”
- When they watched people intentionally inflicting pain on another person
- Part of the brain associated with reward and pleasure lit up
- Inactivity on the scan of the brain that helps regulate emotion
- Basal Forebrain and Lateral Habenula circuit in the brain cause bullying

Essential Question

- Name three effects the victim has to bullying.
- Afraid to go to school
- Afraid to ride the bus
- Depression
- Anxiety
- Weight Loss
- Poor Academics (miss school)
- Retaliation
- Suicide



Joke of the Day

- **Two children are born on the same day from the same mother but they are not twins. How is that possible?**

- **They are triplets!**

Why do you think the Bystander Effect happens?

-
-
-
-
-
-
-

The Bystander Effect

- Bystander is someone who witnesses bullying, either in person or online and **does not help**.
- When no one intervenes the victim may feel that no one cares and agrees with what is happening
- Sends wrong message to the bully
- If you ARE not part of the solution you are part of the **PROBLEM!**

Top Reasons Bystanders Don't Step In

1. Someone else will surely step in.
2. If I say anything, "he'll" turn on my next!
3. I don't like what "she" is doing, but "she" is still my friend.
4. I would say something, but "she" and I aren't really friend. (the person being bullied)
5. You're asking me to stand out on purpose?
6. I just don't know what to do to make it stop

How to be an Upstander



- SPEAK UP!
- Don't laugh
- Expressive disapproval of bullying behavior
- Don't stand around and watch
- Distract the bully-gives the change for victim to escape
- Include the target (lunch, PE, group work in class)
- Get victim OUT of situation
- Support the victim (in private or school)
- Tell a trusted adult
- BE KIND
- [Be a good example](#)

The Bullying Circle

1. Students who Bully
2. Followers or Henchmen
3. Supporters or Passive Bullies
4. Passive Supporters or Possible Bullies
5. Disengaged Onlookers
6. Possible Defenders
7. Defenders

A. Students Who Bully.

These students want to bully, start the bullying, and play a leader role.

B. Followers or Henchmen

These students are positive toward the bullying and take an active part, but don't usually initiate it and do not play a lead role.

C. Supporters or Passive Bullies

These students actively and openly support the bullying, for example, through laughter or calling attention to the situation, but they don't join in.

D. Passive Supporters or Possible Bullies

These students like the bullying but do not show outward signs of support.

E. Disengaged Onlookers

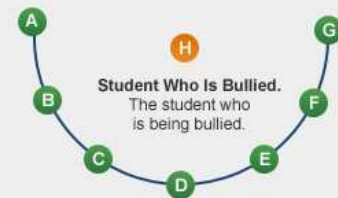
These students do not get involved and do not take a stand, nor do they participate actively in either direction. (They might think or say: "It's none of my business," or "Let's watch and see what happens.")

F. Possible Defenders

These students dislike the bullying and think they should help the student who is being bullied but do nothing.

G. Defenders

They dislike the bullying and help or try to help the student who is being bullied.



If You really knew me

- Theme 1: Peer Factors and Bullying 1. Who are the students/characters in the video clip? What are their relationships to each other? 2. Are any of the students/characters leaders or people whom others watch or listen to? How could you tell? 3. What are some things students talked about doing or did during the video that would give them the label of “bully,” “target,” or “bystander/ upstander”? As students/characters are discussed, explore how easy or difficult the role was for that individual. Theme 2: School Factors and Bullying

- Theme 2: School Factors and Bullying 1. What student “type” or “group” did you see represented in the video? 2. How did a student’s group affiliation/belonging benefit or penalize him/her? 3. How were gender, race, socioeconomic status, and sexual orientation depicted in the video? If it was not obvious, what are some of your guesses as to how some of these students might be classified based on gender, race, socioeconomic status and sexual orientation?

Bully Project

- <https://www.youtube.com/watch?v=KcwRy6iRD6k>