

**WIIFM**

**What's In It For Me?**

**Safe Classrooms = Better Everything**

“What does a session on bullying have to do with academics?”

**Students learn best and achieve their full potential in safe and orderly classrooms. Positive academic achievement begins with safe families and safe communities.** The NEA

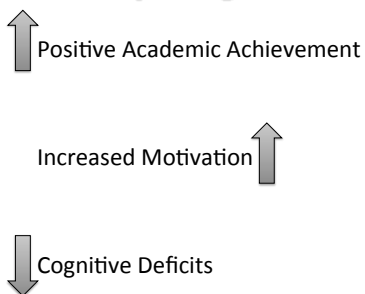
### Cognitive Delays

- Children who are bullied are more likely than other kids to have cognitive deficits. **They score lower on tests** that measure verbal memory and executive function, a set of skills needed to focus on a task and get the job done. Mental-health problems, such as depression, are also more common.

### Increasing Motivation with the Climate and Instructional Variables

1. Establish rules and procedures that **maintain a safe, orderly learning environment.**
2. Create links between topics to students' personal lives.
3. Describe the reasons for studying particular topics, and provide evidence for increasing competence.
4. Establish and maintain high levels of student involvement in learning activities.
5. Provide specific and detailed feedback on student work.

### WIIFM (among other things)



What are the typical ways that you see students bullying each other?



“If we actually started calling bullying what it is and address it as racism, sexism, homophobia, transphobia, ableism, fat phobia and classism it would actually give children a better way to deal with the very same power dynamics they will face as adults, while also giving adults more responsibility to challenge the intolerance that is rooted within our society overall.”

- AMANDA LEVITT -

UPWORTHY



**L.A. NOW**  
SOUTHERN CALIFORNIA – THIS JUST IN


« Previous Post | L.A. NOW Home | Next Post »

**Brandon McInerney gets 21 years: School faulted in gay teen slaying**  
November 22, 2011 | 7:11 am


Comments: 28 | Tweet: 55 | Recommend: 239




**2010**




Asher Brown  
13 years old




Seth Walsh  
13 years old




Tyler Clementi  
18 years old



Billy Lucas  
15 years old




Raymond Chase  
19 years old




Zach Harrington  
19 years old


**2011**



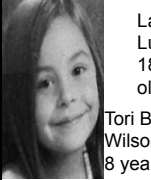
Jamey Rodemeyer  
14 years old




Ashlynn Conner  
10 years old




Kameron Jacobsen  
14 years old



Lance Lundsten  
18 years old



Tori Blair Wilson  
8 years old



Justin Dimino  
16 years old

**Bullying**

Name-calling often starts early, and, when it becomes constant, it has serious and long-lasting effect on children.

Words like **“stupid,” “ugly,” “fat,”** and **“dumb”** may seem harmless among young children, but, over time, words become social weapons, deflating the self-esteem of developing egos. Once children internalize negative labels, they are more likely to under-perform in school and grapple with related health issues well into adulthood.

**2012**



Phillip Parker  
14 years old



Eric James Borges  
19 years old



Jeffrey Fehr  
18 years old



Rafael Morelos  
14 years old




Ashley Duncan  
17 years old




Drew Ferraro  
15 years old


**2013**




Nigel Hardy  
13 years old




Thomas Thompson  
11 years old



Devon Brown  
13 years old



Hailey Petee  
11 years old



Morgan Musson  
13 years old

**2014**

Angel Green  
14 years old

Michael Morones  
11 years old

**2018**

Police accuse two students, age 12, of cyberbullying in suicide

By Jamiel Lynch, CNN  
Updated 3:36 PM ET, Wed January 24, 2018

*You've got to be taught  
To hate and fear,  
You've got to be taught  
From year to year,  
It's got to be drummed  
In your dear little ear  
You've got to be carefully taught.*

*You've got to be taught to be afraid  
Of people whose eyes are oddly made,  
And people whose skin is a different shade,  
You've got to be carefully taught.*

*You've got to be taught before it's too late,  
Before you are six or seven or eight,  
To hate all the people your relatives hate,  
You've got to be carefully taught.*

A recent study of a nationally representative sample of students found higher levels of bullying in **America** than in some other countries.

**TYPES** of Bullying

- **One-on-one** bullying can take place in person or online and can be physical bullying or emotional bullying. Research indicates that one-on-one bullying is **more prevalent in elementary school.**

**TYPES** of Bullying

- **Pack** bullying is bullying undertaken by a group. It also can be either physical or emotional and in person or in cyber space.

It's A Girl's World

## TYPES of Bullying

- **Pack** bullying is bullying undertaken by a group. It also can be either physical or emotional and in person or in cyber space.



## MODES of Bullying

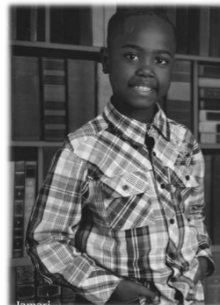
- **Physical** bullying takes the form of physical abuse, such as pushing, shoving, hitting, fighting, spitting, and tripping. Threats of physical harm and attempts to force people to act in ways they would prefer not to act. A lot of gay bullying is known as gender-policing.

## MODES of Bullying

- **Gender policing** is the imposition or enforcement of normative gender expressions on someone who is perceived as not adequately performing, through appearance or behavior, their maleness or femaleness.



## Jamari Williams



- <https://www.facebook.com/gamble34/videos/10103831853831558/>

## MODES of Bullying

- **Gender policing**



## MODES of Bullying

- **Emotional** bullying is bullying that involves factors other than physical interaction, such as insults, derogatory remarks, name calling, and teasing. Also included are attempts to ostracize the victim, such as being **left out** or ignored, which is sometimes referred to as **social bullying**, as distinguished from verbal bullying. Emotional bullying could also take the form of purposely misplacing or hiding someone's belongings. Emotional bullying can be done in person or online.

While some adults see teasing as harmless - or as a rite of passage children must go through to **“toughen up”** - mounting evidence reveals the true toll. A British study claims that **verbal abuse is just as, if not more, harmful** to a child’s self-confidence than physical bullying.



### Post-Traumatic Stress

Post-traumatic stress is an anxiety disorder that can develop after exposure to a frightening event or ordeal in which physical harm occurred or was threatened. Research clearly suggests that it can be caused by bullying.



### Post-Traumatic Stress

All types of bullying resulted in lower self-esteem, but **social manipulation**, such as excluding the victim from taking part in games, was more likely to lead to post-traumatic stress.

### MEDIUMS of Bullying

- **Face-to-face** bullying is bullying in which students confront each other in person.
- **Cyber bullying** is bullying that takes place online, through email, chat rooms, social networking services, text messages, website postings, blogs, or a combination of means.



A Facebook Burn Page

January 2011

Wynn, 16, and Barker, 15, were jailed on Felony aggravated stalker charges for creating a fake Facebook page to harass another student. Why? “Because nobody liked her and we thought it would be a funny joke.” (75% of middle school students say they’ve visited at least one burn page.)

### And this...

- August 27, 2013
- The Huffington Post
- **Glendale Unified School District** has hired an outside company – Geo Listening – to analyze what students post on sites such Facebook, Instagram and Twitter to look for evidence of cyberbullying, crime, drug-use and suicidal thoughts. The hope is that after being made aware of such posts, district officials will be able to intervene in order to prevent students from engaging in illegal or harmful activity. The program tracks the social media habits of about 13,000 middle and high school students. Some parents aren’t happy about the invasion of privacy, but Geo Listening says that “All of the posts were already made public by the students themselves, so no privacy is violated.”

## e-bullying

- The psychological and emotional outcomes of cyber-bullying are similar to real-life bullying outcomes, except for the reality that with cyber bullying there is often no escape. **School ends at**

3 p.m., while the Internet is available **all the time.**

## MEDIUMS of Bullying

- Cyber bullying** starts in 3<sup>rd</sup> grade and peaks in 4<sup>th</sup> grade and again in 7<sup>th</sup> and 8<sup>th</sup> grade.



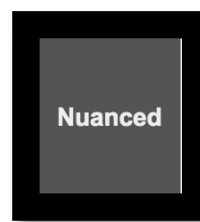
Megan Meier  
13 years old  
October 16, 2006



=



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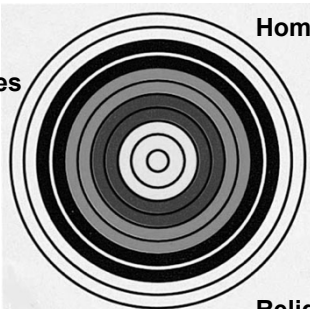
## SPECIFIC TARGETS of Bullying

Students with Disabilities

Homophobic

Racist

Religious



## TARGETS of Bullying

An estimated **66%** of U. S. middle school students say they are teased at least once a month. Most students are targeted because of their race, ethnicity, gender, religion, size, class, sexual orientation or disability.

### Bullying

Lesbian, gay, bisexual, transgender and queer (LGBTQ) students suffer a disproportionate risk of being verbally abused. According to one study, they hear anti-gay slurs at least once every 14 minutes.

GPA of frequently harassed students is a half a grade lower than those less harassed.

# 4X

LGBTQ youth are up to four times more likely to attempt suicide than their heterosexual peers.

### Perceived Sexuality



# AB 537

AB 537, the California Student Safety and Violence Prevention Act of 2000, changed CA's Ed Code by adding **actual or perceived** sexual orientation to the existing nondiscrimination policy. It prohibits harassment and discrimination based on identity.

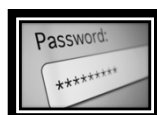
6<sup>th</sup>-Graders are the most likely to sustain an injury from bullying



- Nearly 35% of kids have been threatened online and almost 1 in 5 have had it happen more than once.
- Among this percentage, being ignored and disrespected were the most common forms of cyber bullying.
- 9 out of 10 middle school students have had their feelings hurt online.
- About 75% have visited a Web site bashing another student.



Cyber-Bullying



# 4 out of 10



# REALLY?

A third (31.3%) of the students who are bullied said they reported the incident and their school staff did nothing.

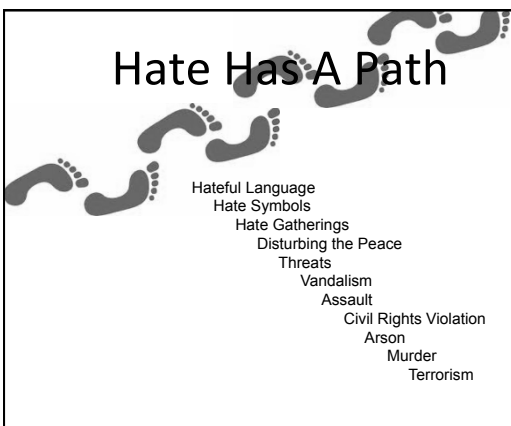
4 people in a bullying scenario:

1. The Bully
2. The Victim
3. The Bystander
4. Allies



In **2/3** of recent school shootings (for which the shooter was still alive to report), the attackers had previously been bullied. In those cases, the experience of bullying appeared to play a major role in motivating the attacker.

## Hate Has A Path



What do YOU do?

## What do YOU do?



# What do YOU do?

**Personal Responses**

The question we most commonly ask is the “what” question – “What subjects shall we teach?” When the conversation goes a bit deeper, we ask the “how” question “What methods and techniques are required to teach well?” Occasionally, when it goes deeper still, we ask the “why” question – “For what purpose and to what ends do we teach?” But seldom, if ever, do we ask the “who” question – “Who is the self that teaches? How does the quality of my selfhood form – or deform – the way I relate to my students, my subject, my colleagues, my world? How can educational institutions sustain and deepen the selfhood from which good teaching comes?”

(Parker J. Palmer, *The Courage to Teach*)

**Personal Responses**

**Personal Responses**

## Acknowledge Personal Bias

Find out your implicit associations about race, gender, sexual orientation, and other topics!

Project Implicit®

**Personal Responses**

## What is meant by “dispositions”?

- A term used in the standards for national accreditation for teacher education programs.
- The “squishy things” associated with teacher effectiveness.
- The hard(er) to measure things that **aren't** knowledge and/or teaching skills.


**Personal Responses**

## Effective Teacher Dispositions

Caring	Embracing	Well-Informed
Caring	Embracing	Well-Informed

Personal Responses

## Manage your stress and guard against teacher burnout!



Stressed is desserts spelled backwards.


Personal Responses

## Are you a "good citizen" of the school?



Professional Responses

## Educate Yourself



TEACHING TOLERANCE  
A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

MAGAZINE PROFESSIONAL DEVELOPMENT CLASSROOM ACTIVITIES TEACHING KITS MIX IT UP! RECOMMENDED RESOURCES

Subscribe to Enews  
Sign up today and receive the latest on anti-bias education issues. Enter your email address:

Subscribe

### Bullied: A Student, a School and a Case That Made History

Level: Grades 6 to 8 Grades 9 to 12  
Subject: Reading and Language Arts Social Studies Science and Health Arts ELL/ESL

Order your free copy today!


Bullied is a documentary film that chronicles one student's ordeal at the hands of anti-gay bullies and offers an inspiring message of hope to those fighting harassment today. It can become a cornerstone of anti-bullying efforts in middle and high schools.

Bullied includes:

- A 40-minute documentary film (DVD), with closed captioning and with Spanish subtitles
- A two-part viewer's guide with standards-aligned lesson plans and activities for use in staff development
- Additional materials online

Professional Responses

Professional Responses



ODD GIRL OUT  
THE HIDDEN CULTURE OF AGGRESSION IN GIRLS  
RACHEL SIMMONS

OVER 400,000 COPIES SOLD  
REVISED AND UPDATED EDITION OF THE NEW YORK TIMES BESTSELLER  
QUEEN BEES WANNABES  
HELPING YOUR DAUGHTER SURVIVE CLASSES, GOSPEL, BOPPERHOLES, AND THE NEW REALITIES OF GIRL FRIENDS  
ROSALIND WISEMAN

Fast Girls  
TEENAGE TRIBES AND THE MYTH OF THE SLUT  
SARAH WATTS

# STOP cyberbullying

THE MEGAN PLEDGE

download the pledge kit and/or e-mail Parry for further information

what is it? :: how it works? :: why cyberbully? :: prevention? :: take action? :: what's the law?

? 7-10 11-13 14-17

contact us :: donate :: volunteer :: media translations :: privacy policy :: terms of use

© WireKids, Inc. All rights reserved.

[www.stopcyberbullying.org](http://www.stopcyberbullying.org)

Professional Responses

WiredSafety.org — the world's largest Internet safety and help group

WiredSafety provides help, information and education to Internet and mobile device users of all ages. We help victims of cyberstalking ranging from online fraud, cyberstalking and child safety, to hacking and malicious code attacks. We also help parents with issues, such as MySpace and cyberbullying. More about us...

**NEED A SPEAKER FOR YOUR EVENT OR SCHOOL PRESENTATION?**  
To book a Speaker for Your Event, contact our Speakers Bureau.

**Recorded Webcast**  
Click here to complete the simple form to view the recorded webcast. Join Parry Aftab, legislators, educators, industry professionals, tween and teenagers at a two day conference discussing the nature and impact of cyberbullying and how we can work together to combat it at all levels.

We operate TeenAngels, WiredKids, CyberLawEnforcement, StopCyberbullying, and Internet Super Heroes, as well as WiredSafety.org.

View our tutorial on sexual predators and how they operate.  
Educators - Lessons on Cyber Safety through Information Literacy

Professional Responses

The Trevor Project

The Trevor Lifeline  
866 4-U-TREVOR  
8 66 4 88-73 86

SEARCH [ ] DONATE [ ] The Trevor Lifeline  
866 488 7386

DEAR TREVOR [ ] CONTACT US [ ] STAY INFORMED [ ]

Chris Colfer for The Trevor Project

00:33

Professional Responses

facebook

**Professional Development**

- Epic Parenting
- TowardTheStars
- Princess Free Zone
- A Mighty Girl
- Grammarly
- Workplace Bullying
- Rethinking Schools

Professional Responses

“That’s so gay!”  
“You’re retarded!”

Professional Responses

**UpStander Cards!**

This is so easy! Don't you get it? You are soo stow!

**Possible responses**  
I am sorry, Josh, but those words were not activity.  
-I am sure that he is really good in some way, try to learn from them, instead of making  
-Please change your vocabulary, we will

**Inappropriate Statement:** When a student is struggling to figure something out another says, "You're an idiot, you can't even do anything right."

**Response:**  
- Immediately let him student who said that know that it is inappropriate to say that to anyone and that in our classroom we always support one another.  
- Let the student who is trying know that everyone struggles with different things and has strengths in others...  
- When the rest of the class is working, take the student who made the comment outside and discuss with them that you will not tolerate that kind of behavior because we need to support one another and that at a later time he needs to be sure to apologize.

Professional Responses

**Have Lots of Conversations Across Social Boundaries**  
A new poll shows that four in ten white people have no friends of color.

My Environment I am	Native American	African American	Latino American	Asian American	Indian American	Jewish American	Irish American	Arabic American	European American	Other (Which?)
My co-workers are										
My supervisor is										
My elementary school was mostly										
My high school was mostly										
My teachers were mostly										
My faith community is mostly										
My close friends are										

Professional Responses

### Jeff's Multicultural Profile



	Native American	African American	Latino American	Asian American	Indian American	Jewish American	Irish American	Arabic American	European American	Other (Which?)
My Environment										
I am										
My co-workers are										
My supervisor is										
My elementary school was mostly										
My high school was mostly										
My teachers were mostly										
My faith community is mostly										
My close friends are										

Curriculum Responses

## Counter Narratives


Literature should be a mirror in which students see themselves reflected.

And literature should be a window on the world.

Curriculum Responses

## UNFORTUNATELY, HISTORY HAS SET THE RECORD A LITTLE TOO STRAIGHT.




NATIONAL CURRICULTURE DIVISION

Pictured: James Baldwin, Willa Cather, Errol Flynn, Michelangelo, Edna St. Vincent Millay, Cole Porter, Eleanor Roosevelt, Bessie Smith, Walt Whitman, and Virginia Woolf.

Curriculum Responses

## Counter Narratives


A counter-narrative is a story that arises in opposition to another. Counter-narratives aim at undermining the original story.



Curriculum Responses

## Counter Narratives

A counter-narrative is a story that arises in opposition to another. Counter-narratives aim at undermining the original story.



## *The Danger of a Single Story*

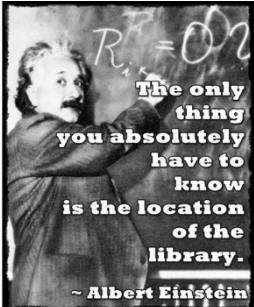
by Chimamanda Adichie

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)



Curriculum Responses

## Counter Narratives



The only thing you absolutely have to know is the location of the library.  
~ Albert Einstein

Curriculum Responses

## Gay Children's Books

Submitted by Jeff Sapp on September 28, 2009  
Keywords: LGBT

I teach classes on children's literature at a university in California. I always say that, although I've been teaching now for 30 years, what I really want to be when I grow up is a children's author. It's a genre that we teachers love and spend a great deal of time specializing in because we want to thrill our students with a passion for reading so that they too will become lifelong readers. Students love this class for that very reason. That is, until I get to the topic of contemporary children's books that have non-normative gender roles as a subject.


Whether it's classics like *Oliver Button is a Sissy* (published in 1979), *William's Doll* (1985) or more recent books with gay themes like *King and King* (2004) or *And Tango Makes Three* (2005), you can feel people beginning to get uncomfortable. It's no wonder that books like these are among the most banned books in the last decade.

But why does a boy wanting a doll instead of a ball, or a boy that prefers to dance instead of play sports, make us uncomfortable? I myself married a prince of a guy just like in *King and King* and we recently adopted a baby girl just like two little chinstrap penguins living in New York City's Central Park Zoo. What is it about love that makes us so uncomfortable?

Are we afraid of these books because our communities of faith preach against them? Or is it that we don't feel equipped to mediate the conflicts we think they'll cause in our classrooms? Do we hate these books because they reveal our own hidden homophobia? I'd be curious to hear what you think about this.

Curriculum Responses

"When those who have the power to name and to socially construct reality choose not to see you or hear you, whether you are dark-skinned, old, disabled, female, or speak with a different accent or dialect than theirs, when someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing."  
**Adrienne Rich**




Curriculum Responses

**Jeff Sapp**  
Blogger, Writer, Author


"Plain and simple - we need teachers who have done 'inner work.' How can we expect to teach transformation when we do not even understand what is meant by the word? 'Which? What? How? believed and called for... teachers... and those in the hearing professions to feel 'not themselves.' 'The helper is unhappy, he or she cannot help many people.'" From Jeff Sapp's *The Intersection of Personal Liberation and Social Change*

Tolerance.org  
Adl.org  
Rethinkingschools.org



Curriculum Responses

In a survey conducted in 2005 by Teaching Tolerance, the NEA and the Civil Rights Project, the vast majority of teachers said their schools were largely **free** of racial or ethnic tensions.



Students paint a very different picture. 1 in 4 reports being victimized in racial or ethnic incidents in a typical school year, and race and ethnicity aren't the only lines of division.

TEACHING TOLERANCE  
www.teachingtolerance.org

EARLY GRADES HANDOUT

Curriculum Responses

### Handout I: Bullying Survey

1. Has anyone ever called you a name?
2. Has anyone ever told you that you can't be friends?
3. Has anyone ever hit, kicked or pushed you?
4. Has anyone ever threatened you?
5. Was someone mean to you because of how you look?
6. Did you tell anyone about any of these incidents? Why or why not?
7. Have you ever seen someone else being bullied?
8. Have you ever called someone else a name, hit, kicked, pushed, threatened or been mean to someone?

**Educate yourself about the realities of student-to-student bullying.**

TEACHING TOLERANCE  
www.teachingtolerance.org

EARLY GRADES HANDOUT


Curriculum Responses

### Handout II: Bullying Reflection Questions

1. According to the chart, how many people in the class have been called a name? Is that more or less than the total number who have not been called a name?
2. According to the chart, how many people in the class have been told you that you can't be friends? Is that more or less than the total number who have not been told you that you can't be friends?
3. According to the chart, how many people in the class have been hit, kicked, or pushed? Is that more or less than the total number who have not been hit, kicked, or pushed?
4. According to the chart, how many people in the class have been threatened? Is that more or less than the total number who have not been threatened?
5. According to the chart, how many people in the class have been mistreated because of how they look? Is that more or less than the total number who have not been mistreated because of how they look?
6. According to the chart, how many people in the class tell an adult when someone treats them badly? Is that more or less than the total number who do not tell an adult?
7. Do you think it helps to tell an adult? Why or why not?
8. According to the chart, how many people in the class have seen someone else being bullied? Is that more or less than the total number who have not seen someone else being bullied?
9. According to the chart, how many people in the class have been a bully? Is that more or less than the total number who have not been a bully?
10. Are there more bullies or victims?
11. What can each of us do to stop bullying?

Curriculum Responses


### Playing the Bully Card



- Make bully cards based on specific issues in our school or classroom.
- Make 4 "Stand Up" cards:
  - Don't react. Walk away, don't cry, ignore the bully.
  - Smile or laugh. If you do the opposite of what the bully expects, the bully doesn't have any fun.
  - Communicate. Tell the teaser calmly how you feel. When you're calm, bullying loses its power.
  - Inform an adult. If you need help, ask for it. That's not tattling; that's standing up for yourself.

– Inform an adult. If you need help, ask for it. That's not tattling; that's standing up for yourself.

## Zoe gets bullied



12/4/12

Dear Ms. Mundt,

I am afraid you didn't hear the whole story. He didn't only call me ugly but he said I was gay in a bad way. This was very painful for the inside of me since I have two moms. He also hurt me by hitting/kicking me on a regular basis. I am sorry I wasn't able to tell you earlier but I was still very hurt and scared. It also felt personal in a way.

I have decided that maybe you could put that you should not taunt people by using the word gay in a bad way because there is nothing wrong with being gay even though I know people sometimes

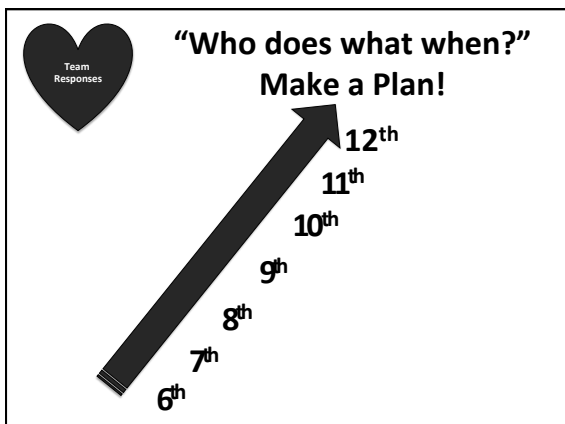
say it negatively. I also think maybe you should start checking every recess to make sure we are behaving ourselves.  
I hope you understand.  
Sincerely, Zoe

**Team Responses**

**“Let’s all do it and then talk about it!”**



**See any patterns?**



**School-Wide Responses**

**“Let’s all do it and then talk about it!”**



**See any patterns?**



School-Wide Responses

### School-Wide Programs Mix It Up At Lunch Day [www.mixitup.org](http://www.mixitup.org)

School-Wide Responses

### School-Wide Programs No Name Calling Week [www.nonamecallingweek.org](http://www.nonamecallingweek.org)

School-Wide Responses

### School-Wide Programs

## *Why Frogs and Snakes Never Play Together: A Pourquoi of Prejudice*

An Original Play in 3 Acts  
By Me

School-Wide Responses

### Develop A Response To Hate

School-Wide Responses

### Involve the Entire Community

Be kind, for everyone you meet is fighting a hard battle.  
~Plato

PicsMeme.com

## Conclusion

In his book *Teachers as Cultural Workers: Letters to Those Who Dare Teach*, Paulo Freire states, "educating involves a passion to know that should engage us in a loving search for knowledge that is - to say the least - not an easy task" (Freire, 1998). He states that for this reason "that those wanting to teach must be able to dare, that is, to have the predisposition to fight for justice and to be lucid in defense of the need to create conditions conducive to pedagogy in schools; though this may be a joyful task, it must also be intellectually rigorous."