

Effects of Bullying on Children

Children who are bullied tend to:

- Experience further rejection from peers.
- Have lower self-esteem than other children.
- Feel more lonely, anxious, and insecure.
- Avoid and dislike school.

As children who bully grow up, they tend to:

- Commit more crimes,
- Commit more driving offenses,
- Receive more court convictions,
- Report higher incidents of alcoholism,
- Experience more antisocial personality disorders,
- Use more mental health systems,
- And commit more spousal abuse

than their nonaggressive counterparts.

See the *Steps to Respect* Program Guide for references and more information.

Goals of the *Steps to Respect* All-Staff Training

To provide staff with the knowledge and skills to:

- Understand the role of friendship skills in preventing bullying.
- Recognize bullying.
- Support children who are involved in bullying situations.
- Intervene safely and effectively in bullying situations.

Session Agenda

Welcome and Goals

- The effects of bullying on children
- Adults' role

Defining and Recognizing Bullying Behaviors

- Defining *bullying*
- Overview of the *Steps to Respect* program
- Bullying behaviors

Handling Bullying Reports

- The Four-A Response Process
- Role-play

Closure

- Review
- Next steps

***Steps to Respect* Definition**

Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.

Scope of the Problem

Statistically, research shows that in a mid-sized school:

- Bullying happens once every 7 minutes.
- 10 to 20 percent of school-age children are chronic targets of bullying.
- The average bullying episode lasts 37 seconds.
- Teachers noticed and intervened in only 1 out of 25 episodes.
- Most bullying episodes occur on the playground. However, more subtle forms of bullying happen in the classroom as well.

Bullying Behaviors

Physically hurting or threatening to hurt someone

Social exclusion

Insults

Name-calling

Mean gossip and rumors

Sexual bullying

Identifying Bullying Behavior

Directions: Place a “B” next to the situations that you think depict bullying behaviors.

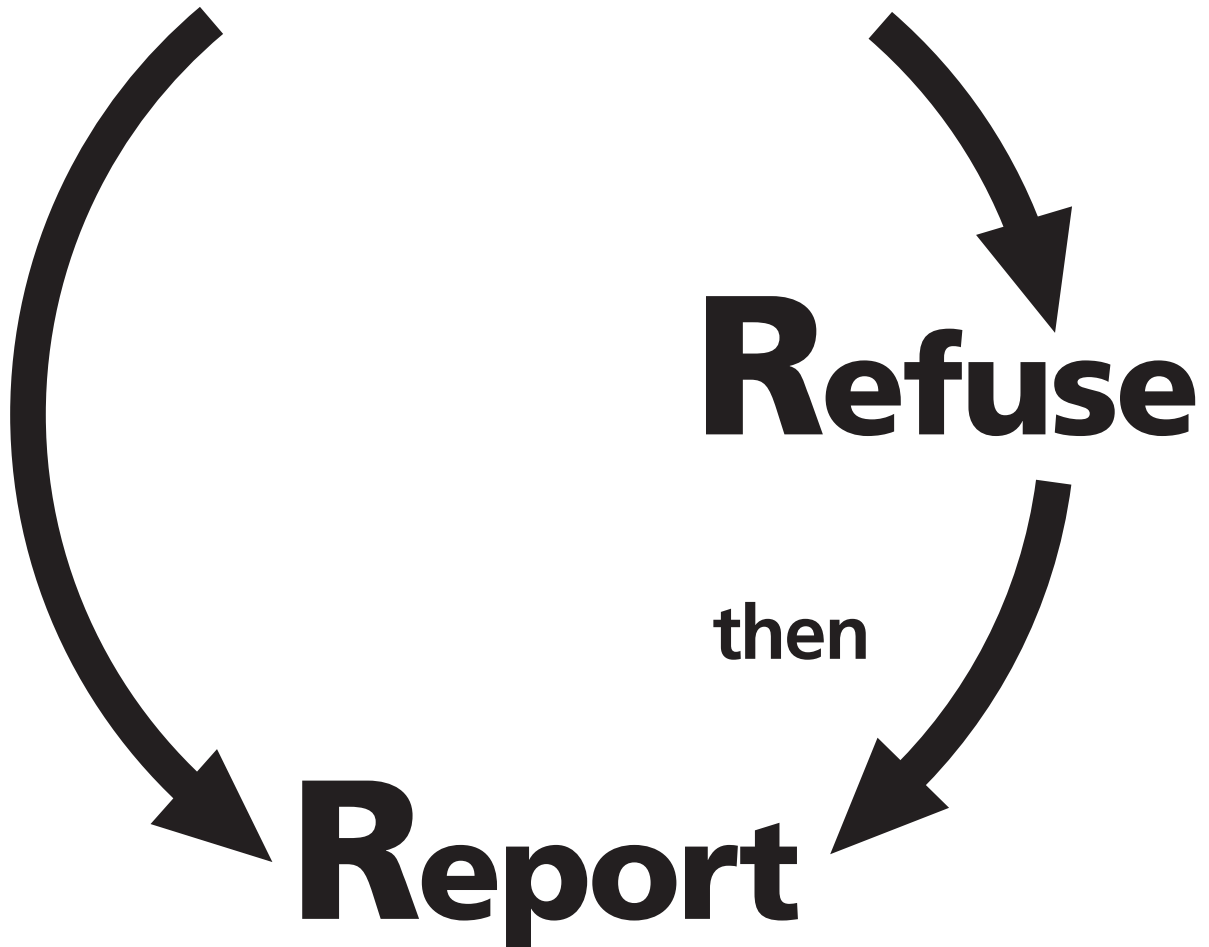
- B** 1. A bigger student keeps pushing a smaller student down on purpose.
- B** 2. A group of students always leaves out the new student during kickball games—even when she asks to play.
- 3. Best friends Molly and Amara fight about whose turn it is during a checkers game.
- 4. Keisha gets mad and calls Penny a name because Penny did not come to her birthday party.
- B** 5. Some students take Kenny’s jacket and play keep-away with it on the school bus. Kenny tells them to stop, but they don’t listen.
- B** 6. Three students always make fun of Benjamin’s hair. This makes him cry.
- 7. Teri and Jake yell at each other about cheating during a handball game.
- B** 8. A group of girls chase Tyler at recess and try to kiss him even though he has told them he doesn’t like it.
- 9. Jared and Mike wrestle a lot. One day, Jared’s arm gets hurt.
- B** 10. Tom and Martin flip up girls’ skirts at the water fountain every day at lunchtime. The girls tell the boys to stop, but the boys keep doing it.

The Three Rs of Bullying

Recognize

If you don't
feel safe

If you do
feel safe



Reporting Bullying

Students learn that it is okay to report bullying to an adult anytime.

They also learn to report bullying to an adult immediately if:

- They or someone else are in danger.
- Someone is touching or showing private body parts.
- Refusing doesn't work.

Tattling vs. Reporting

Tattling is when a student tries to get someone into trouble.

Reporting is when a student tries to keep someone safe.

Handling Bullying Reports

The Four-A Response Process

Affirm

Affirm the child's feelings.

Ask

Ask questions.

Assess

Assess the child's safety.

Act

Coach the child or refer the child for coaching. Tell the child what will happen next.