

Coping with Bullying: Cyber and Other Kinds

By Jon Gary, EdD

Bullying May Involve:

- **Direct and indirect behavior:**
 - **Direct bullying** is aggressive behavior(s) that are directly communicated to a targeted child (e.g., pushing, verbal taunting, mean text messages)
 - **Indirect bullying** is aggressive behavior(s) that are not directly communicated to the targeted child (e.g., spreading false rumors)

Source: Centers for Disease Control and Prevention (under review)

My watch video reminder is a



So please remind me



Looking at the impact of what we say in person, and in cyberspace.

- ✓ Participation in role play and break out groups
- ✓ Make sure you have paper, pencils and markers ready
- ✓ Ask questions
- ✓ Have fun!

PBS INTRODUCTION

Video



<http://video.pbs.org/video/2365399552/>

Any questions? We will be participating in activities to help us understand what this means, so be prepared.

Today let's learn about unconscious bias

“Our unconscious biases play a significant role in how we process our assumptions, interact with others and, ultimately, communicate microaggressions. We can manage microaggressions by becoming aware of them, and slowly learning to catch our biases before they become actions” (**Anna Giraldo Kerr , Huffington Post, 2015**)

http://www.huffingtonpost.com/anna-giraldo-kerr/six-things-to-learn-about_b_5512057.html

Unconscious bias

meet



micro aggression

Video



http://www.huffingtonpost.com/2015/02/10/microaggressions-video-n_6655702.html?cps=gravity_2682_-8801804363883054966

Exercise 1

- Can you individually brain storm situations that have occurred like this in your environment?
- You have **two minutes** on my command!



Hold on to your ideas for the next
section



Exercise 2

Uncomfortable compliments

<https://www.youtube.com/watch?v=9wvypLPX7qQ>



I need you all to count off in groups of 4

Group 1

Group 2

Group 3

Group 4

1. Each person in a group will design a poster of a micro aggressive comment you have received. Ex. *You speak so well to be...*
2. You will elect one person in your group to show our community what you came up with (just like the video)
3. Each class will present four posters to the whole group (in camera)
4. Remember this is a **Safe talk community**, therefore no attacking anyone in the room while giving your example
5. You have 10 minutes



Go back to previous slide



Alvin Poussaint (Professor of
Psychiatry at Harvard and a
television consultant) refers to the
cumulative impact of
experiencing microaggressions
as “death by a thousand nicks.”

Exercise 3

I Too am Harvard
Let's watch this video!



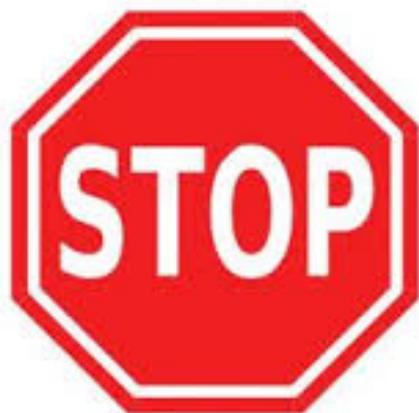
<https://www.youtube.com/watch?v=YgiXZkKtqGk>

This is a question to the classes

Did you think college was like this?

Did you think life was like this? Let's hear from **four students** from each class (**one from each group**). You have **10 minutes** total.





Exercise 4

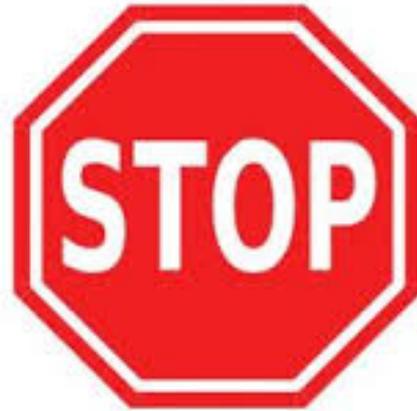
And this person is...

Who is this person?

- You have **30 seconds** as a group to answer these questions as it pertains to
 - Age
 - Gender
 - Race
 - Occupation
-
- I would like **four** people in each class(one from each group) share with our online community, **no more than 30 seconds per students**



Go back a slide and talk for
five minutes total



And the person is...

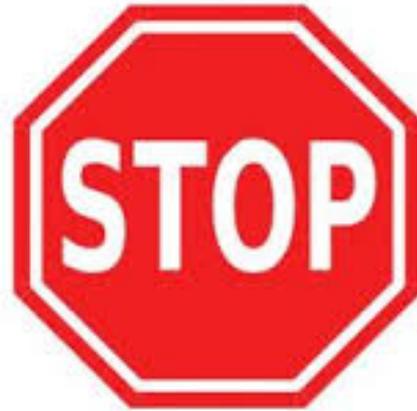


Who is this person?

- You have 30 seconds as a group to answer these questions as it pertains to
- Age
- Gender
- Race
- Occupation
- What is her background? Where does she come from? What is her family history?



Go back a slide and talk for
five minutes total



And this person is...



Maya and Yuri Kochiyama

The Kochiyamas lived in the projects in central Harlem from the 1960's to the 1980's.

All of the Kochiyama's children were activists and worked with several Black, Latino and Asian American groups...Both Yuri and Bill were survivors of the Japanese American internment camps during WWII

<http://www.corenyc.org/omeka/items/show/221>

Video on Yuri Kochiyama



https://www.youtube.com/watch?v=ApSa2_SW9rw

Exercise 4 cont'd



Go back a slide



And this person is...

I added this slide so I wouldn't
give it away



Resident John West (L) hands a rose to a police officer, showing his appreciation with help in cleanup efforts in Ferguson, Missouri, August 19, 2014....



<http://news.yahoo.com/photos/the-peaceful-side-of-the-ferguson-protests-slideshow/>

Federal Laws and Bullying and Harassment

- Schools that receive federal funding must address discrimination based on a number of different personal characteristics
 - Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin
 - Title IX of the Education Amendments of 1972 prohibits discrimination based on sex
 - Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA (1990) prohibits discrimination based on disability

Likelihood of Reporting

- **50-75%** of children and youth do not tell school personnel, are a bit more likely to tell parents
- **Varies by age and gender**
 - Older youth and boys are most reluctant to report bullying

The majority of bullying still takes place at school; 1 in 3 U.S. students say they have been bullied at school

<http://nobullying.com/bullying-statistics-2014/>

70.6 percent of teens have seen bullying occurring in their schools – and approximately **30** percent of young people admit to bullying themselves. With so many students seeing what goes on, one has to wonder why bullying proliferates – especially since the DHHS reports that bullying stops within 10 seconds **57** percent of the time when someone intervenes.

<http://nobullying.com/bullying-statistics-2014/>

- What if the **adult at home** supports such activity as a way of survival?
- What do you do at school?
- And in class?

This is why you have to make this
decision



Exercise 6

Entertainment/Music Personality Worksheet

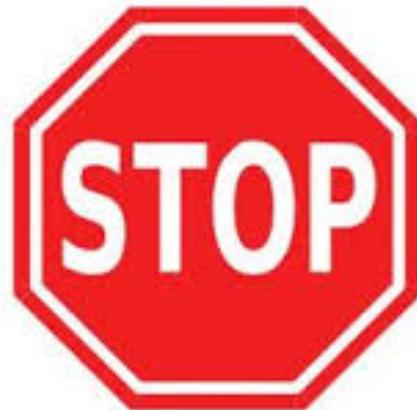
Discussion Questions:

Take a piece of paper/ draw this grid ON THE
NEXT PAGE

And list as many folks in each box you can
think of in **10 minutes...**

People in Entertainment/in the media	Men	Women	Lead Roles	Supporting Roles	Positive Role Models	Negative Role Models
Group 1 White/Caucasian Disapora	Example Brad Pitt Tom Brady Justin Bieber					
Group 2 Black/African Diaspora						
Group 3 Asian/Pacific Islander Diaspora						
Group 3 Latino/a Diaspora						
Group 4 Native American/First Nation Diaspora						
Group 4 Lesbian Gay Bi Transgender (LGBT)						
Group 4 Disabled						
Are you unlisted?						

Let's hear from the teachers too!
Move forward, to the next slide



How did that make you feel when...

- Your group did not have a lot of names?
- Your group had names in the wrong category?
- Does it matter that some groups are overrepresented or underrepresented in the media?
- Let's have everyone share **30 seconds** of thought

(Four from each class)

In each group, let's transition into role play, **five minutes**

Now in your groups of four I need you all in each group to secretly take on the following emotions facial expressions (don't tell the other group)

- Happy
- Sad
- Angry
- Excited
- Surprised
- Scared
- Disgusted
- Neutral



As a group, your job is to represent this look into the camera for the other classes to view, and guess how you feel based on choosing one of the above expressions. **Choose an expression of one group member that people misunderstand that the whole group adopts**



10 seconds of quite please !

To restore order I will use this slide



Facial Expression Role Play Exercise

We should have each sub group pose for 10 seconds, and allow 20 seconds of guessing, then allow one person or the group share your expression



To restore order I will use this slide

10 seconds of silence please !

To restore order I will use this slide



Let's hear from the teachers too!

- Is it easy for you to interpret facial expressions correctly?
- Does racial/ethnic identity make it more difficult to recognize what the facial expressions indicate?
- One representative per group may speak



Let's hear from the teachers too!

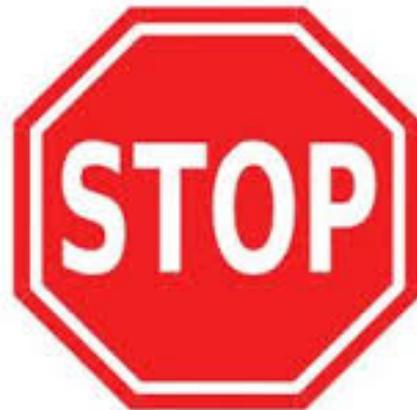


How can you support your teacher?

Each class has **five minutes** to share out in a poster campaign on how they will implement activities in the classroom to support an anti bully environment using these ideas, and if we have time, we would like three ideas from each class shared.



Let's hear from the teachers too!



The Jon Gary Teaching Matrix

This is a common sense organizational class room model that involves both the student and the teacher for a bully free-ish environment (nothing is perfect, starting with people). This model can filter support both for your teacher and you.

ANTI BULLY SUPPORT STATION

One to One

Easy to organize

Can help ID problems

Indicates warning signs

Does not *out* the student per say

Works great with para support and volunteers

Limitations

Students may abuse the system

Tough on one teacher

may have to blend into self directed learning group until teacher can address issue

Need at least another para educator, or volunteer to support

Experts needed when information goes to a certain level

Teacher teaches the class Station

Involved in class teaching and learning

Easy to organize

Traditional teaching

Limitations

This is what you get evaluated on as a teacher, so how can you deal with the other four stations?

Must have administrative buy in

Class leader Station

Limitations

Maturity level of student leader

Students work on their own on classwork

Station

Self Directed Learning

Works great with para support and volunteers

Works great with students STRONG IN A SUBJECT MATTER

Limitations

No learning growth for some students

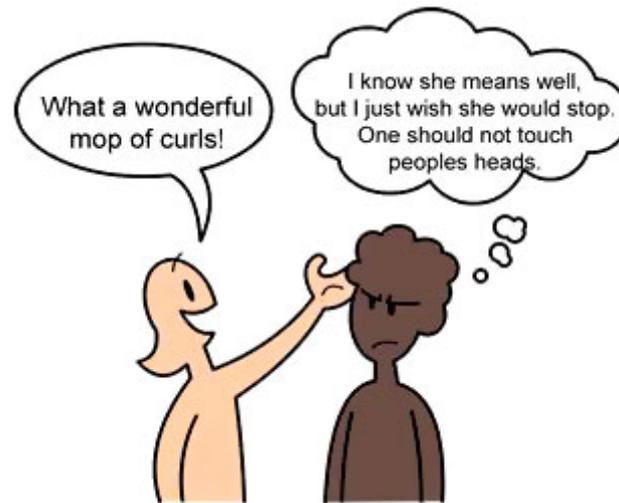
Attracts two opposite types of learners

Possible Solutions to help with class management?

- ✓ Leadership buy in
- ✓ Rotating teachers (four to a classroom)
- ✓ Training volunteers
- ✓ Administration and counselors assigned to classroom
- ✓ Create one study period class (Home room?) where this station model is implemented in every class
- ✓ A teacher can create a linear process to facilitating this process versus a room structure

One last teaching moment

Tina (originally from Malaysia): I have worked with a number of Fijians and sometimes I would touch their curly hair and tell them how nice and soft it feels. Then one day, I found out that in their culture, you're not supposed to touch people on the head—only the chief can do that.



1. Identify the misunderstanding.
2. Try to understand the possible reasons/causes of the challenging situation by consultation with the person/s themselves, relatives, co-workers, supervisor, doctor and/or looking at resources for information and possible explanations.
3. Develop and implement strategies to try to improve the situation.

https://sielearning.tafensw.edu.au/MCS/9362/Sterilisation%20disk%203/lo/7374/7374_00.htm

Future Activities

Future activities should include (not assuming you have not done this)

The implicit bias test

[https://implicit.harvard.edu/implicit/
takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html)

Thank you
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<http://www.drantibully.com/>