

"I Won't Be Labeled As Average": Beyond Bullying!

"Rachel's Challenge"
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Rachel's Challenge

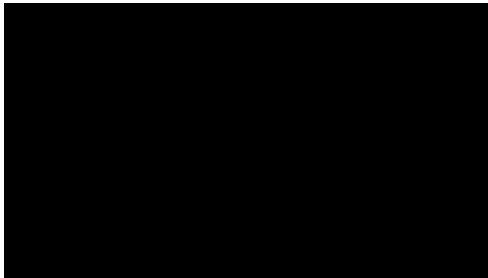
Why this title?



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Rachel's Challenge

Rachel's Story



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Rachel's Challenge

Great time!– I control me!

- Pleasure! -- Honor!!! – Important!
- Time Out! ---- Active Learning! --- Rapid Fire!
- Questions for me? - Restroom!

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Rachel's Challenge

BEYOND BULLYING

Everything you say to a friend will either build them up
or tear them down; there is no middle ground!
Rachel Scott

A Common Sense Approach to Stop Bullying Behavior

By Joe Coles



A Rachel's Challenge Professional
Development Seminar for Educators

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Table of Contents

- **Recognizing Bullying Behavior**
- **Important Articles on Bullying Behavior**
- **Forms and Handouts**
- **Cyber Bullying**
- **Activities to Use in Your Classroom to Help Stop Bullying**

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Rachel's Challenge

Partner

- Find a partner right beside you.
- We would prefer that you are in groups of 2!
- One of you will be named "Awesome" the other will be named "Terrific"!
- A third will be "Super duper"

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Emergency!

- From time to time I will stop the presentation and I will say, **"Emergency!"**
- I will call a name – "Awesome" or "Terrific."
- **They are to imagine their partner has been gone for an emergency phone call and missed ten minutes of class.**
- **Catch them up on what was missed.**

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Things we are going to talk about!

- Bullying Behavior & Cyberbullying
- What is out there that others are doing well?
- What are you already doing already?
- What could you do that will make your school even more extraordinary?

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10 Seconds

- Positive
- Listening



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Process



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Rachel's Challenge

How good do you want to be?

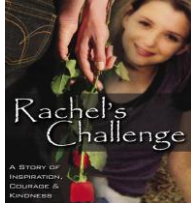
- If we want to be extraordinary-
- The first thing we have to do-
- Is quit being ordinary.

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Conference

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Teaching to the heart!

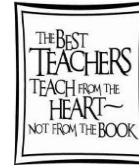


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Head or the Heart

Teaching to the Heart!



Teaching to the Head!



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School

- You can't have an extraordinary school unless kids feel safe!
- Unless kids feel connected!

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Here is the statements: Elliot Aronson, in his book "Nobody Left to Hate: Teaching Compassion After Columbine, addresses the necessity for schools to recognize cliques and disband them accordingly. He writes.

- **A school that ignores the values of empathy, tolerance, and compassion – or, worse still, pays lip service to these values while doing nothing concrete and effective to promote these values – creates an atmosphere that is not only unpleasant for the “losers.” But one that short-changes the “winners” as well.**

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- **A safe learning environment is necessary for teachers to teach and students to learn!** In addition to a sense of safety, **students need to feel a connection to their school: a sense of belonging, trust in school authority, and confidence in the school's commitment to them** (Young, 2004).

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Connectedness

- **Bullying interferes with school connectedness and has a negative relationship on students bonding with their school.**
- Studies show that schools connectedness and victimization are inversely correlated across grades and genders.
 - In other words, as bullying increases, school connectedness decreases (Young, 2004).
- **Just as important, students who feel connected are less likely to bully.**

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Not a bright guy!

- But --- This tells me that we need to make sure all kids are connected!
- A positive connection!
- Two way street!

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Get into groups

- 5 – 6 groups
- **List things you are already doing to make sure kids feel connected and safe!**
- Who ever writes, gets to pick the person to present!

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List of Connections

- | | |
|--------------------------------|---|
| • Anti-Bullying | • School Pride |
| • STUCO | • Spirit Week |
| • Band | • Healthy Conversations |
| • Positive Attitudes | • Compliments |
| • Multiple Activities | • Don't Leave People Out |
| • Healthy Learning Environment | • Field Trips |
| • Everyone is Equal | • Helpfulness |
| • Congratulate Accomplishments | • Involvement With Everyone |
| • Great Faculty Members | • Out of School Activities (Dances, Sports) |
| • Great Facility | • CLASS Leadership |

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Some Ways to Promote Positive Connections

- Train socially inept children in basic social skills. -- How to invite a classmate to play.
- Pair students off randomly for fun, interactive things.
- Enlist one or more adults to spend time mentoring.
- Train students/staff to be 'play-helpers.'
 - Train them to organize and supervise high-interest games and activities getting all kids involved.
 - To look for those not as popular and getting them involved.
 - Sitting by them in lunch, PE.
 - Make sure the less popular kids are recruited to participate in organized play!

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Things to Think About!

- **You are either teaching it or allowing it to happen!**
- Focus today on:
- **Structure not scheme!**
- **Things I control!**
- **What classes did you do the best in?**

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Classes I did the best in were?

- **Classes that I enjoyed!**
- That is why I think it is very important for each of us to have the ability to help our students enjoy school and activities!

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KILL your classrooms!

- **K- Keep**
- **I – It**
- **L- Likeable** (and)
- **L - Learnable**

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Questions

- What does it take to be this type of school/classroom?
- What do we have to do to be able to **K.I.L.L.** our classrooms?
- **Extraordinary**

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More things to think about!

- **Attention span**
 - Elementary students – 1 minute per year of age.
 - Middle/High School students – 12 – 15 minutes.
 - Adults- 10 – 12 minutes
- **Teach in acts.**
 - Give 5 spelling words on day. The next give 5 more and re-teach the last 5.
 - **Ways to remember**
 - Practice
 - Rehearsal
- Be careful about giving boys more attention without knowing it!

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Help the Target to Develop Positive Connections With Others

- **If a child has at least one significant friend they are usually better able to cope with the effects of bullying when it occurs!**
- Strengthen the social standing of the target with students and staff in the school.
- As people in the school community develop more positive connections with the targeted student, they are more likely to help them.

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When is a school not just a school?

- **When it is a family!**
- **It is relationships**, not programs, that change children.
- Young people thrive when adults care about them on a **one-to-one level**, and when they also have a **sense of belonging** to a caring community!
- Do you have a caring family at your school?

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This is why you need to be here today?

- Popular saying – “Students don’t care how much you know until they know how much you care.”
- The missing two words at the end are –
- **About Them!!!**

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Relationship Building

- **What really impacts student character is how the child is treated by others!**

- Those others include us!
- It also includes one another!
- Where is this taught?

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Emergency



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Rachel's Challenge

- **“We are not only responsible for what we do, but also for what we do not do.” - Moliere**

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Bullied to Death



- The South Hadley High School student, Phoebe Prince's, story of being bullied to death is different from all the others. Why?
- **Because for the first time, law officials are placing the blame and responsibility of a teen suicide on the victim's bullies.**

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Florida Teens Charged With Bullying Fellow Student On Facebook

- Two teenage girls have been charged under Florida's law against cyberbullying after authorities say they created a Facebook account in a classmate's name and posted a faked nude photograph of her.
- The 16- and 15-year-old high school students were charged Wednesday after a lengthy investigation into two Facebook accounts created in April. They each face a felony charge of aggravated stalking under a 2008 law passed after a student suicide blamed on bullying.
- Officials say the accounts included a photo of a nude female doctored to add the victim's head.
- Authorities say the victim was ridiculed by classmates after the pages became active.
- The teens have been ordered to serve 21 days of home confinement and will be arraigned on the charges Feb. 8.

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What Everyone Should Know About Bullying?



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Questions for you?

- How do we recognize bullying behavior?
- How do we reach consistency between staff members?
- How do we choose and administer effective consequences?
- How do we help youth who bully find other ways to act positively?

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Why Am I Here?

- To do away with the myths about bullying.
- To help you understand the **power you have as individuals** and as part of a community to end bullying.
- To bring you some ideas about how you can begin to have a more caring/compassionate community.
- Make an impact with one!

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Definition: Words and/or actions intended to hurt or dominate others.

Another Definition:

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - either psychologically or physically - or their property, reputation or social acceptance on more than one occasion. (Unless Planned)

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What is Bullying Behavior?

- **Bullying is characterized by the following three criteria:**
- **A) It is aggressive behavior or intentional harm.**
- **B) It is carried out repeatedly and over time.**
- **C) It occurs within an imbalance of power.**

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What is bullying?

Intentional

Repeated

Unbalanced

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What Bullying is Not!

- **Mutual conflict**
 - In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power.
 - Both parties are upset and usually both want a resolution to the problem.
- **However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.**

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What Bullying is Not!

- Social rejection or dislike is not bullying
- Unless:
- The social rejection is directed towards someone specific:
 - And involves **deliberate and repeated attempts** to cause distress, exclude, or create dislike by others.

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What Bullying is Not

- ▶ **Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation**
- ▶ Single episodes of nastiness or physical aggression are not the same as bullying.
- ▶ If a student is verbally abused or pushed on one occasion they are not being bullied.

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Teasing

1. Allows the teaser and person teased to swap roles with ease.
2. Isn't intended to hurt the other person.
3. Maintains the basic dignity of everyone involved.
4. Is meant to get both parties to laugh.
5. Is discontinued when person teased becomes upset or objects to the teasing.
6. Is only as small part of the activities shared by the kids who have something in common.

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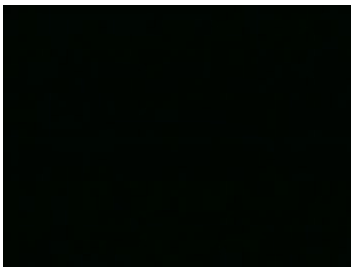
Taunting

1. Is based on an imbalance of power and is one-sided.
2. Is intended to harm.
3. Involves humiliating, cruel, demeaning, or bigoted comments thinly disguised as jokes.
4. Includes laughter directed **at** the target not **with** the target.
5. Is meant to hurt the self-worth of the target.
6. Induces fear of further taunting or can lead to physical bullying.
7. Continues especially when targeted kid becomes distressed or objects to the taunt.

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This is not teasing!



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What are others doing?

- ***I received this article after I put our staff anti-bullying program together. I feel this article verifies that our program is what is needed in schools. I have taken pieces from this article that I believe are the most important. We have based a lot of what we do to stop bullying behavior on information from this article.**
- **I also believe this is what makes what we suggest sustainable!**
- **-Joe Coles**

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Article

- **Juvenile Justice**
- **Bullying in Schools: An Overview**
- **December 2011**

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Highlights

- **Bullying is a complex social and emotional phenomenon that **plays out differently on an individual level.****

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Highlights

- **When schools provide a **safe learning environment in which adults model positive behavior**, they can mitigate the negative effects of bullying.**

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Highlights

- **Any interventions to address bullying or victimization should be **intentional, student-focused** engagement strategies that **fit the context of the school** where they are used.**

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Recommendations

- **Increase student engagement.**
- **Model caring behavior for students.**
- **Offer mentoring programs.**
 - **Big Brother/Sister – 75% boys**
- **Provide students with opportunities for service learning as a means of improving school engagement.**

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Recommendations

- **Address the difficult transition between elementary and middle school.**
- **Start prevention programs early.**
- **Resist the temptation to use prefabricated curriculums that are not aligned to local conditions.**

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Are there any that you want to consider that you are not doing?

- **Increase student engagement.**
- **Model caring behavior for students.**
- **Offer mentoring programs.**
 - **Big Brother/Sister – 75% boys**
- **Provide students with opportunities for service learning as a means of improving school engagement.**
- **Address the difficult transition between elementary and middle school.**
- **Start prevention programs early.**
- **Resist the temptation to use prefabricated curriculums that are not aligned to local conditions.**

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- **What RC wants to do is help you develop a anti-bullying program that fits you!**
- **Your school!**
- **Your culture!**
- **Your community!**
- **One that is sustainable!**

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Ambassador Program

- **An example:**
- **Form an anti-bullying committee of school administration, staff, students, community members and parents.**
- **Look what you are already doing?**
- **Look where you want to go?**

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Ambassador Program

- **What are we wanting to do?**
- **How do you see your role?**
- **How do you see your students role?**
- **What do you want to get out of today?**
- **Where do we go after today?**
- **We will walk before we run!**

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Committee's to consider!

- **Welcoming Committee**
 - **New students**
- **Put-up Committee**
 - **Positive notes**
- **Poster Committee**
 - **Create a visually pleasing atmosphere**
- **Community Involvement Committee**
 - **Community/school connection**
- **Mentor/Mentee Committee**
 - **Mentor/mentee program**

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- “We are not only responsible for what we do, but also for what we do not do.” - Moliere

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Connections

- What are you doing?

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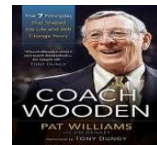
Attitude!

- ***It's not what you gather, but what you scatter that tells what kind of life you have lived.***

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Coach Wooden



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Rachel's Challenge

7 Principle's

- 1. Be true to yourself.
- 2. Help others.
- 3. Make each day your masterpiece.
- 4. Drink deeply from good books
- 5. Make friendship a fine art.
- 6. Build a shelter against a rainy day by the life you live.
- 7. Ask for guidance and counsel, and give thanks for your blessings each day.

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Coach John Wooden

- Coach Wooden's dad gave him this advice when he was in grade school:
- **Don't whine!**
- **Don't complain!**
- **Don't make excuses!**

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Training based around!

• 3 R's

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Bullying Behavior-- 3 R's

- **Recognize**
- **Respond/React**
- **Relationships**

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First R

• Recognizing

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Recognizing Bullying Behavior

- **Is a child being bullied?**
- **Bullying and cyber bullying can happen to any child anywhere that children meet, whether at the school, the playground or online.**
- While research indicates that shy, depressed, obese, minority, gay, and special-needs kids experience a higher likelihood of being bullied.
- **It's important not to lapse into a false sense of security if your child doesn't fit that profile.**

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How do I recognize a bully?

- **Most bullying is traceable to one person, male or female - bullying is not a gender issue.**
- **Bullies are often clever people (especially female bullies) but you can be clever too.**

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Obvious vs. Not-so Obvious



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Is this bullying?



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How do help that kid with bullying behavior?



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Help them recognize they have that behavior!



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Where do kids get bullied at your school?



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Rachel's Challenge

Staff Responsibility

- **Create an environment from day one that sets the tone in your classroom.**
- Greet your students right off by saying, **"This year we are going to be a family. We are going to work together, support one another, and treat one another with respect."**
- **"The one thing I will not tolerate this year is bullying or picking on other students."**
- **"That is something I take very seriously, and it will definitely not be happening in this classroom."**

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Rachel's Challenge

Where do people get bullied?

- Unsupervised areas!
- Uncover Bullying 'Hot Spots' in your school!
 - Go on a school walking tour with your class.
 - Ask students:
 - To identify 'safe' and 'unsafe' areas of the school.
 - Times of day for these areas.
 - Reasons the are 'unsafe.'
- Go on a walking tour with your staff!

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Supervision

- **Research has found that bullying is most likely to occur in schools where there is a lack of adult supervision during breaks.**
- Where teachers and students are indifferent to or accept bullying behavior.
- Where rules against bullying are not consistently enforced. (Olweus, Limber, & Mihalic, 1999)

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What should we do as a staff when you see bullying?

- **Stop the behavior, if safe!**
- **Protect the target!**
- **Remind bystanders to take action next time!**
- **Apply consequences when appropriate!**

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Rachel's Challenge

I think one of the most important things a staff can do!!!

- **You as a staff decide what bullying problem that your school has that you, the entire staff, can collectively do something about.**
- **Then make a pact that all staff will work really hard to be consistent in preventing this bullying problem.**

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Here are some interventions I would suggest schools use to reduce teacher bullying:

- Work together as a staff to create a code of conduct for staff.
 - Which methods of discipline, building motivation, and feedback are acceptable?
 - Which cross the line into bullying?
 - Which behavior toward colleagues is out of line?
- When staff discuss and agree on these standards, adults with bullying behavior are less likely to believe that their practices are supported by their peers.

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Rachel's Challenge

Recognizing the three players



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Rachel's Challenge

Recognize the 3 Players

- **Victim- Target- Bullied**
- **Bullying Behavior**
- **Witness- Bystander**

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Rachel's Challenge

Three Players



Rachel's Challenge

Three Players

- When we first started, we focused on the victim and what can we do to help that person!
- Then for several years we focused on the bystander and the part they played in stopping or adding to bullying behavior.
- This year we are focusing on the person with the bullying behavior!

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Role Play



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Rachel's Challenge

Reporting vs. Telling/Tattling

- **Telling/Tattling means you are trying to get someone in trouble!**
- **Reporting means you are trying to get someone out of trouble.**
- Question? Are you reporting or are you tattling?

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Rachel's Challenge

Target

- Ways to help the target:
 - Teach Assertiveness
 - Teach Resiliency
 - Teach Control – proactive
- Understand that we are not all the same!

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Rachel's Challenge

Teach the Skills of Resilience

- **Resilience refers to the psychological and social skills, that allow human beings to bounce back when they suffer setbacks.**
- **Resilience skills allow us to deal more effectively with the hard things in life!**
- **It is proven that teaching resilience even in a short time commitment, results in long term benefits for those that learn the skills.**

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Bystander



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Bystanders are the Key! "REFUSE!"

- ***Refuse to join in!***
- Bullies are almost always accompanied by followers.
- Instead of laughing along or teasing- just stay quiet.
- If you refuse to participate, the bully has less encouragement to continue.

Rachel's Challenge

Hold Bystanders Accountable for Their Actions!

- Student onlookers need to understand that they are responsible for their actions when they witness a bullying incident.
- In particular, they need to know they will face negative consequences if they decide to join in with the person with the bullying behavior.
 - By laughing, taunting, teasing, cheering on, etc.

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Rachel's Challenge

Bullying Behavior

- **I do not believe that we have bullies in school!**
- **I do believe we have people with bullying behavior!**

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Rachel's Challenge

Bullying Behavior

- **I have to understand myself in order to understand others lives, feelings, emotions, and behavior.**
- **We have to help these people critique the culture in which they live and the confusing messages they receive.**
 - From movies, music, TV, media, etc.

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Bullying Behavior

- Some of these people can not change until they articulate the pain and hurt inflicted on them by misinformation.
- They need to move forward and focus on the future and forget about the past.
- Empathy!

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Rachel's Challenge

Second R

- Responding/React

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Rachel's Challenge

Tough Job! -- STRESS



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Rachel's Challenge

Once we recognize it, what do we do?



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Rachel's Challenge

What can staff do to prevent bullying?

- Provide an atmosphere at school characterized by emotional warmth.
- Talk with kids about bullying
- Praise appropriate behavior.
- Develop shared interests.
- Set clear, consistent limits on behavior.
- **Be out and about!!!**

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Out and About

- If the number one place that bullying behavior occurs is in unsupervised areas!
- We have to be in those areas!
- It is called the element of surprise!
- If they don't know when and where we are, they are less likely to take a chance in doing something!

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Rachel's Challenge

Staff Responsibility

- **Create an environment from day one that sets the tone in your classroom.**
- Greet your students right off by saying, **"This year we are going to be a family. We are going to work together, support one another, and treat one another with respect."**
- "The one thing I will not tolerate this year is bullying or picking on other students."
- "That is something I take very seriously, and it will definitely not be happening in this classroom."

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Staff Responsibility

- **Ensure that your class understands the definition of "Bullying Behavior."**
 - Include examples of direct bullying behavior and indirect bully behavior.
- Confront students engaged in bullying behavior in a firm but fair manner.
 - Do so in private whenever possible.
- Find an adult in your school with whom the student has a close relationship.
 - Ask that adult to visit with your student.

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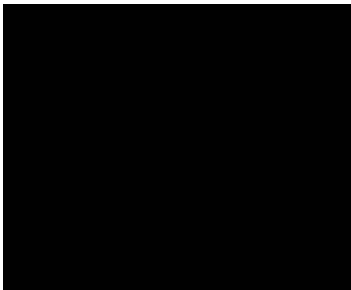
Staff Responsibility

- If you see or know of a kid being victimized, sit down with them as soon as possible and find out exactly what is going on and who is involved.
- Don't be afraid to show compassion.
- **The best way to create compassion within the classroom is to model that type of behavior yourself!**

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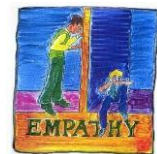
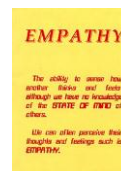
Empathy



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Empathy



"Understanding what the other person is going through and being there."

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Empathy

- Empathy is a crucial concept in development of a bullying prevention program.
- It needs to be part of every student's vocabulary and behavior repertoire.

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Empathy

- Apathy is the absence of feeling.
- Sympathy is sensitivity to someone else's feelings.
- Empathy is the act of understanding someone else's feelings as if they were your own!

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Rachel's Challenge

Empathy



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Coles Consulting Services

The Power of TWO



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Rachel's Challenge

Please stand up and find a partner

- Face your partner and introduce yourself!
- Hold your left palm up.
- Take your right index finger and place it in the palm of your partners left hand.
- On the count of three, you try and grab their finger with your left palm and try and pull your right index finger out!

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TRUST



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Rachel's Challenge

I Won't Be Labeled As Average!



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Rachel's Challenge

Extraordinary!



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Rachel's Challenge

Darrel Scott

- Put the heart before the head!
- Start with the heart and then go to the brain!
- Build trust and relationships!
- If we reach the heart the head will follow!

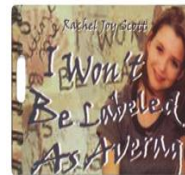
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Be A Rachel or a Ty

Rachel

Ty



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Rachel's Challenge

The Power of One

- I am only one, but I am one
- I can't do everything, but I can do something
- That which I can do, I ought to do
- That which I ought to do, I shall do!

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Staff Responsibilities

- Do not ignore any signs of bullying in your school.
- There is a lot to be said for allowing kids to handle issues on their own.
- And it is important to spend time working with kids to get them to settle disputes and disagreements.
- However, if it doesn't work, it is time to take charge!
- Be careful about not making the situation worse.
 - Sometimes we punish the whole class and it makes the situation worse.

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Rachel's Challenge

Teach the Skills of Peacemaking

- Starting with pre-school, teach peace building!
- It means on-going commitment to be intentional as a community of peace!
- Teaching the skills that help to find, create, nurture and spread peace!
- It all starts with us! We model, we correct, and we teach!

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Rachel's Challenge

Teach the Skills of Peacemaking

- **To prepare the children in our schools to be the leaders of tomorrow's world, we have to teach the needed skills today!**
- **At school, it begins with a commitment to be intentional as a community of peace!**
- **It means on going commitment to a climate where peace is possible!**
- **We know how to do it; we just need to commit to it!**
- **And then work to fulfill our commitment!**
- **7 days out of 7!**

123

Rachel's Challenge

Help the Target



124

Rachel's Challenge

We can't protect them from everything!

- Things are going to happen!
- Doesn't mean that we just sit back and let it go on!
- We take care of things when we can!
- We have to teach resilience skills!

125

Rachel's Challenge

Teach Assertive Skills

- Respond to taunts, insults, or taunting with a bland response ("Oh." "That is your opinion.")
- Don't let the bullies see that they have upset you!
- Get away from the situation if you start getting angry.
- Say "No" firmly and loudly if you don't want to do something that someone tells you to do.
 - Stand up straight and look the person in the eye
- Refuse to let others talk you into doing something you will be sorry for!
- Report to an adult!

126

Rachel's Challenge

Teach the Skills of Resilience

- **Resilience refers to the psychological and social skills, that allow human beings to bounce back when they suffer setbacks.**
- **Resilience skills allow us to deal more effectively with the hard things in life!**
- **It is proven that teaching resilience even in a short time commitment, results in long term benefits for those that learn the skills.**

127

Rachel's Challenge

Drew Brees



- When he was in grade school he was bullied about his birthmark.
- Later he could have had it removed.
- But, he kept it for a character builder.
- It helped him learn to handle criticism.

128 Rachel's Challenge

We are all different!

- There is no one proved golden path to the future.
- Each child travels through life on a unique road.
- That is shaped by a variety of factors.
 - Including their inborn temperament
 - Educational experiences
 - Family style
 - Values
 - As well as the broader society or culture.

129 Rachel's Challenge

Teach the Skills of Resilience

- **1. Teach Empathy by Practicing Empathy**
- **2. Teach Responsibility by Encouraging Contributions.**
- **3. Teach Decision-Making and Problem-Solving Skills and Reinforcing Self-Discipline.**
- **4. Positive Focus.**
- **5. Help Children Deal with Mistakes – view as a lesson to learn from.**
- **This is why activities are so important!**

130 Rachel's Challenge



131 Rachel's Challenge

Third “R”

• Relationships

132 Rachel's Challenge

Relationships

- **If a child has at least one significant friend they are usually better able to cope with the effects of bullying when it occurs!**
- **What really impacts student character is how the child is treated by others!**
- **Create an environment from day one that sets the tone in your classroom.**

133 Rachel's Challenge

- **Relationships starts with us, we change our own heart first! When the heart is right, it focuses on relationships as the priority!**
- **Everything must align with your primary purpose in life!**
- **Dreams are great, and passion is a powerful emotion but both should follow the acceptance of our true purpose!**

134

Rachel's Challenge

Missing Something!

Selfishness and Leadership!

- Both have a profound effect on our lives each and every day.
- They are really interconnected.
- **Discuss in your groups where you think they may be connected?**
- Choice! -- Life is full of them.
- **Do I simply choose what I want, or do I consider what's best for others while I consider what I want?**

135

Rachel's Challenge

RESPECT



136

Rachel's Challenge

Respect

- **Where is respect taught?**
- **How do we teach respect?**
- **Who should teach respect?**

137

Rachel's Challenge

Begin with the End in Mind!

Past



Present



138

Rachel's Challenge

All Kinds of Cyberbullying



Rachel's Challenge

Technology has changed!



140

Rachel's Challenge

Cyberbullying

- Cyberbullying is being cruel to others by sending or posting harmful material or engaging in other forms of social cruelty using the Internet or other digital technologies.

Rachel's Challenge

What is a cyberbully?



142

Rachel's Challenge

Info on Kids and Technology

- 50% of children ages 8 to 12 have two or more mobile devices.
- 1/3 of children would rather forgo summer vacation than give up their mobile devices.
- 49% of children say they don't see anything wrong with using technology at the dinner table.

143

Rachel's Challenge

Info on Kids and Technology

- 40% of parents admit they spend too much time using a device in front of their kids.
- 42% of children think their parents need to disconnect more while they're at home.
- But, 49% of parents prohibit mobile device use during school.
 - 43% during family time.
 - 18% set limits on whom kids can contact.
 - 14% on picture texting
 - 31% Internet use.

144

Rachel's Challenge

Cyberbullying

- Sending hate email messages
- Creating Web sites meant to humiliate a victim
- Forwarding private emails without permission
- Taking an embarrassing photo with a camera phone and posting it on the internet
- Setting up polls on Web sites: Who's the fattest, ugliest, geekiest, or sluttiest kid in school?

145

Rachel's Challenge

Cyberbullies use more than just computers...

- Cyberbullying also occurs when students use cell phones or pagers to:
 - Send text messages in order to bully, intimidate or harass another person
 - Send photos to deliberately try to scare, upset or threaten others
 - **Take pictures of themselves and post!**
 - Spread gossip or rumors about a person to other students

146

Rachel's Challenge

Legal and Policy Issues

- **School districts are well within their legal rights to intervene in cyberbullying incidents- even if those incidents were initiated off-campus- if it can be demonstrated that the incident resulted in a substantial disruption of the educational environment.**

147

Rachel's Challenge

What should schools do?

- Educate administration and staff on cyberbullying.
- Develop a plan to educate students and community about cyberbullying
- Establish a computer acceptable use policy for students and parents to sign.
- Develop discipline policy and procedure for Cyber bullying.– Update!

148

Rachel's Challenge

What should schools do?

- Update student code of conduct to clarify that bullying by electronic means will be treated as seriously as traditional bullying.
- Establish a threat assessment procedure.
- Establish a counseling program for targets and perpetrators.
- Educate your staff on technology etiquette.
- Keep staff aware of new techniques!

149

Rachel's Challenge

Legal Standard for Search of Internet Records and Files At School

- The locker search standard applies to student internet use
 - Students have a limited expectation of privacy on the district's internet system
 - Routine maintenance and monitoring by staff should be expected
 - Clear notice to students can enhance deterrence

180

Rachel's Challenge

Impersonation



151

Rachel's Challenge

www.photofunia.com



182

Rachel's Challenge

Survey Monkey

- [Http://www.surveymonkey.com/](http://www.surveymonkey.com/)



183

Rachel's Challenge

Rate Your Teacher

- rateyourteacher.com
- ratemyteacher.com
- Ratemyprofessor.com

184

Rachel's Challenge

Cyberbullying Against Teachers

- Students have been making fun of teachers for generations.
- Computer technology makes the potential for harm much greater because the information can reach a far greater audience.
- Bring up past history.

185

Rachel's Challenge

Strategies and Advice

- **Google your name often. -- Google Alert**
- Be careful what you say in chat rooms, especially if students are online in the room.
- Be careful about posting pictures or videos of yourself on web sites.
- Appropriate use of school computers by family members.

186

Rachel's Challenge

Popular Social Networks Where Cyber Bullying Can Occur

- 61% of teenagers have a social network site
- Most cyberbullying occurs totally off-campus at sites such as:
 - My Space.com-
 - Xanga.com
 - Facebook.com
- How old do you have to be to get on these sites?

187

Rachel's Challenge

Social Networking Sites

- Social networking sites
 - <http://www.myspace.com> – 14 years old
 - <http://www.facebook.com> – 13 years old
 - <http://www.xanga.com> –
 - Bebo – 13 years old

Rachel's Challenge

FaceBook

- Sixth most trafficked internet site in U.S.
- 2.6 billion minutes spent on Facebook daily throughout the world.
- 200 million active users.
- 700,000 photographs uploaded monthly

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Rachel's Challenge

Face Book

- Face book urges you to report bullying problems users immediately.
- Confidential report links are available throughout the site.
- Be very careful who you "Friend."
- It is OK for kids to ignore or decline a friend request.

160

Rachel's Challenge

Florida Teens Charged With Bullying Fellow Student On Facebook

- Two teenage girls have been charged under Florida's law against cyberbullying after authorities say they created a Facebook account in a classmate's name and posted a faked nude photograph of her.
- The 16- and 15-year-old high school students were charged Wednesday after a lengthy investigation into two Facebook accounts created in April. They each face a felony charge of aggravated stalking under a 2008 law passed after a student suicide blamed on bullying.
- Officials say the accounts included a photo of a nude female doctored to add the victim's head.
- Authorities say the victim was ridiculed by classmates after the pages became active.
- The teens have been ordered to serve 21 days of home confinement and will be arraigned on the charges Feb. 8.

161

Rachel's Challenge

My Space

- Primarily a younger crowd (under 18)
- 106 million members
- 230, 000 new profiles each day.
- "Having a My Space page is like decorating your locker."

162

Rachel's Challenge

Twitter

- One of the fastest growing social networks
- Micro-blog or supertexting
- Communicates through exchange of 140-character messages.
- 6 million "tweeters"
- 225 million "tweets" per day.
- Recent Studies
 - 5% of Tweeters are responsible for 95% of tweets.
 - Larry Johnson saga.

163

Rachel's Challenge

Twitter

- Yuri Wright, a highly touted cornerback out of Don Bosco Preparatory High School in Ramsey, N.J., was kicked out of the private, all-boys Catholic school Wednesday.
- Wright, a senior, **published multiple posts over a period of several months deemed racist and sexual in nature**, The Star-Ledger reported. His Twitter account has since been deleted.

164

Rachel's Challenge

Twitter

- Norman, Okla. — Oklahoma has suspended receiver Jaz Reynolds indefinitely after he posted what coach Bob Stoops called "insensitive remarks" on his Twitter page about a gunman who committed suicide on the University of Texas campus.

165

Rachel's Challenge

What you put out on the internet!



166

Rachel's Challenge

Sexting

- Sexting is a growing and serious problem.
- It's when young people take nude pictures or images of them engaging in real or simulated sex acts on their cell phones or webcams and then send them to others.
- About 20% of the teen girls we polled said they had taken a nude or sexually explicit cell phone picture or webcam shot of themselves and shared it with others (most often their boyfriends).

167

Rachel's Challenge

Sextortion

- Teens are being blackmailed for what they do online.
- Sexual predators and others are finding pictures that kids put online and are using those pictures to blackmail.
- Asking for money, more pictures, etc.
- Contact the police!

168

Rachel's Challenge

It is forever!



169

Rachel's Challenge

Sexting

- 14% of the boys share these “private” images with others when they break up with their girlfriends.
- And 44% of the boys polled admitted to having seen at least one of these sexual images of a classmate.

170

Rachel's Challenge

Sexting

- 22% of the girls polled said that they regretted whatever they had recorded on their webcam.
- And older teens and young adults are even more at risk, with almost 40% of the teens over 18 and college students we polled said they had shared a nude or sexual image with their boyfriend or girlfriend online or by cell phone.

171

Rachel's Challenge

Texting



- HS Student text a racist comment
- An estimated 20 percent of drivers are sending or receiving text messages while behind the wheel
- And, according to another poll, that number skyrockets to 86 percent when drivers 18 to 24 are isolated.

172

Rachel's Challenge

Cell Phones in School

- In a matter of time there is going to be a block that blocks cell phone usage within so many feet of the school!
- Cell phones in locker rooms, restrooms or by pools will really be cracked down on.

173

Rachel's Challenge



174

Rachel's Challenge

Recognizing the difference between boys and girls!



175

Rachel's Challenge

Boys in Crisis



176 Rachel's Challenge

Why and Where???

- Been teaching active learning
- Believe we are missing Art of teaching
 - We teach the science of teaching!
- Books – “Boys in Crisis” by Paul D. Slocumb
 “The Trouble with Boys” by Peg Tyre
 “Raising Boys” – Steve Biddulph
 “Boys Adrift” – Leonard Sax
 “Love and Respect” - Dr. Emerson Eggerichs
 “Five Love Languages”- Gary Chapman

177 Rachel's Challenge

Boys are different than girls!



178 Rachel's Challenge

Boys

- 2/3 of special ed. students are boys
- 71% of suspensions from school are boys.
- Over 25% of boys don't have dad's at home.
- K-3 is a critical time for kids in education.
 - Too many times boys lose self-esteem at this age.

179 Rachel's Challenge

Brain

Boys Brain



Girls Brain



180 Coles Consulting Services

The Brain- Boys vs. Girls

- Think of the brain as a house with many rooms.
- The female house has rooms:
 - These rooms are multi-purpose.
- The male house has a number of rooms:
 - Each with a special purpose.
- Feelings are housed in a special room!
 - One that is often locked!

181 Coles Consulting Services

The Brain – Boys vs. Girls

- **Boys brains have 10 to 20 times more testosterone than girls.**
 - This affects mood and energy!
- **The key word is structure**
 - Boys feel insecure and in danger if there is not enough structure.
- **One study found that if boys are in a scary or violent school environment they actually produced more testosterone.**
- **When schools produced a more supportive environment the testosterone levels went down!**

182

Coles Consulting Services

Calm Boys Down!

- **When a boy is frustrated with high levels of anxiety, try to give him a private place to process.**
- **Offer him water.** When levels of anxiety increase, cortisol (a stress hormone) is released in the brain. The brain is 75% water. Drinking water allows the cortisol to be diluted. This takes effect in about 5 minutes. Cold water moves faster.
- **When a boy needs think time, a comfortable place is good.**

183

Coles Consulting Services

The Brain – Boys vs. Girls

- **The difference in language acquisition and the use of language**
- **Are probably two of the most significant factors that impede boys academically and socially!**

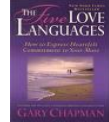
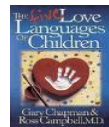
184

Coles Consulting Services

5 Love Languages

based on the work of Gary Chapman

- Authored more than 15 books
- Daily radio program
- Counselor
- Senior associate pastor



185

Rachel's Challenge

The 5 Love Languages

- Words of Affirmation
- Quality Time
- Gifts
- Acts of Service
- Physical Touch

186

Rachel's Challenge

Primary Love Language

- The one language that is most effective in meeting emotional need for love.
- Everyone has one.
- Some are difficult to find.
- Sometimes it is what hurts them the most.

187

Rachel's Challenge

The 5 Love Languages

- Words of Affirmation
- Quality Time
- Gifts
- Acts of Service
- Physical Touch

Rachel's Challenge

Words of Affirmation

- Words of Praise
- Words of Affection
- What do we do when that little child begins to crawl- We applaud every moment.
- As that child gets older- "Words of Affirmation" turn to words of "Condemnation."
- To that child whose primary love language is this- Negative, critical, demeaning words strike terror to their psyche.
 - Some remember them for years!

Rachel's Challenge

Quality Time

- Togetherness, Quality conversation, Quality activities.
- Quality time means giving the person undivided attention.
 - This says that you care
 - That he is important to you
 - That you enjoy being with him
- If they don't get this from parents or schools – they will get it elsewhere!

Rachel's Challenge

Receiving Gifts

- Visible, tangible evidence of emotional love.
- If gifts are quickly laid aside or they seldom say "thank you," this probably is not their primary love language.
- If they take care of it, shows it off, etc. it may be.
- Many gifts can be hand made.

Rachel's Challenge

Acts of Service

- Freely given - Not manipulation
- When kids are small, we do a lot for them.
- If that person is often expressing appreciation for ordinary acts of service, that is a clue that this is important to them.
- Your acts of service are communicating love in a meaningful way.

Rachel's Challenge

Physical Touch

- Appropriate time, Appropriate place, Appropriate manner.
- Physical touch is an emotional communicator to children.
- If that person is regularly grabbing arms, lightly pushing, tripping, "Physical Touch" may be important to them.

Rachel's Challenge

How To Discover Their Love Language?

- Observe the people around you.
- Watch how they express love to others.
- That is a clue to their love language.
- Take note of the things they request of you.
- Many times, their request will be in keeping with their own love language.
- Notice the things for which they are most appreciative.

Rachel's Challenge

- You've learned that birds of a feather flock together...well, ducks aren't all that different from people.
- If the they have good experiences they return to you. If they have a bad experience they won't be back. It only takes *one* unpleasant experience for future relationships to be compromised.

Rachel's Challenge

Treating people the way they want to be treated!



196

Rachel's Challenge



197

Rachel's Challenge

#6 Synergize

- Arms wiggle
- WORK TOGETHER TO ACHIEVE MORE

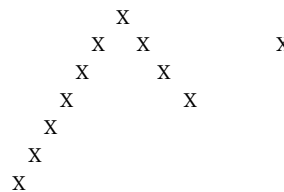


198

Rachel's Challenge

#6 Synergize

Geese and Synergy



199

Rachel's Challenge

Something I am going to ask you to try.

- Go back to your schools and try this for one week.
- Each teacher, administrator, or staff member to be in the hall way in the morning before school.
- Greet each kid by name.
- Shake their hand, look them in the eye.
- Visit with them about something other than academics.

Rachel's Challenge

Please stand up

- Go find someone in the room and introduce yourself to one another.
- Now go back to your seat and whisper to the person you are sitting by what you think of the person you went and introduced yourself to!
- No not really!

201

Rachel's Challenge

First Impression



202

Rachel's Challenge

What is your first impression?



203

Rachel's Challenge

First Impressions

- How long does it take to form a first impression?
- 3 to 30 seconds
- If you give a negative first impression, it takes 20 additional positive encounters to change that persons mind!
- Where is this being taught?

204

Rachel's Challenge

More Strategies

- Listen receptively to parents who report bullying and investigate reported circumstances immediately, take appropriate action and report back.
- Let everyone involved know that bullying will not be tolerated.

Rachel's Challenge

Classroom/School Climate

- As staff members, we must be aware of the climate of our classrooms, hallways, busses, lunchroom, etc. ?
- We must make sure that students feel safe and comfortable?
- How students are interacting with one another? Is everyone being included?

207

Rachel's Challenge