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WORKSHOP TEMPLATE

WORKSHOP TITLE Dealing with Bullying WORKSHOP DATE 2/25/19

WORKSHOP FACILITATOR(S) Farrah and Awina WORKSHOP TIME 12:00-1:00pm

TARGET POPULATION: Non-custodial fathers

OBJECTIVES: *What knowledge, skills, values and/or experiences will change for the target population as a result of this workshop?*

- **Fathers will learn how to help their children deal with bullying.**

1. **QUESTIONS:** *briefly state and number the questions that will be addressed during your workshop.*

- **How can fathers help their children successfully deal with bullies?**

2. **REFERECES:** *for each question, provide at least one source of information that provides direct answers to it. Examples of data sources include articles and videos. Details of each reference should be provided so that another person can locate it without assistance.*

- **How can fathers help their children successfully deal with bullies?**

Helping Kids Deal with Bullies

If your child is being bullied, you want to act to help stop it, if possible. In addition, there are ways to help your child cope with teasing, bullying, or mean gossip, *and* lessen its lasting impact. And even if bullying isn't an issue right in your house right now, it's important to discuss it so your kids will be prepared if it does happen.

- **Parents of kids being bullied**
 - *Observe your child for signs they might be being bullied*
Children may not always be vocal about being bullied. Signs include: ripped clothing, hesitation about going to school, decreased appetite, nightmares, crying, or general depression and anxiety. If you discover your child is being bullied, don't tell them to "let it go" or "suck it up". Instead, have open-ended conversations where you can learn what is really going on at school so that you can take the appropriate steps to rectify the situation. Most importantly, let your child know you will help him/her and that they should try not to fight back
 - *Teach your child how to handle being bullied*
Until something can be done on an administrative level, work with your child to handle bullying without being crushed or defeated. Practice scenarios at home where your child learns how to ignore a bully and/or develop assertive strategies for coping with bullying. Help your child identify teachers and friends that can help them if they're worried about being bullied.

- Set boundaries with technology
Educate your children and yourself about cyberbullying and teach your children not to respond or forward threatening emails. “Friend” your child on Facebook or Myspace and set up proper filters on your child’s computer. Make the family computer the only computer for children, and have it in a public place in the home where it is visible and can be monitored. If you decide to give your child a cell phone think carefully before allowing them to have a camera option. Let them know you will be monitoring their text messages. As a parent, you can insist that phones are stored in a public area, such as the kitchen, by a certain time at night to eliminate nighttime bullying and inappropriate messaging. Parents should report bullying to the school, and follow up with a letter that is copied to the school superintendent if their initial inquiry receives no response.
 - Parents should report all threatening messages to the police and should document any text messages, emails or posts on websites.
- ***Parents of kids engaged in bullying***
 - *Stop bullying before it starts*
Educate your children about bullying. It is possible that your child is having trouble reading social signs and does not know what they are doing is hurtful. Remind your child that bullying others can have legal consequences.
 - Make your home “bully free”
Children learn behavior through their parents. Being exposed to aggressive behavior or an overly strict environment at home makes kids more prone to bully at school. Parents/caregivers should model positive examples for your child in your relationships with other people and with them.
 - Look for self esteem issues
Children with low self-esteem often bully to feel better about themselves. Even children who seem popular and well-liked can have mean tendencies. Mean behavior should be addressed by parents and disciplined.
<https://www.apa.org/helpcenter/bullying>
<https://kidshealth.org/en/parents/bullies.html>
<https://www.pacer.org/bullying/resources/parents/helping-your-child.asp>

Bullying Prevention

<https://www.stopbullying.gov/>

New York Anti-bullying Laws

<https://www.stopbullying.gov/laws/new-york/index.html/>

3. KEY WORDS, TERMS AND PHRASES: *list and define the key words and terms related to your workshop.*

- **Bullying** is aggressive behavior that is intentional and involves an imbalance of power or strength. It is a repeated behavior and can be physical, verbal, or relational. While boys may bully others using more physical means; girls often bully others by social exclusion. Bullying has been part of school, and even workplaces, for years. More recently, though, technology and social media have created a new venue for bullying that has expanded its reach. Cyberbullying is bullying that happens online and via cell phones. Websites like Facebook, MySpace, Tumblr and Formspring allow kids to send hurtful, ongoing messages to other children 24 hours a day. Some

sites, such as Tumblr and Formspring allow messages to be left anonymously. Preventing and stopping bullying involves a commitment to creating a safe environment where children can thrive, socially and academically, without being afraid. APA recommends that teachers, parents and students take the following actions to address bullying

- Types of Bullying:

- **Verbal:** Verbal bullying is the most common type of bullying and the easiest to inflict on other children. It is quick and direct. Children learn at a very early age how to bully other children verbally. It begins with unsophisticated name calling, usually using words that adults tells children are forbidden or unacceptable. As children mature, they begin to understand how words can be used in powerful ways to hurt one another. Boys generally like to name-call and use threats, while girls use slander and gossip to gain social power. Generally, verbal bullying peaks in middle school and begins to decrease as children become more socially conscious and accepting of others' differences.

- **Examples:**

- Teasing
 - Name calling
 - Making threats against the target
 - Intimidating
 - Making demeaning jokes about someone's differences
 - Spreading rumors
 - Gossiping
 - Slandering (spreading false, negative information)

- **Emotional/Social:** Emotional bullying is the most sophisticated type of bullying because it is generally very calculated and is often done in groups. It can be the most difficult behavior for children to define as bullying because they may feel as if they did something to deserve it. They may not recognize the behavior as bullying because it is typically not physical, or they may not understand why it is happening to them. Emotional bullying is generally difficult for the casual observer to detect, since he or she doesn't have full knowledge of the social nuances or social structures surrounding the behavior.

- **Examples:**

- Exclusion
 - Social manipulation
 - Telling someone who they can and cannot be friends with
 - Spreading rumors
 - Humiliation

- **Physical:** Physical bullying can be the easiest type of bullying to recognize, since it is the most visible behavior. This type of bullying includes perceived intent to harm, such as threats or "pretending" to physically harm the target (e.g., flicking fingers or extending hands close to the target's eyes or face to cause a withdrawal reaction). Physical bullying can begin in children as young as 4 or 5 years old. This behavior is not considered bullying until the child realizes his or her actions cause another person pain.

- **Examples:**

- Hitting
 - Kicking
 - Pushing
 - Taking or damaging property
 - Forced or unwelcomed contact

- **Sexual:** Understandably, this may be the most difficult type of bullying for a child and parents to discuss. Even though the subject may be uncomfortable to talk about, children need to know acceptable boundaries and appropriate behavior in social relationships. Students need to be provided with the appropriate social rules and norms for dating and flirting so they can act with respect toward their peers and recognize when someone is not respecting them sexually.
 - **Example:**
 - Sexually charged comments
 - Inappropriate or lewd glances
 - Inappropriate physical contact
 - Targeted sexual jokes
- **Cyber:** The Internet has become the “new bathroom wall,” a place where children can post mean and inappropriate comments about their peers. The rise of the Internet and other technology has led to a new, very serious form of bullying: cyberbullying. Cyberbullying is when the Internet, cell phones or other devices are used to send or post text or images intended to hurt or embarrass another person.
 - **Examples:**
 - Sending harassing, embarrassing, or otherwise unwelcome emails or text messages
 - Threats
 - Sexual harassment
 - Hate speech
 - Ridiculing someone publically in online forums
 - Posting lies, rumors or gossip about the target and encouraging others to distribute that information

4. **SUPPLIES/RESOURCES & SPECIAL INSTRUCTIONS/LOGISTICS:** *list any supplies, materials, templates or special conditions/set-up required to implement this lesson.*
 - **Copies/Smart Board and Circle chairs**
5. **EXPLORATORY EXERCISES/TIME:** *for each of the previously identified questions, explain the activity that will be done that will allow the workshop participants to use a reference to find its answers (i.e. paired reading; round-robin reading; Powerpoint mini-lecture).*
 - **Roundtable discussion (Circle) to explore how fathers can help their children successfully deal with bullies or help their child to not engage in bullying.**
6. **EXPRESSION EXERCISES/TIME:** *for each of the previously identified questions, explain the activity that will be done that will allow the workshop participants to creatively share or express what they learned from the reference (i.e. collage, role-play, talk show skit).*
 - **Roundtable discussion (Circle) and Role Play Scenarios to express how fathers can help their children successfully deal with bullies or help their child to not engage in bullying.**
7. **REVIEW:** *ask participants to summarize what they learned from this workshop. They should restate 1. the questions explored; 2. the answers found; 3. the references used; and 4. the activities done.*
8. **REFLECTION:** *ask participants to give their feedback about this workshop. They should state how*

they feel after completing this workshop; what they liked about it; what they didn't like about it; and offer suggestions for improvement.

9. EVALUATION: *ask participants to complete and return the evaluation form that will be provided.*

- **The participant evaluation forms have been provided and should be administered before the first workshop (January 31st) and after the last workshop (April)**