

**Yale 2013 PIER Summer Institute Global Youth and the Digital Age**  
*Sponsored by the Yale Programs in International Educational Resources (PIER)*

**Bullying: Is It a Middle School Problem Across the Globe?**

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**School:** Tunxis Community College

**Subject Area:** Child Development

**Grade Level(s):** Undergraduate

**Time Frame to Allow for Unit:** Independent Assignment or Supplemental Instruction

**Introduction: Brief Description of the Assignment**

Violence in schools has gained national attention highlighted more recently by the Newtown tragedy. One element of frequently examined as a contributing factor to increased violence is bullying. One standing assignment in Child Development includes the viewing of a video clip on bullying in the Learning Module dedicated to Middle Childhood. A reflective writing assignment is also required responding to this video clip. The course textbook offers a very brief treatment of this topic. The assignment will extend the examination of this ‘hot topic’ to include a cross-cultural investigation.

**Geographic Connections: Related to Summer Institute Themes**

A major emphasis of the 2013 Global Youth in the Digital Age Summer Institute was the use of technology in educational settings. Violence and bullying has escalated among school age children recently as face to face bullying is fueled by a more pernicious and psychologically damaging cyber-bullying. Examination of this problem as a global issue will contribute to a better understanding of developmental issues shaping childhood in the contemporary world. Important too is the previously identified and research supported impact of bullying on adult development. Cross cultural approaches to decreasing the incidence of bullying may help provide more effective solutions and protect or improve the mental health of more children.

**Vocabulary:**

bullying      Piaget  
cyber-bullying      Kohlberg  
anxiety      peer groups  
vulnerability      resiliency  
social skills      social cognitive learning theory  
incidence      Erikson  
prevalence

**Stage 1 – Desired Results**

**Content Standards:**

General Education Abilities: Information Literacy  
Technology Literacy  
World Cultures and Perspectives  
Critical Thinking

<http://tunxis.edu/wp-content/uploads/2011/09/Ability-Based-Education-Abilities-and-Rubrics.pdf>

**Understandings/Goals:**

Students will understand that:

- Normal developmental needs for increased interpersonal communication peak during the pre-adolescent and adolescent years contributes to bullying as children establish a more social self among peers.
- Examining cross cultural experiences and responses to bullying during school years may improve understanding and resolution of this potentially traumatic experience.

**Essential Questions Related to Themes:**

- Do any other countries have data similar to USA of children reporting being bullied or engaging in bullying practices face to face or on-line?
- What environmental factors producing bullying behaviors are the same or different than those identified in USA? Is the gender experience in bullying the same regardless of country?
- What cognitive and social developmental issues are associated with bullying in children across the globe?

**Student Objectives/Outcomes Child Development PSY\* J203 01)**

Students will be able to:

- Discuss how social and cultural norms can effect normal development.
- When given an age group, outline the major physical, emotional, cognitive and social developmental characteristics of that group.

## Stage 2 – Assessment Evidence

### Performance Task(s):

- Complete questionnaire located in Learning Module 4
- Complete the reflective response assignment.
- Research international resources on bullying
- Create a handout including data regarding incidence and prevalence of both Face to Face bullying and cyber-bullying.
- Discuss bullying as a developmental issue using Erickson, Kholberg or Piaget.

### Other Evidence:

- Optional blog task for additional consideration

## Stage 3 – Learning Plan

### Learning Activities:

Bullying: Is It a Middle School Problem Across the Globe? Will be offered as a *Supplemental Learning Activity* to students wishing to improve a Learning Module Four Test score. Students will meet with the instructor to mutually set a date for submission of the assignment. Students will self-select a country to examine but must secure instructor approval. Countries selected will include countries from Asia, Africa, South America and Europe.

### Background Information

- Go to: <http://teenadvice.com/od/factsheetsforteens/a/10thingsbullies.htm> Review essential facts here about bullying.

### Learning Plan

- Take and respond to the questionnaire located in Learning Module 4 and consider the categories. Complete the reflective response assignment.
- Locate and review current information about bullying in your assigned country. Sources should *include a minimum of* one professional source, one current lay publication (equivalent to Parents Magazine or American Baby), one community based program along with websites and blogs.
  - Using the information gathered above create a handout (PDF file to be sent to all class members and distributed in class- *PSY J203*) for classmates summarizing the information gathered. (APA must be used) Be sure to include significant data regarding incidence and prevalence of both Face to Face bullying and cyber-bullying. (*Please consider contacting one of the TCC reference librarians for help with this assignment.*)
- Use either Erickson, Kholberg or Piaget discuss bullying as a developmental issue.

- Additional consideration will be given for students who create a blog discussing the topic of bullying, sharing the information gathered in the required assignment. (Students should go to Wordpress.com to create their blog.) Using the discussion board in the course section, students will be expected to post appropriate global responses with other students in Child Development. A minimum of three posts will be counted for this additional consideration. Students should contact course instructor for additional information and permission to move forward with this assignment.

*\*Possible Additional assignment. Faculty teaching ESL courses will be contacted and asked to supply volunteer student contacts from their classes to be interviewed by students enrolled in PSY J203 regarding bullying issues in their country of origin.*

**Online Resource List:**

<http://www.apa.org/topics/bullying/>

[healthy children.org](http://healthychildren.org)

<http://www.who.int>

<http://www.apa.org/about/division/div7.aspx>

Australia : <http://bullyingnoway.gov.au/teachers/index.html>

Canada: <http://www.peelregion.ca/health/bullying/>

Great Briain: <http://www.anti-bullyingalliance.org.uk/abaresources>

Finland: [http://www.educationworld.com/a\\_admin/rubin/effective-bullying-prevention-program.shtml](http://www.educationworld.com/a_admin/rubin/effective-bullying-prevention-program.shtml)

<http://www.kivakoulu.fi/there-is-no-bullying-in-kiva-school>

[http://www.oph.fi/download/143565\\_Kristiina\\_Laitinen\\_Pestalozzi\\_KiVa\\_04\\_10\\_2012\\_.pdf](http://www.oph.fi/download/143565_Kristiina_Laitinen_Pestalozzi_KiVa_04_10_2012_.pdf)

<http://educate.crisisprevention.com/rs/crisisprevention/images/School-Bullying-Prevention-Resources-Guide.pdf>

<http://libraryindus.wordpress.com/>

[http://www.cyberethics.info/cyethics1/images/stories/pdf/SmithEtAl\\_CyberbullyingReport\\_2005.pdf](http://www.cyberethics.info/cyethics1/images/stories/pdf/SmithEtAl_CyberbullyingReport_2005.pdf)

<http://www.pacer.org/bullying/>

***How Are You Going to Use This Unit?***

The Supplemental Learning Activity will be offered to students as an extension of a standing course assignment on Bullying. It will be used as an opportunity to improve their grade in Learning Module Four.



Name \_\_\_\_\_ Supplemental Learning Activity # \_\_\_\_\_ Date \_\_\_\_\_

1. **Are you a BY-stander? or an UP-stander? You are walking down the corridor. Two of your classmates are verbally abusing each other. What do you do?**
  - a. You provoke them to fight physically.
  - b. You join the fight.
  - c. You stop them yourself.
  - d. You tell some adult to stop them.
  - e. You walk past them.
2. **You see some of your classmates stealing a book from somebody's bag. What do you do?**
  - a. You join in on the prank and joke about it.
  - b. You steal another book from the bag.
  - c. You stop them from stealing the book yourself.
  - d. You tell a teacher and the owner of the bag.
  - e. You don't do anything. Why should you care? It's not your bag.
3. **A teacher has asked a question and no one knows the answer. Finally someone tries to answer but gets it wrong. The entire class bursts into laughter. What do you do?**
  - a. You join in the laughter.
  - b. You laugh the loudest and point at the person.
  - c. You ask the class to be silent.
  - d. You stand up for the person and say, "At least he tried!"
  - e. You say out loud, "He is SO DUMB! He always does this!"
4. **A person who normally tops the tests has flunked it! People are asking him/her awkward questions. What do you do?**
  - a. You laugh every time someone asks the person an awkward question.
  - b. You ask even more awkward questions like "Oh! You really studied hard this time, huh?"
  - c. You go pat the person on his back and say "Better luck next time, dude, such stuff happens with everyone."
  - d. You ask the people who are asking awkward question "Have you seen your own report card?!?!?"
  - e. You make more fun of that person behind his/her back.
5. **A classmate of yours always made fun of newcomers every year. He is repeating this again this year. What do you do?**
  - a. You join in and make this year more miserable for the newcomers.
  - b. You not only join in but also pass the wittiest joke which is surely going to be remembered the entire year.
  - c. You walk up to the person and say "Isn't this joke way too old?"

- d. You stand up for the newcomers and say “Enough is enough, people! GROW UP!”
- e. You walk away and pretend that nothing wrong happened

**Results:**

Mostly A, B & E: You are more of a bully and by-stander. Why don't you try and analyze stuff that's happening around you in a different light? Please don't continue being a by-stander.

Mostly C & D: You are AN UP-STANDER. Come on, pat yourself on the back, and by the way please don't stop being an up-stander!

*Questionnaire prepared by Dhvani Barot and Sawri Madkaikar, students of Std. X, at Shishuvan.*

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*Article source: Stand upto the bullying, [online], Available at: <http://www.teacherplus.org/cover-story/stand-up-to-the-bully>, Accessed on Mar 19.*

**Directions:** Briefly respond in writing to the following:

- I discovered that I am a By-Stander or an Up-stander?
- Might you have responded differently if you were asked to respond to this as a middle school student? Why or why not?
- Discuss how this questionnaire might be revised to address cyber-bullying?
- Provide how you would locate information about the incidence of cyber-bullying among college students and specifically at **Tunxis Community College**?
- Locate TCC policies about cyber-bullying and compare it to at least one other community college in a different state and one residential college in a different state?
- Discuss the prevalence rates of cyber bullying among middle school students, secondary school students and college students

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