

Gender Bias

• Brash	• Intuitive
• Strong	• Delicate
• Competitive	• Cooperative
• Physical	• Emotional
• Silent	• Verbal
• Troublemaker	• Well-Behaved
• Clever	• Pretty
• Mistake-Prone	• Perfect
• Belligerent	• Nice

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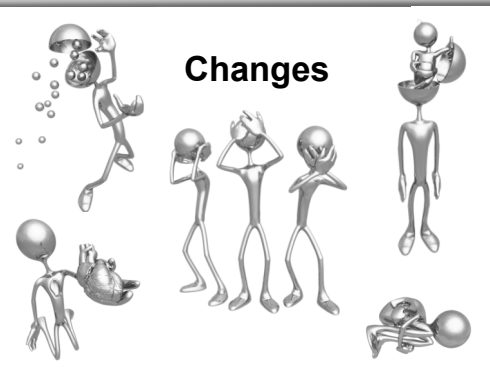
Adolescence

“Teenagers [are like] people constantly on LSD. People on acid are intense, changeable, internal, often cryptic and uncommunicative, and, of course, dealing with a different reality.”

*Mary Pipher, **Reviving Ophelia***

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Changes



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Social Development
Joanne Deak, *Girls Will Be Girls*

- Self Awareness (0-2)
- Parallel Play (2-3)
- Interactive Play (3-6)
- Transitory Friendships (6-8)
- Friendship Clusters (8-10)
- Best Friends or Generalists (10-12)
- Cliques (12-14)
- Interest-Based Friendship Groups (14+)
- (Almost) Universal Acceptance (Seniors)

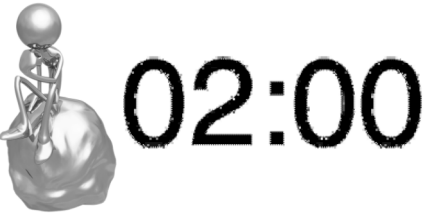
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Special Considerations

- Sex and Sexuality
- Magic and Supernatural Power
- Resistance to Boundaries
- Resiliency and Vibrancy

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Process Break (2 minutes)



Where is your daughter (or students) in the stages of adolescence and social development?

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At the Crossroads



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Relational Aggression
(or Alternative Aggression)

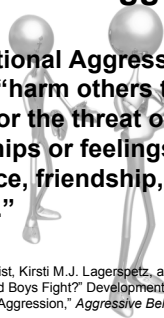
- Alliance Building
- Clique Exclusiveness
- Bullying



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Relational Aggression

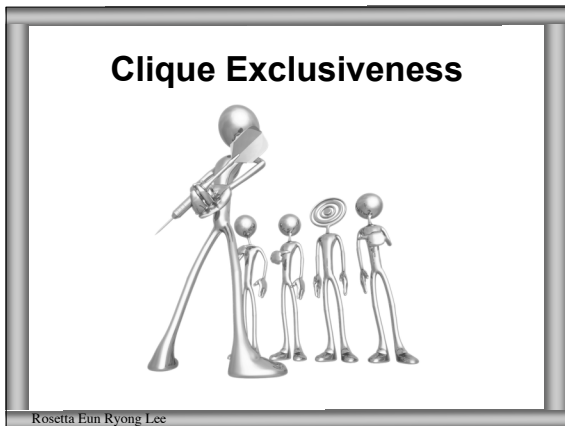
Relational Aggression includes acts that “harm others through damage (or the threat of damage) to relationships or feelings of acceptance, friendship, or group inclusion.”



– Kaj Bjorkqvist, Kirsti M.J. Lagerspetz, and Ari Kaukiainen, “Do girls Manipulate and Boys Fight?” Developmental Trends in Regard to Direct and Indirect Aggression,” *Aggressive Behavior* 18 (1992):117-27.


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Process Break (2 minutes)




How have you seen alternative aggression play out in your daughter or students' lives?

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It's Too Big... Why Even Try?

- It's doesn't affect everyone...
- How bad could it be...
- It's not that big a deal...
- What about their studies...
- It couldn't get any worse...
- They'll get over it...



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It's Too Big... To Ignore



- **Bullying 15-15-70**
- **Health and Safety**
- **Psychological Pain**
- **Academic Risk**
- **Explosive Release**
- **Long-Term Scars**

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Advice for Girls...

WITH YOUR FRIENDS...

- Talk openly about fears of losing friends, fears of conflicts
- Confess your own stuff. Feel the relief of your own imperfection.
- Don't gang up or reject friends because they tell the truth.
- Comfort and reassure each other.
- AGGRESSION IS NATURAL, NORMAL, AND HEALTHY

WHEN YOU ARE BULLIED...

- Get help
- Lose them
- Get it out
- Do something
- It will end
- Recognize when it isn't bullying



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**Advice for Parents:
DON'T**


- Think "this is my fault."
- Belittle the problem.
- Over-empathize.
- Tell her what to do.
- Become the Fix-It Parent.
- Blame the bully OR the victim.
- Tell her that being nice and kind will always lead to friends.



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Advice for Parents: DO

- Provide opportunity/access to kids outside of school.
- Help her develop strong interaction and social skills.
 - Provide sanctuary, sounding board, and support.
 - Role-Play difficult conversations with her.
 - Give her healthy outlets for her feelings.
 - Let her friendship choices be hers.
 - Respect and nurture her true self.
 - Try Teeter-Totter Parenting.
 - Be a listener, not a fixer.
 - Affirm your daughter.
 - Share your stories.



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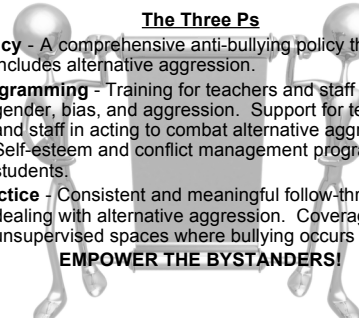
Adolescent Speak...	
Instead of...	Try...
It's a phase. It happens to everyone.	That's so terrible. I'm so sorry. You know, it happened to me, too.
Why are you hanging out with her in the first place? How many times do I have to tell you...?	I'm sorry to hear that. Have you considered talking to her about it? What do you think you want to do next?
What could you be doing to cause this?"	Do you want to brainstorm together about how we got here? Might you talk to your teacher/guidance counselor?
I'm calling that school.	Do you want me to talk with

Advice for Schools

The Three Ps

- **Policy** - A comprehensive anti-bullying policy that includes alternative aggression.
- **Programming** - Training for teachers and staff on gender, bias, and aggression. Support for teachers and staff in acting to combat alternative aggression. Self-esteem and conflict management programs for students.
- **Practice** - Consistent and meaningful follow-through in dealing with alternative aggression. Coverage of unsupervised spaces where bullying occurs most.

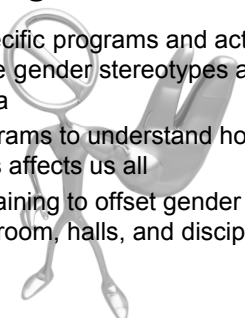
EMPOWER THE BYSTANDERS!



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Undoing Gender Bias

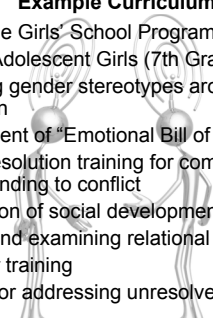
- Gender specific programs and activities to dismantle gender stereotypes and homophobia
- Co-ed programs to understand how gender bias affects us all
- Educator training to offset gender bias in the classroom, halls, and disciplinary systems



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Undoing Gender Bias
Example Curriculum
Seattle Girls' School Programming for Adolescent Girls (7th Grade)

- Examining gender stereotypes around aggression
- Development of "Emotional Bill of Rights"
- Conflict resolution training for communicating and responding to conflict
- Examination of social development for girls
- Defining and examining relational aggression
- Bystander training
- Systems for addressing unresolved conflict

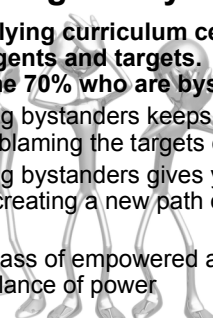


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Empowering the Bystander


Many bullying curriculum centers around agents and targets. Why not address the 70% who are bystanders?

- Empowering bystanders keeps the focus away from blaming the targets or agents.
- Empowering bystanders gives you a chance at creating a new path of least resistance.
- Create a mass of empowered allies and shift the balance of power



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Questions and Answers



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Resources

- Joshua M. Aronson, Ph.D., "Improving Achievement & Narrowing the Gap," Learning and the Brain Conference, Cambridge, MA, November 2003
- Roy Baumeister, Case Western Reserve University, Various Social Psychology Experiments on the Effects of Social Exclusion
- Beatbullying Toolkit for Teachers, <http://www.beatbullying.org/images/teachers.pdf>
- "Cycle of Bullying," North Central Educational Service District, http://www.ncesd.org/safe_civil/docs/resources/cycle_of_bullying.pdf
- Kevin Jennings, GLSEN (Gay Lesbian and Straight Education Network) www.glsen.org
- Allan G. Johnson, *Privilege, Power, and Difference*.
- Tara Kuther, "Understanding Bullying," PTA.org, http://www.pta.org/pr_magazine_article_details_1117637268750.html
- Michael Thompson & Kathy Schultz, "The Psychological Experiences of Students of Color," Independent School Magazine, <http://www.nais.org/publications/ismagazinearticle.cfm?Itemnumber=144307&sn.ItemNumber=145956&tn.ItemNumber=145958>

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Gender Specific Resources

- JoAnn Deak, Ph.D., *Girls Will Be Girls: Raising Confident and Courageous Daughters*
- Pooja Makhijani, *Under Her Skin: How Girls Experience Race in America*.
- John Medina, Talaris Research Institute, various studies on early gender differences in competition and play and "Love Lab."
- Mary Pipher, Ph.D., *Reviving Ophelia: Saving the Selves of Adolescent Girls*
- Rachel Simmons, *Odd Girl Out*.
- Rachel Simmons, *Odd Girl Speaks Out*.
- Harriet R. Tenenbaum, "Gender Achievement Motivation," Learning and the Brain Conference, Cambridge, MA, November 2003.
- Rosalind Wiseman, *Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends & Other Realities of Adolescence*
- Naomi Wolf, *The Beauty Myth*.
- Naomi Wolf, *Promiscuities*.

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