

**CREATING
A CULTURE
OF DIGNITY**

WITH ROSALIND WISEMAN

HAPPINESS IS...

- MEANING BEYOND ONESELF
- HOPE OF SUCCESS
- SOCIAL CONNECTION
- SATISFYING WORK

CREATING A CULTURE OF DIGNITY

DRAMA VS. BULLYING

- **BULLYING IS REPEATEDLY ABUSING OR THREATENING TO ABUSE POWER AGAINST ANOTHER PERSON**
- **DRAMA IS A CONFLICT THAT'S SERIOUS TO THE PEOPLE INVOLVED BUT NOT TAKEN SERIOUSLY BY OTHER PEOPLE GOSSIPING ABOUT IT**

PROBABLY WILL HAPPEN...

- **HAVE YOUR HEART BROKEN**
- **COME TO SCHOOL HIDING HOW BAD YOU FEEL**
- **GET REJECTED**
- **BE BETRAYED**
- **BE SO ANGRY YOU WANT TO EXPLODE BUT SAY NOTHING**

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YOUR THOUGHTS/QUESTIONS ON COLLEAGUES

- *All it takes is one adult to overshadow a situation w/ loud verbalization in a negative manner to upset the calm & control*
- *How do we get along with colleagues that struggle to build relationships/connections to our students?*
- *How do we reach traumatized social workers?*
- *How do we bring awareness to adults who bully?*

YOUR THOUGHTS/QUESTIONS ON PARENTS

- *Trying to get the parents involved has been my biggest struggle. I work with middle school children and parents seem detached at this age.*
- *Talking with parents about their student's severe changes in behavior. We see the path that they are headed down but parents are often in denial.*
- *Too many, can not think of one*

YOUR THOUGHTS/QUESTIONS ON YOUR STUDENTS

- *Unclean hygiene*
- *I hate that young students feel they can't come to me because I'm a deputy. They feel think we are out to get them.*
- *How to address the young ladies who were not taught about the proper undergarments and clothing to wear*
- *How to talk with kids and not having them go home and misunderstand what we say and tell parents a different story.*
- *It is always uncomfortable and touchy when talking about sexual harassment, bullying, and especially when talking to the queen bee and the mastermind without pointing out that they are the mean girl or the mean boy. I want to tell their parents who they really are and that is difficult*

IT IS STARTING EARLIER

- 1200 GIRLS WERE TRACKED FROM 2005-2009, BY AGE 7 10% OF WHITE GIRLS, 25% OF AFRICAN AMERICAN GIRLS, AND 15% OF HISPANIC GIRLS HAD BEGUN PUBERTY
- BY AGE 8, THOSE NUMBERS ROSE BY 18, 43, & 31% RESPECTIVELY
- BOYS ARE ENTERING PUBERTY AT AN AVERAGE AGE OF 10 AMONG WHITES AND HISPANICS, AND AT AN AVERAGE AGE OF 9 AMONG AFRICAN-AMERICANS.

MIDDLE PREFRONTAL CORTEX



LIMBIC REGIONS:
HIPPOCAMPUS
AMYGDALA

Place your thumb in the middle of your palm as in this figure.

CEREBRAL CORTEX



MIDDLE PART OF THE PREFRONTAL CORTEX

BRAIN STEM

SPINAL CORD

Now fold your fingers over your thumb as the cortex is folded over the limbic areas of the brain.

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PROVOCATIVE TARGET

- OBSESSIVE TALK
- LITTLE ABILITY TO COMPROMISE
- TAKES EVERYTHING LITERALLY
- REPEATED BODY MOVEMENTS
- STILTED SPEECH PATTERNS
- CAN'T CODE SWITCH
- MOM IS SOCIAL ADVISOR



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A MASTERMIND/QUEEN BEE...

- DIRECTS GROUP'S MOVEMENT
- GIVES APPROVAL TO FRIENDS
- RELATIONSHIPS ARE TESTS OF LOYALTY

AN ASSOCIATE/SIDE-KICK...

- DOESN'T FEEL THEY NEED TO DEVELOP FRIENDSHIPS WITH OTHER KIDS
- GATEKEEPER TO MASTERMIND OR QUEEN BEE
- CAN STAGE A COUP

A BOUNCER...

- **CAN'T READ MOTIVATIONS**
- **STRUGGLES ACADEMICALLY**
- **TAKES THE FALL**

A BANKER...

- **READS PEOPLES' MOTIVATIONS EASILY**
- **DOESN'T NEED TO BE OBVIOUS LEADER BUT WANTS POWER**
- **REALLY GOOD AT BEING UNDER THE RADAR**

THE FLY/WANNA BE...

- **BUILDS FRIENDSHIP BY BRAGGING OR BUYING**
- **HOVERS OUTSIDE THE GROUP**
- **OTHERS HAVE NO GUILT EXCLUDING THEM**

THE ENTERTAINER...

- **OBNOXIOUS BUT NOT MEAN**
- **GOOD AT MAKING PEOPLE FEEL COMFORTABLE**
- **HAS A HARD TIME TURNING THEMSELVES “OFF”**

A PUNCHING BAG/PLEASER...

- IS THE EASY TARGET
- INNER CIRCLE BELIEVES THEY CAN TREAT THEM BADLY
- JUSTIFIES HOW OTHER TREAT THEM

A CONSCIENCE...

- WORRIES ABOUT RULES AND CONSEQUENCES
- LIKE HAVING A CHAPERONE
- USED BY THE GROUP AS A “SCREEN”

IN THE MOMENT

- **ASSESS ON APPROACH**
- **DON'T ASK THE GROUP WHO'S RESPONSIBLE,**
- **GET GROUP ON TASK**
- **ASSESS AS EVERYONE LEAVES**

FAKE APOLOGIZER: *I'm sorry Ms. Wiseman. I'll never do it again.*

YOU - EXPLAIN: *I could be wrong but the way you just apologized didn't seem like you meant it. But if I'm wrong, tell me.*

FAKE APOLOGIZER: *Ok I get it. Can I go now?*

YOU - AFFIRM: *Not yet. I know you can say the right thing but if your words aren't true I think we can both agree that's pretty meaningless. I want your words to mean something. Think of it this way, as your teacher, it's my responsibility to you to be truthful and not sarcastic. I am asking the same thing of you. So think about it and we can talk later.*

On the student side, there are mostly frustrations with expressing their uniqueness. For some, that means wearing a T-shirt with a sometimes subversive message. They think it is their 1st Amendment right to do that. For others, it is more personal and a matter of who they are, particularly if they are transgender. Those issues begin to fall under the 14th Amendment and the Equal Protection Clause. Which wins out—the Constitution, or school safety? Who is to decide which wins out and in what circumstances?

If you feel that the teacher has been rude to you, I want you to do what they say but then tell me and/or an administrator you trust the most.

If you're confused about why you're violating dress code or what you're wearing is important to you and it's not communicating something rude or degrading about someone else, you have the right to respectfully ask why you're in violation of the dress code.

If you feel strongly about this, you can research students' rights of freedom of expression in schools and bring that to the administration. You may not get what you want but it's important to know your rights and I will support that.

This is difficult to speak about with you but it's important to me. You're getting into trouble for violating the dress code and we have to address that. But more important than the dress code is you.

You're a smart young woman with a lot to contribute. I want you to be proud of how you look. But I also want you to be proud of yourself beyond your appearance because you are so much more than that.

How does what you're wearing reflect what you're proud of about yourself on the inside? Just think about it and we'll talk later.

REACHING OUT

YOU: Thanks for meeting with me. I just wanted to check in with you.

STUDENT: *Everything's fine. I just hate school.*

YOU: That's not the way I'd define fine. And it's actually important to me that you don't hate it here.

FAKE APOLOGIZER: *Am I in trouble?*

YOU: No, you're not in trouble. Let's forget about the class for moment and take a step back. What do you do to relax or have fun? What movies or books do you like? Do you play video games?

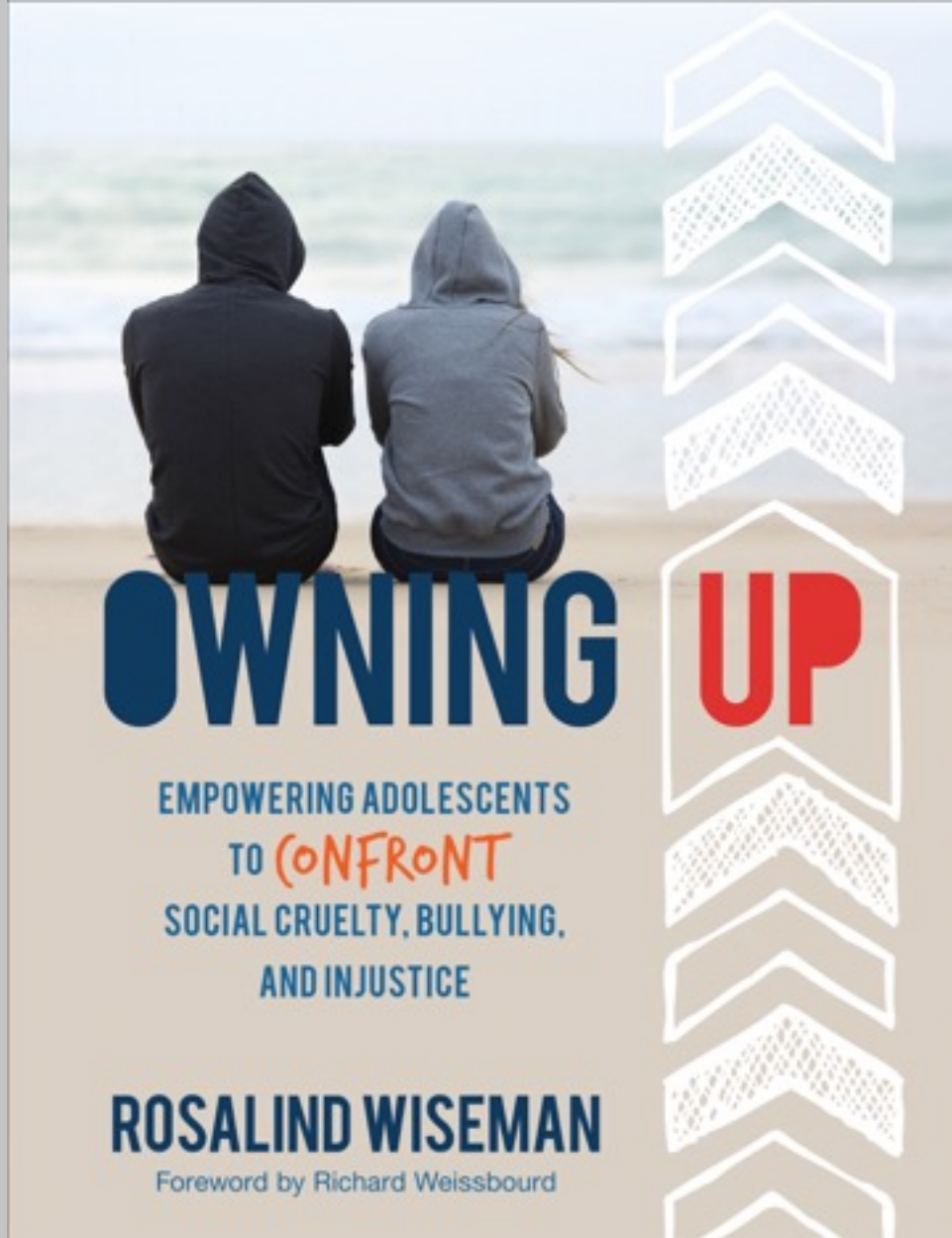
REACHING OUT

STUDENT: *Why do you want to know?*

YOU: Because to do my best by you, it's helpful to know what you like doing and why.

STUDENT: *OK...Fall Out 4..But you probably think I'm crazy and violent.*

YOU: Ok I admit, I've heard of that game but I don't really know it. Can you tell more about it?



**COMING
SEPTEMBER
27TH !**

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