

Korrekturhinweise

Safe emotional climate

	accepted	not accepted
0	<i>learnt behavior</i>	
1	attention adention as much attention attention attentation attention and care attention from adolt attention from adults attention to change behavior care careful attention enough attention more attantion much attention more attention many attention much atantion much personal attention	a teach help (<i>too vague</i>) much time needs expectation reactions something to do time to teach them two behaviour
2	doing a bullying behavior child doing bullying behaviour do bulling behaviour doing aggressive behaviour doing bully behavior doing bully-behaviour doing bullying behaviour is doing bulling behavior showing bullying behaviour who bulling behavior who do bullying behavior who doing bullie behaviour who is doing bullying with a bully behavior with bullying behaviour	behaves violent behaviour can talking about created (<i>too vague</i>) do behaviour like bulls do it doing bad behaviour doing behaviour doing his behaviour (<i>too vague</i>) doing the false behaviour should stop this should talk about behaviour should talk with them shows power (<i>not in the text</i>) someone should talk to them who bullies who don't behaviour good who need help (<i>too vague</i>) with a different behaviour (<i>too vague</i>) with bad behaviour (<i>too vague</i>) with bullied behaviour (<i>'bullied' carries more meaning of being bullied, i.e. the victim</i>)
3	targets or victims bullied in their targets sitting ducks target targeted targeted by bullies targeted next targets targets of bullying	aggressive as a bully bullying careful depression dynamic get bullying getting a bully less bullying not do bullying

	victims victims and targets	the bullies they are afraid victims or bully
4	change the bullying behavior avoid bullying change the bully behaviour change the bullying behaviour make the bullying stop stop aggressive behaviour stop the bullying	be changed bullies bullies change the bullying behaviour change the behaviour (<i>too vague</i>) change the peer behaviour communicate with the children help (<i>too vague</i>) help bullied children (<i>not in the text</i>) target the bully to the entire progress
5	is wrong is a wrong behaviour is not o.k. is not right know what is wrong what is wrong	a victim (<i>not in text</i>) an bullying behaviour to bullying other's feelings from other bullies give them power if they tell others is power see is false (<i>not in text</i>) victim watch bullies
6	the child doing bullying bullies as well child who is bullying the bullies the bully the bully next the bully next time the bullying child the bullying kid the bullying person	a child (<i>too vague</i>) all the adults being the next bully being the next target doing bullying themselves that child (<i>too vague</i>) the adults the child (<i>too vague</i>) their parents themselves violent
7	they do is right they doing is right they are right they are doing right they do is wright they do is ok are doing is right they're doing is right	could happen it is write (<i>different meaning</i>) seems not right they are doing they can do they do they do is wrong they have to change they see to be responsible what they do is ok
8	adults don't do anything adults don't react it doesn't change anything it don't change anything it doesn't do anything it don't do anything nobody do anything nothing happens they do nothing they don't do anything	don't do anything don't say anything doubt don't do anything for them it is normal it is wrong it's not their problem no one believes them nobody help them of the adults teach all about bullying

	they don't doing anything they don't help they don't react they don't do anything they don't get help they won't do anything	they are afraid (<i>the item is about informing</i>) they are responsible they are scared they do not tell they don't have anybody they don't have somebody they don't help anybody (<i>'anybody' changes the concept</i>) they don't realize they get target otherwise they tell no one would not understand it (<i>not in text</i>)
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Justifications

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The speaker says: "I think that bullying behavior is a learned behavior and [...]." Bullying among children is therefore a learnt behavior.

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The speaker says: "And I really believe that this child needs as much attention and care from the adults in their community as the victims or the bystanders and I want to add to that that this in no way gives credence to their behavior. But I think that we need to be careful not to have that knee jerk reaction to just look to be punitive. And I think that bullies need as much attention from the adults to change their behavior and that's what we need to be here to do for them [...]." If you want to change aggressive children, you therefore need to give them attention and care.

2

The speaker says: "Sure, the first child I guess we want to talk about is the child who is doing the bullying behavior. And I think it really is important to not label this child as a bully but as a child who is doing bullying behavior and I think this is important when adults are really talking about the dynamics. And this behavior is a form of deliberate aggression." A child should therefore not be called a bully, but someone doing bullying behavior.

3

The speaker says: "The children who are the targets or the victims are the children who over time have basically not learnt how to be assertive back and they really are sitting ducks for being targeted and what we really need to do is teach all children how to be assertive rather than aggressive. This goes for the children who are doing the bullying behavior as well as the children who are the targets." Self-confident children are therefore rarely targets or victims of bullies.

4

The speaker says: "The children who are the bystanders are the most important children in the entire dynamic because the power of the peer group to change the bullying behavior is what's really going to make the bullying stop." Peers therefore have an important responsibility to change the bullying behavior.

5

The speaker says: "I say this because children who are standing by and watching – the majority of the children are standing by and watching – they are like deer caught in headlights. They know that what they are seeing is wrong." Children watching cruel behavior therefore know that what they observe is wrong.

6

The speaker says: "But they are so afraid that if they stand up and do something that they may be the next target of that child who is doing the bullying behavior. So they really are almost afraid to act." Children who are watching therefore fear being targeted by the bully.

7

The speaker says: "And by standing there and watching they are in some ways giving the bullying child, the child who is bullying, the feeling that what he's doing or she's doing is right." Non-bullying children therefore give violent children the idea that what they're doing is right.

8

The speaker says: "Children report that they don't tell anybody what's happened because adults don't do anything. And this is so important for adults to realize that they are responsible for coming to the aid of the child who is being bullied because there is this imbalance of power." Children therefore don't complain about bullying to others because adults don't do anything.