

## 10 mythes entourant le phénomène de l'intimidation

Source: [http://www.educationworld.com/a\\_issues/issues102.shtml](http://www.educationworld.com/a_issues/issues102.shtml)

<p>Myth: <b>Bullies suffer from insecurity and low self-esteem. They pick on others to make themselves feel more important.</b>          THE RESEARCH: Most bullies have average or above-average self-esteem. They "suffer" from aggressive temperaments, a lack of empathy, and poor parenting.</p>	<p><b>Mythe no 1.</b> Les intimidateurs souffrent d'insécurité et de faible estime de soi. Ils s'en prennent à autrui pour se donner de l'importance. <b>Les études</b> démontrent que la plupart ont une estime de soi égale ou supérieure à la moyenne. Ils manquent d'empathie, d'encadrement parental, et ont un tempérament agressif.</p>
<p>Myth: <b>Bullies are looking for attention. Ignore them and the bullying will stop.</b>          THE RESEARCH: Bullies are looking for control, and they rarely stop if their behavior is ignored. The level of bullying usually increases if the bullying is not addressed by adults.</p>	<p><b>Mythe no 2.</b> Les intimidateurs recherchent l'attention. Ignorez les et ils cesseront. <b>Les études</b> ont démontré que les intimidateurs cherchent à contrôler ; ils continuent à abuser lorsqu'on les ignore et accroissent leur pratique tant que des adultes n'interviennent pas.</p>
<p>Myth: <b>Boys will be boys.</b> THE RESEARCH: Bullying is seldom outgrown; it's simply redirected. About 60 percent of boys identified as bullies in middle school commit at least one crime by the time they are 24.</p>	<p><b>Mythe no 3.</b> Les garçons exercent leur masculinité. <b>Les études</b> révèlent qu'au lieu de diminuer en vieillissant, l'intimidation change de forme. 60% des intimidateurs de la fin du primaire commettent au moins un crime avant 24 ans.</p>
<p>Myth: <b>Kids can be cruel about differences.</b>          THE RESEARCH: Physical differences play only a very small role in bullying situations. Most victims are chosen because they are sensitive, anxious, and unable to retaliate.</p>	<p><b>Mythe no 4.</b> Les enfants sont cruels avec ceux qui sont différents. <b>Les études</b> nous apprennent que les différences physiques jouent rarement. Les victimes sont choisies pour leur sensibilité, leur anxiété, ou parce qu'incapables de répliquer.</p>
<p>Myth: <b>Victims of bullies need to learn to stand up for themselves and deal with the situation.</b>          THE RESEARCH: Victims of bullies are usually younger or physically weaker than their attackers. They also lack the social skills to develop supportive friendships. They cannot deal with the situation themselves.</p>	<p><b>Mythe no 5.</b> Les victimes ont besoin d'apprendre à se défendre et à gérer la situation. <b>Les études</b> indiquent que les victimes sont plus jeunes et plus faibles physiquement. Elles manquent d'habiletés sociales pour obtenir le soutien d'amis. Ils ne peuvent eux-mêmes gérer la situation.</p>
<p>Myth: <b>Large schools or classes are conducive to bullying.</b>          THE RESEARCH: No correlation has been established between class or school size and bullying. In fact, there is some evidence that bullying may be less prevalent in larger schools where potential victims have increased opportunities for finding supportive friends.</p>	<p><b>Mythe no 6.</b> Les classes ou les écoles à forte population contribuent au phénomène. Aucune <b>étude</b> n'a établi de corrélation entre l'intimidation et la grosseur de la classe ou de l'école. En fait, on a découvert que dans les écoles plus grosses, les victimes ont plus de chances de trouver des amis pour les soutenir.</p>
<p>Myth: <b>Most bullying occurs off school grounds.</b>          THE RESEARCH: Although some bullying occurs outside of school or on the way to and from school, most occurs on school grounds: in classrooms, in hallways, and on playgrounds.</p>	<p><b>Mythe no 7.</b> L'intimidation se produit en dehors de la propriété de l'école. Même si les <b>études</b> confirment l'existence du phénomène hors de l'école, en route vers l'école ou au retour à la maison, elles révèlent que la fréquence est plus élevée en classe, dans les corridors et dans la cour de récréation.</p>
<p>Myth: <b>Bullying affects only a small number of students.</b> THE RESEARCH: At any given time, about 25 percent of U.S. students are the victims of bullies and about 20 percent are engaged in bullying behavior. The <a href="#">National Association of School Psychologists</a> estimates that 160,000 children stay home from school every day because they are afraid of being bullied.</p>	<p><b>Mythe no 8.</b> L'intimidation touche un petit nombre d'élèves. <b>Les études</b> démontrent que 25% des élèves sont victimes et que 20% s'y adonnent. Les psychologues scolaires estiment à 160,000 par jour le nombre d'enfants qui s'absentent de l'école par peur d'être intimidés.</p>
<p>Myth: <b>Teachers know if bullying is a problem in their classes.</b></p>	<p><b>Mythe no 9.</b> Lorsqu'il s'exerce de l'intimidation dans leur classe, l'enseignant s'en rend compte.</p>

THE RESEARCH: Bullying behavior usually takes place out of sight of teachers. Most victims are reluctant to report the bullying for fear of embarrassment or retaliation, and most bullies deny or justify their behavior.	<b>Les études</b> révèlent que l'intimidation s'exerce hors de la vue du titulaire. La plupart des victimes hésitent à porter plainte par gêne ou par crainte de représailles. La plupart des abuseurs nient les faits ou justifient leur comportement.
Myth: <b>Victims of bullying need to follow the adage "Sticks and stones will break your bones, but names can never hurt you."</b> THE RESEARCH: Victims of bullying often suffer lifelong problems with low self-esteem. They are prone to depression, suicide, and other mental health problems throughout their lives.	<b>Mythe no 10.</b> Les victimes doivent se consoler en se disant que les paroles blessantes coulent comme l'eau sur le dos du canard. <b>Les études</b> révèlent que les victimes souffriront toute leur vie de faible estime de soi. Ils sont sujets à dépressions, au suicide, et autres problèmes de santé mentale.

<b>Teachers are a deciding factor</b>	<b>Les enseignants jouent un rôle déterminant</b>
Bullies, Olweus notes, are produced in the home, shaped by a combination of factors, including lack of parental warmth and attention, poor supervision, parental modeling of aggressive behavior, and an active and impulsive temperament on the part of the child. The <i>victims</i> of bullies, however, are most often created at school. "Teachers' attitudes, behaviors, and routines," Olweus said, "play a large role in the prevalence of bullying behavior." Bullying is a problem that schools can -- and must -- control.	Selon Norvégien Dan Olweus, sommité mondiale en matière d'intimidation, les intimidateurs sont produits dans les familles par une combinaison de facteurs : manque d'affection et d'attention parentale, faible encadrement, comportement agressif, tempérament impulsif ou hyperactif de l'enfant. Les victimes sont produites à l'école. Les attitudes, comportements et habitudes de l'enseignant jouent un rôle important dans la culture de l'intimidation. Il s'agit d'un phénomène que les écoles peuvent -- et doivent -- contrôler.
Linda Starr, Education World®, Copyright © 2000 Education World, 07/11/2000, updated 5/11/2005.	Traduction et adaptation, Jacques Brodeur, EDUPAX, 4 janvier 2006.

**Bullies are raised in the home, but their victims are too frequently created in the classroom.  
What we believe about bullies can hurt our students!**

In the United States alone, 269 students, teachers, and support personnel died in school-related violence between September 1992 and May 2000, according to [The National School Safety Center's Report on School Associated Violent Death](#). As shocking as that statistic is, those deaths represent only a small percentage of the thousands of violent incidents that occur each year in our nation's schools. Although no single causative factor has been identified, experts point to a number of factors common among children who exhibit violent behavior.

In "Why Kids Kill: Exploring the Causes and Possible Solutions," Sylvia Rimm points to 1) unhealthy relationships within the family, 2) discord and/or distrust between families and school personnel, and 3) **exposure to violent television, films, and games** as some of the elements that seem to contribute to violent in-school behavior. Rimm, a clinical professor of psychiatry and pediatrics at Case Western Reserve University School of Medicine, also notes, however that although not every element of every problem is found in all violent children, one constant does stand out among the children she's worked with: "There was *always* a history of problems in peer relationships," Rimm said. "All of them [children who expressed anger violently] had been teased by others more than what is typical." All the violent children, in other words, had been the victims of bullies.

According to Dan Olweus, a psychology professor at Norway's University of Bergen and one of the world's leading experts on bullies and their victims, bullying is an accumulation of negative actions -- occurring repeatedly and over time -- directed toward one student by another student or students. Those negative actions, which can include threats, physical attacks, words, gestures, or social exclusion, occur in a context always characterized by an imbalance in strength between the bully and the victim.

Of course, the repercussions of bullying -- even when it doesn't escalate into deadly violence -- are rarely limited to the victims alone, Olweus says. Students in schools or classrooms with serious bullying problems report feeling less safe and less satisfied with school. Students in schools or

classrooms in which bullying problems are ignored and aggressive behavior is not addressed are likely to become more aggressive and less tolerant as well. Bullying, Olweus points out, affects the social climate -- and learning environment -- of the entire classroom.

### **Resources from the Education World Archive**

Education World has provided extensive coverage of the "bullying" issue as it affects your classroom and your school. Following is a sampling of the stories we've published:

[Stop Bullying Before It Starts!](#) Bullying is no longer seen as the norm in the school or the community at large, and prevention has become the name of the game. Included: Poor and good solutions to bullying.

[Bully-Proof Your School](#) Recognized as more than just a problem between kids, schools are called upon to put forth a team effort to end bullies' longtime reign of terror.

[Taking the Bully By the Horns](#) All kids know how to recognize bullies -- or do they? *Taking the Bully by the Horns*, written by Kathy Noll and Jay Carter, teaches kids how to spot a bully, how to recognize bully "games" -- and how *not* to play.

[Picture Books Help Kids Handle Anger and Bullying](#) This week, Education World reviews *Bullies and Gangs*, *The Ant Bully*, and *When Sophie Gets Angry -- Really, Really Angry...* These three new picture books support classroom discussions of anger, bullying, violence, and tolerance.

### **RELATED EDUCATION WORLD RESOURCES**

- [Ten Web Sites for Exploring Conflict Resolution in the Classroom](#) Education World offers ten sites that provide a wide range of practical materials for supporting and instituting conflict resolution programs in our schools.
- [One Character Education Program](#) That Works! Many schools, lacking the time and resources required to develop their own character education curricula, are instead turning to established programs that have proven successful in other school districts. Read about one such program -- recently adopted by schools in Pittsburgh, Pennsylvania -- in which the whole community is involved.
- [Is Character Education the Answer?](#) As incidents of in-school violence become more common, and strict disciplinary techniques and increased security measures fail to control the problem, many parents, educators, politicians, and social leaders are looking for reliable methods of prevention. Is character education the answer?
- [Teaching Citizenship's Five Themes](#) Activities from the editors of Weekly Reader can help develop K-6 students' understanding of the five citizenship themes -- honesty, compassion, respect, responsibility, and courage.