

Promoting Relationships and Eliminating Violence

La Promotion des Relations et l'Élimination de la Violence



PREVNet

# Addressing power in bullying is about gender and income inequality

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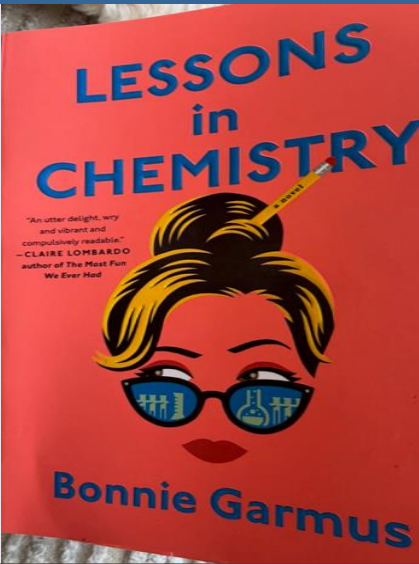
Queen's University

[www.prevnet.ca](http://www.prevnet.ca)

THE NETWORKS  
OF CENTRES OF  
EXCELLENCE  
NEW INITIATIVE



# Land Acknowledgement



WENDY (she/her)  
4<sup>th</sup> generation  
White settler  
guest on  
Anishinaabe and  
Haudenosaunee  
Territory

mother  
teacher  
learner



# Bullying



1 Is a destructive relationship.

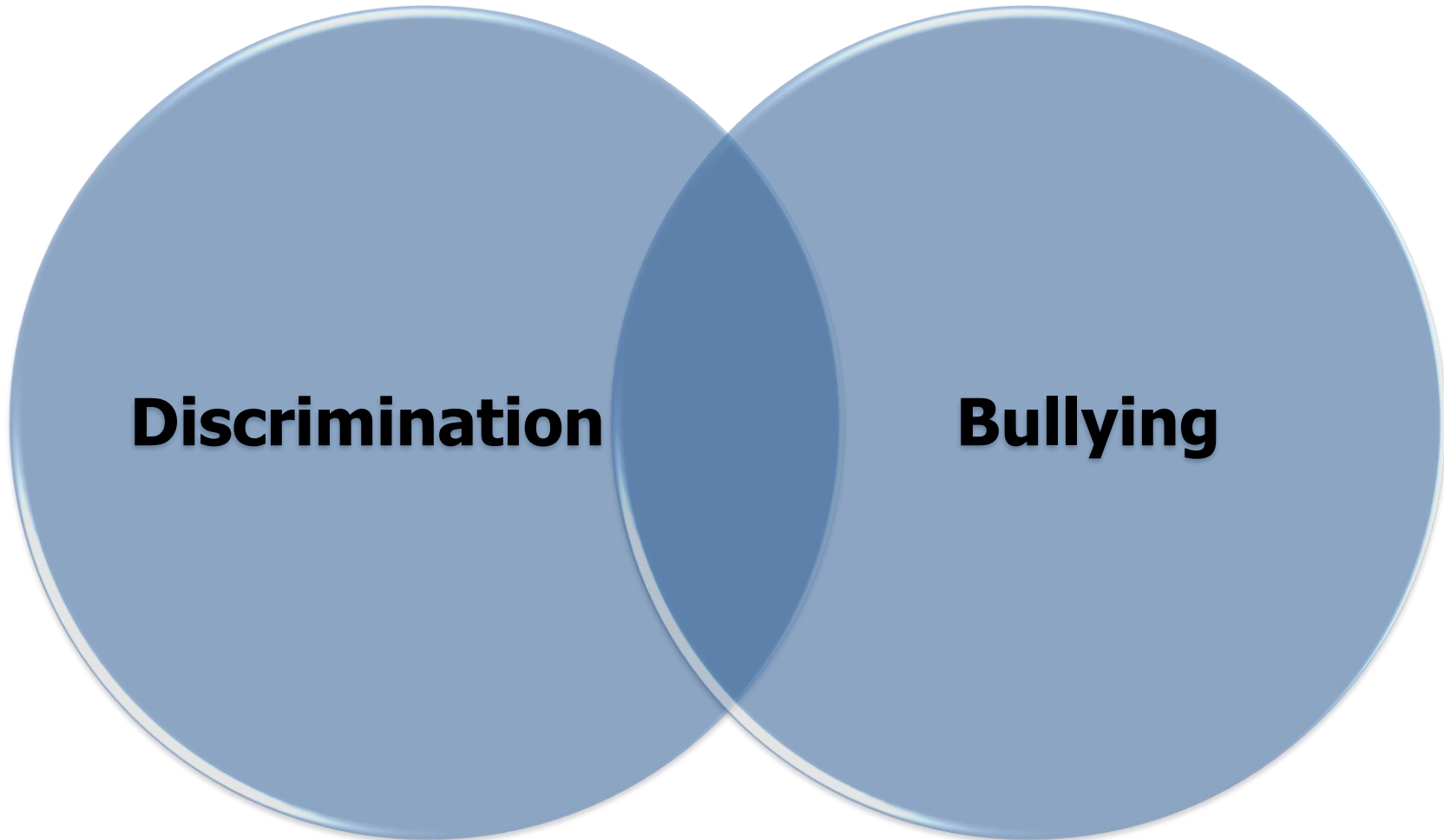
2 Power imbalance

3 The person with the power acts aggressively.

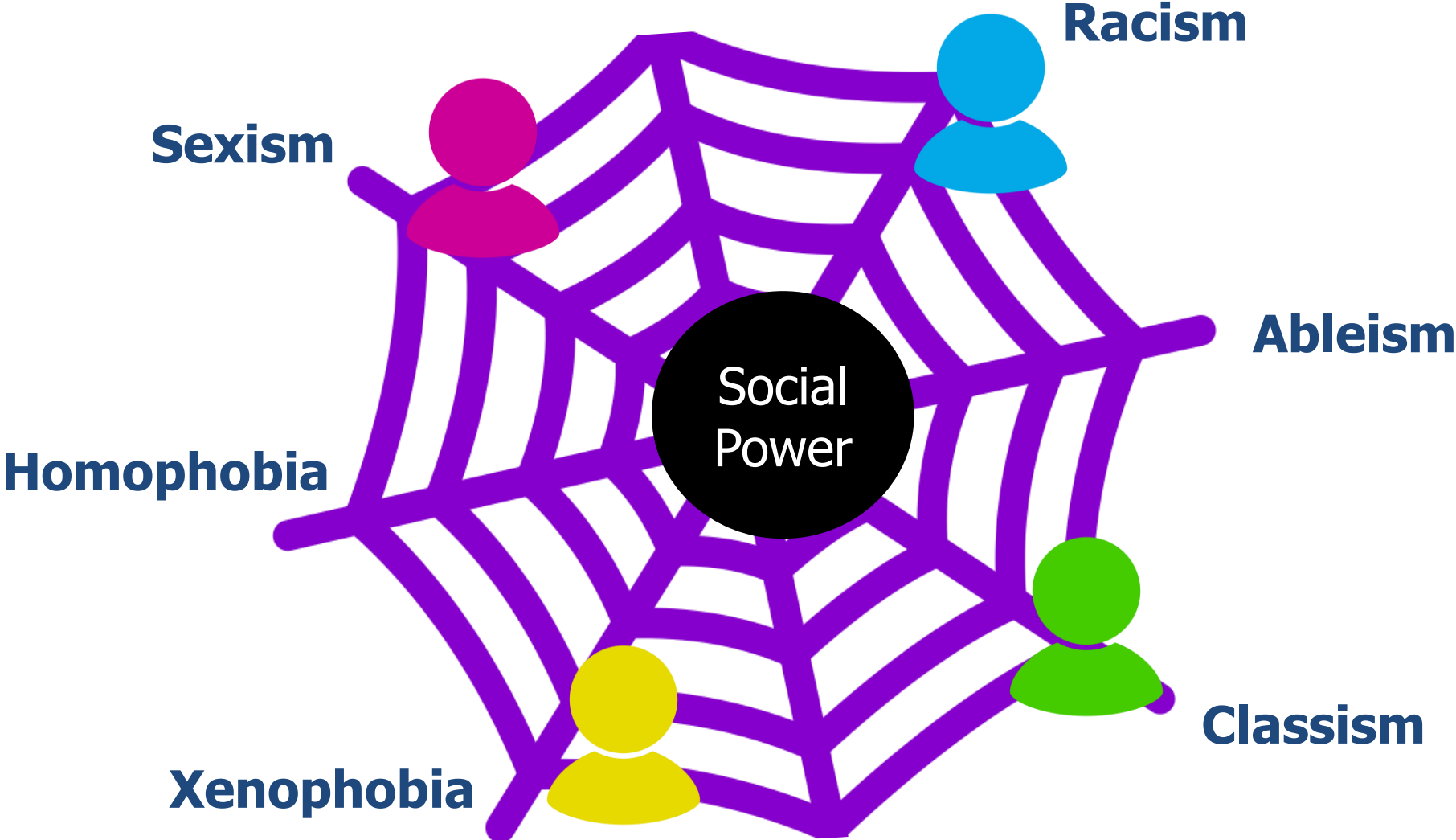
4 Involves an intention to cause harm.

5 Harmful/fear of future harm

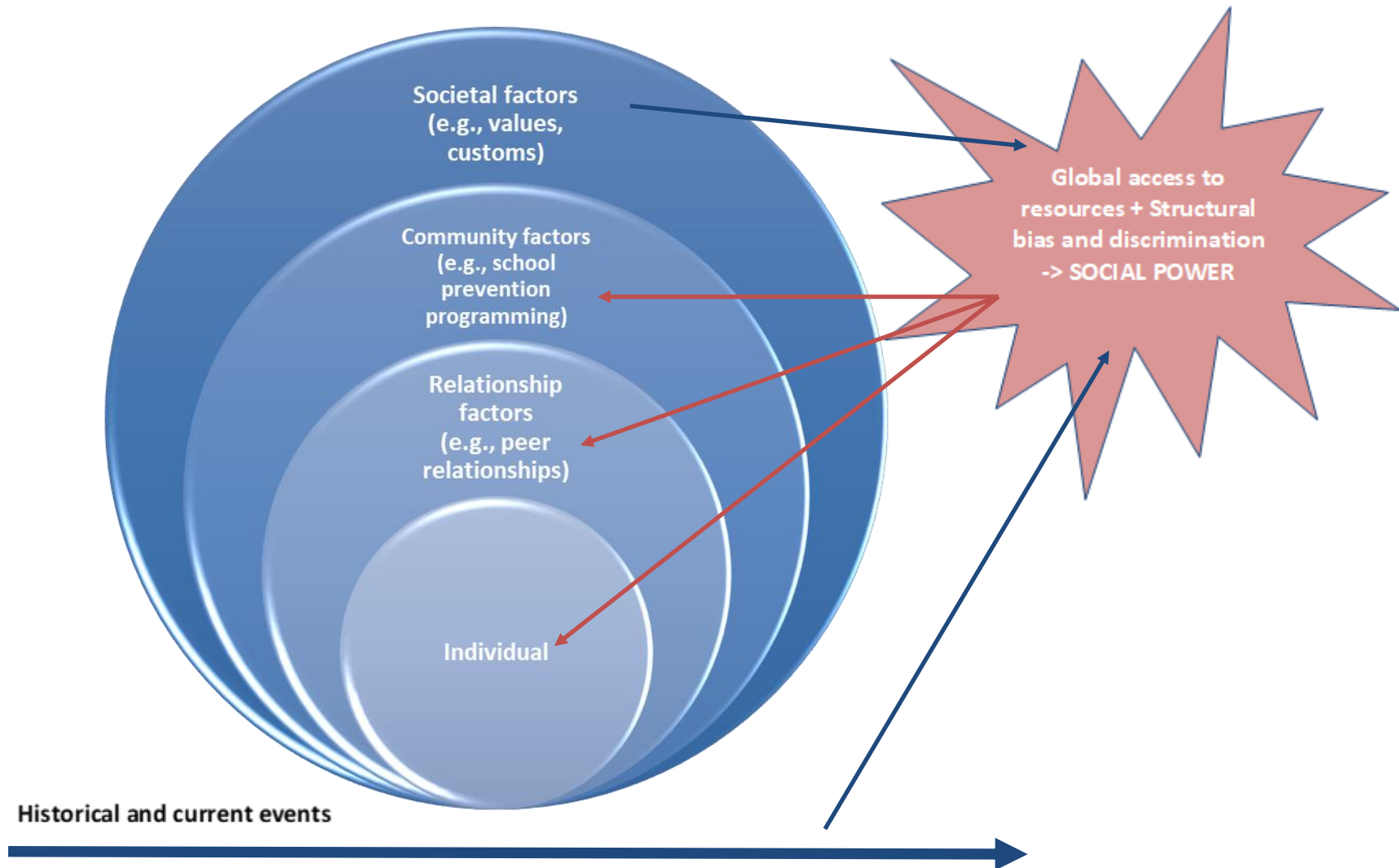
# Identity Based Bullying



# Social Identities and Power



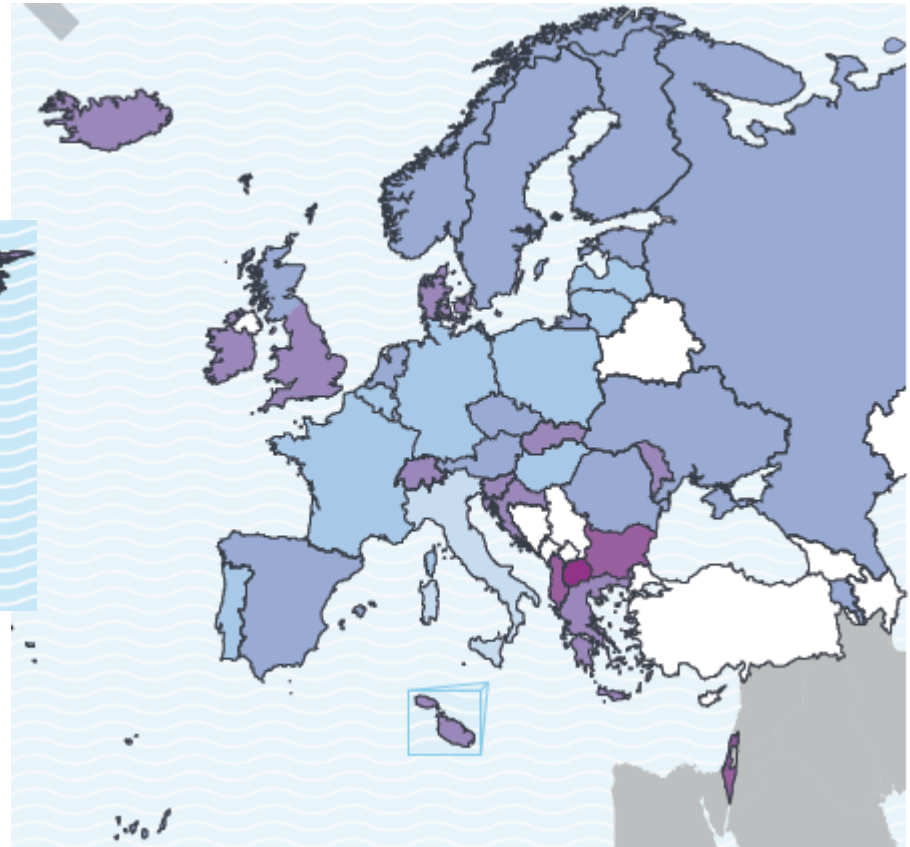
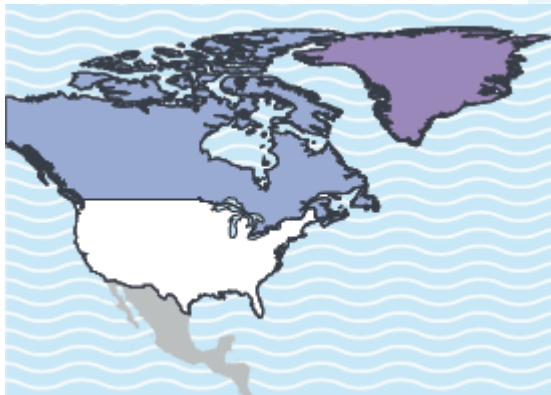
# Social Ecological Perspective of Power and Interpersonal Aggression





# hbsc

HEALTH BEHAVIOUR IN  
SCHOOL-AGED CHILDREN



# HBSC in Canada

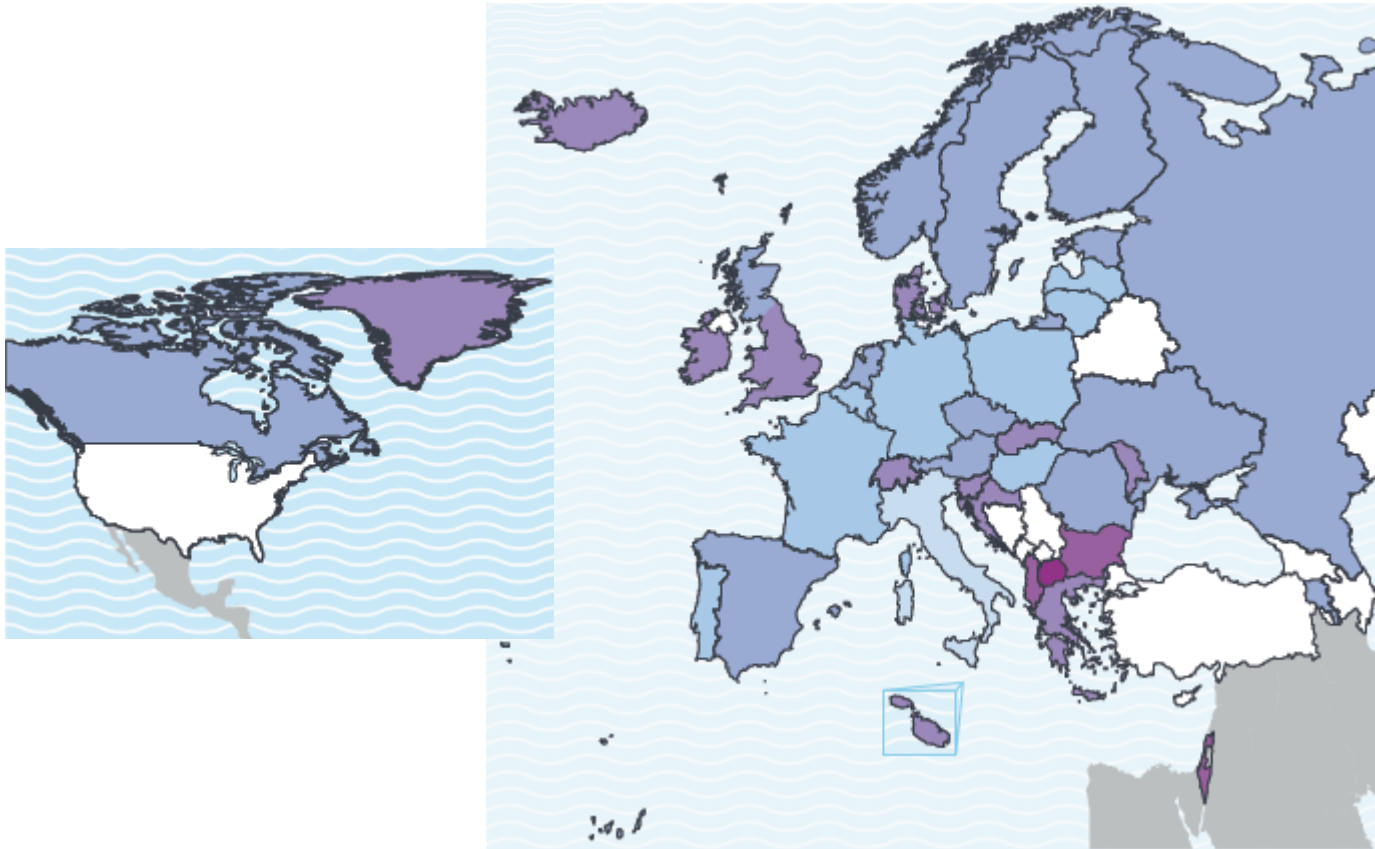
## Surveys:

- 1<sup>st</sup> cross-national 1984
- Canada first participated in 1990
- Every 4 years since
- Most recent 2022 (Cycle 9)
- Assess youth aged 11-15
- now 50 participating countries/regions

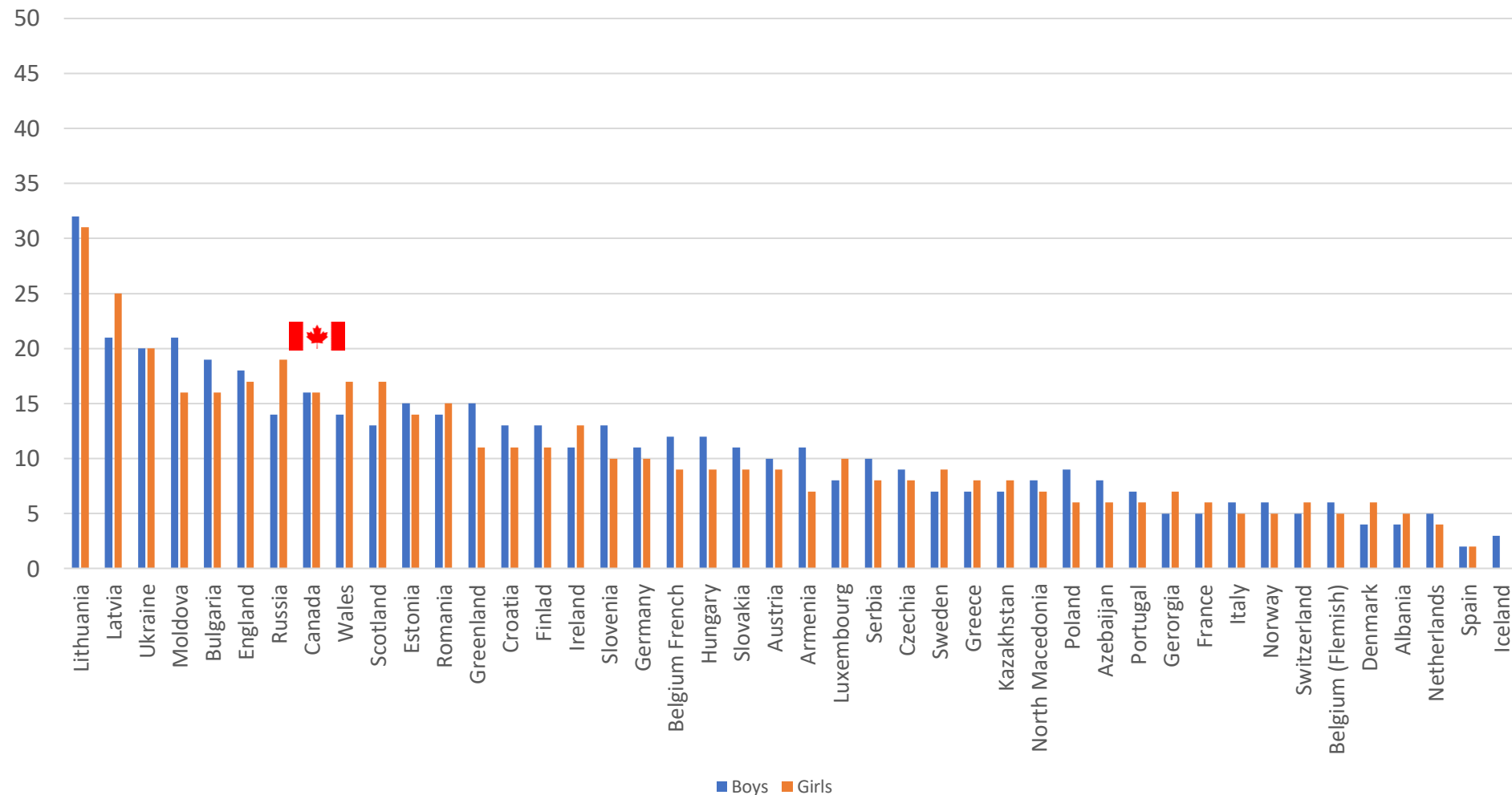




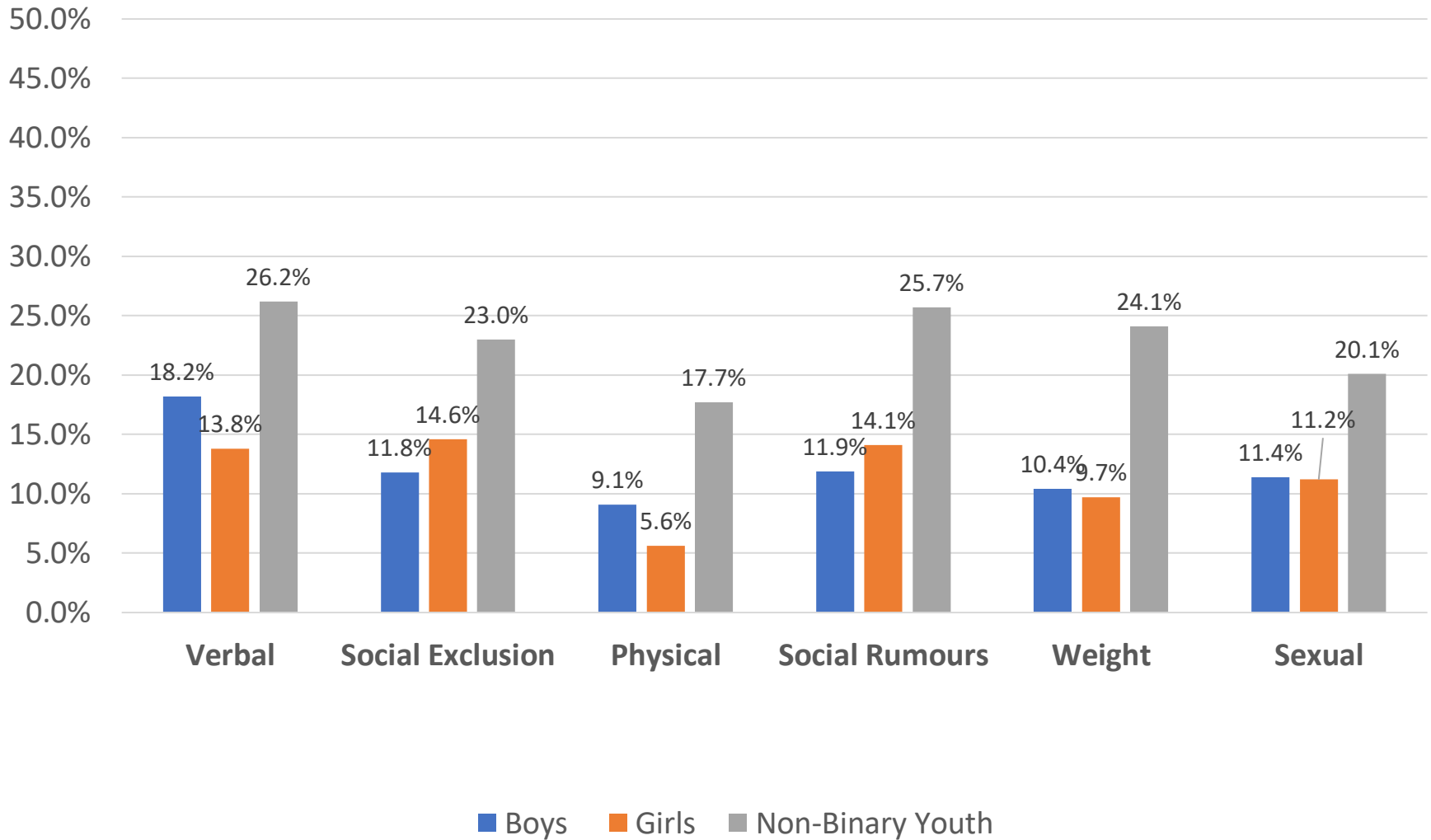
# International Study



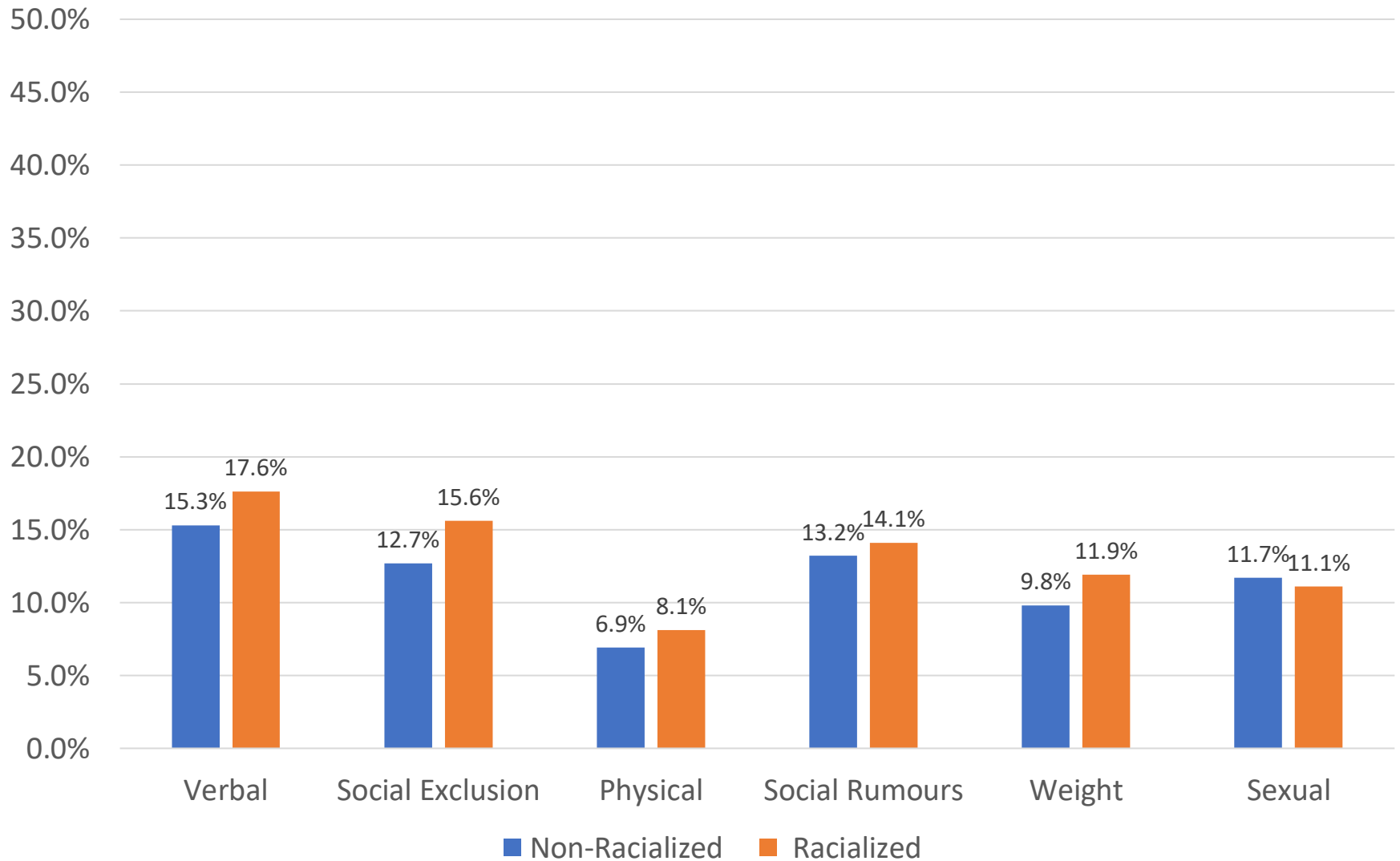
# Percentage of 13 year olds who have been bullied at least twice in past couple of months



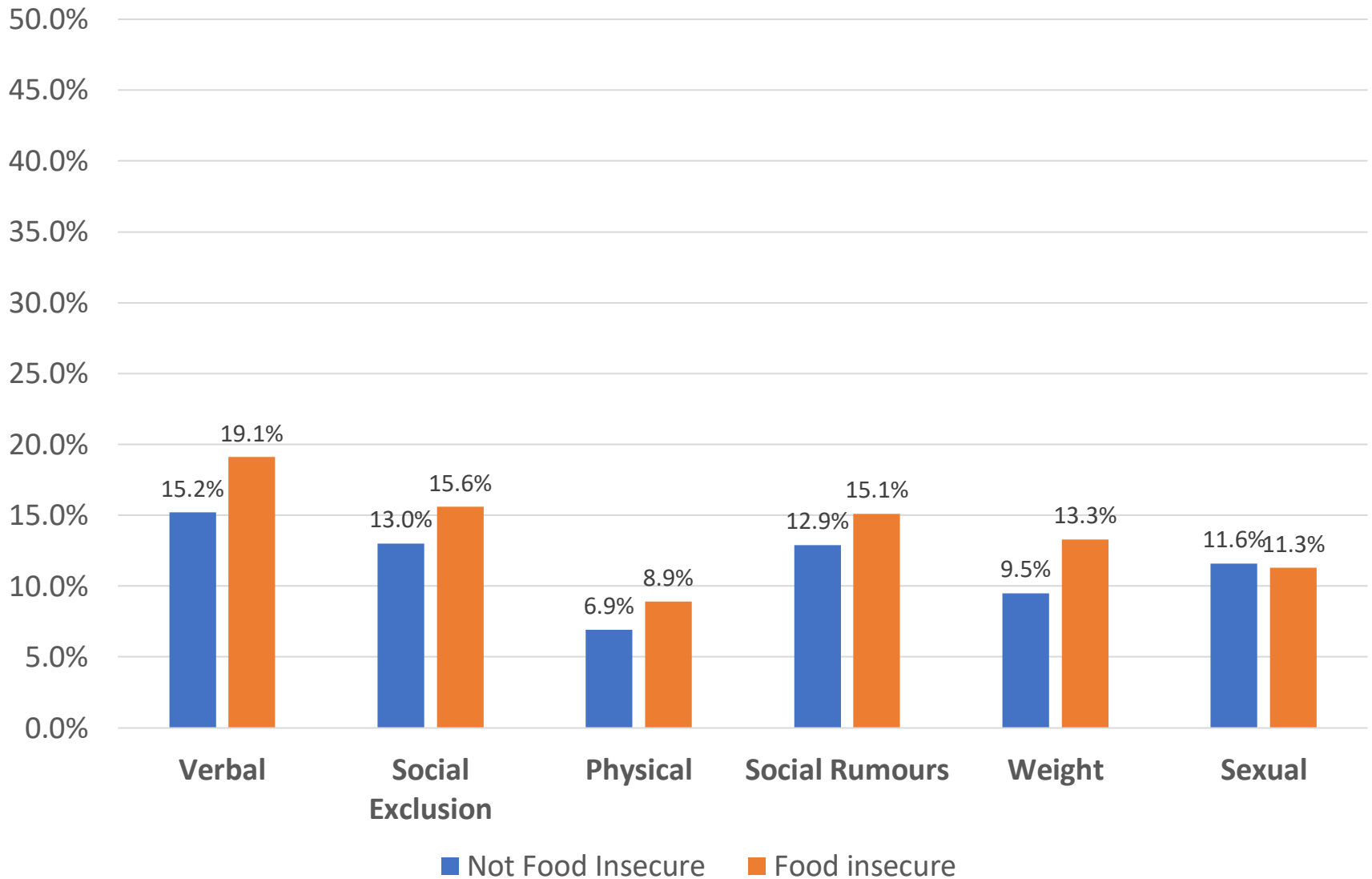
# Bullying and Gender



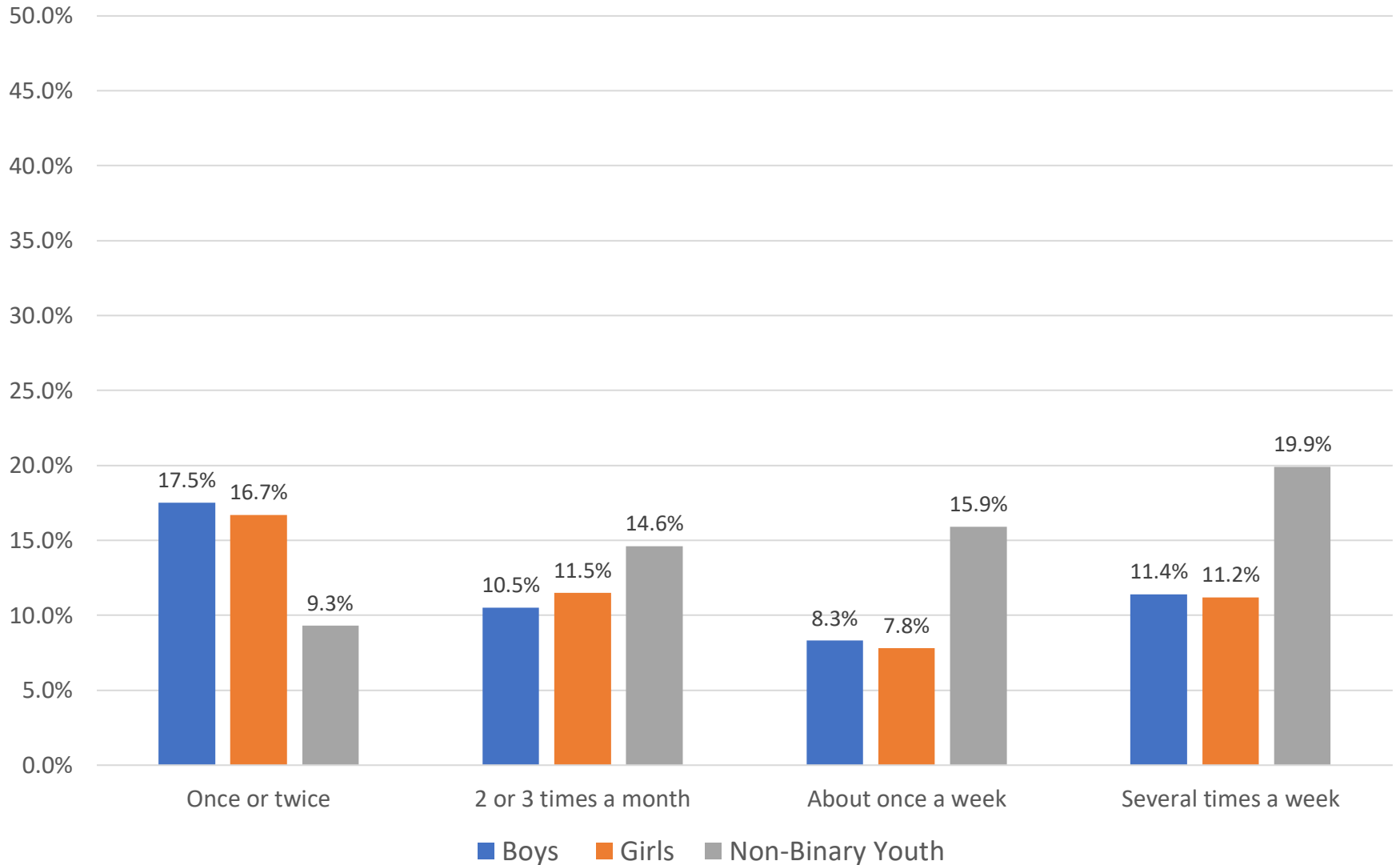
# Bullying and Racialization



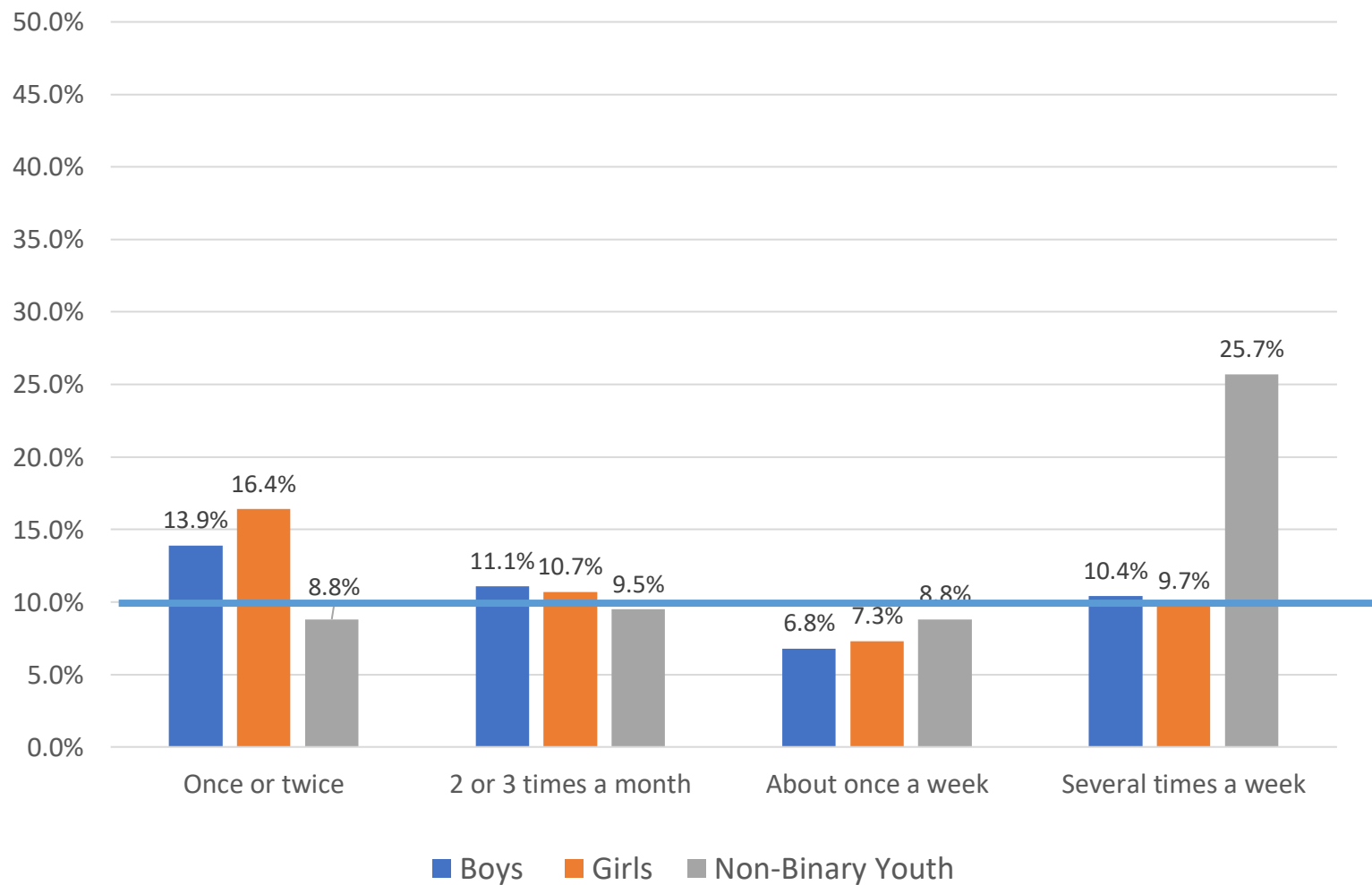
# Bullying and Poverty



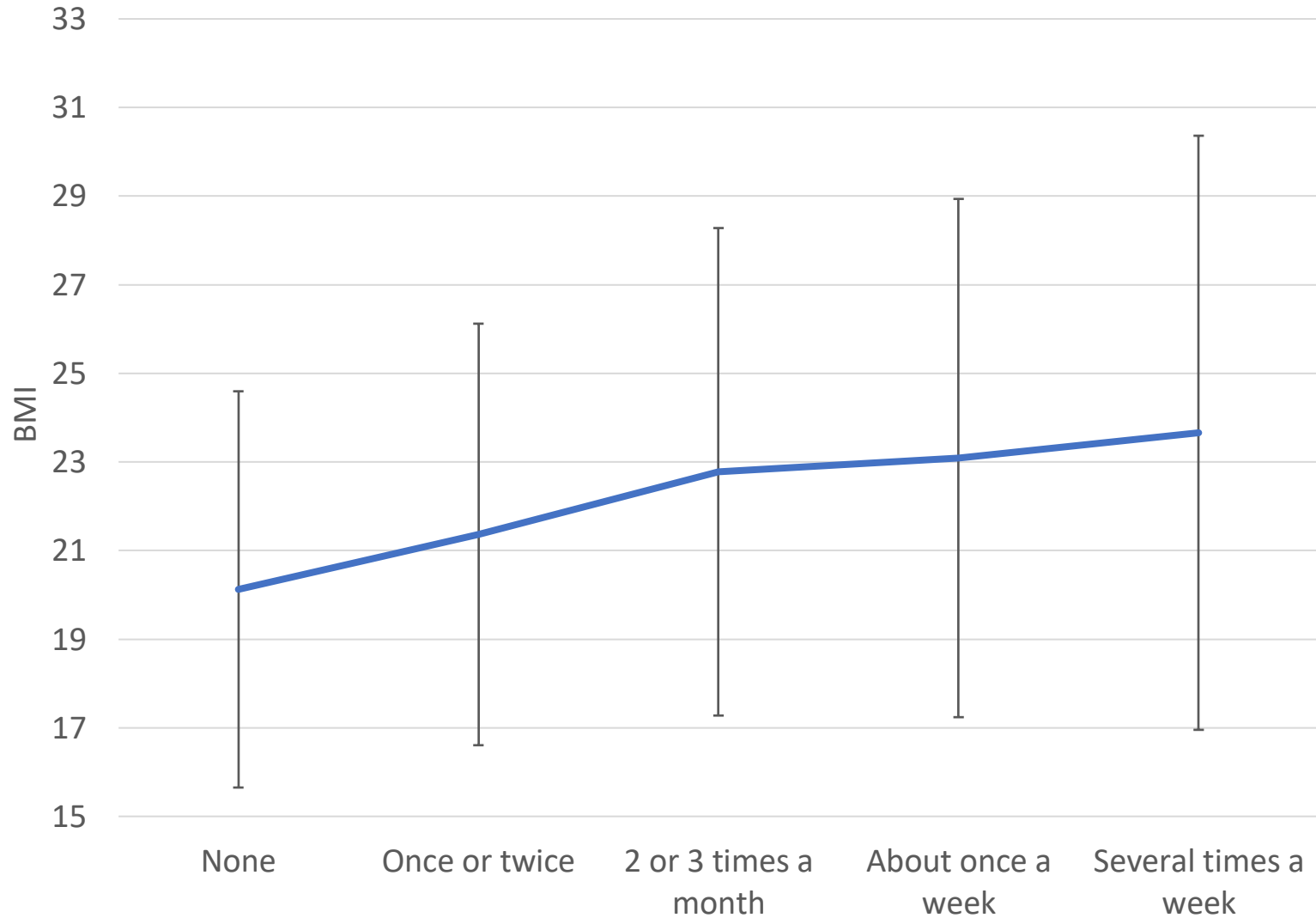
# Sexual based bullying



# Weight-based bullying

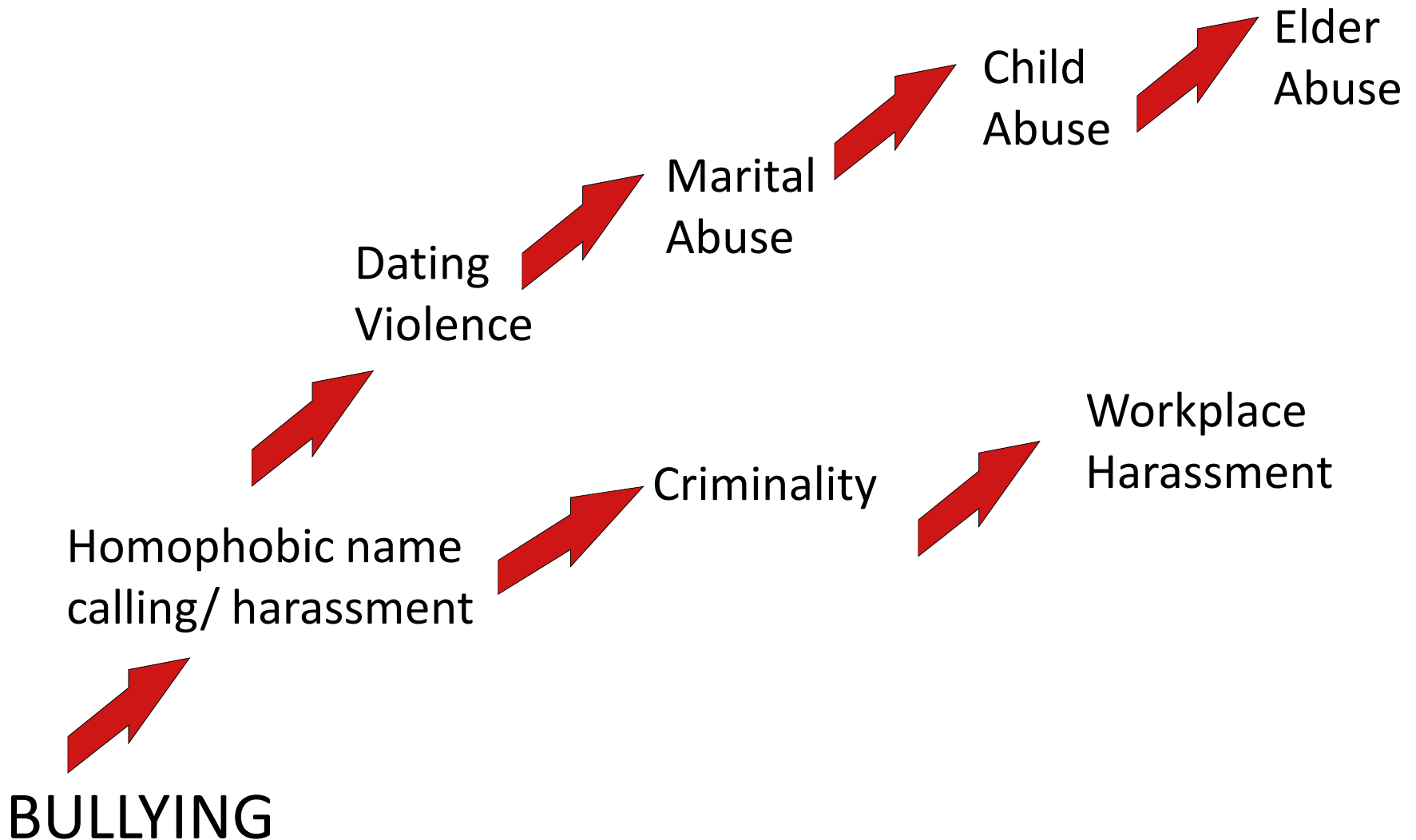



# BMI and Weight-based bullying





# Developmental Pathway of Power and Aggression in Relationships



A world map with a blue color scheme, showing the continents in a lighter shade of blue against a darker blue background. The map is centered on the Atlantic Ocean.

Is country level wealth  
associated with bullying  
and victimization?

# Participants and Measures

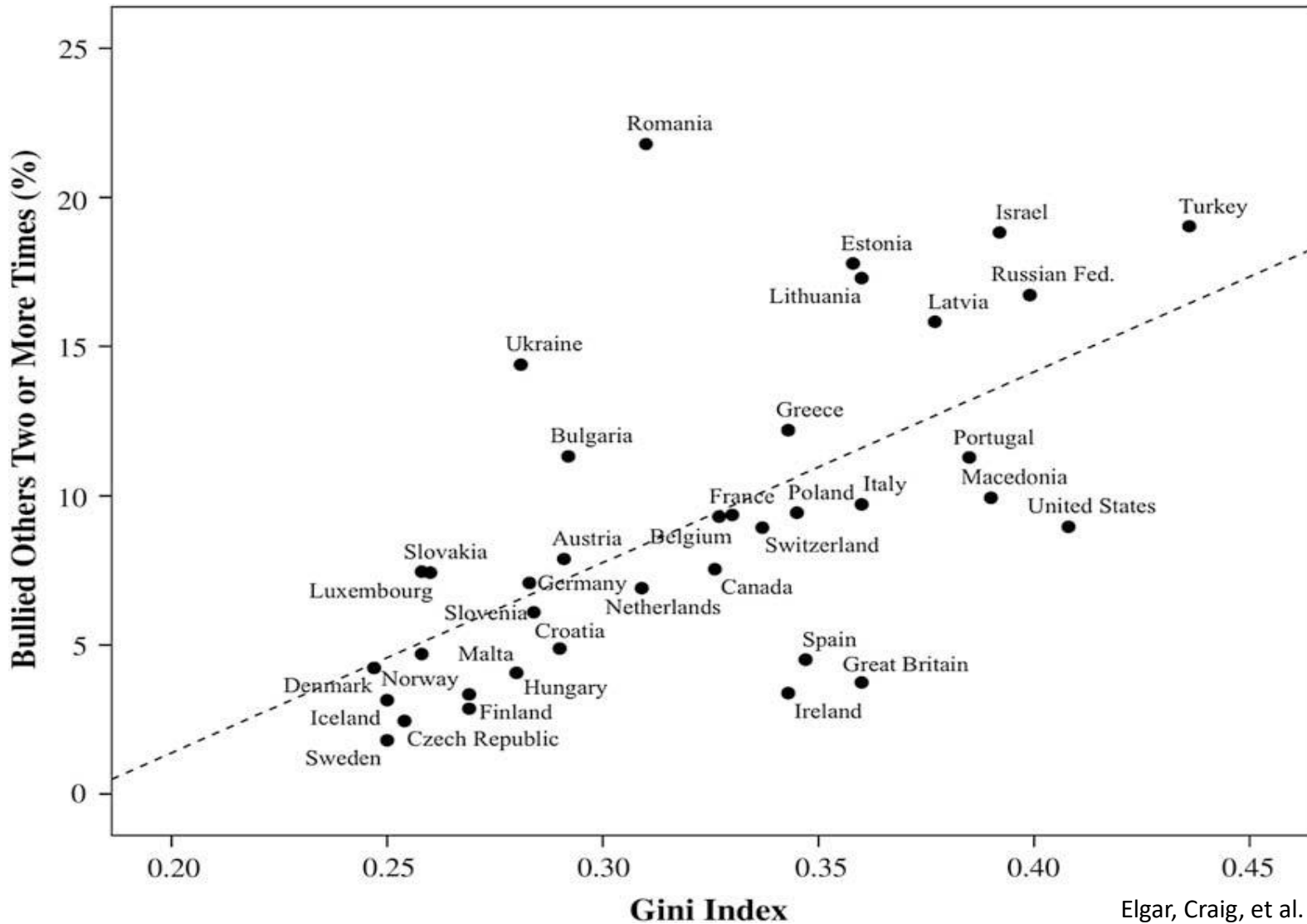


33,875 girls and 32,942 boys from 37 country surveys groups



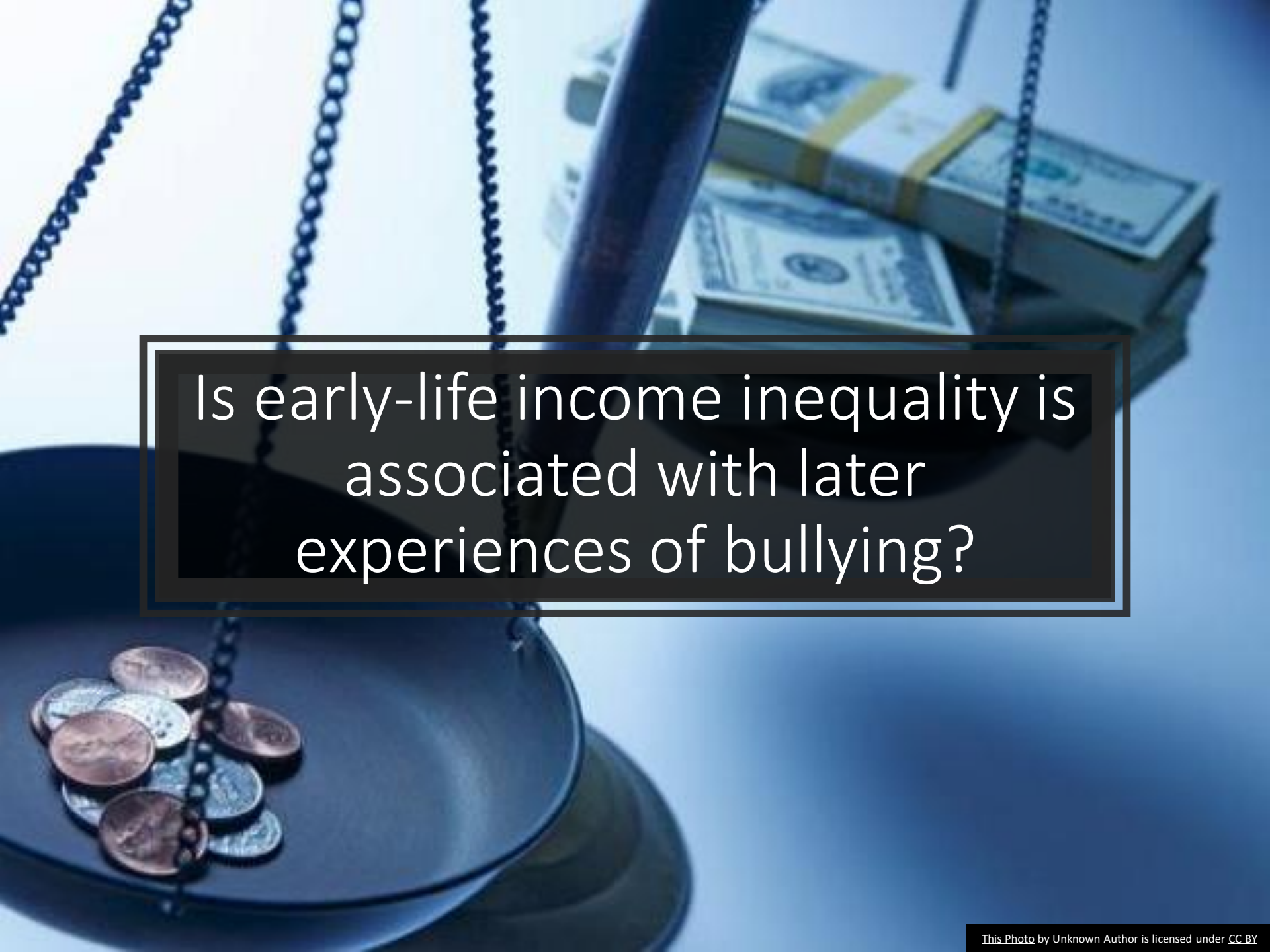
- Frequency of bullying and being victimized from 11 year olds
- Individual wealth: Family Affluence Scale
- Country level wealth
  - Gross National Product per capita
  - Gini Index (distribution of income or consumption in a society)

# Income inequality and bullying



# Implications

- Redistributing wealth and creating more egalitarian societies needed to reducing bullying
- But need to address other levels of the social ecological model
- More pragmatic approach is to teach adolescents to recognize the attitudes and behaviors that underlie this type of discrimination
- Reach out to adolescents in areas where income inequality is high rather than only those from deprived socioeconomic backgrounds

A pair of scales of justice is shown against a blue background. The left pan is lower and contains several coins. The right pan is higher and contains several stacks of US dollar bills. The scales are suspended by chains from a central beam.

Is early-life income inequality is associated with later experiences of bullying?

# Participants and Measures

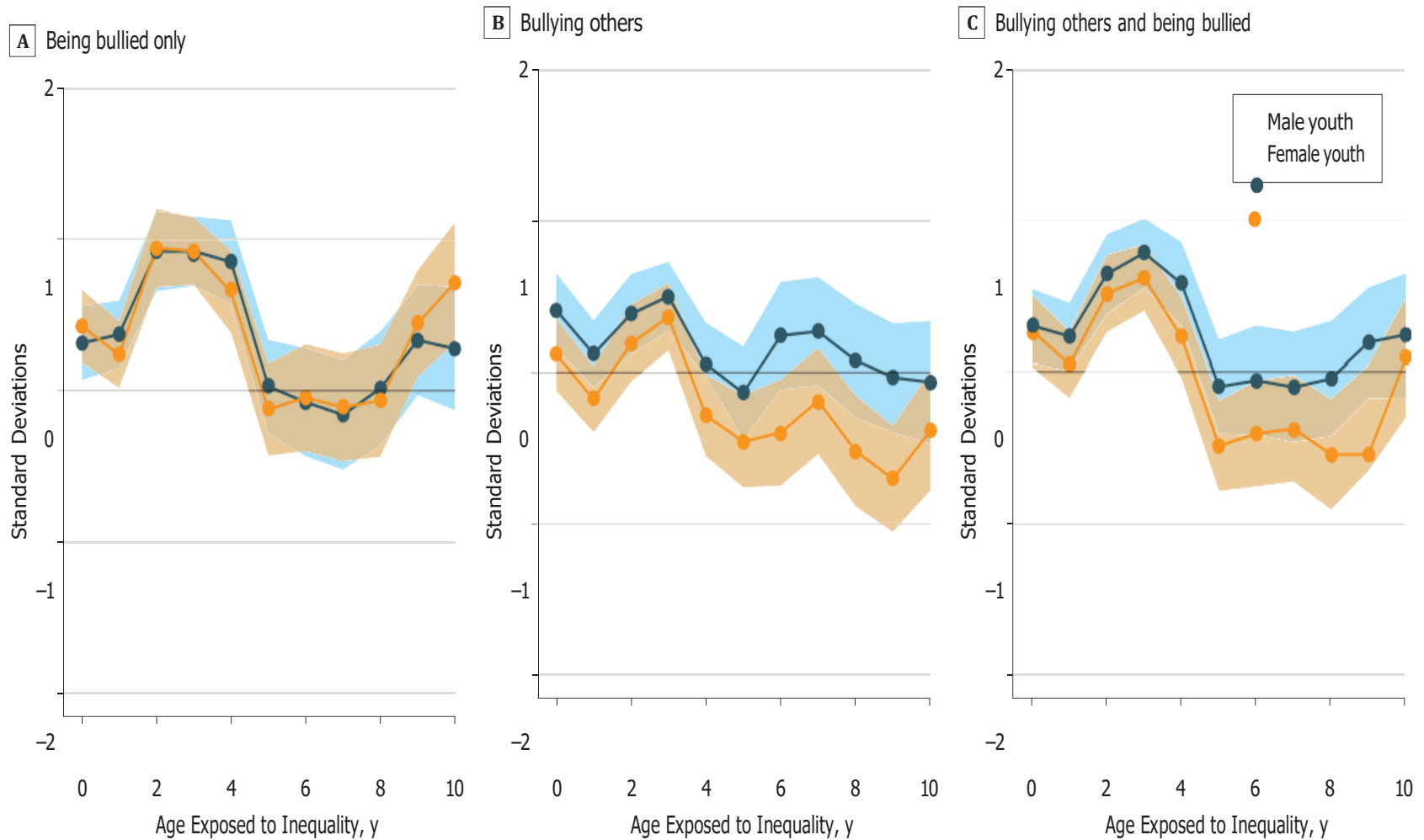


448 265 females and 425, 938 males from 162 country surveys groups and 29 196 school



- Frequency of bullying and being victimized in 1994, 1998, 2002, 2006, 2010, 2014
- Socioeconomic Position – assessed at individual level; country specific, and year specific
- Country wealth -Gross National income per capita per year)
- GINI index

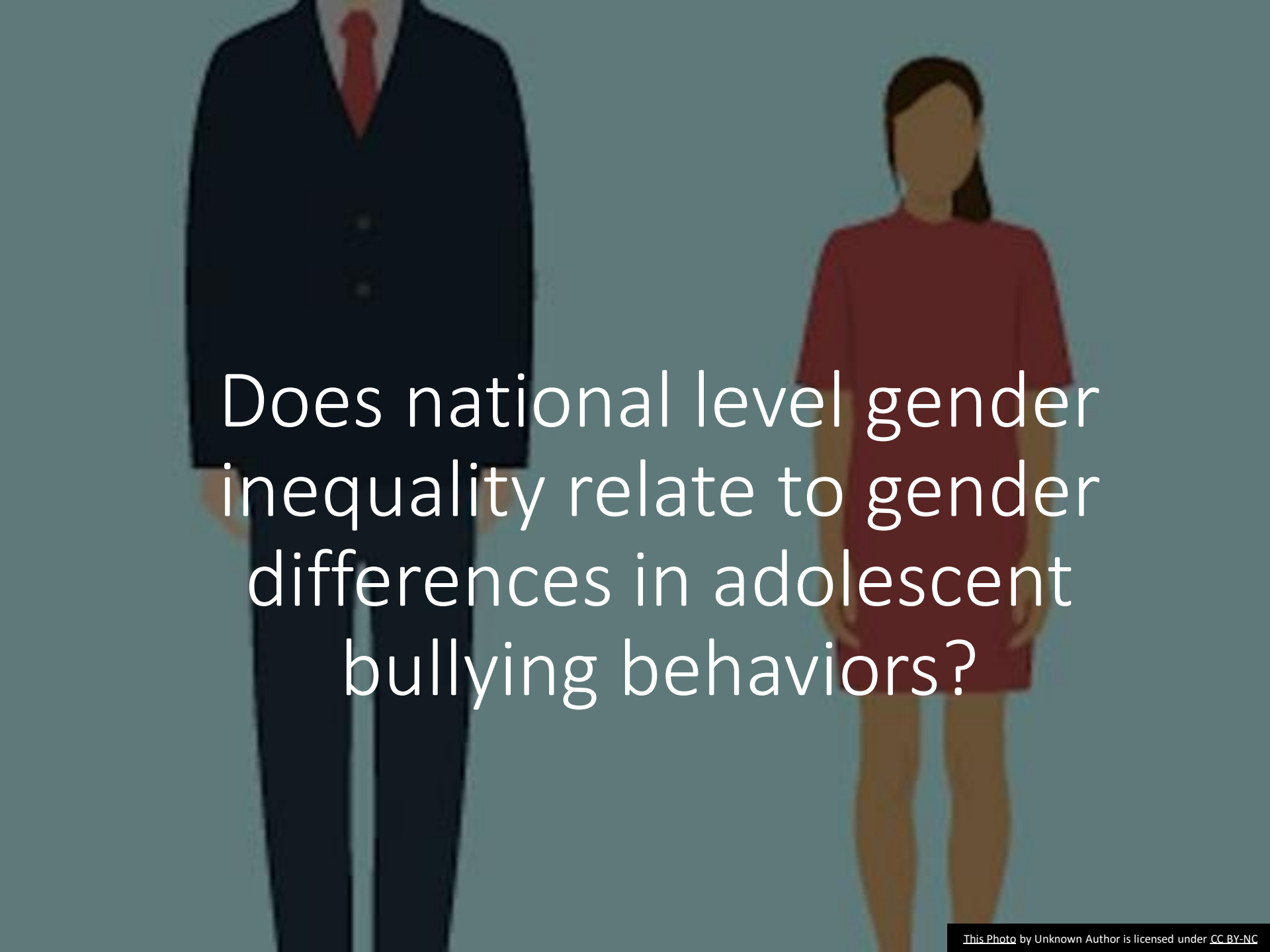
# Association Between Bullying in Adolescence and Early-Life Income Inequality, From Birth to 10 Years of Age





# Implications

- Being bullied in adolescence is associated with early life exposure to income inequalities which might be a proxy for psychological stress and adversity that alter the developmental processes
- Association between income inequality and being bullied is mostly established before age 5
- Bullying prevention efforts need to start early
- Children in high income inequality areas need to be a focus of bullying prevention efforts not individual and are poverty

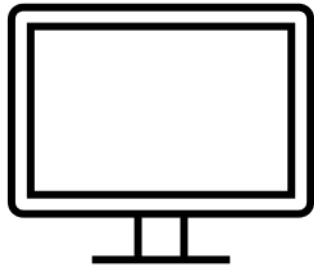
A stylized illustration of a man and a woman. The man on the left is wearing a dark blue suit, a white shirt, and a red tie. The woman on the right is wearing a red dress. The background is a solid light blue color. The text is overlaid in the center in white.

Does national level gender inequality relate to gender differences in adolescent bullying behaviors?

# Participants and Measures



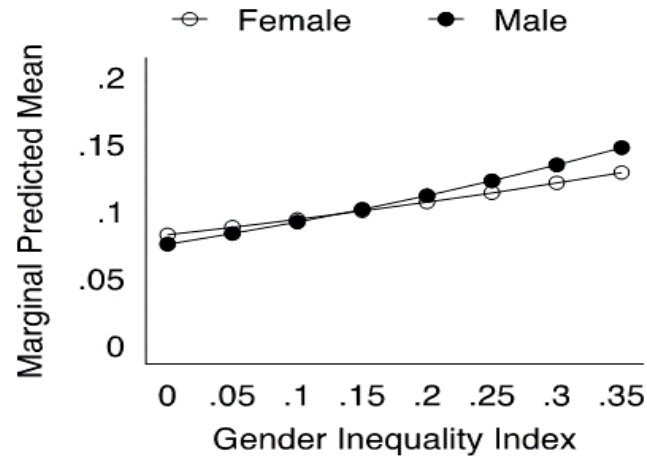
448,265 females and 425,938 males from 47 country surveys groups and 29,196 schools



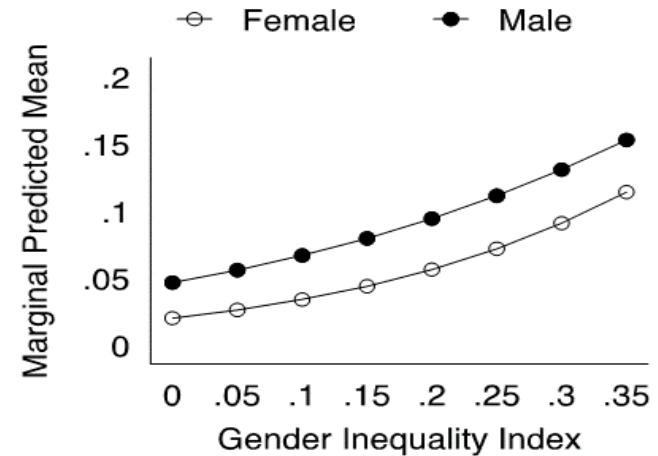
- Frequency of on and off line bullying and victimization 2018
- Individual SES
- School level and gender composition of school
- Country level Gender Inequality- Gender Inequality Index (United Nations Development Program) assesses health, empowerment, education, and labour dimension and participation by females

# Predicted Probabilities of bullying and victimization by country level gender inequality by gender

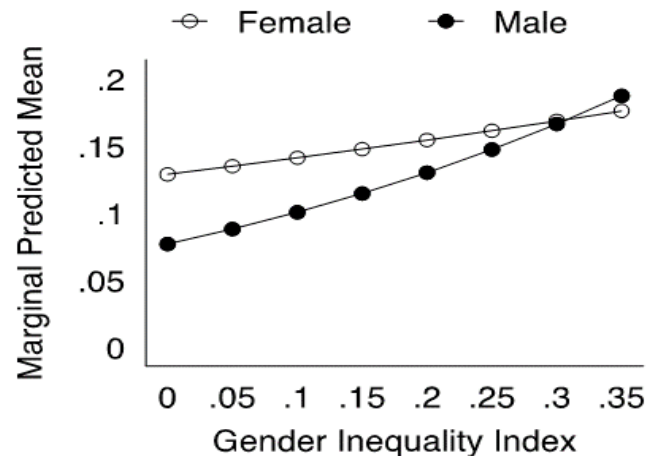
## Bullying victimisation



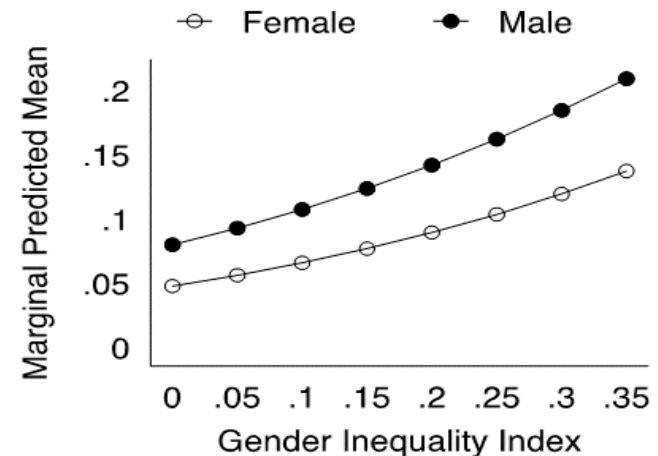
## Bullying others



## Cyberbullying victimisation



## Cyberbullying others



# Implications

- Structural gender inequality and gender norms relate to gender differences in bullying
- Bullying prevention efforts require more than working directly with adolescents and schools
- Prevention must address sociocultural gender norms at the national level.
- Public health policy should target social and cultural factors that shape gender norms in society and among young people.

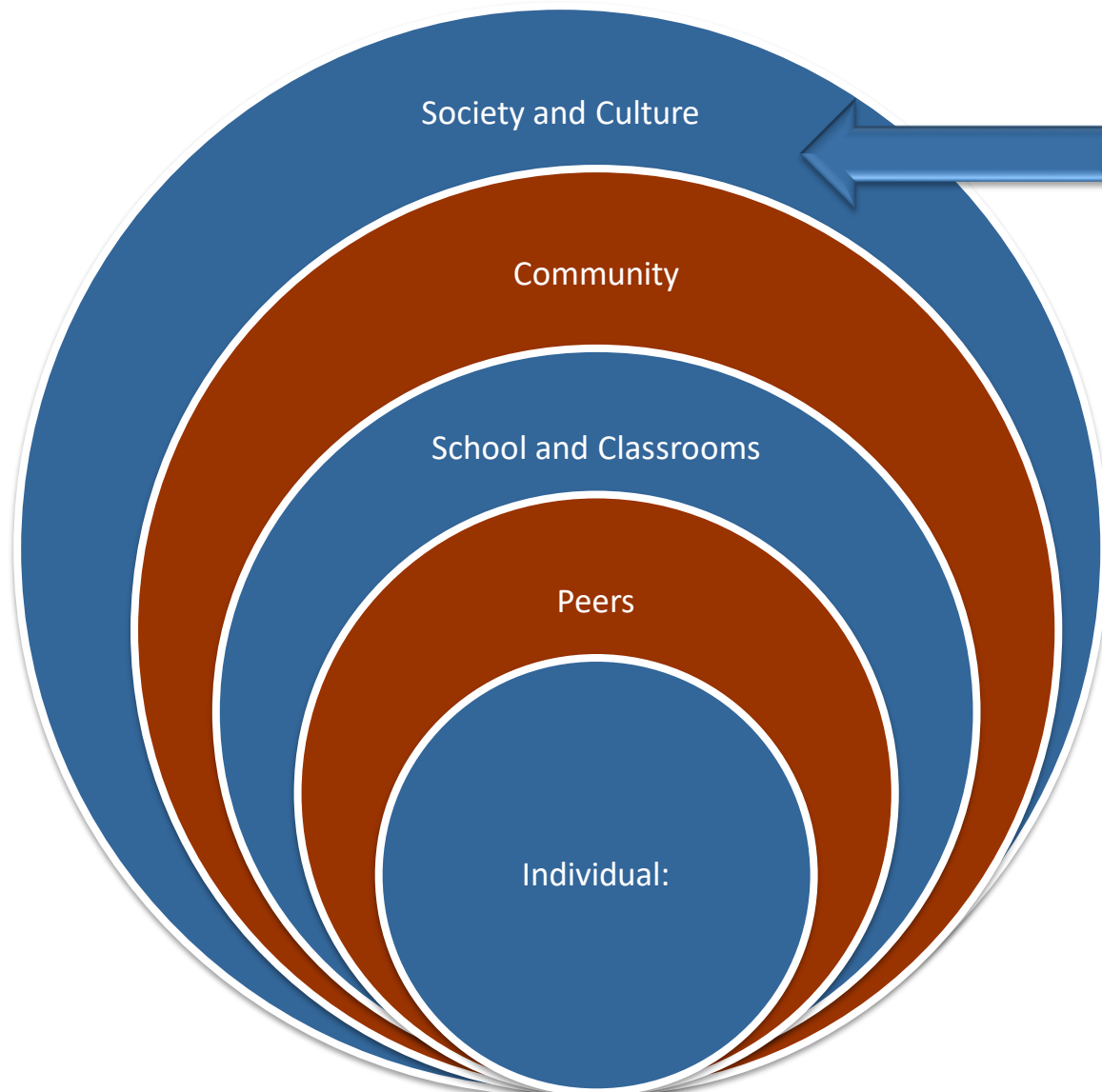
# Implications



POLICY



# Preventing Bullying and Promoting Healthy Relationships



Society and Culture

Community

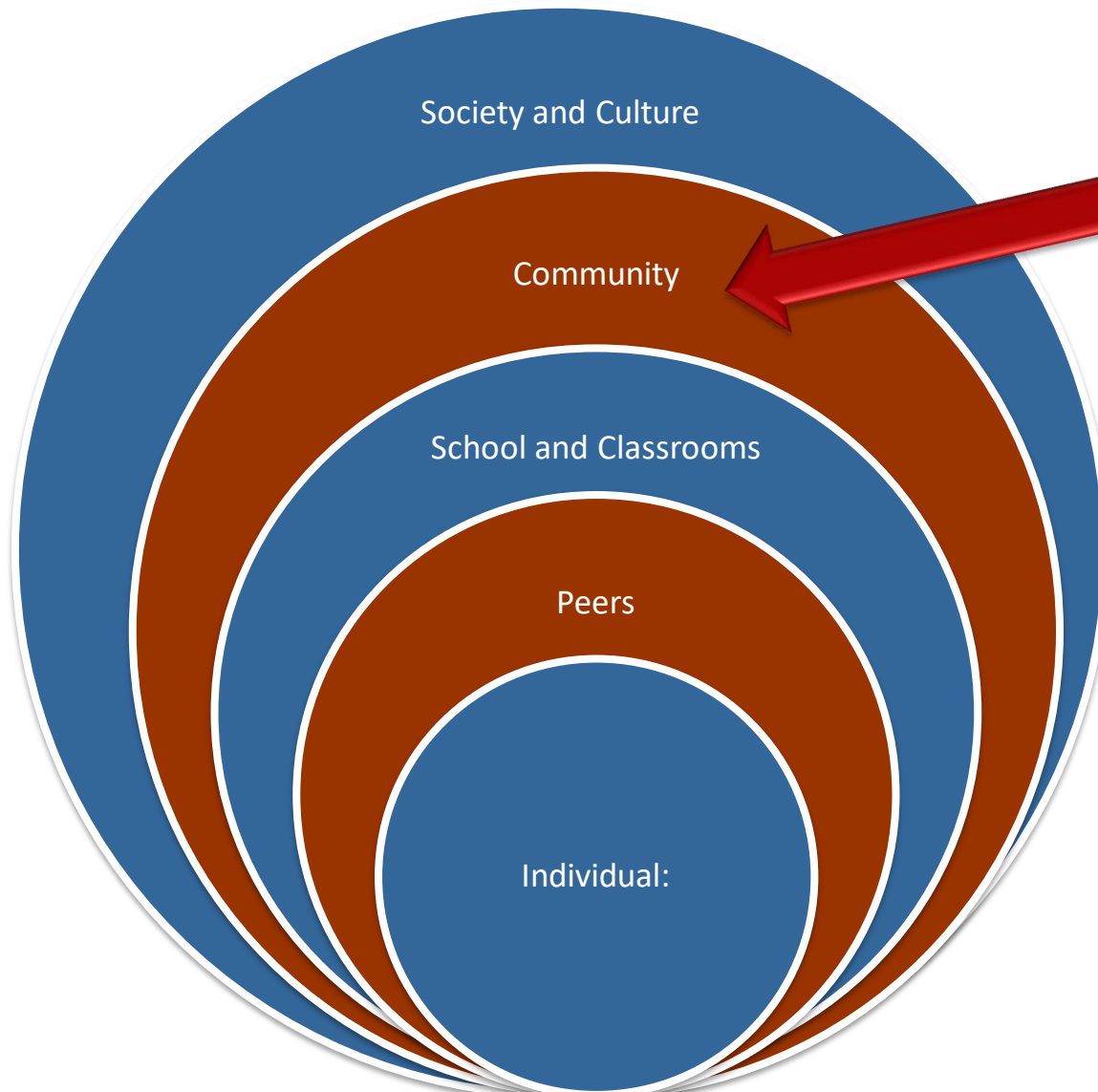
School and Classrooms

Peers

Individual:

- Addressing inequality and structural barriers (e.g., poverty, racism, homophobia, sexism)
- Policy!

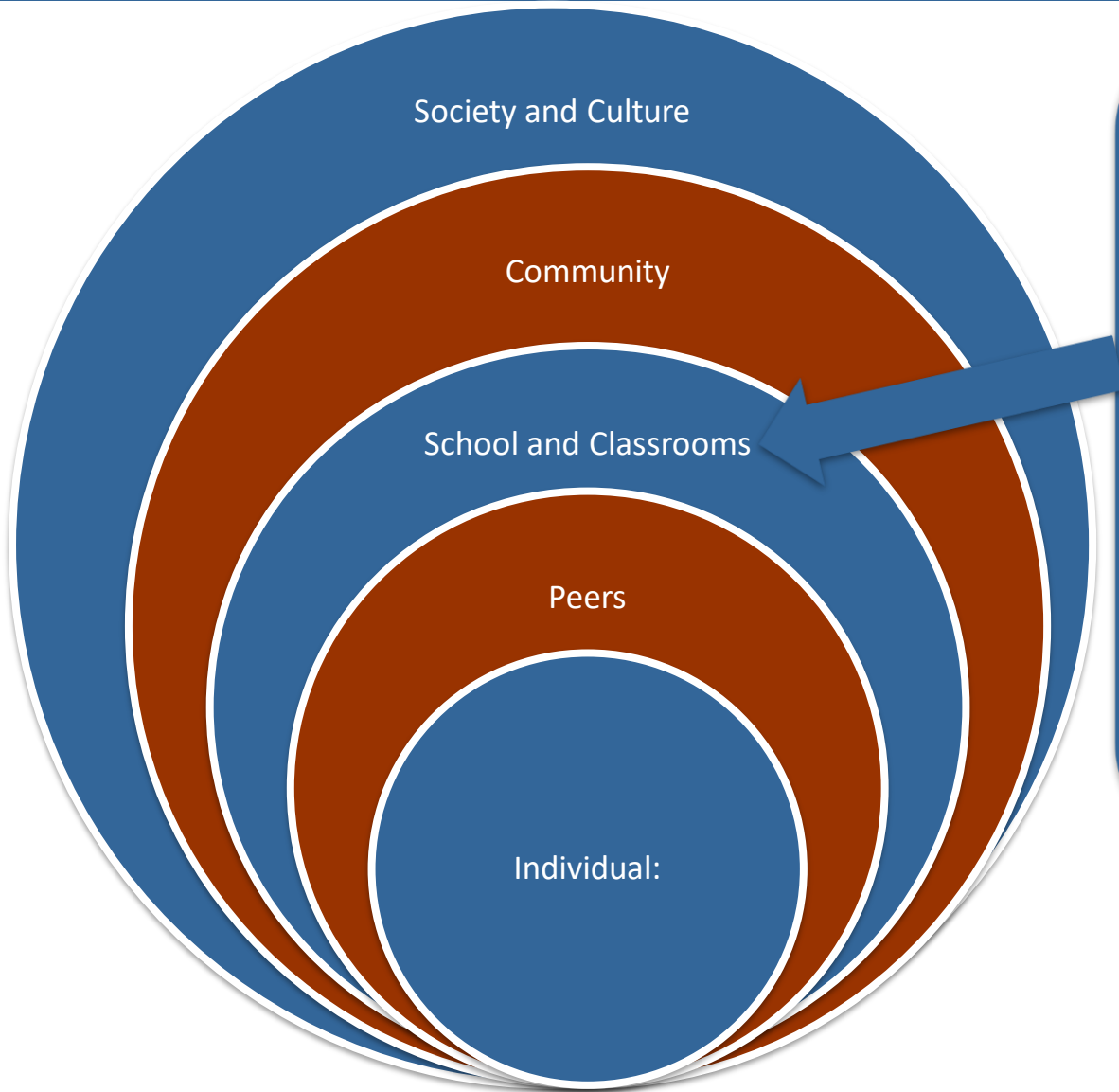
# Preventing Bullying and Promoting Healthy Relationships



- Training service providers
- Community partnerships
- Community-based practices & policies

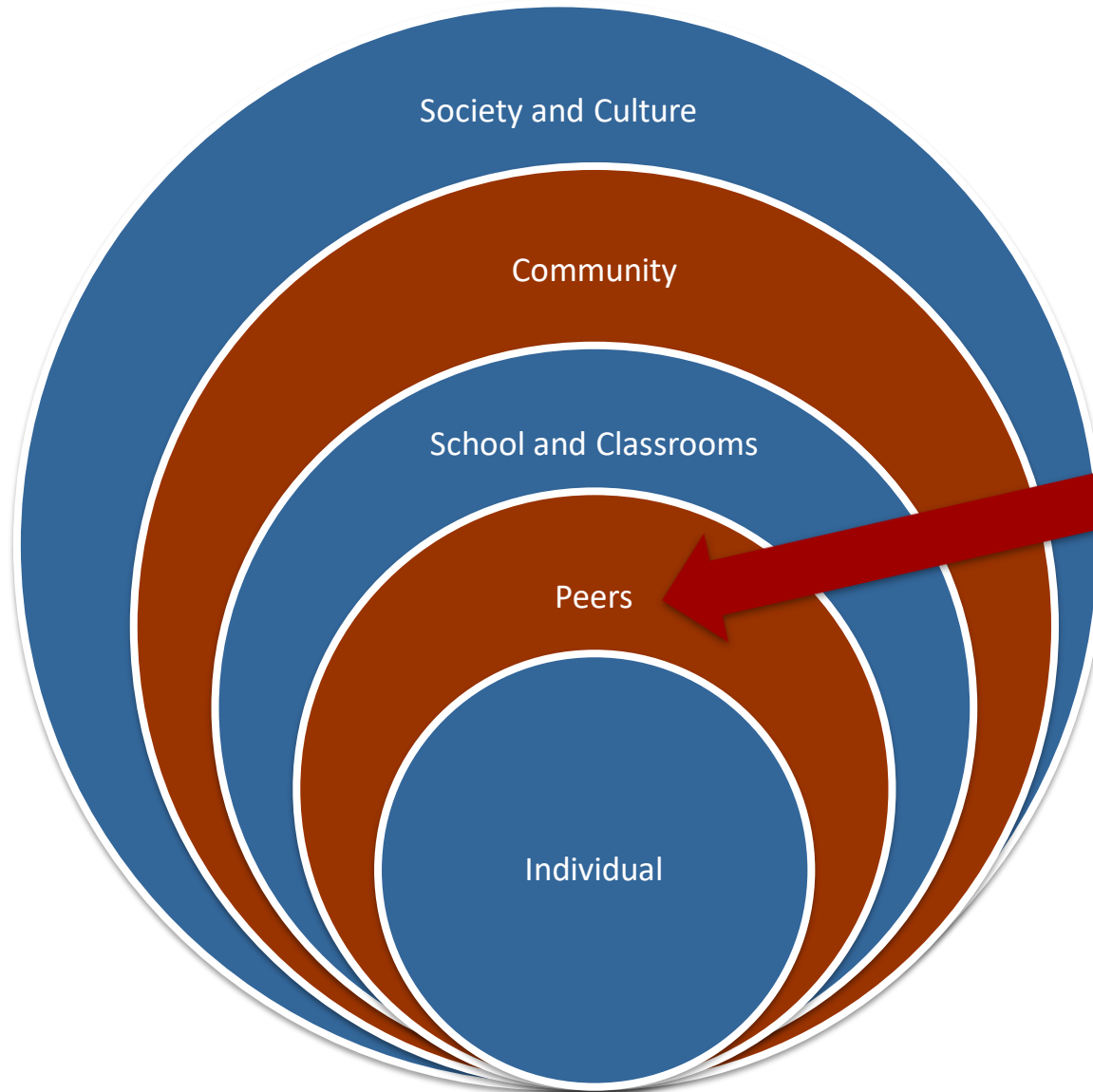


# Preventing Bullying and Promoting Healthy Relationships



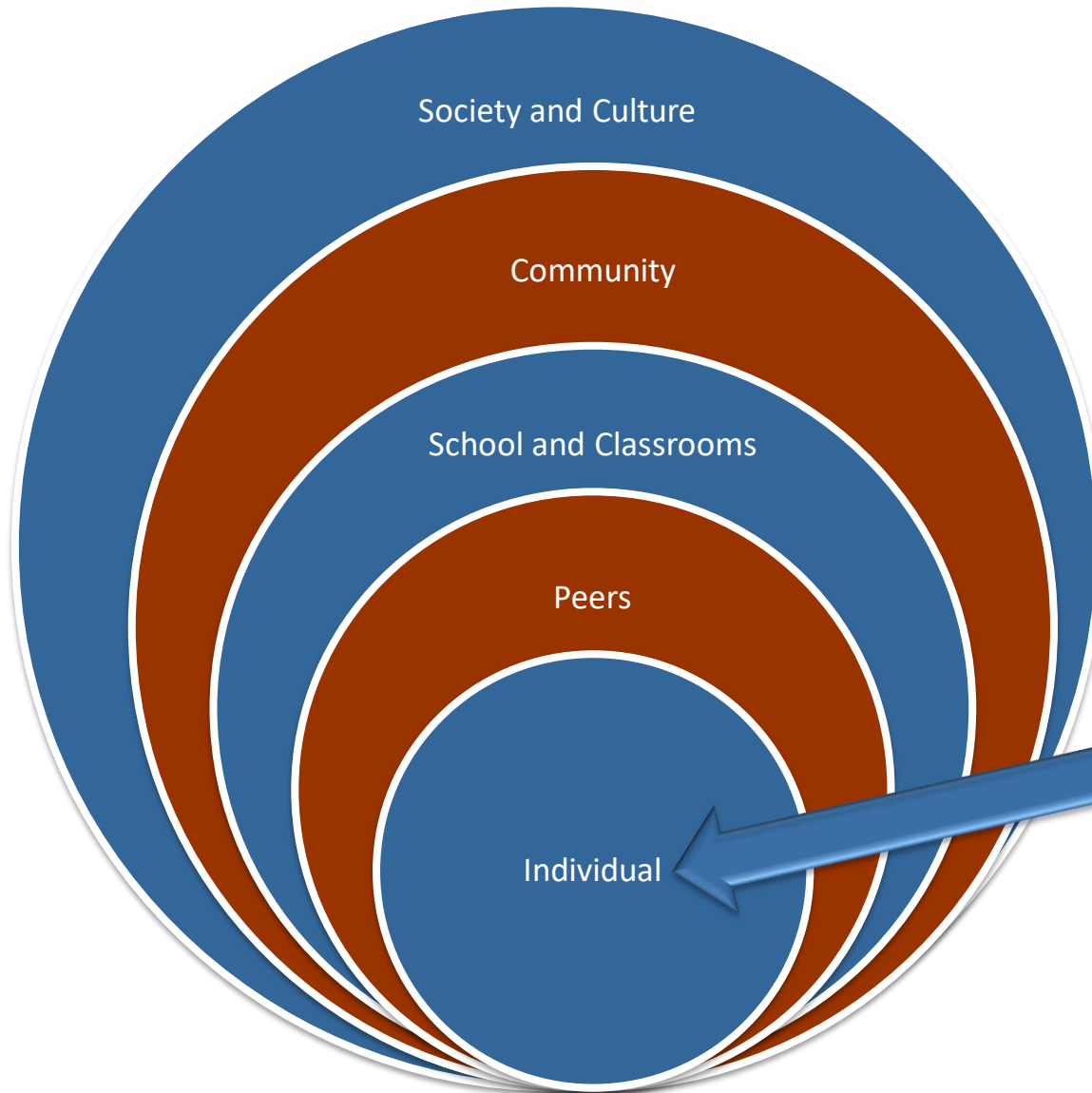
- training educators
- providing resources
- teacher connectedness
- school practices & policies
- building positive classroom and school climate

# Preventing Bullying and Promoting Healthy Relationships



- Social norming  
inclusion and support
- Promoting bystander  
intervention

# Preventing Bullying and Promoting Healthy Relationships



- conflict resolution skills
- empathy and perspective taking
- moral engagement
- appreciation of diversity
- social-emotional learning competencies





## TOOLS FOR BULLYING PREVENTION:

Supporting an Intersectional  
Understanding of the Development  
of Power and Aggression for  
Educators

Dr. Wendy Craig, Dr. Deineria Exner-Cortens, and  
Dr. Elizabeth Baker



Prepared for the Ontario Ministry of Education

August 2022

<https://www.prevnet.ca/resources/teaching-resources-to-prevent-identity-based-bullying>

## Power, Privilege, Oppression & Intersectionality

- Whiteboard video
- PowerPoint video (15 minutes)
- Presentation script
- Slide deck
- Discussion guide

## Development of Power

- PowerPoint video (15 minutes)
- Presentation script
- Slide deck
- Discussion guide

## Peer Structures

- PowerPoint video (20 minutes)
- Presentation script
- Slide deck
- Discussion guide

## Peers as Allies

- PowerPoint video (15 minutes)
- Presentation script
- Slide deck
- Discussion guide

## Bias

- PowerPoint video (15 minutes)
- Presentation script
- Slide deck
- Discussion guide

All materials  
available in  
French &  
English



# Thank You

- Debra Pepler
- Joanne Cummings
- Deineria Exner Cortens
- Elizabeth Baker
- Kelly Petrunka
- Stacey Garwood
- Frank Elgar
- Melanie Dirks
- William Pickett
- Laura Lambe
- Irene Hong
- Joyce Li
- Samuel Kim
- Theresa MacIver
- PREVNet Partners
- Millions of children who participated in the research



Networks of Centres of Excellence Canada



Promoting Relationships and Eliminating Violence  
La Promotion des Relations et l'Élimination de la Violence



# Mobilizing knowledge to bridge research and practice to prevent violence and promote healthy relationships for all children and youth



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