

Appendix 1.

Instrument 1. Extended field notes

<i>Observation/ interview*)</i>	
<i>Date:</i> _____	<i>Observer's comments</i>
<i>Time:</i> _____	
<i>Setting:</i> _____	
<i>Length:</i> _____	
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Appendix 2

Instrument 2: Observation sheet/ guidepost

Development of Students CL within FRF: The Use of Questions in a Tertiary EFL Reading Class						
<i>Date</i>	<i>Text</i>	<i>Type</i>			<i>No</i>	
Focus		Method/ activities				
<i>B = Beginning D = Developing A = Achieving</i>						
Code breaker Decoding the codes and conventions of written and spoken texts, e.g.:	B	D	A	Questions (T/ S)*	Notes/ comments	
Use a range of strategies to support identification of words, e.g. sounds in words, letter patterns, and word meaning						
Read the graphic symbol of written text						
Attends to the function and use of various categories of words, e.g. parts of speech, synonyms, prefixes						
Uses headings/pictures to predict storyline/ content/ word						
Other :						
Text participant Comprehending written, spoken and visual texts, e.g.:	B	D	A	Questions (T/ S)*	Notes/ comments	
Constructs meaning through the before reading stage so that reading of the text becomes more predictable						
Monitors predictions						
Links text ideas to real life issues						
Interprets relationships of characters portrayed in the text						

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Draws on background and prior knowledge to construct meaning from text					
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Understands the lateral and inferential meaning of the language used in the text					
Use pictures and meaning cues to predict the storyline or text features					
Responds to texts on a personal level i.e. raising follow up questions or probing					
Other					
Text user Understanding the purposes of different written, spoken and visual texts for different cultural and social functions, e.g.:	B	D	A	Questions (T/ S)*	Notes/ comments
Explores the features of different text types to determine how an author's purpose shapes the way the text is formed					
Uses an understanding of author purpose to determine the main facts and to organize information from the text					
Draws on a range of sources to synthesize information and express points of view to respond to text (e.g. construct/ design response text or generate new questions)					
Understands how a text can be used to convey particular meanings effectively through writing a meaningful summary or constructing text					
Other					
Text analyst Understanding how texts position readers e.g.:	B	D	A	Questions (T/ S)*	Notes/ comments
Develops a critical response to the text					
Presents reasons to endorse position taken by the text or develops own position by considering multiple perspectives					
Explores how the writer influences reader perceptions					
Examines the trustworthiness of the information					
Identifies the attitude, point of view, and/ or position of the writer toward the topic					

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Other					
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(adapted from http://www.myread.org/monitoring_guideposts.htm)

Appendix 3
Instrument 3 Rubric

Role Description	Capstone (3)	Milestone (2)	Benchmark (1)
Code breaker Understanding the symbolic graphic conventions which make up the code	Accurately derives meaning from text by making sense of written words including specific terms.	Derives less accurate meaning and/or unable to fully derive meaning from text by making sense of written words including specific terms	Unable to derive meaning from written words that results in misunderstanding/ incomprehension of the content
Text participant Understanding literal and figurative meanings within the text	Continually and accurately derive and infer meanings and analyzing reading with respect to prior knowledge, research, and experience or by making connection: text to self, text to text, text to world. Indicate full comprehension of the text and probe related points presented in the texts	Occasionally derive and infer meaning less accurately or with less or insufficient connection of text to self, text to text, text to world. Indicate partial comprehension and / or superficial/ surface comprehension.	Unable to derive/ infer meanings and unable to relate reading with respect to prior knowledge, research, and experience. Indicate serious comprehension problem; unable to grasp or grasp incorrectly the general information of the text
Text user Using the text in social situations to achieve social purposes and participating in events in which the text plays a part	Able to redesign / reconstruct text by making use the understanding of the text in achieving its purpose. Or able to contextualize the connection made with the text (e.g. participating in genre/ responding to the text)	Shows understanding of the text in achieving its purpose but unable to use the understanding of the text to respond or to participate in genre or in the topic discussed.	Limited/ insufficient understanding of how text achieves a certain purpose and unable to make contextualized connection with the text or respond to the text
Text analyst Looking for implicit meanings, opinions, and bias, and either endorsing or rejecting the point of view put forward by the text.	Able to consider written words from various perspectives, track accuracy and reliability, uncover meaning, intentions, agendas, assumption, and priorities, choose important ideas/ thoughts, recognize bias, take a standing toward the text, and provide another ways of doing/writing	Lacking three to five of the ability to consider written words from various perspectives, track accuracy and reliability, uncover meaning, intentions, agendas, assumption, and priorities, choose important ideas/ thoughts, recognize bias, take a standing toward the text, and provide another ways of doing/writing	Unable to perform and or/ uncertain on five or more of the following ability: to consider. written words from various perspectives, track accuracy and reliability, uncover meaning, intentions, agendas, assumption, and priorities, choose important ideas/ thoughts, recognize bias, take a standing toward the text, and provide another ways of doing/writing

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Appendix 4.

Instrument 4: Test (pre-test and post test)

PRE TEST

Introduction:

*This test is developed as a research instrument of a dissertation "Engaging Students in Critical Literacy within the Four Resources Framework: Looking at the Use of Questions in a Tertiary EFL Reading Class. This questionnaire attempts to profile your critical reading practice. This test consists of two parts. Please read the questions carefully and answer in the space provided. This test should be completed in 90 minutes. Do note that your participation will be kept anonymous and answers **will not affect** the final score of your course.*

You will read a short text entitled "Symbols". Before reading, predict what the text will discuss. List three questions that you think the text will answer.

1. _____
2. _____
3. _____

You will read a text entitled "Momentous Arrest" written by Martin Luther King Jr. Write three information/ questions that you predict will be discussed in the text.

1. _____
2. _____
3. _____

Symbols

Reality for human beings is not action or feeling but meaning. Humans are symbolic creatures; a symbol is anything that carries a particular meaning recognized by the people who share culture. A whistle, a wall of graffiti, a flashing red light, a fist raised in the air—all serve as symbols. We see the human capacity to create and manipulate symbols in the various ways. A simple wink of the eye can convey interest, understanding, or insult. We are so dependent on our culture's symbols that we take them for granted. Often, however, we gain a heightened sense of the importance of a symbol when someone uses it in an unconventional way, say when a person in a political demonstration burns a U.S. flag.

Entering an unfamiliar culture also reminds us of the power of symbols; culture shock is nothing more than the inability to "read" meaning in one's surroundings. We feel lost, unsure of how to act, and sometimes frightened—a consequence of slipping outside the symbolic web of culture. Culture shock is both what travelers experience and what they inflict on others by acting in ways that may offend them. For example, because North Americans consider dogs to be beloved household pets, travelers to the People's Republic of China might well be appalled to discover people roasting dogs as a wintertime meal. On the other hand, a North American who orders a hamburger in India causes offense to Hindus, who hold cows to be sacred and thus unfit for human consumption.

What are two most important points from this reading?

1. _____

2. _____

For you as reader, what is the function of examples given by the writer?

Why does the writer choose North America and China as the examples?

Can you give example of symbols in your culture?

Why is the topic written?

Use the following words from the text to construct new sentences

1. "read" :

2. Take for granted:

Ask five questions based on the text

1.

2.

3.

4.

5.

A Momentous Arrest (Martin Luther King, Jr.)

On December 1, 1995, an attractive Negro seamstress, Mrs. Rosa Parks, boarded the Cleveland Avenue Bus in downtown Montgomery. She was returning home after her regular day's work in the Montgomery Fair_ a leading department store. Tired from long hours on her feet, Mrs. Parks sat down in the first seat behind the section reserved for whites. Not long after she took her seat, the bus operator ordered her, along with three other Negro passengers, to move back in order to accommodate boarding white passengers. By this time every seat in the bus was taken. This meant that if Mrs. Parks followed the driver's command she would give to stand while a white male passenger, who had just boarded the bus, would sit. The other three Negro passengers immediately complied with the driver's request. But Mrs. Parks quietly refused. The result was her arrest.

The writer used the word “momentous” which is synonymous to impactful (of great importance or significance). Why do you think the word is used?

What problem is the author identifying?

What is the writer attitude toward the topic?

What can you infer about the bus operator?

If you were Mrs. Parks, what would you say to the bus operator?

What would you do if you were the white male passenger?

How would you describe Mrs. Parks and the white male passenger in terms of age, strength/ fitness and status?

Mrs. Parks:

White male passenger:

Are these traits mentioned in the text? If not how do you know? If yes, which sentence(s) support your answer?

Ask five questions based on the text.

1. _____
2. _____
3. _____
4. _____
5. _____

NIM

NIM: _____

POST TEST*Introduction:*

*This test is developed as a research instrument of a dissertation "Engaging Students in Critical Literacy within the Four Resources Framework: Looking at the Use of Questions in a Tertiary EFL Reading Class. This questionnaire attempts to profile your critical reading practice. This test consists of two parts. Please read the questions carefully and answer in the space provided. This test should be completed in 90 minutes. Do note that your participation will be kept anonymous and answers **will not affect** the final score of your course.*

You are going to read a text entitled :

“Traditional gender roles are STILL prevalent in schools: Teachers call girls 'lovely' and boys 'strong', finds shocking study”

List three questions that you think will be answered by the text.

1. _____
2. _____
3. _____

You are also going to read a poem entitled “Democracy”

List three questions that you think will be addressed in the poem?

1. _____
2. _____
3. _____

IMPORTANT

When you finish doing all section RETURN to this page and CIRCLE questions that indeed are answered by the text.

**Traditional gender roles are STILL prevalent in schools:
Teachers call girls 'lovely' and boys 'strong', finds shocking study**

By [Phoebe Weston For Mailonline](#)

PUBLISHED: 16:47 GMT, 29 September 2017 | UPDATED: 16:47 GMT, 29 September 2017

Traditional gender roles are still prevalent in early kindergartens, according to shocking new research. Staff in early childhood education and care institutions (ECEC) expect boys to be physical and active when playing and the girls to be quieter and calmer, the study found. Researchers found staff consciously or subconsciously maintain traditional gender patterns - calling little girls petite and lovely while telling the boys they were big and strong.

The study found staff frequently commented on the children's appearance, responding to boys and girls in different ways. They even encouraged traditional stereotypical play even though the children themselves chose something else to do.

This was also reflected in the references made by the ECEC staff to the children's clothing, according to research from the University of Stavanger. The girls' clothing was referred to as 'sweet' and 'nice', while the boys' clothing was 'tough' and 'cool'. The staff also discussed what they considered to be 'girls' clothing' and 'boys' clothing'. One example of this was when a girl at the ECEC who usually wore typical 'boys' clothing' suddenly turned up in a pink dress. She got comments from the staff about how sweet and pretty she looked in the dress. Other similar comments made to the girls included: 'Oh, you look so sweet and beautiful today, a little princess!'.

The boys did not receive such comments,' said author Dr Aud Toril Meland

1. What is/ are important point(s) from the passage?

2. What concept of clothing is being explained using the example of a pink dress?

3. Why does the writer use the word 'shocking' to describe the result of the study?

4. Why does the writer call the gender roles described in the study as ‘traditional’?

5. Give another example of ‘traditional gender role’.

6. Use the following words from the text to construct new sentences

a. Typical :

b. Stereotypical:

7. What can you infer about the writer’s attitude toward gender role?

8. Ask five questions based on the text

a) _____

b) _____

c) _____

d) _____

e) _____

Democracy

By Langston Hughes

Democracy will not come
Today, this year
Nor ever
Through compromise and fear.

I have as much right
As the other fellow has
To stand
On my two feet
And own the land.

I tire so of hearing people say,
Let things take their course.

Tomorrow is another day.

I do not need my freedom when I'm dead.

I cannot live on tomorrow's bread.

Freedom
Is a strong seed
Planted
In a great need.

I live here, too.

I want freedom
Just as you.

1. The writer used the word “fellow” which is synonymous to friend or colleague. Who is meant by ‘fellow’?

2. What does the poet demand in this poem?

3. When do you think the poet wants to have democracy and get the freedom?
How do you know?

4. What can you infer about the condition of democracy in the poem?

5. In your words, re-write what the poet thinks on these lines: Tomorrow is another day. I do not need my freedom when I'm dead. I cannot live on tomorrow's bread.

6. The poet puts the following sentence into several lines. What's the purpose?

Freedom
Is a strong seed
Planted
In a great need

7. Ask five questions on the poem.

a) _____

b) _____

c) _____

d) _____

e) _____




Appendix 5

Instrumen 5: Pre and Post Questionnaire

PRE

Introduction:

This questionnaire is developed as a research instrument of a dissertation “Engaging Students in Critical Literacy within the Four Resources Framework: Looking at the Use of Questions in a Tertiary EFL Reading Class. This questionnaire attempts to portray your critical reading practice profile.

-  For questions with options circle one(s) that best suit your profile.
-  For questions with a scale, mark your position on the scale with an asterisk (*)
-  For open ended section, fill the blanks.

*Please note that your participation will be kept anonymous and answers **will not affect** the final score of your course.*

1. What do you know about critical literacy?
 - a. I have never heard of it
 - b. I have heard of it, but I do not know what it means
 - c. I have heard of it, and I know what it means, but I think I have never become critically literate
 - d. I am critically literate and it is natural for me to take a critical stance whenever I read

2. What do you hope to gain from this course?
 - a. I want to know what critical literacy is
 - b. I want to be better at critical thinking skills I already have in reading
 - c. I want to know about how we could read and write critically
 - d. Others.
Mention:.....
.....

3. Reading in my definition is....
 - a. Decoding code/ graphic symbols (words)
 - b. Getting information/ entertainment from the text
 - c. Understanding the content of the text
 - d. Interacting with the author
 - e. Interpreting meaning
 - f. Individual/ personal activity
 - g. Social activity
 - h. Responding to text
 - i. Examining claims put forth

- j. Uncovering underlying messages

4. When I read I
 - a. Focus on understanding the meaning of the words/sentences
 - b. Check the trustworthiness of the text source
 - c. Questions the ideas presented in the text regardless the writer's reputation
 - d. Challenge the ideas by finding counter/ alternate and parallel views/ ideas/ texts
 - e. Analyze the language/ wording used in the text and its effect
 - f. Study the author's reputation and ideas/ ideology
 - g. Relate the ideas with the knowledge I have about the topic
 - h. All of the above
 - i. None of the above
5. In a reading class I ...
 - a. Focus on reading texts
 - b. Answer comprehension questions
 - c. Ask questions based on the text
 - d. Write response/ journal/ essay/ poster
 - e. Have critical dialogue
 - f. Predict content of text
 - g. Other. Mention:.....
6. What I call as text include ...
 - a. Printed text
 - b. Digital text
 - c. Song lyrics
 - d. Poetry
 - e. Manual book
 - f. Movies
 - g. Advertisement
 - h. All of the above

7. How do you describe yourself in terms of being critical when reading?

Not critical

highly critical

8. How do you describe your ability to break the code e.g. understanding/ guessing meaning of words?

Poor

excellent

9. How do you describe your ability to understand text and infer meaning?

Poor

excellent

10. How do you describe your ability to make use of your knowledge of text structure to develop one on your own?

Poor excellent

11. How do you measure your ability to (raise) question

Poor excellent

12. How often do you question text?

Never Always

13. How do you see the relationship between reading and writing

Unrelated Highly connected

14. Briefly write your definition of reading




15. Briefly write your reading class experience in terms of the way you read and the activity

POST

NIM: _____

Introduction:

This questionnaire is developed as a research instrument of a dissertation “Engaging Students in Critical Literacy within the Four Resources Framework: Looking at the Use of Questions in a Tertiary EFL Reading Class. This questionnaire attempts to portray your critical reading practice profile.

-  For questions with options circle one(s) that best suit your profile.
-  For questions with a scale, mark your position on the scale with an asterisk (*)
-  For open ended section, fill the blanks.

*This questionnaire should be completed in 30-40 minutes. Please note that your participation will be kept anonymous and answers **will not affect** the final score of your course.*

-
1. What do you know about critical literacy?

 2. What do you hope to gain from this course?
 - a. I want to know what critical literacy is
 - b. I want to be better at critical thinking skills I already have in reading
 - c. I want to know about how we could read and write critically
 - d. Others.
Mention:.....
.....

 3. Do you get what you hope to gain from this course?

No, Not at all	Yes, Fully
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 4. Reading in my definition is....
 - a. Decoding code/ graphic symbols (words)
 - b. Getting information/ entertainment from the text
 - c. Understanding the content of the text
 - d. Interacting with the author
 - e. Interpreting meaning
 - f. Individual/ personal activity
 - g. Social activity
 - h. Responding to text
 - i. Examining claims put forth

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j. Uncovering underlying messages

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5. When I read I
- Focus on understanding the meaning of the words/sentences
 - Check the trustworthiness of the text source
 - Questions the ideas presented in the text regardless the writer's reputation
 - Challenge the ideas by finding counter/ alternate and parallel views/ ideas/ texts
 - Analyze the language/ wording used in the text and its effect
 - Study the author's reputation and ideas/ ideology
 - Relate the ideas with the knowledge I have about the topic
 - All of the above
 - None of the above
6. In a reading class I ...
- Focus on reading texts
 - Answer comprehension questions
 - Ask questions based on the text
 - Write response/ journal/ essay/ poster
 - Have critical dialogue
 - Predict content of text
 - Other. Mention:.....
7. What I call as text includes ...
- Printed text
 - Digital text
 - Song lyrics
 - Poetry
 - Manual book
 - Movies
 - Advertisement
 - All of the above
8. Do you find the questions posed to you helpful to comprehend the text
-
- Not at all Absolutely
9. Do you find the questions posed helpful to think critically?
-
- Not at all Absolutely
10. Are some of the questions new to you?
- Yes
 - No
11. Have you ever thought of those questions before?

- a. Yes
- b. No

12. How do you describe yourself in terms of being critical when reading?

Not critical highly critical

13. How do you describe your ability to break the code e.g. understanding/ guessing meaning of words?

Poor excellent

14. How do you describe your ability to understand text and infer meaning?

Poor excellent

15. How do you describe your ability to make use of your knowledge of text structure to develop one on your own?

Poor excellent

16. How do you measure your ability to (raise) question

Poor excellent

17. How often do you question text?

Never Always

18. How do you see the relationship between reading and other skills (listening, speaking, writing)

Unrelated Highly connected

19. Compared to your previous understanding on Reading, is your definition on reading similar or different now? Briefly write your definition of reading after joining the course.

20. Compared to your previous Reading class/ practice, what is similar / different to the practice in this course? Briefly write your reading class experience *in terms of the way you read and the activity*.

INFORMED CONSENT

TITLE OF STUDY

Engaging Students in Critical Literacy within the Four Resources Framework:
Looking at the Use of Questions in a Tertiary EFL Reading Class

PRINCIPAL INVESTIGATOR

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PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this study is to explore the use of questions in CL teaching framed within four resources framework (code breaker, text participant, text user, and text analyst). In particular, the study examines how students of different baseline engage in the framework in response to/ in constructing questions. Information to generate is context on what works and what falls short in the use of questions to different students in terms of engagement in the four resources framework. Aside from describing students' journey to CL, growth of CL is measured by means of tests. Prior and after the teaching, students are to answer essay type of test and construct questions on given texts. Students' works are assessed using rubric to get quantified data on the students' literacy growth.

STUDY PROCEDURES

This study is mainly conducted in your Reading class by implementing certain teaching and learning procedure. The study lasts for one semester (16 meetings including pre and post-test) and in between, prior, or after the class whenever possible and appropriate, you will be asked to complete questionnaire (30 minutes per completion)

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and participate in focus group interview (30 minutes per group per interview). Some of you will also be interviewed one on one. In brief the procedure you will follow include:

1. Completing questionnaire
2. Pre test
3. Interview
4. Class learning
5. Post test
6. Questionnaire
7. Interview

During the class session and focus group interview, videotaping will be used. The video data will be used to aid field note taking. During one on one interview, sound recorder will be used occasionally when situation permits. Once data from video-taping and recording have been analyzed, the files will be kept confidential for three years before they are deleted. Your identity will also be kept confidential and names appear in the report will be in form of pseudo-names and/ or initials.

RISKS

There is no potential risk can be foreseen from participating in this study but potential increase of criticality and you may begin questions anything around you as the study proceed. If you decided to join the study, your final score on Reading will be obtained from this research. If you join but feel that you are at certain risk, you may decline to answer any or all questions and you may terminate your involvement at any time if you choose. If, however, you decided not to join this research, please immediately contact the other lecturer of Reading to join his/ her class.

BENEFITS

Direct benefit that the study offer is experience of CL engagement. You will learn to read texts in different and various ways from multiple angles.

As teacher to be, you will also indirectly benefitted by experiencing procedure that you can apply later in your professional career.

CONFIDENTIALITY

Your responses to and participation in this study will be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

[State measures taken to ensure confidentiality, such as those listed below:

- Assigning code names/pseudo-names/ initials/ numbers for participants that will be used on all research notes and documents
- Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

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Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents.

COMPENSATION

Your participation will be compensated in form score of Reading course. No financial compensation is offered for your participation

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have with the researcher but may affect the final score of the course. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

LESSON PLAN
READING 1**Session 1-5****Time : 5 x 100 minutes****Aims:**

1. To introduce students to four resources framework
2. To introduce multiple perspective
3. To recognize stereotyping
4. To identify text as crafted item

Method : Whole class discussion, dialogues, SQ3R, Cooperative Learning : Think-Pair-Share (TPS) and Learning Together (LT) model

Material and tools:

1. Colored glasses and white paper
2. Advertisement on air pollution made by Coca Cola and Greenpeace
3. A satire article: "Fresh Air Will Kill You" by Art Buchwald
4. A Slide on Four Resources Framework
5. Stereotype worksheet
6. Feminist double standard poster and short text, accompanied by list of questions
7. A slide on stereotype
8. News article taken from Huffington Post
9. News article handout

Procedure**Session 1-2****Warm up (20 minutes)**✚ **Colored glasses activity**

1. Distribute colored glasses to everyone in the class and ask them to put it on.
2. Distribute a piece of white paper to all students
3. Asked students to identify the color of the paper
4. Do dialogue as a whole class. Ask students to share what they think about looking at the paper through colored glasses. (Why do I ask you to do this?) (What do you learn from this?) (Why do I share white paper for each of you?) Allow more or less 10 minutes for this ideas sharing. If the class is too quiet, prepare a talking chips, or ask them to write instead. Consequently more time allocation should be provided.
5. Illustrate and/ or write main key words (along with necessary arrows) on the white board to record students' responses.

Main activity (60 minutes)✚ **Discussion on multiple perspective**

1. Use the students' ideas on multiple perspective to introduce criticality. Mention points such as the way we interpret text is influenced by our beliefs system, point of view, background, and so forth. Also mention points that the same thing may mean differently for different people because of differences in beliefs, point of view, etc. Refer back to the notes on the whiteboard as teacher goes on explaining. Build dialogues while explaining.
2. Ask students to find examples of differing perspectives. Stimulate them by noting an example, e.g. child vs parent.
3. Elicit what they think will be the consequence if a person use single perspective at things. Refer back to the sample the students have mentioned. Allow more or less 15-20 minutes for this dialogue (main activity no.6-8)
4. Wrap this chunk of discussion highlighting multiple perspectives before going to the next chunks on criticality introduction.

✚ **Reading conventional and multimodal texts within the four resources framework**

5. Distribute:
 - ✓ Advertisements (topic air pollution: by Coca Cola Company and by Greenpeace)
 - ✓ A satire text : Fresh Air will Kill You (Art Buchwald)
6. Ask the students to study the advertisements then skim the text. Allow 5 minutes for this.
7. Display the first ad on screen. Gauge students' comprehension on the advertisements. Refer to code breaker and text participant role. Pose questions such as what is the ad about and what certain words/ images mean. Repeat the

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- same procedure for the second advertisement. Allow 5 minutes for this step.
8. Display the satire text on screen. Referring to code breaker and text participant role, gauge students' comprehension on the text. Do phonics reading. Pose

questions such as what is the text about and what the writer does and look for. Allow more or less 10 minutes for three displays and dialogues addressing two roles.

9. Scaffold students' engagement in the four resources framework by posing these questions. (allow approximately 20-30 minutes)

- 🌳 What is the topic of three texts?
- 🌳 How do the writer deliver his / her idea in each of the text?
- 🌳 What is the language used?
- 🌳 What is the effect of such language?
- 🌳 Why do you think the writer chooses that particular form?
- 🌳 What is the intention of the writer?
- 🌳 Which text gives more impact to you?
- 🌳 Which text feels more 'genuine' to you?

✚ Discussion on text as crafted object

10. Use the students' responses to highlight the notion that no text is innocent. All text is crafted and value-laden; each decision on the format or language used has consequences. Mention another example e.g use of the terms: separatist, militant, etc.
11. Wrap up the second chunk and recall the wrap of the first chunk. Text is crafted: text can be viewed from multiple perspectives. Both writer and reader has agenda that form the text and its interpretation.
12. Lead the wraps to the importance of becoming an effective reader in the era of borderless information. Point to four resources framework briefly. This will be revisited in the second meeting.

Closing (20 minutes)

1. Distribute a handout that serves as a note of today's discussion

✚ Doing reflection: comparing today's practice of reading and previous experience

2. Ask students if there is difference in the way they perceive reading before and after this session. What they expect to come in the next meeting.
3. Indicate that questioning is a key element in critical literacy and this questions are perhaps not commonly raised in their prior reading experience. Ask students to recall what questions that they think stimulate their criticality. Allow time for this.
4. Close the session by listing what the class will have next session

Material for session 1-2



Advertisement 1



Advertisement 2

Fresh Air Will Kill You
By Art Buchwald

Smog, which was once the big attraction of Los Angeles, can now be found all over the country from Butte, Montana, to New York City, and people are getting so used to polluted air that it's very difficult for them to breathe anything else.

I was lecturing recently, and one of my stops was Flagstaff, Arizona, which is about 7,000 above sea level. As soon as I got off the plane, I smelled something peculiar.

"What's the smell?" I asked the men who met me at the plane.

"I don't smell anything," he replied.

"There's a definite odor that I'm not familiar with," I said.

"Oh, you must be talking about the fresh air. A lot of people come out here who have never smelled fresh air before."

"What's it supposed to do?" I asked suspiciously.

"Nothing. You just breathe it like any other kind of air. It's supposed to be good for your lungs."

"I've never heard that story before." I said. "How come if it's air, my eyes aren't watering?"

“Your eyes don’t water with fresh air. That’s the advantage of it. Saves you a lot of paper tissues.”

I looked around and everything appeared crystal clear. It was a strange sensation and made me feel very uncomfortable.

My host, sensing this, tried to be reassuring.

“Please, don’t worry about it. Tests have proved that you can breathe fresh air day and night without its doing any harm to the body.”

“You’re just saying that because you don’t want me to leave,” I said. “Nobody who has lived in a major city can stand fresh air for a very long time. He has no tolerance for it.”

“Well, if the fresh air bothers you, why don’t you put a handkerchief over your nose and breathe through your mouth?”

“Okay, I’ll try it. If I’d known I was coming to a place that had nothing but fresh air, I would have brought a surgical mask.”

We drove in silence. About fifteen minutes later he asked, “How do you feel now?”

“Okay, I guess, but I sure miss sneezing.”

“Do they sneeze a lot where you come from?”

“All the time. There are some days when that’s all you do.”

“Do you enjoy it?”

“Not necessarily, but if you don’t sneeze, you’ll die. Let me ask you something. How come there’s no air pollution around here?”

“Flagstaff can’t seem to attract industry. I guess we’re really behind the times. The only smoke we get is when the Indians start signaling each other. But the wind seems to blow it away.

The fresh air was making me feel dizzy.

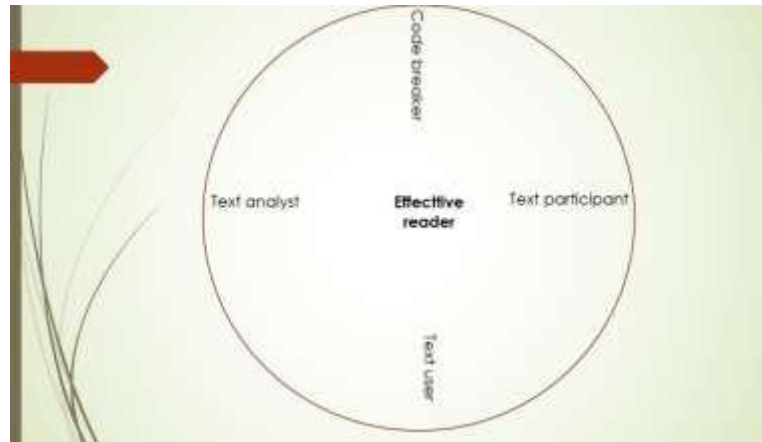
“Isn’t here a diesel bus around here that could breathe into for a couple of hours?”

“Not at this time of day. I might be able to find a truck for you.”

We found a truck driver, and slipped him a five-dollar bill, and he let me put my head near his exhaust pipe for half hour. I was immediately revived and able to give my speech.


Nobody was as happy to leave Flagstaff as I was. My next stop was Los Angeles, and when I got off the plane, I took one deep breath of smog-filled air, my eyes started to water, I began

to sneeze, and felt like a new man again.




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Session 3**Warm up (30 minutes)**


 **Review previous discussions**


1. Review important points from previous meeting: multiple perspectives, text as crafted object, four resources framework.

 **Identifying stereotyping**


2. Distribute a stereotype worksheet and ask students to do the task in pairs (completing sentence and matching)
3. Ask students to report answers and discuss differences of answers (if any)
4. Scenario 1: few/ some/ all students already identify stereotyping when doing the exercise—exploit and explore the students view with the whole class
Scenario 2: no students identify stereotyping—pose questions to refer to alternate ‘label’ of people


Main Activity (50 minutes)


 Reading text within four resources framework

1. Show “Do It Together Video”
2. Invite students’ comments and their understanding on the video. Emphasize on the reference of the word ‘you’ and elicit what students feel about what the actor and actress do to help students comprehend the text.
3. Introduce the theme on gender stereotyping and equality
4. Display double standard posters.
5. Read the poster with the students while gauging students’ comprehension.
6. Pose questions and ask them to think and share answers in pairs. Ask students to jot down ideas/ cues to help them report their answers.
7. Invite students to report answers.
8. Conduct dialogues with the whole class emphasizing awareness on stereotyping.
-  Connecting text to world: identifying stereotyping in larger context
9. Point to gender stereotyping in TV commercials e.g. boy always helps girl, detergent and woman. Ask students to mention other stereotyping. Allow discussions/ dialogue 4-5 in 10 minutes.
10. Indicate that stereotyping is not just on gender but age, race, religion, profession, etc. Provide sample.
11. Ask students to work in pairs and provide samples of stereotypes based on gender, race, religion, and profession.
12. Share and discuss answers

Closing (20 minutes)

 Summarizing and reflecting

1. Summarize what stereotype is.
2. Display stereotype posters. Invite students reflection on the lesson: “What they learned from the lesson”
3. Display the list of questions. Invite students reflection on the practice of reading
 -  Ask students to pay attention to the first and second halves of the questions and ask them to relate the process of answering the questions to four resources framework.

 Invite students to reflect which questions and practices are common and which are new to them

Material for session 3

Handout 1

1. Draw lines to connect words in the left column to those in the right columns

<i>Glasses</i>	<i>Chinese</i>
<i>Habibi</i>	<i>Moslem</i>
<i>Women</i>	<i>Smart</i>
<i>Slanted eyes</i>	<i>Criminals</i>
<i>Black</i>	<i>Laundry</i>

2. Continue these sentences

 Sundanese women are _____

 Foreign people speaks _____

 A princess wears _____



 Women are _____ men

 Asian people have/ are _____

Your comment on the task

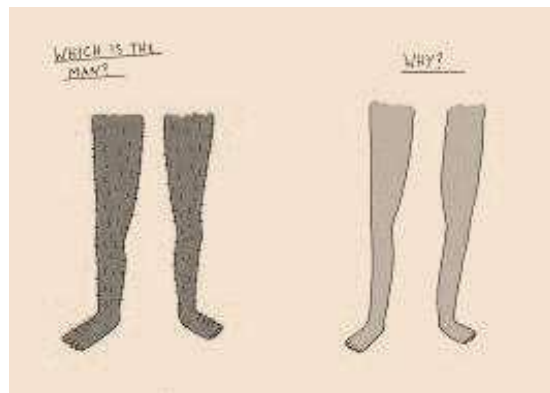


(Source: advert.ge/Facebook)

Feminist Double Standard:	
	
<p>This is Barbie. Throughout the years, she has been the center of much controversy, because feminists claim she represents an unrealistic, unhealthy and unfair standard of beauty, leading to a "crisis" for young girls and their self-esteem.</p>	<h1 style="margin: 0;">This is He-Man</h1>
	<ol style="list-style-type: none"> 1. What is the text about? 2. Why is Barbie the center of controversy? 3. Why does Barbie become the center of controversy instead of He-man? 4. Are there any stereotype being reinforced or challenged? 5. What movement/ tags that is related to the objection to Barbie as woman representation? <p style="text-align: center;">=====oOo=====</p> <ol style="list-style-type: none"> 6. Is there similar movement/ tags rejecting unrealistic representation of man? 7. Barbie is viewed as an unrealistic representation of a woman. Do you think He-man is a realistic representation of a man? 8. What is probably the intended effect from "He-Man" written as it is? 9. Why is the topic brought forward? 10. How is the writer attitude toward the topic?

What is a Stereotype?

- An oversimplified representation which focuses on certain characteristics of a group and assumes these to be shared across all group members.
- Stereotypes can be positive or negative
e.g.
 - Women are bad drivers.
 - Soccer is men's game
 - Chinese are rich



Session 4-5

Procedure

Warm up

Review previous discussions

1. Review important points from previous meetings: multiple perspectives, text as crafted object, stereotyping, and four resources framework.

Preparing for cooperative learning

1. Mention why it is important to cooperate and relate cooperation to critical literacy by addressing postmodern move in education. Group students into groups of five. Assign role for each student: reader, note taker, spoke person, encourager. Explain the task of each.
2. Briefly explain the cooperative learning they are going to have and how it will be supported by five pillars.
3. Do social training skill. Divide the board into two. And put one heading on each column: Respectful and Disrespect. Invite students to contribute filling the column in by mentioning the indication (words, attitude, behavior, gesture) of each trait.

Main activity (50 minutes)

Reading text using SQ3R strategy within four resources framework.

Surveying, Questioning, Reading, Reciting the text critically in LT model of cooperative learning

1. Briefly explain the stages of SQ3R
2. Distribute SQ3R worksheet and a text entitled: “Time Magazine in Hot Water over Tweet about Amal Clooney’s Baby Bump” by Isabelle Khoo published in the Huffington Post Canada.
3. List and discuss the vocabulary. Ask students to think of the meaning of ‘hot water’ and ‘baby bump’. Invite students to list new words and discuss the meaning. Provide 10 minutes for vocab building.
4. Ask students if they knew who Amal Clooney is and if they knew Time Magazine and Huffington Post. Provide background information if necessary. This shall be covered in 10 minutes.

Surveying

5. Ask students to preview the text and make prediction on what the text is about. Ask them to mention the clues on which they base their prediction. Addressing critical stance from the beginning; Pose question: why is this topic chosen for discussion? Allow approx. 5 minutes for discussion

Questioning

6. Ask students to jot down, on a piece of paper, five questions that they want to find out the answer after reading the text. Allow 5-10 minutes for this.

Reading

7. Ask students to read the text by heart. As they read, ask students to mark the

section in which they think they find the answer of their questions. Also, students should write emerging question in the margin as they progress their reading.

Reciting


8. Ask students to see if their questions are all answered. If yes, point the answer, if no, ask where they might find the answer or why the answer is not there. Is their prediction confirmed? (including the prediction on answer of the questions that can be found in the text). Allotted time for reading and reciting is 10-15 minutes.

Closing (20 minutes)

 **Highlighting code breaker, code participant roles**

13. Recap students comprehension on the article
14. Refer to the four reader roles. Ask students which roles that they are engaged in in this session. Allow discussion and dialogue.
15. Re affirm that the activity in this session is on conventional literacy.
16. Review briefly the four resources framework.
17. Collect students worksheet and the text











Session 5 (2)**Warm up (20 minutes)**

 **Review discussion on previous meeting**

1. Review important points from previous meetings: stereotyping, comprehension on news article, cooperative learning, SQ3R, and four resources framework.
2. Gauge students understanding on roles engaged in the previous session.
3. Re-recite the text to gauge students' comprehension on the text.

Main activity (60 minutes)

 **Reading text using SQ3R strategy within four resources framework**
Reviewing the text critically in LT model of cooperative learning

1. Pose critical questions for review:
 -  What problem is the author identifying?
 -  What is the attitude of the writer towards the topic?
 -  How is the topic written about?
 -  How does the language of the text help to achieve its purpose?
 -  Are there any specific interests affecting why it has been written in the way it has?
 -  Who is benefitted by this news? Who might be harmed from this article?
 -  Which party should but is not addressed?
 -  How would you think Amal would react to this?
 -  Are any stereotypes represented or challenged?
 -  What is the effect of this news to Time reader and to Huffington Post

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reader?



Why would Huffington post published this? What is the intention? Are there any economic/ material interests affecting why it has been written in the way it has?



Is Huffington post ad Time Magazine affected by this article publication? What positive impact would Huffington and Time get? What negative impact would Huffington and Time get?



Is this article worth your attention? What would you point as important about this topic?



What other ways of writing about the topic?



What alternate perspective and ideas might be constructed?

2. Re- Distribute group discussion worksheet
3. Ask students to work in group discussing the assigned question. Monitor if students is responsible with the assigned role.
4. Monitor the discussion
5. Submit the worksheet and invite group to reports.
6. Allow response to report once all has given opportunity to report and conduct class discussion.
7. Distribute group processing handout

Closing (20 minutes)



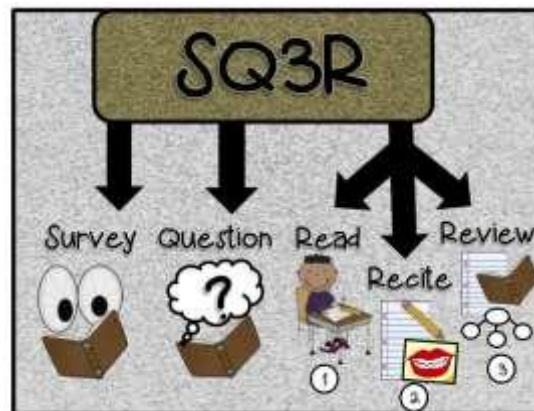
Reflection on the four resources model and cooperative learning

8. Discuss students' group processing/ evaluation and wrap up the cooperative learning.
9. Reinforce the four resources framework and ask students what role they are engaged in this session
10. Have the students' listed important points from the text, the cooperation, and the reading. See if they begin to build understanding that reading does not stop at code breaking role.

Material for session 4-5

Overview

1. **P**ositive interdependence
(goal, reward, resource, role, task)
2. **I**ndividual accountability
3. **F**ace-to-face interaction
4. **S**ocial Skills Training
5. **G**roup processing



SQ3R SHEET

<p><i>Group/ No</i> _____</p> <p><i>Date</i> _____</p> <p style="text-align: center;">Title: Time Magazine in Hot Water over Tweet about Amal Clooney's Baby Bump</p>
--

<p style="text-align: center;">Survey</p> <p><i>Pre-read, Scan the material, look for titles, subtitles, diagrams, bold, and italic type</i></p> <p><i>Write your surveying points</i></p> <p><i>Write your prediction and the cues</i></p>	
--	--

<p>Questions</p> <p><i>As you survey ask yourself questions. The 5W 1H will do</i></p> <p><i>List your top five questions</i></p>	
--	--

<p>Read</p> <p><i>Read the text and find answer of your questions</i></p> <p><i>As you read, think of question that is answered by a particular section</i></p> <p><i>Note key points that answer your questions</i></p> <p><i>Write emerging questions</i></p> <p><i>Write key points addressed by the section you read</i></p>	
---	--

<p><i>Recite</i></p> <p><i>Cover answers of your questions</i></p> <p><i>Use the note and write/report answers of the questions in your own words.</i></p>	
---	--

Review	
<i>Go over the reading passage again and review the content</i>	
<i>Write a summary and commentary</i>	

Time Magazine in Hot Water over Tweet about Amal Clooney's Baby Bump

The Huffington Post Canada | By Isabelle Khoo

Time magazine is in hot water after it posted a tweet focused on Amal Clooney's baby bump rather than the powerful speech she delivered at the United Nations on Thursday. "Amal Clooney shows off her baby bump at the United Nations," the tweet read, followed by a link to its sister site Time Motto, where they published an article about Clooney's pregnancy style.

Amal Clooney shows off her baby bump at the United Nations <http://ti.me/2mqBQRF>
8:00 AM - 10 Mar 2017



Amal Clooney Addresses United Nations on ISIS

On International Women's Day, Amal Clooney heads to the U.N.

motto.time.com

208208 Retweets 452452 likes

On Twitter, many were appalled and offended that the trusted site, known for its thoughtful and informative articles, would choose to focus on Clooney's appearance rather than her accomplishments. One even called the article "lazy" and "sexist."

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Kate @4fromthekitchen

@TIME @motto She was there for a serious topic and you tweet about her baby bump. Is this Time or TMZ?



Janice Person



@JPlovesCOTTON

.@TIME @motto wow. I am shocked at how disrespectful that headline is to the critical work she was doing.

8:17 PM - 10 Mar 2017

7474 Retweets 890890 likes



Despite the backlash, Time wasn't the only site to focus on the 39-year-old's maternity wear. Hollywood Life published an article with the headline, "Amal Clooney Puts Her Growing Baby Bump On Display In Chic Yellow Dress For UN Speech," while Mirror UK wrote, "Amal Clooney is a vision in yellow as she shows off hint of baby bump in chic dress."

For the record, Clooney – who is expecting twins with husband George Clooney – was at the UN to urge the organization and the Iraqi government to launch an investigation into the crimes committed by ISIS.

"I am speaking to you, the Iraqi government, and to you, UN member states, when I ask: Why? Why has nothing been done?" she said.

Specifically, Clooney vocalized the concerns of Yazidis, a Kurdish community in Iraq that has been targeted by ISIS.

"ISIS has made clear that it intends to destroy Yazidis, like [my client] Nadia, completely: through killings, forced conversions, and rape," she said. "The UN has concluded that ISIS is committing genocide against this group, and there can be no more serious crime."

"The UN was created as the world's way of saying 'never again' to the genocide perpetrated by the Nazis. And yet here we are, 70 years later, discussing the UN's inaction in the face of a genocide that we all know about, and that is ongoing. Don't let ISIS get away with genocide.

GROUP PROCESSING SHEET

Date _____

Title / Assignment:

“Time Magazine in Hot Water over Tweet about Amal Clooney's Baby Bump”

==SQ3R—LT==

Name of the members

- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

1. Did everyone contribute?

- Yes
- No

2. How equal was the contribution?

Non equal

Highly Equal

3. How was the exchange among members?

Disrespect

Respectful

4. What three values that your group learn today?

-  _____
-  _____
-  _____

5. How do you score your group work

Poor

Excellent

**LESSON PLAN
READING 1**

Session 6-11

Time : 6 x 100 minutes

Aims:

- 5. Identify silenced thought/ perspective and marginalization**
- 6. Train perspective taking**
- 7. To recognize bias**
- 8. To problematize issue**
- 9. Question trustworthiness of texts (source)**

Method : Whole class discussion, dialogues, SQ3R, Cooperative Learning

Material and tools:

1. Poem: I Too by Langston Hughes
2. Text Students Bullying Teacher: New Epidemic (taken partially from <https://nobullying.com/students-bullying-teachers-a-new-epidemic>)

Session 6-7**Warm up**

1. Review previous material
2. Introducing topic: marginalization
3. Brainstorm students' knowledge on the topic
 - ✓ What common reason for persons to be marginalized? Age? Race? Religion? Physical fitness?
 - ✓ What are the form and indication of marginalization?

Main activity

1. Distribute a poem : I too by Langston Hughes
2. Display a picture and short biography of Langston Hughes
3. Form group of three and assign role as leader, note taker, spoke person.
4. Ask students to read the poem carefully
5. In group ask students to think of the symbols represented in the following words:
 - ✓ darker brother
 - ✓ send to eat in the kitchen
 - ✓ who is 'company'
 - ✓ tomorrow
 - ✓ at the table
 - ✓ who/ why is 'ashamed'
 - ✓ .., too,... (mind the placement of 'too' in between comas)
6. Ask each group to summarize the poem addressing the symbols used in it and consider the following
 - ✓ What topic is addressed and what is the writer attitude toward the topic?
 - ✓ Whose voice is put forward and whose voice is silenced?
 - ✓ Who is benefitted by this poem?
 - ✓ How does the writer deliver his thought to end racism and fight for equality?
7. Point two groups to report then invite the others to share their discussion
8. Ask students to relate the poem to the topic and consider the following:
 - ✓ Form/ example of marginalization in their closest context (disabled, race, elderly, poor, etc)
 - ✓ What can be done let the voice of the marginalized heard and gained recognition?
 - ✓ What can be done by the marginalized to end the condition?
9. Discuss and share as a whole class

Closing

10. Invite students reflection on marginalization and stereotype

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11. Ask students to think of the relation
12. Summarize on factor that can escalate and impoverish marginalization

Material for session 6-7

I Too
(by Langston Hughes)

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed—







I, too, am America.

Session 8

Warm up

1. Review important points from previous meetings: stereotype, marginalization and use them to lead students to bias, silenced perspective/ thought
2. Introduce the topic: Bullying
3. Brainstorm students' knowledge on the topic
 - what is called bullying?
 - what are the form?
 - who can be victim (the oppressed)?
 - who can be actor (the oppressor)?
 - where can it happen?

Main activity

-  Survey
 1. Ask students to skim the text and elicit prediction on the content
 2. Distribute questions worksheet
-  Question
 3. Ask students to write 5 questions about the text
 4. Have a student to write three of his/ her questions on the board. Ask other students if they have similar or different questions
-  Read
 5. Ask students to read the text carefully
 6. Ask students to construct one question that best answered by the section read.
 7. As and shortly after they read, ask students to raise question indicating concern or comment on the content of text, particularly addressing issue that they find interesting/ annoying/ intriguing.
 8. Have a student to write two additional questions they've got during reading/ shortly after reading on the board
 9. Ask students to go over the questions
 10. Ask the other students if they have difference/ similar questions
 11. Review the questions using four resources framework and reflect on the CL practice as indicated by the questions raised.
-  Recite
 12. Ask students to recite answers. For questions that are of text analyst, explore answer with students as a whole class. Should there's no question addressing text user/ analyst, go on to review
-  Review
 13. Briefly re-read the text and solidify students comprehension while conducting dialogue on the following:
 -  What theme is discussed in the text that is similar/ different from that

discussed in another text you've read?

👤 Whose perspective is put forward? And whose perspective is not addressed?

👤 Who should read/ know this issue and why?

- 👤 What important point is the author conveying and what is his/ her motive?
- 👤 Are the ideas and suggestion make sense to you?
- 👤 What are the possible cause of parents' contribution to students bullying teacher?
- 👤 How to differentiate bullying to act meant to be a joke or emotional spiritual training? Does a person's sensitivity contribute to the definition of bullying?
- 👤 How to stop bullying without ending up being the next victim or doer of bullying?

Closing

14. Wrap the discussion by eliciting what students find important from today's lesson in relation to bullying.
15. Assign students to do web research about bullying (text, video) e.g.
 - Campaigns
 - Shared or common characteristics of bullying victim
 - Data/ Statistics
 - Stories of bully/ victim of bullying
16. Ask students to mind trustworthiness of the text and to find multiple sources.
17. Ask them to report their finding in the following meeting. Mention that pointers or short summary will help. References must be listed

Session 9 (Impromptu)

(100 minute)

Warm up

- Preview previous lessons : Invite small discussions on Bullying and highlight unanswered questions (probing) raised in the previous session

Main activity

- Inviting students to briefly share their review
- Provide general feedback
- Attend to problem—academic writing convention, particularly how to avoid plagiarism

Closing

- Invite students to recap and question the topic discussed
- Arrange for revision or resubmission.
- Prepare for student-selected text assignment: briefly mention the general

indicator of trusted source

Session 10
<p>Warm up</p> <ul style="list-style-type: none"> • Review discussion in previous session highlighting selection of trusted source • Invite 3- 5 students to share their process of selecting texts • Provide feedback on the process • Decide three texts for class • Group students by avoiding students to work on the text they select. Ensure everyone in the groups work with new text
<p>Main activity</p> <ul style="list-style-type: none"> • Assign text to each group • Distribute SQ3R worksheet • Invite students to decide roles of members and begin working with the worksheet • Invite 1-2 groups to report their Surveying • Invite 1-2 other groups to report their Question • Invite 1-2 students to read aloud • Call for general information or gist • Call for problem in comprehension
<p>Closing</p> <ul style="list-style-type: none"> • Recap the general information of the text • Brief for Review (assignment 3)

Session 11
<p>Warm up</p> <ul style="list-style-type: none"> • Review discussion in previous session highlighting the general information of the three texts • Provide general feedback on the submitted assignment

Main activity

- Invite students to read aloud the three texts and identify comprehension problem
- Do read and re-read for better basic comprehension
- Do other strategy (cue from title or heading or parallel text) for improving basic comprehension
- Open discussion on what has been addressed well in the review and what needs to be reworked by displaying two to three samples of submission anonymously

Closing

- General suggestion for revision / resubmission
- Wrapping important points of CL

Material for session 8

Students Bullying Teachers: A New Epidemic

Fifty years ago students who acted out in class might be made to wear a dunce's cap or even be beaten. In today's schools, this is not acceptable, thankfully. However, children can feel the need to push boundaries in order to find teachers' limits. They find satisfaction in challenging teachers mentally, socially, and physically. This article is about when this sort of behavior goes too far. Read on to learn about the trend of *students bullying teachers!*

and "Bully Free Zone" signs around our schools.

Student Bullies

In schools today teachers can struggle to keep control of a classroom full of students. Technology has shifted the balance of power in favor of the students, who can go home and ruin their teacher's reputation very easily by using social media, texting and instant messaging. They may spread rumors to their school friends and others about the teacher. There are many things that older students can do in order to take advantage of the teacher, not only in the classroom but also in their everyday lives. This can cause teachers to fear their jobs, and fear going out in public. There are countless social media pages set up simply to embarrass and harass teachers and other faculty members in schools.

We hear a lot in the news and in schools about bullying. We are trained to recognize the signs of our children being bullied, such as moodiness, withdrawing from family and friends, not wanting to talk about school, anxiety, and loss of appetite. We are quick to run to administration and teachers when we fear that our child is being bullied. There are even "No Tolerance for Bullying" signs

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We are trained by the media and our communities to look out for, and prevent, bullying. However, what we fail to recognize is that our children are not the only ones being bullied. There are thousands of cases of students bullying teachers around the country. In many cases, high-school students and their parents are intentionally intimidating the teachers when they are not satisfied with a grade, or when the need for discipline arises. This is rapidly becoming a serious concern for high-school teachers. In many countries, it has become harder for governments to persuade people to join the teaching profession. Part of the reason for this may be the intense pressure that comes from feeling powerless to control the children for which you are responsible.

Cyberbullying and Bullying Teachers

We hear about cyberbullying often in the news as well. Students are going online and bullying other students using Facebook, text messages or other social technologies. There have been instances that have been so hurtful to the victim that it has led to suicide.

Unfortunately, teachers are also on the receiving end of cyberbullying, especially when it comes to disgruntled students. There are so many cases of high-school students walking out of class, going to the school library, or home, and immediately creating fake accounts to humiliate their teacher. They can also write derogatory comments and insults on their own pages and then invite fellow students to chime in. In many cases, this all occurs because a

student was not satisfied with what they deem to be an unfair grade on a test or assignment.

The reason this is done via the Internet is because it seems like a medium where the student can say what they want to say about their teacher without having to face the same consequences that would result if said in person. Children are impulsive and social networking sites are a perfect place to display this impulsiveness and say whatever comes to mind. Sometimes the students just assume that it is anonymous, or that the teacher will not find out about it. Other times, the teacher is meant to see it and be intentionally hurt by it. Children cannot always understand the effects of their actions on other people emotionally, especially when it comes to teachers, who can sometimes appear to be heartless prison-guards/homework distributors rather than living, feeling human beings. Teachers should print a copy of any personal abuse posted online, either about them or written by his or her students. Sadly sometimes parents can become involved, and even contribute to, cyberbullying of teachers online. This can make the lives of teachers very hard indeed.

Here are some ways that teachers can reduce the danger of cyberbullying in their classrooms:

- Regularly search your own name online. Google yourself, search for Facebook pages which include your name and search for Twitter accounts that contain your name.
- Don't ever connect with current and potential future students and parents on social networks. This will cut down on the amount of personal information that they know about you.
- Always make sure to password protect everything online. This will reduce the possibility of your social media accounts being hacked. Keep all accounts set on the most private settings. Also, password-protect your mobile phone.
- Keep your private life private. Don't share too much about your family, home, and background to your students and their parents.
- Always report any suspicious activity on your personal social networking accounts. Keep in mind that anything personal that people can see could be used to bully you or your family.

(taken partially from

<https://nobullying.com/students-bullying-teachers-a-new-epidemic/>)

Material for session 10-11

Labelling kids: the good, the bad and the ADHD



Children change and develop, but labels tend to stick.

“ADHD”, “disruptive”, “behavioural difficulties”: labels like these are applied daily to our children. But there is a growing concern amongst educators, parents and pupils that the use of such labels has the potential to damage young lives.

What’s in a label?

The labels we use to categorise children can be medical, such as “ADHD” (Attention deficit hyperactivity disorder) and “ODD” (Oppositional defiant disorder). They can be administrative, like “social, emotional and behavioural difficulties”, and they can be informal (“challenging” or “disruptive”).

Labels like these are used in our education system to categorise children according to their academic ability, educational needs and behaviour. The use of formal labels can help identify children who require additional support. But the use of labelling remains controversial.



It can be hard to see past labels like “ADHD”, even though they are only one part of a child’s identity.

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Debates about the existence of disorders such as ADHD are ongoing. Research has repeatedly shown that children from minority groups are more likely to be labelled as having a behavioural disorder than their peers. Clearly not all labels are created equally. Whether a child is formally or informally labelled as “mad, bad or sad” can determine the kind of support (or punishment) they receive.

Labels are harming our children

The use of labels can be harmful to children. The relationship between labelling and stigmatisation, although complex, is well established. Being labelled as “different” can lead to bullying and marginalisation in schools.

Children change and develop but labels, unfortunately, tend to stick. This can make it hard for children to leave behind negative reputations and start afresh. Many labels, such as “social, emotional and behavioural difficulties”, locate the problem within the child, individualising issues and shifting the focus away from the wider context. This can make it hard to tackle problems holistically.



Does everything have to be labelled?

Labels that focus on the difficulties a child is having do so at the expense of recognising their capabilities and strengths in other areas. Such labels can be very difficult to see past, even though they are only one part of a child’s identity. This can result in lowering adults’ expectations of children and unduly influencing their interpretation of a child’s actions.

Labels can help

Not all uses of labels have negative consequences for children. Labels, such as “ADHD”, can act as “labels of forgiveness” relieving parents and children of guilt and blame and increasing the tolerance of teachers. Labels can also be used to bring together children with similar experiences and foster a positive group identity where peers provide support for children and their families.

Medical and administrative labels can open the door to extra resources so children get the help they need, such as additional assistance in the classroom or access to counselling.

Labels, where a shared understanding exists, can facilitate inter-professional working for the

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benefit of the child. They can also help educators identify necessary professional development opportunities and implement appropriate inclusive teaching strategies.

We need to listen to students

We can see that the use of labels is a double-edged sword that can have both a positive and negative impact on young lives. So how do parents and educators negotiate this minefield to know when labels are helpful and when they are harmful?

In order to learn when and how to use labels for the best interests of the child, we need to know more about the experiences and outcomes of labelled children.



Labels can be a double-edged sword: helpful and harmful.

Listening to students is critical in this process and needs to happen more. This can be as simple as asking children directly about their experience of the labelling process. What kind of labelling do they find helpful or harmful? How can we create spaces for the labelling process to be challenged by young people? Can students take a more active role in developing their own educational plans?

Students have a right to be involved in decisions that impact their education. Research with [girls](#) and [boys](#) identified as having behavioural difficulties has shown that they value having their views on schooling listened to.

It has also shown that “labelled” students can offer [important insights into their education](#) - including their experience of being labelled, what they see as the causes of their behaviour and what needs to change in schools to improve their learning.

For all this to work, we need to be willing to learn from students and to see them as capable of identifying their own educational needs (and labels) in partnership with professionals and parents. Educators may need support to develop the skills necessary to facilitate this kind of participation and to change established ways of doing things.

Listening to students who have been, or who are at risk of being labelled can also support the kinds of relationships that encourage teachers to see beyond labels, empower students and help protect against some of the potential harms of labelling.

Author

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Why It's Dangerous to Label People

Why labeling a person "black," "rich," or "smart" makes it so.

Posted May 17, 2010

If you lined up 1000 randomly selected people from across the earth, none of them would share exactly the same skin tone. You could arrange them from darkest to lightest and there wouldn't be a single tie. Of course, the continuity of skin tone hasn't stopped humans from assigning each other to discrete skin-color categories like "black" and "white"--categories that have no basis in biology but nonetheless go on to determine the social, political, and economic wellbeing of their members.

Categorical labeling is a tool that humans use to resolve the impossible complexity of the environments we grapple to perceive. Like so many human faculties, it's adaptive and miraculous, but it also contributes to some of the deepest problems that face our species.

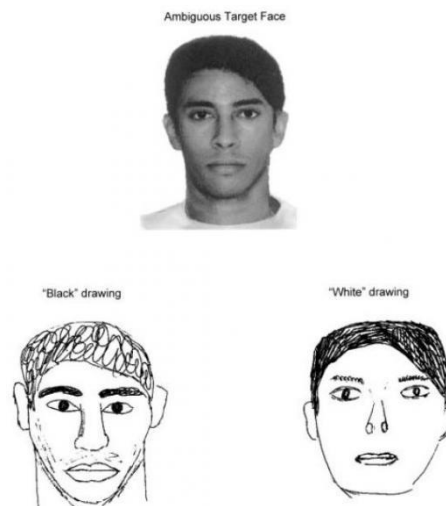
Researchers began to study the [cognitive](#) effects of labeling in the 1930s, when linguist Benjamin Whorf proposed the linguistic relativity hypothesis. According to his hypothesis, the words we use to describe what we see aren't just idle placeholders--they actually determine what we see. According to one apocryphal tale, the Inuit can distinguish between dozens of different types of snow that the rest of us perceive, simply, as "snow," because they have a different label for each type. The story isn't true (the Inuit have the same number of words for snow as we do), but research by Lera Boroditsky, a cognitive psychologist, and several of her colleagues suggests that it holds a kernel of truth. Boroditsky and her colleagues asked English

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and Russian speakers to distinguish between two very similar but subtly different shades of blue. In English, we have a single word for the color blue, but Russians divide the spectrum of blue into lighter blues ("goluboy") and darker blues ("siniy"). Where we use a single label for the color, they use two different labels. When the two shades of blue straddled the goluboy/siniy divide, the Russian speakers were much quicker to distinguish between them, because they had readily available labels for the two colors that the English speakers lumped together as "blue."

Labels shape more than our perception of color; they also change how we perceive more complex targets, like people. Jennifer Eberhardt, a social psychologist at Stanford, and her colleagues showed white college students a pictures of a man who was racially ambiguous-- he could have plausibly fallen into the "white" category or the "black" category. For half the students, the face was described as belonging to a white man, and for the other half it was described as belonging to a black man. In one task, the experimenter asked the students to spend four minutes drawing the face as it sat on the screen in front of them. Although all the students were looking at the same face, those who tended to believe that [race](#) is an entrenched human characteristic drew faces that matched the stereotype associated with the label (see a sample below). The racial labels formed a lens through which the students saw the man, and they were incapable of perceiving him independently of that label.



Race isn't the only label that shapes perception, and a classic study by John Darley and Paget Gross showed similar effects when they varied whether a young girl, Hannah, seemed poor or wealthy. College students watched a video of Hannah playing in her neighborhood, and read a brief fact sheet that described her background. Some of the students watched Hannah playing in a low-income housing estate, and her [parents](#) were described as high school graduates with

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blue collar jobs; the remaining students watched Hannah behaving similarly, but this time she was filmed playing in a tree-lined middle-class neighborhood, and her parents were described as college-educated professionals. The students were asked to assess Hannah's academic ability after watching her respond to a series of achievement-test questions. In the video, Hannah responded inconsistently sometimes answering difficult questions correctly and sometimes answering simpler questions incorrectly. Hannah's academic ability remained difficult to discern, but that didn't stop the students from using her socioeconomic status as a proxy for academic ability. When Hannah was labeled "middle-class," the students believed she performed close to a fifth-grade level, but when she was labeled "poor," they believed she performed below a fourth-grade level.

The long-term consequences of labeling a child like Hannah "smart" or "slow" are profound. In another classic study, Robert Rosenthal and Lenore Jacobson told teachers at an elementary school that some of their students had scored in the top 20% of a test designed to identify "academic bloomers"--students who were expected to enter a period of intense intellectual development over the following year. In fact, the students were selected randomly, and they performed no differently from their unselected peers on a genuine academic test. A year after convincing the teachers that some of their students were due to bloom, Rosenthal and Jacobson returned to the school and administered the same test. The results were astonishing among the younger children: the "bloomers," who were no different from their peers a year ago, now outperformed their unselected peers by 10-15 [IQ](#) points. The teachers fostered the intellectual development of the "bloomers," producing a self-fulfilling prophecy in which the students who were baselessly expected to bloom actually outperformed their peers.

Labeling isn't always a cause for concern, and it's often very useful. It would be impossible to catalogue the information we process during our lives without the aid of labels like "friendly," "deceitful," "tasty," and "harmful." But it's important to recognize that the people we label as "black," "white," "rich," "poor," "smart," and "simple," seem blacker, whiter, richer, poorer, smarter, and simpler merely because we've labeled them so.

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In Print:

Drunk Tank Pink: And Other Unexpected Forces that Shape How We Think, Feel, and Behave

The Secret Teacher

Secret Teacher: we are too quick to label children who aren't perfect

Too many adults assume that if a child is struggling there's something wrong. It's unhelpful and unfair to those with dyslexia, ADHD and other conditions

The Secret Teacher

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Sat 20 Jun 2015 07.00 BST



'If everyone spent less time fretting about the many ways in which our children aren't perfect and perceiving their natural variations as a defects, our jobs would be much easier.' says Secret Teacher. Photograph: Alamy

“You don't want to be in 4J, you'll get dyslexia.”

This has been the standing joke in our staffroom for years, owing to the teacher's over-zealous approach to diagnosing any child not brilliant at reading as “dyslexic”. She's a great teacher who is passionate about children and who gets good results (which could be why she needs to find a reason for anyone not making the grade under her watchful eye). However she is a labeller – one of the many idealistic adults who can't bear to believe a child is less than perfect unless it's because there's something wrong with him or her that's nobody's fault.

The range of options available to the discerning child-labeller is growing: social issue, learning difficulty, behavioural need, obsessive tendency, food intolerance or – my all time favourite – being “on the spectrum”. As a teacher I find this immensely frustrating for a number of reasons. First, the diagnosis is often performed by someone with no skills, qualifications or expertise – a well-meaning colleague, an over-concerned parent, a kindly friend. The only requisite is that they have access to the internet or have seen a TV programme about the condition in question. Second, it is upsetting and insulting to people who battle with genuine problems that others casually assign themselves and – most of all – because we as teachers are increasingly forced to pander to them.

I am an experienced class teacher and special educational needs co-ordinator (Senco). I have a real passion for helping children with additional needs. I don't profess to know everything and I constantly worry something may go unnoticed and a child won't get the help required. In that respect I certainly don't object to parents or professionals who raise concerns, research

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conditions, investigate options or seek professional opinions. But it's not fair to those who genuinely struggle for others to use the label to disguise other issues.

Last term a parent informed me that their child had attention deficit hyperactivity disorder (ADHD), reading a list from Google of the “symptoms”. It was difficult to persuade the parent to consider other possibilities. “Difficulty paying attention”, “hyperactive” and “impulsive” could at times describe most of the children in my school, yet I sincerely doubt they all have ADHD. But try to find a way to suggest a child is in need of attention, has a high-sugar diet or suffers from a lack of boundaries and you suddenly realise how much more appealing ADHD is. It can be nigh on impossible as a teacher to resolve these (often more obvious) issues until you've expended a great deal of time and effort ruling out the sought-after diagnosis.

Dyslexia is another favourite. When Professor Julian Elliott challenged the “dyslexia myth” in 2005, there was uproar. Waves of dyslexia-believers took their stance against his blasphemy, and it became more fashionable than ever before. At parents' evenings, if I mention that any child is struggling to read or spell I know dyslexia will crop up. I've heard all sorts of reasoning (usually unrelated to assessing the child's abilities and needs): “It runs in the family”, “our neighbour had it and he said Harry's definitely got it”, “I've always thought her father was dyslexic” and, of course, “I've looked it up online and it's definitely what he's got”. I want a conversation about specific areas of concern and ways we can help, not dyslexia. Of course it may be dyslexia – let's not rule that out – but by jumping to conclusions we could overlook other possible causes and deprive the child of more holistic support.

Food problems are another minefield and one that, as educators not medics, we have no sway in. I've experienced the agony of parents whose children have been hospitalised with near-fatal allergies or ravaged with cruel diseases like Crohn's and coeliac. These experiences make it harder to swallow the fact that Jemima “can't have bananas because they make her feel sick” or Alfie “can't eat anything red unless it's ketchup”. Last time I checked, it's not possible to be allergic to a colour and yes, Alfie might be “on the spectrum” with his aversion to red foods, but I know Alfie, and I highly doubt it. Currently, our school kitchen caters for more than 30 “special diets” . Two of them are for religious reasons and five for medical, but the rest (in my unprofessional and totally controversial opinion) are dubious. Incidentally, I'm not convinced every child who gets short of breath after cross-country needs an inhaler, either, but we have a cupboard full just in case.

If everyone spent less time fretting about the many ways in which our children aren't perfect and perceiving their natural variations as a defect in need of special treatment, our jobs would be much easier. The more we pander to it, the worse it seems to get: my school's list of children's individual needs gets longer every term, and we now have a slot in the weekly staff meeting to help us keep abreast of them all. Of course we need to enable all children to

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succeed, but part of that is teaching them to embrace their differences and adapt to different situations. We should teach them that it's normal to be different, not that every version of "different" needs a label and prescription. Adults must model this attitude, otherwise children make up their own allergies because they think it sounds cool and, before you know it, the whole class is allergic to something or other.

For now, though, we have no choice. Suspect as some labels may appear, it generally does less harm to play out the charade – however indulgent it may feel – and provide the special coloured paper, the stress-ball or the alternative school lunch on a coloured plate, than it is to challenge the assumption and be wrong.

Appendix 8

Focal Respondents' Assignment 1

HC

- Alpha

1. Can you identify another example of stereotype?

Stereotype is an oversimplified representation which focuses on certain characteristics of a group and assumes these to be shared across all group members. There are two kinds of stereotype, positive stereotype and negative stereotype. There are many examples of positive stereotype. "All Asians are smart" is one example of positive stereotype. This stereotype comes from the behaviour of some Asian parents who concern a lot about their kids' score in school, which in result makes people think that they are smart. Another example of positive stereotype is "Men never cry". This stereotype is the result of people's other stereotype that Men are strong creatures who are able to survive in any situation. There are also negative stereotypes, such as "Muslim are terrorist". The violent actions that was initiated by some terrorist groups who call themselves "Islamic group" such as ISIS, Al-Qaeda, and Hezbollah made people acquire this stereotype. Another negative stereoype is "Men who are not interested in sports are girly". The stereotype that men are strong creatures makes the vision that men are always good at physical-related activities like sport.

In my opinion positive stereotype can be positive when the stereotyped person makes the stereotype as the motivation. But it can also be negative when the stereotype becomes a boomerang that can demotivate the stereotyped person. The same thing goes to negative stereotype. My conclusion is the positivity or the negativity of a stereotype depend on how the stereotyped person perceived the stereotype.

- Kiki

2. So, from what I know, other examples of stereotype are like Javanese people tend to be more polite, people who live in the coastal area have loud voice and people who have dark skin come from rural areas (village, which is in Indonesia village people are known to have tacky attitudes (norak)). That Javanese people tend to be more polite is right and wrong. It's right because in Java, people are really paying attention to the manner of its people. We have to do something based on rule that had been there for a long time. It's wrong because not only Javanese people who is mannered but maybe in the other area the people are also polite. People who live in the coastal area have loud voice. I live in coastal area, and I think that this stereotype was appeared because in the coastal area if we want to talk to other people, we have to shout it as the wave sound is so loud. But, not all of coastal area people have the loud voice, there are some people who have normal voice or even quieter voice. Last stereotype, people who have dark skin come from rural areas. It's not one hundred percent true, this may come out because they believe that village people are known as farmers which have dark skin because they have dark skin as they go to field everyday.

- Mey

1. Can you identify another examples of stereotype?

Stereotype about Medanese people that usually rude and rough. They speak loudly and sometime shout to people they talk. People from outside Medan will think that they are angry while they are talking. Their physical appearance that sometimes looks cruel also make people think that they are angry. They have special accent from Batak and Melayu language that makes their way to talk seems quick and have somany stressing. The tone which sometimes increasing sounds like they are shouting. Whereas, that is just the way they talk to another people.

Many people think Medanese always seek for a problem or end up every problem with fighting. There are many news about Medanese violence that bring another stereotype of them for people outside Medan. People will have an opinion about being scared of Medanese. But actually not every Medanese do that when they solve their problems. In fact, Medanese are funny and easy going. They can be a good friend because their taste of humor is very good and their unique accent is pretty interesting. (175 words)

MC

- Isna

1. Can you identify another example of stereotypes?

Before we talk about stereotype, we have to know what the meaning of stereotype is. According to Lippmann, stereotypes are a characteristic element of human perception. Lippmann also said that stereotypes appear because most of people don't see anything first and then define, but they define first and then see.

In this chance, I would like to talk about the stereotypes of Sundanese women. Most of people said that Sundanese women are usually materialistic and they like grooming. I will describe the first stereotype that the Sundanese women are materialistic. Most of Javanese mothers who have sons don't want to marry their sons with Sundanese women because of that statement. Actually, they are not materialistic. They just want to be outspoken if they want something. For example they want a house for living. So they will directly say it. I think some people don't like talking too much.

Moving to the second stereotype that Sundanese women like grooming. I think, it is natural if women are beautiful. But some of them want to be prettier with make up. According to people's opinion, Sundanese women like grooming to prettify themselves that is why Sundanese women look gorgeous.

The conclusion is stereotypes happen just because different perceptions among people. They usually prefer to prejudice each other before they see or know the truth.

- Ratu

Men who like pink are effeminate

I will identify about the colors that are considered as female symbols. the color pink is very often used as a symbol of women. and this is already known to people even all people in this world. severe again men who like pink are effeminate. maybe people interpret the color pink is a fun color, cheerful and feminine. but if we look at the color of other colors such as black which is often regarded as a male symbol is often used by women and it is quite natural. but why on the color pink as discriminated against a man? as far as I know pink is often used for barbie dresses that symbolize women such as black which is often regarded as a dull color and is sometimes regarded as a sense of grief, pink as well. people are too specific to the idea to the extent of limiting a usage

I think the color pink is a beautiful color and if a man uses a pink shirt I think it adds to the impression that the man was open and cheerful people. no particular gender can claim colors. everyone, all gender can use colors they like without shame because of the stereotype of some people. because all colors are beautiful to all gender. (215 words)

- Yuri

a. Negative stereotype:

- Women are not good at sports and physical activities.

People usually think that women are weak and can't do the physical activities like sports and the rough job. But in fact, there are many women who can be the great athletes and have the great skills. And now, we can look around at our environment. Maybe we'll find some women who have the rough job and do some physical activities which is done just by men in the past.

- Men are lazy to clean their rooms

Maybe, we have ever watched on TV about a scene of film which shows that the men's rooms are always dirty. So, most people think that men are lazy to clean their rooms. But in fact, there are some men who always keep their rooms clean. Even some of them can be more diligent than women.

b. Positive stereotype:

The graduates from the famous university will get the good jobs.

Maybe the famous university is one of the factors. But I think that the most important thing is not about the university. It's about the self quality. In fact, there are some graduates from a famous university but they can't get the good job because they don't have the good skills. And sometimes, there are some graduates from university which is not too famous but they can get the good positions in their jobs because they have the great skills.

LC

- Laks

a.) All muslims are terrorist.

This stereotype gives negative effect to public relations. Because, in all religions it teaches to live in peace. It does not teach to kill another people. But, in this time, many people have opinion if the islam religion teaches to kill another people who not believe if islam is a true religion. They make a word "Jihad" to a wrong meaning. That can happen because they are never study *aqidah islam* in correct way. It makes misunderstanding between muslims and other religion.

b.) All mexicans came into America illegally.

This stereotype appeared because the history of mexican immigrant whom move to america always increasing every year. Especially in New Mexico, Idaho, and Arizona. Three states are dominated by illegally immigrant from mexico, more than 75 %. But, in real life, not all immigrants from mexico are illegal. Because, many immigrants have a passport, visa, and permission to come in america with a legal permission from their country (Mexico and USA). This stereotype gives a negative effect to immigrants from mexico.

c.) Girls are not good at sport.

I think, girls does not to bad in sport activity.

- Shiva

1. Can you identify examples of stereotype ?

Like it or not, every ethnic has its own stereotype. Some say that the Padang people were "stingy", the Javanese were "too obedient" or the Batak people were "rude". Ethnic immigrants did not escape stereotypes-they may have more stereotypes. The best known example is that the Chinese are rich and fortunate. Uniquely, hereafter I convey the "extra" stereotype of the Chinese is also arrogant and a lot of talk. Okay, we may have repeated the stereotype of the rich Chinese and the chances for the good of the New Order Era. But for a moment, arrogant? A lot of New chat The first time I heard there was a stereotype of the Chinese was arrogant and a lot of talking. It's not much to say like this, but it's unique that some people say so. Investigate a calibration, I suspect this stereotype arise due to the behavior Ahok during he served as Governor of DKI. Ahok's speech style which seemed "arrogant" and "gruff" according to the mainstream masses became synonymous with him and then forced into his tribal identity.

- Trish

1. The example of another of stereotype is "A man is stronger than a woman". There are a lot of people who think and also deem that a man is stronger than a woman, but actually the case is just an assumption, because not all of the woman is weak than a man (I mean in power), even though is just a little. This stereotype is included a negative stereotype, because it can make a discrimination between a man and a woman. Example in job vacancy, because people has a mindset that a man is stronger than a woman so some job vacancy more elect a man than a woman, the example in intelligence agent of military.

Appendix 9
Focal Respondents' Assignment 2

HC

- Alpha

Review of “Students Bullying Teachers: A new Epidemic”

The text “Students Bullying Teachers: A new Epidemic” is basically talking about the bullying of teachers by students. In the era of globalization, social media has become everyone’s part of life. People from all walks of life are connected to each other by social media. Everyone, including students, can write whatever they want to write on the social media. This might be seen as a good idea, but there is one thing that should be remembered: students (who are mostly children) are impulsive. They can express their emotion (positively or negatively) through their status(es) or their tweet(s). Teachers, who are one of the most influential part of student’s life can be a target for students’ impulsiveness on the social media. This can be good when the emotion expressed is a positive one, but when it is not, another problem could come: bullying. Students, with their student-teacher relation and the support from their parents to bully the teacher, can bully the teacher by writing negative things and exposing personal stuffs about the teacher without having to worry about its consequences. There are many things that teachers can do to prevent this bullying, but with the support of students’ parents to bully the teachers, it will be hard to get over it.

The text above has the same theme with the text “Not just students being bullied in schools” (<http://www.straitstimes.com/forum/letters-in-print/not-just-students-being-bullied-in-schools>). Both texts are talking about the bullying that was done by students towards their teacher. The difference between these texts is the level of details informed in the texts. The text “Students Bullying Teachers: A new Epidemic” (we’ll call it Text 1 later) gives the detail information about bullying, for example: the reason, the mechanism of bullying, and how to get over it. Meanwhile, the text “Not just students being bullied in schools” (we’ll call it Text 2 later) only gives brief information about teachers being bullied by students. The other difference is the level of spesification of the topic in the texts. Text 1 spesifies on the bullying on the social media, while Text 2 talks about students bullying teacher in general.

Text 1 is spesifically intended for teachers, as it has several way for teachers to get rid of bullying. But in general, this theme is important for both parents and teachers. Parents are responsible for this action because they are the have the biggest impact for their children’s behaviour. Teachers are also responsible for this bullying action because they are involved in bullying. This text is not intended for students because they are impulsive and still not able to understand the effect of bullying towards the teachers.

It is explained in Text 1 that students like to do bullying in social media because they have no idea about how the consequences would be. And also, they can feel safer to bully their teacher on the social media because they can stay anonymous or they can pretend that their teachers don’t know about the bullying. Students’ may argue that their action of bullying a teacher is just a part of daily-life joke. Unfortunately, writing bad stuffs about someone on the social media can never be a joke. It can lead into a depression of the teachers, which can make the teachers’ life very hard.

The biggest irony is that sometimes parents are also involved in bullying. Parents often have certain intention to bully a teacher. Sometimes they want their children to be the smartest student in the class that they bully the teacher everytime the students get a bad score. And also, the overprotective traits owned by parents may become the reason why parents are involved in bullying.

The text focuses on why bullying happens and how teachers should get over it. As stated above, Text 1 is spesifically intended for teachers, as it has several way for teachers to get rid of bullying. These tips are useful for teachers to protect themselves. But there are some more tips that can be applied. For example, teachers should spend less time in the social media in order to reduce the personal information that can be used to bully the teacher. Also, by spending less time on the social media, teachers will be able to give more attention to their students, which may tackle the action of bullying. In that way, the amount of bullying can be reduced.

- Kiki

SUMMARY

The text, that we discussed, mostly talks about teacher being bullied by his students and the reasons behind it. The writer wants to convey that teachers are not always the doers in bullying case. Nowadays, there are some cases about school bullying in which the teachers are the victims. The article also tells what the reason for students by bullying their teachers is. In an article with quite similar theme titled *Schools' Failing to Expel Students Who Bully Teachers' As Verbal Abuse in The Classroom Soars by A Third* written by Javier Espinoza (2015), it emphasizes that the school has to push for 'zero tolerance' policies on teacher being bullied by students. The article mostly talks about verbal abuse toward the teacher that can lead to physical abuse. In the article, it is stated that in some cases, the teacher who got bullied were afraid to confront the students because they might be wrongly accused, because in one case, the teacher were wrongly accused thanks to the students' false allegation to their parents. Everyone can take benefits from this article, for the teachers, they can know how to prevent bullying from their students and the indicators of them getting bullied, for the parents, they can realize that they also contribute in this case because most of students' reasons are that they are not satisfied with the score as they are afraid they will get scolded by their parents if the score doesn't meet parents' standard.

Talking about parents' standard, it leads to talk about the contribution of the students' parents in their child's bullying his teacher, in my opinion, it is mostly because the parents want their child to gain their standard. Well, actually, I will classify the parents' contributions to two case, direct contributions and indirect contributions. Mostly in a bullying case towards teachers, the reason is because that the student is not satisfied with the score given by his teacher. The student will feel afraid that maybe his parents will get angry at him. It can lead the student to pressure the teacher to give more score or even he will 'take revenge' to his teacher with the way that he believes will make the teacher feel the same condition, I mean be frightened or under pressured, with him. He can do things that he thinks will work out but he won't get to be clearly responsible for this deed such as making fake accounts in social media as if it is his teacher's account and then post something inappropriate, or making fake accounts for mocking his teachers in social media which could trigger other students' bad opinions towards the teacher. Or he actually will act bolder like blaming his teacher in person, spreading rumors to other people and saying that he's also told by other and so on. I may call, from this whole explanation, the contribution of the parents is indirect.

In other cases, the one who is not satisfied with the score is the student's parents. They can't accept that their child can only get that score. They believe that the reason why their child gets bad score is because the teacher is making a fault or the teacher is not compatible enough to teach their child. They don't clarify to their child, but they blame the teacher instead. They may ask their child to protest to his teacher and event, the student may, intentionally or unintentionally, bully his teacher because he's triggered by his parents' order. This, I classify, is called direct contributions.

Sometimes, we wrongly call a joke as a bullying because it's only a thin layer between them. According to English Living Dictionaries, a joke is a thing that is done to make laughter and fun. While, according to Australian school, bullying is an actions happened because of three points, misusing power, repeating actions and causing harm. First, the doer is misusing power, means that he does the bullying because he knows that he has more power and he uses that to oppress other people who he thinks is weaker than him. Second, it is repeated actions. Last thing is that some actions cause harm to other people, it can be physically or physiologically.

In my opinion, an act which means to be a joke is indicated when the one who is being tricked or being played joke on responses the joke as it's pure joke that he doesn't get hurt. I mean, when it's a pure joke, no one, will be offended by the joke. In an article titled I A Childhood Bullying Survivor : *The Difference Between Joking Around And Bullying* written by bullyhelp (2011) states that it is joking if everyone enjoy it and the object of the action doesn't get hurt. But, if everyone doesn't have the same enjoyment and the actions are continuously then it's called bullying. Something can be called bullying if other people get hurt, it means that someone's sensitivity is one of the major points in bullying, because people's sensitivity is different one to another.

For the ideas and suggestions given in the article of how to prevent cyber bullying in classroom, most of them make sense to me, but few don't. For example, don't connect with current and potential students is a bit too much. Other thing that we can do instead to 'block' ourselves by our students on social media is to protect our social media and not to share our personal information there. I think, there are some ways to stop bullying without ending up being victims or doers. First, we have to try to befriend to anyone, try to adjust yourself and try to be nice to anyone. Second, don't share everything to other people, don't share about your problems and don't share personal information on your social media. Third, try to support someone who is being bullied because doers will think twice to bully someone who has lots of people on his side. Last but not least don't feel inferior about yourself. Try to appreciate differences.

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- Mey

Bullying Nowadays

Bullying is a problem where people think they have more power so they can intimidate other people whom they think weaker than them. Bullying is not a rare problem in society anymore. Many cases about bullying have happened from the whole society. Bullying is not looking at age, status, place, or any other specific criteria. Anyone can be the victim as well as the doer.

In fact, this issue has already happened in Indonesia as well. One of the example is the case happened on 2016. Sindonews.com posted a news on <https://daerah.sindonews.com/read/1120287/23/cubit-anak-tentara-guru-matematika-dilaporkan-ke-polisi-1467098526> about this case. There was a student in Sidoarjo reported his teacher to police because his teacher pinched him. His teacher did that with reason since he did not want to attend praying in congregation in his school. Worse, his father, an Indonesian national army, supported him to report his teacher to police. It's such a shame since his parents did something that should not be done.

Many articles are discussing this issue. One of the examples is article titled "Students Bullying Teacher: A New Epidemic" that is discussed here. Another text is "Cyberbullying", retrieved from <http://kidshealth.org/en/parents/cyberbullying.html#>. There are some differences between those texts even though they talk the same issue.

The first difference is the content. "Students Bullying Teacher: A New Epidemic" talks about bullying from students to teacher. On the other hand, "Cyberbullying" talks about what parents should do when their child gets cyberbullying. The second, the author of "Students Bullying Teacher: A New Epidemic" looks like he/she wants to talk to general people. The way he/she delivers the topic is not focusing on one side. Besides, the author of "Cyberbullying", clearly, talks to parents directly. The last, reader of "Students Bullying Teacher: A New Epidemic" only can find advice for teacher to avoid cyberbullying. On the contrary, reader of "Cyberbullying" can find advice for parents to avoid their children from bullying either as victim or as doer.

Bullying nowadays is not only happening for student to student but also student to teacher. This point is conveyed by the author of this text. He/she wants to inform everybody that they need to warn themselves about current state. This also can be the way to express the voices of the victims in order to gain supports and also prevent another similar case. The more people know, the easier to stop this problem.

Everyone should read and know this issue especially for teachers, parents, and students. They need to know this issue because it may happen in their life. This issue is not just happening once but many times so it becomes viral. People need to know what happen around them so that they can involve to prevent bad things.

As we can see from this text, parents are also involved in bullying. The number of parents who spoil their children is not small. This can be one of the reason why parents contribute to students bullying teacher. The action of the teachers is unacceptable for parents. Whereas, teachers did that because of the students' bad behavior. Take an example, the parents do not accept the way the teachers treat the students like giving bad score to the students. This will not happen if the students give a good performance in class. Teacher will not give a score carelessly.

This text provides some suggestion for teacher to avoid themselves from cyberbullying. Those suggestion are basically good to be applied and make sense. It tells teachers to protect their privacy from students and parents. However, those suggestion are little bit difficult to be applied in our society because it makes teachers look too closed and not friendly to students and parents. Moreover, not all teachers can use social media or too care to their social network.

Misunderstanding sometimes happens in society. Jokes can be bullying when it delivers in wrong tone. One of the simple ways to differentiate joking and bullying is trough tone or the way the speaker speaks. If it is on a social media (instant message), better to ask the sender about their meaning when there is an ambiguous sentence.

Miscomprehension of someone can cause a problem. When someone feels like he/she is bullied by someone that is actually does not intend to bully is one of the example. In fact, it is not bullying yet it is just miscomprehension since there is no intimidation from any side.

Bullying should be eradicated. Many things can be done to prevent bullying. Those action should be obtained from not only students but also teachers and parents. An article from American Psychological Association (APA) on <http://www.apa.org/helpcenter/bullying.aspx> said that there are 3 things teachers can do to eradicate bullying. As a teacher, being knowledgeable and observant is very important since teachers need to know the condition of their class. They need to report bullying to the appropriate school administrators without taking to either bullied student or bullying doer student because it can embrace them. Involving students and parents is the next action. Students can tell their parents and teachers about technology used to bully whereas parents and teachers show ways to respond it. Teachers need to provide a good environment for students to prevent bullying and emphasize to student that bullying is prohibited.

Students, who are the main actor in bullying, must care about this issue seriously. If they find any bullying or cyberbullying, they have to report it as soon as possible so that the appropriate school administrators can cope with it immediately. They have to avoid any kind of bullying and do not bully back if they are bullied. Being alone also need to be shunned.

Getting closer to children is the most important thing for parents to stop bullying. Teach children how to handle bullying. Set boundaries with technology will reduce the risks of cyberbullying.

In short, bullying is something that should be eradicated from society. Everyone have to contribute to stop bullying. Save society from bullying.

MC

- Isna

The Summary

The bullying text that I have read is about bullying between SMA Taruna Nusantara's students. The case involved one victim and six doers. A victim with initial MIH said that he was beaten by his six friends. He was also forced to fight with them. This incident made MIH get a trauma. He did not want to go to school and he planned to withdraw from SMA Taruna Nusantara. I want to divide the differences and the similarities. In the students bullying teachers text and bullying between SMA Taruna Nusantara's students text, there is a similarity. Both of the texts is about bullying students in the school environment. Besides, both of the texts also discuss about the consequences of bullying such as anxiety, withdrawing from their friends, and getting a fear if bullying will come to them anymore. There is also a difference. It is the topic of the two texts. The victim in student bullying teachers text is their own teachers. However in my text that I have read, the victim of bullying is students and the way the doers bully not with social media. The doers bully their friend directly.

This bullying issue should be read by everyone because there are many dangers of bullying. For the parents, they have to know this to prevent their children doing bullying and to know the signs that their children are bullied by others. For the teenagers, they can know the dangers of bullying like spiritual pressure and they are able to avoid doing bullying to others. The important point the author conveys is abusing social media to bully each other without realizing the effect of bullying such as suicide, loss of appetite, anxiety, and many more. Another crucial point is that abusing social media to bully our own teachers can cause a heartbreak against them. The author says it so that bullying can be minimized by knowing the consequences of bullying and social media users can be more careful in expressing their opinion without any bullying elements. One person can die because of being bullied by others. That is such a terrible thing.

In addition to those, the writer gives some ways to reduce the danger of cyberbullying for the teachers in their classrooms. I think those are great tips because the teachers can monitor the behavior of the students in the school environment and also in their social media. Based on *Teens and The Danger Of Cyberbullying Safe Teens Article*, cyberbullying can be more dangerous than traditional bullying. The bully can hide behind a disguise so often, the victim does not even know who the bully is. The victim does not always know why he or she

is being targeted. Cyberbullying can go viral, meaning that the attacks may be shared on the internet for all to see, and people can easily show others. Cyberbullies are crueler because they are not attacking their victim face-to-face. Finally, cyberbullying is often more dangerous than traditional bullying because parents, teachers, and other trusted adults do not always have the technological knowledge to keep up with teens' activity online.

At this time, many students' parents that contribute to bully their teachers. It is probably because of the parents' affection. The parents trust their children more and more. So, this is often happened nowadays. There are many different definitions of bullying. One of the reasons causing the difference in bullying definition is sensitivity. When we are not in the mood, whatever we say, do, and feel will produce negative thoughts. So, sensitivity can greatly affect a person's thinking.

So many ways to stop bullying. One of them is making good friends with everyone. I think, that is the basic way which can stop bullying. Besides, you have to be nice to everyone. We can control ourselves not to hate each other. Based on my friend's opinion, the way to stop bullying is educating good manners to our children since childhood. Then, monitoring our children anytime when they are watching TV because many channels in TV are not proper for children. School can make some rules for their students about bullying. If their students do bullying to others, they will make some consequences such as expelled from school or they will get lower grades.

- Yuri

Summary of “ Students Bullying Teachers: A New Epidemic”

Nowadays we can find the new case of bullying called “Students Bullying Teachers” in some places. The students blame and bully their teachers by using many ways. This case had happened in some schools in the world. Like what had happened to a teacher of Los Angeles High School named Amy Sulkis in 2015. There are three students who have bullied her. The first student used phony twitter account to post sexually suggestive statements that she said had been written by Sulkis. The second student posted pictures of an AK-47 rifle next to threats against Sulkis. And the third student tweeted an image of Sulkis’s face and linked to a pornographic site. Sometimes, the students can’t understand the effects of their actions on their teacher’s lives and emotionals. Their teachers can feel annoyed and get many troubles in their lives because of the bullying.

The topic about the students bullying teachers is not only discussed in the text “Students Bullying Teachers : A New Epidemic” but also we can find the similar topic of it in the other text which has title “What you can do as a Teacher Who Is Bullied by Your Students” (By Michele Vrouvas,2017, posted at <http://study.com/blog/what-you-can-do-as-a-teacher-who-is-bullied-by-your-students.html>). Both of them discuss about “bullying” case and the victims are the teachers who has been bullied by the students. But there’s a difference. If the text “Students Bullying Teachers” just discuss about the case especially at the cyberbullying case (using internet) and the ways to reduce the danger of the cyberbullying, but at text “What you can do as a Teacher Who Is Bullied by Your Students”,the author wrote about some ways that we can do if we become the teachers who are bullied by the students in some cases ,not only at the cyberbullying case.

I think that this issue should be known and read by the people especially all students,teachers,and parents in the world. Because the bullying case of teachers can effect their emotionals and it’s so dangerous for their mentalities. The people who has been bullied can escape and avoid the doers of bullying at the same time,but when the teacher be a victim of bullying,they can’t escape themselves from the situation and avoid the doers (students) at the same time. “The teacher is under a potent social constraint that precludes escape as a means of terminating the abusive interaction”. “Victimised teachers can’t simply walk out of the lesson. They must maintain their professionalism and stay until the class period has ended,in effect making them a captive in their own classrooms. So it will make the teachers suppressed by the such situation”. (Based on Terry,1998, Lynda Garret in School of Applied Social Studies,UCC)

Based on my opinion,the important point that the author conveys about the texts is about the dangerous effects of the case bullying of teachers by the students and how to prevent it. The author wants to make the people especially the teachers,students and the parents aware and realize about that important thing so they will not be the victims or doers. I think that the ideas and the suggestions for teachers from the author is make

sense, because in my opinion the ideas and the suggestions from the author are simple, safe, effective and probable to be practiced when the teachers become the victims of bullying.

At a case of “students bullying teachers”, the parents often give their contribution. I think that it may be because the parents just know the reason of their children’s side and they believe it without looking for the other point of views. Also the parents usually intimidate the teachers when they don’t feel satisfied with their children’s grade and scores or when the teachers discipline their children. Actually, the parents have their own role and intervention in bullying case. Parents need to be observant of their children’s behavior, appearance, and mood, both for signs of the child being bullied or engaging in bullying behavior. They also should make their children disciplined at home and monitor their own behavior too. (Based on a post “Parents’ Role in Bullying and Intervention” by NEA)

We can know the way to differentiate bullying to act meant to be a joke by knowing these things :

- An act meant to be a joke (joking/teasing) is acceptable when we use teasing and roasting as a way of fitting in or talking to our friends and everyone involved is getting an equal share of teasing.
- People are not allowed to making fun of someone’s dissabilities, ethnicity, faith, or other characteristics that are out of the person’s control. If they make fun of those things, it can be the bullying case.
- The act meant to be a joke (teasing) is not repeated over and over again. And when we ask them to stop teasing and making the jokes, they’ll stop it. But when they didn’t want to stop it even you have told them for many times, it can be called as bullying.
- Teasing/joking is done by the persons that have the close relationships with us but bullying can be done by someone that doesn’t have any relationship with us. (Based on Jeff Dess, 2012)

There are some ways to stop bullying without ending up being the next victim or doer of bullying. Firstly, we can distract the bully. It means that when we know that there’s someone who will bully the other person, then we can start a conversation with him/her and change the subject. Secondly, we can support the person who is being bullied privately. And the third, we must not feed into the bully behavior for example we must not laugh when there’s someone who bully the other person by giving jokes which make him/her hurt. (Based on Jeff Dess, 2012)

- Ratu

Silence is not a gold, better to change

Text about students who bullying teachers tells about the conditions in which a student bullying a teacher for some reason such as not feeling fair about the value given to them or just because they do not like the teacher. but they choose the internet as a place to show that hatred because it will not be risky unlike when they talk directly. they usually create fake accounts, speak hateful and will discuss the teacher's disgrace in social media and invite friends to talk about it too.(StudentsBullyingTeachers:ANew Epidemic).

I have found and read articles about bullying too, Based on Text-message bullying becoming more common written by Amy Norton(November 21, 2011) same theme but different problems. Describes the intimidation that occurs in children outside of their parent's responsibilities. Children too easily access the internet and get various information, because maybe their mind is still specific they think it's normal and may become a habit. "New York (Reuters Health) - A growing number of U.S. kids say they have been picked on via text messaging, while there has been little change in online harassment, researchers reported Monday". the number of children who experience bullying always increases because they think it is common. does not mean we stop and prevent them from playing mobile phones but it's better we educate them to behave well and think broadly with different angles as well. Source:(<http://www.reuters.com/article/us-text-bullying/text-message-bullying-becoming-more-common-idUSTRE7AK1QY20111121>)

In texts student bullying teacher recounting different situations between past and present. formerly students who are often exposed to bullying but now the teacher who became bullied victims. the cases of students who bullying these teachers occur because they are not given justice on the value of their duties or repetitions, they do not like the teacher or just a joke. but this student prefers social media to express his hatred towards the teacher because it is less risky than talking directly. they create fake accounts, indulge in teacher disgrace, talk about ugliness and often invite other friends to talk about it. even more so many parents do not care about their children who bullying teachers and even there are also supportive and threatening teachers who do not provide value. this is very difficult for teachers because their work gets harder, they have to learn to teach, be more careful in telling stories about their life and keep the conversation so as not to hurt students' feelings. and suggestions that exist in the text is very help the teacher in minimizing the occurrence of bullying treatment. because the idea includes several things that identify how they are treated in social media by looking at names in searches and also keeping them out of bullying is not listing personal terms on social media and reporting bullying on them. but, I also have some ideas for bullying to get smaller. that is, if the teacher sees or finds a student bullying them (the teacher) immediately asks and tells him/her why it happened. because if we just look and silence then it will not realize that its wrong.

Some people may think a parent whose child is bullying is a parent who does not understand how their child is outside their responsibilities. but many parents actually support whatever their children do including bullying. Possible cause of parents' contribution to students bullying teacher perhaps, because nowadays parents are more proud of their children without seeing their good or bad behavior and they think the teacher is not good at teaching so that their children get bad grades or they will blame the teacher.It all can happen, now parents are more priority teachers to educate children because parents are always busy so do not have time with their children. Based on bullyhelp (2011) jokes can make our friendship strong because we share the same funny stories or ourselves telling our lives to others so that

they share the situation, but jokes can be a bullying if the language seems to show a disgrace and a person's shortcomings but it could be a joke like that is common to some people because they may not care much about that sort of thing. because everyone is different, some are relaxed and sensitive even people who are relaxed with jokes will sometimes feel offended maybe because they are in bad shape or mood disorder. If we as people who want to talk about jokes we must be smart to choose a friend to talk to, see the situation and use a good way too.

But in this cessation must be in a good way also do not let us get trapped and bullying each other. Bullying can happen to anyone and anytime, bullying is one of the problems that must be stopped immediately because the current bullying is getting worse and hard to avoid if we do not start from ourselves and learn to tell others the importance of bullying prevention. Based on writing Jessica B. Casey M.A, Clinical Mental Health Counseling (2017) The Way we can stop bullying without ending up being the next victim. Remain calm and patient when we are in the position of bullying victims because I know when we are ridiculed and scorned by other people, our hearts and minds will indirectly feel upset and want to be angry, but if we do it then people who are bullying will be happy and will continue to provoke you in its bullying, Telling friends, teachers, parents if the bullying does not stop and getting worse because if this is not followed up then they will continue to search for material and insist on continuing to disgrace and continue to do more severe bullying, pray that you are given patience and pray for them to stop and be aware of their bad nature, it will make you feel at ease. I think so, keep the spirit because your life will continue to be beautiful even though others do not like.

LC

- Laks

BULLYING TODAY

According to Coloroso (2003: 44), bullying is a hostile act done consciously and deliberately aimed at harm, such as frightening through the threat of aggression and inflicting terror. Including both planned and spontaneous action, real or almost invisible, in the presence of a person or behind someone, easy to identify or veiled behind friendships, done by a child or group of children. There is an article that discuss about students bullying teachers. The title is "Students Bullying Teachers: A New Epidemic". The growth of technology became one of the factors why students bullying teachers. And then, there is another article that discuss about same theme, entitle is "Students Bullying Teachers : Advice For Teacher". This focused on on bullying, the first article theme is victims of bullying to teacher and the second article theme is advice to teachers. The topic is same but different point of view. Based on Be Strong! | Oct 30, 2015 | Teacher, Tips and Techniques (<https://bestrong.global/resources/teacher/2015/students-bullying-teachers/>)

This paper is addressed to all citizens of the school, because this text has a theme about the problems that exist in school today. Because this problem is very worrying and needs to be considered by everyone, and can have a bad effect on the bullying victim. The author convey this issue because the writer feels this issue is very important to be discussed, the problem at this time is different from the problem in the past. Because in the past the teachers were more respected by the students and now many students have no ethics to the teacher. this implies a decline in moral values by the students thus eliminating the character of leadership.

The teacher advises us to make us better, about the contribution of parents to the bullying of teachers is little but there are also parents who contribute because they feel disappointed in the quality of teaching provided by the teacher. Based on, Surabaya University article, (http://www.ubaya.ac.id/2014/content/interview_detail/85/Bullying--Masalah-Sederhana-Yang-Tak-Bisa-Dipandang-Sebelah-Mata.html) 3 June 2014 parents also play an important role in bullying behavior. This is because parenting patterns that are very authoritarian and often use corporal punishment will make the behavior imitated by the child and practiced in his environment and his friends. Bullying is meant to be a joke is that if the bullying victim is not hurt when mocked, sometimes the nature of people are different, there are easily emotional when mocked, there are also people who are sensitive when someone is offensive about their personal things.

How to stop bullying without ending up being the next victim or doer of bullying ? Based on (<http://bisakali.net/cara-mengatasi-bullying/>) November 28, 2016 See Knowledge About Bullying Regulation Try to find out the rules, whether there is a regulation of bully action or not. If you can immediately report it to your senior or your boss. Keep yourself better than against fight off the insults and bullying that people do to you not by reviling them.

Show that you are strong and stronger than him. That's the real way to fight. Report to the authorities if the authorization exceeds the limit until you lose something big and even drop your reputation. It is done so as not to happen to you again and be a good example for them to be a deterrent.

Try to find out the rules, whether there is a regulation of bully action or not. If you can immediately report it to your senior or your boss. Discuss what oppression and ways to handle it at home, classes, offices, and other places. Remind people that oppression is not an acceptable behavior and there will be consequences for that behavior.

Students should be guided to better respect their teachers and respect others, because the teacher is the guide for our future. Many cases mention bullying on Kompas.com, Akhdi Martin, Pramata, 17/07/2017, 15:27 WIB. Video bullying of junior high school students was viral in social media. The 50-second video shows that a number of junior high school students are surrounded by a girl wearing a white uniform. The uniformed white woman gets violent from a number of other students. There was no opposition by the white-girl student. At the end of the video, the student is told to kiss the hands of the students and their bully students. From the video description, mentioned that its location in Thamrin City.

- Shiva

RIVIEW STUDENTS BULLYING TEACHERS: A NEW EPIDEMIC

Bullying has begun to get national and more serious attention in the past because students can now speak far from manners, according to wikipedia bullying is interpreted to intimidate, suppress, blackmail, and threaten individuals. Now much spread about students who bullying their own teachers. I wonder if they do not have the courtesy to a more mature person and what they have also never taught manners by their parents. Many students prefer their own preferences, many students dare to challenge parents, they also have high ego do not want to be advised, the teacher also gives advice but what is the power, the students now no manners.

The theme addressed in the text is "Student Bullying Teacher: New Epidemic" and It focuses on bullying. This theme is also addressed in "Bullying in school: The Traumatic Effect of Bullying on children". The two topics discussed are the different. The different is the first theme refers to victims of bullying is teachers and the second victim of bullying is a student but it focused on bullying. The students do that because of their own satisfaction, this paper is intended for everyone because it is important for students to have ethics to other people. Someone doing the action could be because of seeking a sensation or a person who has a hard nature so cannot be advised. This topic is conveyed because the author is concerned about the younger generation who has no manners to the elderly. Once a student had to show his teacher low and did not yell and do rude things. Teachers give good advice to us to be better, teacher give an idea there must be a reason.

About the contribution of parents to children for bullying teachers may be small but there is also a blame for the teacher because the child did the wrong thing but reprimanded and the parents will blame the teacher who admonish. Bullying aimed at the joke it depends on the person who is bullying maybe he is a temperamental person maybe he is a quiet person maybe he became angry person when offended about personal things, yes it all depends on the person.

In terminology according to Olweus, 1952 (in Wiyani, 2012) says that bullying is a negative behavior that results in someone being uncomfortable or injured and usually repeatedly, repeated during successive encounters. Her parents are also an important factor to children, so parents should take care of their children about respecting older people especially those who are their teachers. There is a case of a student doing such a disrespectful thing as smoking during a lesson and it is beside his teacher. Based on Ika Padmasari, Salviah. 2016, October 14. Ini alasan siswa merokok disamping guru diskors. <https://www.merdeka.com/peristiwa/ini-alasan-siswa-yang-foto-merokok-di-samping-guru-diskors.html>

It is an act that deviates from the ethics of a disciple to his teacher. Now the teacher would advise his student is very difficult if the give advice do not want but if just give a little pinch slightly immediately report to the parents and report to the police. Based on Khoiruddin, Irwan. 2016, June 29. Guru SMP Ini Dipolisikan karena

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According I think the current generation is weak and do not know the courtesy. And his parents even defend the child, whereas once the child even who scolded by his parents. It seems that bullying is a virtue in every country. why even more progressive times even backwards ethics, in this country also already exist about the protection of teachers but why there are also teachers who are blamed when without teachers the state will not advance the teacher is a hero without service, why there are still students who do not appreciate it. Especially millennial generation.

Parents also do not want children to be victims or perpetrators of bullying. Many cases of students and parents intimidate teachers because they are disappointed with the value of a bad child when it is the result of student's own learning achievement but the blame is the teacher, this is the problem of every teacher in school. Become a difficult teacher when students get out of their control. Sometimes students can bully teachers from the internet because the internet can be accessed by anyone not a few teachers who get terror from terror social media are from the parties who are not responsible. Bullying can be bad for someone like stress until suicide.

What if changing the character of a student to be better in order to better appreciate the elderly, it can be done if environmental factors support and especially parents. Because the attitude of bullying will make a person's life difficult especially when in the community somebody will be hard to close with others. Bullying habits need to be eliminated because it is a bad act can make traumatized to the victim many bully perpetrators already exposed karma. We should not degrade others even more elderly people, they are our teachers such disrespectful attitude to others that should be eliminated try to appreciate others. And parents should also play an active role in children monitoring their behavior both in school and at home and outside the environment, although each parent also has a different way of educating but the child must be educated in respect for a more mature person.

In schools there are many students who have different personalities therefore teachers should be able to know the nature of the child and how to approach the good without having to do violence if it still cannot be better the child is returned to his parents because parents also play an important role to grow child.

Therefore parents should educate children to behave well and politely from an early age. the environment is also important for the child to behave well, if the environment is good then the child will be good otherwise the child's attitude will also be affected by the bad environment. Case in SMKN 3 Denpasar at Saturday 27 September 2017 a student who bullying his teacher by asking a question that is not related to the lesson and at that moment the student is recording it and the other students join in laughing, and the teacher is angry. It shows a disrespectful attitude in class to his teacher. Based on Mustofa, Ali. 2017, September 23. Terlalu! Pelajar Denpasar Bully Guru Jadi Viral. <https://www.jawapos.com/radarbali/read/2017/09/23/15150/terlalu-pelajar-denpasar-bully-guru-kelas-jadi-viral>

- Trish

There is a lot of information available today about bullying, and more awareness than ever of the problem. Bullying is the current issues in many news, and many authors give their opinion in many essay and article, and most of them had a same opinion about bullying. Why we should know about this issues? Because everyone perhaps can be a bullying victim, and with know this issues, the victim can more avoid the bullying from the doer. To prevent it will be occurred again, we should spread out that any bullying behavior can't be tolerance, with hopes it isn't happened anymore to them in the future. Bullying not only can occurred to lower level community by higher level community, but it can also by the elderly to younger person, and also to teachers by students or in contrarily, etc. They (the students bullying teachers doer) usually declare their hate-speech in online medias, such as Facebook, Twitter, Instagram, etc. with anonymous. The students decided use anonymous and prefer using internet to bully because they want to hide it (to make them save) and they do not have to face the victims directly.

Based on <https://theeducatorsroom.com/the-bullied-teacher/>, Sarah Sorge (2013) says that "Bullying is the act of one person using strength or status to infringe on another person, whether with insults, threats, physical harm, ostracism, or infringing on their boundaries in any way that is not sexuality charged."

From her (Sarah Sorge) explanation, we can conclude that bullying is meant to hurt, intimidate and judging person who more weak than the bullying doer. The bullying doer usually act to show their power, keep handling fearness of their victim and let it become harmful and traumatic incident to the victims. They meant it to humiliate by insult another person by repeated constantly using sarcasm word that will hurt the person (the victim) who hear it. Here are some ways to prevent bullying :

- Avoid and never contact with the bullying doer
- Find new friends that can accept you
- (For teacher who bullied) Have a communication with the student who has a problem with you
- Find the condusive circumstances

Bullying is different with teasing. About teasing, based on <https://www.understood.org/en/friends-feelings/common-challenges/bullying/difference-between-teasing-and-bullying>, Mellisa A. Kay says that "Teasing is a social exchange that can be friendly, neutral, or negative. Done in the right spirit, it can actually be positive. Teasing is positive when it takes place within a strong relationship with two people appreciate the teasing as affectionate. The teaser is using a "joking" (rather than aggressive) tone of voice and smiling. The person being teased does not look distressed. And when does teasing become bullying? While teasing can be used to strengthen a relationship, it can also be used to alienate, criticize, and embarrass another person, which may weaken the relationship.

The affectionate interaction of teasing can turn hostile when the person being teased is distressed by the teasing. Teasing about physical appearance is almost always hostile and hurtful. And when the teasing becomes a bullying?

Teasing becomes bullying when :

- The content of teasing turns from affectionate to hostile
- There is a power imbalance (the person teasing has more power among peers compared to the person being teased.)
- The teasing occurs repeatedly
- Someone who is teasing means to upset or hurt while being teased”

From Mellisa A. Kay’s explanation, we can conclude that the author wants to convey that teasing can become a bullying if it hurts a person. But some people (the doer) didn’t realize that it is a bullying because they think that it is just a joke even though their tease is hurt the person (the victim). The author also wants to convey that bully is negative and has a bad impact for the victims, and bullying is different with teasing, in hopes the bully can decrease.

About parent’s contribution to children (students) who bullying their teachers, there are some parents that support their children but they did not use the bullying way. Parents usually come to the teacher directly and tell or talk about the problem (even though every parents have a different way to solve their children’s problem). About parent’s contribution to solve this problem, parents can give an explanation to their children or child that bullying is not good and it is not polite. That’s explanation can decrease the student bullying teachers. Perhaps the parents have to teach the young generation about manners and courtesy intensively because we need a respectful young generation that can behave proper as “Penerus Bangsa”. Therefore parents should educated their children about good manners and courtesy, so it can decrease the bullying.

Appendix 10

Focal Respondents' Assignment 3

HC

- Alpha

Review of “Secret Teacher: We Are Too Quick To Label Children Who Aren’t Perfect”

ADHD is an example of mental disorder. Attention deficit hyperactivity disorder (ADHD) is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness. (Source: <https://www.nhs.uk/conditions/Attention-deficit-hyperactivity-disorder/Pages/Introduction.aspx>) Another example of mental disorder is Dyslexia. Based on <https://www.nhs.uk/Conditions/Dyslexia/Pages/Introduction.aspx>, **Dyslexia is a common learning difficulty that can cause problems with reading, writing and spelling. The symptoms of these two mental disorders are common throughout the students. Since it is not a hard job to identify the symptoms of these disorders, many people, including those who has no experience in medical field, can label people with these disorders so easily. This quick labeling using ADHD and dyslexia is the reason why these disorders are mentioned in the text. In this text Secret Teacher wants to explain clearly how adults can react exaggerately everytime they see the symptoms of these disorders.**

Secret Teacher is an anonymous who writes for The Guardian. He is a professional teacher specialized in special education. He has been watching for parent’s traits towards the students’ uncommon behaviour. This “Secret Teacher” feels disappointed with this case, because there is no big solution that can be applied for this problem at the moment. Yet he has a message for adults. He wants everyone, especially adults, to understand that expecting a child to be perfect is ridiculous. Therefore, adults must accept everything their child has and realize that differences are great. To emphasize his feeling towards this topic, he puts a picture of some marbles with different colors. The picture shows that everyone is different, and differences are good.

The writer writes the joke “You don’t want to be in 4J, you’ll get dyslexia.” in the first line of the text. This joke is an inside joke that can only be understood by the staffs of the school where Secret Teacher teaches. Secret Teacher feels that this joke is a form of adults’ exaggerated reaction when they see students *struggling with reading*. The writer writes this joke to show the teachers’ behaviour when they see the symptoms of mental disorders in their students.

As stated above, the symptoms of ADHD and dyslexia are easy to find. Symptoms like being hyperactive, struggling to pay attention, and failing to speak clearly are common in society. People can easily find the symptoms of these disorders on Google and on TV. This easiness makes people, especially adults who have certain standards of child’s perfection, easy to label children with these ADHD and dyslexia label. This is definitely not justifiable for someone to label others without understanding what the label actually means. The only sides who have the right to decide whether someone is infected with these mental disorders or not are someone with a background in mental health, such as psychologist or psychiatrist. The behaviour to label a child without understanding what the label is about is definitely unfair for those who literally suffer these mental disorders. It is because the teacher, the person who has to deal with the students, has to divide their attention to the “real” sufferer of the disorder and to the labeled students.

The labels above are included in “On the spectrum”. The term “On the spectrum”, means “A phrase used to describe a person with social tics and/or awkwardness usually associated with autism or asperger’s syndrome” according to

<https://www.urbandictionary.com/define.php?term=On%20the%20spectrum>. This term is used by the writer to show the base of the teachers' label towards their students.

If labeling towards children continues, teachers will have tons of jobs to do. They have to treat everyone depending on their labels, and they have to be ready all the time to prepare the worst thing that could happen to their students. This might get worse as students may create their own kind of labels as the impact of their parent's behaviour to label someone without having deep knowledge about the label. What teachers have to do right now is they should give the understanding to their students that there is nothing wrong with being different, and those different may not be a reason why we label someone. Parents must also take part in this action as they are the most influential person to their children. As stated above, TV and Internet take part in adult's behaviour to label a child. It is not needed to fully stop parents from watching TV or browsing the Internet, but a wise usage of it is a must. The participation of psychologists or psychiatrists is also needed. They are the people who has detailed knowledges about ADHD and dyslexia. As such, they has to be the corrector of people's view on ADHD and dyslexia. If parents, teachers, and experts in mental health work together, labeling towards the differences between child can be reduced, and we will understand how beautiful differences can be.

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- Kiki

REVIEW

In the article, titled “Secret Teacher: we are too quick to label children who aren't perfect”, the writer shows how easy adults to label children, who struggle or have problem, as children who have disorder like ADHD, dyslexia and others. He starts the article with an example of teacher who labeled her students, who couldn't achieve her standard of grade, as dyslexia. In the next paragraph, he states clearly how disappointed he is towards such labeling case. His reasons are; first, the labelers are usually someone who has no competences, qualifications and skills in the field that deals with these kinds of disorder. They usually get the information about the disorders from internet and TV, and they treat alike all children who have the same indication as what they know without any further examination; second, for the people who genuinely have problems, it will be annoying because others may label themselves as those who have problems and teachers are forced to take care of them too. It's not fair because they use the label as a mask to omit other issues.

The writer also puts the definition of ADHD and dyslexia and their symptoms. By putting the symptoms like ; hyperactive, difficult to pay attention and struggle to read or spell, the writer told that those symptoms and are just some of indicators for one to have disorder. The other case that the writer gives in the article is about food problems. The writer gives examples about children who were indicated having food problems, such as eating banana makes her sick; he couldn't eat red food except ketchup. The writer, doubting the one who couldn't eat red food, assumes that there is no case that someone allergic to color. There are lots of other possibilities that may happen, and the writer finds it difficult to convince parents about other possibilities.

Now come to think of it, it is not like that the parents do not want to do that, but it is likely that they're not ready about the result. If their child is proved as a normal child, they might be embarrassed to know that their child does have problems in writing or spelling. The stereotype that says dumb child will not have bright future makes parents believe that having dumb child is a shame for the family. In an article, written by Fiona Macrae (2014), she writes that Professor Julian Elliot of Durham University had claimed, "Dyslexia is a meaningless label sought out by middle-class parents who fear their children being branded stupid or lazy, an academic has claimed." In the case of dyslexia label, many parents put this label to their children to avoid suspicion that their children are struggling to read or spell. Well, in fact, there are students who do struggle to read and spell but they're not dyslexia. And eventually, this habit, classifying thing too fast as disorder, has influenced the children. As stated in the article “Secret Teacher: we are too quick to label children who aren't perfect”, children tend to think that having an allergic is normal, means that everybody does, and is cool because they might get special treatment.

In Dyslexia case, according to Fiona Macrae (2014), what schools should do, instead of having long and expensive diagnostic tests, is they should try to recognize those who have problems in reading and spelling to treat them the same as those who have no problem. The writer says in “Secret Teacher: we are too quick to label children who aren't perfect” that schools who have some students with different behavior or with difficulties in studying mostly treat their students differently from the others. They play safe to accept the label as it is instead of challenging it and proving it wrong. Unintentionally, it has great impact on student's behavior and student's social life. Some students who are being labeled may think that they are different, whether having disorder or allergic, and they think being different is special. Therefore, they will feel and act more like what the labels put on them, whether the

label has been proved or has not. Oppositely, the others may lose their self-esteem because they think they are treated differently because they are not normal. They think they are not as normal as their friends and are not part of their friends, and if it grows, they may lose their social life.

Lastly, Jack Levin, Arnold Arluke & Michael Smith (1982) assumed that all labels are detrimental and harmful, there's no like which labels are more harmful than the others. Adults should stop labeling children. They shouldn't label children because every child has his own problem and condition. Parents should make their child understand that everyone in this world is different. Do not make the differences as issue that child feel he is not perfect and is not normal. When adults label, they actually emphasize that being different is a problem. Parents, teachers and schools that deal with children who have problem have to encourage them and find them solutions. Whether it is real issue or just guessed issue, to labels is not right.

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- Mey

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Labelling for Children

Vicky Plows, in her article “Labelling kids: the good, the bad and the ADHD” says that labeling can be medical (ADHD & ODD), can be administrative (social, emotional and behavioural difficulties), and can be informal (challenging or disruptive).

According to her in that article, labels are used to categorise children based on their academic ability in their education system that can be supported or remains controversial. Children who is being labeled usually come from minority groups since they have a behavioural disorder than their peers. (Plows, 2014)

Furthermore, labels are harming our children. Children who are labeled as different can be bullied. For those who get labeled may change and develop, but unfortunately, the labels itself tend to stick. Labels that stick on childrens will close their opportunities in other areas. It also makes their parents to have a low expectation for their future. (Plows, 2014)

In contrast, labels can help as well. Labels like ADHD make parents and children to not feel guilty. It also increases the tolerance of the teachers towards them. Labels can also unite those who are labelled with their friends who have similar experience so that they can support each other. Labels also make a job for medical of *conselling guidance*, so that labeled students can get helped quickly. This can be the way of teacher as well to choose learning method for those who are labeled or at risk of being labeled. (Plows, 2014)

Labels, which have positive impacts and negative impacts, should be noticed, especially for youngsters. We need to know more about children experience when they are labeled and what they think about that. The esiest way to know about children’s opinion of being labeled is by asking them. Listen to their voice. (Plows, 2014)

Plows states that, “Student have a right to be involved in decisions that impact their education.”

Their voice can be a solution of this behavior case for both of teachers and students themselves. Many things in their school can be changed for abetter learning. Teachers need labeled students to understand the condition of their learning process so that they can develop the wuality of learning and change the impression of labeled students. In fact, labeled students, or who are at risk of being labeled, can against labeling expansion. (Plows, 2014)

Labeling student is the issue addressed in “Labeling kids: the good, the bad and the ADHD” by Vicky Plows. The main claim of the author is labeling children has positive impact and negative impact. The author argues that labels can help teachers to respond their students who have behavior disorder. On the contrary, labels also can lead to bullying and marginalization.

Other people argues the same issue. It is Brenna Hicks who wrote an article on 2008. Brenna Hicks in “The Problem with Labeling Children” also claim that labeling is not always bad. But, labels itself has a bigger influence than we think before.

Hicks states that, “Harmless labels can play a lasting role in self-esteem, behavior, and long-term personality.”

Children will build their self development by labels given to them. Everytime a teacher says about themselves, they will see it as their personality.

Different from Vicky Plows in “Labelling kids: the good, the bad and the ADHD”, Brenna Hicks in “The Problem with Labelling Children” has her own argument. She delivers labels not only focus on the ADHD children, who have officially diagnosed, but also common children.

Labels to a common students that she talks here is labels such as the musician for those who have interest in music, the athlete for those who love sports, the braniac for those who are smart academically, and so on. These example are basically not negative labels even harmless. But it can influence the mind of the children about themselves.

In my own opinion, harmless labels like that actually can impact childrens future. It is true that labels will always stick on them. But actually it is up to them to change the labels or not. Those who are not officially diagnosed (ADHD, ODD, etc) still have a chance to erase the labels.

For an easy example, a child who is labeled as “The Lazy” because of his or her less performance in class can use that label as motivation to study better and get a higher score in class. If he or she does *that thing*, the label that sticks on them will disappear automatically.

Nevertheless, a child who is labeled as “The Smart” can be lazy. Why it is happened? If a child labeled as a smart kid in class, he or she will think that he or she does not need to study anymore because there is nothing to be proved about him or herself anymore. Everybody have seen her or his intelligence. This can be one of the bad impact of positive label.

In short, labels for those who are officially diagnosed can be one of the ways for teachers to find the right method of learning process indeed. Beside, a positive labels can be used wrongly if the labeled children have already thought the label is suitable with them. It is our job to eradicate harmful labels and keep harmless label in a good way.

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MC

- Isna

The Summary

In Adam Alter's article explains that labeling does not only have negative impacts. It also has positive impacts. Sometimes, labeling can be useful to categorize people in general ways. It makes us easier to identify or recognize people by their characteristics or physics. Although it is useful, it can be dangerous too. When we think people as how we label them, they may seem more than what we have been labeled them.

During this time, labeling is always synonymous with negative things. Many people think that labeling someone is a bad thing. For example, a child has been caught stealing someone else's property. From the incident, the people around him labeled the child as a thief. And if the labeling continues, the child will judge himself as a thief. Not only judging, but also acting as a thief.

According to Lemert (Sunarto, 2004) Labeling Theory is a deviation caused by the labeling of the society to someone who then tends to continue the aberration. This time I will straighten the negative view of labeling. We can not only label people but we can also label things like color. All the things that exist in this world can be labeled by us. It can make the complex of this world can be categorized into several types. Or we can find something new in the presence of labeling like labeling on color. Based on Lera Boroditsky's research, English people have only one name for blue color. It is called blue. But the Russian people divide the blue color into dark blue and light blue. In Indonesia, the pink color is also divided into many variants such as rose, fucsia, blush, flamingo, rouge, punch, etc.

Besides labeling things, labeling is also addressed to people. Most people in this world are labeling skin color, socioeconomic level, IQ level, appearance, and many more. Research from John Darley and Paget Gross proves that people will label someone if a target has a special background. That labeling will be the material for assessing a person's ability or IQ. Most people consider that people who occupy middle-class economy are people who have low IQ or vice versa. We must not label or judge a person whether they are beautiful, rich or stupid. Before we judge or label someone, we must know their true nature or we can know the true nature of a person from the background of his parents.

According to an article entitled "Why It's Dangerous To Label People," actually labeling also has many advantages. When we say that guy is smart, he will tend to be smarter than before because that person will regard himself as intelligent. And it will go on and on. Another example, someone is considered as a diligent person. He will also judge himself if he is indeed a diligent person. That is what can be the advantage of labeling. Research from Robert Resenthal and Lenore Jacobson who were doing an expectant system in the school to know the effects of labeling students. Some students were expected to be good by selecting them randomly as the bloomers. The next year, the bloomers and their peers did a test, and the result is surprising. The bloomers who were in the same ability of their peers did the test with a very good result better than their peers and better than a year ago. It means that labeling people can also has a very great impact to the labeled people if the label we give is a good thing so we can expect good thing happens afterwards. Labeling is also helpful when it is delivered appropriately.

According to an article entitled "Why It's Dangerous To Label People," I can conclude that labeling has two effects, positive and negative impacts. The above example is an example of a good impact of labeling. Now I will show a bad impact of labeling. For example, there are people who are labeled as poor. Instead they will judge themselves as poor.

- Yuri

Review of “Why It’s Dangerous to Label People”

Why labeling a person “black”, “rich”, or “smart” makes it so.

By : Adam Alter

The people categorize the other humans in the world based on their perceptions and it can be called as labeling. The writer conveys an example when people see many kinds of human’s skin color, the people will categorize those human’s skin colors and it can be a kind of the labeling if they believe that human’s skin color can affect their aspects of life. They keep believe it even though there’s not any relation between them because the skin color is just a biological effect which always gives different effect to every human in the world without having any relation in aspects of life such as economy, status, etc.

On the other side, there are many problems in our environment which were affected by the difference of every human. So, the writer believes that “categorical labeling” is one of the way which is made by humans to overcome their problems in differences. Someone who is different with the other can’t be seen and treated the same like the other people. So, the categorical labeling can make easier to choose the way to treat the other people. The topic of this categorical labeling is also discussed on another article which has title “ How the Learning Disabled Label effects students”. Based on the text, there is a positive effects of making a categorical labeling as “learning disabled” label to some students who have problem with some lessons. It can help the teachers and parents to give the right way in conveying the lesson to the students so the students can improve their abilities well. That’s why the people need to make a categorical labeling.

The writer of the text also conveys some results of some researches about labeling in many aspects that have been done. The first research is done by Benjamin Whorf. He conveyed a hypothesis which said that when people describe something using some words, actually they tell the description based on what they have thought about that thing and based on the labels that they already have made before they describe it. It is supported by the research of Lera Boroditsky. She has done a research about the English and Russian speakers who have the different way in describing the blue color. The English speakers just called blue color as “blue” but The Russian speakers said that there are two kinds of blue color. They should decide the blue color as “goluboy”(lighter blue color) or “siniy” (darker blue color). The other research which has conveyed by the writer is Jennifer Eberhardt’s research. She asked some white college students to draw a man’s face on the screen that they don’t know about his race or his skin color. A half of students said that they think that the man has the white skin color, and the other said that the man has the black skin color. The interesting thing is the students drew the man’s face based on the labels that they have made about his race. So, after decide the man’s race, they drew his face based on the features face of his race not

based on they see about the face. Not only about the color and race labels, the writer also conveys a research about the socioeconomic status which have done by John Darley and Paget Gross. They asked some college students to watch a video about a little girl called Hannah who was playing as a girl from the “middle class” family, then the students who has watched it said that Hannah can be “smart”. But the other students who has watched the other video about Hannah who was playing as a girl from “poor” family, the students who has watched it said that Hanna may be “slow(at lesson)”. We should be careful to label the child like Hannah because like what was told before that label can affect the people’s way to treat the other person. That point is suitable with the last research that has been conveyed by the writer. It is the research of Robert Rosenthal and Lenore Jacobson. They selected some students in an elementary school randomly but they told the teachers that they do a test to the students and the students who has been selected will be “academic bloomers” that will have the higher intellectuals in the future. After a year, they come again to that school and held a test. They got a result that the students who have been labelled as “academic bloomers” have the higher IQ (10-15 points) than the other students who doesn’t have that label. It’s because the teachers treat the students who have been labelled as “academic bloomers” differently. Their teachers encourage them in their “intellectual development” more than the students who doesn’t have that label.

From the text, we can conclude that the writer wants the readers to realize that labeling not only gives the negative effects but also give the positive effects. Labelling can help us to categorize and to decide our treatment to the other people. But also there’s an important thing to remember about labeling. Labeling can make our way in see people changed to be “more” when we labelled them. The writer gives the example that when we labelled people as “rich”, they will seem richer in our point of view.

- Ratu

One of the teachers who wrote in "Secret Teacher: we are too quick to label children who aren't perfect " says that labeling can happen because many people do not know very well about the problem. they are too quick to judge people even children suffering from ADHD and dyslexsia.

In this case, children who are learning to read and are in the growing stage are experiencing various problems in which they have difficulty understanding and practicing them. When they are having trouble learning, even teachers are too quick to diagnose the child as a "dyslexsia". In this very author's article is immensely frustrating for a number of reasons. Because the number of people who quickly label others without looking at the whole. the first problem because they know the word "dyselexsia" only from the internet and watching TV, even they do not learn it in detail and just conclude the disease. and secondly, those who have a personal problem with the person labeled. it could be a form of revenge or humiliation directly so that those who insult feel satisfied. ("We are too quick to label children who aren't perfect", 2015)

The teacher who wrote this article is a teacher who has a real passion for helping children with additional needs. and he is not knowledgeable in everything, she supports other medical or professionals to research about it but is very afraid if this problem is misused by others. ("We are too quick to label children who aren't perfect", 2015)

And problems with ADHD that parents often complain about, they think that their children or children are too active, unable to contribute or be slow in learning. they are too scared and always complain about what their children do("We are too quick to label children who aren't perfect", 2015)

And other problems are the food eaten and the way children eat differently. for example they do not like to eat bananas or eat something that can make them sick if they eat it. there are also those who should eat using soy sauce if there is no soy sauce he can not eat and other disorders that we do not think about. basically we'll think it's a joke or something but look at the many facts that reveal that they have some kind of disorder, like not eating red fruit. if he eats a red fruit then his body will digest *abnormally*. in this context we can see that the human body is also different and we should not rule out this. they need attention as well, as provided special needs in the school cafeteria ("We are too quick to label children who aren't perfect", 2015)

But they may just need special attention, like a child who does not meet his parents every day, because his parents are busy they do not have time to play even just a story. when they meet with other people they meluapkan it. it could happen. because it's not just about disability but please check first their background, they may live alone or because of economic problems that sometimes hinder them to learn something.

If parents and adults stop complaining about this problem then we do not have to bother to argue over the issue, we need to understand the background and avoid labeling for children who experience differences, no need to be afraid to accept it because everyone needs

a process to be good, all children need time to learn something, help them achieve what they need, do not look from one side that we only look at one eye because it can be a serious problem that disrupts our calm and make the child we labeled it even become reality. it will be a bad thing for all of us. ("We are too quick to label children who aren't perfect", 2015)

We need to know everything about the child, know about his circumstances and his behavior even the foods he does not like. we must find out why. If being a teacher or a parent who teaches a child who is disorders does not need to distinguish one another because everyone is different, teach with a sense of justice so they should not be afraid to feel different. and need to teach them the meaning of difference because they will treat others well too, not quickly menjudge and label others to the exclusion of the bad impact ("We are too quick to label children who aren't perfect", 2015)

We have no choice but to face the problem. learn more detail what's going on in our environment, do not blame others and growing children they need a lot of attention not a diagnosis. those we are labeling are not much different from our deprived condition, if we are dealing with even living with them we just need to realize the differences are important and adjust the conditions as a good person. ("We are too quick to label children who aren't perfect", 2015)

LC

Summary of Labelling Kids : The Good, The Bad, and The ADHD

In "Labelling Kids : The Good, The Bad, and The ADHD," Postdoctoral Research Fellow, Vicky Plows explains about the result of labelling students. The author does not only explain the bad impact, but also explains the good impact such as ADHD. In the real life, labelling is controversial. Labels are always tend to tick in *their life and behaviour*, as strong as they try to change themselves labels will still stick to it. Children who have labelled, will be difficult to develop their ability, its can happens cause they always remember if they have labelled from other people. And its really make children can not develop their ability as well. Although labelling has a good impact.

Now, the labels we use to categorise children can be medical such as Attention Deficit Hyperactivity Disorder and Oppositional Defiant Disorder. Attention Deficit Hyperactivity Disorder is the most commonly diagnosed mental disorder of children, its happens cause children can not control their impulse and make their hyperactive.

And then, research has repeatedly shown that kids from *minority groups* are more likely to be labelled as having a behavioural disorder than their peers. In the real life, labelling someone especially kids can make lose their's confident. Being labels as different can lead to bullying and marginalisation in the school. So the mentally labelled children become increasingly depressed. Its make labelling look concerned.

But, not all uses of labelled are give a bad or negative impact. But also can give a good or positive impact. For example on the ADHD, ADHD is a medical labels can open the door to extra resources, so children get the help they need. this means that teachers and parents will be able to work together to learn what children need. so it will make the children feel the attention of people around them such as parents and teachers. Its will make them more confident.

In another good impact, labelling Kids can facilitate a professional for research of the child. Ranging from the lacks, the strengths, and the habits of the labelled children. Its will make it easier for a professional to collect data. So they can also help educators identify the necessary professional development opportunities and implement appropriate teaching strategies.

But, not only look at the children's habits. A professional or teachers and parents needs for listen to Kids who have labelled. Because, if we are only look at the habits of Children, its make our research does not has valid data. Its can happen because if we only do research by looking at the object of research (children) without talking to children, it is equal to measuring the height of an object without using a measuring instrument. So, its most important to know what's children need. It takes patience to understand *what children need, especially if the children are have a different from normal people.*

And a professional can ask directly the children who have labelling experiences. Such as what they feel ? what the effects ? what are they needs ? what are they preferred ? I think, if a professional, teacher, parent, and other people around their(labelled children) are talking it with patiently, maybe the children who's labelled are easily to develop their ability.

We will can see that labelling Children can help people or children in the getting their achievement. And then, Its also labelling Children will be increasing their motivation to be succes in the future, and also increasing tolerance between children and other people around their (Children who's have labelled). And labelling also make children try hard to change what are people say to their, there are a good motivation to do it. They will show that they can and also do not like them say.

Children have a right to be involved in decisions that impact their education. Research with [girls](#) and [boys](#) identified as having behavioural difficulties has shown that they value having their views on schooling listened to.

It has also shown that "labelled" Children especially students can offer [important insights into their education](#) - including their experience of being labelled, what they see as the causes of their behaviour and what needs to change in schools to improve their learning.

Listening to Children who have been or who are at risk of being labelled can also support the kinds of relationships that encourage teachers to see beyond labels, empower students and help protect against some of the potential harms of labelling.

So, I think Labelling Kids is give a good impact if we choose a right ways to our. And to develop of Children's ability who have labelled. So, so we as human beings should do something useful for others who need special help such as Labelled Children.

Plows, vicky. " Labelling Kids: the good, the bad and the ADHD" October 5, 2014 3.06 pm
FDT

- Shiva

Labeling people is the issue addressed in "Why it's dangerous to labeling people", By Adam Alter. The author claim Skin color cannot stop people from giving categories like "black" and "white". which have no biological basis but still determine the social, political, economic welfare of their members. usually white people have higher social status than black people. but we should not label people for the color of their skin, because not necessarily the person labeled does not necessarily have the properties as said.

Category labeling is a tool that humans use to solve existing problems in the environment. as it was labeled because of the difference in "black" and "white" skin tones, but labeling does not all have a bad effect as there are also labeling other than humans, According to research Lera Boroditsky, a cognitive psychologist, and several colleagues. he did research with English and Russian to distinguish two colors the same but somewhat different. in English just call blue color, whereas in Russia there are two colors that is "blue light" and "dark blue". when shown the color of the Russian people more quickly show the difference of two colors, and the English mention the two colors are the same blue, so labeling is not only useful for labeling humans but also for something else.

Labeling our perceptions of color and labeling can change the way viewpoints are more complex, like humans. Jennifer Eberhardt, a social psychologist at Stanford, and her colleagues doing research in their lecture showed a picture of a person's face that was not clear the person was white or black, so they asked all students to draw according to their perception, half of the students draw white faces and some draw black faces. and they drew the face based on the stereotypes they used to see, but they did not see with themselves. so many people are labeling people the way they see them every day in their place.

We cannot judge people from the outside whether he is "rich", "smart", "black". When we label someone, we must know the true nature of a person, a positive label because the person is intelligent, good. Labeling people can also be bad for the person if people label bad people like nerds, losers, geek, strange. the labeled person will feel less confident, stressed, and hard to get along with others, we should not label too soon.

Race is not the only label that shapes perception, and a classic study by John Darley performs the same effect, Hannah, looks poor or rich. hanna is playing in the neighborhood. Students have read about hanna, some students see hanna in a bad position and some are seen in the middle class. and the students ask about the ability of hanna academy. Sometimes hanna answers difficult questions correctly and sometimes answers the wrong questions. Currently hanna in the middle class is positioned label hanna students in positions close to 5 and when hanna in bad position they believe hanna is in position 4.

according to research Robert Rosenthal and Lenore Jacobson told teachers at an elementary school that some of their students had scored in the top 20% of tests designed to identify "academic bloomers" - students expected to enter a period of intense intellectual development over the next year. but in fact they choose students at random and their results are not much different from students who have high scores. a year later Robert Rosenthal and Lenore Jacobson came back and did the same tests. Children with high scores remained the same last year, but randomly selected children showed improvement and they could outperform their peers. so according to this study those above average in the first year did not

show a significant increase in the second year but those who used to show an increase in the second year, so this labeling a person cannot be too fast and it takes the process.

Labels are not always a concern, sometimes this is also very helpful as some research by some people above, the label not only serves to label something bad label also works for something good as some researchers do. To be more important we should not label bad to people around us just because we do not like that person, maybe the person does something in his own way but it's important to know that the people we label as black, white, rich, poor, smart, and simpler, look blacker, whiter, richer, poorer, smarter, and simpler just because we have labeled them so depending on how we perceive the people around us.

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Winawer, J., Witthoft, N., Frank, M. C., Wu, L., Wade, A., & Boroditsky, L. (2007). The Russian blues: Effects of language on color discrimination. *Proceedings of the National Academy of Sciences*, 108, 7780-7785.

- Trish

“Labelling kids : the good, the bad and the ADHD”

Labeling especially in a bad meaning becomes a primary concern among school communities. We use the labels to categorize children's disabilities in many ways, such as in medical, administrative and even in informal terminology for instance is ADHD, ODD, “social and behavioral difficulties”, “disruptive or challenging”, “mad, bad or sad”. It has become a potential harmful than good to children. Although, the use of these labels can help us to identify children (usually, most of children that labeled are minorities in school) who require additional support in their academic ability, educational needs or their behavior, so we can decide what kind of supports or punishments they receive. There are relationships between labelling and stigmatization, the author defines that stigmatization as the co-occurrence of its components—labelling, stereotyping, separation, status loss, discrimination, and further indicate that for stigmatization to occur. In other words, the stigmatization has more powerful and also wider meaning than labelling.

Labelling can cause bullying and marginalization on school. Many children make serious efforts to take off the label which is put on them, but oftentimes it is hard for them to improve their behavior and leave behind the bad reputation. Such is the case, the stigmatization is more hard to leave behind because it is more powerful and adhered because of the stigmatization has influenced by many external factors. Children that labeled, can not recognize their capability and their strength. Such labels cause adults have lower expectation and influencing their expectation of children's behavior.

Beneath, these are some examples of advantages of labelling. Not all of the labels are bad, sometimes some label can helping and increasing the tolerance of the teacher, for example “sad and sickly labels” makes the teacher forgive and tolerance their behavior. Some labels such as “invalid” or “special needs person” may make the majorities in school communities more tolerant of the minorities with disabilities. In other words, the child that identified as having “special needs” like has idiotic, physical disabilities might be tolerated. Children with a similar experiences about labelling recommended to make a group where they can share each other about their experiences. It can encourages each other with sharing their experiences, they can more bravely to convey, to reveal their problem and face it, and also can solve the problem together. Some labels can foster some children to increase positive groups identity where are the others people provide support to them. Some medical labels such as ADHD (Attention Deficit Hyperactivity Disorder) and ODD (Oppositional Defiant Disorder), and administrative labels like social, emotional and behavior difficulties, can help the children get the supports they need, such as counselling and rehabilitation. So the teachers also feel be helped with some labels to determine strategies of teaching to help and counselling their children. From the text, we can conclude that labelling can have both a positive and the negative impacts on children, so the parents and teacher have to recognize well this minefield to know when labels are helpful or when labels are harmful. We must know more about consequences and experiences of labeled children. This can be done by asking the children directly, and listening their story about their experiences of the labeling process. So the educators, parents and also the children can distinguish the labels are helpful or are the labels are harmful. Children have a right to be involved in planning their education decision. Their experiences of being labeling can give important inside about in to their education to improve about what they need to change

the that cases and that cases was happened in school so it is make us know what the school will do to react to that cases.

In conclusion, the article was talk about how we can treat, how we must do, and how we will do when we are see the children who have the different need, and also remembering us to do not as easy as that to give the label to other actually it is to the teacher to don't as quick as to labeled their student as they are a ADHD or dislexic object. It is also order us to make the different point of view when we meet some problem so we can to treat that with the righth thing. This article was written by the experienced teacher as she or he was said in she or he article so this written by experience and source by the real cases, so the writer really know what have to do as a teacher to solve about the different need.

Appendix 11

PRE TEST TABULATION (ORIGINAL TAKERS N 39)

NO	Ss.No	NAME	T	CB	TP	TU	TA	SUM	TOTAL
1	41	HLJF	1	3	2	1	1	7	12
			2	2	1	1	1	5	
2	42	HSZ	1	3	3	2	1	9	17
			2	3	2	2	1	8	
3	43	HS	1	3	2	1	1	7	15
			2	3	2	2	1	8	
4	44	IZT	1	3	2	1	1	7	14
			2	3	2	1	1	7	
5	45	ISN	1	2	1	1	1	5	12
			2	3	2	1	1	7	
6	46	ICS	1	3	2	1	1	7	14
			2	3	2	1	1	7	
7	47	IK	1	3	2	1	1	7	15
			2	3	2	2	1	8	
8	48	IF	1	3	2	1	1	7	15
			2	3	2	2	1	8	
9	49	KMPK	1	3	3	2	1	9	18
			2	3	3	2	1	9	
10	50	LF	1	3	2	1	1	7	16
			2	3	2	2	2	9	
11	51	MF	1	3	2	1	1	7	14
			2	3	2	1	1	7	
12	52	MLP	1	3	2	1	1	7	12
			2	2	1	1	1	5	
13	53	MH	1	3	2	2	1	8	17
			2	3	2	2	2	9	
14	54	MAT	1	3	2	3	1	9	18
			2	3	3	2	1	9	
15	55	MIWS	1	3	2	1	1	7	14
			2	3	2	1	1	7	
16	56	MNK	1	3	2	1	1	7	15
			2	3	2	1	2	8	
17	57	MHI	1	3	3	2	1	9	16

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			2	3	2	1	1	7	
18	58	NPBS	1	2	1	1	1	5	10
			2	2	1	1	1	5	
19	59	NDA	1	3	2	1	1	7	14
			2	3	2	1	1	7	
20	60	NSP	1	3	2	1	1	7	14
			2	3	2	1	1	7	
21	61	OPP	1	3	2	1	1	7	12
			2	2	1	1	1	5	
22	62	OMA	1	3	3	1	1	8	15
			2	3	2	1	1	7	
23	63	OHS	1	3	2	2	1	8	15
			2	3	2	1	1	7	
24	65	RAH	1	3	3	2	1	9	15
			2	2	1	2	1	6	
25	66	RKN	1	3	3	1	2	9	17
			2	3	2	1	2	8	
			2	0	0	0	0	0	
26	68	RAR	1	2	2	1	1	6	12
			2	2	2	1	1	6	
27	69	RNX	1	3	2	2	1	8	14
			2	2	2	1	1	6	
28	70	RNF	1	3	3	2	2	10	22
			2	3	3	3	3	12	
29	71	RM	1	3	2	2	2	9	16
			2	3	2	1	1	7	
30	72	SA	1	3	2	1	1	7	16
			2	3	2	2	2	9	
31	73	SMNR	1	3	2	2	1	8	17
			2	3	2	2	2	9	
32	74	SM	1	3	2	2	2	9	16
			2	3	2	1	1	7	
33	75	TH	1	3	2	2	1	8	15
			2	3	2	1	1	7	
34	76	TYS	1	3	2	1	1	7	15
			2	3	2	1	2	8	

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35	77	VR	1	2	2	1	1	6	13
			2	3	2	1	1	7	
36	78	WAP	1	2	1	1	1	5	10
			2	2	1	1	1	5	
37	79	WR	1	3	3	1	1	8	16
			2	3	2	1	2	8	
38	80	YOP	1	3	2	1	1	7	13
			2	2	2	1	1	6	
39	81	YS	1	2	2	1	1	6	11
			2	2	1	1	1	5	
		AVERAGE		2.794872	2.012821	1.346154	1.179487		14.66667

Appendix 12

POST TEST TABULATION (ORIGINAL TAKERS N 35)

NO	Ss.No	NAME	T	CB	TP	TU	TA	SUM	TOTAL
1	41	HLJF	1	3	2	1	1	7	14
			2	3	2	1	1	7	
2	42	HSZ	1	2	1	1	1	5	12
			2	3	2	1	1	7	
3	44	IZT	1	3	3	2	3	11	22
			2	3	3	2	3	11	
4	45	ISN	1	2	2	1	1	6	11
			2	2	1	1	1	5	
5	46	ICS	1	3	2	1	1	7	14
			2	3	2	1	1	7	
6	47	IK	1	3	3	2	3	11	18
			2	3	2	1	1	7	
7	48	IF	1	3	2	2	3	10	20
			2	3	2	2	3	10	
8	49	KMPK	1	3	3	3	3	12	24
			2	3	3	3	3	12	
9	50	LF	1	3	2	1	1	7	14
			2	3	2	1	1	7	
10	51	MF	1	3	2	2	1	8	16
			2	3	2	2	1	8	
11	52	MLP	1	2	1	1	1	5	11
			2	2	1	2	1	6	
12	53	MH	1	3	2	2	2	9	20
			2	3	2	3	3	11	
13	54	MAT	1	3	3	2	2	10	20
			2	3	3	2	2	10	
14	55	MIWS	1	3	1	1	1	6	15
			2	3	3	2	1	9	
15	56	MNK	1	3	2	2	2	9	16
			2	3	2	1	1	7	
16	57	MH	1	3	2	3	3	11	22
			2	3	3	2	3	11	
17	58	NPBS	1	2	1	1	1	5	12

			2	3	2	1	1	7	
18	59	NDA	1	2	1	1	1	5	10
			2	2	1	1	1	5	
19	60	NSP	1	3	2	1	1	7	14
			2	3	2	1	1	7	
20	62	OMA	1	3	3	2	2	10	19
			2	3	2	2	2	9	
21	65	RAH	1	3	3	3	3	12	20
			2	3	2	1	2	8	
22	66	RKN	1	3	3	3	2	11	18
			2	3	2	1	1	7	
23	67	RPN	1	3	2	2	1	8	17
			2	3	3	2	1	9	
24	68	RAR	1	2	1	1	2	6	11
			2	1	1	1	2	5	
25	69	RNX	1	3	2	2	2	9	17
			2	3	2	2	1	8	
26	70	RNF	1	3	3	3	3	12	23
			2	3	3	2	3	11	
27	71	RM	1	3	3	2	2	10	19
			2	3	2	2	2	9	
28	72	SP	1	2	2	2	1	7	15
			2	2	2	2	2	8	
29	73	SMNR	1	3	2	2	3	10	16
			2	2	1	1	2	6	
30	74	SM	1	3	2	1	2	8	15
			2	3	2	1	1	7	
31	76	TYS	1	3	2	2	2	9	20
			2	3	2	3	3	11	
32	77	VR	1	3	2	2	2	9	18
			2	3	2	2	2	9	
33	78	WAP	1	2	1	1	1	5	13
			2	3	2	1	2	8	
34	80	YOP	1	3	2	1	1	7	14
			2	3	2	1	1	7	
35	81	YS	1	3	2	1	1	7	13

		2	2	1	2	1	6	
	AVERAGE		2.771429	2.042857	1.657143	1.714286		16.37143

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Appendix 13.

Sample of Students Worksheet

K 221 7042 / K 221 7051 / K 221 7055 / K 221 7063 / K 221 7067

K 221 7042 Hasna Safina Z.
 K 221 7058 Natisha P.B.S.
 K 221 7059 Novitasari D.A.
 K 221 7073 Silvia Rahmawati
 K 221 7076 Tifani Xurri S.

D6 D7

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SQ3R SHEET

Group/ No _____

Date _____

Title:

Time Magazine in Hot Water over Tweet about Amal Clooney's Baby Bump

<p style="text-align: center;">Survey</p> <p>Pre-read, Scan the material, look for titles, subtitles, diagrams, bold, and italic type</p> <p>Write your surveying points</p> <p>Write your prediction and the cues</p>	<p>Surveying point :</p> <p>- Title :</p> <p>- Picture of Amal Clooney</p> <p>- Screenshots</p> <p>- Comments</p> <p>Prediction</p> <p>- It's likely to talk about Time Magazine that posted about Amal Clooney's pregnancy, cue to the word "Time Magazine in in Hot Water over Tweet about Amal Clooney's Baby Bump."</p>
<p style="text-align: center;">Questions</p> <p>As you survey ask yourself questions. The SW 1H will do</p> <p>List your top five questions</p>	<p>1. What is the news which is reported by Time Magazine?</p> <p>2. Who is Amal Clooney?</p> <p>3. Where does the news take place?</p> <p>4. In the picture, why did the woman (Amal Clooney) look like giving speech?</p> <p>5. How is the response of the people who read the news?</p>

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"I Too" Worksheet

Date : 4 October 2017
 Group / No : K2217048, K2217081, K2217067, K2217061, K2217053

First, read the text with your group then think of what does these words/ phrases probably symbolize or mean?

Words/ Phrases	Meaning / Symbol of
Darker brother	Negroid person
Send to eat in the kitchen	when he was a child, he was isolated by white people. None of white people want to approach him.
(Who is) company	white people
Tomorrow	His future
At the table	Place that makes him have a same level with white people. It means he would get a fame and success more and more.
(who/ why is) ashamed	white people
...., too, (mind the placement of too in between comas)	He wants to be admitted as an American too.

Next, write a summary of the poem by considering these points

- ✓ What topic is addressed and what is the writer attitude toward the topic?
- ✓ Whose voice is put forward and whose voice is silenced?
- ✓ Who is benefitted by this poem?
- ✓ How does the writer deliver his thought to end racism and fight for equality?

The writer is againsts racism and marginalization. In the poem, it's happened to African American that was not treated well. Then the writer envisions future in which they will no longer be discriminated. I think the writer encourages African American that have power to stop discrimination and being in the same level with white people.

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Appendix 14
Photographs



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