J-WHO

Effects of Bullying on Children

10-11-12 May 2024

ATAYURT MODEL UN CLUB

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1- LETTER FROM SECRETARY-GENERALS

Atamun'24 Welcoming Letter

Most distinguished participants,

It is our privilege to serve you as Secretaries-General of this year's ATAMUN and we are thrilled to announce our upcoming conference, ATAMUN'24.

Since the first committees were made and the first conference was shaped, our conference strives to amplify the voices of the global youth on our beloved planet, we aim to unite the fragmented cultural aspects of humanity. Our essential objective is to embrace the diverse ideas put forth by the youth without imposing judgment based on individual perspectives.

After many years of participation in Model United Nations and accumulating valuable experience, we now find ourselves organizing a conference. Our journey within the MUN community has provided insights into the dedicated efforts of the MUN team working tirelessly every year, in order to make the conference better than the previous years and to continue this tradition, we are pleased to declare our commitment to uphold and enhance this year's oncoming conference.

We are working continuously to make our upcoming conference an admirable attendance for everyone taking place. Our magnificent academic team has chosen topics for 2 joint Crisis committees, 3 junior committees, and 7 various committees, which we believe will make certain delegates enhance themselves and also kindle a heightened interest in global affairs. We aim to encourage participants to contribute their problem-solving skills and explore solutions from unconventional perspectives. Additionally, our exceptional organizing team is planning enjoyable events, ensuring a harmonious blend of fun and the creation of unforgettable memories.

Finally, to wrap things up, as Secretaries-General of this splendid conference, we extend a warm welcome to participants of ATAMUN'24.

Yours sincerely,

Salih Gülbenim

Zeynep Mina Yolaçan.

2- INTRODUCTION TO THE RULES AND PROCEDURES OF THE COMMITTEE

1. ROLL CALL

Every session starts with a roll call. The Chair Board says the countries in the houses name in alphabetical order, and delegates should say present or present and voting. If a delegate says present and voting, they can't abstain from the voting procedure.

2. OPENING SPEECH

At the beginning of the committee, in the first session, every delegate should come to the floor and deliver an opening speech. This speech should include their countries' policy about the agenda item.

3. GENERAL SPEAKERS LIST (GSL)

In the general speaker's list, delegates can speak about anything related to the topic. Every speaker will have 90 seconds. If there are 10 seconds left while a delegate delivers a speech, the chair board will knock on the table one time; if there are 5 seconds left, the chair board will knock two times; and if the time has elapsed, the chair board will knock three times and tell you to be seated.

If a delegate's speech finishes before the time runes out, there are three options for the delegate to say:

1. We would like to yield our time back to the Chair Board.
2. We would like to open ourselves to any kind of questions.
3. We would like to yield our time to the delegation of… (a country name).

4. POINTS
There are four points;
1. Point of Information: If a delegate misses something while the debate or wants to ask a question, they have to raise their placards and say "point of information." This point only can be used while the floor is open.
2. Point of Personal Privilege: This point can be used for personal things like wanting the window to open or close. This point is the only point that can cut a speech.
3. Point of Order: This point can be used by delegates if the Chair Board makes a mistake like missing a country's name during roll call etc.
4. Point of Parliamentary Inquiry: If a delegate thinks that the chair board made a mistake about the procedure, this point can be used.
! Delegates should stand up while giving points.

5. MOTIONS

There are five motions that delegates can give while the floor is open.
1. Motion to Have A Moderated Caucus: This is used to open a moderated caucus. (Delegates should mention the topic of the motion and total-individual speaker time.)
2. Motion to Have An Unmoderated Caucus: This is used to open a unmoderated caucus. (Delegates also should mention the topic and total-individual speaker time.)
3. Motion to Extend The Current Motion: This motion is used to extend a given caucus. (Delegates should mention the time. Delegates cannot give the time that they have been given before.)

4. Motion to Terminate The Current Motion: This motion is used to terminate a given caucus. (The delegate who gave the motion to have an moderated/unmoderated caucus have to give a speech before this motion is given.)

5. Motion to Suspend The Meeting: Used to end the official session. (This motion can be used when the time of the session has lapsed.)

6. Motion to Adjourn The Meeting: Used to end the conference as a whole. (This motion can be used when all the work is done.)

6. MODERATED CAUCUS

In moderated caucuses, delegates can talk about the sub-topics of the official agenda. Also, there should be solutions to talk about. Electronic devices are not allowed during the moderated caucus.

7. UNMODERATED CAUCUS

In an unmoderated caucus, delegates can leave their seats and talk with other delegates. Delegates can use their electronic devices and write their draft resolution paper or working papers. h- WORKING PAPER This paper should include the solutions and operative clauses of the draft resolution paper. The things that have been told in motions or GSLs can only be written. This paper will be written in unmoderated caucuses, and it does not have to be in formal resolution paper format. After the working paper is finished, the secretariat and the chair board will check the paper, and if it passes, the delegates can start writing their draft resolution papers.

8. DRAFT RESOLUTION PAPER/RESOLUTION PAPER

In the draft resolution paper, delegates should write the problems and their solutions. In this paper, delegates should answer the W.H. questions. Delegates will start with the preambulatory clauses, which will basically display your issue like a report of the agenda. In the operatives, delegates will be talking about the solutions. Always keep in mind that if it has not been discussed, you cannot write it as a solution. Delegates' draft resolution will become a resolution when it is approved by the Chair Board and secretariat, and delegates will vote on it.

9. VOTING PROCEDURE

After the approval of the draft resolution, the committee will move on with the closure of the debate and voting procedure. Chair Board could either do placard voting or roll call voting. In the placard voting, delegates will raise their placards as; in favor, against, or abstain. Always keep in mind that if the delegates are present and voting, they cannot abstain. If the chair board moves on with the roll call, delegates will have six choices which are; yes, no, yes with rights, no with rights, abstain and pass. If a delegate chooses yes/no with rights, after the voting, they will have 30 seconds in order to make a speech. If they say pass, they will be asked again after everyone is finished.

3- INTRODUCTION TO THE COMMITTE: WORLD HEALTH ORGANIZATION

The World Health Organization (WHO) is a specialized agency of the United Nations responsible for international public health. It is headquartered in Geneva, Switzerland, and has six regional offices and 150 field offices worldwide.

The WHO's official aim is to promote health and safety while helping the vulnerable worldwide. It provides technical assistance to countries, sets international health standards, collects data on global health issues, and serves as a forum for scientific or policy discussions related to health. Its official publication, the World Health Report, provides assessments of worldwide health topics.

4- INTRODUCTION TO THE TOPIC: EFFECTS OF BULLYING ON CHILDREN

Bullying is the use of force, oppression, hurtful teasing or threat, to abuse, aggressively dominate or intimidate. The behavior is often repeated and habitual. One essential precondition is the perception (by the bully or by others) of an imbalance of physical or social power. This imbalance differentiates bullying from conflict. Bullying is a subcategory of aggressive behavior characterized by hateful intent, imbalance of power and repetition over a period of time .

Bullying in school and the workplace is also referred to as "peer abuse". Peer abuse typically refers to harmful or negative behaviors that one person, often within the same age group or social setting, directs toward another person. This kind of abuse occurs among peers, such as classmates or friends. Peer abuse is not a formal clinical term but is often used to describe various forms of mistreatment or harmful behaviors in social settings.

Mona O'Moore of the Anti-Bullying Centre at Trinity College in Dublin, has written, "There is a growing body of research which indicates that individuals, whether child or adult, who are persistently subjected to abusive behavior are at risk of stress related illness which can sometimes lead to suicide." Those who have been the targets of bullying can develop long-term emotional and behavioral problems. Bullying can cause loneliness, depression, anxiety, lead to low self-esteem and increased sensitivity to illness. Bullying has also been shown to cause maladjustment in young children, and targets of bullying who were also bullies themselves exhibit even greater social difficulties. A mental health report also found that bullying was linked to eating disorders, anxiety, body dysmorphia and other negative psychological effects. Both victims and perpetrators have been shown to exhibit higher levels of loneliness.

School bullying, like bullying outside the school context, refers to one or more perpetrators who have greater physical strength or more social power than their victim and who repeatedly act aggressively toward their victim. Bullying can be verbal or physical. Bullying, with it's ongoing character, is distinct from one-off types of peer conflict. Different types of school bullying include ongoing physical, emotional, and/or verbal aggression. Cyberbullying and sexual bullying are also types of school bullying. There are warning signs that suggest that a child is being bullied, a child is acting as a bully, or a child has witnessed bullying at school.

5- A DEEP DIVE TO THE TOPIC

a. Kids Who are Bullied

Kids who are bullied can experience negative physical, social, emotional, academic, and mental health issues.

Kids who are bullied are more likely to experience.

- Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
- Health complaints
- Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.

A very small number of bullied children might retaliate through extremely violent measures. In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.

b. Kids Who Bully Others

Otherwise kids who bully others can also engage in violent and other risky behaviors into adulthood.

Kids who bully are more likely to:
- Abuse alcohol and other drugs in adolescence and as adults
- Get into fights, vandalize property, and drop out of school
- Have criminal convictions and traffic citations as adults
- Be abusive toward their romantic partners, spouses, or children as adults

c. Phychological Effects

Students who are bullied by other students at school are more likely to develop depression. The most common signs of depression include sleep problems, appetite changes, emotional disturbances, and even thoughts of suicide. Children who experience depression may lose enjoyment in activities that once brought them happiness.

Bullying can make students more likely to develop anxiety. Anxiety may develop because students fear bullying at every turn. Anxiety makes it harder for people to form relationships with friends, peers, and teachers.

Children and teens feel if they are bullied is a loss of confidence. For example, kids often feel like they are not as good at a particular sport as the person bullying them. They may feel like they do not even deserve to try out for a certain activity. This loss of self-confidence can affect other areas of life.

Kids who are bullied are often harsh on themselves. They may have heard negative statements from the bully so often that they start to believe the statements are true. They may start to feel bad about something that cannot possibly change, such as their hair color, skin color, or height. They may also feel shame or embarrassment about events or behaviors that a bully further shames them about.

Kids who are bullied often feel so bad about themselves that they try to isolate themselves from their peers, family members, and friends. They may spend a lot of time closed off in their rooms when they are not at school. They may not want to go to school at all.It is worth noting that bullying can impact not only the victim but also the perpetrator.

Children who bully others are at a greater risk of getting into physical fights, verbal altercations, and are less likely to take responsibility for their actions. Research also shows that children who bully others are at risk of developing antisocial behaviors. These include significant academic problems, substance use disorders, and aggressive behaviors.

d. Physical Effetcs

The physical health consequences of bullying can be immediate, such as physical injury, or they can involve long-term effects, such as headaches, sleep disturbances, or somatization. However, the long-term physical consequences of bullying can be difficult to identify and link with past bullying behavior versus being the result of other causes such as anxiety or other adverse childhood events that can also have physical effects into adulthood.

Most of the extant evidence on the physical consequences—somatic symptoms in particular—of bullying pertains to the individual who is bullied. The emotional effects of being bullied can be expressed through somatic disturbances, which, similar to somatization, are physical symptoms that originate from stress or an emotional condition. Common stress or anxiety-related symptoms include sleep disorders, gastrointestinal concerns, headaches, palpitations, and chronic pain. The relationship between peer victimization and sleep disturbances has been well documented.

Bogart and colleagues (2014) found that children who were bullied experienced negative physical health compared to non-involved peers. Among seventh grade students with the worst-decile physical health, 6.4 percent were not bullied, 14.8 percent had been bullied in the past only, 23.9 percent had been bullied in the present only, and nearly a third (30.2%) had been bullied in both the past and present. These effects were not as strong when students were in tenth grade. Limitations to this study were that physical health was measured by participants' perceptions of their health-related quality of life, rather than by objectively defined physical symptoms. It is critical to understand that this study, or other studies assessing correlations between behavior and events, cannot state that the events caused the behavior. Future research might build on this large multisite longitudinal study and obtain more in-depth evidence on individuals' physical health as a consequence of bullying.

e. Cyberbullying

Cyberbullying refers to any bullying that takes place in the digital world. Students as young as elementary school ages understand how to use cell phones, tablets, and computers.

Although the internet can benefit a child's academic growth and development, it also makes them more vulnerable to cyberbullying.

Cyberbullying is a significant concern. It can have a major impact on a young person's mental health. Adolescents who are the victims of cyberbullying are more likely to experience depression, anxiety, and academic difficulties.

According to one study published by JAMA, young people exposed to cyberbullying are at a 50% increased risk of suicidal thoughts than their peers. Another recent study showed that children and young

adults who experience cyberbullying are more than twice as likely to harm themselves and display suicidal behavior.

One study published by the Joint Research Center found that more than half of all children surveyed had experienced cyberbullying in some way. A survey published by Google indicated that teachers believe cyberbullying is their top safety concern in the classroom.

Mocking someone online, posting embarrassing photos, and harassing someone on social media can be forms of cyberbullying. Setting up fake social media accounts to spy on someone and/or to make fun of them is another form of this type of bullying.

Unfortunately, because children can talk to each other whenever they want online, it can be nearly impossible for a child to escape their bully.

There are a number of common types of cyberbullying.

- **Comments and Rumours:** One of the most common forms of cyberbullying is spreading mean comments and rumors across social media sites. Popular social media platforms include Facebook, Instagram, TikTok, Twitter, and Snapchat.

2018 research from the Pew Research Center shows that 32% of teens have experienced spreading of false rumors online.

- **Embarrassing Pictures:** Another type of cyberbullying is spreading embarrassing pictures of someone.
- **Impersonation:** A bully may try to steal someone's password to social media accounts. Then, they may post negative things on that person's account, posing as the individual. They may also create a fake account using someone's photos and content and harass others or pretend to be the person.
- **Digital Threats:** A bully may use the internet to share digital threats about someone. For example, they may post a video targeting someone with malicious intent.

6- PREVENTION OF BULLYİNG

Governments can play a crucial role in preventing bullying among children by implementing comprehensive strategies that address the issue at various levels. Here are some key approaches that governments can consider:

a- Enact and Strengthen Anti-Bullying Legislation:
Develop and enforce clear anti-bullying laws and policies that explicitly define bullying, outline consequences for perpetrators, and mandate reporting procedures.

b- Promote School-Based Prevention Programs:
Implement evidence-based anti-bullying programs in schools that focus on creating a positive school climate, fostering empathy, and teaching conflict resolution skills.

c- Teacher Training and Awareness:
Provide training for teachers and school staff on recognizing, preventing, and responding to bullying incidents. Raise awareness about the detrimental effects of bullying on children's well-being.

d- Incorporate Anti-Bullying Education into School Curriculum:
Integrate age-appropriate anti-bullying education into the school curriculum, emphasizing values such as empathy, respect, and inclusion.

e- Supportive School Environments:
Foster a positive and inclusive school culture that promotes tolerance, acceptance, and diversity. Encourage student involvement in creating safe and supportive environments.

f- Anonymous Reporting Mechanisms:
Establish anonymous reporting systems to encourage students, parents, and staff to report bullying incidents without fear of retaliation.

g- Implement Cyberbullying Prevention Measures:
Develop and enforce policies specifically addressing cyberbullying, including online harassment and social media-related incidents. Educate students about responsible online behavior.

h- Provide Counseling and Support Services.
Ensure access to counseling and mental health support services for both victims and perpetrators of bullying. Create a system that addresses the root causes of bullying behavior.

i- Involve Parents and Guardians:
Engage parents and guardians in anti-bullying initiatives through workshops, information sessions, and collaborative efforts to reinforce the importance of a collective approach. Parents and guardians have a role to play in preventing bullying. They can:
- Help children understand bullying
- Keep the lines of communication open
- Model how to treat others

j- Community Partnerships:
Collaborate with community organizations, non-profits, and local agencies to create a network of support for anti-bullying initiatives. This can include after-school programs, mentoring, and community awareness campaigns.

k- Data Collection and Research:
Invest in research and data collection to better understand the prevalence and nature of bullying in different communities. Use this information to tailor prevention programs.

l- Legal Consequences for Serious Offenses:
Ensure that there are legal consequences for serious bullying offenses, and work to address cases through appropriate legal channels. This may involve collaboration with law enforcement.

m- International Collaboration:
Participate in international efforts to combat bullying by sharing best practices, collaborating on research, and supporting global initiatives.

7- PAST ATTEMPTS TO SOLVE THE ISSUE

Numerous countries and organizations around the world have implemented initiatives to address the issue of bullying among children. Here are some examples:

a- Countries:

- **United States:**
  The U.S. has implemented various state-specific anti-bullying laws, such as New Jersey's Anti-Bullying Bill of Rights, which mandates comprehensive measures to prevent and address bullying in schools.

- **United Kingdom:**
  The UK government has introduced anti-bullying initiatives, including the "Anti-Bullying Alliance," a coalition of organizations working together to stop bullying and create safer environments for children.

- **Canada:**
  Canada has developed province-specific anti-bullying strategies, such as the "Alberta Bullying Prevention Strategy," which focuses on prevention, intervention, and support for those affected by bullying.

- **Australia:**
  Australia has national and state-level initiatives, including the "National Safe Schools Framework," which aims to create safer and more inclusive school environments, addressing issues like bullying and discrimination.

- **Norway:**
  Norway has implemented a comprehensive anti-bullying program called the "Olweus Bullying Prevention Program," focusing on school-wide efforts, involving students, teachers, and parents.

- **Japan:**
  Japan has undertaken initiatives to address school bullying, including efforts to improve reporting mechanisms, increase awareness, and promote a positive school culture.

b- International Organizations:

- **The Anti-Bullying Alliance (ABA):**
  ABA is a coalition of organizations in the UK that work together to combat bullying. They provide resources, training, and support to schools and communities.

- **Diana Award:**
  The Diana Award, established in memory of Princess Diana, operates internationally and recognizes young people who contribute to creating positive social change, including efforts to combat bullying.

8- INTERNATIONAL ORGANIZATIONS AND THEIR ROLES

International organizations play a significant role in addressing the issue of bullying among children. Because of the:

a- Global perspective; acknowledging that solutions must consider cultural, social and economic diffrences.

b- Resource sharing; learning from each others experiences and implement effect strategies across countries.

c- Standardiaztion of approaches; creating consistency in strageies guidelines ans frameworks.

d- Awareness; raising awareness ans advocating anti-bullying measures on a global scale.

e- Cross-border issues; underlining the cruciality of the coordinated efforts which are needed because the rise of cyberbullying and online harassment.

f- Support for vulnerable populations; advocating and supporting some certain populations.

In summary, international organizations bring a collective and collaborative approach to addressing bullying among children. Their role extends beyond individual countries, fostering a global commitment to creating safe and inclusive environments for all children.

9- RESOLUTIONS SHOULD COVER

What is the prevalence of bullying among children globally and in specific regions?

What are the underlying causes and risk factors contributing to bullying behaviors among children? Can socail, cultural and economic factors be associated with them?

What preventive measures can be implemented in schools, communities and online spaces to reduce bullying?

How can counseling and support services be enhanced for both victims and perpetrators?

How can legal frameworks be strengthened?

How can schools create a safe inclusive enviroment to prevent and address bullying?

What measures can be taken to promote responsible online behavior?

What mechanisms can be established to incidents of bullying get monitored and reported and toencourage reporting while ensuring the safety those who come forward?

How can international collaboration and information sharing contribute to addressing and preventing bullying globally?

10-   FURTHER READINGS

https://en.wikipedia.org/wiki/World_Health_Organization

https://en.wikipedia.org/wiki/Bullying

Effects of Bullying | StopBullying.gov

Consequences of Bullying Behavior - Preventing Bullying Through Science, Policy, and Practice - NCBI Bookshelf

The effects of bullying | Bullying Free NZ

Effects of Bullying | STOMP Out Bullying

The Mental Health Impact of Bullying on Kids and Teens | McLean Hospital

The Effects of Bullying - BulliesOut

Effects | The National Child Traumatic Stress Network

The Long Term Effects Of Bullying

The impact of bullying on mental health | McGovern Medical School

The little-known health effects of bullying | NIH MedlinePlus Magazine

6 helpful tips on how to stop bullying | National Geographic Kids

How to Prevent Bullying | StopBullying.gov

How parents, teachers, and kids can take action to prevent bullying