

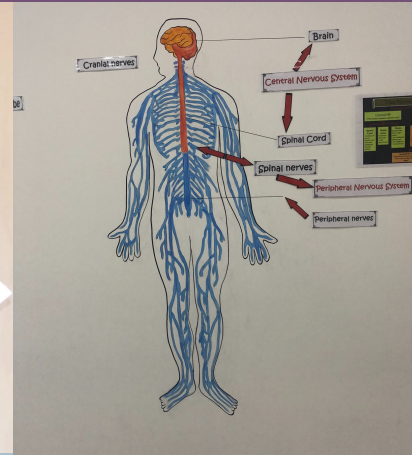
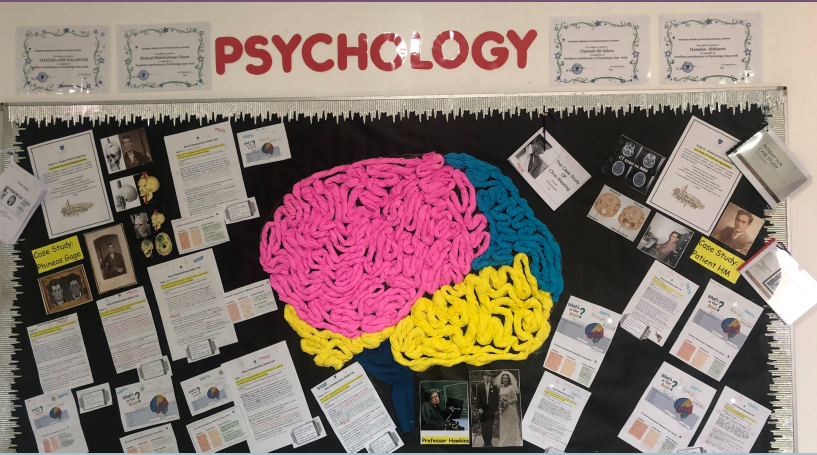


Volume 3: December 2021

PSYCHOLOGY NEWSLETTER



Sharjah American
International School



What's new in this issue:

What did we study this month? p2

What is new? p3

Student rewards p4



Gr 11: Psychology

Welcome to the third edition of our Psychology newsletter. Miss Layla has now kindly trusted us to not only write articles for our Psychology newsletter but allowed us to edit it and take ownership of our Psychology articles. This term we were looking at Child Development and this aptly fitted in with Anti Bullying Week. We also are very excited to share that as we study Psychology, we had the privilege of supporting our younger students in Grade 5 & 6 as a mentor/buddy for them.

Editor Dhabia: Head Girl for House: Hazza
Al Mansouri

**ONE
KIND
WORD**

The theme for
Anti-Bullying
Week 2021 is

15TH – 19TH
NOVEMBER
2021

#ANTIBULLYINGWEEK

Psychology is the study of mind and behavior. It encompasses the biological influences, social pressures, and environmental factors that affect how people think, act, and feel.

So what did we study this month?

The best thing about being in Grade 11, we have an opinion in our learning and with a democratic vote we get to opt for topic in psychology we all wish to study. With this month's school wellbeing theme about Bullying, we wanted to take the time out to study why do people bully, and what can be done in our school to make students feel safe?

Why do people bully? - Bullying is a distinctive pattern of repeatedly and deliberately harming and humiliating others, specifically those who are smaller, weaker, younger or in any way more vulnerable than the bully. The deliberate targeting of those of lesser power is what distinguishes bullying from garden-variety aggression.

Bullying can involve verbal attacks (name-calling and making fun of others) as well as physical ones, threats of harm, other forms of intimidation, and deliberate exclusion from activities. Studies indicate that bullying peaks around ages 11 to 13 and decreases as children grow older. Overt physical aggression such as kicking, hitting, and shoving is most common among younger children; relational aggression—damaging or manipulating the relationships of others, such as spreading rumors, and social exclusion—is more common as children mature.

Most bullying occurs in and around school and on playgrounds, although the internet lends itself to particularly distressing forms of bullying. Students participated in their very first debate on Nature vs Nurture.

We asked our students why do people bully? We summarized some of the most popular answers below:

People bully because it can be an effective way of getting what they want, at least in the short term, and because they lack the social skills to do so without harming others. Bullying also is a way of establishing social dominance, although over time, as children's behavioral repertoires generally broaden, it becomes an increasingly dysfunctional way.

From a Psychological perspective: Are bullies born or made?

According to Bowlby's theory of attachment - bullies are made, not born, and it happens at an early age; during the critical age - if the normal aggression of 2-year-olds is not handled with consistency, children fail to acquire internal restraints against such behavior. Bullying remains a very durable behavioral style, largely because bullies get what they want—at least at first.

What are the psychological features of bullies?

Research finds that bullies have a distinct psychological makeup. They lack prosocial behavior, are untroubled by anxiety, and do not understand others' feelings. They exhibit a distinctive cognitive feature, a kind of paranoia: They misread the intentions of others, often imputing hostility in neutral situations. Others may not like them, but they typically see themselves quite positively. Those who chronically bully tend to have strained relationships with parents and peers

So, who do bullies target?

Bullies couldn't exist without victims, and they don't pick on just anyone. Research shows that those singled out for bullying lack assertiveness even in nonthreatening situations and radiate fear long before they ever encounter a bully. These are children who don't stand up for themselves



How do bullies decide who to pick on?

Up to about age 7, bullies pick on almost anyone. After that, they single out kids to prey on, engaging in a "shopping process" to determine which other children would make suitably submissive victims. Bullies like victims who become visibly upset when they are picked on and who do not have friends or allies.

Why is bullying so harmful?

Bullying carries the implicit message that aggression and violence are acceptable solutions to problems when they are not. Cooperation and the peaceful resolution of differences support an increasingly interconnected world. Bullying not only harms its victims but it harms the perpetrators themselves. Most bullies have a downwardly spiraling course through life, as their aggressive behavior interferes with learning, holding a job, and establishing and maintaining intimate relationships.

How to handle a bully?

The best defense against bullying is being socially skilled—teaching all children social skills and allowing them to develop confidence in their own abilities. As social engineers for young children, parents are especially important in bully-proofing their children: They can regularly inquire about social challenges their children face and role-play possible solutions. The second-best defense against bullying is to walk away and not fight back.



What's new?

It was decided that as our Grade 11 students are studying Child Development and Behaviorist Perspective on Student Behavior Management, it would be ideal to have us as mentors for our younger students. We had training from our Inclusion Lead Miss Alissar and then underwent a vigorous interviewing panel of how we would support our younger students and had to prepare for case scenarios. We are proud to announce that our psychology students were nominated to lead as a role model/ambassadors for SAIS.



Introducing below our 4 house systems – Head of House and House Captains:

Head of House:
Ms Hannan





House Name: Huda Al Matroushi
Emblem: Ambition
Values: Excellence, Creativity, Intelligence, Accountable.



Head of House:
Mr Ayman






House Name: Stephen Hawking
Emblem: Competence
Values: Courage, Collaborative, Creative, Determination.



House Huda Al Matroushi



Ahmed Alhasmi
House Captain

House Huda Al Matroushi

Shaikha Alharithi
House Captain

House Stephen Hawking



Jaber Al Hammadi
House Captain

House Stephen Hawking

Shahad Abdulrahman Alhosa
House Captain

Head of House:
Ms Amira





House Name: Noura Al-Matroushi
Emblem: Leadership
Values: Empathy, Teamwork, Inclusive, Honesty.



Head of House:
Mr Samed





House Name: Hazza Al Mansouri
Emblem: Explorer
Values: Integrity, Ambition, Courage, Compassion.



House Noura Al Matroushi




Mohamed Al Hammadi
House Captain

House Noura Al Matroushi

Mahra Saeed Alrowahi
House Captain

House Hazza Al Mansouri



Ahmed Alzaabi
House Captain

House Hazza Al Mansouri

Dhabia Bader Aljineibi
House Captain

Wishing each house all the best and may the best house win the end of term trophy!!!

Role of Head of House & their House Captains (boy & girl)

- Role Models to your students and staff
- Encourage team work and collaboration from KG – Grade 11
- Encourage community spirit – parents, external bodies organizations.
- Regular meetings with your team – staff
- Prepare new ideas & competitions i.e. sports day, fun fair,
- Compulsory House Assemblies end of each term – inspire and motivate your teams to achieve more and be more.



Student Awards

Highest Mark for End of Term



Grade 11A - Mahra

Grade 11B - Salem