As bullying has adverse impacts on children at schools social skills can mannerism can be used for eliminating such behaviors.

Bullying in American schools creates a hostile environment, affecting the learning capacities of students. It has become one of the crucial issues for children and teens at school. The main argument states that bullying is bad for kids and needed to be stopped. The most appropriate method to stop bullying is to teach mannerism and social skills to children. The children in America encounter the problem of bullying that affects their academic performance. The school's staff has a responsibility to identify the problem and devise a solution that could provide a safe learning environment for the children. Bullying creates a hostile environment that causes negative impacts on children. Eliminating bullying behaviors is crucial that can be attained through teaching manners and social skills to students.

The topic addresses the question of how bullying affects children at schools and what strategies can be used for stopping it? Due to the consistent rise in bullying rates, it is crucial to identify ways to stop bullying among pupils. The question is complex because irrespective of several efforts the issue of bullying still prevails in American schools.

Eliminating bullying removes hostility and terror. Facts reveal that “an [estimated](http://www.bullyingstatistics.org/content/school-bullying-statistics.html%22%20%5Ct%20%22_blank) 80% of high school students encountered online bullying and an astonishing 35% of teens have been reportedly threatened online” (Federman). This reflects the seriousness of the issue. The best approach to address the issue of bullying is to provide education on manners and develop social skills. The schools must be able to shape the thinking and personalities of the children making them better humans. Manners are necessary to teach them how to behave in schools and societies. Education on mannerism develops a sense of displaying good qualities through conducting appropriate behavior with others (LeBlanc). Manners guide children to present themselves as gentle and good students at schools. Under the influence of manners, the children avoid adopting behaviors that would help them deficient in manners. Kids without manners and social skills will have more chances of becoming bullies. Social skills are equally necessary for the children as they teach them how to interact with other students. They improve the communications between children that declines the chances of bullying. Social skills build a good social attitude among kids that prevents them from engaging in activities like bullying and disputes. Social skills tell them to be polite and humble with other students and treat them well. It emphasizes on removing the communication gap between children that is a useful tool to handle bullying.

Bullying continually increased in schools depicting a lack of effective strategy. A large percentage of students in America face verbal and physical bullying. Among bullied students majority receives no help and developed negative behaviors. Verbal bullying indicates the use of derogatory terms or obscenities. Evidence suggests, “active-aggressive victims responded to teasing with anger, were argumentative and persistently attempted to enter peer groups where they were unwelcome” (LeBlanc). Consider the example of the students belonging to minority groups face more bullying such as blacks, Mexicans, Hispanics and members of LGBT groups. Sexual harassment also comes in bullying that created feelings of fear and rage. Sexual harassment is a crucial issue faced by boys and girls in American schools. Bullying causes mental frustrations to influence academic performance. The clinical studies indicate the association of bullying with the mental condition of the children. Children that undergo the experience of bullying develop depressive issues that cause other problems.

Bullying affects the behaviors of the victims leading to disturbing emotions and unstable moods. Kids that encounters bullying exhibits aggressive behaviors and face exhibits unstable moods when they interact with others. The children that encounter bullying often spends more time alone leading to isolation. They avoid sitting with other students or engaging in outdoor activities. The research also reveals the children displays discomfort when they are at home at schools. Adopting appropriate behaviors eliminates bullying from schools. The strategies suggest that "teachers should consistently speak to children respectfully, listen to children, respond to their views and take time to understand their perspectives” (Nassem). Through social skills, children develop appropriate behaviors as they learn to portray themselves as educated and good students at schools. Social skills promote polite behaviors and allow them to develop a friendly approach. Practising polite behaviors makes the learning environment safe and happier for the children.

 Social skills build empathy, assertiveness, and problem-solving, useful in overcoming bullying attitudes. The trait of empathy focuses on acting friendly and caring for fellow students. Empathy helps students to realize that bullying is hurting for others and can cause adverse effects. The concept of empathy allows students to realize how harmful it can be thus motivating them to avoid bullying. “Cognitive empathy refers to the ability to understand the emotions of another person, while affective empathy refers to the ability to experience how another feels” (Garandeau, Vartio and Poskiparta). The principle of assertiveness helps children to know that they can stand in a fair manner against bullying or hurting. They develop the ability to deal with a bully and avoid developing aggressive behaviors. Assertiveness is a useful tool to avoid bullying behaviors by encouraging children to stand when they encounter it. Problem-solving develops the ability to deal with the situation of bullying through non-aggressive behaviors. The children learn to assess the problem and use their skills to avoid it. Promoting interaction eliminates bullying. The educators when promotes the environment of interaction they manage to convince children to avoid adopting bullying behaviors. When children learn to interact and communicate with others, they can understand them well and avoid hurting others. Interaction helps children to learn about others feelings and develop respect for them. Interaction is a useful tool used to promote the friendly relationship between children thus removing the chances of bullying. Puppetry, videotapes, and role-playing are valuable tools to prevent bullying among children.

Adopting social skills and manners is an effective approach to eliminating bullying. Bullying deteriorates the personalities of the children but is rising consistently. The implications of bullying are long-lasting that can damage the learning ability of children. Bullying has a direct role in affecting the mental condition of the children that depicts the need to control it. Building “basic behavioral and cognitive social skills, reinforce prosocial attitudes and behavior, and build adaptive coping strategies for social problems of bullying” (Kõiv). Through mannerism and social skills, educators can build constructive behaviors among children that encourage them to avoid bullying. Empathy, assertiveness, and problem-solving skills lead to the creation of a productive learning environment that improves the learning environment. Bullying is destructive and must be eliminated for the child's betterment. The consistent rise in bullying depicts the need for addressing the issue and adopting an adequate strategy to remove it from schools.

The consistent rise in the bullying cases reported at American schools indicates the need for adopting intervention strategies for addressing the matter. Effective intervention for eliminating bullying attitudes is by developing social skills and mannerism to children. The educators when promotes the environment of interaction they manage to convince children to avoid adopting bullying behaviors.

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