October is National Bullying Prevention Month

River Region ROCK (Respect Others, Create Kindness), schools and communities across the country are observing October as National Bullying Prevention Month. The goal is to encourage communities to work together to stop bullying by increasing awareness of its impact on children of all ages. This toolkit, which ROCK is providing to all schools and communities, provides general information on bullying, suggested prevention strategies and activities, and online or community resources. It is designed for teachers, parents, churches, community groups or anyone who works with children and is concerned about preventing bullying.

What is Bullying?

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Children who are bullied and those who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Children who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Types of Bullying

- **Verbal bullying** is saying or writing mean things. Verbal bullying includes:
  1. Teasing
  2. Name-calling
  3. Inappropriate comments
  4. Taunting
  5. Threatening to cause harm

- **Social bullying**, sometimes referred to as relational bullying, involves hurting someone’s reputation or relationships. Social bullying includes:
  1. Leaving someone out of an activity on purpose
  2. Telling other children not to be friends with someone
  3. Spreading rumors about someone
  4. Embarrassing someone in public

- **Physical bullying** involves hurting a person’s body or possessions. Physical bullying includes:
  1. Hitting, kicking, pinching, spitting, tripping or pushing
  2. Taking or breaking someone’s things
  3. Making mean or rude hand gestures
Where and When Bullying Happens

Bullying can occur anywhere, both during or after school hours. While most reported bullying happens in the school building, a significant percentage goes unreported and often happens outside of school or on social media.

The Roles Children Play

There are many roles that children can play in bullying. Children can bully others, they can be bullied, or they may witness bullying.

- **Children who bully:** These children engage in bullying behavior towards their peers. There are many risk factors that may contribute to the child's involvement in the behavior. Often, these young people require interventions to change their behavior and address any other challenges that may be influencing their behavior.

- **Kids who are bullied:** Some factors put children at more risk of being bullied, such as being socially isolated, socioeconomic status, race, sexual orientation or disability, but not all children with these characteristics will be bullied.

- **Kids who assist or reinforce:** These children may not start the bullying or lead the bullying behavior, but serve as an "assistant" to children who are bullying. These children may encourage the bullying behavior and occasionally join in. These children are not directly involved in the bullying behavior but they often laugh or provide support for the children who are engaging in bullying. This may encourage the bullying to continue.

- **Outsiders (Bystanders):** These children remain separate from the bullying situation. They neither reinforce the bullying behavior nor defend the child being bullied. Some may watch what is going on but do not provide feedback about the situation. Even so, providing an audience may encourage the bullying behavior. **These kids often want to help, but do not know how.**

- **Kids who defend (Upstanders):** These children actively comfort the child being bullied and may come to the child's defense when bullying occurs. When they see bullying, they report it or find someone who can help.

Most children play more than one role in bullying over time. In some cases, they may be directly involved in bullying as the one bullying others or being bullied. In other cases they may witness bullying and play an assisting or defending role. Every situation is different. Some children are both bullied and bully others. **It is important to note the multiple roles kids play, because those who are both bullied and bully others may be at more risk for negative outcomes, such as aggression, depression or suicidal ideation.**

Stop Bullying on the Spot

**What to Do If You are Being Bullied:**

- Tell your parents or other trusted adults. They can help stop the bullying.

- If you are bullied at school, tell your teacher, school counselor, or principal. **Telling is not tattling.**

- Do not fight back. Do not try to bully those who bully you.

- Try not to show anger or fear. Children who bully like to see that they can upset you. Calmly tell the student to stop, or say nothing and then walk away.

- Try to avoid situations in which bullying is likely to happen. Avoid areas of the school where there are not many students or teachers around. Make sure you are not alone in the bathroom or locker room. **Sit near the front of the bus. Do not bring expensive things or lots of money to school. Sit with a group of friends at lunch. Take a different route through hallways or walk with friends or a teacher to your class, or home after school.**
What to do if you Witness Bullying

Here are some ways you can make a difference when you see bullying:

**Don't join in or watch bullying.** Bullies love an audience. Walk away, and see if you can get others to leave, too. Of course, don't just abandon someone who is in real danger. **Go get help.**

**Stop any rumors.** If someone tells you gossip, don’t pass it on to others. You wouldn’t want someone spreading rumors about you!

**Stand up for the person.** If it feels safe, defend the person being bullied. Bullies often care a lot about being popular and powerful. If you make the bullying seem uncool, the bully may stop.

**Tell an adult.** If you feel uncomfortable telling an adult, ask the adult to keep your comments private.

**Encourage the bullied person to talk to an adult.** Offer to go with them.

**Offer support.** Ask if the person is okay. Be friendly the next day. You can make a big difference just by showing you care.

What Can Adults Do

When adults respond quickly and consistently to bullying behavior they send the message that it is not acceptable. Research shows this can stop bullying behavior over time. There are simple steps adults can take to stop bullying on the spot and keep kids safe.

**Do:**
- Intervene immediately. It is OK to get another adult to help.
- Separate the kids involved.
- Make sure everyone is safe.
- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the kids involved, including bystanders.
- Model respectful behavior when you intervene.

**Avoid these common mistakes:**
- Don’t ignore it. Don’t think kids can work it out without an adult’s help.
- Don’t immediately try to sort out the facts.
- Don’t force other kids to say publicly what they saw.
- Don’t question the children involved in front of other kids.
- Don’t talk to the kids involved together, only separately.
- Don’t make the kids involved apologize or patch up relations on the spot.

**Get police help or medical attention** immediately if:
- A weapon is involved.
- There are threats of serious physical injury.
- There are threats of hate-motivated violence, such as racism or homophobia.
- There is serious bodily harm.
- There is sexual abuse.
- Anyone is accused of an illegal act, such as robbery or extortion—using force to get money, property, or services.
What Schools Can Do To Create a Safe and Supportive Environment against Bullying

- Establish a culture of inclusion and respect that welcomes all students. Reward students when they show thoughtfulness and respect for peers, adults, and the school. Positive Behavioral Interventions Support Programs in schools can also help.

- Establish firm polices that discourage bullying and provide corrective strategies to help for children who bully and support services for those who are bullied.

- Keep a detailed record of bullying incidents. Include who is involved, what type of bullying occurred, where the incident occurred, whether it has happened before, and strategies used to address the problem. This record will reveal any patterns and help school staff see which interventions work best.

- Check in regularly with the child who is bullied, who bullies, and program staff to make sure the bullying does not continue. Create opportunities for talking about bullying issues with children in your program.

- Make sure students interact safely. Monitor bullying “hot spots” in and around the building. Students may be at higher risk of bullying in settings where there is little or no adult monitoring or supervision, such as bathrooms, playgrounds, and the cafeteria.

- Enlist the help of all school staff. All staff can keep an eye out for bullying. They also help set the tone at school. Teachers, bus drivers, cafeteria staff, office staff, librarians, school nurses, and others see and influence students every day. Messages reach kids best when they come from many different adults who talk about and show respect and inclusion. Train school staff to prevent bullying.

- Set a tone of respect in the classroom. This means managing student behavior in the classroom well. Well-managed classrooms are the least likely to have bullying.

Source: Stop Bullying.Gov (stopbullying.gov)
Pacer’s National Bullying Prevention Center (www.pacer.org/bullying)
High Mark Foundation’s Center for Safe Schools
Eyes On Bullying.org

*If you are a victim of bullying or you witness bullying at school, tell your teacher, school principal or school counselor and/or parents. Help is available. You may also report bullying that occurs in schools confidentially by logging on to www.mps.k12.al.us and downloading the Bullying Harassment Form under the “For Parents” or “For Students” button on the homepage. You can also contact the MPS Student Social Work Office at (334) 223-6850 for counseling or behavior intervention services. Depending on the nature of the bullying, you may also contact local law enforcement.*

River Region Rock Taskforce members are also available to conduct presentations in schools, churches and the community on bullying. For more information, please contact Laura Hicks at (3334) 546-0808.
WHAT IS RIVER REGION ROCK?

River Region ROCK— Respect Others, Create Kindness — is a coalition of educators, parents, community groups, churches, law enforcement and youth whose goals are to raise awareness about bullying in all its forms; educate the community and empower young people on ways they can help prevent bullying; promote programs that advocate respect for others; and foster partnerships with community groups to advance the ROCK message.

ROCK began as a branding campaign for the Family Sunshine Center and Montgomery Public Schools that was created by LWT Communications, now Stamp Idea Group, during its annual Create-A-Thon. Brightly colored ROCK posters that included a kid-friendly, anti-bullying message and instructions on how to report bullying incidents appeared in 33 MPS elementary schools. Then, ROCK stickers, T-Shirts, arm bracelets and pencils were incorporated as behavior incentives to complement the bullying prevention curriculum offered by the Family Sunshine Center and MPS. As more elementary students became empowered to report bullying in schools using the ROCK materials, steering committee members began to recognize that the respect message was desperately needed community, too. Most children who are bullied online (cyber bullying) or at school or in the community never report the incidents. Many suffer in silence because they do not know what to do.

ROCK, with its partners, works to empower youth to stand up to bullying and promote programs that provide research-based interventions for children who bully.

Respect Others, Create Kindness is a simple message that can resonate with anyone. By instilling this message in young people early, reinforcing the message by caring adults, and using educational programs in schools and in the community, too, we can prevent bullying across the River Region.
Bullying Journal Prompts

Select from the prompts below and answer in your journal.

1. Provide 2 examples from a movie or a TV show that would be considered bullying.
2. Give an example of a time when somebody wasn’t loyal to you and state how it made you feel.
3. How would you feel if a friend promised to wait for you and you discovered that your friend didn’t wait and went off with somebody else.
4. What does it mean to be loyal?
5. Why does everyone refer to dogs as being loyal?
6. Describe how you would feel if you found out that your friend was spreading rumors about you? What would you do?
7. Describe a time when you were teased, how did you feel? What did you do?
8. Describe a time when you or your friend were called a name, tell how it made you feel.
9. Describe what it means to ‘do the right thing’.
10. You just witnessed somebody picking on a younger person. What would you do?
11. List three qualities of a good friend and state why.
12. What does the term Mean Girls mean to you?
13. Why do people struggle with forgiveness?
14. Describe how you could calm down an angry friend.
15. What does holding a grudge mean?
16. Describe a time when you were treated unfairly and describe how you felt.
17. Have you ever been blamed for something you didn’t do? Describe it.
18. Discuss how you would respond to the following statement: You are so stupid, you probably failed everything on your report card.
19. Have you ever called anyone a show off or have you heard somebody else being called a show off? What does it mean? What does it say about a person?
20. What would you do if you lost a game and were called a loser?
What Is Bullying?

Bullying is a form of emotional or physical abuse that has three defining characteristics:

1. **Deliberate**—a bully’s intention is to hurt someone
2. **Repeated**—a bully often targets the same victim again and again
3. **Power Imbalanced**—a bully chooses victims he or she perceives as vulnerable

Bullying occurs in many different forms, with varying levels of severity. It may involve:

- **Physical Bullying**—poking, pushing, hitting, kicking, beating up
- **Verbal Bullying**—yelling, taunting, name-calling, insulting, threatening to harm
- **Relational Bullying**—excluding, spreading rumors, getting others to hurt someone
- **Cyberbullying**—Sending hurtful messages or images by Internet or cell phone

Understanding what bullying looks like will help you stop it *before* it escalates.
Do your beliefs promote or prevent bullying?

Can you remember times when you were repeatedly teased, humiliated, or shut out of a group? When you were forced to do something you didn’t want to do by someone you considered more powerful than you? When YOU intentionally hurt someone who was vulnerable, or witnessed this happening to someone else? If you are like most people, you remember... and these memories can last a lifetime.

Story Swap

Talking about bullying can help. Children may be reluctant to share their experiences because they believe their situation is unique, embarrassing, or shameful. They may think adults can’t understand or help. But hearing a story about an adult’s bullying experiences may move a child to reveal his or her own experiences.

1. Remember your own childhood story of initiating, experiencing, or witnessing bullying.

2. Share your story with the children in your care and explain how it made you feel then and now.

3. Ask children to share their own bullying story. (When in a group, have children substitute fictional names for real ones.) Acknowledge that children might feel embarrassed or afraid to recount their experience in front of others.

4. Discuss how the stories made them feel—to tell and to hear.

5. Tell children that bullying should not happen. Brainstorm suggestions for things children can do to stop or prevent bullying, using the stories they told as examples. You may want to write down their responses. Later, after they have worked through the toolkit, return to this exercise to see how their responses may have changed.

6. Invite children to write a story about a bullying experience. Encourage young children to draw pictures. These may be the preferred options for children who are uncomfortable sharing their experiences aloud.

This activity will...

Let children know that bullying affects everyone and that they are not alone

Help children understand that bullying is not acceptable

Establish the groundwork for future conversations about bullying
Finding Bullying Where It’s Hidden

A culture of silence often surrounds bullying. Many children who are bullied never tell anyone.

Most bullying is not reported because children...

• Don’t recognize it as bullying
• Are embarrassed
• Don’t want to appear weak
• Believe they deserve it
• Want to belong
• Fear retaliation
• Don’t know how to talk about it
• Don’t have a trusted adult to confide in
• Think adults won’t understand
• Think nothing can be done about it

But just because you don’t see it, and children don’t talk about it, doesn’t mean bullying isn’t happening. Even when children fail to report bullying, they often show warning signs.

What are some warning signs of bullying?

• Unexplained damage or loss of clothing and other personal items
• Evidence of physical abuse, such as bruises and scratches
• Loss of friends; changes in friends
• Reluctance to participate in activities with peers
• Loss of interest in favorite activities
• Unusually sad, moody, anxious, lonely, or depressed
• Problems with eating, sleeping, bed-wetting
• Headaches, stomachaches, or other physical complaints
• Decline in school achievement
• Thoughts of suicide

PAY CAREFUL ATTENTION TO THESE RED FLAGS. WATCH AND LISTEN CAREFULLY, ESPECIALLY IF THE WARNING SIGNS ESCALATE. Some children may withdraw, while others may get angry and seek revenge. Don’t assume the problem will go away on its own: Invite children to talk about what is bothering them. If you find out a child is being bullied, show support, help develop a response strategy, and follow up to make sure the bullying does not continue.

(For more information on how to respond, see Look Strategically, pp. 25-32.)
Cyberbullying

Cyberbullies can be especially difficult to see. Cyberbullying involves sending or posting hurtful, embarrassing, or threatening text or images using the Internet, cell phones, or other digital communication devices. Using these technologies, cyberbullies can reach a wide group of people very quickly. Their goal: to damage their victim’s reputation and friendships.

Cyberbullying can involve:
• Spreading rumors or posting false or private information
• Getting other people to post or send hurtful messages
• Excluding someone from an online group

Young people cyberbully for many reasons. Some do it to deal with their anger, seek revenge, or make themselves appear better than their peers. Others do it for entertainment or for the pleasure of tormenting others. Still others do it simply because they can. By remaining anonymous, and avoiding face-to-face contact, cyberbullies may not realize the consequences of their actions. As a result, they are more likely to say and do things they might hesitate to say or do in person. And young people are often hesitant to report cyberbullying because they are afraid that doing so will lead to restrictions on their own Internet or cell phone use or they believe nothing can be done to stop it.

Some things adults can do to help prevent cyberbullying:
• Keep computers in visible places so that you can monitor use.
• Talk with children about safe and responsible use of the Internet and cell phones, and about the dangers of cyberbullying.
• Discuss what to do when cyberbullying occurs, such as ignoring the posting or calmly, but firmly, telling the cyberbully to remove the harmful material.
• Remind children not to share any personal information online.
• Encourage children to tell you if they are being cyberbullied or know others who are. Assure them that you will help them deal with the problem.

GINA’S STORY
Gina was horrified when she discovered that some of her “friends” had created a website rating the popularity and attractiveness of the girls in her afterschool program. Gina was listed as “the biggest loser in school.” Other girls had continued the humiliation by posting the names of boys whom Gina liked. When the afterschool teacher found Gina crying, she immediately contacted Gina’s parents. Together, they worked with the school to shut down the website and find out who was responsible.

On average, 20-40% of youths report they have been victims of cyberbullying.2
Many behaviors that seem harmless, such as teasing or excluding, can escalate into bullying.

Look out for these behaviors so you can prevent bullying before it happens. Help children look for these behaviors, too.

**Be a Detective**

1. Make an enlarged copy of *What Is Bullying?* (next page). Review the examples on the circle and ask children to add their own. Encourage children to include both actions and words that are delivered face to face (directly) and behind people’s backs (indirectly). Add their answers to the circle in the appropriate areas. Use the photos in the chart to help young children understand the examples.

2. Explain that not all these behaviors will lead to bullying (but that doesn’t mean they’re acceptable, either).

3. Explain that a behavior is considered bullying when done on purpose (deliberately), more than once (repeatedly), and by someone who uses power unfairly (power imbalanced). Ask children what it means to be powerful. Is being powerful good? Can it also be used to hurt others? Explain that by recognizing bullying-related behaviors early, they can help to stop them before they turn into bullying.


5. Discuss strategies adults and children can use to make it easier for kids to report bullying. Suggestions might include helping kids and adults take the problem seriously, and ensuring confidentiality.

This activity will help children...

- Understand the defining features and various forms of bullying
- Identify a variety of behaviors that can escalate into bullying
- Understand reasons why kids may not talk about bullying
- Identify strategies that facilitate reporting bullying

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What Is Bullying?

Bullying:
- Deliberate (on purpose)
- Repeated (more than once)
- Power Imbalanced (unequal power)

Verbal (Words)
- Yelling, taunting, insulting

Physical (Actions)
- Pushing, hitting, kicking

Cyberbullying (Social Media)
- Sending hurtful messages or images by Internet or cell phone

Relational (Friendships)
- Excluding, spreading rumors, turning friends against you

Look Out…

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Look Around…

Who Is Involved?

Bullies, Victims, and Bystanders

Bullying involves multiple players. Bullies, victims, and bystanders all play important roles in contributing to bullying—and each can help make bullying stop. Since bullying is primarily learned, it can also be “unlearned”—or conditions can be changed so that it is not learned in the first place.

**Bullies…** select and systematically train their victims to comply to their demands. They seek active encouragement, passive acceptance, or silence from bystanders. But, bullies can be stopped when victims and bystanders learn and apply new ways to stand up against bullying. Bullies can also learn how to make friends and get what they want by helping, rather than hurting, others.

**Victims…** reward the bully by yielding control and showing signs of intimidation. They often fail to gain support from bystanders and avoid reporting the bullying. But, victims can learn to defeat the bully by responding assertively, rallying support from bystanders, or reporting the bullying to adults.

**Bystanders…** play an important and pivotal role in promoting or preventing bullying. Often without realizing it, they may exacerbate a situation by providing an audience, maintaining silence, actively encouraging, or joining in. But, bystanders can neutralize or stop the bullying by aiding the victim, drawing support from other bystanders, or obtaining help from adults.
The Bully

BULLYING IS ABOUT THE ABUSE OF POWER. CHILDREN WHO BULLY ABUSE THEIR POWER TO HURT OTHERS, DELIBERATELY AND REPEATEDLY. They are often hot-tempered, inflexible, overly confident, and don’t like to follow rules. They often lack empathy and may even enjoy inflicting pain on others. They often desire to dominate and control others, perceive hostile intent where none exists, overreact aggressively to ambiguous situations, and hold beliefs that support violence.

In the preschool years, children who bully often rely on verbal and physical bullying to control material objects or territory. Some children begin to use relational bullying to exclude others from their social groups.

In the elementary school years, children who bully often use physical force and verbal bullying to force victims do things against their will. They also engage in relational bullying to turn their friends against selected classmates. At this age, some children also begin to use the Internet or cell phones to engage in cyberbullying.

In the middle and high school years, children who bully often use cyberbullying to embarrass, humiliate, or attack their peers. Although both boys and girls use verbal bullying, boys tend to rely on physical bullying to enhance their physical dominance and girls tend to use relational bullying to enhance their social status.

Sometimes children bully in groups. Children may join in because they look up to the bully and want to impress him or her, or because they are afraid and do not want to be attacked themselves.
Examining the Effects on The Bully

BESIDES HURTING OTHERS, BULLIES DAMAGE THEMSELVES. Each time children bully someone, they become even more removed emotionally from the suffering of their victims. They learn to justify their actions by believing their victims deserve to be bullied. They also learn that the way to get what they want from others is through force. Children who bully often fail to develop the social skills of sharing, reciprocating, empathizing, and negotiating that form the basis for lasting friendships.

As they mature into adulthood, children who have bullied often show higher rates of:

- Aggression
- Antisocial behavior
- Carrying weapons to school
- Dropping out of high school
- Convictions for crime
- Difficulty controlling their emotions
- Traffic violations
- Convictions for drunk driving
- Depression
- Suicide

They also are more likely to permit their own children to bully others, thus raising a new generation of bullies.

Children who bully need not experience these devastating long-term effects if their patterns of behavior are changed before they become habitual and entrenched. Bullying prevention strategies are most effective when applied early to children who are young or have just begun to bully—the earlier the better. Although it’s never too late to change a bully’s patterns of behavior, these habitual patterns are usually much more difficult to change in later years.

Beginning in the preschool years, adults can teach children important bullying prevention skills and guide children as they practice using these skills. Social skills that form an important foundation for bullying prevention include:

- Showing empathy toward others
- Interacting assertively
- Solving social problems

Bullying control works best when bullying is nipped in the bud—the earlier, the better.
Do your beliefs promote or prevent bullying?

We’re not always aware of the ways our beliefs may color our views and influence the choices we make to intervene in—or accept—the bullying around us.

New Eyes on Bullying

1. Post the Bullying Beliefs Questionnaire (next page) where children can easily see it. Read statement 1.

2. Ask children if they agree or disagree with the statement. Young children can respond by answering Yes, No, or Sometimes.

3. Have children discuss their reasons for agreeing or disagreeing.

4. Complete this process for statements 2 through 7. Explain to them how the various ways people think and feel about bullying can make a difference in how they behave. Discuss how each belief contributes to either promoting or preventing bullying.

5. Encourage children to add their own bullying prevention statements to the list. Post a revised list of beliefs that everyone agrees may help to prevent bullying.

This activity will help children...

Compare and contrast beliefs that promote or prevent bullying

Identify the benefits of replacing beliefs that promote bullying with beliefs that prepare children to prevent bullying

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Bullying Beliefs Questionnaire

DO YOU AGREE?

1. It’s fun to boss other kids around.  Yes  No  Sometimes

2. It’s O.K. to take advantage of kids who are not as powerful as you.  Yes  No  Sometimes

3. Some kids deserve to be teased or called names.  Yes  No  Sometimes

4. Kids who boss around other kids deserve respect.  Yes  No  Sometimes

5. It’s none of your business when other kids get picked on or left out of a group.  Yes  No  Sometimes

6. It takes courage to stick up for a kid who is teased or left out.  Yes  No  Sometimes

7. No matter what people do, bullying is going to happen.  Yes  No  Sometimes
Victims often respond to bullies’ demands with either passive submission or retaliatory aggression—rather than with self-confidence and assertiveness.

**ASSERTIVENESS** means expressing one’s feelings and defending one’s rights while respecting the feelings and rights of others.

Potential victims can protect themselves by learning to respond assertively. Assertive responses neither provoke the bully nor reward him or her with submission. An assertive manner also provides a child with an air of self-confidence and a sense of control that can deter a bully’s approach from the start. Role-playing exercises help children use body language, facial expressions, tone of voice, and words to respond assertively to a bully.

**Standing Up**

1. Review the chart *Bullying Actions and Victim Responses* (page 19) in advance. Select one or two examples from the Bullying (Provoking) column that fit your children’s ages and circumstances. Feel free to adapt and/or embellish the scenarios, or add your own examples.

2. Explain that there are three ways to respond to a bully: by Giving In (Submissive), Hurting Back (Aggressive), and Standing Up (Assertive). Define Standing Up, referring to the definition of assertiveness above. Explain and discuss why Standing Up is usually more effective in preventing or stopping bullying than the other two types of responses. Review Tips for Standing Up to Bullies (next page).

3. Have another adult assume the role of the Bully while you demonstrate the types of responses. Make sure to exaggerate the differences between them.

4. Have the children watch, describe, and imitate your nonverbal communication (e.g., posture, eye contact, facial expression, tone of voice), as well as your words and actions.

5. Recruit a child volunteer to role-play the Victim. Encourage the volunteer to use his or her own words and to practice the response several times—each time improving it based on feedback from the group.

This activity will...

Help children understand differences between submissive, aggressive, and assertive behaviors

Give children guidance and practice in responding to a bully’s provocations with verbal and nonverbal assertiveness
Looking Bullies in the Eye: Tips for Standing Up to Bullies

- Take a deep breath and let the air out slowly.
- Sit or stand tall, head up.
- Keep your hands at your sides rather than on your hips or folded across your chest.
- Have a relaxed and purposeful facial expression, not angry or laughing.
- Maintain eye contact.
- Speak with a calm voice, loud enough to be heard clearly.
- Use non-provocative words and a confident tone of voice.
- Avoid name-calling or making threats.
- Avoid finger pointing or other threatening gestures.
- Reply briefly and directly.
- Avoid bringing up past grudges or making generalizations (You always...).

One way to help children escape their victim role is to change their outlook from one of helplessness—there is nothing that can be done to stop the bully—to one of confidence—there are specific things that victims, bystanders, and adults can do to stop the bully. Each time a child practices an assertive response, fearful and helpless thoughts are replaced by strong and confident ones.
### Bullying Actions and Victim Responses

<table>
<thead>
<tr>
<th>Bullying (Provoking)</th>
<th>Giving In (Submissive)</th>
<th>Hurting Back (Aggressive)</th>
<th>Standing Up (Assertive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullyroughly cuts in line in front of Victim.</td>
<td>Victim steps back, puts head down, and says nothing.</td>
<td>Victim shoves Bully out of line and says, &quot;You jerk!&quot;</td>
<td>Victim stands tall and says, &quot;This is my place. No cutting allowed.&quot;</td>
</tr>
<tr>
<td>Bully grabs a candy bar that Victim is holding and demands, &quot;Give me that!&quot;</td>
<td>Victim lets Bully take the candy bar and timidly says, &quot;O.K.&quot;</td>
<td>Victim screams and kicks Bully.</td>
<td>Victim firmly holds on to the candy bar and says, &quot;This is mine.&quot;</td>
</tr>
<tr>
<td>Bully laughs and points at Victim and chants, &quot;Loser, Loser, Loser!&quot;</td>
<td>Victim looks upset and starts to cry.</td>
<td>Victim angrily replies, &quot;Your mother is ugly.&quot;</td>
<td>Victim calmly looks at Bully and says, &quot;You’re just wasting your breath trying to make me mad.&quot;</td>
</tr>
<tr>
<td>Bully whispers to pals, &quot;If you want to be my friend, you can’t play with (name of Victim).&quot;</td>
<td>Victim finds out, sits alone at a table and says, &quot;I guess I have to eat by myself.&quot;</td>
<td>Victim finds out and tells a nasty rumor about Bully.</td>
<td>Victim talks privately with Bully and says, &quot;I know you’re talking about me behind my back, and I don’t like it.&quot;</td>
</tr>
<tr>
<td>Bully tells Victim, &quot;You stink on first base. I’m taking over. Out of my way, stupid.&quot;</td>
<td>Victim says, &quot;Sorry I messed up,&quot; and hands his glove to the Bully.</td>
<td>Victim shouts, &quot;Who are you calling stupid, you big bully!&quot;</td>
<td>Victim stays on base and says, &quot;I’m playing first base for the rest of the game.&quot;</td>
</tr>
</tbody>
</table>
The first step in becoming a Helpful Bystander is to understand what we know about this important role.

Eyewitness

1. Privately record your own True or False answers to the Bystander Quiz (next page). Compare your answers to the explanatory statements, provided after the quiz.

2. Discuss with children what it means to be a bystander who witnesses or hears about bullying.

3. Read each statement aloud. Have children tell you, with a show of hands, if the statement is True or False. Tally their responses. (Older children can record their own answers.)

4. Repeat this process for each statement.

5. After you have completed the quiz, read each statement again. Ask the children to explain their answers. Then reveal and explain your own responses, informed by the explanatory statements. Discuss why an accurate understanding of the influence of bystanders is important. Refer to the explanatory statements as needed.

This activity will help children and adults...

Understand the concept of the bystander in bullying situations

Understand key facts about bystander roles in preventing bullying

Discuss how to become helpful bystanders
Bystander Quiz

WHICH OF THESE STATEMENTS IS TRUE?

1. Bystanders are usually watching when kids get bullied.   True  False
2. Most kids who watch bullying feel uncomfortable.   True  False
3. Most kids who watch bullying do nothing to try to stop it.   True  False
4. Kids who silently watch bullying usually make things worse.   True  False
5. Kids who laugh at or cheer on bullying usually make things worse.   True  False
6. Kids who try to stop the bullying often make things better.   True  False
7. Sometimes grownups don’t stop bullying because they don’t see it happen, don’t hear about it, or don’t understand how much it hurts.   True  False
8. Both kids and adults can learn to become helpful bystanders who stop bullying.   True  False
Bystander Quiz Explanatory Statements

Research provides evidence for each statement.

1. True  Child bystanders were present in 85% or more of the bullying incidents in observation studies of children in playgrounds and classrooms.7,8,9,10

2. True  Between 80% and 90% of bystanders reported that watching bullying was unpleasant and made them feel uncomfortable. Many children also felt they should step in to help a child who was being bullied.8,10,11

3. True  Bystanders stood up for the victim only 25% of the time. Instead, bystanders acted as silent witnesses 54% of the time and joined the bullying with words or actions 21% of the time.7,10,11

4. True  Even when bystanders simply watched bullying without trying to stop it, they made things worse by providing an audience for the bully. Bullying lasted longer when more bystanders were present and when bystanders did nothing to stop it.11

5. True  When bystanders laughed at or cheered on bullying, they encouraged the bullying to continue.11

6. True  When bystanders intervened to stand up for the victim, they were successful in stopping the bullying more than 50% of the time—usually within the first 10 seconds.10

7. True  Adults are often not aware of bullying because it usually happens in areas with little or no adult supervision, such as bathrooms, hallways, playgrounds, cafeterias. However, even when adults directly witness bullying, they often overlook or minimize its harmful effects. In playground observations, adults intervened in only 4% of the bullying incidents they witnessed.7

8. True  When children and adults learn, practice, and use effective ways for bystanders to stop bullying, incidents of bullying can be significantly reduced.3,12,13,14

24 eyesonbullying.org
Recommendations and Strategies for Adults to Prevent Bullying

Intervene when children are young.
Children who bully are not born bullies and children who are victimized are not born victims. But many young children engage in aggressive behaviors that may lead to bullying, while others react by submitting or fighting back. Adults can stop these patterns before they are established by encouraging cooperative behaviors such as sharing, helping, and problem-solving, and by preventing aggressive responses such as hostility, hurting, and rejection.

Teach bullying prevention strategies to all children.
Don’t assume that only “challenging” children become bullies or that only “weak” children become victims. Most children are likely to be victimized by a bully at some point in their lives, and all children can benefit from learning to distinguish between acceptable and unacceptable behaviors; how to stand up for themselves, and others; and when to turn to an adult for help.

Take bullying seriously.
Pay careful attention to the warning signs and to children most at risk. Make sure children know that bullying will not be tolerated and that you will work with them to make bullying stop.

Encourage empathy.
Children who can empathize understand that bullying hurts. They are less likely to bully and more likely to help children who are bullied.

Teach by example.
Be an effective role model. Children learn how to behave by watching and emulating the adults in their lives. Consider how you solve problems, discipline, control your own anger and disappointment, and stand up for yourself and others without fighting. If children observe you acting aggressively, they are more likely to show aggression toward others.
What you should tell BULLIES...

• Stop the bullying immediately.
• Bullying behaviors will *not* be tolerated.
• Bullying hurts your victim *and* you.
• Bullying sets a bad example for other children.
• Bullying may cause you to lose friends.
• Every child deserves to be treated with respect.
• There are other ways to solve problems.
• Ask adults for help if you feel angry or upset, or don’t know how to stop bullying.

What you should tell VICTIMS...

• You are not responsible for a bully’s behavior. It’s not your fault.
• Don’t respond to bullies by giving in, getting upset, or fighting back—this will encourage them. Instead, stay calm and be assertive.
• Sometimes the best response is *no* response—just walk away.
• Get help from a trusted adult. Adults can help you figure out new ways to respond the next time someone bullies you.

What you should tell BYSTANDERS...

• Your involvement makes a difference. Don’t just stand by and watch quietly.
• **Stand up for the person being bullied.** If you feel safe, tell the bully to stop. Use phrases such as “Stop teasing!” “Don’t fight!” “Leave him alone!” and “It’s not funny!”
• **Don’t join in.** Don’t laugh at the victim or participate in the teasing, harassing, or fighting. This encourages the bully to continue and can make the situation worse.
• **Help the victim walk away.** A victim may be too afraid to leave on his or her own, but will do so with the help of a friend.
• **Encourage other bystanders to help the victim.** Tell them not to join in the bullying.
• **Get help from a trusted adult.** Report the bullying.
• **Afterward, tell the victim you feel bad about what happened.** Encourage victims to talk to an adult, and offer to go with them.
• **Include the victim in activities.** Be a good friend.

Providing children who are bullied with specific options for responding and an action plan will help them feel less anxious and fearful, and more confident to take action to stop the bullying.
Bullies, Victims, and Bystanders

The Bullying Game: Bullying can be seen as a destructive game, devised by the bully. The rules are simple:

- The bully decides when to start the game, where it will be played, and who is allowed to watch.
- The bully picks the players.
- The bully sets the stakes: He or she can demand to control territory, objects, or privileges. But the real “fun” comes from showing that he or she has the power to control the people around him or her.
- Bystanders must accept or encourage what the bully does.
- The first round of the game is over when the bully wins. Then the bully can play again.
- The bully can play the game as often as he or she likes, for as long as the fun lasts.

These are the bully’s rules. But what if you don’t follow them? The bully doesn’t have a game—unless you play it.

What Would Happen If?

Bullies like to set the rules and they expect them to be followed. But what would happen if the rules changed: if a victim didn’t accept his or her punishment, or a bystander did more than stand by?

This activity is designed to help both victims and bystanders end the bullying game, by finding new ways to respond to the bully. It empowers children to change the rules, see available options, and appreciate how their actions can make a difference.

1. Pick the story (on next two pages) that is most appropriate for your group.
2. Read it aloud.
3. Ask children to discuss What would happen if… ?
**STEVEN’S STORY**

Steven wasn’t enjoying overnight camp. He wasn’t very good at the camp activities and he missed his friends from home. At first, the boys in his bunk mostly ignored him. Then Jesse, one of the older boys, discovered Steven’s stuffed bear. After that, things really went downhill. Jesse made fun of him for bringing the bear to camp. He started calling him “Baby Stevie” and the other boys soon followed. One counselor heard them and told them to cut it out, but that just made things worse. Steven counted the days until he’d be able to go home.

Who is the Bully? Who is the Victim? Who are the Child Bystanders? Who are the Adult Bystanders?

**What would happen if . . .**

- Steven attempted to fight back by threatening or hitting Jesse?
- Steven stood tall and told Jesse to stop calling him names?
- The other boys in the bunk didn’t follow Jesse’s lead?
- One of the boys stood up for Steven and told the other kids to stop?
- The counselor followed up by talking with the group about taunting?

What else could the Bully, Victim, or Bystanders have done?

**CARINA’S STORY**

Carina didn’t understand why Nel had suddenly become so mean. They used to be best friends, but now Nel barely spoke to her. Even worse, Carina knew Nel talked about her because she often saw Nel whispering to her new friends whenever Carina walked by. Yesterday, during soccer, none of the girls passed the ball to Carina. The coach didn’t seem to notice. Carina found out later that Nel had told them not to. Nel said it would be funny.

Who is the Bully? Who is the Victim? Who are the Child Bystanders? Who are the Adult Bystanders?

**What would happen if . . .**

- Carina attempted to fight back by threatening or hitting Nel?
- Carina ignored Nel’s whispers?
- The other girls didn’t whisper with Nel about Carina?
- One of the other girls passed the ball to Carina anyway?
- The coach noticed Carina was being excluded and asked the girls what was going on?

What else could the Bully, Victim, or Bystanders have done?
DANIEL’S STORY

Daniel and Gabe were playing catch when Alex walked over. Alex was two years older. “Give me the ball,” Alex demanded. Daniel held on to the ball: It was his; he’d brought it from home. “Give it to me!” Alex demanded again. “We need a ball for our game!” Daniel looked across the field where a group of boys waited for Alex to return. He looked toward the school where the afterschool teachers were deep in conversation. Daniel handed his ball to Alex. He knew he wouldn’t see it again.

Who is the Bully? Who is the Victim? Who are the Child Bystanders? Who are the Adult Bystanders?

What would happen if . . .

• Daniel attempted to fight back by threatening or hitting Alex?
• Daniel stood tall and told Alex he couldn’t have the ball?
• Gabe told Alex to leave Daniel alone?
• The boys on the field hadn’t been waiting for Alex to return with the ball?
• The afterschool teachers had been supervising the playground more closely?

What else could the Bully, Victim, or Bystanders have done?

Understanding options for changing the bullying game is critical to bullying prevention.
A word about bullying?

What is bullying?

Bullying is when someone uses his or her strength or “power” to control someone else. Sometimes this happens when someone hurts or scares another person on purpose, and the person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

When does bullying happen?

Bullying is most likely to happen at school rather than on the way to or from school. One reason for this is that there is more time to bully someone during the school day than in the brief time before or after school.

Where do kids bully in your school?

Bullying can happen anywhere and at any time in school. Kids who bully usually do so when there are fewer supervisors and a greater number of students to supervise such as during lunch time or at recess.

How do kids bully in your school?

Bullying can be physical, such as hitting and kicking someone. Bullying is also nonphysical, such as gossiping or spreading rumors. Another kind of bullying is when some individual or a group of people intentionally leave others out.

Who bullies?

Anyone can choose to use his or her power or strength to control and bully others – even adults! About 20 out of every 100 students report that they bully others.

Why do you think kids bully?

Students who bully usually do so because they enjoy the power and control they receive from bullying. Students who bully may even be some of the most popular kids in the class!
A word about bullying?

Word Search directions:
Work with a partner and try to find as many words as possible in 4 minutes. Hint: have one person try to locate words 1-12 and the other person find words 13-24. Any job is easier when you have help!

<table>
<thead>
<tr>
<th>Partner 1</th>
<th>Partner 2</th>
</tr>
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<tbody>
<tr>
<td>1. abuse</td>
<td>13. good citizen</td>
</tr>
<tr>
<td>2. bully</td>
<td>14. followers</td>
</tr>
<tr>
<td>3. bystander</td>
<td>15. gossip</td>
</tr>
<tr>
<td>4. control</td>
<td>16. parent</td>
</tr>
<tr>
<td>5. counselor</td>
<td>17. power</td>
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<tr>
<td>6. cyberbullying</td>
<td>18. principal</td>
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<tr>
<td>7. dare officer</td>
<td>19. report</td>
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<tr>
<td>8. define</td>
<td>20. resistance</td>
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<tr>
<td>9. drug</td>
<td>21. respond</td>
</tr>
<tr>
<td>10. education</td>
<td>22. take-a-stand</td>
</tr>
<tr>
<td>11. assess</td>
<td>23. teacher</td>
</tr>
<tr>
<td>12. evaluate</td>
<td></td>
</tr>
</tbody>
</table>

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**Supplemental Lesson #1**

**Story challenge**

**Directions:** Use ALL the words from the word list below to complete the story about bullying.

- abuse
- bystander
- control
- cyber bullying
- followers
- good citizen
- power
- take-a-stand

There are some kids who bully others at my school. I guess you could call me a ____________________
because I just watch what happens and I don’t _______ - ____ - ____________________ to try to stop bullying.

Just the other day I was in computer lab and I witnessed _______________ ________________.

This one kid had “photoshopped” a picture (changing the picture with computer software) of this other kid in
class and was e-mailing it to some of his ____________________________.

I think one reason he likes to __________, or hurt this kid is that it makes him feel like he has __________
and __________________ over someone who is defenseless against him.

I know that I should be a __________ ______________ and try to help him, but I don’t know what to do.

I actually feel sick to my stomach when I see this stuff happening everyday. What do you think I could do to
help kids when they are being bullied?

**Directions:** Write below some suggestions that could help others know how to REPORT bullying safely:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Directions:** Write below some suggestions that could help others know how to SUPPORT someone who is
being bullied:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Interviewing Techniques—Good Citizenship

Directions:
Your assignment is to interview an adult at home about good citizenship. Try to discover how he or she was helped by a “good citizen” some time in their life. Your job is to piece together information and write a short report that can be shared with your class. Your report should be written from the notes gathered during the interview.

Remember, a good citizen is someone who comes to the aid of others or helps them at a time when they cannot help themselves. The person you are interviewing may have been helped by a good citizen yesterday or even several years ago. Although they may not remember the good citizen’s name, you can be sure they remember being helped!

My Report

On ______________________, I interviewed ______________________________. I asked if they were ever helped by a good citizen. This is what I learned:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(Use the back of this page to continue your story.)

Here are some examples of questions you might ask or think about as you prepare your report.

How did the person you interviewed feel about being helped by a good citizen?

How long has the person you interviewed remembered this good deed?

Has the person you interviewed ever been a good citizen to someone else?

Conclusion:

How would reporting a bullying incident at school make you a good citizen?
Where are you on the “Stand Against Bullying” thermometer?

Directions: Answer each of the 20 questions by scoring on a 1 to 5 scale how likely you are to do what is being ask of you to do. Then add up your total points and list them at the bottom of this page.

A score of 1 would mean that YOU WOULD NOT likely do what is being asked. A score of 5 means that YOU WOULD NEARLY ALWAYS do what is being asked. The scores of 2, 3, 4 indicate varying degrees of how likely or unlikely you would do what is being asked.

How likely are you to:

1. _____ stick up for your best friend if they were being bullied?
2. _____ tell someone who bullies to stop picking on another student who doesn’t have any friends?
3. _____ report someone who bullies to a teacher?
4. _____ stop a group of students who are bullying a younger student?
5. _____ invite a new girl or boy to play at recess?
6. _____ tell your parents or a relative about someone who is bullying you?
7. _____ tell someone who bullies to stop bullying a student that you don’t like?
8. _____ say something to a boy who is teasing a girl in a mean way?
9. _____ tell one of your friends to stop bullying a new student at school?
10. _____ tell someone who has bullied you in the past to stop bullying another student?
11. _____ tell someone who is popular to stop bullying another student?
12. _____ stand up for a student who doesn’t like you and is being bullied?
13. _____ tell an older student to stop saying mean things to someone your age?
14. _____ help a student who is being bullied and is outnumbered by a group of students who bully?
15. _____ tell your teacher about someone who is bullying you?
16. _____ tell one of the popular students to stop making fun of someone you don’t know very well?
17. _____ say something to a girl who is spreading rumors about another student?
18. _____ say something to a boy who is spreading rumors about another student?
19. _____ tell your teacher about someone who is bullying a new student?
20. _____ help stop bullying at your school?

_____________ Total Points (It is possible to have 100 points.)
Situation #1: Tabitha has just finished reading her D.A.R.E. report to the class when she notices a couple of girls who are talking to each other, pointing at her, and laughing. The same two girls have been bullying Tabitha all year. The teacher does not notice what is happening but Justin does. Justin sits near Tabitha and recognizes that the girls are once again bullying her. He is trying to decide if he should report the bullying behavior and, if so, how to report it to an adult at school.

D — Define

A — Assess

R — Respond

E — Evaluate

Situation #2: Your friend Jeff wants to copy your math homework. You are willing to help Jeff with his homework, but you don’t want to just hand over your paper to him because that would be cheating. Jeff tells you if you were a “real friend” you would do this for him and that he doesn’t have time to get the homework ready by tomorrow. You are trying to decide how to handle this. A conflict can be resolved by using a four step method: stop, look, listen and respond. You are trying to decide what to do.

D — Define

A — Assess

R — Respond

E — Evaluate
Lesson One Bullying: List three “safe ways” to report bullying.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Lesson Two Bullying: What are two steps YOU can take to help reduce bullying in your school?
__________________________________________________________________________
__________________________________________________________________________
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