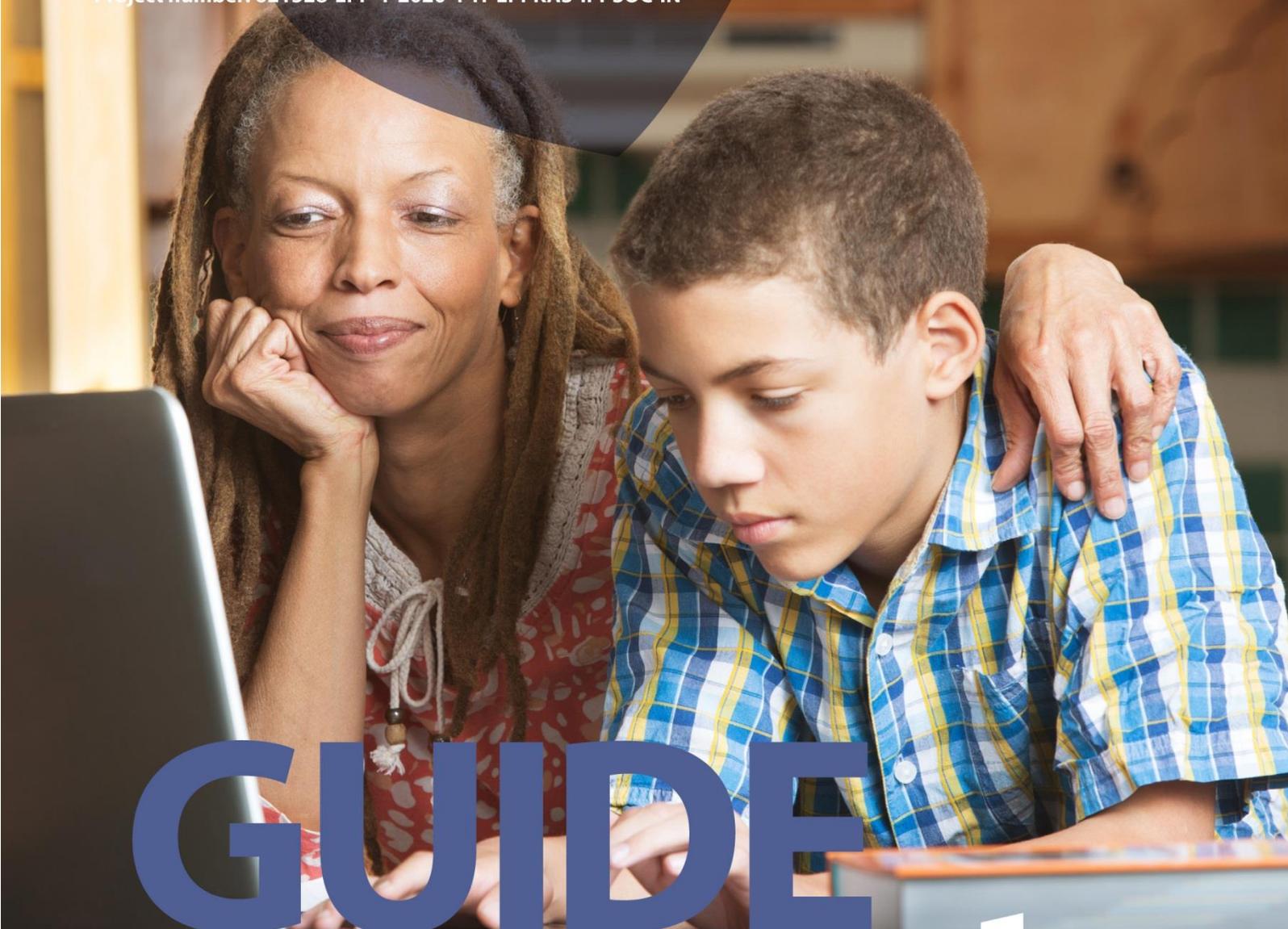


SociAl competences  
and FundamEntal Rights  
for preventing bullying



# safer

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# GUIDE FOR parents



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# Guide for Parents and Members of the Educating Communities



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## Introduction

Bullying is a very serious and distressing experience.

Many children and adolescents carry the effects of bullying into their adult lives and relationships.

In any situation involving bullying, it is important that, as adults, we listen to children and young people and help them to find the support that they need.

The aim of this quick guide is to provide information to parents, caregivers and members of Educating Communities to help respond effectively to any concerns children and teens may have about bullying or if they are involved in bullying events.

Bullying can happen anywhere and to anyone, in lots of different ways. It could be in a physical place, such as the playground, the classroom, the sports field or the park. Or it might take place online or on a mobile phone, through social media, online games or by text message. In fact it is found wherever groups of individuals meet and socialize.

No matter where or how it happens, we all have a responsibility to make it stop, because all children and young people have the right to feel safe, secure, accepted and valued. To achieve this, teachers, school staff and leaders, students and their parents, sport associations, churches, youth organizations...and all the members of any educative community need to work together.

This short guide will give tips about some steps that we can manage together for preventing and tackling bullying, inside and outside the school.

This guide is produced in the framework of the **SAFER (Social competences and Fundamental Rights for preventing bullying)** project that develops and implements an innovative method for preventing bullying, aimed at fostering **inclusive education** and based on the enhancement of the acquisition of **social and civic competences** and on the knowledge, promotion and ownership of **common positive values and fundamental rights**, not only at the level of students and schools but also **at the level of community**.

## What is bullying?

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance.

Although definitions vary, most include that bullying is when:

- There is aggressive, unwanted words or action that hurt or harm another person physically or emotionally
- Those targeted by the behavior have difficulty stopping the action directed at them and struggle to defend themselves
- There is also a real or perceived “imbalance of power,” which is described as when the student with the bullying behavior has more “power,” either physically, socially, or emotionally
- There is a pattern of bullying behavior

In few words, bullying is when one student (or a group of students) keeps picking on another student again and again to make them feel bad. They say or do mean things to upset them, make fun of them a lot, try to stop them joining in, or keep hitting or punching them.

Kids and teens who bully use their power – such as physical strength, knowing something embarrassing, or popularity – to control or harm others.

*Note: For a legal definition, consult your state’s law on bullying.*

**Bullying is deliberate – harming another person intentionally**  
**Bullying involves a misuse of power in a relationship.**  
**Bullying is usually not a one-off, but the behaviour is repeated, or has the potential to be repeated over time.**  
**Bullying can happen anywhere, at any time, and can be verbal, physical or emotional. It can happen in person or online, and it can be obvious or hidden.**



## What is not bullying?

Bullying is a word often used to describe a lot of things that are not actually bullying. These other behaviours may be just as serious as bullying, but may need to be sorted out in a different way. For instance, sometimes there might be a fight or argument between students. If it happens once, it is not bullying even though it can be upsetting. It is also not bullying if someone sometimes fights with a friend and they can sort it out.

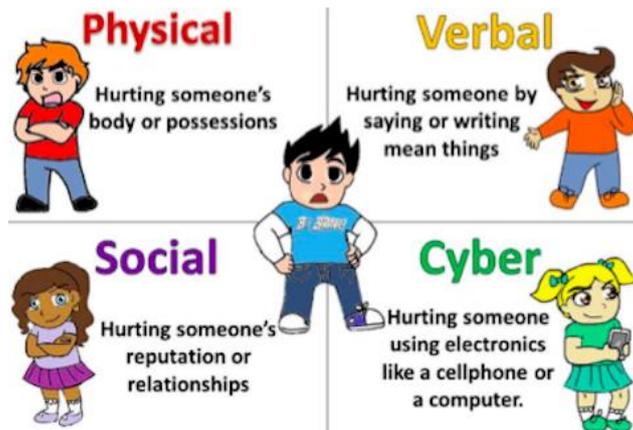
**Conflict between two or more people who have a disagreement, a difference of opinion or different views (where there is no power imbalance) does not always mean it’s bullying.**  
**Not liking someone or a single act of social rejection is not bullying.**  
**One-off acts of meanness or spite are not bullying.**  
**Isolated incidents of aggression, intimidation or violence are not bullying.**



## What are the main types of bullying behaviour?

There are four types of bullying behavior that described in the table below:

Physical bullying	Verbal bullying	Social bullying	Cyber bullying
<p>Physical bullying is the name given to any act where the perpetrator uses their physicality to try to hurt or irritate the victim. Physical acts can range from seemingly minor actions, such as flicking items at someone repeatedly, up to actions which put the victim's life at risk. It is worth noting that minor physical actions can still have a severe effect on the mental health of the person who is being targeted.</p> <p>Other types of physical bullying include; hitting, pushing, tripping and throwing objects at the victim. In addition to physical threats and actions against the victim, the perpetrators of the bullying may also seek to use their physicality to damage personal items that belong to the victim. For example, they might steal the victim's school bag or rip up a book which belongs to their target.</p>	<p>Verbal bullying is a type of bullying where the perpetrator relies mainly on words to try to hurt their victim. In previous times, children may have been taught the mantra "Sticks and stones may break my bones, but words can never hurt me", however this mantra is now considered to be counterproductive. Verbal bullying can have a serious effect on the mental health of victims, and may actually have more of a lasting effect than physical bullying. Verbal bullying serves to lower self-esteem and undermine the confidence of the victim.</p> <p>Types of verbal bullying include; name-calling, routine criticism, teasing, hurtful, comments and verbal threats. Verbal bullying does not always have to be spoken out loud; it can also take the form of hurtful notes and similar things that are passed to the victim.</p>	<p>Social bullying is a type of bullying where the perpetrators try to isolate their victim from wider social networks. To do this, they damage that person's relationships or reputation. By ostracising a person from a specific group, the perpetrator is reducing the opportunity for their victim to seek support. In some cases, the bully may appear to be friendly when they are communicating directly with their victim, but they could be manipulating other people to act against that person.</p> <p>Social bullying can include; ostracizing a person from an existing social group, spreading rumors about a person, sharing secrets that were told in confidence, giving a person "the silent treatment", and deliberately embarrassing someone in public.</p>	<p>Cyber bullying is a relatively new form of bullying which is carried out using modern forms of communication, such as the internet or mobile phones. These types of technology make it much harder for victims to get away from their tormentors. Victims may feel like they cannot stop using social media or their mobile phone, because these things are now considered to be very important forms of communication. Cyber bullying also allows greater anonymity for the perpetrators. It is possible for cyber bullies to target people who are thousands of miles away and who they may never have met in real life.</p> <p>Examples of cyber bullying include; prank phone calls and texts, abusive messages on social media, fake social media accounts being made about the victim, catfishing, hacking.</p>



Bullying can be easy to see, in front of others (overt), or hidden (covert) and hard for those not directly involved to see.

Easy to see (overt) bullying involves physical actions such as punching or kicking, or verbal bullying such as name-calling or insulting.

Hidden (covert) bullying can be very hard for others to see or take place when no one is watching. It can include repeated hand gestures, whispering, weird or threatening looks, excluding someone, or restricting where they can sit or who they can talk with. Sometimes it can be dismissed by the initiator as 'just having fun'.

Remember, bullying can sometimes happen between friends. Friendship loyalty and the confusion of an on-again-off-again friendship can make some children and young people reluctant to seek help.

## What are the bullying roles?

Bullying incidents generally involve three different roles: initiators (those doing the bullying), targets (those being bullied), and bystanders (those who witness the bullying).



## **Bully or Initiator**

Students who bully others often do so to gain status and recognition from their peers. Their bullying behaviour is reinforced when they intimidate their targets and when the peer group colludes by not challenging the initiator or reporting the bullying to staff.

Bullying can be rewarding, increasing the initiator's social status while lowering the social status of their target. The culture of a school will strongly influence the extent to which this occurs.

## **Victim or Target**

Students of all ages can be at relatively greater risk of being bullied (that is, being targets) for a whole host of reasons, including:

- being unassertive or withdrawn (for example, isolated students with low self-esteem)
- differing from the majority culture of a school in terms of ethnicity, cultural or religious background, sexual orientation, gender identity, or socio-economic status; having a disability, special education needs or mental health issues
- academic achievement (being perceived as a high or low achiever)

## **Bystanders**

Bystanders are students who witness bullying. They can be powerful influencers — how they react can either encourage or inhibit those who bully others.

There are three main types of bystander:

- **followers (assistants)** - do not initiate, but take an active role in the bullying behaviour
- **supporters (reinforcers)** - do not actively attack the target, but give positive feedback to the initiator, providing an audience by laughing and making other encouraging gestures
- **defenders** - dislike the bullying and try to help the target by intervening, getting teacher support (using safe telling) or providing direct support to the target
- **outsiders** - stay away, do not taking sides with anyone or become actively involved, but allow the bullying to continue by their 'silent approval'.

Bystanders can play a number of different roles:

- helping students who are bullying and actively joining in
- encouraging or showing approval to the students who are bullying
- doing nothing or being passive
- defending or supporting the student who is being bullied by intervening, getting help or comforting them.

Bystanders who take no action or behave in ways that give silent approval (watching, nodding, turning a blind eye) encourage the bullying behaviour to continue.

It's common for children to have different roles at different times. Some children are both bullied and bully others, and at other times they may witness bullying (helping the initiator or defending the target). Every situation is different.

Some people think bullying is just part of growing up and a way for students to learn to stick up for themselves. But bullying can make students feel lonely, unhappy and frightened. It's not just the students being bullied who are affected. Students who bully others are also more likely to have problems and be unhappy. Being bullied can affect everything about a child: how they see themselves, their friends, school, and their future. Students who are bullied often experience depression, low self-esteem that may last a lifetime, shyness, loneliness, physical illnesses, and threatened or attempted self-harm. Some students miss school, see their marks drop or even leave school altogether because they have been bullied.

## **How to spot if a child/teen is being bullied?**

It might be hard to know if a child is being bullied. Some children hide their feelings and don't find it easy to tell an adult what is happening.



While everyone is different, anyway there are some signs that can be taken into full consideration. Indeed when a child or a teen is being bullied they may:

**seem low or anxious**  
**seem less confident in themselves**  
**show signs of distress such as feeling upset, teary or panicky**  
**avoid school or refuse to go altogether**  
**find it hard to concentrate in school**  
**fear of going to school**  
**often complain of feeling physically unwell**  
**have outbursts of unexplained anger at home**  
**seem withdrawn, isolated and wary of others**  
**have few friendships**  
**don't want to hang out with friends**  
**make changes in their behaviour, for example dressing very differently or suddenly doing new activities to meet peer pressure**  
**act in a bullying way towards others**  
**have unexplained physical injuries such as bruises or scratches**  
**do less well at school**  
**eat and/or sleep more or less than usual**  
**have headaches, stomachaches, or physical problems without a medical reason or cause**  
**experience loss of appetite**  
**refuse to take part in sport/extra-curricular activities**

Underneath these behaviours, a child who is being bullied may be frightened or anxious, lonely, isolated, worthless, on-edge or desperate about the situation they're facing.

Of course a child/teen's behaviours and moods can change for lots of reasons, so it's important to not jump to conclusions and to analyse if there are other situations/issues that can bother the child/teen (for example, major changes like a separation, bereavement...)

## **Why don't children and teens ask for help?**

Teens who are bullied often think they have to handle bullying on their own. Asking for help is hard, it feels uncomfortable and it takes courage. Also children, who may not know the word 'bullying', can feel sad or scared. They may not tell because they may be worried they'll make things worse if they 'tell', 'tattle', or 'nark'.

While teenagers often prefer to handle things on their own, kids who are bullied often feel ashamed and don't know what to do. They can also think that it's their fault. They might

think you'll get upset, that you will take away their technology, such as their mobile phone, or they might just find it embarrassing to have a parent involved.

Furthermore, students may not report more subtle, indirect, and relational types of bullying (such as deliberately excluding peers or spreading rumors) because they don't realize that these are also unfair, unequal ways to treat others.

Finally some students try to tell an adult, but they don't feel heard. They get the message that bullying is no big deal, that they should just ignore it, or that bullying is just a part of growing up.

**Children and young people don't tell adults for many reasons:**

- **Bullying can make a person feel helpless. They may want to handle it on their own to feel in control again. They may fear being seen as weak or a nark.**
- **They may fear a hostile response from those bullying them.**
- **Bullying can be a humiliating experience. Kids may not want adults to know what is being said about them, whether it's true or false. They may also fear that adults will judge them or punish them for being weak. Many children don't want to upset their families.**
- **Children or young people who are bullied may already feel socially isolated. They may feel like no one cares or could understand.**
- **Kids may fear being rejected by their friends. Friends can help protect children from bullying, and they can fear losing this support.**



## **How should I talk to a child/teen about bullying?**

First you need to make sure you have a clear understanding of what bullying is.

Point out that bullying is not just when someone is mean to you once, but it happens over and over.

Of course how you approach this conversation is age dependent. If you speak with a young child you may want to use a picture book or their favorite TV show to help illustrate your point. This will give them an insight into how others treat people and what to do if someone does cause them distress.

If you speak with a teen, you can create trust by initiating open and honest discussions. These dialogues provide opportunities to communicate values and learn about the teen's experience, so to make it easier for them to turn to you if they witness or experience bullying.

Some tips can help you:

Start talking about bullying right now!

Don't wait for bullying to happen before you talk about it and have often talks about bullying.

Speak about bullying when doing something together.

Keep it casual and curious: talk about the daily schedule. Listen. Show that you trust them. Ask open ended questions about their day or activities. Some examples could be:

- What's the funniest thing that happened today?
- What was the best and worst thing that happened to you today?
- What new thing did you learn about a friend or another student this week?
- What would you change about today?

You have to be ready to:

- **Listen.** It is the child's story; let him or her tell it. They may be in emotional pain about the way they are being treated.
- **Believe.** The knowledge that a child is being bullied can raise many emotions. To be an effective advocate, you need to react in a way that encourages the child to trust.
- **Be supportive.** Tell the child it is not his/her fault and that he/she does not deserve to be bullied. Empower the child and avoid judgmental comments about the child or the child who bullies. The child may already be feeling isolated. Hearing negative statements from parents/mister/coach or any other adult may only further isolate him or her.
- **Be patient.** Children may not be ready to open up right away. Talking about the bullying can be difficult because children may fear retaliation from the bully or think that, even if they tell an adult, nothing will change. The child might be feeling insecure, withdrawn, frightened, or ashamed.
- **Provide information.** Educate and inform children/teen about bullying by providing information at a level that the child/teen can understand.
- **Explore options for intervention strategies.** Discuss options with the child/teen to deal with bullying behavior.

**Some of these questions might help you discuss bullying:**

- Have you seen bullying happening? What did you do? How did you feel?
- Who are the adults you would talk to when it comes to things like bullying?
- Have you ever felt scared to go to school/to playground/to a sport lesson? Why?
- Have you ever tried to help someone who was being bullied? What happened? What would you do if it happen again?



The most important thing is to let the child/teen know how to get help if bullying happens. They have to know that **They Are Not Alone!**

## **(My) child is being bullied. What should I do?**

Experiencing bullying is scary, upsetting, emotional and shocking experience. Children may feel vulnerable and helpless. Their self-esteem may have been seriously damaged, especially if the bullying has been going on for some time.

It's important to talk with them and take whatever the child/teen says seriously and find out exactly what has been going on.



Here below some suggestions that can help you.

### **First of all, Care the child/teen**

Before doing anything else, care for the child/teen's needs. When you show that you care about the child/teen's feelings, it empowers them to share the full story.

As you go through the following suggestions, make sure you always return to this one. Caring is an ongoing responsibility.

### **Then Understand**

Children who are being bullied are often frightened to talk about what is happening, either because they have been threatened or because they fear adult interference will make things worse. Be prepared for the child/teen to deny that there is anything wrong.

### **...and Encourage**

Encourage the child/teen to talk about what has been happening, also saying that you are concerned and that you want to help and support them, whatever the problem, and that you can work together to solve the situation. Take their problem seriously – let them know you're happy they've told you. Listen to them and tell that you believe them.

### **Try also to Reassure...**

Reassure the child/teen that the bullying is not their fault. Many children and teenagers blame themselves and this may make them feel even worse. Ask them what they want you to do. Work with your child to come up with some solutions.

... and Remember that **YOU ARE NOT ALONE: there is a community** that can help the child/teen and that is composed by the school, the parents and any organization the child/teen is in (sport organization, church, trainers or coaches, associations...) that is part of the educating community.

You can support the child/teen and plan a course of action involving all the Educating Community, because any child/teen's safety is in the community rather than the school or the parents alone.

## How to deal with a child/teen who is bullying others?

All children and teens are capable of bullying at some time and it's important to intervene in a helpful manner. Bear in mind that sometimes children are unaware of the effects bullying behaviour can have on others. In most cases bullying is a relationship problem and children/teens who bully others may need help and support to learn better ways of relating to others. Furthermore, many students engage in bullying for a short time only and then stop either because they realise it's wrong or they are supported to learn more appropriate behaviour.

In any case, there can be many reasons a child/teen might bully others, such as:

**Peer pressure** – where another child is the 'chief bully' and your child feels they must join in to maintain the friendship and be accepted.

**Unhealthy self-preservation** – teens might have been a victim of bullying themselves and decide to choose to be a bully in an unhealthy form of self-preservation. Or they may fear the bully turning on them, so join in the bullying behaviour to direct attention away from themselves.

**Poor anger management skills** – e.g. when teens haven't learned to control their emotions well and choose a few of the same people to take their anger out on, when things don't go their way

**Poor impulse control** – e.g. might regularly lash out at the same kids in sport and games and is often an arrogant winner or a sore loser.

**For social status (and power)** – some young people use fear or intimidation to try to be the most popular in an unhealthy peer group.

**Poor self-worth** – when a young person pulls others down, out of envy or unhealthy comparison/ competition.

**Lacking empathy** – for others who are different to themselves,

**A combination** of any of the above.

What is very important is to discuss with the children/teens about positive ways to make

friends and socialise with other children/teens, trying to find together what is acceptable behaviour and what is not.



Here below some suggestions that can help you.

**First of all, Ask** and Try to understand why your child may be behaving in this way.

Ask them about what they think is going on, and why they are bullying someone else – remember not to criticise, blame or judge. Think about any issues or problems that the child/teen might be experiencing and that may be impacting on their behaviour. Ask them what they think might help them to stop bullying.

**Avoid shaming them and look for a pattern**

Communicate that they can talk to you about their own insecurities and fears. Take time to find out the underlying need for their behavior. Sometimes a student who bullies other children in one situation may themselves be bullied in another.

Then try to **better Understand**

Children/teens who bully need help to understand how their behaviour affects others. They need support while learning to repair the harm they have caused. They need to develop their social and emotional skills.

**Now Explain...**

Explain what bullying is and why it's not acceptable. Talk about the other person's feelings and help the child/teen to understand what it is like for the person being bullied

**....but don't make excuses for your teen's behavior**

Remind the child/teen that bullying is a choice and they can choose to stop. Talk about the different forms of bullying (emotional, physical and psychological, and be sure to include the online forms).

**Finally Reassure**

Tell the child/teen that you do not support bullying, but that you do support them. Reassure them that you are ready to help and support them in putting a stop to bullying behavior

**... and Remember that YOU ARE NOT ALONE:** there is a community that can help the child/teen and that is composed by the school, the parents and any organization the child/teen is in (sport organization, church, trainers or coaches, associations...) that is part of the educating community.

You can support the child/teen and plan a course of action involving the Educating Community members, because any child/teen's wellbeing is in the community rather than the school or the parents alone.

## **(My) child/teen witnessed bullying. What should I do?**

Witnessing bullying can be distressing. Bystanders can often experience feelings like helplessness, fear and worry and may even feel unsure if they should interfere, particularly if there are other people around. Bystander concerns include:

- not knowing what to do or not wanting to make the situation worse
- not knowing if their actions will make a difference
- feeling worried about their safety if they intervene
- feeling worried about the impact of taking action on their friendships
- being anxious that they will be bullied as a result of intervening.

Remember that there are different roles when witnessing bullying:

- Followers (kids who assist): These children may not start or lead the bullying, but may encourage or join in.
- Supporters (kids who reinforce): These children are not directly involved, but they provide an audience. They may laugh or support the children who are bullying. This may encourage the bullying to continue.
- Outsiders: These children remain separate from the bullying situation. They neither reinforce the bullying behaviour nor defend the child being bullied. Some may watch, but do not show they are on anyone's side. These children often want to help, but don't know how.
- Defenders: These children actively comfort the child being bullied and may come to the child's defense when bullying occurs.

A child/teen who witnesses or knows bullying is occurring needs support.



Here below some suggestions that can help you.

**First of all try to encourage the child/teen to talk about what happened.**

Let the child/teen know that you take the bullying seriously. Make them aware that speaking up while the bullying is happening can be scary, but it can make a big difference.

**Reassure the child/teen**

Let them know you understand their feelings and fears about what to do. Respect the child/teen's judgment about whether it is safe to say something. They are the ones who really know the situation. Respect their feelings and their assessment of the situation.

**.... And Ask**

Ask the child/teen what they want you to do. Don't jump in to solve the problem, but try to make them understand that being a good friend and an upstander sometimes means pulling your friends up if they're bullying someone else. This can be pretty tricky, but of a strategic importance.

**Encourage the child/teen child to take action**

As hard as it can be, when someone stands up to bullying behaviour, it will often stop it right away. If the child/teen are worried about being the first one to step in, you could suggest them to talk to a trusted friend and check whether they can also have their support.

**...and Explain why**

Tell the child/teen that reporting the bullying is okay because kids often need help from adults to stop it. Point out that if they don't do anything the bullying will probably continue. Make them know that it's normal to feel scared about stepping in. But let try them to imagine what it's like to be the person who's being bullied.



Here below some deeper explanations:

<p><b>Examples of online bullying include:</b></p> <ul style="list-style-type: none"><li>- Sending abusive or threatening text or email messages.</li><li>- Spreading rumours via email or posted on social networking sites.</li><li>- Posting unkind messages or inappropriate images.</li><li>- Sharing someone's personal or embarrassing information online.</li><li>- Imitating others online:<ul style="list-style-type: none"><li>- someone stealing your child's passwords or getting into their accounts and changing the information there;</li><li>- someone setting up fake profiles pretending to be your child, or posting messages or status updates from their accounts.</li></ul></li><li>- Excluding others online:<ul style="list-style-type: none"><li>- someone trying to stop your child from communicating with others.</li></ul></li></ul>	<p><b>Online bullying is different to bullying in person in the following ways:</b></p> <ul style="list-style-type: none"><li>- A lot of people can view or take part in it. Messages and images can be distributed quickly to a very wide audience – for example, rumors and images can be posted on public forums or sent to many people at once.</li><li>- It's often done in secret with the bully hiding who they are by creating false profiles or names, or sending anonymous messages</li><li>- It can be persistent and difficult to escape</li><li>- it can happen any time of the day or night.</li><li>- It's difficult to remove as it's shared online so it can be recorded and saved in different places.</li><li>- It's hard for the person being bullied to escape if they use technology often.</li></ul> <p>Research suggests that many students who are bullied online are also bullied in person. If a child/teen reports online bullying, it's important to check further to get the full picture.</p>
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## Test yourself through the following scenarios

The scenarios below are designed to be realistic situations that you could be encountered.

They are meant to help you to think about what your response would be if you were confronted with any of these situations. After reading each scenario, you should answer the following questions. It might help to discuss your answers with other parents, other members of the community, teachers or child's school counselor.

- What would you tell?
- What would you do?
- What would your emotional reaction to the situation be?
- What steps would you take?
- How can you contribute in solving this situation?
- How can be the "role" of the community in helping you to solve the situation?

## Scenario 1 – “Andrew”



During the last three months, Andrew has mentioned that other boys call him names like “fag” or “queer” and they have threatened to beat him up. He is so anxious that he refuses to use the bathroom at school all day. He runs home every day and stops to walk with the other friends. His coach called you because he has been repeatedly late to the playground. Andrew says that he is late because the mates at the football match take his clothes and hide them all around the locker room.

- What would you tell?
- What would you do?
- What would your emotional reaction to the situation be?
- What steps would you take?
- How can you contribute in solving this situation?
- How can be the “role” of the community in helping you to solve the situation?

## Scenario 2 – “Maria”



Maria has been a very popular girl since 1st grade and her friendships are important to her. Her friends are good students and are involved in many after school activities and sports. You have noticed that Maria does not include certain girls when they get together even though some of them are neighbors. You heard a telephone call where Maria made rude comments about how some girls dress, also making fun of their hair. She especially spoke about Amanda. You are friendly with Amanda’s parents.

- What would you tell?
- What would you do?
- What would your emotional reaction to the situation be?

- What steps would you take?
- How can you contribute in solving this situation?
- How can be the “role” of the community in helping you to solve the situation?

### Scenario 3 – “Ana”



Ana is a sensitive girl who tries hard to get along with everyone. Over the past several weeks she has been telling you about a classmate, Kate, who is being teased by several other girls in her grade. She says they are mean to her right in front of her face by whispering and not letting her sit with them at lunch. Ana says that she feels sorry for Kate, but does not know what to do. Ana also make you read some text messages she received about Kate. The texts were mean and hurtful and intended to destroy any friendships that Kate has. Ana becomes tearful and tells you that she is fearful the girls will do the same thing to her if tries to help Kate.

- What would you tell?
- What would you do?
- What would your emotional reaction to the situation be?
- What steps would you take?
- How can you contribute in solving this situation?
- How can be the “role” of the community in helping you to solve the situation?

### Scenario 4 “Paul”



Paul is a fifth grader in a public school. He told you one day that a group of classmates had been spreading hurtful rumors about him via Instagram and Whatsapp. In addition, they made fun of his academic excellence almost on a daily basis. They also force him to make their homework.

- What would you tell?
- What would you do?
- What would your emotional reaction to the situation be?
- What steps would you take?
- How can you contribute in solving this situation?
- How can be the “role” of the community in helping you to solve the situation?

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