

SociAl competences  
and FundamEntal Rights  
for preventing bullying



# safer

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# students' HANDBOOK



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**Bullying – we can all help stop it!!!!**

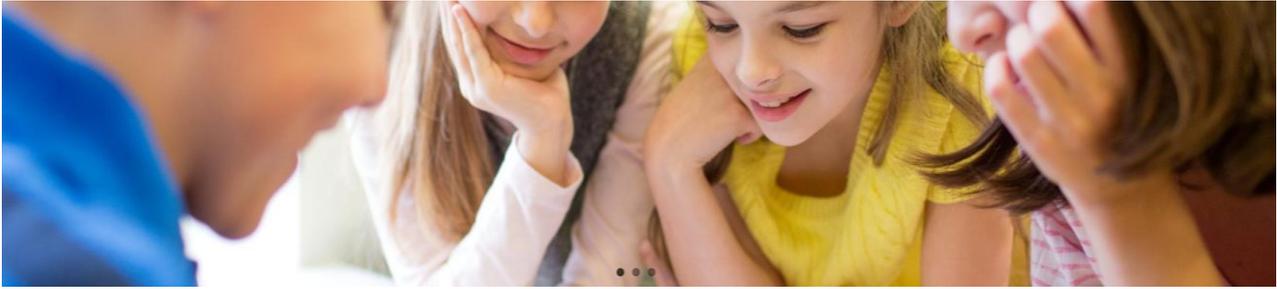
**“Be the HERO for reducing bullying to ZERO”**

## **STUDENTS HANDBOOK**



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## **Let's start speaking together about bullying....**

**There is a good chance that you have experienced bullying yourself, or that you have been the bully yourself. Probably, you have seen someone else being bullied.**

**Bullying can take the form of words or deeds. It can be also done from electronic devices.**

**Girls bully, boys bully, the younger school kids bully, older school students bully – there is no one kind of person that bullies.**

**It's also important to know that bullying can happen to anyone—and it's not always so easy to recognize.**

**The one sure thing is that no one EVER deserves to be bullied.**

**This short Notebook can help you to better understand how many forms bullying looks like and how to behave, what to do and not do if bullying is happening to you or if you see bullying happening to someone else, inside or outside your school.**

**In addition to the specific content, you can also find supplemental materials that you can use to gain a better understanding on how to tackling bullying so to become the hero that contribute in bullying to zero!”**

## **What do you know about bullying?**

### **Are you sure to fully understand what bullying is?**

**Bullying means systematically inflicting physical and verbal hurt or psychological distress on one or more students.**

**It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, repeatedly calling someone names, repeatedly excluding someone from the group or dehumanizing gesture, that is severe or pervasive enough to create an intimidating, hostile, or offensive environment around you.**

**Bear in mind that bullying happens inside and outside your school and in any social media.**

**It causes discomfort or humiliation; or unreasonably interfere with your wellbeing.**

**Key elements of the bullying definition are:**

- 1. The behavior is unwanted**
- 2. The behavior is repeated**
- 3. The behavior substantially interferes with your social life inside and outside the school and within the community you live**
- 4. There is a real or perceived imbalance of power between the bully and the victim.**

**You have also to know that many behaviors are not, in themselves, bullying but rise to the level of bullying when they become repeated.**



## Let's deepen what are the main types of bullying

The more well-known typologies of bullying are:

### Physical

This form of bullying is usually visible, and therefore easy to recognize. Think about the stereotypical movie scenes when someone knocks someone else's books out of their hands or pushes them up against a locker. Depending on the nature and severity of the contact, anyone who physically bullies usually faces consequences like suspension, or expulsion.

Examples of physical bullying include pushing, shoving, hitting, kicking, biting, hair pulling, inappropriate touching, breaking objects, and taking or damaging another's possessions.

### Verbal

Using words, either out loud or in writing, is a common type of bullying because it's quick, often done impulsively to elicit a response (and getting a response is typically the goal of bullying). Verbal bullying is also easier to do without catching the attention of adults, making it harder to detect and more difficult to reprimand. Examples include teasing, name calling, threats, intimidation, demeaning jokes, rumors, gossip, and slander—all of which can occur both in person or online.

### Social and Emotional

Social and Emotional bullying can be subtle and difficult to detect. It's calculated and manipulative. It can be perpetuated by a single person but is more often executed by a group. Emotional bullying can be extremely damaging and traumatic. It's targeted at a person's sense of self, causing them to question their self-worth and usually results in low or a complete lack of self-esteem. Emotional bullying, whether it's done in-person or online, could be excluding someone from a group or

purposely leaving them out of activities, threatening to hurt or harm someone, telling lies in order to hurt another person's reputation, or humiliating someone publicly.

But bullying can also be:

## Cyber

- ✓ Sending harassing, embarrassing, or other unwelcome emails, text messages, or social media posts
- ✓ Deliberately excluding others online
- ✓ Posting nasty rumors and fallacies on social media
- ✓ Imitating others online or stealing their log-in info

## Sexual

- ✓ Sexual name-calling
- ✓ Crude comments
- ✓ Vulgar gestures
- ✓ Uninvited touching
- ✓ Sexual propositioning
- ✓ Spreading of pornographic materials

## Prejudicial

Prejudicial bullying is based on prejudices toward people of different races, religions, or sexual orientation and can include all the other types of bullying including cyberbullying, verbal, physical and sexual.

- ✓ Being singled out on the basis of race, religion, or sexuality.
- ✓ Any other form of bullying on the basis of race, religion, or sexuality.

It's your turn!

Find the words in bold and with the left letters discover the antibullying message

# WORD SEARCH

## FIND THE WORDS IN BOLD



**BULLY** A person who hurts others.  
**INTIMIDATE** To make someone feel scared or threatened.  
**FRIEND** People who like and respect each other.  
**PACISM** Disliking a person because of their skin colour, language, customs, or culture.  
**TRUST** Feeling safe and secure.  
**EMPATHY** Understanding and caring about how someone else is feeling.  
**SAFE** Keeping away from danger or injury.  
**ALIENATION** Feeling of not belonging.  
**COURAGE** Being able to confront fear or danger.

C	Y	H	T	A	P	M	E
O	S	B	U	L	L	Y	T
U	T	E	P	I	U	P	A
R	F	R	I	E	N	D	D
A	T	A	B	N	S	E	I
G	R	C	S	A	A	A	M
E	U	I	F	T	F	E	I
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### FIND THE MESSAGE

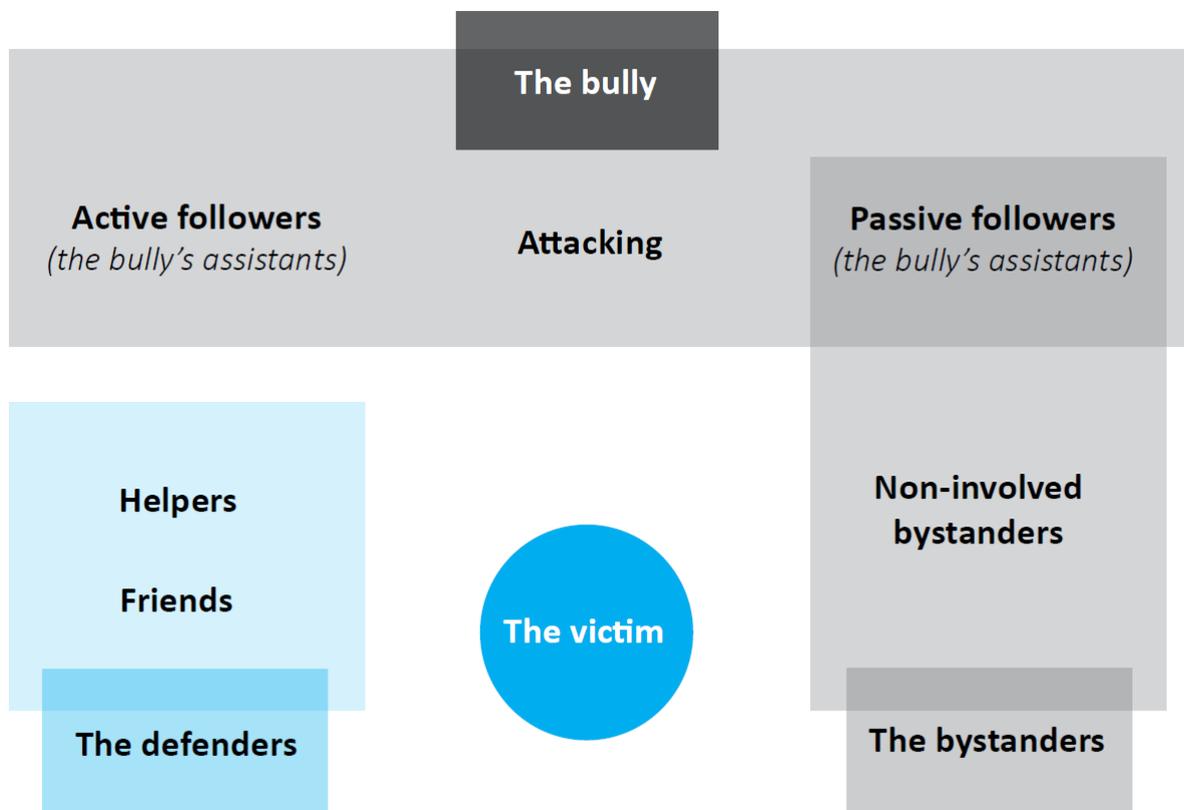
USE THE LEFT-OVER LETTERS TO SPELL A MESSAGE FOR YOU (HINT: READ THE LEFT-OVER LETTERS LIKE A BOOK).

## Who Is Involved in bullying?

There are three potential roles in a bullying situation:

1. **Targets/Victims** = The individual(s) to whom the behavior is directed
2. **Those who bully** = The individual(s) who are directing the behavior
3. **Witnesses/Bystanders** = The individual(s) who see or know of the behavior

In some new definitions the bullying pattern is presented as a triangle or even rectangle, involving bully, bully's assistants (also referred to as followers), victim, bystanders and possibly defender(s), who actively support the victim, taking a clear stand and opposing the bully



## **It's your turn!**

**If you want to try to determine if you're experiencing bullying, take a look at the checklist below. Read each of the following questions and check any boxes you think might apply to your situation.**

- Do other students make mean comments about you?
- Have you ever been called hurtful names?
- Are you teased for how you look or act?
- Do you feel alone or isolated at school?
- Has anyone ever spread mean or untrue rumors about you?
- Are you ever purposely excluded from a group?
- Have you ever felt that someone you thought of as a friend is trying to control you?
- Has someone ever touched you in a way that felt inappropriate, demeaning, or threatening?
- Has anyone ever mocked or mimicked the way you talk or act?
- Has anyone ever damaged your belongings?
- Do other students physically hurt you on purpose?
- Are you ever afraid to go to school?

**Do you get anxious about how you are treated by other kids at school?**

**Have photos of you ever been posted online without your permission?**

**Has anyone ever pretended to be you on social media?**

**Have people posted mean things about you online or commented in a mean way on your posts?**

**The more boxes you check, the more likely it is you are being bullied.**

## Can someone play more than one role?

Yes! It's often the case that being bullied, doing the bullying, or witnessing bullying are not distinct categories.

It's more common that kids play multiple roles throughout the day. Someone who was bullied on the bus in the morning might be the one who makes fun of a younger kid that afternoon. The kid who laughed while watching a fight yesterday might ask the new kid with no friends to sit with him at lunch today. The individual who was the target of a vicious rumor on social media might spread gossip about a former friend during lunch the next day.

When thinking about who is involved in bullying, it's important to not strictly label individuals.

You have to know that bullying is about behavior and roles can be complex and complicated; there often aren't clear-cut villains or heroes.

But that also means we're all capable of altering that behavior and preventing bullying.

### It's your turn!

**In the line below identify the level of risk you have in being victim, bully and bystander**



## **Now you have to say NO to the myths and false information about bullying**

There was a time when bullying was actually seen as acceptable behavior. People used to say things like:

- **“Boys will be boys.”**

**Truth: Hurting others is never okay**

- **“Girls don’t bully.”**

**Truth: Girls do bully, usually with words**

- **“Words will never hurt you.”**

**Truth: Words may not leave bruises or broken bones, but they can leave scars on the inside**

- **“Bullying is a natural part of childhood.”**

**Truth: There is nothing natural about being bullied**

- **“Some people deserve to be bullied.”**

**Truth: No one deserves to be hurt or harmed. Everyone deserves to be treated with respect**

- **“Bullying will make students tougher.”**

**Truth: Bullying can make someone feel bad about him- or herself**

- **“It was only teasing.”**

**Truth: When it repeatedly hurts someone, this it is bullying.**

## It's your turn!

Make this true or false quiz to see what you now know about bullying myths

	TRUE	FALSE
1 It is ok to stand and watch someone get bullied?	T	F
2 Telling on the bullies will make it worse?	T	F
3 If you get bullied you should just harden up?	T	F
4 Only physical bullying hurts?	T	F
5 All bullies are kids who are bigger and taller than their victims?	T	F
6 Being a bully makes you tough?	T	F
7 No one deserves to be bullied?	T	F



## Solutions

ANSWERS

HOW DID YOU GO IN OUR TRUE OR FALSE QUIZ? CHECK YOUR ANSWERS...

- FALSE** Bullies are more likely to stop when a group of people their own age tell them to.
- FALSE** If you are being bullied you should tell someone you trust so they can help you stop the bullying.
- FALSE** Sometimes if you don't tell the bullies they will take it for granted and not learn that what they are doing is wrong and should stop.
- FALSE** Physical and emotional bullying hurts.
- FALSE** Bullies can be any size and any age.
- FALSE** Making others feel bad doesn't make you tough.
- TRUE** No one "asks for it". No matter how much you dislike someone no one deserves to be bullied.

From "Step Up, Be Safe, Be Proud"

## **Why does Bullying Prevention Matter?**

**More than one of every five students reports being bullied. They are scared to go to school. That means those students lose the opportunity to learn. It is every student's right to be safe in school.**

**Students who are bullied may also have lower self-esteem and less self-confidence. They might also struggle to concentrate in school because they're afraid of being bullied.**

**It's not just the targets of bullying who are hurt by it. Students who bully sometimes have their own difficult situation to face.**

**Students who see bullying happen often feel afraid or angry and even though they want to help, they don't know how.**

**So it's very important to take action!!!!**

**If you feel like you are being mistreated or isolated and it is happening again and again, talk about it!. Know there is help.**

**If you find yourself bullying someone else, stop the behavior and make it right. Apologize. Focus on doing things differently from now on. Ask for help with your behavior.**

**If you see someone being bullied, take a stand and support that person. If you feel safe, tell the person doing the bullying to stop. If you don't feel safe, walk away and try to bring the victim with you.**

**Whether you are being bullied, being the bully, or seeing someone being bullied, take action!!!**

## **It's your turn!**

**Check whether the following situations are bullying scenarios or not. Write “bullying” or “not bullying” on each line**

1. Ana sees a group of girls laughing across the room. She can't hear them and doesn't know why they are laughing

---

2. Ben sits behind Joe in school. He pokes him in the back with a pencil each day

---

3. Marc got new braces on his teeth. He doesn't say much all day. Harold says “Smile so I can see your braces”

---

4. Karl and Bobby won't let Adam play hide-and-seek with them. Karl says “We don't play with babies like you!”

---

5. Jamie sends her friend a message with an untrue rumor about her classmate Carrie

---

6. Maria has a sprained ankle and she limps when she works. Emily and Megan pretend to limp whenever they see her as a joke

---

7. Justin is outside and hides behind a tree with a squirt gun. When his sister walks by he squirts her. She laughs and runs away

---

## **And you have to know that you have rights.....**

**It is important for you to know that there is legislation in every state designed to protect students in a bullying situation.**

**These laws vary from country to country, but many express that:**

- Students who are bullied should be provided with support and strategies designed to keep them safe and prevent further bullying**
- Those who are bullying should be given consequences that are appropriate for the situation and circumstances**
- Students who witness bullying should be trained on how to respond to bullying and the role they can play in creating a safe school community**

**Furthermore you have to know that the United Nations Convention on the Rights of the Child sets out all the rights that every all children and young people across the world have.**

**The following picture shows your fundamental rights**

<p>1</p> <p>DEFINITION OF A CHILD</p>	<p>2</p> <p>NO DISCRIMINATION</p>	<p>3</p> <p>BEST INTERESTS OF THE CHILD</p>	<p>4</p> <p>MAKING RIGHTS REAL</p>	<p>5</p> <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	<p>6</p> <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	<p>7</p> <p>NAME AND NATIONALITY</p>
<p>8</p> <p>IDENTITY</p>	<p>9</p> <p>KEEPING FAMILIES TOGETHER</p>	<p>10</p> <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	<p>11</p> <p>PROTECTION FROM KIDNAPPING</p>	<p>12</p> <p>RESPECT FOR CHILDREN'S VIEWS</p>	<p>13</p> <p>SHARING THOUGHTS FREELY</p>	<p>14</p> <p>FREEDOM OF THOUGHT AND RELIGION</p>
<p>15</p> <p>SETTING UP OR JOINING GROUPS</p>	<p>16</p> <p>PROTECTION OF PRIVACY</p>	<p>17</p> <p>ACCESS TO INFORMATION</p>	<p>18</p> <p>RESPONSIBILITY OF PARENTS</p>	<p>19</p> <p>PROTECTION FROM VIOLENCE</p>	<p>20</p> <p>CHILDREN WITHOUT FAMILIES</p>	<p>21</p> <p>CHILDREN WHO ARE ADOPTED</p>
<p>22</p> <p>REFUGEE CHILDREN</p>	<p>23</p> <p>CHILDREN WITH DISABILITIES</p>	<p>24</p> <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p>25</p> <p>REVIEW OF A CHILD'S PLACEMENT</p>	<p>26</p> <p>SOCIAL AND ECONOMIC HELP</p>	<p>27</p> <p>FOOD, CLOTHING, A SAFE HOME</p>	<p>28</p> <p>ACCESS TO EDUCATION</p>
<p>29</p> <p>AIMS OF EDUCATION</p>	<p>30</p> <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p>31</p> <p>REST, PLAY, CULTURE, ARTS</p>	<p>32</p> <p>PROTECTION FROM HARMFUL WORK</p>	<p>33</p> <p>PROTECTION FROM HARMFUL DRUGS</p>	<p>34</p> <p>PROTECTION FROM SEXUAL ABUSE</p>	<p>35</p> <p>PREVENTION OF SALE AND TRAFFICKING</p>
<p>36</p> <p>PROTECTION FROM EXPLOITATION</p>	<p>37</p> <p>CHILDREN IN DETENTION</p>	<p>38</p> <p>PROTECTION IN WAR</p>	<p>39</p> <p>RECOVERY AND REINTEGRATION</p>	<p>40</p> <p>CHILDREN WHO BREAK THE LAW</p>	<p>41</p> <p>BEST LAW FOR CHILDREN APPLIES</p>	<p>42</p> <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>

43-54



HOW THE CONVENTION WORKS

# CONVENTION ON THE RIGHTS OF THE CHILD

## It's your turn!

**Make a circle or underline with a coloured pencil those rights that you think can help you in any bullying situation**

**Article 1** Everyone under 18 years of age has all the rights in this Convention.

**Article 2** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

**Article 3** All organisations concerned with children should work towards what is best for each child.

**Article 4** Governments should make these rights available to children.

**Article 5** Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.

**Article 6** Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

**Article 7** Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.

**Article 8** Governments should respect a child's right to a name, a nationality and family ties.

**Article 9** Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.

**Article 10** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

**Article 11** Governments should take steps to stop children being taken out of their own country illegally.

**Article 12** Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

**Article 13** Children have the right to get and to share information, as long as the information is not damaging to them or to others.

**Article 14** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

**Article 15** Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**Article 16** Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

**Article 17** Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.

**Article 18** Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

**Article 19** Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 20** Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.

**Article 21** When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.

**Article 22** Children who come into a country as refugees should have the same rights as children who are born in that country.

**Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

**Article 24** Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.

**Article 25** Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

**Article 26** The Government should provide extra money for the children of families in need.

**Article 27** Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

**Article 28** Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

**Article 29** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

**Article 30** Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

**Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.

**Article 32** Governments should protect children from work that is dangerous or that might harm their health or education.

**Article 33** Governments should provide ways of protecting children from dangerous drugs.

**Article 34** Governments should protect children from sexual abuse.

**Article 35** Governments should make sure that children are not abducted or sold.

**Article 36** Children should be protected from any activities that could harm their development.

**Article 37** Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.

**Article 38** Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

**Article 39** Children who have been neglected or abused should receive special help to restore their self-respect.

**Article 40** Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

**Article 41** If the laws of a particular country protects children better than the articles of the Convention, then those laws should override the Convention.

**Article 42** Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.

**Go to [www.unicef.org/crc](http://www.unicef.org/crc) to read all the articles.**

## **What If you are being Bullied?**

**First, know that:**

- **No one ever deserves to be bullied**
- **You have the right to ask for help to stop the behavior**
- **Your opinion about what to do to is important**
- **You don't have to go through the bullying experience alone**

**Next, think through how to advocate for yourself. What is advocacy?**

**Self-advocacy means communicating on your own behalf, letting others know what you need, and taking action in a direct and respectful manner.**

**There are three important steps that you can take:**

### **1. Tell someone, especially an adult**

**Bullying thrives on silence. Those who bully depend on their targets being silent, as it allows their behavior to continue without consequences. And yes, it can be really hard to talk about what's happening.**

**As difficult as it might be, it's important to connect with someone and share what you are going through. Ideally, you'll talk about it with a parent, a teacher, a member of your community or an adult whom you trust. If you don't feel able to tell an adult, confide in a friend!**

### **2. Develop your own action plan**

**Being a self-advocate means speaking up for yourself and letting people know what you need. Set things in motion by working through a plan:**

- **Write down what is happening to you, when and where it takes place, and who is involved**
- **List your role in this action plan, who else should be involved, and what they could do**

- Share this information with a parent, a teacher, a member of your community or an adult whom you trust

### 3. Assert your rights

Every student has the right to feel safe at school and out of school. If one adult isn't able to help you, don't give up! It is your right to talk with another adult.

When you do speak to a teacher, an administrator, or a person you trust at school:

- Share all the information in your action plan
- Ask: "What can be done so I feel safe and other kids do, too?"
- Remind that there are laws and school and/or community policies or practices in handling bullying situations.

## **It's your turn!**

**Seeking support and speaking with someone else is not easy. Try to write down your plan, so to be ready....**

If I am being bullied, the two adults I can report to at school are:

1. \_\_\_\_\_

2. \_\_\_\_\_

The two adults I can report to outside of school are:

1. \_\_\_\_\_

2. \_\_\_\_\_

If I'm feeling too upset or nervous to make a report by myself, or I need to talk to someone about what's going on, two friends I can count on

are:

1. \_\_\_\_\_
2. \_\_\_\_\_

Because I can count also on myself, the strategies I can use to interrupt the bully's behavior can be:

1.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If my family or I need to contact someone at school or in my community about bullying, here is some information we can use:

Phone Number:  
\_\_\_\_\_

E-mail  
\_\_\_\_\_

Other info  
\_\_\_\_\_

## **What if you bully someone else?**

**What's so great about hurting someone? Teasing, tripping, punching, kicking, excluding, ignoring, hazing—it really says more about you than them.**

**Know that bullying is about behavior and that you can change your behavior.**

**Take the following:**

- **Talk with an adult you trust**
  - **This can be someone at school, at home, or in your community.**
  - **Share what's going on.**
  - **Ask for their advice and help.**
  
- **Set a goal to change the negative behavior**
  - **It's helpful to plan and strategize responses that are appropriate for situations.**
  - **Find a mentor and role model to guide you through challenging situations.**
  
- **Be intentional with your actions**
  - **Think through how you want to respond to situations.**
  - **Frame your responses to be kinder, and more inclusive and accepting.**

**It's your turn!**

**Are you sure to not be a bully? Check and circle, in the following sentences, the one/s that represent you**

**B** Being exclusive and leaving someone out of a group activity.

**U** Unkindly mimicking or mocking someone in-person or online to "vent" or make yourself feel better.

**L** Lying or gossiping about someone in-person or online.

**L** Laughing at, or making fun of, someone in-person or online.

**Y** You make mean, hurtful comments about someone in-person or online.

**I** Intimidating someone in order to make them feel insecure or afraid in any situation.

**N** Not treating someone as you would like to be treated.

**G** Getting others to treat someone unkindly.

**Furthermore answer the following check-list**

DO YOU DO THIS?	YES	NO
Do you say or write mean things about someone even after they ask you to stop?		
Do you repeatedly hit or hurt someone physically whenever an adult is not around?		
Have you told anyone that they weren't allowed to be part of a club or team, or sit with a particular group of kids?		
Is there someone that you pick on often and try to hurt their feelings or embarrass them?		
Do you ever say untrue things about someone that could hurt their feelings or change the way others think about them?		
Do you do things to deliberately annoy someone, such as throwing things at them when the teacher isn't looking?		
Have you ever written something bad about someone and sent it through a text message or posted it online?		
Are there certain places people are afraid to go because they know that you will be there to hurt them?		
If you've hurt someone physically or emotionally, have you threatened them to keep them from telling an adult?		
Do you ever make someone give you their money or any of their possessions?		
Do you tell others to not be friends with someone for any particular reason?		
Do you do or say mean things about others to try to get the people around you to laugh?		

If you answered yes to any of these questions, there's a chance that you are being a bully!  
Talk to an adult to find out what you can start doing to change your behaviors.

## What to Do if You Witness Bullying?

Think about what can happen to someone as a result of being bullied:

- Feeling all alone,
- Believing that no one cares,
- Questioning whom you can trust, and
- Wondering if anything will ever change.

That is a lonely place to be.

Now imagine how that could be different. Think about how powerful it could be for someone who feels all alone to have another person reach out to them, especially someone their own age who understands what they might be feeling and shows that they care.

That person can be **YOU!!!!**

Have you ever thought, “It’s none of my business—I should just ignore it and walk away.”

Put yourself in the other person’s place. If you were being pushed around, laughed at, gossiped about, made fun of, or ignored on purpose, wouldn’t you want someone to be there for you? Know that when someone is hurting, especially emotionally, your support as a peer is incredibly meaningful!

### a) Be available for conversation

Students who experience bullying often don’t tell anyone. If you know someone being bullied, let them know you care by encouraging them to talk about their experiences. Your goal doesn’t need to be fixing the problem; instead, focus on letting them express their story and their emotions.

Here are some ways to connect:

- Listen without judgment
- Then, ask questions that allow them to talk through the story and their emotions:
  - Want to tell me what happened?
  - How are you doing?
  - What would be helpful to you right now?
- Help them think through how they can tell others about their

**experience**

- Support them when they reach out to a parent or other trusted adult

**b) Respond with intentional acts of kindness, acceptance, and inclusion**

The one thing anyone can do to help is show support for the person being bullied.

Here are some ways to be intentional with your support:

**Speak up, your words matter. Try saying:**

- I'm here for you.
- You didn't deserve to be treated that way.
- Can I help you find an adult to talk to?

**Reach out, your actions are important.**

- Connect with them during class breaks, even if it's just to say hi.
- Invite them to sit with you, or to play a video or card game.
- Do homework together.

**Be a friend. Build them up.**

- Remind them that no one deserves to be disrespected and that bullying won't last forever
- Recognize what they do well and compliment their talents.
- Even if they don't want to talk, invite them into the conversation.

**c) Redirect the situation**

Research shows that peers can be very effective at intervening in a bullying situation. A creative and sometimes challenging solution is to change the direction of the situation to a more positive course. It might take some preparation, practice, planning, and extra thought—it's not easy to speak up against a wave of negativity—but research also shows that when one person speaks up, others will follow.

- Help them get away from a bullying situation by:
  - Asking them to walk with you.
  - Inviting another friend to join you—there's safety and support in numbers!
- Change the subject when your peers start tearing someone down
- Find an adult who can come quickly and intervene
- If you see cyberbullying, you can:

- Write something positive in response.
- Contact the person being bullied and let them know you are there for them.
- Report it to an adult at school or to the social media site.

#### **d) Talk with an adult**

In situations where you're not sure what to do, seeking advice from an adult you trust can be helpful. An adult, such as a parent or a favorite teacher, can help you think through different ways to respond, while ensuring everyone stays safe.

Here are some ideas for talking with an adult.

- Let them know that you're coming to them for advice
- Share that someone is going through a situation that they can't fix on their own
- Being bullied can involve a lot of personal details; if you don't want to share everything, let the adult know that there are certain things you are not ready to share and ask them to respect that
- Emphasize that you want the bullying to stop, and that the behavior has hurt the person targeted as well as others who are involved
- Ask, "What can be done so that we can help, and we can all feel safe?"
- Decide what steps you can take together
- Thank them for listening and caring

#### **e) Encourage others to come together against bullying—and unite for kindness, acceptance, and inclusion.**

Have you ever heard the old saying, "There is power in numbers"? In the world of bullying prevention, this is especially true. While it is absolutely important that each person does what they can, individual actions are magnified when we join forces. When a group of individuals works together for a common cause, that is when real change happens.

Try getting others involved by:

- Starting a club or activity at your school that focuses on inclusion. For example, invite students with and without disabilities to work together on an art project each week.
- Asking your teacher about researching other cultures for a presentation or project
- Holding an open event where board games are played, resources are

**shared, anyone can participate, and everyone has someone to work with**

- **Inviting everyone to a kick ball game designed so that all levels of participants can actively participate with root beer floats to celebrate**

- **Creating “safe spaces” on playgrounds that are monitored by peers and adults**

**Do your best to help, but also know that each bullying situation is different. It’s not up to you to solve it but recognize that your support can make a difference.**

**If you witness bullying you can feel scared, but staying silent is not an option! So stop making excuses and act as the following!!!!**

# Ouch! Your Silence Hurts

## Excuses



**What if I'm next?**  
I don't want to be the next target.



**I want to belong**  
I don't want to be rejected by my friends or classmates.



**It's not that bad**  
I'm not sure what I saw or heard. It's probably not that bad anyway.



**Nobody will help**  
I reported this already and nothing was done.



**They deserved it**  
They were being annoying. Someone needed to "put them in their place."

## Act



### Tell someone

It's hard to interact with someone who is causing harm. You can help by talking to a responsible adult.



### You're not alone

You're probably not the only one who's concerned. Talk to someone who can help. Staying silent only makes it worse.



### Talking is not tattling

Even if you aren't sure of all the details, talk it out with someone to understand more than one perspective.



### Keep seeking help

Sometimes help isn't found immediately. Keep seeking help until someone responds.

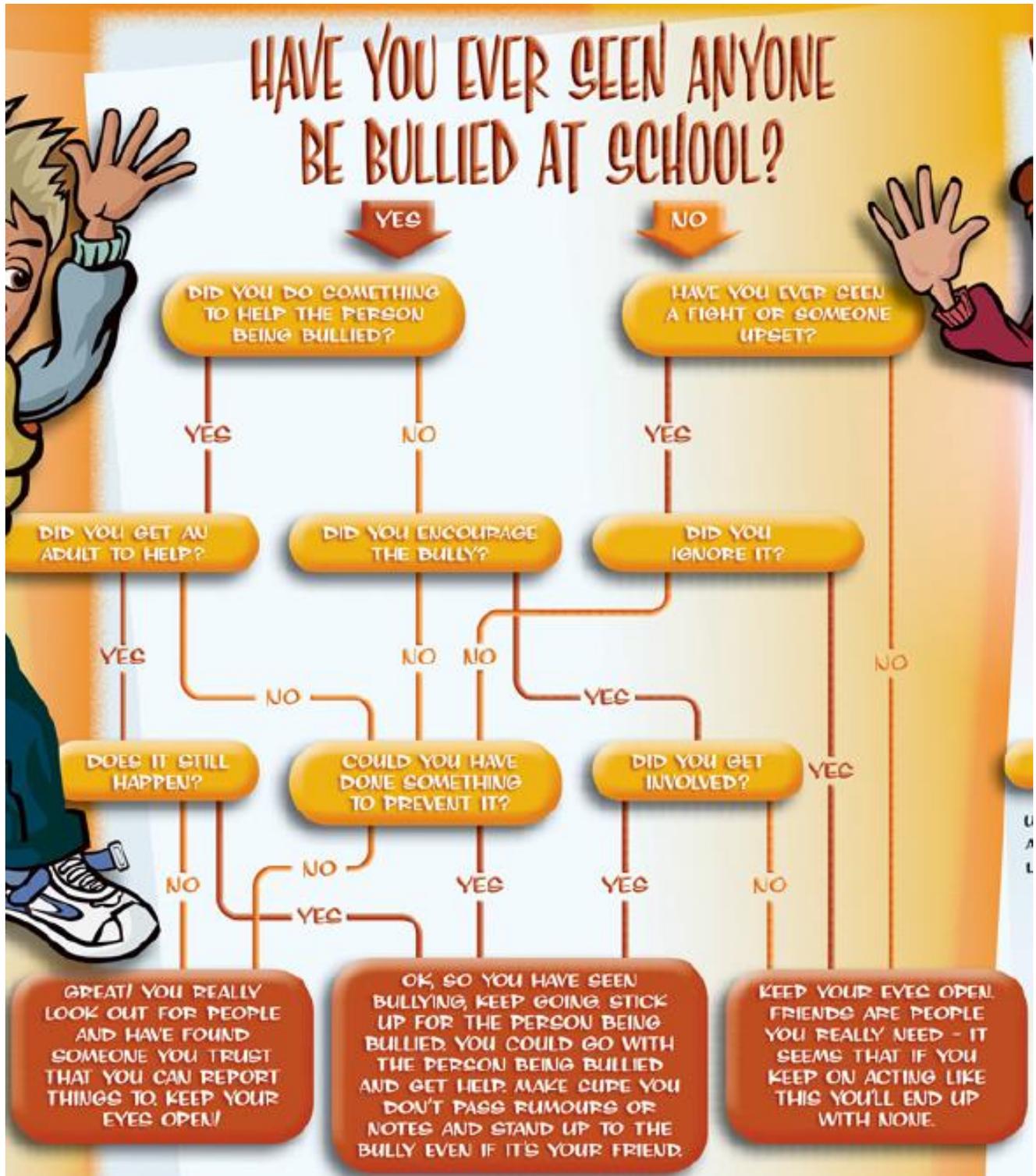


### Everyone deserves respect

We all need help learning how to respect one another. You can break the cycle of disrespect.

It's your turn!

Follow your way in the following chart....



From "Step Up, Be Safe, Be Proud"

## **What to Do if Bullying is Reported to You**

- 1. Take all reports seriously.**
- 2. Ask, “Has this happened before?”** One incident may not seem significant, but it is important to determine whether a pattern of behavior exists.
- 3. Do not blame the victim.** Understand that it probably took courage to report the incident.
- 4. Get the facts of what happened.** Give the information to an adult you trust inside the school, family or community
- 5. Reassure the victim.** Let the student know you will report the bullying to those at the school who can best help. Assure the student you will maintain confidentiality. Encourage the victim to not act upset or angry in front of the bully, and to communicate any further incidents to you or to the school disciplinarian. Do not encourage the student to fight back or ignore bullying.
- 6. Look for signs of serious impact on the victim.** Refer the student to the guidance counselor or to the school intervention team to connect the student to the right help.
- 7. If bullying is reported to you by another party, such as the parent,** connect the person to the school disciplinarian. Follow up to make sure the report has been investigated.

## **It's your turn!**

**Now that you know a lot more about bullying, what YOU would do in the following situations?**

### **SITUATION A:**

A small kid in your class is often picked on by a larger kid. One day, you are in the lunchroom. You see the bigger kid trip the smaller kid, causing him to fall and drop his tray of food. People start laughing at the smaller kid. He is clearly upset and looks like he is going to cry... What would YOU do?

#### **Suggestions:**

1. Ignore the bully. If the bully tries to get a reaction out of everyone, don't laugh or join in. Let him know you don't think what he is doing is funny or cool.
2. Get a group of friends together to help the kid clean up his spilled lunch. You might also invite him to sit with you?

This is not the only way to handle the situation. Maybe you can think of something better!

### **SITUATION B:**

There is this girl that you often see in the playground by herself. Sometimes people spread nasty rumors about her, and you have heard people call her names. One day, you see her walk over to play on the tire swing. "You have cooties-go away!" a kid shouts at her. She sees another group of girls and asks, "Can I play?" But one of the girls snaps "Don't talk to her. She's a reject. If you talk to her, you're a reject too." The girl looks very upset and walks away as the other girls call her names. What would YOU do?

#### **Suggestions:**

1. Invite the girl over to play with you and your friends.
2. If you hear rumors being spread, stand up for her and say some good things that you have noticed about her. Don't pass on what you

hear, even if it makes other kids laugh. (Think about what it would feel like if it happened to you!)

This is not the only way to handle the situation. Maybe you can think of something better!

### **SITUATION C:**

A new kid moves to the area and joins your class. A lot of people make fun of this kid, and he doesn't stand up for himself. You discover that when you tease him, you can get your friends to laugh. One day, you make up a nickname for him that everyone thinks is funny and people start calling him by that name. When you see how the name upsets the kid, you begin to feel bad! But you tell yourself: You don't do it very often and most of the kids pick on him much more than you. Still, the name you thought up really seems to make him miserable! What would YOU do?

#### **Suggestions:**

- 1. That bad, nagging feeling is your conscience! Maybe others pick on this kid more than you, but you're adding to the problem. If a lot of kids are picking on this boy, he probably isn't having a very good time. But if you pick on him too, it probably makes him feel even sadder.**
- 2. Stop teasing the kid. (That nagging feeling you have will go away!)**
- 3. Try your best to make others forget about the mean name you thought up. When you see others pick on him, tell them it isn't cool and that the nickname is really getting old.**
- 4. Start being nice to the new kid. If you can apologize for being mean before, that's great. But if not, just be nice from that point on.**
- 5. Try to get to know him. Perhaps you'll never be close friends, but at least you're nice to everyone. And then again, perhaps you'll end up making a new friend!**

This is not the only way to handle the situation. Maybe you can think of something better!

## Finally a crossword for sum up

# Crossword *on* BULLYING

1. A person who has been attacked or hurt by someone.
2. A false spoken statement that is made to cause people to have a bad opinion of someone.
3. A person who is standing near but not taking part in what is happening.
4. Someone who frightens, hurts, or threatens smaller or weaker people.
5. To annoy or bother someone in a constant or repeated way.
6. A person that gives help to another person.
7. To say insulting things to someone in order to make that person angry.
8. A trick that is done to someone usually as a joke.
9. To laugh at or make fun of someone in an unkind way.
10. To make someone afraid.
11. To refuse to accept bad treatment from someone.
12. Suicide caused by cyber bullying.
13. A form of bullying that involves words.
14. A person at which an attack is aimed.
15. To do or say something that is offensive to someone (that shows lack of respect).
16. Extreme physical or mental pain.
17. An act that is meant to trick or deceive people.

