



# Eyes on Bullying

## What Can You Do?



Everyone  
plays a role.

What's **YOUR** role?



A toolkit to prevent bullying in children's lives



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# Seeing the big picture...

## **Toolkit Objectives**

Successful bullying prevention includes education, preparation, and teamwork. This toolkit provides specific insights, strategies, activities, and resources to address bullying. It is designed especially for caregivers and parents of preschool and school-age children and youth to use in child care programs, afterschool and youth programs, and camps.

### **This toolkit will help you:**

- 1** Understand the extent, seriousness, and dynamics of bullying
- 2** Recognize and respond early and effectively to behaviors that can lead to bullying
- 3** Learn about new, effective strategies for controlling bullying
- 4** Prepare children to recognize and respond effectively to early bullying behavior
- 5** Teach children how everyone—bullies, victims, bystanders, and supportive adults—can help control bullying
- 6** Create an environment where everyone understands that bullying behaviors are unacceptable, harmful, and preventable
- 7** Empower yourself and children to actively intervene to prevent and stop bullying



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—Margaret Mead

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For more information on the topics introduced in this toolkit, visit the *Eyes on Bullying* website: [eyesonbullying.org](http://eyesonbullying.org)



# Introduction



## Seeing bullying through new eyes...

**Bullying can happen *anywhere* children gather. Yet, with greater understanding of the extent, seriousness, and dynamics of this problem, the amount and consequences of bullying can be greatly reduced.**

Together with parents, caregivers working in child care programs, afterschool and youth programs, and camps can play crucial roles in bullying prevention. You are on the front lines, likely to see bullying when it occurs and establish the rules needed to prevent it.

You are the adults children turn to for help resolving problems or to confide their concerns. You are in a unique position to help them navigate the challenges of their social world.

Yet, the issues surrounding bullying can be complex. Knowing how—and when—to intervene requires effective strategies and practice. *Eyes on Bullying* offers a variety of tools that can help you look at and understand bullying in a new way, reexamine your own knowledge and beliefs about bullying, and shape the beliefs and behaviors of the children in your care.

### EYE OPENER



**If you do not intervene, bullies, victims, and bystanders will continue to believe in the power of bullying, rather than the power of prevention. They will continue to let bullying happen.**

## Our Philosophy

**We believe that to prevent bullying in children’s lives, children and adults must:**

- Take a new look at the ways they think about bullying
- Understand how their actions—or inaction—can either prevent or escalate bullying behaviors
- Take responsibility and action for preventing bullying
- Learn and teach others successful strategies and skills to prevent bullying
- Create an environment where rules of conduct are clear, children feel safe, and everyone understands that bullying will not be tolerated



# User's Guide

These materials can be used in a variety of settings, with both children and adults. Activities can be readily adapted to meet the needs of individuals and groups as well as children of all ages. Specific suggestions for doing so are included throughout the toolkit. Additional information on issues relevant to specific age groups and settings is included on the *Eyes on Bullying* website: [eyesonbullying.org](http://eyesonbullying.org)

## To benefit most from these materials...

- 1 Prepare ahead of time.** Before using the materials, review the content and activities. Consider the issues they raise and how they apply to the children in your care. Try out the activities with colleagues or other adults, to see how they work and to examine your own knowledge and beliefs about bullying.
- 2 Proceed through the toolkit sequentially, if possible.** The toolkit begins with an examination of individual experiences, values, and beliefs around bullying, and then moves toward developing a team approach to bullying prevention and creating a bully-free environment. The activities build on one another.
- 3 Realize that change happens slowly.** Changing knowledge, beliefs, and behaviors takes time. Children—and adults—need multiple opportunities to practice... so, instead of limiting bullying prevention to a single session, consider incorporating toolkit activities in ongoing events (such as staff trainings) or periods when children are accustomed to addressing serious issues (such as open-circle times, cabin chats, or family meetings).
- 4 Create a safe space.** Establish clear ground rules for your discussions. Children should listen to and respect one another, rather than judge. If a child discloses a deeply personal issue, acknowledge the disclosure with reassurance and support, redirect the conversation from the specific to the general, then follow up in private with the child after the discussion.
- 5 Keep the discussions focused, but fun.** While these activities address important and serious issues, they are meant to be fun and engaging.
- 6 Be proactive.** Don't wait until you have a bullying incident to begin practicing bullying prevention.



# 1 A New Look...



**Each year millions of children and youth experience the humiliation and devastating effects of bullying.**

Bullying damages the physical, social, and emotional well-being of its victims. It also hurts the children who bully, as well as those who watch it happen. In fact, bullying creates a climate of fear, callousness, and disrespect for everyone involved.

Bullying begins in the preschool years, peaks in early adolescence, and continues, but with less frequency, into the high school years. But bullying does NOT have to be a part of growing up.

Over the past two decades, what we know about bullying—who is involved, where, when, and why it occurs, and the situations that allow it to spread—has increased tremendously. This knowledge has helped researchers develop new and useful strategies that both children and adults can use to intervene effectively and, better yet, prevent bullying before it ever occurs.

**In a U.S. national study with youth in grades 6 through 10, almost 30%—more than 5.7 million—were involved in moderate or frequent bullying during the current school term, as a bully, victim, or both.<sup>1</sup>**

## Bullying Basics

**We now know that:**

- Bullying is **NOT** pre-wired, harmless, or inevitable
- Bullying **IS** learned, harmful, and controllable
- Bullying **SPREADS** if supported or left unchecked
- Bullying **INVOLVES** everyone—bullies, victims, and bystanders
- Bullying **CAN BE** effectively stopped or entirely prevented



### 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, teasing, name-calling, insulting, threatening to harm
- **Indirect Bullying**—ignoring, excluding, spreading rumors, telling lies, getting others to hurt someone

Understanding what bullying looks like will help you stop it *before* it escalates.





## Look Back...

### 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, shameful, or unimportant. 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, while common, is not acceptable**

**Establish the groundwork for future conversations about bullying**

# 2 Look Out...



## 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, p. 25.)*



## Cyberbullying

**CYBERBULLYING IS A GROWING FORM OF BULLYING THAT IS ESPECIALLY HARD 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.



**More than one-third (36%) of teenagers and more than one-sixth (17%) of children (ages 6 to 11) have mean, threatening, or embarrassing things said about them online. Teenage girls are more likely (44%) to experience this form of online bullying than teenage boys (28%).<sup>2</sup>**

 Look Out...

**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 pictures to help young children understand the examples and ask them to share pictures of their 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 bad? Explain that by recognizing bullying-related behaviors early, they can help to stop them before they turn into bullying.
- 4** Ask children why some kids might not want to report 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...**

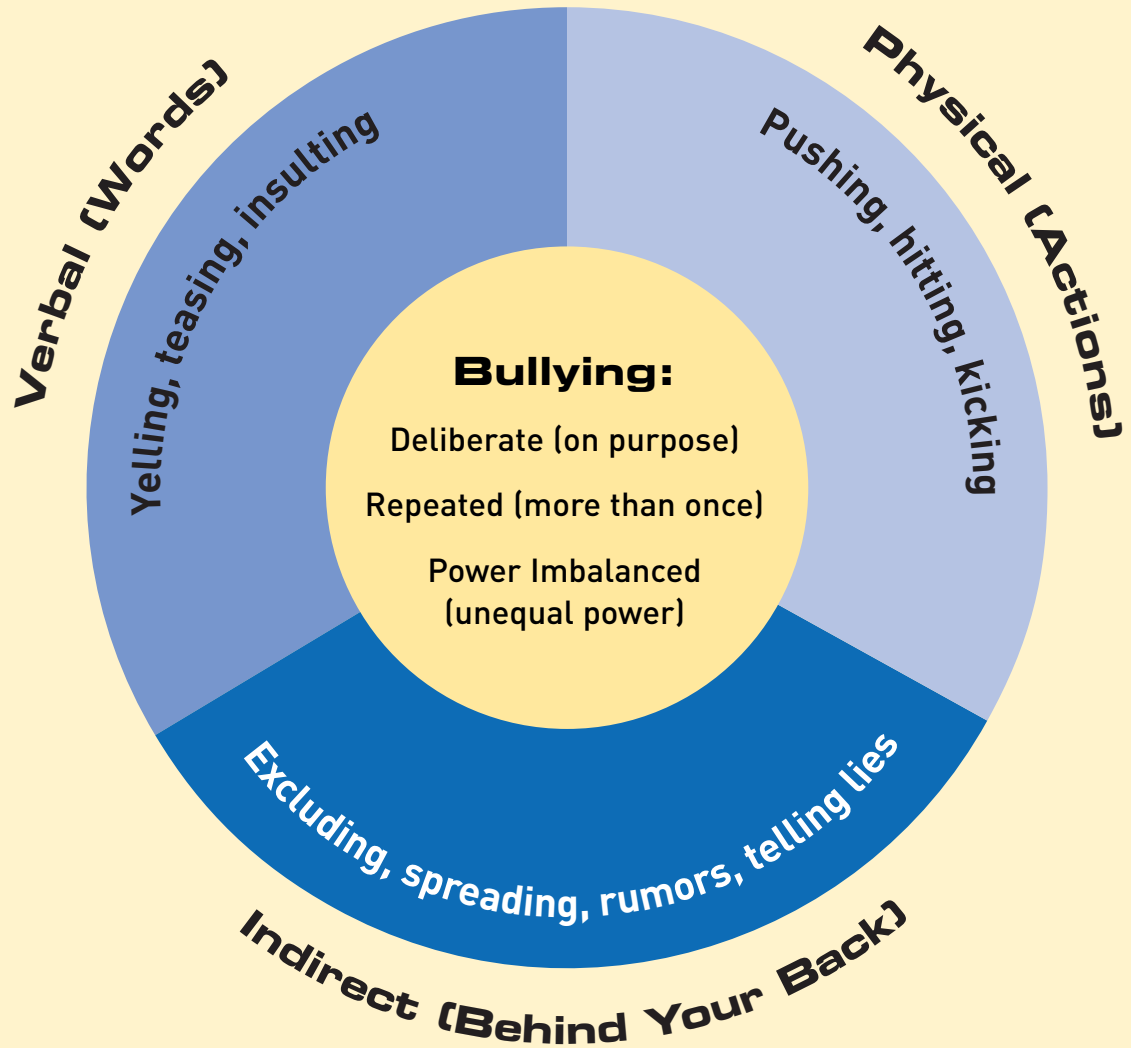
**Understand the defining features and various forms of bullying**

**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**

## What Is Bullying?



### Verbal



### Physical



### Indirect





# 3 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,** bullies often rely on direct verbal bullying and physical power to control material objects or territory. They may lack the skills to interact in more socially appropriate ways.

**In the elementary school years,** bullies are more likely to use threats and physical force, combined with direct verbal bullying, to make victims do things against their will. At this age, some children begin to use indirect bullying to exclude peers from their social circle.

**In the middle and high school years,** bullies rely on direct verbal bullying such as name-calling and making threatening remarks, as well as physical bullying such as pushing and hitting. Although both boys and girls engage in physical bullying, girls are more likely to participate in indirect, relational bullying, such as rumor-spreading and social exclusion. They often use the Internet or cell phones to send these hurtful messages. While boys tend to rely on bullying to enhance their physical dominance, girls tend to use it 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 bullies hurt other children, 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. Bullies 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 others 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
- Suicides

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

### EYE OPENER



**In a follow-up study of boys in grades 6 through 9, bullies were found to be four times more likely than their non-bullying peers to be convicted of at least one crime by the age of 24. Surprisingly, 60% of these former bullies had committed at least one crime, and 35% had committed three or more crimes.<sup>3</sup>**

Bullies 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:

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

**Bullying control works best when bullying is nipped in the bud—the earlier, the better.**



 Look Around...**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 ignore—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**



## Look Around...

### Bullying Beliefs Questionnaire

#### DO YOU AGREE?

<b>1</b>	It's fun to boss other kids around.	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
<b>2</b>	It's O.K. to take advantage of kids who are not as powerful as you.	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
<b>3</b>	Some kids deserve to be teased or called names.	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
<b>4</b>	Kids who boss around other kids deserve respect.	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
<b>5</b>	It's none of your business when other kids get picked on or left out of a group.	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
<b>6</b>	It takes courage to stick up for a kid who is teased or left out.	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>
<b>7</b>	No matter what people do, bullying is going to happen.	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>

## The Victim

**VICTIMS OF BULLYING INCLUDE GIRLS AND BOYS OF ALL AGES, SIZES, AND BACKGROUNDS.** But some children are more likely than others to be victimized because they appear small, weak, insecure, sensitive, or “different” from their peers.

Some children can reduce their risk of being bullied by dressing or acting in ways that make it easier for them to “fit in.” Yet children should not be expected to conform to avoid the threat of bullying. Every child’s individuality should be appreciated for the value it brings to the group, rather than suppressed to reduce the risk of victimization. Furthermore, not all children are able to alter personal characteristics that may place them at increased risk.

### Victims tend to share these characteristics and tendencies:

- Low self-confidence
- Anxiety
- Fearfulness
- Submissiveness
- Depression or sad appearance
- Limited sense of humor
- Below-average size, strength, or coordination
- Feelings of helplessness
- Self-blame for problems
- Social withdrawal and isolation
- Poor social skills
- Low popularity
- Few or no friends
- Excessive dependence on adults

Children who are repeatedly bullied tend to be passive. They inadvertently reward the bully by crying, giving over their possessions, or running away in fear. Some victims also provoke negative responses from others by behaving in socially inappropriate ways. They may trigger conflict or ridicule and then overreact with anger and exasperation.

### Potential victims can reduce their risk of being bullied by learning how to:

- **Exhibit** self-confidence
- **Avoid** the bully’s tactics
- **Respond** with assertiveness
- **Obtain** support from others

### Who Is Most at Risk?

- *Children who belong to a minority racial or ethnic group*
- *Children with mental or physical disabilities*
- *Children who are overweight*
- *Children who are new to the community*
- *Children who are gay, lesbian, bisexual, or transgendered*
- *Children who don’t “fit in”*

**Adults need to pay special attention to children who are most at risk. Bullies are especially attracted to passive victims who react by crying or running away or who seem to lack self-confidence. But anyone can be a target.**



## Examining the Effects on The Victim

### VICTIMS OF BULLYING SUFFER A WIDE RANGE OF HARMFUL EFFECTS—BOTH IMMEDIATELY AND FOR YEARS TO COME.

While under the influence of a bully, victims may show many signs of physical, emotional, and social distress. They often feel tense, anxious, tired, listless, and sad. Some children lose their confidence, become socially isolated, do poorly in school, or refuse to go to school. They may also show high levels of:

- Headaches
- Skin problems
- Abdominal pain
- Sleep problems
- Bed-wetting
- Crying
- Depression

**In cases of extreme bullying, some tormented victims have resorted to violence toward themselves or others.**

**Bullicide...** Some victims of bullying have committed suicide.

*Children as young as nine may think about suicide as a way to escape their bullies.<sup>4</sup>*

**School Shooters...** Other victims of bullying have used guns to take violent revenge in schools against their bullies and others who they believe have failed to support them.

*Many school shooters were bullied: In 37 incidents of targeted school violence between 1974 and 2000, almost three-quarters of the shooters reported being bullied, persecuted, threatened, attacked, or injured before the incident. Sometimes the experience of being bullied seemed to have influenced the shooter's decision to make an attack at the school.<sup>5</sup>*

### EYE OPENER



**Most adults who were bullied as children maintain vivid memories of the events throughout their lifetime.**



**Victims' painful memories of having been bullied linger as the victims mature into adulthood. Adults who were victimized as children may continue to show poor self-confidence and problems with depression.**



## Look Around...The Victim

**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**

Look Around...The Victim**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...*).

**EYE  
OPENER**

Each day, **160,000** children in the United States stay home from school for fear of being bullied.<sup>6</sup>

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.

# Look Around...The Victim

## Bullying Actions and Victim Responses

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

## The Bystander

**BULLYING SITUATIONS USUALLY INVOLVE MORE THAN THE BULLY AND THE VICTIM. THEY ALSO INVOLVE BYSTANDERS—THOSE WHO WATCH BULLYING HAPPEN OR HEAR ABOUT IT.**

**An important new strategy for bullying prevention focuses on the powerful role of the bystander.** Depending on how bystanders respond, they can either contribute to the problem or the solution. Bystanders rarely play a completely neutral role, although they may think they do.

### EYE OPENER



**In one study, 18% of the children said they would join in if their friends were bullying someone.<sup>7</sup>**

### Hurtful Bystanders

**Some bystanders...** *instigate* the bullying by prodding the bully to begin.

**Other bystanders...** *encourage* the bullying by laughing, cheering, or making comments that further stimulate the bully.

**And other bystanders...** *join* in the bullying once it has begun.

**Most bystanders...** *passively accept* bullying by watching and doing nothing. Often without realizing it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behavior.

### Helpful Bystanders

Bystanders also have the power to play a key role in preventing or stopping bullying.

**Some bystanders...** *directly* intervene, by discouraging the bully, defending the victim, or redirecting the situation away from bullying.

**Other bystanders...** *get help*, by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

### EYE OPENER



**More than one-half the time, bullying stops within 10 seconds of a bystander stepping in to help.<sup>8</sup>**

**Bystanders' actions make a critical difference. Children and adults should think ahead about what they will do when they witness or hear about bullying.**



## Examining the Effects on The Bystander

### Why don't more bystanders intervene?

- They think, "It's none of my business."
- They fear getting hurt or becoming another victim.
- They feel powerless to stop the bully.
- They don't like the victim or believe the victim "deserves" it.
- They don't want to draw attention to themselves.
- They fear retribution.
- They think that telling adults won't help or it may make things worse.
- They don't know what to do.

*"In the end, we will remember  
not the words of our enemies,  
but the silence of our friends."*

—Rev. Martin Luther King, Jr.

### Bystanders who don't intervene or don't report the bullying often suffer negative consequences themselves. They may experience:

- Pressure to participate in the bullying
- Anxiety about speaking to anyone about the bullying
- Powerlessness to stop bullying
- Vulnerability to becoming victimized
- Fear of associating with the victim, the bully, or the bully's pals
- Guilt for not having defended the victim



### Preparing Children to Become Helpful Bystanders

#### **ALL CHILDREN CAN BE EMPOWERED TO BECOME HELPFUL BYSTANDERS.**

Adults can prepare children for this role by discussing with them the different ways bystanders can make a difference, and by letting them know that adults will support them, if and when they step forward. Adults can also provide examples of how helpful bystanders have shown courage and made a difference in real-life situations and in their own experiences.

 Look Around...The Bystander

**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**

 Look Around...The Bystander**Bystander Quiz****WHICH OF THESE STATEMENTS IS TRUE?**

- |          |  |             |              |
|----------|--|-------------|--------------|
| <b>1</b> | Bystanders are usually watching when kids get bullied.   | <b>True</b> | <b>False</b> |
| <b>2</b> | Most kids who watch bullying feel uncomfortable.   | <b>True</b> | <b>False</b> |
| <b>3</b> | Most kids who watch bullying do nothing to try to stop it.   | <b>True</b> | <b>False</b> |
| <b>4</b> | Kids who silently watch bullying usually make things worse.  | <b>True</b> | <b>False</b> |
| <b>5</b> | Kids who laugh at or cheer on bullying usually make things worse.  | <b>True</b> | <b>False</b> |
| <b>6</b> | Kids who try to stop the bullying often make things better.  | <b>True</b> | <b>False</b> |
| <b>7</b> | 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. | <b>True</b> | <b>False</b> |
| <b>8</b> | Both kids and adults can learn to become helpful bystanders who stop bullying.   | <b>True</b> | <b>False</b> |



# Look Around...The Bystander

## Bystander Quiz Explanatory Statements

Recent 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.<sup>9,10,11,12</sup>
- 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.<sup>13,14,15,16</sup>
- 3 True** Bystanders stood up for the victim only 10% to 19% 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.<sup>17,18,19</sup>
- 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.<sup>20</sup>
- 5 True** When bystanders laughed at or cheered on bullying, they encouraged the bullying to continue.<sup>21</sup>
- 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.<sup>22</sup>
- 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.<sup>23</sup>
- 8 True** When children and adults learn, practice, and use effective ways for bystanders to stop bullying, incidents of bullying can be significantly reduced.<sup>24,25,26</sup>



# 4 Look Strategically...

## What YOU Can Do

### **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.**

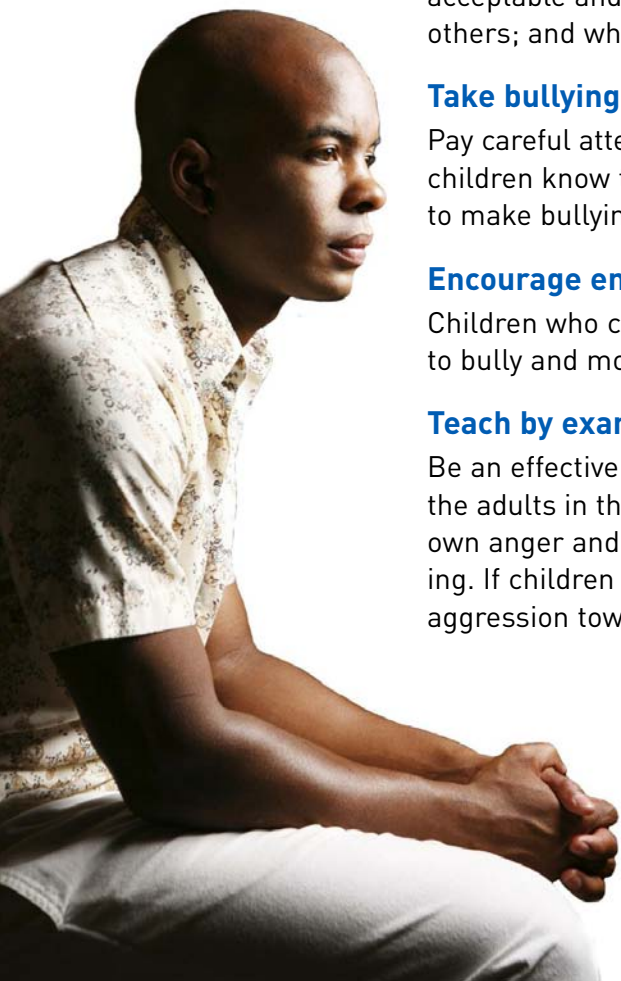
Pay careful attention to the warning signs and to children most at risk. Make sure children know that bullying will not be tolerated and that you will work with them to make bullying stop.

#### **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.





## Look Strategically...What YOU Can Do

### **Help children critically evaluate media violence.**

Children may learn aggressive behaviors by watching television and movies that glorify violence and by playing violent video games that reward violent behavior. Help children understand that media portrayals of violence are unrealistic and inappropriate. Intervene when you see children imitating media violence in their play or in their social interactions.

### **Provide opportunities for children to learn and practice the qualities and skills that can protect them from bullying.**

Children who are *confident* are less likely to tolerate bullying and more likely to have the courage and inner-strength to respond effectively. Children who are *assertive* know how to react to a bully in effective, non-aggressive ways, and they are less likely to be targeted by bullies in the first place. Children who know how to make and keep friends can rely on them for protection from bullying. Children who know how to *solve problems constructively* avoid responding aggressively to conflict.

### **Encourage children to talk about and report bullying.**

When they do, listen carefully, and be patient: Talking about bullying can be difficult, and children may feel embarrassed or afraid to share their concerns.

### **Develop strong connections with the children in your care.**

Children are less likely to bully if they know it will displease an adult whom they respect and trust. Similarly, children are more likely to confide in an adult with whom they have a caring and trusting relationship.

***“If there is anything that we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves.”***

**—Carl Jung**

### **Reexamine your own beliefs about bullying.**

Misconceptions may prevent you from “seeing” a potential bullying incident or intervening as quickly as you should.



## When YOU see or hear bullying...

**Intervene immediately.** When you do nothing, you send the message that bullying is acceptable. If you ignore or minimize the problem, victims will not believe that adults understand or care, or that they can help. If *you* don't intervene, children won't either.

**Intervene even if you're not sure it's bullying.** Observing children's actions, words, body language, and facial expressions will help you determine if bullying is occurring. Even if it's not, aggressive behaviors need to be stopped.

**Stand between or near the victim and the bully, separating them if necessary, so as to stop the bullying behaviors.** For young children, consider removing them from the situation to a "time-out" area or room.

**Respond firmly but appropriately.** Remain calm, but convey the seriousness of the situation. Announce that the bullying must stop. Describe the behavior you observed and why it is unacceptable.

**Get help if needed.** If the bully is using physical force, or there is more than one bully, you may need to find another adult to help keep children safe and protect yourself.

**Do not respond aggressively.** Using aggressive behavior sends the wrong message that this is a good way to solve problems. It may also prompt a bully or a bystander to increase his or her bullying behavior or become aggressive toward you.

**Avoid lecturing the bully in front of his or her peers.** Your goal is to end the behavior, not humiliate or shame the bully. Rather than serving as a deterrent, lecturing and scolding often provide the bully with attention that he or she finds rewarding.

**Don't impose immediate consequences.** Allow yourself time to consider the incident and obtain any clarifying information—then decide the best course of action.

**Don't ask children to "work things out" for themselves.** Bullying is different from an argument or conflict; it involves a power imbalance that requires adult intervention.

**Give praise and show appreciation to helpful bystanders.** Children who try to help the victim or stop the bully are key to bullying prevention.

**Stick around.** Remain in the area until you are sure the behavior has stopped.

*"The guiding rule of action should be to intervene too early rather than too late."*

—Dan Olweus<sup>27</sup>

## After the incident...

**Follow up with each of the “players” separately.** Rely on your relationships and connections with the children to talk openly and productively about the bullying incident, and its effects and consequences.

**BULLIES must understand that bullying is not acceptable and will not be tolerated.** To this end, it is important to impose immediate consequences that are appropriate for their offense and developmental level, and that are consistent with program policy. It is also important for children who bully to take responsibility for their actions: to understand *what* they did, *why* their behavior is wrong, *how* it affects their victims, how it affects others around them, and to “make amends.” Help the bully apologize or make amends by doing something nice for the victim. Consider organizing supervised activities that include both the bully and the victim so they can learn to interact in more positive ways.

**VICTIMS must know that adults care and support them.** Listen carefully to their description of what happened and offer sympathy and support. Help them develop strategies for addressing the problem, should it recur in the future. Let them know they do not deserve to be bullied and they are not alone—adults and peers can help.

**BYSTANDERS must understand the effects of their actions—or non-actions.** Explain that they have the power to cool down the situation by asking the bully to stop, helping the victim walk away, getting support from other bystanders, asking an adult for help, and/or reporting the bullying incident. Talk with them about what they did or did not do to help.

**Inform appropriate staff.** Report the incident to a supervisor and any other staff with whom the children work closely. Inform the children’s parents, as warranted.

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

**Check in regularly with the victim, the bully, and program staff** to make sure the bullying does not continue. Create opportunities for talking about bullying issues with children in your program.

## What you should tell CHILDREN about bullying...

- **Bullying is not acceptable and will not be tolerated.**
- **If a bully bothers you, it’s O.K. to stand up for yourself, walk away, or ask a friend or adult for help.**
- **Responding to bullying by fighting back doesn’t usually work—and may make matters worse.** Violence encourages more violence and fails to solve problems.
- **It is important to report bullying when you see it *and* when you hear about it.** Telling is not tattling.
- **Bullying does not have to happen.** Working together with adults and peers, there are specific things you can do to prevent and stop bullying.



## 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 conflicts.
- 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 a bully bothers you.

*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.*

## 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.



# Look Strategically...What YOU Can Do

## Bullies, Victims, and Bystanders

**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... ?*

**This activity will help children...**

**Realize that behaviors involved in bullying are largely predictable**

**See how their actions can either encourage or stop bullying**

**Think of specific ways to change the bullying game, in particular situations**

## Look Strategically...What YOU Can Do



### 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 Jesse and told the other kids to stop?
- The counselor followed up by talking with the group about teasing?
- 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. Alex hadn't returned the ball he took from Daniel last week. "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.**



# 5 Look Ahead...

## Creating a Bully-Free Environment



**Lasting change requires the creation of an environment where everyone understands that bullying is unacceptable, harmful, and preventable—and where everyone takes responsibility for stopping it.**

**Creating a bully-free environment requires systematic and thoughtful planning. When developing a bullying prevention plan for your setting, consider these steps:**

### **Lay the groundwork.**

Use this toolkit to assess both staff and children’s beliefs about bullying. Identifying these beliefs will let you know where you need to target your efforts and help you create appropriate policies and procedures. It will also provide a good starting point for conversation and for engaging people in the change process.

### **Develop connections, a team approach, and a support system.**

Bullying is less likely to occur in environments where people feel closely connected and responsible for one another. Children who feel isolated are less likely to report bullying and to seek help. Adults may not intervene if they feel they don’t have the support of their coworkers or supervisor. Make sure every child has a trusted adult to whom they can turn for help and advice. Consider a buddy system where older children look out for younger children or where several children provide support to a vulnerable child.

### **Build a shared vision.**

Use this toolkit to develop a clear, shared definition of bullying and a strong, positive statement that describes your program’s bullying prevention philosophy and goals. Involve everyone—adults and children—in developing this statement. This will increase everyone’s commitment to and responsibility for creating an environment that discourages bullying behaviors and encourages positive, supportive actions.

### **Create an inclusive environment.**

A bully-free environment is one in which all children and adults feel safe and included. Encourage all children and adults to appreciate diversity among their peers and to include, rather than exclude, children because of their differences.

## **Establish clear bully prevention policies and procedures.**

Develop rules, responsibilities, and a code of conduct that includes a disciplinary policy with clearly stated rules and consequences for behavior. Involving children in the process of creating rules and identifying appropriate consequences ensures their understanding and commitment to them. It is important that policies and procedures address the roles of everyone involved: bullies, victims, and bystanders, as well as adults.

## **Communicate key concepts to everyone in the program.**

Post rules in public places, such as common areas and dining halls. Review and discuss the rules and their consequences regularly, and incorporate them in the common language of your program. Use the toolkit activities to encourage adults and children to talk about their bullying issues and concerns, and to engage in bullying prevention strategies.

## **Supervise children responsibly.**

Provide adequate supervision. Be prepared to take action to stop bullying and ensure children's safety. Respond promptly, consistently, and appropriately. Pay special attention to situations where children may be at highest risk, such as during unstructured activities and when they are in isolated areas, such as bathrooms, empty classrooms, or cabins.

## **Encourage children and staff to speak out as soon as they witness or experience bullying.**

Assure them that reporting bullying incidents is not tattling and that they will not get into trouble for telling. Create opportunities for children to speak privately with staff. Consider a "bully prevention box" where children can confidentially submit their concerns and suggestions, as well as their recommendations of children who deserve commendation for bullying prevention.

## **Provide ongoing education and training for all staff.**

Provide education and training to make sure all program staff recognize and understand issues related to bullying, are prepared to prevent it, and can respond appropriately when it occurs. Lasting systemic change requires regular, ongoing opportunities for assessing and dealing with bullying prevention. Be sure to include personnel, such as playground monitors, bus drivers, and custodians, who staff areas where bullying is more likely to occur.

## **Involve parents.**

The cooperation and support of parents is essential to creating a bully-free environment in your program, and extending it to families and communities. Regular communication with parents will help to support children's developing beliefs and skills. Keep parents informed when a bullying incident occurs, and encourage them to contact program staff if they think a child is being bullied or is bullying. This sends the message that you take bullying seriously, and it elicits their cooperation and support. Share this toolkit and your program's policies with parents, and invite them to participate in bullying prevention workshops.

# 6

## Look It Up...



# Selected Resources



### Where can you go to find out more?

#### Books

Coloroso, Barbara. (2003). *The Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can Help Break the Cycle of Violence*. New York: HarperCollins.

Helps parents, teachers, and caregivers understand the behaviors of the bully, the child who is bullied, and the bystander. Explains how different kinds of families influence these behaviors. Provides strategies to protect children and to deal with bullying behaviors.

Garbarino, James, Ph.D. & deLara, Ellen, Ph.D. (2002). *And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence*. New York: The Free Press.

Explains the bullying and emotional violence experienced by teenagers in schools. Provides parents with specific strategies for improving teenagers' emotional lives.

Haber, Joel & Glatzer, Jenna. (2007). *Bullyproof Your Child for Life: Protect Your Child from Teasing, Taunting, and Bullying for Good*. New York: Penguin.

Offers practical information to parents for dealing with bullying in schools, camps, sports, and on the Internet. Explains the bullying dynamic and provides ways to help children in elementary through high school.

Olweus, Dan. (1993). *Bullying at School: What We Know and What We Can Do*. Cambridge, MA: Blackwell Publishers.

Presents an overview of bullying in schools for parents, teachers, and school principals. Includes research findings that help identify and address bullying behaviors. Gives practical advice on how to implement a whole-school approach to bullying.

Ross, Dorothea. (2003). *Childhood Bullying, Teasing, and Violence: What School Personnel, Other Professionals, and Parents Can Do*. (2nd ed.). Alexandria, VA: American Counseling Association.

Provides a broad context and a comprehensive approach to the problem of bullying. Includes research findings, techniques for counseling bullies and victims, and prevention strategies that involve parents and school personnel.



## Look It Up...Selected Resources

Slaby, Ronald, Wilson-Brewer, Renee, & Dash, Kimberly. (1994). *Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence*. Newton, MA: Education Development Center, Inc.

Provides a curriculum to prepare children in grades 6 through 9 to become violence preventors. Helps children to: understand the roles of aggressor, victim, and bystanders; build conflict-resolution skills through practice; and change beliefs that support violence. Available through <http://www.thtm.org>

Willard, Nancy (2007). *Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Aggression, Threats, and Distress*. Champaign, IL: Research Press.

Addresses the risks children face with the Internet and other digital technologies. Provides school administrators, counselors, and teachers with information on how to prevent and respond to cyberbullying.

### Websites

#### About Bullying

Provides materials for parents, caregivers, educators, mental health professionals, community organizations, and law enforcement agencies. Includes interactive games and quizzes for children and teens. Part of the *15+ Make Time to Listen...Take Time to Talk* initiative, sponsored by the U.S. Substance Abuse and Mental Health Administration.

<http://mentalhealth.samhsa.gov/15plus/aboutbullying.asp>

#### ACT—Adults and Children Together—Against Violence

Provides audio, video, and training materials for adults to use to teach young children (ages 0 to 8) nonviolent problem-solving. Includes an extensive and searchable database of publications on violence prevention for children. Developed by the American Psychological Association and the National Association for the Education of Young Children.

<http://actagainstviolence.apa.org>

#### Bullying.org

Provides individuals and organizations with information, resources, education, training, events, and campaigns that increase awareness of the issue of bullying and ways to respond to and prevent bullying.

<http://www.bullying.org>

#### Exploring the Nature and Prevention of Bullying

Provides a five-part online course for teachers, counselors, and school administrators to understand, select, and implement comprehensive bullying prevention programs for school-age children. Developed by Education Development Center, Inc., for the U.S. Department of Education.

<http://www.ed.gov/admins/lead/safety/training/bullying/index.html>





## Look It Up...Selected Resources

### **Eyes on Bullying**

Provides a multimedia program to prepare parents and caregivers to prevent bullying in children's lives. Features the *Eyes on Bullying Toolkit* with insights, strategies, skills-building activities, and resources. Designed especially for adults to use with children and youth in homes, child care centers, afterschool and youth programs, and camps. Funded by the IBM Global Work/Life Fund.  
<http://www.eyesonbullying.org>

### **National Youth Violence Prevention Resource Center**

Provides information and links to resources on bullying and violence prevention for parents, teenagers, schools, and afterschool programs. Sponsored by the U.S. Centers for Disease Control and Prevention.  
<http://www.safeyouth.org/scripts/topics/bullying.asp>

### **PACER National Center for Bullying Prevention**

Provides resources for adults about bullying, with a special focus on children with disabilities. Includes information on Bullying Prevention Awareness Week and an animated site for elementary school students. Some content is translated into Spanish, Somali, and Hmong.  
<http://www.pacer.org/bullying/bpaw/index.asp>

### **PREVNet**

Provides information on bullying prevention, including research summaries and toolkits. Created by a national network of researchers and organizations in Canada committed to stopping bullying. Presented in English and French. Sponsored by the Networks of Centres of Excellence, Queen's University, and York University.  
<http://www.prevnet.ca/>

### **Stop Bullying Now!**

Provides information about bullying and prevention/intervention strategies for parents, children (ages 9 to 13), teachers, other school staff, and health and safety professionals. Features a resource kit with tips and facts. Includes web episodes and games for children, an activities guide, a video toolkit, and video workshops. Presents an extensive and searchable database of resources on bullying prevention. The information for adults is presented in English and Spanish. Sponsored by the U.S. Department of Health & Human Services, Health Resources & Services Administration (HRSA).  
<http://www.stopbullyingnow.hrsa.gov/index.asp>

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