

8154DV

**BULLY BYSTANDERS:
You Can Make a Difference**

DVD Version

ISBN-13: 978-1-55548-876-5

CREDITS

Executive Producer

Anson W. Schloat

Producer

John G. Young

Consultant

Tara L. Kuther, Ph.D.
Western Connecticut State University

Teacher's Resource Book

Elisabeth Kwak Hefferan

Mary Thompson

Copyright 2011
Human Relations Media, Inc.

TABLE OF CONTENTS

DVD Menu..... i
Introduction1
Learning Objectives.....2
Program Summary3
Pre/Post Test Answer Key.....5
Bystander Roles Answer Key.....5

Student Activities

1. Pre/Post Test7
2. Are You a Bully Bystander?.....8
3. What Would You Do?10
4. Bystander Roles13
5. Bystanders in the Media15
6. Look Back and Rewind17
7. What If?.....18
8. Bystander Heroes19
9. Why Stand By?20
10. Bullying Journal.....21
11. A Look at Bullycide22
12. The 10 Seconds Sooner Project24
13. The Anti-Bystander Contract.....26

Fact Sheets

1. Bullying Defined27
2. Cyberbullying.....29
3. A Look at Bystanders30
4. The Cycle of Bullying32
5. Steps to Action.....33
6. Breaking the Bullying Cycle.....34
7. A Look at Bullycide36
8. In-School Action against Bullying37
9. State Legislative Action against Bullying39
10. Online Resources.....41
11. Bibliography42
Other Programs from Human Relations Media44

DVD MENU

MAIN MENU

➤ **Play**

➤ **Chapter Selection**

From here you can access many different paths of the DVD, beginning with the introduction and ending with the credits.

1. Introduction
2. Bystanders
3. Guys vs. Girls
4. Cyberbullying
5. Witnessing Bullying
6. Standing Up to a Bully
7. Review and Conclusion

➤ **Teacher's Resource Book**

A printable file of the accompanying Teacher's Resource Book is available on the DVD. Load the DVD onto a computer that has a DVD-disk drive and Adobe Acrobat Reader.

For PC users: From the "Start" menu, click on "My Computer," then right click on your DVD disk drive and select "Explore." Double click on the PDF document to open the Teacher's Resource Book.

For Mac users: In "Finder," click on the DVD under "Devices." Then click on the PDF document to open the Teacher's Resource Book.

INTRODUCTION

Every day in countless schools across the country, students harass other students. Sometimes, the bullying is physical; other times, it's verbal or it happens online. Every day, victims suffer stress, anxiety and pain at the hands of their peers. And every day, many more students stand by and watch as the harassment occurs.

Bystanders—students who witness a bullying incident but don't intervene to stop it—may avoid getting involved for many reasons. Some students think, "It's none of my business" or "The bully is just joking around." Others realize that they should do something to stop the bullying, but are afraid of looking like a snitch, hurting their own social status or turning the bully's harassment toward themselves. Many teens believe that because they are not the ones doing the bullying, they are blameless. But staying silent actually encourages the bully by giving tacit approval.

It is difficult for students to step up and try to help a bullied classmate. One study found that while two-thirds of students say they should do something to stop a bully, only 25 percent actually do.¹ Despite their fears, however, bystanders must learn that their involvement is critical. Studies show that when a bystander intervenes, bullying usually stops within 10 seconds.² Bystanders have an ethical responsibility to take action. Making school a safe, respectful environment is everyone's job.

Research has found that both victims and bystanders suffer feelings of stress, anxiety and guilt as a result of bullying. Repeated, cruel bullying harms a student's self-esteem, making him or her feel depressed and worthless. In some cases, victims take their own lives to escape the torment, a tragic phenomenon called "bullycide." Each time a young person commits suicide, the question must be asked: What might have happened if bystanders had stood up to help instead of silently watching?

Once students accept the responsibility to intervene, they must learn effective methods for helping. Students can confront bullies directly, telling them that their actions are not acceptable and that they need to stop. Teens can also report bullying directly to a teacher or other school official. Offering emotional support to the victim is also important. When it comes to cyberbullying, teens can refuse to forward cruel remarks or photos to others and can report any bullying that occurs on social networks.

Bully Bystanders: You Can Make a Difference is designed to educate and empower all students to take a stand against bullying. Through hard-hitting dramatizations and real-life interviews with teens whose lives have been affected by bullying—including a young woman whose younger brother committed suicide after being bullied—viewers will understand the power of their role as bystanders. Armed with the tools to intervene in bullying incidents, students will be prepared to make a difference in their schools, prevent bullying and perhaps even save a fellow student's life.

¹ Craig and Pepler, 1997

² Hawkins et al., 2001

LEARNING OBJECTIVES

After watching the video ***Bully Bystanders: You Can Make a Difference*** and participating in the activities included in this Teacher's Resource Book, your students will be able to:

- recognize that standing by without intervening in a bullying incident encourages the bully to continue harassing the victim
- understand the seriousness of physical bullying, verbal bullying and cyberbullying
- accept their own responsibility to prevent bullying in their communities
- refute common excuses for not getting involved if they witness someone else being bullied
- understand the hurtful effects that bullying has on both victims and bystanders
- work toward a respectful learning environment that does not tolerate bullying
- describe some of the anti-bullying laws recently enacted across the country
- make a commitment not to be a bystander to any type of bullying that they might witness in the future

PROGRAM SUMMARY

As the program begins, viewers hear Jason's thoughts as he climbs aboard the school bus. "Kids get bullied every day, that's just the way it is." He watches, expressionless, as one teen picks on a nervous victim. Jason knows he should do something to help but then he decides, "Really, it's none of my business."

Next, viewers meet several real young people: Angelica, Dara, Walter and Dominique. They discuss how common it is to see bullying at school. Dominique admits that she has stood by and watched other people get bullied in the past. She also describes her 11-year-old brother, Carl, as a "really good kid." Walter, a past target of bullies, says, "My classmates are the bystanders. They would watch, but they wouldn't do anything."

Onscreen graphics inform viewers that 66% of students who witness bullying believe they should intervene—yet fewer than 25% actually do step in. The program returns to Jason ambling down a school hallway. "First rule in high school," he thinks, "is mind your own business." As he passes Anna's locker, he notices that someone has taped a sign on it that reads, "Everyone hates U. Drop dead." Jason keeps walking, telling himself that he doesn't know her very well.

Jason and Anna settle down at their desks when another student, Marcus, purposely knocks Anna's books off her desk. "There are lots of words I could use to describe [Marcus]," Jason thinks. "A G-rated one would be jerk." Anna's face shows that she is upset at the harassment. Jason watches uncomfortably, feeling sorry for Anna but also afraid that interfering would make Marcus turn on him.

Viewers learn that 85% of bullying occurs with bystanders around. Angelica tells viewers that bystanders who laugh when they see someone being bullied are making the situation worse because their actions encourage the bully. Other teens point out that their peers could have helped in many different ways when they were being bullied—by objecting, by telling the bully to stop, by reporting the incident to a teacher or stepping in themselves. Dominique knew that her brother, Carl, was the target of bullies, she tells viewers, but she didn't know how severe the problem had become.

The video returns to Jason, now in the school library. He notices several girls gathered around a computer screen, laughing. Jason realizes that they have started a Facebook page to torment Anna. "They said the meanest things—I know they're lies, but no one seems to care," Jason says. Onscreen text informs viewers that 33% of students have been cyberbullied. Girls are significantly more likely to be cyberbullied than boys.

"When girls bully each other," Dara states, "it's a lot of talking about each other behind each other's backs and manipulation and hurting each other emotionally." Others agree, pointing out that female bullies usually try to make each other feel emotionally insecure. Males, on the other hand, tend to bully in a more physical way.

PROGRAM SUMMARY CONTINUED

Viewers learn that 50% of students feel that cyberbullying is worse than real-life bullying. Dara and Angelica agree that cyberbullying “makes you feel completely alone.” Angelica says, “It makes you feel really low, and there’s nothing you can do about it.”

Back at school, Jason watches as Marcus continues to bully Anna—this time in the school cafeteria. Jason is not sure what to do—he fears that if he steps in to defend Anna, he might get beat up or have rumors spread about him. “Maybe she did something to deserve this,” Jason thinks.

The program then makes the point that—whether or not they realize it—bystanders are unintentionally encouraging the harassing behavior by not acting to stop it. Dominique tells viewers that she had heard that other students witnessed her brother being bullied. Walter adds that many students think that turning in anonymous information to authorities is the same thing as “snitching.”

“I know deep down inside that I should do something,” Jason admits. Onscreen text points out that students who witness bullying can suffer even more stress, depression and anxiety than the bullying victims themselves. The teens describe how being bullied made them feel depressed and worthless. They felt that no one could help them get through the bullying. Dara shares that the bullying contributed to her getting into an emotionally abusive relationship. Dominique then reveals that her brother, Carl, committed suicide as a result of the bullying he endured. “It blew my family apart,” she says.

Jason returns to school the next day to see breaking news on TV. He learns that Anna was rushed to the ER the night before after an attempted “bullycide.” Shocked, Jason tells himself that this isn’t his fault. The teens return and discuss how bystanders can help by sticking up for the targets of bullying. “Once you speak up for someone, you’ll feel better,” says Dominique. Onscreen text informs viewers that when a bystander steps in, bullying usually stops within seconds.

Suddenly, Jason imagines what might have occurred if he hadn’t stayed in the background as a bystander. First, he rips the cruel note off of Anna’s locker to show support. Next, he tells Marcus to cut it out when Marcus bullies Anna in class. In the library, he interrupts the girls making the Facebook page: “What you’re doing right now is really stupid. Why you gotta act like children?” At lunch, Jason and his friend invite Anna to sit with them. Jason adds that he’s going to slip the dean a note about what’s happening. Back in reality, Jason visits Anna in the hospital. “I am a bystander. Bullying is my business,” he declares.

As the video draws to a close, the teen speakers point out that bystander intervention can be even more effective than the target standing up for him- or herself alone because it comes from an outside source and isolates the bully. “The person being bullied really needs you,” says Dara.

PROGRAM SUMMARY CONTINUED

Walter encourages students who witness bullying to tell a parent or a principal if they don't feel able to intervene themselves. The program restates the take-home message: "Bystanders have power. When they step in, bullying stops. You can make a difference."

PRE/POST TEST ANSWER KEY

1. c
2. a
3. a
4. d
5. d
6. c
7. b
8. c

ACTIVITY 4: BYSTANDER ROLES

ANSWER KEY

Bully: Mike

Victim: Josh

Follower/henchman: Bobby and Dan

Supporter: Stacy

Passive supporter: Amy

Disengaged onlooker: Steve and Whitney

Passive defender: Pamela

Defender: Paul

This page has been left blank intentionally.

STUDENT ACTIVITIES

Name: _____

ACTIVITY 1

PRE/POST TEST

1. What percentage of students believe that they should intervene when they see someone being bullied?
 - a) 10%
 - b) 40%
 - c) 66%
 - d) 90%

2. What percentage of students actually do intervene when they see someone being bullied?
 - a) less than 25%
 - b) 50%
 - c) 66%
 - d) 90%

3. Who is most likely to be targeted by cyberbullies?
 - a) girls
 - b) boys
 - c) boys and girls equally
 - d) It depends on the age group.

4. What percentage of bullying occurs in the presence of other people?
 - a) 55%
 - b) 65%
 - c) 75%
 - d) 85%

5. What should a bystander do to help a victim in a bullying situation?
 - a) Push, kick or shove the bully.
 - b) Report the incident to an adult.
 - c) Tell the bully to stop.
 - d) Both **b** and **c**

6. Bystanders who simply watch while a peer is bullied:
 - a) don't really have an effect on the situation.
 - b) don't have an obligation to act.
 - c) unintentionally encourage the bully.
 - d) are powerless.

7. How many students report being cyberbullied?
 - a) 5%
 - b) 33%
 - c) 50%
 - d) 85%

8. What usually happens when a bystander steps in to a bullying situation?
 - a) The bully beats up on the bystander.
 - b) Other classmates laugh at the bystander.
 - c) The bullying stops within seconds.
 - d) The victim of the bullying runs away.

Name: _____

PART TWO: After you have added up your score, read the scale below to find out what your score suggests.

0 points: Never the Bystander

Congratulations! You are not the type of person to witness bullying and silently stand by. You understand that bystanders can be very positive influences on their peers. Keep up the good work by encouraging your peers to step in when they witness bullying, too.

2 - 6 points: Bystander Beware

Chances are that you don't bully your peers on a day-to-day basis. But remember that it's not enough to simply refrain from being a bully. Standing by while someone else is being bullied can have serious emotional effects on the victim—and on you, too. You can make a big difference in someone's life by sticking up for a peer. You'll find that if you step in, it's likely that other bystanders will join in and help you.

7 - 15 points: No Innocent Bystander

Your social behavior needs to be improved. You may have intentionally done or said things to others that are emotionally harmful and wrong. You have either actively participated in bullying or you have encouraged it. Clean up your act before it's too late. You may want to think about finding a new group of friends if your actions are typically a part of group pressure.

More than 15 points: Bystander Bully

You are headed in a very bad direction. Your actions qualify you as a bystander bully. You need to change your behavior immediately, before you cause serious trouble for yourself as well as for your victim(s). You do not show compassion for those around you and do not feel any responsibility or remorse for what happens to others.

PART THREE: If your score is 2 or above, use the back of this page to describe ways that you can improve your behavior. Give specific details on things you can do the next time you witness bullying, and explain how you can improve the bullying problem in your school and community.

Name: _____

Read the following three scenarios and then choose the best response. Explain your choices below.

1. You are walking through your school's crowded hallway when you see a group of guys teasing a shy kid named Carlos. As Carlos tries to get his books from his locker, the bullies shove him several times. Suddenly, a hall monitor shows up. The bullies tell her that Carlos started the pushing. "That's unacceptable. Carlos, you'll have to stay after school for detention," the hall monitor says, ignoring him when he protests that it wasn't his fault. Carlos gives up and walks to class while the bullies laugh and high-five each other.

What should you do?

- a. Pretend you didn't see what happened. It is none of your business, and you don't want the bullies to start picking on you, too.
- b. Go over to Carlos and say, "Those guys are idiots. I feel bad that you got detention."
- c. Tell the bullies they're acting like jerks and that their actions aren't cool.
- d. Tell a teacher what really happened.
- e. Gather together a group of people who also saw what happened. Agree to tell an adult together and to stick up for Carlos if the bullies pick on him again.

Which option do you feel best about? _____ Explain why.

2. You are sitting at a table in the library with your friends during your free period. Alissa sits down at your table and opens her textbook. You don't really know her, but some kids call her the "weird girl." You have heard lots of ridiculous rumors about her. She doesn't have any friends and usually sits alone. Your friend, Annie, whispers loudly to your entire table to get up and leave since sitting at the same table as her is "social suicide." Your friends all get up to go. Alissa pretends not to notice, but you can tell she's upset.

This activity is continued on the next page.

Name: _____

What should you do?

- a. Follow the group. After all, Annie is your friend, not Alissa.
- b. Follow the group, but approach Alissa when the bell rings. Tell her that you're sorry that Annie treated her that way.
- c. Stay where you are and say, "This is stupid and immature. Being mean to Alissa doesn't make you any cooler."
- d. Tell an adult what happened after school.
- e. Later on, talk to a few of your friends who also think what Annie did was mean. Decide to confront her together the next time she does something like this.

Which option do you feel best about? _____ Explain why.

3. Your friend Derek has had a problem with another student, Mickey, ever since they got in an argument months ago. Derek just won't let it go. He calls Mickey names and insults him in front of others. You've never seen Derek get violent, but sometimes he gets in Mickey's face in an intimidating way. Mickey tries to avoid Derek, but he can't always stay away.

What should you do?

- a. Do nothing. Derek is your friend, not Mickey. Derek will probably get tired of bullying Mickey eventually.
- b. Approach Mickey alone and tell him you're sorry Derek is acting this way.
- c. Take Derek aside and tell him to give Mickey a break. Tell him, "You're acting like a real bully. I know you're better than that."
- d. Write an anonymous note to a school official alerting him or her to what's going on.
- e. Talk to your other friends about Derek's bullying. As a group, approach a trusted teacher and tell him or her what is happening.

Which option do you feel best about? _____ Explain why.

This activity is continued on the next page.

Name: _____

Read the following scenario and come up with your own five options.

4. One night, your friend, Elena, calls you excitedly. She stumbled across the personal blog of your classmate, Rachel, an unpopular girl in your class. Rachel's blog includes lots of pictures from her recent beach vacation. Elena tells you she's already copied the photos and posted them on a social networking site so that everyone can see them. "Rachel looks soooo fat and stupid! This is so funny!" Elena says. When you log on to the social network, you see that Elena included mean comments on most of the photos, including "Rachel doing her WHALE impersonation" and "What was she thinking trying to wear a bikini? Gross."

What should you do?

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

Which option do you feel best about? _____ Explain why on the back of this page.

Name: _____

ACTIVITY 4A
BYSTANDER ROLES

Experts on bullying and harassment have determined that there are several different types of bystanders. They place these types along a circle, depending on how helpful—or hurtful—each bystander is in the situation. Consult *The Cycle of Bullying* (fact sheet 4) to learn more about each bystander role. Then read the following scenario.

Stacy and **Amy** are chatting together in the parking lot when they notice **Josh**. He is about to pull into a parking space when **Mike** cuts him off and zooms into Josh’s space. Josh slams on his brakes, but still bumps the back of Mike’s car. Mike gets out of his car and yells at Josh, telling him he’s going to make him pay. Mike’s friends **Bobby** and **Dan** run up to Josh’s car and start tilting it back and forth, taunting him. Stacy moves closer to the scene and giggles. Amy hangs back but follows the action. Josh gets out of his car and mumbles an apology, but Mike cuts him off and slams him against his car. Three juniors, Steve, Pamela and Whitney, hear the commotion and head down to the lot to see what’s happening. **Steve** and **Whitney** don’t really know any of the people involved but stick around anyway. **Pamela** has a class with Josh and thinks he’s a nice guy. She wishes Mike and his stupid friends would leave him alone, but she isn’t about to start any trouble with seniors. She keeps her mouth shut but decides she’ll be extra nice to Josh in class today. Then **Paul**, one of Mike’s friends, pulls into the parking lot as Mike is still beating up on Josh. He jumps out of the car, grabs Mike by the collar of his shirt and pulls him away from Josh. He tells Mike to cut it out. Mike insists they’re just having fun. Paul notices Mike’s car parked in Josh’s space and tells Mike to move his car and grow up. Mike is clearly shocked but gets back into his car and backs out. Paul gets into Josh’s car and waits until Mike has moved and parks it for the clearly shaken boy. On his way to class, Paul tells the security guard that they should really monitor the parking lot better.

Now, decide which characters played the following roles. Include a sentence explaining why. There may be more than one character in some roles.

_____ **is the BULLY because** _____

_____ **is the VICTIM because** _____

This activity is continued on the next page.

Name: _____

ACTIVITY 4B
BYSTANDER ROLES

_____ is the **FOLLOWER / HENCHMAN** because _____

_____ is the **SUPPORTER** because _____

_____ is the **PASSIVE SUPPORTER** because _____

_____ is the **DISENGAGED ONLOOKER** because _____

_____ is the **PASSIVE DEFENDER** because _____

_____ is the **DEFENDER** because _____

Name: _____

PART TWO: Match each character with one of the roles from the cycle of bullying and explain why.

Bully/Bullies	
Followers/Henchmen	
Supporters: Passive Bully/Bullies	
Passive Supporters: Possible Bully/Bullies	
Disengaged Onlookers	
Possible Defenders	
Defenders	
Victim	

Name: _____

ACTIVITY 7

WHAT IF?

No matter what form it takes—physical, verbal or cyberbullying—bullying hurts the victim as well as the bystanders. What would happen if bystanders took control of the situation? How would it play out differently if the bystanders participated?

Divide the class into three groups. Each group will be asked to come up with a skit that depicts one of the following: *physical bullying*, *verbal bullying* or *cyberbullying*. Each person in the group must play a role of a bully, a victim or a bystander.

Your skit will have two parts. In the first part, demonstrate what would happen if the bystanders encouraged the bully or simply stayed out of it. Include the following in your skit:

- How the bystander inaction encourages the bully
- The unique reasons why the bystanders are hesitant to step in
- The emotional and physical effects that bullying has on the victim and the bystanders

In the second part of your skit, you will begin to act out the same scene—but this time, the bystanders should step in and intervene. Be sure to show:

- The specific methods the bystanders use to stop the bullying
- How the other bystanders react once the first person steps in
- How the victim and the bully react

Perform your skit for the class. After each performance, take a few minutes to discuss the themes in your skits.

Name: _____

ACTIVITY 8
BYSTANDER HEROES

Every time you step in and help stop bullying, you are acting as someone’s hero. Just one person saying “no” makes a big difference.

PART ONE: Use your creativity and imagination to invent a superhero whose mission is to stop bullying. You will create a comic strip in which your superhero saves the day. First, create a sketch of your superhero and write a paragraph about your hero’s past, why and how he/she became an anti-bully superhero and describe any special super powers your character has.

PART TWO: Using the information from *Steps to Action* and *Breaking the Bullying Cycle* (fact sheets 5 and 6), illustrate one of the methods bystander heroes can take to stop bullying. For example, if your superhero witnesses someone being physically bullied, he or she could use lightning speed to find a teacher. Your superhero should interact with the other bystanders and get them involved, too. Use “talk bubbles” and “cloud thoughts” to bring your comic strip to life.

Name: _____

ACTIVITY 9
WHY STAND BY?

Most people who witness bullying feel uncomfortable about it and recognize that bullying is wrong. But even though many bystanders want to help, they might not take action. It can be difficult to take a stand to stop bullying. Understanding why you might hesitate to help someone is the first step toward overcoming your fear and speaking up.

In the box at the bottom of this page, write down one reason that a student might not take action to stop bullying. *Do not write your name in the box.* Fold it in half and place it in the container your teacher has prepared. Your teacher will pull a piece of paper with a reason on it out of the container and choose one student to come up with a response. Everyone will have a chance to respond to their peers' answers.

Your response should be phrased this way:

"If I were reluctant to step into a bullying situation because of (insert reason here), one thing I could do to help the person is: _____

_____."



A person might avoid stepping in to a bullying situation because:

Name: _____

Bullicide—a suicide committed as a result of being bullied—is one of the most tragic results of peer harassment. The shock of the person’s death is often combined with confusion or guilt, as parents, friends and peers wonder what could have been done to prevent the suicide.

Take a closer look at this phenomenon by choosing one of the stories included in *A Look at Bullicide* (fact sheet 7). In each story, a young person chose to take his or her own life in reaction to unbearable bullying. First, learn more about the victim’s story by researching it in newspaper articles, broadcast news reports and reputable online sources. Keep track of your sources with the *Resource Tracker*. Next, write a paper reacting to what you’ve learned. Organize your paper into three parts:

1. Summarize the hard facts surrounding the case. Address these questions:
 - What were the details of the case? Who was the victim and who were the bullies?
 - Did the victim reach out for help before committing suicide?
 - Did any teachers or bystanders know about the bullying?
 - What was the school’s bullying policy?
 - Did the state in question have any laws against bullying?
 - Have any laws been proposed or enacted in response to the bullicide?
 - Were there consequences for the bullies? For the school?

2. Share your personal reactions and opinions to this story. Consider these questions:
 - What could the victim’s peers have done that may have made a difference?
 - Do you think the school’s policy on bullying was strict enough and enforced properly?
 - What are some warning signs the victim exhibited that were ignored or were not taken seriously enough?
 - Do you think that the bullies were adequately punished?
 - When it comes to anti-bullying education, where does the responsibility lie? Should it be up to the parents to educate their children about the severity of bullying? The school? The state?
 - Has this story changed the way you look at bullying in schools? Does it change the way you would respond if you witnessed a classmate being bullied?

3. Answer the following questions about bullying and bystanders in general:
 - Do bystanders have the power to prevent bullicide?
 - Do bystanders have an ethical responsibility to step in when they witness a bullying incident? Why or why not?
 - Should schools require bystanders to act when they witness bullying? Why or why not?
 - Who can do the most to prevent bullying—schools, parents, teachers or bystanders? Explain your choice.

This activity is continued on the next page.

Name: _____

ACTIVITY 11B
RESOURCE TRACKER

Title of book or article:

Title of book or article:

Author(s):

Author(s):

Published by/website address:

Published by/website address:

Copyright date:

Copyright date:

Subject covered:

Subject covered:

Quote(s):

Quote(s):

Notes:

Notes:

Name: _____

Every student deserves to feel safe and respected in school. The more students intervene when they see bullying happen, the safer your learning environment will be. In this activity, you and your classmates will spread the word about bystander power by taking charge of a 10 Seconds Sooner Project (named after the fact that when bystanders intervene, bullying usually stops within 10 seconds).

PART ONE: Break into groups of three or four students. Using what you have learned in the video and from these activities and fact sheets, you and your team will create a short anti-bullying presentation to share with at least one other class in your school. Your teacher will tell you what class(es) you will present to. During your presentation, you will:

- Share the facts about how effective bystanders can be in stopping bullying.
- Teach students methods for intervening when they witness a bullying incident.
- Challenge the class to participate in the 10 Seconds Sooner Project. To participate, students must pledge to act whenever they witness bullying for 10 school days in a row. Their action can be anything from telling a teacher what happened to stepping in and telling the bully to stop. At the end of the 10 days, students will write a few paragraphs describing the experience. These descriptions will be anonymous and should not include any names.

PART TWO: Collect the paragraphs from the teacher at the end of the 10 days. As a class, you will use the responses to share the 10 Seconds Sooner Project with the rest of the school. Choose the best excerpts or quotes from the other students. Design a poster or read the quotes over the intercom during announcements. Pick excerpts that demonstrate that bystanders have the power to stop bullying.

PART THREE: Consider making the 10 Seconds Sooner Project permanent at your school by creating an anti-bullying club. This club should be geared toward the core principles of:

- Providing a safe haven for victims of bullying and any other concerned parties to meet and discuss what can be done to make school a safer place
- Educating your peers about bullying and what they can do in their day-to-day lives to help end the problem
- Creating a unified front against bullying; showing your classmates that you are proud to stand up for what is right

Use the worksheet on the next page to begin planning your new 10 Seconds Sooner Club. For more inspiration, read *In-School Action against Bullying* (fact sheet 8).

This activity is continued on the next page.

Name: _____

The 10 Seconds Sooner Club

Mission statement/purpose (what you will strive to accomplish as a club):

Place and frequency of meetings:

Teachers to sponsor and supervise your club:

Resources to learn more about preventing bullying:

Fun ways to get your peers involved (anti-bullying day, school speakers, class workshops, etc.):

Name: _____

THE ANTI-BYSTANDER CONTRACT

Read this contract and share it with your class and your family. Together, discuss the meaning of each clause. Use the back of this page if you, your class or your parents wish to revise any portion of the contract or add additional rules. When everyone is satisfied with the contract, sign it below. Keep a copy where you will be able to refer to it whenever necessary.

ANTI-BYSTANDER CONTRACT

Everyone has the right to feel physically and emotionally safe at school. I will do everything I can personally, as a member of my school's community, to create and preserve a physically and emotionally safe environment.

1. I acknowledge that being bullied takes a serious physical and emotional toll on its victims and, therefore, I will not be a bully.
2. I understand that there is no such thing as an innocent bystander. By doing nothing, I am not just letting bullying happen, I am encouraging it.
3. When I witness bullying, I will use what I have learned along with my good judgment and act accordingly. When appropriate, I will step in. I will always report the incident to a teacher or other adult.
4. I realize that saying something mean online, in an email, on a social networking site or via text message is just as hurtful as face-to-face bullying (if not more so) and I promise to report any online abuse and not partake in cyberbullying.
5. I will do my best to befriend victims of bullying and let them know they can count on me for support.
6. If one of my friends is being a bully, I will not stand by. Even though they are my friends, I will tell them to stop.
7. I will do my best to educate my peers about the effects bullying has on its victims and how stepping in and not being a bystander can make all the difference.
8. I will abide by the Golden Rule and treat others the way I would like to be treated. I will defend others the way I hope others would defend me.

Student's responsibility:

I commit that I will not bully my peers. When I witness bullying, I will report it to an adult and if possible, stand up for the victim.

Student's Signature

Date

Teacher

Date

Parent/Guardian's responsibility:

I commit to encouraging my child to always respect others. I have instructed my child not to bully. I have advised my child to report any bullying to the authorities and stand up to the bully if it is safe to do so.

Parent/Guardian Signature

Date

FACT SHEETS

Name: _____

Bullying is repeatedly hurting another person. The hurt can be physical, verbal/relational or through cyberbullying. See the “Bullying Behavior Chart” on the following page for examples and more information on each type of bullying.

Characteristics of bullying:

- intentional
- harmful
- interferes with learning
- repeated and targeted
- creates intimidation
- abuse of power

Common examples of bullying in young adults:

- creating rumors
- purposefully excluding someone
- taunting
- name calling
- humiliation
- online harassment or cyberbullying

Some facts about bullying:

- 30% to 50% of young people are involved in bullying as a perpetrator, a target or both each year.¹
- 85% of bullying episodes occur in front of an audience of bystanders.²
- 50% of students report cyberbullying is worse than real-life bullying.³
- Approximately 160,000 students stay home from school every day to avoid being bullied.⁴

¹ Wang et al., 2009; Nansel 2001

² Craig & Pepler, 1997; O’Connell et al., 1999

³ Mishna et al., 2009; Agatston et al., 2007

⁴ National Education Association, 1993

This fact sheet is continued on the next page.

Name: _____

FACT SHEET 1B
BULLYING DEFINED

Bullying Behavior Chart

Physical Bullying Harm to someone's body or property		Emotional Bullying Harm to someone's self-esteem or feeling of safety		Social Bullying Harm to someone's group acceptance	
Verbal	Nonverbal	Verbal	Nonverbal	Verbal	Nonverbal
LEVEL ONE					
<ul style="list-style-type: none"> ↳ Expressing physical superiority ↳ Blaming the victim for starting the conflict 	<ul style="list-style-type: none"> ↳ Making threatening gestures ↳ Defacing property ↳ Pushing/shoving ↳ Taking small items from others 	<ul style="list-style-type: none"> ↳ Insulting remarks ↳ Name calling ↳ Teasing about possessions, clothes, physical appearance 	<ul style="list-style-type: none"> ↳ Giving dirty looks ↳ Holding nose or other insulting gestures 	<ul style="list-style-type: none"> ↳ Gossiping ↳ Starting or spreading rumors ↳ Teasing publicly about clothes, looks, relationships with boys/girls, etc. 	<ul style="list-style-type: none"> ↳ Ignoring someone and excluding them from a group
LEVEL TWO (some of these behaviors are against the law)					
<ul style="list-style-type: none"> ↳ Threatening physical harm 	<ul style="list-style-type: none"> ↳ Damaging property ↳ Stealing ↳ Starting fights ↳ Scratching or biting ↳ Pushing, tripping or causing a fall ↳ Assaulting 	<ul style="list-style-type: none"> ↳ Insulting family ↳ Harassing with phone calls ↳ Insulting your size, intelligence, athletic ability, race, color, religion, ethnicity, gender, disability or sexual orientation 	<ul style="list-style-type: none"> ↳ Defacing school work or other personal property, such as clothing, locker or books ↳ Saying someone is related to a person considered an enemy of this country (e.g., Osama bin Laden) 	<ul style="list-style-type: none"> ↳ Ostracizing using notes, instant messaging, email, etc. ↳ Posting slander in public places (such as writing derogatory comments about someone in the school bathroom) 	<ul style="list-style-type: none"> ↳ Playing mean tricks to embarrass someone
LEVEL THREE (most of these behaviors are against the law)					
<ul style="list-style-type: none"> ↳ Making repeated and/or graphic threats (harassing) ↳ Practicing extortion (such as taking lunch money) ↳ Threatening to keep someone silent: "If you tell, it will be a lot worse!" 	<ul style="list-style-type: none"> ↳ Destroying property ↳ Setting fires ↳ Physical cruelty ↳ Repeatedly acting in a violent, threatening manner ↳ Assaulting with a weapon 	<ul style="list-style-type: none"> ↳ Harassing you because of bias against your race, color, religion, ethnicity, gender, disability or sexual orientation 	<ul style="list-style-type: none"> ↳ Destroying personal property, such as clothing, books, jewelry ↳ Writing graffiti with bias against your race, color, religion, ethnicity, gender, disability or sexual orientation 	<ul style="list-style-type: none"> ↳ Enforcing total group exclusion against someone by threatening others if they don't comply 	<ul style="list-style-type: none"> ↳ Arranging public humiliation

From: <<http://www2.ed.gov/admins/lead/safety/training/bullying/bullyingchart.doc>>

New Jersey Cares About Bullying, Office of Bias Crime and Community Relations; Adapted from Atlantic Prevention Resources

Definition:

Cyberbullying refers to any incident in which a person is tormented, embarrassed, harassed or threatened by another person through the use of technology—whether by Internet, instant message, text message, digital photo, interactive gaming forum or other interactive technologies.

33% of young people have been cyberbullied.¹

50% of students say cyberbullying is worse than real-life bullying.²

Girls are significantly more likely to be cyberbullied than boys.³

If you are forwarded an email that contains private information about someone else, if your friend shows you an embarrassing picture of a peer he or she took on a cell phone or if you are asked to participate in an online poll intended to humiliate others (like a “who’s hot, who’s not” poll), don’t just stand by and do nothing! Being a virtual bystander to cyberbullies is just as serious as being a bystander to face-to-face bullying.

How can you take a stand against cyberbullying?

- Refuse to pass along cyberbullying messages that you receive. Cyberbullies will often forward hateful messages about their victim to many classmates and ask that each person pass it along to their own friends. Sharing others’ personal messages makes you a bystander and an accomplice to the cyberbully.
- Refuse to view or contribute to cruel websites, polls or comments. By participating in or laughing at humiliating content, you are encouraging the bully—but remember that staying silent while a bully harasses someone else online also encourages the behavior.
- Tell an adult if you witness cyberbullying on a website or social network. In many cases, cyberbullying violates the terms of use on a website and the bully’s account can be suspended.
- If you are playing online video games with your friends or partaking in any online activity as a group and you see that messaging is getting out of hand and targeting a person in a negative way, speak up and tell them to stop.
- Speak with other students, as well as your teachers and school administrators, to develop clear rules against cyberbullying. Make sure your school lets students know exactly where they should go to report incidents of cyberbullying.
- Raise awareness of the cyberbullying problem in your community by holding an assembly and creating fliers to give to younger kids or parents about what to do if they are witnesses to cyberbullying or victims of cyberbullying.

¹ Opinion Research Corporation, 2006; Mishna et al., 2009

² Mishna et al., 2009; Agatston et al., 2007

³ Wang et al., 2009

Bystanders have an enormous degree of power in bullying situations even though perpetrators and victims receive the most attention. They can use their power to help stop bullying or to perpetuate it. Understanding the role of the bystander is the first step in breaking the bullying circle.

Definition:

Bystanders are those who are witnesses to an incident and who are involved to the extent that they are present. In terms of bullying, bystander behavior refers to when those individuals present either participate or fail to take action to stop the bullying.

Some facts about bystanders:

- 85% of bullying occurs in the presence of an audience of bystanders.
- Every day six out of 10 American teens witness bullying in their school and don't take measures to stop it.¹
- Most bystanders believe they are not doing any harm by simply watching someone getting bullied, but in fact by not intervening, they are actually encouraging the bullying. Bullies like an audience and will feed off of the attention bystanders give them.
- Studies show that bystanders who witness bullying can experience even more psychological distress than the victim.² The stress includes feelings of depression, fear, anxiety and hostility.
- When asked how they should react in a situation where bullying occurs, two-thirds of young people say they should intervene, yet only one-quarter of high school teens actually do.³
- When someone does step in, the bullying stops within 10 seconds nearly two-thirds of the time.⁴

¹ National Crime Prevention Council, 2003

² Rivers et al., 2009

³ Craig and Pepler, 1997

⁴ Hawkins et al., 2001

This fact sheet is continued on the next page.

Why do bystanders choose not to intervene?

- They believe it is none of their business.
- They assume the victim must have done something to deserve the bullying or that the victim “had it coming.”
- They want to avoid being associated with the victim for fear of lowering their popularity status, especially if the victim is known as “weird” or a “loser.”
- They don’t report bullying for fear of being labeled as a “snitch.”
- They don’t believe that they are doing any harm by simply watching.
- They are afraid that if they step in, the bully may target them.
- They enjoy watching “the action.”

What is the bystander effect?

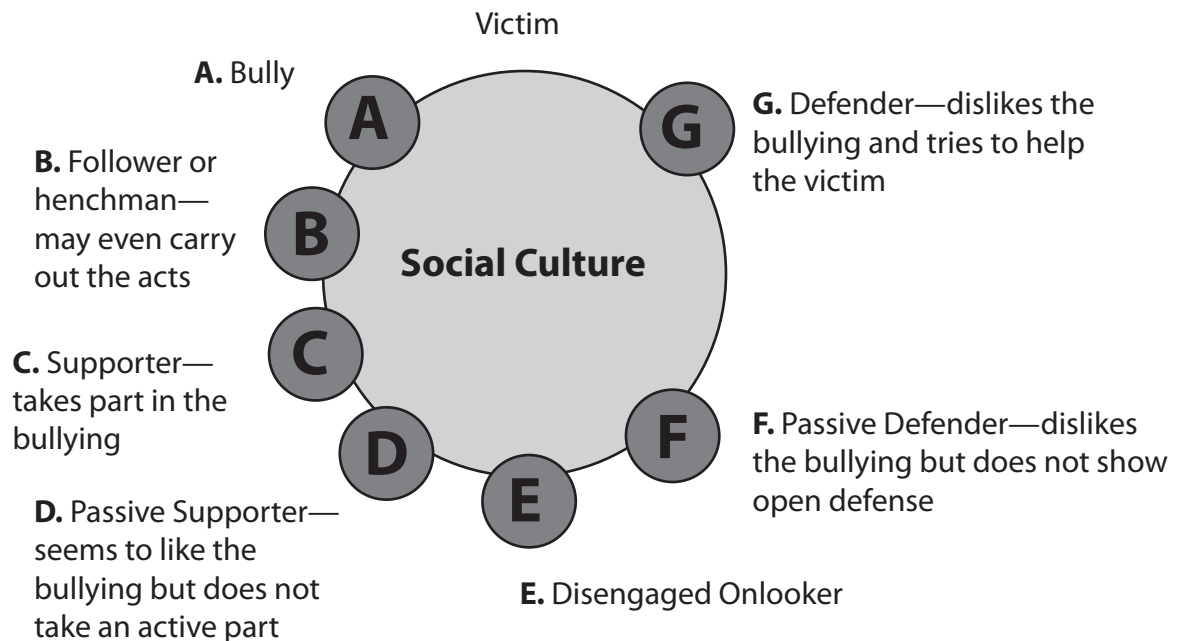
The bystander effect is the psychological theory that the greater the number of people present, the less likely any individual is to help a person in distress. The chances that one person will take action increase if there are few or no other witnesses present.

The bystander effect is based on two factors:

1. The presence of others creates diffusion of responsibility, meaning that an individual feels less pressure to take action because the responsibility to do something is assumed to be shared among all people present.
2. People tend to behave in socially acceptable ways. That means that if no one else is taking action, individuals might think that staying silent is the acceptable thing to do.

According to bullying expert Dan Olweus, students involved in a bullying situation can play several different roles, pictured on his Cycle of Bullying circle. The guiltiest roles are found on the upper left side of the circle; as you move counterclockwise, the roles become less and less tolerant of the bullying.

The Cycle of Bullying



- A. **Bully/Bullies**—start the bullying and take an active part.
- B. **Followers/Henchmen**—take an active part, but do not start the bullying and do not play the lead role.
- C. **Supporters:** Passive Bully/Bullies—openly support the bullying—such as by laughing or calling attention to the bullying—but do not take an active part.
- D. **Passive Supporters:** Possible Bully/Bullies—like the bullying but do not display open support.
- E. **Disengaged Onlookers**—watch what happens; think, “It is none of my business;” don’t take a stand.
- F. **Possible Defenders**—dislike the bullying and think they ought to help out (but don’t do it). And the one group who are not bystanders:
- G. **Defenders of the Target**—dislike the bullying and help or try to help the victim.

Source: Dan Olweus, “Peer Harassment: A Critical Analysis and Some Important Issues,” in *Peer Harassment in School*, ed. J. Juvonen and S. Graham (New York: Guilford Publications, 2001): 3-20.

Name: _____

It's not easy to step up and intervene when you see someone being bullied, but many teens find the courage to do it. How do you go from being a bystander to being a defender? Bystander expert Steffi Berkowitz came up with a five-step model intended to turn individuals from bystanders to action-takers. She describes the importance of each stage in reducing bystander behavior.

1. Notice that something is happening

Before an individual is able to act, he/she must understand what bullying is, be able to identify it and take notice when it is actually happening.

2. Recognize the danger

Once the individual identifies the activity/behavior as an act of bullying, he/she must understand the harmful potential of the situation.

3. Take responsibility for providing help

Once the bullying is noticed and is understood as a problem, the individual must feel a sense of responsibility to take action against the bullying. This person is moving away from being a passive bystander to being an action-taker.

4. Know how to help

Feeling a responsibility should lead to action. An individual needs to acquire the necessary tools and knowledge to know how to intervene appropriately.

5. Take action

In order for the individual to act, he/she needs to have the courage to take the necessary steps to eliminate the barriers described above.

Now that you understand the effect that being a passive bystander has on bullying victims and are equipped with the information needed to recognize a bullying incident when you see one, you are ready to start breaking the cycle.

If the bullying is verbal (name calling or taunting):

- Try to diffuse the bullying by calmly but firmly telling the bully to knock it off. You may find that once you speak up, others in the group will join in, too.
- Give the victim an excuse to leave the situation. Tell the bully that a teacher is looking for the victim and then walk away with him or her.
- If the bully is a friend of yours, you can distract him or her by saying something like, "Remember how much trouble you got in for this last time?" or "Listen, you're making yourself look like a jerk and we both know you're not. Let's go" and walk away with the bully.

If the bullying is physical:

- Never get physically aggressive with the bully. This could put you in danger and get you in trouble. In a clear voice, tell the bully to stop what he or she is doing. If they don't listen, immediately leave and find an adult.
- Let your actions do the talking. Publicly display your support for the victim. For example, if the bully throws the victim's books across the hall, go pick them up and give them back to the victim.
- Tell the bully that a teacher or adult is on their way over and leave. Chances are, most of the group will disperse, too.
- No matter what, leave the scene and find an adult right away.

If it is cyberbullying:

- If you find a blog online targeted at an individual or group, inform an adult.
- If you see your friends sending hurtful text messages, emails or online posts, tell them that they're acting immaturely and that cyberbullying can easily be traced back to them. If you are uncomfortable saying something, tell an adult or leave a teacher an anonymous report.
- Never forward any hurtful emails or pictures a bully sends you. Cyberbullies feed off of getting other people involved.

This fact sheet is continued on the next page.

Name: _____

The Aftermath:

- Support the victim by telling him or her you are disgusted by what you saw and that you are on their side. Ask what you can do to help.
- Encourage the victim to report the abuse to a teacher and offer to act as a witness to their story.
- Try to include the victim in your group of friends in situations where bullying often occurs, like lunchtime, after school and in the library.
- Talk to the people you saw who were bystanders to the bullying. Try saying something like, "Guys, I don't know about you, but that was pretty messed up. Next time, let's all say something, okay?"
- If you are afraid of officially reporting the incident, simply approach a teacher or other school official privately and say, "Someone should really monitor the back hallway after 7th period." The teacher will get the hint.

Name: _____

Definition:

Suicide committed as a result of being the victim of bullying.

In recent years, there have been several high-profile cases of “bullycide” in which young people committed suicide in a desperate attempt to end the harassment by their peers. These victims were typically bullied both online and in direct encounters. Here are just some of their names:

Brandon Swartwood, 15 – Committed suicide on December 16, 2000

April Himes, 14 – Committed suicide on February 14, 2000

Jared High, 13 – Committed suicide on September 29, 1998

Jeffrey Johnston, 15 – Committed suicide on June 29, 2005

Matt Epling, 14 – Committed suicide on July 16, 2002

Tempest Smith, 12 – Committed suicide on February 20, 2001

Kristina Calco, 15 – Committed suicide on December 4, 2005

Chrystal Eaton, 15 – Committed suicide on March 10, 2003

Austin Murphy, 15 – Committed suicide on March 16, 2007

Megan Meier, 13 – Committed suicide on October 17, 2006

Phoebe Prince, 15 – Committed suicide on January 14, 2010

To learn more about these young people, consult the links below or research their names online.

-
- <<http://www.jaredstory.com/bully.html>>
 - <<http://www.mattepling.webs.com>>
 - <<http://tempestsmithfoundation.org/>>
 - <<http://www.theshabbycastle.com/kristinacalco>>
 - <<http://www.friendsofcrystal.com>>

More and more students across the country are taking action against bullying in their schools and communities. Many schools have adopted anti-bullying policies and many students have created events or clubs to help spread awareness and prevent bullying. Below are a few examples of the actions being taken around the United States.

Anti-Bullying Policies

These school regulations spell out consequences for bullying and procedures for reporting incidents. Bullying experts have concluded that every school's anti-bullying policy should include two main elements:

- **Schoolwide rules:** Rather than having bullying rules vary from classroom to classroom or from teacher to teacher, there should be an official policy that encompasses the entire school. Since teens change classes and teachers throughout the day, a single policy ensures that all bullying is treated equally.
- **Community involvement:** Bullying does not end on the playground and affects young adults both in school and out of school. For this reason, it is important that the community takes an active role in reporting incidences of bullying and teaching young adults to be positive role models.

National Events and Organizations

- **Bullying Awareness Week (www.bullyingawarenessweek.org)**
Bullying Awareness Week, a joint project of Bullying.org and Family Channel, celebrates and promotes solutions to the problems of bullying. Activities include school assemblies, community projects, email campaigns and art projects.
- **No Name Calling Week (www.nonamecallingweek.org)**
This project, inspired by James Howe's young adult novel, *The Misfits*, raises awareness about name calling in schools and provides resources and inspiration for teachers and students who want to prevent name calling in their communities. During the week, students watch anti-bullying videos, learn prevention strategies and read *The Misfits*.
- **Students Against Violence Everywhere (SAVE) (www.nationalsave.org)**
Based in North Carolina, SAVE is a group led by students, for students, to promote the vision of schools that are safe, secure, free of fear and conducive to learning. After 20 years, SAVE has more than 200,000 members and 1,800 different chapters across the United States and serves youth in elementary schools, middle schools, high schools, colleges and community youth-serving organizations.

This fact sheet is continued on the next page.

Community and School Organizations

- **Dalton Reynolds' Anti-Bullying Club**
Fifth grader Dalton Reynolds formed an anti-bullying club at the W.E. Cherry Elementary School in Florida. Disturbed by the recent events surrounding the bullycide of Phoebe Prince, Dalton asked her mother (who happens to be a teacher) to help her start a club to stop name calling and teasing at the earliest level.

- **Franklin Teen Angels**
Students at Horace Mann Middle School started a local chapter of Teen Angels, a national anti-bullying group founded by WiredKids.com. Most recently, the Franklin Teen Angels attended an anti-bullying summit in Washington, D.C., to meet with top U.S. Congressmen including Jim McGovern and John Kerry to discuss ways the government can help schools stop bullying.

- **CARDS Club**
Members of the CARDS club, which stands for "Caring and Respect Determine Success," at Mentor High School in Ohio, are trained by counselors to raise awareness about bullying issues. They produce anti-bullying videos, teach younger students about the dangers of bullying and attend larger summits to share ideas with other students.

<<http://www.news4jax.com/education/23223323/detail.html#>>

<<http://www.milforddailynews.com/highlight/x258108779/Franklin-anti-bullying-group-to-visit-Washington-D-C>>

Name: _____

FACT SHEET 9A
STATE LEGISLATIVE ACTION AGAINST BULLYING

As of October 2010, 43 states have passed anti-bullying laws.

	Does a bullying law currently exist?	Is an updated version or a new law pending?	Does law include cyberbullying?	Does law include electronic harassment?	Is there a criminal sanction?	Is there a school sanction?	Is a school policy required?
AL	YES	NO	NO	YES	NO	NO	YES
AK	YES	YES	NO	NO	NO	YES	YES
AZ	YES	NO	NO	NO	NO	NO	YES
AR	YES	NO	YES	YES	NO	YES	YES
CA	YES	NO	NO	YES	NO	YES	YES
CO	NO	NO	NO	NO	YES	YES	YES
CT	YES	NO	NO	NO	NO	YES	YES
DE	YES	NO	NO	NO	NO	YES	YES
DC	YES	NO	NO	NO	NO	NO	YES
FL	YES	NO	NO	YES	NO	YES	YES
GA	YES	NO	NO	YES	NO	YES	YES
HI	NO	YES	NO	NO	YES	NO	NO
ID	YES	NO	NO	YES	YES	YES	YES
IL	YES	NO	NO	YES	NO	YES	YES
IN	NO	YES	NO	YES	NO	NO	YES
IA	YES	NO	NO	YES	NO	YES	YES
KS	YES	NO	YES	YES	NO	YES	YES
KY	YES	NO	NO	YES	YES	YES	YES
LA	YES	NO	YES	YES	NO	YES	YES
ME	YES	YES	NO	NO	NO	YES	YES
MD	YES	NO	NO	YES	NO	YES	NO
MA	YES	NO	YES	NO	NO	YES	YES
MI	NO	YES	NO	NO	NO	YES	YES
MN	YES	YES	NO	YES	NO	YES	YES
MS	YES	NO	NO	YES	NO	YES	YES
MO	YES	NO	NO	YES	YES	YES	YES
MT	NO	NO	NO	NO	NO	NO	NO
NE	YES	NO	NO	YES	NO	YES	YES
NV	YES	NO	YES	YES	YES	NO	YES
NH	YES	YES	YES	YES	NO	NO	YES
NJ	YES	NO	NO	YES	NO	YES	YES
NM	YES	NO	NO	YES	NO	YES	YES
NY	YES	YES	NO	NO	NO	YES	YES
NC	YES	NO	NO	YES	YES	YES	YES
ND	NO	NO	NO	YES	YES	NO	NO
OH	YES	YES	NO	NO	NO	YES	YES
OK	YES	NO	NO	YES	NO	NO	YES
OR	YES	NO	NO	YES	NO	YES	YES
PA	YES	NO	NO	YES	NO	YES	YES
RI	YES	NO	NO	YES	NO	NO	YES
SC	YES	NO	NO	YES	NO	YES	YES
SD	NO	NO	NO	NO	NO	NO	NO
TN	YES	NO	NO	YES	YES	YES	YES
TX	YES	YES	NO	NO	NO	YES	NO
UT	YES	NO	NO	YES	NO	YES	YES
VT	YES	NO	NO	NO	NO	YES	YES
VA	YES	NO	NO	YES	NO	YES	YES
WA	YES	NO	NO	YES	NO	YES	YES
WV	YES	NO	NO	NO	NO	YES	YES
WI	YES	NO	NO	NO	YES	YES	YES
WY	YES	NO	NO	YES	NO	YES	YES

This fact sheet is continued on the next page.

Name: _____

Here are some examples of anti-bullying laws in three states:

New Hampshire: In June 2010, New Hampshire passed House Bill 1523, a law that strengthens and updates its existing anti-bullying statute established in 2000. It clarifies the definition of bullying, requires school districts to have a written anti-bullying policy and for the first time includes measures to address the issue of cyberbullying.

New York: In September 2010, New York signed the “Dignity for All Students” Act into law. The Dignity bill creates tools for school administrators, teachers, parents and students to use that address bullying and make school a safer place. Its main provisions include the development of rules to prevent and respond to harassment and violence, establishing training guidelines for teachers and staff, educating students on discrimination awareness and required reporting of incidents of bullying to the State Education Department. The law also marks the first time the Senate has included protections for transgendered people.

Vermont: As a result of 13-year-old Ryan Halligan’s suicide, in 2004 Vermont passed the Bully Prevention Law, which requires schools in Vermont to establish bullying prevention procedures.

For more information on each state’s specific laws, visit <http://www.olweus.org/public/bullying_laws.page>.

Source: Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D., Cyberbullying Research Center, © 2010
<http://www.cyberbullying.us/Bullying_and_Cyberbullying_Laws_20100701.pdf>

Name: _____

Bully Free Kids

<<http://www.bullyfreekids.com>>

A guide to bully-free living and resources

Bullying.org

<<http://www.bullying.org>>

Dedicated to increasing the awareness of bullying and to preventing, resolving and eliminating bullying in society

Bullying.us

<<http://www.bullying.us>>

A hub for information and resources about bullying programs, bullying in school, bullying by state and more

Bully Police USA

<<http://www.bullypolice.org>>

A collection of state anti-bullying laws, grade based on effectiveness

Cyberbullying.org

<<http://www.cyberbullying.org>>

Provides resources to combat online social cruelty among students

Cyberbullying Research Center

<<http://www.cyberbullying.us>>

Dedicated to providing up-to-date information about the nature, extent, causes and consequences of cyberbullying among adolescents

National Bullying Prevention Campaign

<<http://www.stopbullyingnow.hrsa.gov>>

U.S. Department of Education's guide to exploring the nature and prevention of bullying

Respect U Program

<<http://www.respectu.com>>

The Respect U School Program involves collaboration between schools, parents and students

Stop Bullying Now

<<http://www.stopbullyingnow.com>>

Presenting practical research-based strategies to reduce bullying in schools

Students against Violence Everywhere

<<http://www.nationalsave.org>>

A student-driven organization where kids learn about alternatives to violence and practice what they learn through school and community service projects. As they participate in SAVE activities, students learn crime prevention and conflict management skills and the virtues of good citizenship, civility and nonviolence.

Hotlines:

Anti-Bullying Hotline

1-866-444-6996

National Hopeline

1-800-784-2433

National Suicide Prevention Hotline

1-800-273-TALK

Name: _____

Agatston, P., Kowalski, R. and Limber, S. (2007). Students' Perspectives on Cyberbullying. *Journal of Adolescent Health*, 41, S59-S60.

Anti-Defamation League. "Bullying/Cyberbullying Prevention Law." April 2009. Retrieved September 2010. <http://www.adl.org/civil_rights/Anti-Bullying%20Law%20Toolkit_2009.pdf>

Bully Police USA. Retrieved September 2010. <<http://www.bullypolice.org>>

Bullying.org. Retrieved September 2010. <<http://www.bullying.org>>

Clark, Mandy Jane. "The Controversy over Anti-Bullying Legislation." Stop-Bullies.com. Retrieved September 2010. <<http://stop-bullies.com/anti-bullying/The-Controversy-over-Anti-Bullying-Legislation.html>>

Colorosso, Barbara. *The Bully, the Bullied, and the Bystander: From Preschool to High School--How Parents and Teachers Can Help Break the Cycle of Violence*. Harper Paperback: New York, 2009.

Craig, W. and Pepler, D. (1997) Observations of Bullying and Victimization in the School Years. *Canadian Journal of School Psychology*, 2, 41-60.

Goldy, Cris. "Breaking the Cycle of Bullying." North Central Education Service District. Retrieved September 2010. <http://www.ncesd.org/16731041015188200/lib/16731041015188200/_files/7student_lessonplans.pdf>

Hawkes, Karen and Gustavo Burkett, Elizabeth J. Allan, and Mary Madden. "Bystanders vs. Change-Agents." Retrieved September 2010. <http://www.chaptertools.net/site_files/file_1255553881.pdf>

Hawkins, D.L., Pepler, D. and Craig, W. (2001). Naturalistic Observations of Peer Interventions in Bullying. *Social Development*, 10(4): 512-527.

Hinduja, Sameer and Justin W. Patchin. "State Cyberbullying Laws." Cyberbullying Research Center. Retrieved September 2010. <http://www.cyberbullying.us/Bullying_and_Cyberbullying_Laws_20100701.pdf>

Juvonen, J. and Gross, E. (2008). Extending the School Grounds? Bullying Experiences in Cyberspace. *Journal of School Health*, 78(9), 496-505.

Mentor Public Schools. "Students, staff share anti-bullying practices at Olweus Summit." 26 May 2010. <<http://www.mentorschools.net/mentor/cwp/view.asp?A=3&Q=277483>>

Mishna, F., Saini, M. and Solomon, S. (2009). Ongoing and Online: Children and Youth's Perceptions of Cyberbullying. *Children and Youth Services Review*, 31(12), 1222-1228.

This fact sheet is continued on the next page.

Name: _____

- Nansel, T., Overpeck, M., Pilla, R., Ruan, W., Simons-Morton, B. and Scheidt, P. (2001). Bullying Behaviors Among US Youth: Prevalence and Association With Psychosocial Adjustment. *JAMA*. 285:2094-2100.
- National Crime Prevention Council (2003). *Bullying, Not Terrorist Attack, Biggest Threat Seen by U.S. Teens*. Washington, DC: National Crime Prevention Council.
- New Jersey Cares about Bullying, Office of Bias Crime and Community Relations. "Bullying Behavior Chart." Retrieved September 2010.
<<http://www2.ed.gov/admins/lead/safety/training/bullying/bullyingchart.doc>>
- North Central Educational Service District. "Cycle of Bullying." Retrieved September 2010.
<<http://ncesd.schoolwires.net/16731041015188200/FileLib/browse.asp?a=374&BMDRN=2000&BCOB=0&c=54725>>
- O'Connell, P., Pepler, D. and Craig, W. (1999) Peer Involvement in Bullying: Insights and Challenges for Intervention. *Journal of Adolescence*, 22, 437-52.
- Olweus Bullying Prevention Program. "State and Federal Bullying Information." Retrieved September 2010. <http://www.olweus.org/public/bullying_laws.page>
- Raftery, Isolde. "Antibullying Bill Goes to the Governor." *The New York Times*. 23 June 2010.
<http://www.nytimes.com/2010/06/24/nyregion/24bully.html?_r=2>
- Rivers, I., Poteat, V., Noret, N. and Ashurst, N. (2009). Observing Bullying at School: The Mental Health Implications of Witness Status. *School Psychology Quarterly*, Vol. 24, No. 4.
- Scheff, Sue. "Anti-Bullying Club Formed by Fifth Grader, Dalton Reynolds, in Florida." *Examiner.com*. 22 April 2010. Retrieved September 2010.
<<http://www.examiner.com/parenting-teens-in-fort-lauderdale/anti-bullying-club-formed-by-fifth-grader-dalton-reynolds-florida>>
- State of New Hampshire. "Governor Lynch Signs Anti-Bullying Bill into Law." 15 June 2010.
<<http://www.governor.nh.gov/media/news/2010/061510-bullying.htm>>
- State of New York. "Governor Paterson Signs 'Dignity for All Students' Act." 8 September 2010.
<<http://www.state.ny.us/governor/press/090810-DignityStudentsAct.html>>
- Students Against Violence Everywhere. Retrieved September 2010.
<<http://www.nationalsave.org/>>
- Studley, Ashley. "Franklin Anti-Bullying Group to Visit Washington, D.C." *The Milford Daily News*. 24 May 2010. Retrieved September 2010.
<<http://www.milforddailynews.com/highlight/x258108779/Franklin-anti-bullying-group-to-visit-Washington-D-C>>
- U.S. Department of Education. "Exploring the Nature and Prevention of Bullying." Revised 25 January 2010. Retrieved September 2010.
<<http://www2.ed.gov/admins/lead/safety/training/bullying/index.html>>

OTHER PROGRAMS

<i>Essential Health: A High School Print/Video Curriculum</i>	20 DVDs, 10 modules, 50 print lessons
<i>Curriculum in a Box: Mental Health</i>	7 DVDs, print lessons
<i>I was Cyberbullied</i>	video and print
<i>Hazing and Harassment: Understanding It, Preventing It</i>	video and print
<i>Dangers of Sexting: What Teens Need to Know</i>	video and print
<i>Blow-Ups and Rages: Learning to Manage Your Anger</i>	video and print
<i>Hallmarks of Good Mental Health</i>	video and print
<i>Common Psychological Disorders of Adolescence</i>	video and print
<i>Coping with Disruptive Life Changes</i>	video and print
<i>Who Needs Therapy? Treating Psychological Disorders</i>	video and print
<i>Teen Romantic Relationships: As They See It</i>	video and print
<i>“Coming Out” in School: What Does It Mean?</i>	video and print
<i>Prescription Drugs Update</i>	video and print
<i>Understanding and Treating Binge Eating</i>	video and print
<i>Essential Physical Fitness: What Every Teen Needs to Know</i>	video and print
<i>The Five Essential Habits of Healthy Teens</i>	video and print
<i>Danger behind the Wheel: The Facts about Distracted Driving</i>	video and print
<i>Be Careful When U Txt: The Dangers of Texting and Sexting</i>	video and print

Visit our website for detailed descriptions of the above programs.

Available from
Human Relations Media
41 Kenisco Drive
Mount Kisco, NY 10549

Phone: 800/431-2050 • Fax: 914/244-0485 • Web: www.hrmvideo.com