

BULLYING:
You Don't Have To
Take It Anymore

CREDITS

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TABLE OF CONTENTS

Introduction1
Learning Objectives2
Program Summary3

ACTIVITY SHEETS

1: Testing Your Bully I.Q.7
1: Testing Your Bully I.Q.—Solutions8
2-A: Research Project9
2-B: Resource Tracker10
3: Finding a Cause11
4: Role Play #112
5: Role Play #213
6: What Should You Do?14
7: Putting a Face On It15
8: Learning from the Past16
9: I Could...17
10: Video Diary Entry18
11: Positive/Negative19
12: All Together20
13: Bully Questionnaire21
14: Bullies on the Screen22

FACT SHEETS

1: Who Are Bullies?23
2: Knowing Your Rights24
3: How to Stop the Bullying25
4: Helping Others Who Are Bullied26

Resources27

Every day, thousands of kids are afraid to go to school because of bullies. A bully is someone who hurts another person on purpose by using abusive words, by excluding others, or by using physical threats or violence. Studies show that bullying causes major problems for children of all ages, including depression, low self-esteem, and truancy. Without intervention, bullies also suffer. As adults, they require more support from government agencies, have more court convictions and alcoholism, and use more mental health services.

The majority of bullying occurs in or near school buildings. Even though great efforts have recently been undertaken to make schools safer, the threat of bullies is often overlooked. When a child does not feel safe at school—for whatever reason—every aspect of the child's education is affected. Children know when their school unofficially tolerates bullying. They feel anxious about their safety, and may even begin avoiding classes or refusing to attend school at all. Even those who are not actively involved as bullies or victims can be affected. Studies show that children who simply witness bully incidents experience significant fear and anxiety.

Adopting a “zero tolerance” bully policy can help schools create safe, caring environments where children feel they can be heard. Students who are relaxed can focus more energy on learning and participating. In addition to taking a tough stand against bullying, schools also must educate staff and students on the dynamics of bully behavior. For instance, males usually bully by using taunts and physical violence, while females bully through gossip and exclusion. Understanding the elements of bullying can make it easier to recognize.

As serious and damaging as bullying is, most victims do not report it. Even those who do can be disregarded. Many adults do not know how to intervene in bullying situations. In a recent study, 25% of students reported that teachers intervene in bullying situations, while 71% of teachers believed that they had intervened. Clearly, there is a strong need for bully prevention education. Teachers, support staff, parent groups, student councils, and administrators must join together and take action to stop bullying.

Bullying is always wrong and it is always a sign of a larger problem. Victims are frequently experiencing trouble at home or being bullied at the hands of other people. The sooner their behavior is recognized and evaluated, the better chance they have of overcoming the problems. In the end, dealing with bully behavior head-on helps everyone involved.

LEARNING OBJECTIVES

While viewing the videotape *Bullying: You Don't Have to Take It Anymore* and participating in class activities and discussions, your students will:

- learn that bully behavior is wrong and that no one has to accept it
- better understand why some people bully others
- explore positive (and negative) ways to deal with bully behavior
- learn what to do when a friend is bullied by someone
- evaluate their own feelings about bully behavior
- prepare for bully situations by acting out various scenarios
- creatively express the emotions caused by bully behavior
- develop anti-bully tactics for the entire school

The video commences with a montage of sounds and images depicting school-related threats and intimidation. Then the title comes up—***Bullying: You Don't Have To Take It Anymore.*** Next, a young female narrator talks about the broad problem of bullying nationwide. The four forms of bullying are then identified: threats, intimidation, assaults and exclusion. We also learn that bullying makes victims feel unhappy, afraid and unaccepted. About 15% of all students are bullied, and 160,000 skip school each year as a result of bullying. Words and pictures further point out that bullies are often punished for their acts by school officials, as well as through prosecution in the legal system. Adolescent bullies often go on to have problems as adults.

Two dramas involving bully situations are introduced, one involving boys and the other focusing on girls. In most cases, girls bully differently than boys. Boys hit and fight, while girls usually bully by exclusion. However, no matter how bullying is carried out, the narrator says “silence will get you nowhere.”

The first drama is called *The Shakedown*. Viewers are introduced to Marcus, a thin, shy and sensitive boy who has always been a good student. We see him in an empty classroom talking to his teacher, Mr. Clark. Mr. Clark asks Marcus what is bothering him, as his grades have been falling badly. Marcus just shakes his head. Mr. Clark suggests that Marcus see the guidance counselor if he needs to talk. But Marcus says that nothing is wrong.

The scene skips to a school hallway. As Marcus opens his locker, we see Tim and John approaching. They are older and stronger than Marcus. Another student, Cindy, looks on a short distance away. One boy steals Marcus' lunch and bluntly asks him to turn over his homework. We see Cindy run down the hall in search of Mr. Clark. Just as one of the boys is about to throw a punch at Marcus, Mr. Clark arrives on the scene and demands an explanation. Cindy takes a deep breath and tells Mr. Clark that Tim and John have been harassing Marcus for months. We then see Mr. Clark leading the two boys down the hall to the principal's office. The program pauses for discussion as a question comes up on the screen: How would you feel if you or a friend were being bullied?

After the program resumes, the drama is analyzed through a series of interviews with the participants. We first hear from Marcus, who tells the camera that he was also bullied at his last school. Mr. Clark mentions that he was concerned about Marcus when his grades started to decline, but that he lacked hard evidence of bullying. Marcus talks about how unhappy he was. “I just wanted to leave school forever,” he says. Marcus was exhibiting the typical symptoms often felt by victims: difficulty eating and sleeping, feeling sick and wanting to skip school.

Next we hear from one of the bullies, Tim, as he confides to the camera. "I don't know why I picked on Marcus. Marcus was just so weak and easy to boss around," he says. The narrator returns and reminds viewers that self-esteem issues are at the center of bullying. We then are introduced to a middle-school guidance counselor, Elise Sosrow. She explains that the middle-school years are the time for building self-esteem and that her role as a guidance counselor is to help students find their self-confidence. If a bully is allowed to harass someone, it is likely to result in a loss of self-esteem for the victim. This in turn makes the bully feel good about himself or herself.

Viewers also hear from Cindy, who was a witness to the bullying event. Cindy was afraid of being bullied herself. So when Tim and John started bullying Marcus, her first reaction was not to hang around with Marcus. Later she felt guilty about this, and finally she decided to speak out. The narrator returns and reinforces the concept of speaking out when someone is being bullied. Violence and bullying are both against school rules and offenders need to be punished. But unless people step forward, bullying will continue.

Next, the video switches to a drama illustrating how girls bully. The segment is titled, *The Rumor Mill*. Lisa is seen at home, using the internet to send instant messages to friends. In one message, she is told that everyone believes she recently took the club drug Ecstasy. The rumor was started by a popular girl at school named Julie. While she quickly types back that the rumor is not true, it is also apparent that the damage has been done.

The next day we see a group of girls, led by Julie, in a school bathroom. They are all talking about Lisa and the Ecstasy rumor. Lisa walks in and confronts Julie, but all the girls stick together and have decided to exclude Lisa from their group. The situation goes from bad to worse as Lisa next runs into Pete on the staircase. Pete tells her that he has reconsidered their prom date and he isn't going with her anymore. Even though Lisa tells him that the Ecstasy rumor is all a lie, he just walks away.

Later, Lisa is at home crying when her mother walks in. At first she doesn't want to tell her mother anything, but she finally blurts out the story about the Ecstasy rumor. Lisa's mother believes her and vows to do something about it by seeing the principal. Lisa begs her mother to let her handle the situation herself. The drama ends the next day as the girls who excluded Lisa are sent to the guidance counselor's office. The video then pauses for a discussion question: Where would you go to get help if someone was being bullied?

When the video resumes, each of the main characters speaks directly to the camera. Lisa says, “When I saw that instant message I couldn’t believe what was happening. The next day I was afraid to go to school. I felt sick. I couldn’t concentrate. I even failed a test.” The narrator then explains that these are typical symptoms of being bullied. The guidance counselor we met earlier, Elise Sosrow, affirms this. She reiterates that girls typically bully by exclusion. Sometimes it can be subtle and other times it can be very blatant. Next, Julie speaks to the camera. “I couldn’t believe she was going to the dance with Pete. She knew I wanted to go with him. I knew that when I was writing the Ecstasy rumor, that it was wrong. I was just so angry and I thought it would make me feel better. And it did for awhile. Usually, I’m the one who tells people what to do and everyone listens.”

The narrator states that popular bullies often attack their victims self-esteem by rumor, verbal attack and exclusion. The guidance counselor then talks about the power of cliques, both positive and negative. When cliques turn destructive, she says, it’s time to get help. The program returns to Lisa as she explains why she finally decided to go to the guidance counselor for help, even though she didn’t want to “tell.” After she went, “it really helped.” The narrator explains that even though it might feel uncomfortable to talk to a guidance counselor, it’s better to do so. It’s their job and they are there to help. Plus it will stop the bullying.

Julie returns and describes her embarrassment at the whole incident. She said her father was furious with her as well. She “wishes it had never happened.” She was forced to take an anti-bullying class, but at least she was able to see the errors of her ways. She sums up her sorrow by saying, “I’m afraid no one will ever trust me again.”

The conclusion of the video lists things one can do about bullying. Some of these include making funny replies to teasing situations, making “bully boxes,” which are anonymous suggestion boxes that let school authorities know who the bullies are, and creating no-bullying days and anti-bullying plays. The narrator emphasizes one last time the importance of speaking out to stop bullying.

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ACTIVITY SHEETS

ACTIVITY SHEET 1

TESTING YOUR BULLY I.Q.

How much do you know about bullying? To find out, answer the True/False questions below.

1. Sometimes, people who are bullied are “asking for it.” True or false?
2. The best way to handle bullies is to bully them back. True or false?
3. You have the right to feel safe at school. True or false?
4. Sometimes you have to stand up for yourself and fight a bully. True or false?
5. Adults can be bullies, too. True or false?
6. All bullies hit, push or attack others. True or false?
7. People bully others because they have problems of their own. True or false?
8. You can help someone else who is bullied. True or false?
9. Bullying is just part of growing up. True or false?
10. Telling an adult about a bully will only make the bully worse.

How much do you know about bullying? To find out, answer the True/False questions below.

1. Sometimes, people who are bullied are “asking for it.” True or false?
FALSE. No one ever deserves to be bullied.
2. The best way to handle bullies is to bully them back. True or false?
FALSE. Sinking to bully tactics will only make things worse.
3. You have the right to feel safe at school. True or false?
TRUE. You don’t have to live in fear. Teachers and other adults should always help you to feel safe.
4. Sometimes you have to stand up for yourself and fight a bully. True or false?
FALSE. Fighting will only cause more problems. You could get hurt, suspended from school, or labeled a bully yourself.
5. Adults can be bullies, too. True or false?
TRUE. Anyone can be a bully, including a parent, brother or sister, teacher or neighbor.
6. All bullies hit, push or attack others. True or false?
FALSE. While some bullies use physical violence, others hurt by ignoring, teasing or using hurtful words.
7. People bully others because they have problems of their own. True or false?
TRUE. Most bullies feel angry, upset or frightened about things in their own lives.
8. You can help someone else who is bullied. True or false?
TRUE. Even if you don’t know the person being bullied, you can help by talking to a teacher or an adult you trust.
9. Bullying is just part of growing up. True or false?
FALSE. Bullying is not normal. Adults do not put up with being hit or yelled at. You do not have to put up with it either.
10. Telling an adult about a bully will only make the bully worse.
FALSE. Telling a teacher, parent or adult about a bully is the first step toward solving the problem. You do not have to face a bully problem alone.

Research one of the topics below. Learn more about the topic from library books, magazine and newspaper articles, and the Internet. Write a short paper on your findings. Use a *Resource Tracker* (Worksheet 2-B) to collect your information.

Bullies and the Media

Movies and television shows are filled with messages about bullies or “bad guys.” Are these messages realistic? How do movies and television shows suggest dealing with bullies? Are the results accurate or misleading? Use specific examples to support your findings.

Bullies Who Are Bullied

Most young people who bully others are bullied themselves—either at home or by their peers. How do low self-esteem and problems at home contribute to bully behavior? What can be done to prevent someone who is bullied from becoming a bully?

A Famous Case

Research a famous person who had to deal with a bully or a group of bullies. How did the person deal with the problem? What resources were used? What lessons can be learned from the person’s experiences?

Teasing

The word bully usually brings to mind physical actions, such as hitting or shoving. However, non-physical forms of bullying are also common—especially teasing. What is the difference between “just joking around” and hurtful teasing? What are the main causes of teasing? How can a teaser be dealt with in a positive, respectful way?

Adult Bullies

How does a young person know when a teacher or family member is a bully? What can be done? What additional challenges face a young person dealing with an adult bully?

What Happens to Bullies?

What does research say about the outlook for bullies? If their behavior is not changed, what are their futures likely to hold? What increased risks do bullies face? What can be done to lower these risks?

ACTIVITY SHEET 2-B
RESOURCE TRACKER

Title of book or article:

Title of book or article:

Author(s):

Author(s):

Published by:

Published by:

Copyright date:

Copyright date:

Subject covered:

Subject covered:

Quote(s):

Quote(s):

Notes:

Notes:

ACTIVITY SHEET 3

FINDING A CAUSE

Sometimes it's hard to understand why people bully others. But if we look closely, we can usually spot a reason. Read the bully quotes below, then write a possible reason for each quote.

1. "Put your hand down, moron. Just because you made an A on that stupid test doesn't mean you know jack."

Why do you think the speaker said this?

2. "Is that a new dress? It sort of makes you look fat."

Why do you think the speaker said this?

3. "If you don't stop talking, I'll shut you up the way my dad shuts me up."

Why do you think the speaker said this?

4. "Get out of my way you nerd! I've had a bad morning already!"

Why do you think the speaker said this?

5. "Yeah, I thought about going to that concert, too. Then I realized that only losers would be there."

Why do you think the speaker said this?

6. "Nobody messes with me. Back off or I'll squash your face!"

Why do you think the speaker said this?

7. "Everybody knows I'm the only one who's good enough to make head cheerleader. So don't even bother trying."

Why do you think the speaker said this?

ACTIVITY SHEET 4

ROLE PLAY # 1

If you have been chosen to act out the role play, work with your partner to prepare a scene based on this scenario:

Maria and Tina were best friends for years. Now Tina is hanging out with a popular crowd of girls. The girls have more money than Maria, and they show it by wearing expensive clothes and shoes. When Tina is around her new friends, she barely speaks to Maria. The popular girls have made it clear they do not want Tina to be friends with Maria. Although she feels guilty, Tina goes along with their demands. Sometimes, she and the popular girls even giggle and whisper secrets about Maria when she passes. Maria is feeling so hurt and angry, she can barely concentrate on her school work. She decides to confront Tina.

If you are in the audience of the role play, be prepared to determine if the actors have done a good job of dealing with the problem. Here are some things for you to consider:

- Although she is angry, Maria should use respectful language when she addresses Tina. She should try to use sentences that start with “I,” not “you.”
- Maria should talk with Tina privately, not in front of her new friends.
- Tina will have to decide if Maria’s long-term friendship is still important to her. If so, she might have to make a choice between her new friends and Maria.
- In addition to offering Maria an apology, Tina should talk with the popular girls about their behavior and its effects.

ACTIVITY SHEET 5

ROLE PLAY #2

If you have been chosen to act out the role play, work with your partner to prepare a scene based on this scenario:

Karl is a friendly guy who has trouble playing sports because of his asthma. In gym, he often gets winded quickly and has to sit out. Tim frequently makes fun of Karl, going so far as to shove him around and “accidentally” knock him down. Tim says Karl is a big faker who is just lazy. Karl ignores Tim, but inside he is really depressed. To make things worse, the gym coach seems to dislike Karl as much as Tim does. He overlooks most of Tim’s actions. Penny has noticed what is going on, and she encourages Karl to talk with someone. Karl says that will only make things worse.

If you are in the audience of the role play, be prepared to determine if the actors have done a good job of dealing with the problem. Here are some things for you to consider:

- Penny should encourage Karl to talk with another teacher or the principal about his problem.
- If Karl refuses get help, Penny should talk to someone herself.
- Karl should admit how the bullying makes him feel. He should speak honestly about the behavior of both Tim and the gym coach. No one deserves to be mistreated, by a student or a teacher.
- If there is confusion about Karl’s condition, he could ask his physician to talk to the coach or to school administrators. Working together, they should find a solution that eases the problem and protects Karl from disrespectful behavior.

Write a solution to each problem below. Try to find solutions that are realistic and respectful to everyone involved.

1. There's a person in your class who makes fun of you all the time. You've tried ignoring the person, but it doesn't work. Lately, you even failed a few tests because you're so worried about the bully.

What should you do?

2. Your best friend is being bullied by a bigger kid at school. Your friend feels bad about being bullied and doesn't want anyone to know. Yesterday, the bully promised to beat up your friend.

What should you do?

3. Last year, you were mean to a kid in your class. You called the kid names. You even shoved him a few times. You feel bad about bullying the kid. You don't want anyone to think you're a bully.

What should you do?

Have you ever been bullied? Have you ever seen someone else bullied? Have you ever bullied another person? Chances are, you can answer yes to at least one of these questions.

Think of a personal experience you have had with bullying. Remember that a bully can be any age, male or female, stranger or best friend. Use the ideas below to express how the experience made you feel. You may also think of your own way to tell the story.

- Using tempera or poster paints, create a large mural on poster board or butcher paper.
- Write a short story about the event. Feel free to change the names of the main characters.
- If you play a musical instrument, compose a short tune and share it with the class. Depending on your feelings, it might be slow and thoughtful, or loud and frenzied.
- Compose a poem to describe your feelings about the event. The poem might tell a story or simply express a deep emotion.
- Draw a cartoon or a comic strip describing what happened. You may focus the cartoon on a fantasy character, a superhero or a real-life person.
- Create a collage using images from magazines and newspapers. Choose images that tell a story or describe a feeling.
- Write and perform a one-person skit for the class. You may also choose to videotape your performance.

Facing a bully can make the strongest person feel isolated and alone. It helps to remind ourselves that most people have been bullied at some time, even parents and other adults.

Use the questions below to interview three adult family members or adult friends about their bully experiences.

1. When people were bullied, what was the usual reaction of parents or teachers?
2. What advice was usually given to a young person who was bullied?
3. Were you ever bullied or did you know someone who was bullied? If so, what happened?
4. How did you feel about what happened?
5. How are bullies in the adult world different than younger bullies?
6. How are they the same?

Invent two more questions to ask your interview subjects.

Question 1:

Question 2:

After you have completed your interviews, write a brief report summarizing what you have learned.

ACTIVITY SHEET 9

I COULD...

Sooner or later, most of us have to deal with a bully. It helps to be prepared for those times by thinking ahead.

1. If you had a problem with a bully, who could you talk with?
2. If you got really mad at someone, what could you do to calm down?
3. If you were sad, what could you think about to feel happier?
4. If someone said something mean to you, what could you say to the person?
5. If you felt afraid of someone, who could you call?
6. If your best friend was being bullied, what could you do?
7. If a friend pressured you to pick on someone, what could you do?
8. If you realized that you acted like a bully, what could you do?

Keep your answers in a handy place. You never know when you might need to remember them.

The characters below are from the video, *Bullying: You Don't Have to Take It Anymore*.

Scenario 1

Marcus:

- was bullied for weeks by Tim and John
- was also bullied at his last school
- mother tells him to fight back, even though he is outnumbered
- used to be friends with Cindy

Tim:

- bully who hangs out with John
- gets beaten up by his brother at home
- dad tells him to be tough
- thinks Marcus is a “mommy’s boy”

Mr. Clark:

- teacher who is concerned about Marcus’s falling grades
- sees Tim and his friends around Marcus’s locker
- has no proof of bullying until Cindy alerts him

Cindy:

- was once friends with Marcus
- stopped hanging around Marcus because she didn’t want to be a target, too
- feels guilty about deserting Marcus
- alerts Mr. Clark to the problem and helps Marcus escape the bullies

Scenario 2

Lisa:

- victim of false rumors on an Instant Messaging website
- accepted invitation to a dance with Pete, even though Julie liked him

Julie:

- head of a popular clique at school
- liked Pete and was angry when Lisa accepted his invitation to the dance
- caught creating rumors about Lisa
- had to take an anti-bullying class

Lisa’s Mom:

- was concerned when Lisa tried to avoid school
- is angry over the lies that Julie spread about Lisa
- feels guilty because she let Lisa face the situation alone

Pretend you are one of the characters from the video. Write a diary entry describing what a typical day is like for you. What kind of problems are you facing, both at school and at home? How do you feel about these problems? Who is a true friend to you and who is not? What can you do to solve your problems? Who can help?

In biology class, Jesse calls Liam a “four-eyed geek” in front of their lab group. Below are some possible reactions from Liam. Label each reaction as POSITIVE or NEGATIVE, explaining each answer. The first one is done for you.

1. Liam ignores the comment and asks the other members of the group about the assignment.
POSITIVE. Some bullies just want attention. Simply ignoring them will often make them give up.
2. Liam calmly calls Jess a “two-eyed moron.”
3. Liam ignores the comment. A few minutes later, Liam yells at his friend Joe.
4. Liam looks at Jesse and says, “I don’t appreciate being spoken to like that.” Jesse laughs and calls Liam “a wimp,” but afterward he doesn’t tease Liam anymore.
5. After class, Liam vents by talking with his sister about what happened. She gives him advice on how to handle Jesse next time.
6. After class, Liam walks up to Jesse and kicks him in the shin. Jesse backs down for the time being. That night, Jesse goes home and shoves his little brother.
7. Liam tells everyone that Jesse is a “caveman with an IQ of 54.”
8. Liam ignores the comment and asks Jesse if he wants to be lab partners for the next experiment. Jesse is so shocked, he says yes.

ACTIVITY SHEET 12

ALL TOGETHER

How can you help to solve the problem of bullying in your school? What small things can you do to make sure everyone is treated with respect?

Working with your classmates, make a list of ideas. As a class, try at least one idea each month. Afterward, talk about what happened. What were the results?

Here are a few ideas to get you started:

- **ESTABLISH** a “No Tolerance” policy toward bullying. Make sure everyone knows that telling an adult about a bully is the courageous thing to do.
- **ORGANIZE** an assembly to educate the entire school about bullying. Include teachers, students, administrators and staff.
- **FORM** a committee to create and monitor an anonymous “Bully Box.” Use the questionnaire on the next page to ask students how they feel about bullying. Encourage students to place completed questionnaires in a locked ballot box. At the end of each month, write and distribute a short report on the findings.
- **MAKE** posters with anti-bully messages, such as “No one deserves to be bullied,” and “Bullied? You have the right to talk about it!” Display the posters in the hallway or cafeteria.
- **GET** your school involved in activities such as peer mediation, conflict resolution training, teen court, or anger management classes. Various information about these activities can be found on the Internet.
- **ORGANIZE** an anti-bully week for your school. Events could include a play explaining the serious effects of bullying, or an open debate about possible solutions. You could also sponsor an art contest featuring drawings, poems and stories with anti-bully messages.

Label each statement using the responses below. When you are finished, discuss your answers with the class. Be prepared to explain your answers to others.

1—Agree completely

2—Disagree slightly

3—Disagree strongly

4—Undecided

1. ____ Most bullies are deeply troubled.
2. ____ Bullying others makes a bully feel better about himself/herself.
3. ____ People who are bullied often ask for it by dressing or acting differently than the crowd.
4. ____ Spreading gossip and rumors is not a true form of bullying.
5. ____ Telling an adult about a bully usually makes the situation worse.
6. ____ If you help a friend who is being bullied, you are asking to be the next victim.
7. ____ Bullying is a normal part of being young.
8. ____ Bullying occurs at my school on a regular basis.
9. ____ Teachers at my school are supportive of bully victims.
10. ____ I feel safe from bullies at my school.

Bullying is a universal problem experienced around the world. That's why so many stories, movies and television shows feature bullies.

Think of a favorite story, movie or television show that features a bully character. Read or watch your chosen title, taking careful notes about the bully behavior shown. Then use your notes to answer the questions below.

1. Describe the main bully.
2. Describe the primary victim.
3. Do you know or suspect a reason for the bully's behavior (most good stories will give you a hint)?
4. Were the victim's problems with the bully solved? If so, how?
5. What happened to the bully?
6. Did the bully feel guilty or sad about his/her actions? Explain your answer.
7. Do you think the portrayal of bully behavior was believable? Why or why not?

FACT SHEETS

A bully is someone who hurts another person on purpose. Anyone can be a bully, including a stranger, a friend, a brother or sister, a young person or an adult.

Some examples of bullying include:

- calling names
- teasing
- pushing or shoving
- hitting, kicking or attacking
- spreading rumors or gossip
- ignoring someone to make him or her feel left out
- forcing others to hand over possessions or money
- attacking others because of their beliefs, religion or race

Bullies are people with real problems, such as:

- feelings of not fitting in
- problems at home, including divorce and abuse
- being bullied by parents, older siblings or others
- fear of being picked on
- wanting to seem tough and invincible
- feelings of anger, pain and low self-worth

Bullying is never okay and it is not a normal part of growing up. Being bullied is not the victim's fault. No one deserves to be mistreated!

- You have the right to feel safe at school.
- You have the right to get an education, free from the threat of violence or abuse.
- You have the right to report any form of bullying, whether by student, teacher, parent or family member.
- You have the right to be heard.
- You have the right to be treated with respect, regardless of race, religion, appearance or social beliefs.
- You have the right to ask for help when facing a problem.
- You have the right to report violent behavior, threats or weapons at school.
- You have the right to defend someone who is being bullied.
- You have the right to reject friends who bully others.
- You have the right to be upset about bully behavior.

HOW TO STOP THE BULLYING

You are not helpless. You are not alone. Here are some ways to take control of the situation:

1. Practice possible responses to a bully.
2. Keep a diary or journal of what is happening. It will help you explain things to others.
3. Talk things over with a friend, teacher, parent or someone you trust.
4. Remember that teachers have the responsibility to listen and to be fair. If a teacher does not meet these responsibilities, move on to someone else.
5. Avoid places where the bully hangs out. If you can, walk with a friend.
6. Try to meet new people. Having friends around is a great way to discourage bullies.
7. Never use violence to deal with a bully. It could lead to suspension, injuries, jail time...even death.

Here are some ways to deal with a bully, head-on:

1. Laugh, shake your head and walk away.
2. Ignore the bully completely.
3. Stand up for yourself and tell the bully how you feel.
4. Throw the bully off by changing the subject.
5. Repeat what the bully says. This helps the bully hear his own words. An example might be, "I don't enjoy being called a spineless loser."
6. Ask the bully a question, such as, "Why do you always insult me?" This puts you in control of the conversation.
7. If nothing else works, get help from a friend or an adult you trust.

HELPING OTHERS WHO ARE BULLIED

Do you know someone who is being bullied? Maybe the person is a close friend, or maybe it is someone you barely know. Either way, you can help.

1. If you see someone being bullied, help the person get out of the situation.
2. Never laugh at a bully's jokes. It only gives the bully more power.
3. Offer to walk with the victim in places where the bully hangs out.
4. Talk with the person being bullied and offer to help.
5. Set a good example—don't bully other people.
6. Remember that no one deserves to be bullied.
7. Treat all people with respect, even bullies.
8. Never use weapons or violence to solve a problem.
9. Unless the threat of physical violence is involved, take up for the person being bullied.
10. If the threat of violence is involved, report it to an adult immediately.

BULLYING: YOU DON'T HAVE TO TAKE IT ANYMORE
RESOURCES

Bully B'ware Productions
1421 King Albert Avenue
Coquitlam, British Columbia,
Canada V3J 1Y3

www.bullybeware.com

1-888-55BULLY

Kidpower Teenpower Fullpower International
P.O. Box 1212
Santa Cruz, CA 95061

831.426.4407

www.kidpower.org

Hurt-Free Schools
22 Fairway Drive
Amherst, NH 03031

603.672.3348

www.hurt-free-character.com

Student Crime Stoppers
350 Doyle Avenue
Kelowna, British Columbia
Canada V1Y 6V7