

# THE BULLY, THE BULLIED AND THE BYSTANDER



BASED ON THE WORK OF  
BARBARA COLOROSO

## **FACTS ABOUT BULLYING**

- In a 1991 study 35% of the students interviewed were directly involved in bullying incidents.
- Parents and teachers greatly underestimate the frequency of bullying.
- 71% of the teachers stated that they intervened often or most of the time. Students saw this happening 23% of the time.
- Children who are bullied spend lots of time thinking about how to avoid the trauma. They have little energy left for learning.
- Unheard victims may turn to inward (suicide) or outward (homicide) violence.
- We are outraged by final acts of violence; we are rarely outraged by the events that lead to these acts.

*Bullying is a conscious, willful and deliberate activity intended to harm, induce fear through the threat of further aggression and create terror.*

## **Four Markers of Bullying**

1. Imbalance of power.
2. Intent to harm.
3. Threat of further aggression.
4. Terror

*Bullying is not about anger, it is about contempt. It is an excuse to put someone down so the bully can feel up.*

## **CONTEMPT**

Contempt has 3 characteristics:

1. A sense of entitlement.
2. Intolerance toward differences.
3. A liberty to exclude.

# Ways and Means of Bullying

## VERBAL:

- Accounts for 70% of reported bullying.
- It is easy to get away with.
- If condoned it becomes normalized and the target dehumanized.

## PHYSICAL:

- Accounts for less than one third of the incidents reported.
- The physical bully is the most troubled and the most likely to move on to serious criminal offenses.

## RELATIONAL:

- Includes ignoring, isolating, excluding and shunning.
- Is unseen and hard to detect.
- Includes stares, rolling of eyes, sighs, frowns, snickers and hostile body language.

## RACIST BULLYING

Takes place in a climate where differences are seen as bad and where common bonds are not celebrated.

**THOUGHT ----- FEELING----- ACTION**  
**(STEREOTYPE) (PREJUDICE) (DISCRIMINATE)**

## **THE PLAYERS**

There are 3 roles in a situation that involves bullying:

***THE BULLY***

***THE BULLIED***

***THE BYSTANDER(S)***

## **THE BULLY**

*Bullying is a learned behavior. Bullies are taught to bully.*

There are 7 types of bullies:

### **1. THE CONFIDENT BULLY:**

- Has a large ego and a sense of superiority.
- Has a sense of entitlement.

### **2. THE SOCIAL BULLY:**

- Uses taunts, rumors, gossip and shunning.
- Is jealous of the positive qualities of others.
- Hides their poor sense of self.

### 3. THE FULLY ARMORED BULLY:

- Is cool and detached.
- He is vicious and vindictive to his targets and charming and deceptive in front of others.
- Has a flat affect.

### 4. THE HYPERACTIVE BULLY:

- Struggles with academics and does not process social skills accurately.
- Has trouble making friends.
- “He hit me first.”

### 5. THE BULLIED BULLY:

- Is bullied by adults or older kids.
- Strikes out viciously at those who hurt him/her or are smaller or weaker.
- Is the least popular of the bully types.

### 6. THE BUNCH OF BULLIES:

- A collective group of friends who want to make one person their scapegoat or wish to exclude that person.
- Usually perceived as “nice kids”.

## 7. THE GANG OF BULLIES:

- A group drawn together in pursuit of control, domination, subjugation or power.
- Lack empathy and remorse.
- Have disregard for their lives and, therefore for the lives of their targets.

***The bully counts on bystanders becoming involved in or supporting the bullying or at least doing nothing to stop it.***

# THE BULLY





*Bullying is a learned behavior. Home is where kids get their first lessons in moral education.*

There are 3 types of families:

- **The Brick Wall Family**

For this family power = control.

These families are great training ground for bullies.

1. The parent has absolute authority, enforces order and always wins.
2. Rigid enforcement of rules by means of actual, threatened or imagined violence.
3. Attempt to break the child's will and spirit with fear and punishment.
4. Use of humiliation.
5. Extensive use of bribes and threats.
6. Heavy reliance on competition.
7. Learning takes place in an atmosphere of fear.
8. "Love" is highly conditional.
9. Teach what to think, not how to think.

- **The Jellyfish Family**

These families can help create a bully, a vulnerable target or a bystander.

In this type of family a permissive and laissez-faire atmosphere prevails.

There are 2 types of Jellyfish families:

A) Cannot set boundaries and structure for the children.

B) The parent physically or psychologically abandons the children.

1. Punishments and rewards are arbitrary and inconsistent.
2. Second chances are arbitrarily given.
3. Threats and bribes are commonplace.
4. Emotions rule the behavior of parents and children.
5. "Love" is highly conditional.

- **THE BACKBONE FAMILY**

These parents do not demand respect, they model and teach it. They provide consistency, firmness, fairness and a peaceful structure.

1. Promotes perseverance, generosity and optimism.
2. Democracy is learned through experience.
3. Discipline is handled in such a way as to promote inner discipline.
4. Mistakes are viewed as opportunities to learn.
5. Rules are clear and simply stated.
6. Consequences are reasonable.
7. Children get second opportunities, not arbitrary “second chances”. This means they are given an opportunity to try again after they have experienced the consequences of blowing it the first time.
8. The children are motivated to be all that they can be.
9. There are lots of hugs, smiles and humor.
10. Kids learn to acknowledge and honor their feelings. They also learn that they do not have to react to every emotion.
11. Love is unconditional.
12. Children are spoken with, not to, listened to, not ignored.
13. The family is willing to seek help if needed.

## TAUNTING vs. TEASING

### Teasing:

- Allows the teaser and the teased person to swap roles.
- Is innocent in motive.
- Is not intended to hurt the other person.
- Maintains the basic dignity of everyone involved.
- Is discontinued when the teased person becomes upset or objects.

### Taunting:

- Is based on an imbalance of power.
- Is intended to harm.
- Involves humiliating, degrading and bigoted comments thinly disguised as jokes.
- Includes laughter *at*, not laughter *with*.
- Is meant to diminish the targets sense of self worth.
- Continues especially when the target objects or becomes distressed.

# **WHAT CAN BE DONE**

## ***INTERVENE IMMEDIATELY***

1. Show the bully what they have done is wrong. Do not mince words.
2. Give the bully ownership of the problem. No “if onlys”, blame shifting or excuses.
3. Help the bully find a way of solving the problem that he created.
4. Leave his dignity intact.

## **CREATE OPPORTUNITIES TO DO GOOD.**

## **NURTURE EMPATHY.**

## **TEACH FRIENDSHIP SKILLS.**

## **ENGAGE IN ENTERTAINING, ENERGIZING AND CONSTRUCTIVE ACTIVITIES.**

## **TEACH CHILDREN TO “WILL GOOD”.**

1. Teach right from wrong.
2. Act on what is right, even at personal cost.
3. Say that you are acting on your understanding of right from wrong.

## **GETTING CAUGHT**

When a bully gets caught they tend to react in the following ways:

- Deny that they did anything wrong.
- Trivialize the event.
- Counterattack (He just went psycho on us.)
- Claims victim status by crying or accusing the other child of starting the incident.
- Casts the bullied child as he bully.
- Counts on the support of the bystanders to support his actions.

**PUNISHING** A CHILD DEPRIVES THEM OF THE OPPORTUNITY TO UNDERSTAND THE CONSEQUENCES OF THEIR ACTIONS, TO FIX WHAT THEY HAVE DONE OR TO EMPATHIZE WITH THE CHILD THAT THEY HAVE HARMED.

**DISCIPLINE** IS A CONSTRUCTIVE RESPONSE TO BULLYING THAT TAKES INTENT, SEVERITY OF DEED AND RESTORATIVE STEPS INTO CONSIDERATION.

# **CLOSELY MONITOR TV VIEWING, VIDEO GAMES, MUSIC AND COMPUTER ACTIVITIES.**

1. Children regularly exposed to media violence are apt to become desensitized to real life violence.
2. Kids imitate violence that they see and hear.
3. Kids who are regularly exposed to violence are apt to become intimidated.

*“Children learn to care by experiencing good care.”*

# ***THE BULLIED***





# THE BULLIED

## Who is a target for bullying?

- The new kid on the block.
- The smallest and/or youngest kid in the school.
- The kid who has been traumatized and is sensitive and avoids peers.
- The kid who is submissive.
- The kid who has behaviors annoying to others.
- The kid who refuses to fight.
- The kid who is shy, reserved and timid.
- The kid who is rich or poor.
- The kid whose ethnicity is viewed as inferior.
- The kid whose religion is considered as inferior.
- The kid whose gender or sexual orientation is considered inferior.
- The kid who is bright, talented or gifted.
- The kid who is independent or concerned about social status, doesn't conform to the norm.
- The kid who is fat or thin, short or tall.
- The kid whose physical attributes are different from the norm.
- The kid with physical or mental disabilities.
- The kid in the wrong place at the wrong time.

*The bullied child becomes isolated from their peers and develops survival strategies rather than social skills.*

## **SECRECY**

Children have many reasons for not telling adults about bullying situations.

- They are ashamed of being bullied.
- They are afraid of retaliation.
- They don't think anyone can help.
- They don't think anyone will help.
- They have bought into the lie that being bullied is part of growing up.
- Children who are also bullied by adult may believe that they are permitted to be bullied.
- They have learned that "ratting" is not cool.

***Although children do not tell us outright, they do give us clues.***

### ***Kids speak in 5 ways:***

1. Body
2. Face
3. Eyes
4. Tone of voice
5. Words

These communicate the warning signs to watch for.

## **Warning signs**

1. Shows an abrupt disinterest in school or refuses to go to school.
2. Takes an unusual route to go to school.
3. Suffers a drop in grades. Concentration suffers.
4. Withdraws from school and family activities. Wants to be alone.
5. Is hungry after school. Claims to have lost money for lunch or not be hungry at school.
6. Takes parents' money and makes lame excuses for needing money.
7. Makes a beeline for the bathroom when they get home from school.
8. Is sad, sullen or scared after receiving phone calls or emails.
9. Does something out of character.
10. Stops talking about peers and everyday activities.
11. Uses demeaning or derogatory language when speaking about peers.
12. Has disheveled, torn or missing clothing.
13. Has physical injuries not consistent with explanation.
14. Is exhausted. Has headaches, stomachaches and is unable to sleep.

## **Do's for the bullied child and their parents:**

1. Assure the child that you believe them and that they are not alone with this problem.
2. Affirm that this is not their fault.
3. Establish that there are things that you can do and develop a plan.
4. Report the bullying to school personnel.

## **Don'ts for the bullied child and their parents:**

1. Don't minimize or rationalize the bully's behavior.
2. Don't rush to solve the problem for your child unless the child is in physical danger.
3. Don't tell your child to avoid the bully.
4. Don't tell the child to fight back.
5. Don't confront the bully or the bully's parents alone.

## **TELLING vs. TATTLING**

**TATTLING:** If it will only get the other person in trouble, don't tell me.

**TELLING:** If you get another child out of trouble, tell me.

**If it is both I need to know.**

## **ANTIDOTES FOR BULLYING**

### 1. Strong sense of self:

What not to say.....

- It takes one to know one.
- Reverse the tease.
- Ask the bully to repeat a threat.
- Respond with a putdown.
- Make fun of the bully for repeating taunts.
- Lines such as "I don't like what you are doing," and crying tends to increase aggression.

What to say.....

- I'm out of here.
- I don't need this.
- That's gross.

*Passivity invites further aggression.*

## ANTIDOTES (CONT.)

2. Being a friend, even to the bully.
3. Have at least one good friend.
4. Being able to successfully get into a group.

## BULLYCID

Kids who are shamed are vulnerable to committing violence and aggression as a means of saying that they exist and are not worthless.

This violence is either directed at others or at themselves.

**Bullycide** is when bullied children choose to kill themselves rather than face 1 more day of being bullied.

(See profile for predilection for violent behavior.)

In the National School Safety Center's assessment tool below, a "yes" answer for each statement is assigned 5 points. The total score determines a child's predilection for violent behavior.

### PROFILE

- \_\_\_\_\_ Has a history of tantrums and uncontrolled outbursts
- \_\_\_\_\_ Characteristically resorts to name-calling, cursing or abusive language.
- \_\_\_\_\_ Habitually makes violent threats when angry.
- \_\_\_\_\_ Has brought a weapon to school
- \_\_\_\_\_ Has a background of serious disciplinary problems at school and in the community.
- \_\_\_\_\_ Has a background of drug, alcohol, or other substance abuse or dependency.
- \_\_\_\_\_ Is on the fringe of his peer group with few or no close friends.
- \_\_\_\_\_ Is preoccupied with weapons, explosives, or other incendiary devices.
- \_\_\_\_\_ Has previously been truant, suspended, or expelled from school.
- \_\_\_\_\_ Displays cruelty to animals.
- \_\_\_\_\_ Has little or no supervision and support from parents or a caring adult.
- \_\_\_\_\_ Has witnessed or suffered abuse or neglect in the house.
- \_\_\_\_\_ \* Bullies or intimidates peers or younger children.

\* I would add to this list:

- \_\_\_\_\_ Has been bullied by peers or by older children.
- \_\_\_\_\_ Tends to blame others for difficulties and problems he causes himself.
- \_\_\_\_\_ Consistently prefers TV shows, movies, or music expressing violent themes and acts.
- \_\_\_\_\_ Prefers reading materials dealing with violent themes, rituals and abuse.
- \_\_\_\_\_ Reflects anger, frustration, and the dark side of life in school essays or writing projects.
- \_\_\_\_\_ Is involved with a gang or an antisocial group on the fringe or peer acceptance.
- \_\_\_\_\_ Is often depressed and/or has significant mood swings.
- \_\_\_\_\_ Has threatened or attempted suicide.

## **Code**

5 – 20 points: Youngster is potentially at risk for juvenile misbehavior.

25 – 50: points: Youngster is at risk and needs significant amount of positive support, mentoring, role modeling, and skill building.

55 points and above: Youngster is a “ticking time bomb”. The child and immediate family are at risk. Seek help from social and health services, other youth service professionals, and law enforcement.





**THE  
BYSTANDER**

## THE BYSTANDER(S)

**Bystanders** either get caught in the crossfire, grow up guilt ridden or become desensitized to violence.

**Bystanders** actively engaging with the bully or cheering him on cause more distress to the targeted child.

The majority of peers become **bystanders** because:

- They are afraid of getting hurt themselves.
- They are afraid of becoming the new target for the bully.
- They feel that by intervening they will only make the situation worse.
- They do not know what to do.

These fears and lack of skills turn to apathy.

**Bystanders** may become bullies.

**Bystanders** who do not react or speak out often give the following reasons:

- The bully is my friend.
- It's not my problem.
- She's / he's not my friend.
- She's / he's a loser.
- They deserve to be bullied.
- Bullying will toughen them up.
- Who wants to be called a snitch.
- It is better to be with the in group than to stick up for an outcast.
- It's too big a pain.

**Bystanders** are often involved in *Grapevine Bullying* or the spreading of rumors. Whether a child has started a rumor or been involved in spreading the rumor the following steps should be followed to correct the situation:

- Apologize to the child harmed by the rumor.
- Go to everyone that they told the rumor to and tell him or her that it was not true.
- Ask them to stop spreading the rumor.
- To the best of their ability repair any harm done to the target because of the rumor.
- Make a positive gesture to the target.

## *SUFIS WISDOM SAYING*

Our words must pass through 3 gates before we speak them:

1. *Is it true?* If it isn't, don't say it. If it is it must go through 2 more gates.
2. *Is it necessary to say?*
3. *Is it kind?*

## **CIRCLE OF CARING**

A Circle of Caring is established by fostering moral independence. To do this:

- Teach children that they and they alone are responsible for their actions and the consequences of those actions.
- Build children's confidence in their ability to make decisions.
- Teach children how to evaluate reasons on their own.

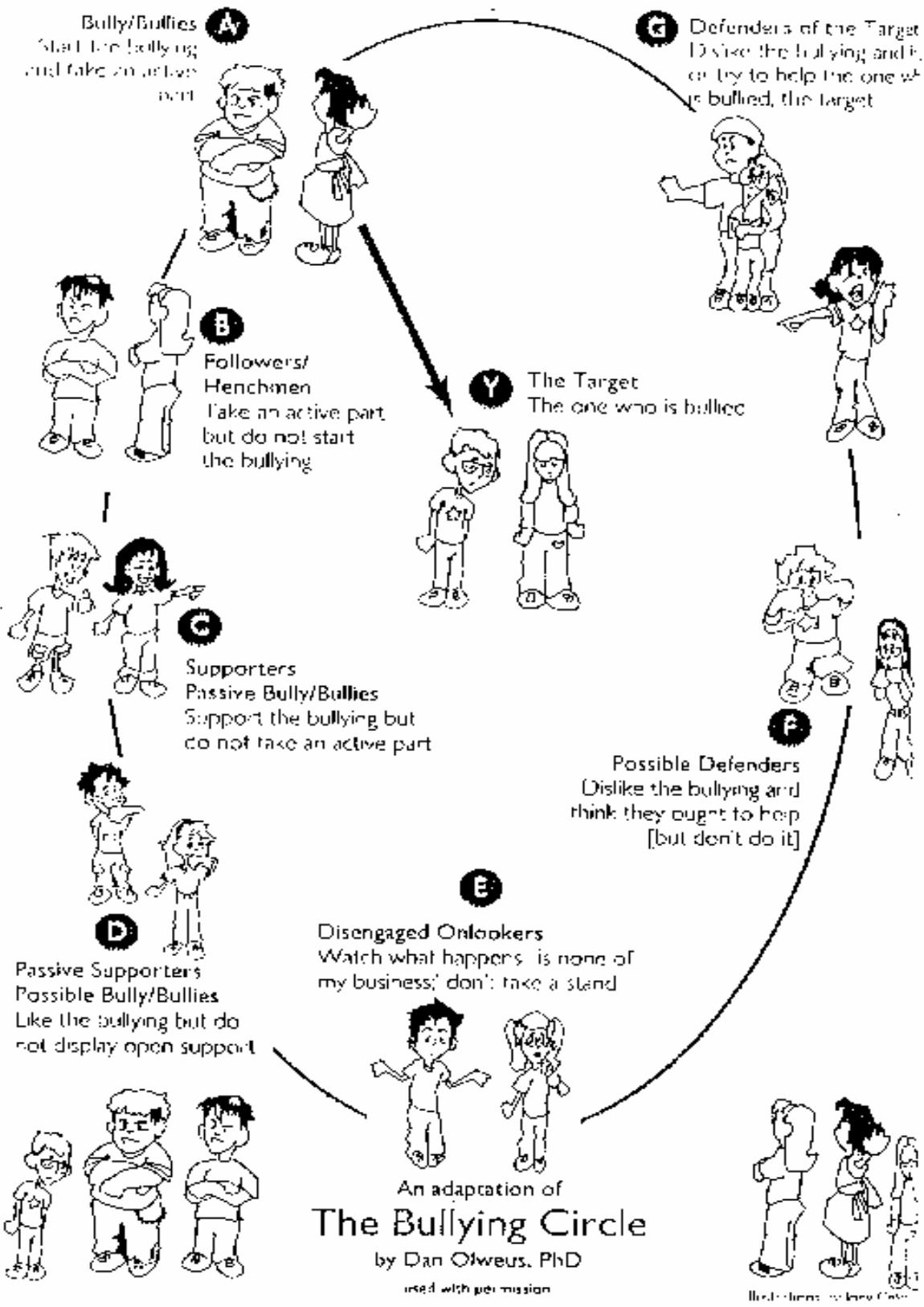
To Empower **bystanders** teach them to:

**Recognize ..... Refuse ..... Report**

- Schools must establish policies to deal with this problem.
- We must ask kids what they need from grownups to make them feel safe.

*Cowardice asks the question: is it safe?  
Expediency asks the question: is it politic?  
Vanity asks the question: is it popular?  
But conscience asks the question: is it right?  
And there comes a time when one must take a  
position that is neither safe, nor politic, nor popular –  
but one must take it because it is right.*

Martin Luther King



## TEASING/TAUNTING

### TEASING

1. ALLOWS THE TEASER AND PERSON TEASED TO SWAP ROLES.
2. ISN'T INTENDED TO HURT THE OTHER PERSON.
3. MAINTAINS THE BASIC DIGNITY OF EVERYONE INVOLVED.
4. POKES FUN IN A LIGHHEARTED, CLEVER, AND BENIGN WAY.
5. IS MEANT TO GET BOTH PARTIES TO LAUGH.
6. IS ONLY A SMALL PART OF THE ACTIVITIES SHARED BY KIDS WHO HAVE SOMETHING IN COMMON.
7. IS INNOCENT IN MOTIVE.
8. IS DISCONTINUED WHEN PERSON TEASED BECOMES UPSET OR OBJECTS TO THE TEASING.

### TAUNTING

1. IS BASED ON AN IMBALANCE OF POWER AND IS ONESIDED: THE BULLY TAUNTS, THE BULLIED KID IS TAUNTED.
2. IS INTENDED TO HARM.
3. INVOLVES HUMILIATING, CRUEL, DEMEANING, OR BIGOTED COMMENTS THINLY DISGUISED AS JOKES.
4. INCLUDES LAUGHTER DIRECTED AT THE TARGET, NOT *WITH* THE TARGET.
5. IS MEANT TO DIMINISH THE SENSE OF SELF-WORTH OF THE TARGET.
6. INDUCES FEAR OF FURTHER TAUNTING OR CAN BE A PRELUDE TO PHYSICAL BULLYING.
7. IS SINISTER IN MOTIVE.
8. CONTINUES ESPECIALLY WHEN TARGETED KID BECOMES DISTRESSED OR OBJECTS TO THE TAUNT.

## FOUR MOST POWERFUL ANTIDOTES TO BULLYING

STRONG SENSE OF SELF, BEING A FRIEND, HAVING AT LEAST ONE GOOD FRIEND WHO IS THERE FOR YOU THROUGH THICK AND THIN, AND BEING ABLE TO SUCCESSFULLY GET INTO A GROUP—AND GET OUT WHEN IT DOES NOT SERVE YOU WELL.

## IF YOUR CHILD IS BULLIED

### DON'TS

1. DON'T MINIMIZE, RATIONALIZE, OR EXPLAIN AWAY THE BULLY'S BEHAVIOR.
2. DON'T RUSH IN TO SOLVE THE PROBLEM FOR YOUR CHILD.
3. DON'T TELL YOUR CHILD TO AVOID THE BULLY.
4. DON'T TELL YOUR CHILD TO FIGHT BACK.
5. DON'T CONFRONT THE BULLY OR THE BULLY'S PARENTS ALONE.

### DO'S

1. I HEAR YOU; I AM HERE FOR YOU; I BELIEVE YOU; YOU ARE NOT ALONE IN THIS.
2. IT IS NOT YOUR FAULT.
3. THERE ARE THINGS YOU CAN DO.
4. REPORT THE BULLYING TO SCHOOL PERSONNEL.

## HOW TO REPORT

1. ARRANGE A MEETING FOR YOU AND YOUR CHILD WITH THE APPROPRIATE PERSON AT THE SCHOOL.
2. BRING TO THE MEETING THE FACTS IN WRITING—THE DATE, TIME, PLACE, KIDS INVOLVED, AND THE SPECIFICS OF THE INCIDENTS—AND THE IMPACT THE BULLYING HAS HAD ON YOUR CHILD AS WELL AS WHAT YOUR CHILD HAS DONE TO TRY TO STOP THE BULLYING THAT DIDN'T WORK.
3. WORK WITH YOUR CHILD AND SCHOOL PERSONNEL ON A PLAN THAT ADDRESSES WHAT YOUR CHILD NEEDS RIGHT NOW IN ORDER TO FEEL SAFE, WHAT SHE CAN DO TO AVOID BEING BULLIED AND TO STAND UP TO ANY FUTURE BULLYING, AND WHOM SHE CAN GO TO FOR HELP.
4. FIND OUT WHAT PROCEDURES THE BULLY WILL BE GOING THROUGH AND WHAT KIND OF SUPPORT THE SCHOOL IS EXPECTING FROM THE PARENTS OF THE BULLY.
5. IF YOU FEEL THE PROBLEM IS NOT BEING ADEQUATELY ADDRESSED BY THE SCHOOL, KNOW THAT YOU CAN EXPRESS YOUR CONCERNS AND LET THE TEACHER AND/OR ADMINISTRATOR KNOW THAT YOU WILL TAKE THE NEXT STEP TO THE SCHOOL DISTRICT BOARD OFFICE AND IF NECESSARY—ESPECIALLY IN THE CASES OF SERIOUS ABUSE AND RACIST OR SEXIST BULLYING—TO THE POLICE.

## CARING SCHOOLS

1. GATHER INFORMATION ABOUT BULLYING AT SCHOOL DIRECTLY FROM STUDENTS.
2. ESTABLISH CLEAR SCHOOLWIDE AND CLASSROOM RULES ABOUT BULLYING.
3. TRAIN ALL ADULTS IN THE SCHOOL TO RESPOND SENSITIVELY AND CONSISTENTLY TO BULLYING.
4. PROVIDE ADEQUATE ADULT SUPERVISION, PARTICULARLY IN LESS STRUCTURED AREAS, SUCH AS ON THE PLAYGROUND AND IN THE LUNCHROOM.
5. IMPROVE PARENTAL AWARENESS OF AND INVOLVEMENT IN WORKING ON THE PROBLEM.

## RE-WRITING THE SCRIPT

THE BULLY, THE BULLIED, THE BYSTANDER—THE INTERACTIONS INVOLVED IN SUCH ROLE-PLAYING, THOUGH COMMONPLACE IN OUR CULTURE, ARE NOT HEALTHY, NOT NORMAL, CERTAINLY NOT NECESSARY, AND IN FACT ARE DEVASTATING TO THE CHILDREN PLAYING THEM. WE AS PARENTS AND EDUCATORS CAN REWRITE THE SCRIPT AND CREATE FOR OUR CHILDREN ALTERNATIVE, HEALTHIER ROLES THAT REQUIRE NO PRETENSE AND NO VIOLENCE. WITH CARE AND COMMITMENT, WE CAN RECHANNEL THE BEHAVIORS OF THE BULLY INTO POSITIVE LEADERSHIP ACTIVITIES; ACKNOWLEDGE THE NONAGGRESSIVE BEHAVIORS OF THE BULLIED CHILD AS STRENGTHS THAT CAN BE DEVELOPED AND ARE HONORED; AND TRANSFORM THE ROLE OF THE BYSTANDER INTO THAT OF A WITNESS, SOMEONE WILLING TO STAND UP, SPEAK OUT, AND ACT AGAINST INJUSTICE. A DAUNTING TASK, BUT A NECESSARY ONE.



Illustrations by Joey Coloroso © 2002

Excerpts from *the bully, the bullied, and the bystander*; Barbara Coloroso © 2002  
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## THE BULLY

BULLIES COME IN ALL SHAPES AND SIZES. SOME ARE BIG; SOME ARE SMALL; SOME BRIGHT AND SOME NOT SO BRIGHT; SOME ATTRACTIVE AND SOME NOT SO ATTRACTIVE; SOME POPULAR AND SOME DISLIKED BY ALMOST EVERYBODY.

BULLYING IS A CONSCIOUS, WILLFUL AND DELIBERATE HOSTILE ACTIVITY, INTENDED TO HARM.

### THE FOUR MARKERS OF BULLYING

1. AN IMBALANCE OF POWER
2. INTENT TO HARM
3. THREAT OF FURTHER AGGRESSION
4. WHEN BULLYING ESCALATES UNABATED—TERROR

BULLYING IS NOT ABOUT ANGER, OR EVEN ABOUT CONFLICT. IT'S ABOUT CONTEMPT—A POWERFUL FEELING OF DISLIKE TOWARD SOMEONE CONSIDERED TO BE WORTHLESS, INFERIOR OR UNDESERVING OF RESPECT. CONTEMPT COMES WITH THREE APPARENT PSYCHOLOGICAL ADVANTAGES THAT ALLOW KIDS TO HARM OTHERS WITHOUT FEELING EMPATHY, COMPASSION OR SHAME. THESE ARE:

1. A SENSE OF ENTITLEMENT—THE RIGHT TO CONTROL, DOMINATE, SUBJUGATE, AND ABUSE ANOTHER HUMAN BEING
2. AN INTOLERANCE TOWARD DIFFERENCE
3. A LIBERTY TO EXCLUDE—TO BAR, ISOLATE, AND SEGREGATE A PERSON DEEMED NOT WORTHY OF RESPECT OR CARE

### SEVEN STEPS TO STOP BULLYING

1. DISCIPLINE (INCLUDING THE THREE RS: RESTITUTION, RESOLUTION, RECONCILIATION)
2. CREATE OPPORTUNITIES TO “DO GOOD”
3. NURTURE EMPATHY
4. TEACH FRIENDSHIP SKILLS
5. CLOSELY MONITOR TV VIEWING, VIDEO GAMES AND COMPUTER ACTIVITIES
6. ENGAGE IN MORE CONSTRUCTIVE, ENTERTAINING, ENERGIZING ACTIVITIES
7. TEACH WAYS TO “WILL GOOD”

## THE BULLIED

THE ONE THING THAT ALL KIDS WHO ARE BULLIED HAVE IN COMMON IS THAT A BULLY OR A BUNCH OF BULLIES HAS TARGETED THEM. EACH ONE WAS SINGLED OUT TO BE THE OBJECT OF SCORN, AND THUS THE RECIPIENT OF BULLYING, MERELY BECAUSE HE OR SHE WAS DIFFERENT IN SOME WAY.

### THE WARNING SIGNS

1. SHOWS AN ABRUPT LACK OF INTEREST IN SCHOOL, OR REFUSES TO GO TO SCHOOL
2. TAKES AN UNUSUAL ROUTE TO SCHOOL
3. SUFFERS DROP IN GRADES
4. WITHDRAWS FROM FAMILY AND SCHOOL ACTIVITIES
5. IS HUNGRY AFTER SCHOOL
6. STEALS MONEY FROM HOME
7. MAKES A BEELINE TO THE BATHROOM WHEN ARRIVING HOME
8. IS SAD, SULLEN, ANGRY, OR SCARED AFTER RECEIVING A PHONE CALL OR EMAIL
9. DOES SOMETHING OUT OF CHARACTER
10. HAS TORN OR MISSING CLOTHING
11. USES DEROGATORY OR DEMEANING LANGUAGE WHEN TALKING ABOUT PEERS
12. STOPS TALKING ABOUT PEERS AND EVERYDAY ACTIVITIES
13. HAS PHYSICAL INJURIES NOT CONSISTENT WITH EXPLANATION
14. HAS STOMACHACHES, HEADACHES, PANIC ATTACKS, IS UNABLE TO SLEEP, SLEEPS TOO MUCH, IS EXHAUSTED
15. PLAYS ALONE, OR PREFERS TO HANG WITH ADULTS

### WHY KIDS DON'T TELL

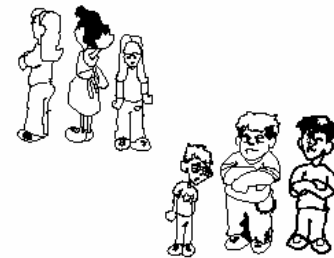
1. THEY ARE ASHAMED OF BEING BULLIED
2. THEY ARE AFRAID OF RETALIATION
3. THEY DON'T THINK ANYONE CAN HELP THEM
4. THEY DON'T THINK ANYONE WILL HELP THEM
5. THEY'VE BOUGHT INTO THE LIE THAT BULLYING IS A NECESSARY PART OF GROWING UP
6. THEY MIGHT BELIEVE THAT ADULTS ARE PART OF THE LIE—THEY BULLY TOO
7. THEY HAVE LEARNED THAT “RATTING” ON A PEER IS BAD, NOT COOL

## THE BYSTANDER

BYSTANDERS ARE THE THIRD GROUP OF PLAYERS IN THIS TRAGEDY. THEY ARE THE SUPPORTING CAST WHO AID AND ABET THE BULLY, THROUGH ACTS OF OMISSION AND COMMISSION. THEY STAND IDLY BY OR LOOK AWAY, OR THEY CAN ACTIVELY ENCOURAGE THE BULLY OR JOIN IN AND BECOME ONE OF A BUNCH OF BULLIES. INJUSTICE OVERLOOKED OR IGNORED BECOMES A CONTAGION THAT INFECTS EVEN THOSE WHO THOUGHT THEY COULD TURN AWAY.

### STANDING UP AND SPEAKING OUT

BULLYING IS CHALLENGED WHEN THE MAJORITY STANDS UP AGAINST THE CRUEL ACTS OF THE MINORITY. ESTABLISHING NEW NORMS, ENFORCING PLAYGROUND RULES, AND INCREASING SUPERVISION ARE POLICY DECISIONS THAT CAN HELP REDUCE THE INCIDENTS OF BULLYING. SINCE MUCH OF THE BULLYING GOES ON “UNDER THE RADAR OF ADULTS,” A POTENT FORCE IS KIDS THEMSELVES SHOWING BULLIES THAT THEY WILL NOT BE LOOKED UP TO, NOR WILL THEIR CRUEL BEHAVIOR BE CONDONED OR TOLERATED. KIDS NEED NOT BE BYSTANDERS. THEY CAN BECOME ACTIVE WITNESSES, STANDING UP FOR THEIR PEERS, SPEAKING OUT AGAINST INJUSTICES, AND TAKING RESPONSIBILITY FOR WHAT HAPPENED AMONG THEMSELVES.



Illustrations by Joey Coloroso © 2002

Excerpts from *the bully, the bullied, and the bystander*, Barbara Coloroso © 2002  
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## **Anti-Bullying Pledge - Students**

We the students of \_\_\_\_\_ agree to join together to stamp out bullying at our school.

We believe that everybody should enjoy our school equally, and feel safe, secure and accepted regardless of color, race, gender, popularity, athletic ability, intelligence, religion and nationality.

Bullying can be pushing, shoving, hitting, and spitting, as well as name calling, picking on, making fun of, laughing at, and excluding someone. Bullying causes pain and stress to victims and is never justified or excusable as "kids being kids," "just teasing" or any other rationalization. The victim is never responsible for being a target of bullying.

### **By signing this pledge, we the students agree to:**

1. Value student differences and treat others with respect.
2. Not become involved in bullying incidents or be a bully.
3. Be aware of the school's policies and support system with regard to bullying.
4. Report honestly and immediately all incidents of bullying to a faculty member.
5. Be alert in places around the school where there is less adult supervision such as bathrooms, corridors, and stairwells.
6. Support students who have been or are subjected to bullying.
7. Talk to teachers and parents about concerns and issues regarding bullying.
8. Work with other students and faculty, to help the school deal with bullying effectively.
9. Encourage teachers to discuss bullying issues in the classroom.
10. Provide a good role model for younger students and support them if bullying occurs.
11. Participate fully and contribute to assemblies dealing with bullying.

I acknowledge that whether I am being a bully or see someone being bullied, if I don't report or stop the bullying, I am just as guilty.

**Signed by:** \_\_\_\_\_

**Print name:** \_\_\_\_\_

**Date:** \_\_\_\_\_