



Bullying

What it looks like and what to do about it



What is Bullying?

Bullying is a widespread and serious problem that can happen anywhere. It is not a phase children have to go through, it is not "just messing around", and it is not something to grow out of. Bullying can cause serious and lasting harm.



Definitions of Bullying

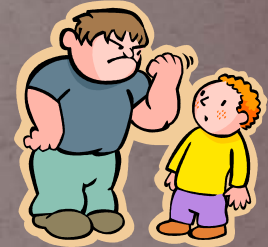
- **Imbalance of Power:** people who bully use their power to control or harm and the people being bullied may have a hard time defending themselves
- **Intent to Cause Harm:** actions done by accident are not bullying; the person bullying has a goal to cause harm
- **Repetition:** incidents of bullying happen to the same the person over and over by the same person or group



Forms of Bullying

PHYSICAL

- Involves physical contact (kicking, hitting, shoving etc.). It can also include stealing or hiding the belongings of the affected person(s).



VERBAL

- Name-calling, insults, teasing, offensive and threatening language

SOCIAL

- Includes gestures or comments, spreading rumors or stories, purposefully excluding someone from group or activity, breaking up friendships

CYBERBULLYING

- This is the modern extension of bullying.
- This occurs by using the internet, mobile phones or other digital technology to harm others. This can include:
 - sending malicious text, e-mail, or instant messages
 - posting defamatory pictures or messages about others in blogs or on websites
 - using someone else's user name to spread rumors or lies about someone.
- More commonly, students are using sites such as Facebook and Twitter to carry out bullying tactics.



Gender Differences in Bullying

- Most studies find that boys bully more than do girls
- Boys report being bullied by boys; girls report being bullied by boys and girls
- Boys are more likely than girls to be physically bullied by their peers
- Girls are more likely to be bullied through rumor-spreading, sexual comments, social exclusion

Case Study I



Henry is 11 years old and attends an Elementary School which is located a few blocks from his home. He is in the sixth grade and is an average student. Henry has always been a bit shy and somewhat anxious around his peers. He just moved to this city 3 months ago and has not yet made any friends at the new school, though he does have a "best friend" at his old school. Henry is quite tall and thin for his age and is very self-conscious about his appearance.

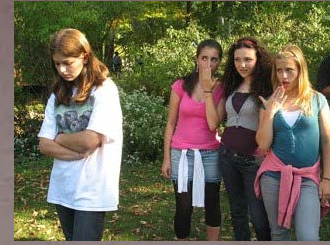
Over the past month, Henry has become increasingly withdrawn. Several weeks ago he came home with a tear in his favorite jacket. When his mother asked him what happened, he hurriedly said it was an accident. He goes straight to his room after school and shuts the door. His mother has noticed that he has become more irritable and is often tearful, but when she tries to talk to him about this, he tells her to go away. She is worried about him but, thinks this is a phase he's going through because they've just moved to a new city, etc. She also worries about making Henry too dependent on her if she gets too involved in his problems.

You hear through others that Henry is being teased by his classmates several times a week. In particular, two children -a girl and a boy, make fun of the way he looks and have convinced most of his classmates to avoid him at lunch.

Discussion Questions

- Does a problem exist? If so, what is it?
- How could you encourage Henry to talk about what is happening?
- Who are the people you may want to talk to about this problem?
- Who are the bullies? The victim? The witnesses?
- What are some of the warning signs Henry displays?

Case Study 2

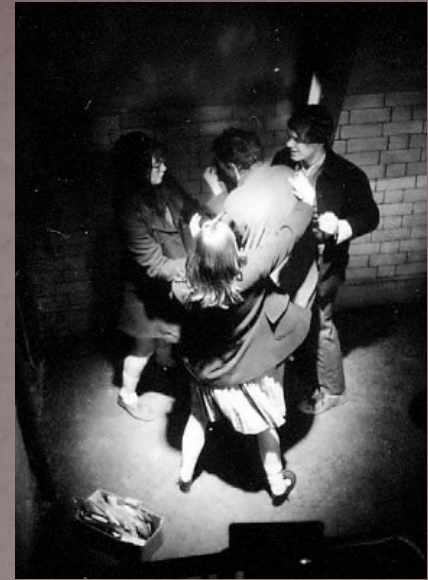


On the second day of eighth grade, a girl in Jenny's class shoved her into the road. Thinking she was playing, Jenny shoved her back. Rumors began circulating within the school and Jenny gained a reputation. The girl was part of a group of girls who continued to spread rumors about Jenny; they also began stalking her in the playground. Some of the teachers, believing the rumors about Jenny, accused her of bullying the other girl, and cautioned her parents about her behavior. Roughly once every 2 weeks Jenny's parents would meet with the principal to try to convince him that Jenny was the victim. No one in authority admitted that bullying existed at the school. Nothing was done.

For 3 years, the bullying continued with silent phone calls, threats, and occasional physical incidents. Each time after Jenny or her parents complained, the teachers would glare at her in the hallway. After the bully graduated, the rest of the group of girls continued the bullying. Once when they cornered Jenny against the wall, a teacher approached them and threatened Jenny with further punishment if she continued her behavior. The teacher then sent the other girls back to the playground.

Discussion Questions

- Who is the bully in this case?
- How might this continued abuse affect Jenny in the long term?
- What can a teacher do for Jenny?
- What could a counselor do for Jenny?

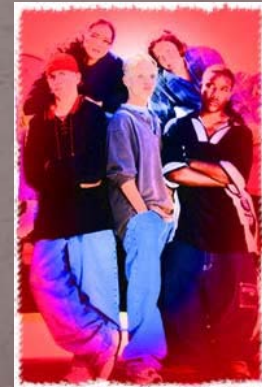


VIDEO



Bystanders

- Bullying situations usually involve more than the bully and the victim. They also involve **bystanders**—those who watch bullying happen or hear about it.
- Depending on how bystanders respond, they can either contribute to the problem *or* the solution. Bystanders rarely play a completely neutral role, although they may think they do.



Hurtful Bystanders

- **Some bystanders** . . . *instigate* the bullying by prodding the bully to begin.
- **Other bystanders** . . . *encourage* the bullying by laughing, cheering, or making comments that further stimulate the bully.
- **And other bystanders** . . . *join* in the bullying once it has begun.
- **Most bystanders** . . . *passively accept* bullying by watching and doing nothing. Often without realizing it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behavior.

Helpful Bystanders

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

- **Some bystanders** . . . *directly intervene*, by discouraging the bully, defending the victim, or redirecting the situation away from bullying.
- **Other bystanders** . . . *get help*, by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

Why Do Others let it Happen?

- The bully is someone others look up to and want to hang out with.
- They want to “side” with the bully because it makes them feel strong.
- They’re entertained by the bullying.
- They don’t think speaking up will help.
- They’re afraid that if they say something, the bully will turn on them
- They think, “It’s none of my business.”
- They fear getting hurt or becoming another victim.
- They feel powerless to stop the bully.
- They don’t like the victim or believe the victim “deserves” it.
- They don’t want to draw attention to themselves.
- They fear retribution.
- They think that telling adults won’t help or it may make things worse.
- They don’t know what to do.



Report vs Tattling

- **Tattling** - Is trying to get someone in trouble.
- **Reporting** - When you report bullying you are helping someone else.

S tay away from bullies.

T ell someone.

A void bad situations.

M ake friends.

P roject confidence.

OUT BULLYING!

*No one can make you feel inferior
without your consent.*

-Eleanor Roosevelt

Credits

- www.stopbullyingnow.hrsa.gov
- www.yesnet.yk.ca
- www.shutterstock.com
- www.eyesonbullying.org