
IT'S NOT COOL TO BE CRUEL

AN ANTI-BULLYING BOOKLET



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WHAT IS BULLYING?

National Centre Against Bullying (NCAB)



Bullying is an **ongoing and deliberate misuse of power** in relationships through repeated verbal, physical and/or social behavior that intends to cause **physical, social and/or psychological harm**. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.



TYPES OF BULLYING:

- **physical** - hitting, kicking, tripping, pinching and pushing or damaging property
- **verbal** - name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse
- **social** - designed to harm someone's social reputation and/or cause humiliation; lying and spreading rumors, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to socially exclude someone damaging someone's social reputation or social acceptance
- **cyberbullying** - intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices; abusive or hurtful texts, emails or posts, images or videos, deliberately excluding others online, nasty gossip or rumors, imitating others online or using their log-in

HOW TO SPOT A BULLY?

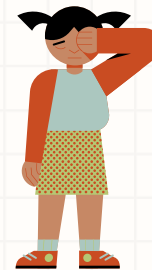


A bully is anyone who bullies. There is no "universal type" when it comes to bullies - **one size does not fit all**. It doesn't matter if the child is smart, charismatic, or well-mannered - they could still be a bully. Some signs to look out for are: teasing and ridiculing other students, whether overtly or gently, or even encouraging others to do it for them; short temper and impulsiveness; a confident attitude and ability to talk their way out of trouble; physical strength; a group of supporters; lack of consideration for others' feelings.

Never ignore a student who reports being victimized by peers!



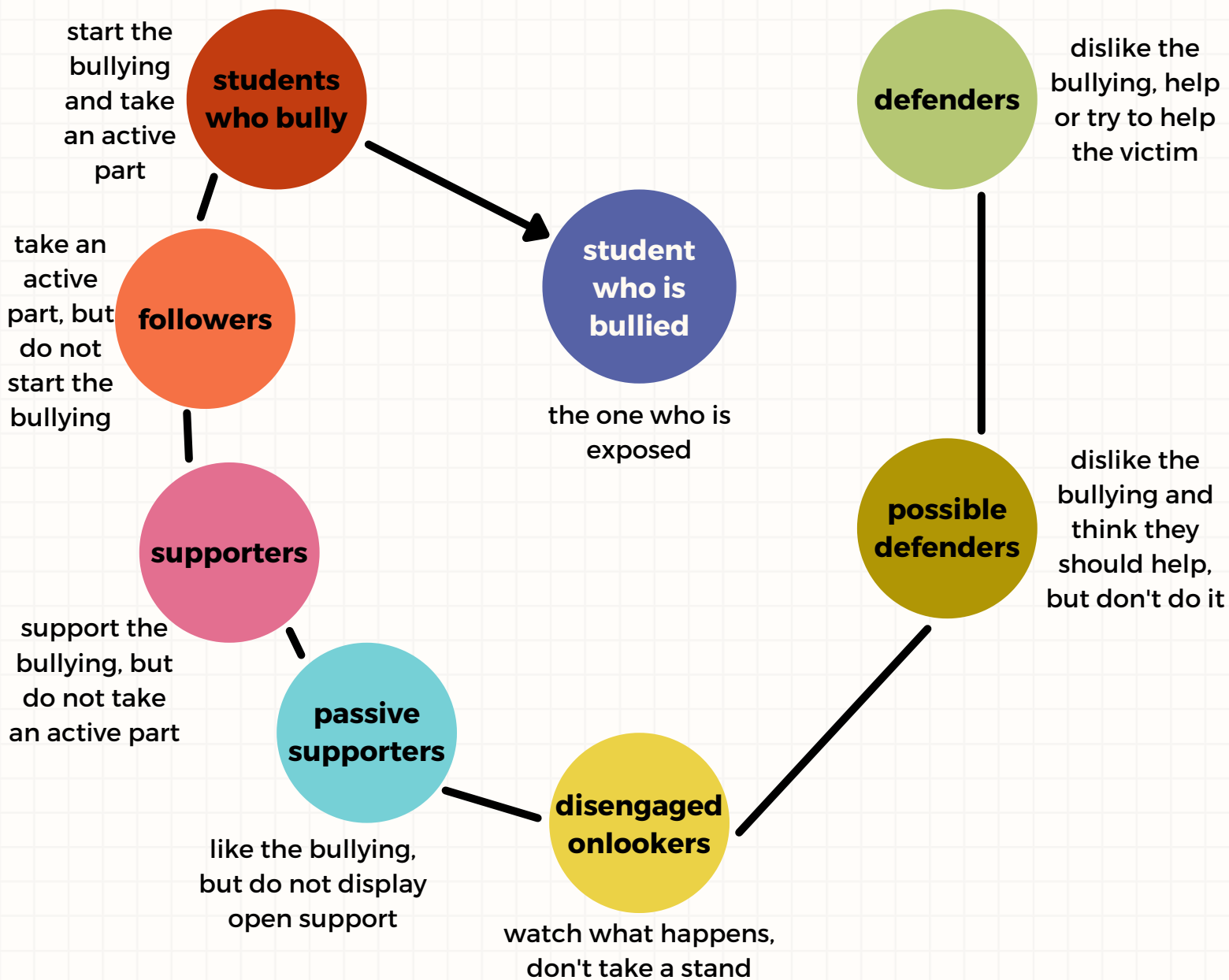
HOW TO SPOT BULLYING?



A bullied child may often be alone or excluded from friendship groups. He or she may seem insecure or scared and unable to speak up in class. If a child is the frequent target of teasing, imitation, or ridicule at school, it can affect their mental health and general well-being. A bullied child's grades at school might decline or they might not want to go to school at all. There could also be signs of changes in their behavior or emotional responses at home: changes in sleeping patterns, changes in eating patterns, frequent crying or anger, mood swings, reports of feeling sick in the morning, social withdrawal, stuttering, aggression, refusal to talk about what is going on, acting out.

CLASSROOM DYNAMICS

*The Olweus Bullying Prevention Group, 2007



- Bullying should be addressed at 4 levels:
 - **school-wide** = programme implementation
 - **classroom** = defining and enforcing rules against bullying, as well as holding class meetings focused on bullying prevention, peer relations, and pro-social behaviors
 - **individual** = intervene when bullying is witnessed, suspected, or reported, and provide training so all staff are well prepared to intervene, follow up, and communicate with parents
 - **community** = consistent anti-bullying messages in all areas of students' lives

PRACTICAL GUIDELINES: PREVENTION



RAISE AWARENESS

Talk about bullying. Educate both children and staff. Emphasize the emotional reactions a bullied person may experience. A safe space for open dialog creates a safer environment. Be sure to really listen.



BUILD EMPATHY

Greater empathy leads to more reasonable behavior - teach students to put themselves in another person's shoes, try to see the situation from their point of view and consider how that person feels.



CREATE A POSITIVE SCHOOL ENVIRONMENT

Create school-wide anti-bullying policies and publicize them. Provide anti-bullying training to staff. Be an ally for children in need. Build trust.



SCHOOL-FAMILY- COMMUNITY PARTNERSHIPS

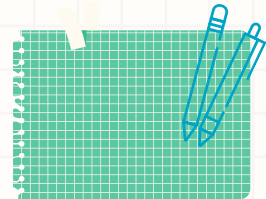
Bullying doesn't happen in a bubble! Involve families and the community in the conversation about this problem.

ACTIVITY

RAISING AWARENESS: NAME-CALLING

GLSEN: Name-Calling In Our Schools

The aim of this activity is to make students aware of the problem of name-calling in school by observing patterns of behavior, reflecting on these observations and thinking of possible strategies to counter name-calling.



HOW TO:

1. Introduce the activity through a discussion: ask students if they have ever experienced name-calling, how they have coped with it, and whether they agree with the statements "Teasing is just a natural part of growing up." and "Sticks and stones may break my bones, but names will never hurt me."
2. Explain the activity and hand out worksheets with the chart to record observations (including categories: date and time, location of the interaction, information about the person being insulted [age, gender, i.e.], information about the target [age, gender, i.e.], what was said, how did the target react, how did bystanders react)
3. Students have 3 days to observe and record name-calling in school; they should make their observations both during class and at recess, write them down on the sheet, and stay out of the situations they encounter in order to be an impartial observer
4. After 3 days, discuss the observations and their conclusions with the students, drawing on the initial discussion by revisiting the question, "Is name-calling inevitable or a problem we can do something about?"
5. Ask students to write a report summarizing their observations and what they have learned about name-calling at their school and their ideas for ways to reduce or stop the name-calling.
6. Select the best ideas and implement them in class

ACTIVITY

BUILDING EMPATHY: WALK THE LINE

The Teachers Guild: Empathy in Your Classroom

The aim of this activity is to build empathy and understanding through movement and reflection.

HOW TO:

1. Establish norms for this activity with the students
2. Create prompts for the activity with students - sometimes less, sometimes more personal (e.g., "Someone made fun of my clothes."; "I lost a family member.")
3. Place a masking tape on the floor in the middle of the class
4. Divide students in half and have each half stand a few steps away from the line on each side, facing each other in silence
5. Read the prompts from less to more personal - if a student can answer the question "Has this ever happened to me?" with YES, then they silently walk up to the line and stop, stay at the line for about 5 seconds of silent reflection, then return to their position
6. Read aloud a series of 15-20 prompts
7. After all the prompts have been read aloud, ask students to return to their seats and reflect on what they have learned
8. Ask students to write a letter to a classmate who went along on one of the same prompts where they moved and share more about that particular experience
9. Discuss



Bonus idea: Watch the movie The Freedom Writers in the class and have a discussion.

STRATEGY

CREATING A POSITIVE SCHOOL ENVIRONMENT: STAFF TRAININGS

It's the duty of teachers and other school staff to provide a safe and pleasant learning environment for all children. To achieve this, school staff should receive appropriate training and education on bullying, as well as the prevention and repercussion strategies. Once a semester, the School Psychologist can hold and coordinate **training sessions for staff** to discuss teachers' observations and events during the school year, as well as promote different activities and strategies to address bullying. The Psychologist can hand out materials, introduce new research on effective methods in the field and provide a safe space for questions and doubts that the teachers might have. During the training, teachers can also try out new methods through the "practice scenarios" method, in which some of them pose as children, while others pose as teachers, and the Psychologist mediates.



Click for
the movie
trailer!



STRATEGY

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS: OPEN DIALOGUE

[PACER'S National Bullying Prevention Center: What Communities Can Do to Address and Prevent Bullying.](#)

Bullying doesn't happen in a bubble. A bullied child brings home sadness and pain, and it's important for parents to know how to respond and help their child. If the child opens up to his or her parents about being bullied at school and the parents approach the school with their concerns, the school staff should listen and take their concerns seriously. Additionally, the parents of the bully should also be informed about their child's behavior and involved in the process of discipline.

Ideas for inside the school:

- **(Online) sessions coordinated by the Psychologist and the Class Head Teacher** --> parents have the opportunity to voice their concerns and questions in a guided environment, with the Psychologist providing professional guidance and the Class Head Teacher providing insight into the class dynamics
- **A safe space for parents to discuss amongst themselves** --> create a parent email list or chat group for parents to safely communicate about their concerns and insight

Ideas for inside the community:

- **Community Leadership Clubs** --> community outreach organizations can increase awareness by asking children and educators to speak about their experiences with bullying and offer suggestions on how everyone can help
- **Libraries** --> invite local libraries to set up special sections with books and materials that highlight the effects of bullying and what to do about it
- **Celebrate National Bullying Prevention Month (October)**

PRACTICAL GUIDELINES: DAMAGE CONTROL

Ken Rigby: What can schools do about cases of bullying?



MEDIATION

In cases where there is no big imbalance of power, such as in elementary school, an effective method could be to encourage students who are in disagreement to work with a qualified teacher or peer-mediator to find a solution that is acceptable to both parties.



RESTORATIVE PRACTICE

This strategy entails persuading the bully to reflect on his or her inappropriate behavior, feel remorse, and take steps to repair a strained connection with both the victim and the school community. In order for this to be effective, there needs to be a willingness to both offer and accept the apology.



THE SUPPORT GROUP METHOD

Known as the "no-blame approach", this method calls for a group meeting without the victim in which the bully is confronted by a group of students enclosing evidence of victim's distress and suggestions for improving the situation.



THE METHOD OF SHARED CONCERN

This strategy is applicable in situations when there is a group of students suspected of bullying. It involves one-to-one meetings with suspects, an interview with the victim, creating common solutions on how to resolve the problem, and a negotiation on the agreed solution.

**"Bullying is never fun,
it's a cruel and terrible
thing to do to someone.
If you are being bullied,
it is not your fault. No
one deserves to be
bullied, ever. "**

- Raini Rodriguez

**"Bullying will eventually
end if we all decide to
stop it."
- Choi Si-won**

