

# **Beyond Bullying**

**A booklet for  
junior high school students**

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# ***Bullying is not bugging***

A teen is in tears. Another student has been following her around, name-calling and threatening. As part of this campaign of terror, the aggressor and assorted friends have started bumping in the hallways. Sometimes it is into a locker, sometimes into other students. The victim—and victim is the correct term—has tried to find excuses to talk to the teacher and has been hiding in the library. Feigned illness has also been a coping strategy, but nothing has worked. This student spends so much time trying to anticipate the aggressor's next move that no mental energy is left for academic work. She told a hallway supervisor who then told the person who bullied to stop, but this action only escalated the level and frequency of the bullying. The victim has decided she is on her own. Just thinking about school leaves a sour, heavy feeling in the pit of her stomach.

Just kid stuff that only happens to teens, eh? We've all got to learn to deal with adversity, right?

Wrong. The severity and instances of bullying are increasing, and the bullying is now extending through adolescence into the older teen years. Furthermore, the aggressors are very sophisticated in disguising their actions as misunderstood play, and those who bully pick on girls and boys.

There are two things that distinguish bullying from bugging.

## **1. Negative intent**

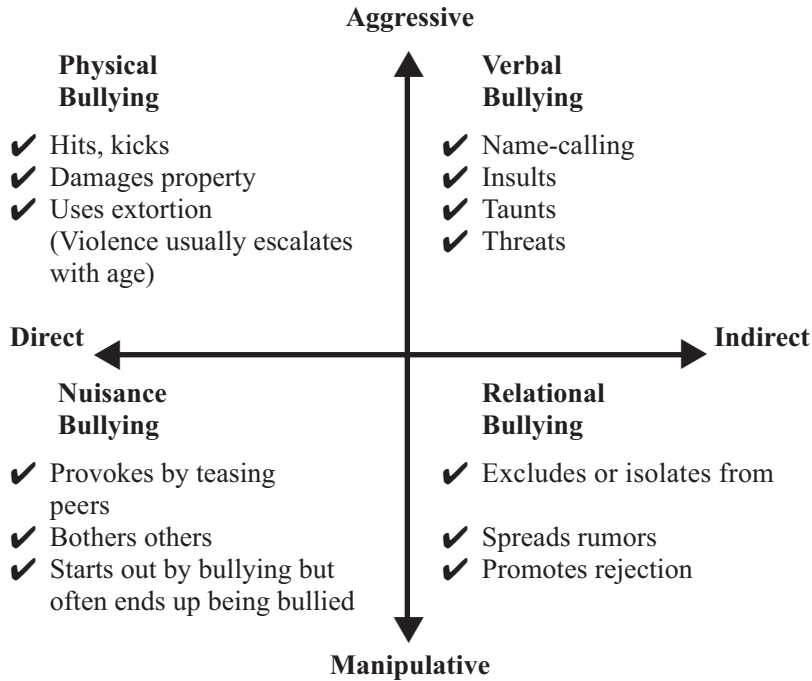
What differentiates bullying from everyday conflict is intent—those who bully deliberately cause repeated and deliberate hurt, either physical, social or psychological.

## **2. Power differences**

In bullying situations there is always an imbalance of power. It may be related to physical stature, peer position or personality traits, such as aggressive versus passive characteristics. One thing is clear—one or more teens act as the aggressor, and the victim does not have the skills to cope with this aggression.

# Bullying behaviours

**Directions:** Following are four types of bullying behaviours. In groups, make up scenarios depicting each type of bullying behaviour and an effective way to handle each.



**Discussion Question:** Are there gender differences in bullying behaviours? If so, what are they?

# *Did you know?*

## **1. Bullying hurts your ability to learn.**

It's true. The stress caused by bullying can actually damage or destroy brain cells in the part of your brain where memories are stored or retrieved. This makes learning more difficult. Stress can also make it more difficult to concentrate, another factor that can reduce learning.

## **2. Brain functioning is impaired by threat.**

Have you ever noticed that when people feel stressed or threatened, they often use knee-jerk reactions to solve problems? They may even try to handle the problem by doing things that haven't worked in the past. Why? The answer is interesting. When our brain perceives a threat, it signals our bodies and minds to respond by going into a fight-or-flight response pattern. This response pattern is a survival mechanism. The alarm signal immediately produces chemical production of stress hormones that affect the way we think, feel and act. Many people believe that actions are based on logic and that reasoning is separate from feelings and behaviour. This is just plain wrong. Current brain research clearly shows that mind, body and emotion are interconnected and cannot be separated. In fact, brain scientists, called neuroscientists, now report that emotion is far more powerful in determining behaviour than logic is!

Stress and anxiety caused by bullying and harassment affect learning in the following ways:

- Reduced learning and ability to engage in complex or higher-order thinking
- Impaired ability to focus or maintain attention
- Increase in knee-jerk or rote behaviours
- Increased difficulty storing or retrieving information from our memory system

There is also evidence that long-term stress or threat weakens the immune system. Clearly, we must take steps to stop bullying and harassment. After all, no one has the right to say or do things that are hurtful to someone else, especially when the bullying negatively affects a person on so many levels.

### 3. It's bad news for those who bully too!

Research has shown that people who bully are four times more likely to be charged with criminal offences as young adults or adults. People who bully are also more likely to drop out of school without completing their high school diploma, a factor that seriously limits their ability to earn money as an adult. The bad news keeps coming. Research also indicates that people who bully often face futures characterized by unsuccessful relationships and dead-end jobs. Makes you wonder why those who bully don't stop, doesn't it?

## *What to do if you are bullied— Be S. A. F. E.*

### *Stand up for yourself*

#### *DO*

- Stand proud.
- Make eye contact.
- Tell the person who is bullying you to stop.
- Walk away.

#### *DON'T*

- Put yourself down by saying "I'm a loser" or "Everyone hates me."
- Ignore the bullying.
- Show you're upset.

#### *USE*

- Straight talk:  
"Stop, [use person's name]. I don't like it."  
"Leave me alone."

### *Ask a friend or adult to help*

#### *DO*

- Ask a friend to help you.
- Make sure you are part of a group.
- Ask adults for help, and keep asking until you get it.

*DON'T*

- Think it's ratting to ask for help.
- Suffer in silence—silence allows it to continue.

*USE*

- A calm voice to explain what happened.

## ***Figure out your choices***

*DO*

- Think about different ways to handle it (humor sometimes works).
- Avoid unsafe situations.
- Realize that it's not worth getting hurt to save possessions.

*DON'T*

- Tease or act dramatically.
- Suffer in silence.

*USE*

- Problem-solving skills to figure out how to resolve the situation.

## ***End it calmly***

*DO*

- Refuse to listen to or believe anything the person bullying said.
- Treat the person bullying the way you like to be treated.
- Think about what you have learned.

*DON'T*

- Fight or name-call. This will make it worse or start it all over.
- Hold grudges.

*USE*

- Forgiveness.

# *What to do if you see someone*

***C***

***A***

## ***Care about others***

### *DO*

- Offer to help the victim.
- Give him or her ideas to solve the problem.
- Invite the person to hang out with you and your friends.

### *DON'T*

- Tell the victim it's no big deal.
- Walk away without helping.

## ***Adult help***

### *DO*

- Go tell an adult and ask for help.
- Let your friend know it isn't ratting to report the bullying.

### *DON'T*

- Handle it yourself by bullying back.
- Discourage the victim from telling an adult.

## ***Do you bully others?***

There's a quick way to find out. If you answer yes to any of these questions, you should get help to STOP BULLYING.

1. Do you like to pick on other people?
2. Does teasing or threatening other people make you feel good or powerful?
3. Do you always have to win at every sport or game you play?
4. Are you angry most of the time and do you hold grudges or stay angry for long periods of time?
5. Do you get pleasure from breaking or wrecking other people's

# ne being bullied—C. A. R. E.

## R

## E

### ***Remember to reach out***

#### *DO*

- Check with the person once in a while to show that you care.
- Treat the person bullying the way you would want to be treated.

#### *DON'T*

- Ignore the person.
- Get into fights with the one who is bullying.
- Get friends to fight with the person bullying.

### ***End it***

#### *DO*

- Let the person know you are willing to help with any future bullying problems.
- Trust him/her to let you know if help is needed.

#### *DON'T*

- Keep coming up to the person daily to see if the bullying has started again.

may be at risk for bullying. If you answer yes to three or more you have bullying

things?

6. Does it make you upset or jealous when someone else does well?
7. Do you like upsetting or scaring others?
8. Do you take pride in being tougher than other kids?
9. Do you blame other people when things go wrong?
10. Do you steal or demand money or things from others?

# *Beware of bullying*

It's easy to understand why people bully others—they see it as a way to feel strong or popular. The problem is that hurting others hurts you too.

Think about it. Would you trust and care about someone who might hurt you just for the fun of it? Some teens hang out with people who bully because they want power themselves or because they're scared—but good friends don't bully.

It takes courage and strength to change, but you can. Here's how:

1. Make the choice to stop bullying right here and now.
2. If you have been bullying someone, tell that person that you are sorry and that the bullying will stop.
3. Think of a person most people like. Watch how he or she treats others and start to use some of the same behaviours.
4. Tell your friend's parents, a teacher or an adult you trust that you have stopped bullying. Ask for their help and support. After all, doing things differently will be scary at first because it's new.
5. Make it your job to do two nice things every day. Don't look for thanks. Try to be invisible with kindness.
6. Be patient. It will take time for others to see you've changed.
7. Try to make new friends. Think about kids who are friendly and like some of the same things you do. If you ask to join in and someone says no, remember that doesn't mean never. It could mean later, or tomorrow. When you do things with others, don't be the boss. Enjoy letting someone else be in charge.
8. Realize that what you are doing takes courage, and it will feel good with time.

# *Situational role-plays*

## *Directions for role-plays*

Read the following situational role-plays and answer the accompanying questions. You may choose to act out successful conclusions for each role-play.

A. Chantal and Amy have been friends for a long time. Chantal breaks up with her boyfriend, who starts flirting with Amy. Chantal reacts by spreading rumors about Amy. Within a week, all of Amy's friends are excluding her and making rude comments. Amy is hurt, embarrassed and angry at Chantal. When she tries to talk to Chantal, Chantal threatens to have her older brother beat Amy up after school. Amy stays home from school saying she is ill. Chantal phones her from school and threatens her again.

i. How did Chantal make Amy's life miserable?

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ii. What can Amy do to solve the problem?

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iii. What should happen to Chantal?

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B. Ralph and Dave, two Grade 7 students, are sitting in the cafeteria eating lunch. Damien, a large Grade 9 student, grabs Dave’s fries saying, “Thanks for lunch, you loser.” Dave tells Damien to give back the fries. Damien ignores this request, finishes eating the fries, grabs Dave and Ralph by their shirts and tells them that tomorrow he expects a hamburger to go with his fries. He pushes Dave and Ralph into their chairs and leaves laughing, making negative comments about them as he goes. This is not the first time Damien has pushed and intimidated Ralph and Dave.

i. What types of bullying behaviours did Damien demonstrate?

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ii. Why is this a bullying situation and not just everyday conflict?

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iii. What should Ralph and Dave do to solve the problem?

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C. Patrick pokes Joshua with his ruler whenever he gets the chance. Joshua has told Patrick to stop many times but Patrick keeps on bugging him. Joshua tells his friend Charlie, and Charlie lets Patrick know that if he continues to bug Joshua he will get hurt. Patrick's response is to start poking and teasing Charlie, even though Charlie has a reputation for bullying.

Finally, Charlie, fed up with Joshua's being bugged, corners Patrick and calls for four of his friends to witness Patrick's punishment. After pushing Patrick into the lockers, Charlie beats him up and tells the others it is "open season" on Patrick from now on.

i. What part did each person play in creating the problem?

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ii. Who is most at fault for the things that happened?

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iii. If you were the principal, how would you resolve the problem?  
What consequences would each person get?

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# ***Tip sheet for teens***

## ***What is bullying?***

Bullying is when a person or a group of people keep doing or saying things to have power over another person. It includes things like teasing, bugging, threatening, spreading rumors, hitting, stealing or making others do things they don't want to. Have any of these things ever happened to you? Have you done any of these things to someone else? Bullying is wrong behaviour which makes the person being bullied feel afraid or uncomfortable.

## ***Why do some kids bully?***

There are lots of reasons why some people bully. Mostly bullies seem to have a need to feel powerful and in control of others. Some bullies do it to get attention or things, or just to make other people afraid of them. Some bullies may not even understand how wrong their behaviour is and how it makes the person being bullied feel.

## ***Why are some kids bullied?***

Some kids are bullied for no particular reason but sometimes it's because they are different in some way. Often kids who are bullied are unsure of themselves. They may be quiet students, and often look like they are weaker than other kids in their school because they don't choose to stand up for themselves.

## ***What can you do if you are being bullied?***

Being bullied can be very hard on you, but remember, you are not the problem, the bully is. You always have the right to feel safe and secure. ALWAYS TELL someone you can trust about the bullying. This might be your parent, your teacher, the school principal or someone else in your family. Even if you think you have solved the problem on your own, tell an adult anyway. The bully may pick another victim and you need to be part of the solution even when that's hard to do.

## ***Resources***

Stones, R. *Don't Pick on Me: How to Handle Bullying*. Markham, Ont.: Pembroke, 1993.

Golding, W. *Lord of the Flies*. London: Faber & Faber, 1954.

*Safe and Caring Schools: Havens for the Mind*. Alberta Teachers' Association, 2000. Copyright by the Society for Safe and Caring Schools and Communities, 2005

## ***Video***

King, R. and R. Squire, in association with the Toronto Board of Education. *Bullying at School: Strategies for Prevention*. Toronto: King Squire Films, 1997.

## ***Internet***

<http://www.solnet.co.uk/kidscape>

<http://www.sacsc.ca>

or contact

The Society for Safe and Caring Schools and Communities  
11010 142 Street NW  
Edmonton AB T5N 2R1  
Telephone: (780) 447-9487 in Edmonton  
1-800-232-7208 from elsewhere in Alberta  
Fax: (780) 455-6481

# The Society for Safe and Caring Schools and Communities (SACSC) Resources



The Society for Safe and Caring Schools and Communities' resources and materials are available through Alberta Learning's Resources Centre (LRC), 12360 142 St. NW, Edmonton, Alberta, T5L 4X9. Tel: 427-5775 in Edmonton. Elsewhere in Alberta call 310-0000 and ask for the LRC or fax (780) 422-9750. To place Internet orders, visit [www.lrc.learning.gov.ab.ca](http://www.lrc.learning.gov.ab.ca) \*These materials are eligible for the Learning Resources Credit Allocation (25% discount). Contact the LRC for details.

The Society for Safe and Caring Schools and Communities has four program areas and an inventory of promotional items:

## I. SUPPORTING A SAFE AND CARING SCHOOL

This program area helps build a SACS culture. It includes information about SACS, an assessment tool to aid in planning and quick, easy-to-read booklets that review current research on SACS topics and successful programs.

Safe and Caring Schools in Alberta Presentation: video, overheads and 30 brochures  
 # 445297 \$15.00

**The SACSC: An Overview (K-12)** (Pkg of 30) Describes the origin and objectives of the project (2001, 4 pp.)  
 # 445298 \$ 6.80

**Attributes of a Safe and Caring School (K-12)** (Pkg of 30) A brochure for elementary, junior and senior high schools, describing the characteristics of a safe and caring school (1999)  
 # 445313 \$ 6.80

**The SACSC: Elementary Booklet Series (16 booklets)** (K-6) (see LRC website)  
 # 445610 \$11.50

**The SACSC: Secondary Booklet Series (15 booklets)** (7-12) (see LRC website)  
 # 445628 \$10.80

**Preschool Bullying: What You Can Do About It—A Guide for Parents and Caregivers (1-6)**  
 Provides advice on what parents can do if their child is being bullied or is bullying others (2000, 24 pp.)  
 # 445347 \$1.33 ea for 10 or more \$2.65 ea

**Bullying: What You Can Do About It—A Guide for Primary Level Students (K-3)** Contains stories and exercises to help children deal with bullies and to stop bullying others (1999, 28 pp.)  
 # 445397 \$1.33 ea for 10 or more \$2.65 ea

**Bullying: What You Can Do About It—A Guide for Parents and Teachers of Primary Level Students** Contains tips to help teachers and parents identify and respond to children who are involved in bullying (2000, 12 pp.)  
 # 445454 \$1.33 ea for 10 or more \$2.65 ea

**Bullying: What You Can Do About It—A Guide for Upper-Elementary Students and Their**

**Parents** Directed at students who are the victims, witnesses or perpetrators of bullying, and their parents (2000, 16 pp.)

□ # 445321 \$1.33 ea for 10 or more \$2.65 ea

**Bullying in Schools: What You Can Do About It—A Teacher's Guide** (1–6) Describes strategies that teachers can follow to stop bullying in schools (1997, 10 pp.)

□ # 445339 \$1.33 ea for 10 or more \$2.65 ea

**Beyond Bullying: A Booklet for Junior High Students** (7–9) Explains what students should do if they are being bullied or if they see someone else being bullied (2000, 12 pp.)

□ #445470 \$1.33 ea for 10 or more \$2.65 ea

**Beyond Bullying: What You Can Do To Help—A Handbook for Parents and Teachers of Junior High Students** (7–9) Defines bullying behaviors and suggests strategies that parents and teachers can follow to deal with it (1999, 16 pp.)

□ # 445488 \$1.33 ea for 10 or more \$2.65 ea

**Bullying is Everybody's Problem: Do You Have the Courage to Stop It?** (Pkg of 30) (7–12)

A guide for senior high students, defines bullying and provides advice on how to respond to it (1999)

□ # 445305 \$4.76 for 10 or more pkgs \$6.80/pkg

**Bullying and Harassment: Everybody's Problem—A Senior High Staff and Parent Resource**

(10–12) Provides advice for parents and teachers of high school students on how to deal with bullying (2000, 12 pp.)

□ # 445496 \$1.33 ea for 10 or more \$2.65 ea

**Class Meetings for Safe and Caring Schools** (K–12) Explains how regular class meetings can help teachers and students work out conflicts before they become major problems (1998, 20 pp)

□ # 445587 \$1.33 ea for 10 or more \$2.65 ea

**Expecting Respect: The Peer Education Project—A School-Based Learning Model** (K–12)

Provides an overview of Expecting Respect, a project that trains junior and senior high students to make classroom presentations on establishing healthy social relationships (1999, 16 pp.)

□ # 445462 \$1.33 ea for 10 or more \$2.65 ea

**Safe and Caring Schools: Havens for the Mind** (K–12) Reviews the role of SACS in healthy brain development and learning

□ # 445503 \$1.33 ea for 10 or more \$2.65 ea

**Media Violence: The Children Are Watching—A Guide for Parents and Teachers** (K–12)

Contains tips for parents and teachers in countering the effects on children of media violence (1999, 12 pp.)

□ # 445511 \$1.33 ea for 10 or more \$2.65 ea

**Peer Support and Student Leadership Programs** (K–12) Describes a number of programs that have been used successfully at various grade levels to encourage students to help their fellow students (2000, 30 pp.)

□ # 445503 \$1.33 ea for 10 or more \$2.65 ea

**Niska News** (K–12) A collection of articles about SACS reprinted from The ATA News (1999, 36 pp.)

□ # 445529 \$1.33 ea for 10 or more \$2.65 ea

**Principals' Best** (K–12) Describes activities that various schools in the province have undertaken to create a safe and caring environment for students (1999, 16 pp.) See website.

# 445545 \$1.33 ea for 10 or more \$2.65 ea

**Volunteer Mentorship Programs:** (K–12) Describes a number of successful programs in which adult volunteers were assigned to serve as mentors to school-aged children (2000, 28 pp.)

# 445579 \$1.33 ea for 10 or more \$2.65 ea

**Volunteer Mentorship Program:** (K–12) A video portrays programs in which adults from the community work with children to help them develop various skills (1999, 9 ½ minutes)

# 445602 \$ 7.00

**Volunteer Mentorship Program: A Practical Handbook** (includes 3.5" disk) (K–12) Explains how to set up programs in which adults serve as mentors to school-aged children (1999, 44 pp. plus a computer disk containing sample documents used in the program)

# 445595 \$10.00

#### CHECK LRC FOR NEW TITLES

## II. TOWARD A SAFE AND CARING CURRICULUM—RESOURCES FOR INTEGRATION

These resources are recommended and approved by Alberta Learning. They integrate violence prevention into all subjects K–6 and are divided into five topics: (approximately 85 pp.)

1. Building a Safe and Caring Classroom/Living Respectfully
2. Developing Self-Esteem
3. Respecting Diversity and Preventing Prejudice
4. Managing Anger and Dealing with Bullying and Harassment
5. Working It Out Together/Resolving Conflicts Peacefully

Student resource sheets are available in French. To order, check (F).

**Kindergarten**  # 445446 F  (Out of Province \$69.00) \$49.00

**Grade 1**  # 445371 F  (Out of Province \$69.00) \$49.00

**Grade 2**  # 445389 F  (Out of Province \$69.00) \$49.00

**Grade 3**  # 445404 F  (Out of Province \$69.00) \$49.00

**Grade 4**  # 445412 F  (Out of Province \$69.00) \$49.00

**Grade 5**  # 445420 F  (Out of Province \$69.00) \$49.00

**Grade 6**  # 445438 F  (Out of Province \$69.00) \$49.00

**Anti-Bullying Curriculum Materials: Social Studies Grades 10, 11, 12** Developed by Project Ploughshares Calgary, this booklet contains a series of exercises that teachers can use to incorporate the topic of bullying into the high school social studies curriculum (1999, 81 pp.)

# 445563 \$10.00

**Classroom Management: A Thinking and Caring Approach** Written by Barrie Bennett and Peter Smilanich, this manual outlines numerous strategies that teachers can use to cope with misbehavior in the classroom and create a learning environment that encourages student learning (1994, 342 pp.)

# 445660 \$31.60

**SACSC series of six full-color posters** A series of six full-color posters highlighting the Project's key concepts.

# 444836 \$ 9.00

### III. TOWARD A SAFE AND CARING PROFESSION

The SACSC trains inservice leaders and workshop facilitators. The following workshops are designed to help teachers implement the curriculum resources.

#### **Toward a Safe and Caring Curriculum—ATA Resources for Integration: Kindergarten to Grade 6\***

#### **Toward a Safe and Caring Secondary Curriculum—Approaches for Integration\***

A series of short sessions focused on strengthening SACS teaching strategies is also available.

### IV. TOWARD A SAFE AND CARING COMMUNITY

This program area is designed to help all adults who work with children—parents, teachers, coaches, youth group leaders, music instructors—model and reinforce positive social behavior, whether at school, at home or in the community. The community program includes a series of 2-2½ hour workshops for adults and older teens.

#### **Living Respectfully\***

#### **Developing Self-Esteem\***

#### **Respecting Diversity and Preventing Prejudice\***

#### **Managing Anger\***

#### **Dealing with Bullying\***

#### **Working It Out Together - Resolving Conflicts Peacefully\***

**Who Cares? brochures** (Pkg of 30) Provides background on the Safe and Caring Communities Project, a collaborative effort between the ATA and Lions Clubs of Alberta (1998)

# 444654 \$ 9.80

**Who Cares? CD-ROM and brochure** Describes the Safe and Caring Communities Project, a collaborative effort between the ATA and the Lions Clubs of Alberta (1998)

# 444646 \$ 4.35

**Who Cares? video and brochure** Describes the Safe and Caring Communities Project, a collaborative effort between the ATA and the Lions Clubs of Alberta (1997, 11 minutes)

# 444638 \$ 5.95

#### **Toward a Safe and Caring Community Workshops Action Handbook: A Guide to**

**Implementation** Provides specific information about how to implement the ATA's Safe and Caring Schools Project—Toward a Safe and Caring Community Program. In addition, the handbook provides suggested activities and strategies to help communities continue to work on issues related to enhancing respect and responsibility among children and teens.

# 455304 \$ 7.00

**Violence-Prevention Catalogue of Alberta Agencies' Resources** Compilation of the information that was gathered from over 200 organizations and community groups who work in the area of violence prevention, and with children and youth in character development through community leadership

# 455312 \$ 7.00

## SACSC PROMOTIONAL ITEMS

**SACSC cards with color logo and envelopes** (Pkg of 40) Blank card and envelope, featuring the SACSC logo

# 444547 \$ 10.00

**Niska hand puppet** Featuring the Niska mascot

# 444555 \$ 14.00

**Niska labels** (800 peel & stick labels per pkg) Featuring the Niska mascot

# 444571 \$ 4.00

**Niska mouse pad** 8 ½" by 9 ½" featuring the Niska mascot

# 444563 \$ 6.00

**Niska tattoos** (125 per pkg) A 1½" by 1½" temporary tattoo featuring Niska

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**Niska water bottles** (5 per pkg) 5 white plastic water bottles featuring the Niska logo

# 444612 \$ 8.50

**Niska zipper pulls** (5 per pkg) Bronze, featuring the Safe and Caring Schools Logo

# 444589 \$ 7.75

**SACSC award buttons** (Pkg of 30–2 ¼" white buttons)

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**Safe and Caring Schools and Communities coffee mug**

# 444604 \$ 5.45

**Safe and Caring Schools and Communities pencils** (Pkg of 30) Inscribed with "Toward a Safe and Caring Community"

# 444662 \$10.70

**Niska T-Shirt** (white, featuring the Niska mascot front and back)

# 444745 adult X-large;  # 444737 adult large;  # 444729 adult medium;  # 444711 adult small;  # 444703 youth X-large;  # 444696 youth large;  # 444688 youth medium;  # 444670 youth small \$10.50

**SACSC men's golf shirt** (white, featuring the Niska mascot)

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**\*All workshop materials can be ordered from the SACSC office by inservice leaders and workshop facilitators who have successfully completed the training: e-mail [office@sacsc.ca](mailto:office@sacsc.ca), fax (780) 455-6481 or phone (780) 447-9487.**

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