

# BULLY PREVENTION 101

## Elementary School Resource Guide



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**Section One:**  
**Things You Should Know  
About Bullying**

# Bullying Prevention 101:

Elementary School Resource Guide

## SLIDE 1 | Introduction

### Section One: Things You Should Know About Bullying

A guide to the basics of bullying, what it is and isn't, and the roles students have in bullying situations

**Slide #2:** Take the Quiz: How many students are bullied?

**Slide #3:** What is bullying?

**Slide #4:** How is someone bullied?

**Slide #5:** What is cyberbullying?

**Slide #6:** Video: Does cyberbullying only start at age 13? Answers by kids!

**Slide #7:** Conflict vs. Bullying: What's the difference?

**Slide #8:** Video: Conflict vs. Bullying: What's the difference?

**Slide #9:** Opinion Poll: Which type of bullying happens most often?

**Slide #10:** Who is involved?

**Slide #11:** Checklist: Are you a target?

**Slide #12:** Checklist: Do you bully?

**Slide #13:** Did You Know?

# Bullying Prevention 101:

Elementary School Resource Guide

## SLIDE 2

### Take the Quiz: How many students are bullied?

**Objective:** Help students understand the scope of the issue. Begin each section with a classroom question, followed by insight and education into the answer.

**Talking Points:**

Ask students to respond either (1) in class, or (2) online at

<https://www.surveymonkey.com/r/HowManyStudents>

How many students are bullied?

- 1 in 2
- 1 in 3
- 1 in 5
- 1 in 10
- 1 in 20

*Answer: 1 in 5. About 20 percent of middle and high school students reported being bullied at school in the past year.*

**Discussion Questions**

- Did this number surprise you? Did you think it was higher or lower?
- Do you think bullying is under reported at schools? Why?

**PACER's NBPC resources for presenter**

**Reference:** National Center for Educational Statistics (2015). Student reports of bullying and cyberbullying: Results from the 2013 school crime supplement to the National Victimization Survey. U.S. Department of Education. Retrieved from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015056>

# Bullying Prevention 101:

Elementary School Resource Guide

## SLIDE 3 | What is bullying?

**Objective:** Gives students a definition about what bullying is to help recognize it.

**Talking Points:**

Provide an overview and details about the definition.

**Note:** Schools may want to substitute the definition used within their own district.

Below is a good definition for helping students understand what bullying is – but it is *not* a legal definition. The definitions will vary from school to school and from state to state.

**What is bullying?** Bullying is when **(1)** someone is being hurt, either by words or actions, on purpose **(2)** by someone with more “power,” **(3)** usually more than once, and **(4)** have a hard time stopping what is happening to them.

Most definitions have these components:

- The behavior hurts, harms, or humiliates another person physically or emotionally.
- The behavior is done with intention or on purpose.
- There is a real or perceived “imbalance of power,” which is described as when the student with the bullying behavior has more “power,” either physically, socially, or emotionally, such as a higher social status, or is physically larger or emotionally intimidating.
- Many definitions indicate that the bullying is “repeated,” but the reality is that bullying can be circumstantial or chronic. It might be the result of a single situation, such as being the new student at school, or it might be behavior that has been directed at the individual for a long period of time.
- Those targeted by the behavior have difficulty stopping the action directed at them and struggle to defend themselves.

**Discussion Questions**

- What is your definition of bullying?
- How does it feel to see bullying?

**PACER’s NBPC online resources for presenter:**

To learn more about how bullying is defined, visit:

<http://www.pacer.org/bullying/resources/questions-answered/how-is-bullying-defined.asp>

# Bullying Prevention 101:

Elementary School Resource Guide

## SLIDE 4 | How is someone bullied?

**Objective:** Provide an in-depth look at the types of bullying students may experience.

### Talking Points:

**Physical:** Physical bullying can be the easiest type of bullying to recognize, since it is the most visible behavior. This type of bullying includes perceived intent to harm, such as threats, or “pretending” to physically harm the target (e.g., flicking fingers or extending hands close to the target’s eyes or face to cause a withdrawal reaction).

#### *Examples of Physical Bullying:*

- Hitting
- Kicking
- Pushing
- Throwing items at someone
- Taking or breaking another person’s things
- Forced or unwelcomed contact

**Verbal:** Verbal bullying is the most common type of bullying and the easiest to inflict on other children. It is quick and direct. Children learn at a very early age how to verbally bully other children. It begins with unsophisticated name calling, usually using words that adults tell children are forbidden or unacceptable. As children mature, they begin to understand how words can be used in powerful ways to hurt one another. Boys generally like to name-call and use threats, while girls tend to use slander and gossip to gain social power. Generally, verbal bullying peaks in middle school and begins to decrease as children become more socially conscious and accepting of others’ differences.

#### *Examples of Verbal Bullying:*

- Teasing
- Name calling
- Making threats
- Gossiping
- Intimidation
- Making demeaning jokes about someone’s differences
- Spreading rumors

**Emotional:** Emotional bullying is the most sophisticated type of bullying because it is generally very calculated and is often done in groups. It can be the most difficult behavior for children to define as bullying because they may feel as if they did something to deserve it. They may not recognize the behavior as bullying because it is typically not physical, or they may not understand why it is happening to them. Emotional bullying is generally difficult for the casual observer to detect, since he or she doesn’t have full knowledge of the social nuances or social structures surrounding the behavior.

# Bullying Prevention 101:

## Elementary School Resource Guide

### *Examples of Emotional Bullying:*

- Exclusion
- Social manipulation
- Telling someone who they can and cannot be friends with
- Spreading rumors
- Humiliation

**Cyber:** The evolution of technology and social media has led to a new, very serious form of bullying called cyberbullying, which is when the internet, cell phones, or other devices are used to send or post text or images intended to hurt or embarrass another person.

### *Examples of Cyber Bullying:*

- Sending harassing, embarrassing, or otherwise unwelcome emails or text messages
- Threats
- Ridiculing someone publicly online
- Posting lies, rumors, or gossip about the target and encouraging others to distribute that information

### **Discussion Questions:**

- What type of bullying do you think happens most often?
- Which type of bullying hurts the most? Emotional or physical?

# Bullying Prevention 101:

Elementary School Resource Guide

## SLIDE 5 | What is cyberbullying?

**Objective:** Provide additional information on using technology to bully

### Talking Points:

With today's students who have access to technology 24/7, it's important to focus in on the online (cyber) behavior and talk about how using technology to bully is different from other types of bullying behavior.

**Note:** Schools may want to substitute the “cyberbullying” definition used within their own district.

**Note:** Even though most social media sites don't allow users younger than 13, many kids are using technology from a young age to text or play games, which allows for user interaction without adult supervision.

### A Definition to Share:

*Cyberbullying is a form of bullying using technology – internet, email, cell phones, games, social media, pictures – to hurt or harm someone who cannot stand up for himself or herself easily.*

Cyberbullying involves:

1. Electronic forms of contact, including, but not limited to: personal websites, blogs, email, texting, social media sites, group chats, instant messages, photographs, video games, and any online medium where people can interact with one another.
2. Aggressive acts that hurt, harm or threaten another person, either emotionally or physically.
3. As with offline bullying, there is an imbalance of power between the person cyberbullying and their target, such as popularity, more friends, or anonymity. The target has difficulty defending himself or herself.
4. Similar to offline bullying, many cyberbullying definitions claim cyberbullying is repetitive, relentless, and continuous. However, one incident of cyberbullying can do great damage; it can have a wide audience, go viral, and have permanence.
5. Overall, if a child online feels hurt, threatened, unsafe, or less of a person – and is not able to make it stop – it could be cyberbullying.

# Bullying Prevention 101:

## Elementary School Resource Guide

While there are a lot of similarities between online and offline bullying, these are the key distinctions of online bullying:

1. **INDIRECT:** Targets might not know who the bully is or why they are being targeted, as cyberbullying can happen anonymously; it can be harder for parents and adults to manage cyberbullying.
2. **REACH:** The audience for online bullying can be much larger than offline bullying. A single cyberbullying post or message can be forwarded and re-posted, having the potential to go viral.
3. **PERMANENCE:** There can also be more permanence with cyberbullying compared to traditional bullying; nearly everything on the internet is available to everyone, everywhere. It can be challenging to erase information once it goes on the internet.
4. **PROXIMITY:** It is often easier to be cruel using technology because of greater physical distance and the person bullying doesn't see the immediate response by the target. They might not recognize the serious harm caused by their actions because they lack seeing the target's response.
5. **AVAILABILITY:** Technology is accessible 24/7, meaning cyberbullying can happen anytime of the day: in the morning, afternoon, and evening – not just while children are at school. It happens while at home or in the community.
6. **ACCESSIBILITY:** Anyone with access to technology can cyberbully someone, even targets who aren't using or have access to technology. A cyberbully can target someone online, and the target might have no idea that they are being cyberbullied. Someone does not need to have a computer or cell phone to be a target.
7. **EVIDENCE:** Although cyberbullying is harmful, it does leave tangible evidence. That's why it's important to document evidence of cyberbullying, such as taking screenshots of websites or saving text messages where cyberbullying occurred. These documents can be provided to schools as verification that cyberbullying is occurring.

### **PACER's NBPC online resources for presenter:**

To learn more about similarities and difference between online and offline bullying, visit:

<http://www.pacer.org/bullying/resources/cyberbullying/>

To read the article, "Does bullying happen more often than people think?" visit

<http://www.pacer.org/bullying/resources/questions-answered/bullying-happen-more-often.asp>

# Bullying Prevention 101:

Elementary School Resource Guide

## SLIDE 6

### Video: Does cyberbullying only start at age 13? Answers by kids!

**Objective:** View this video that provides student responses to questions about cyberbullying.

#### Talking Points:

1. Provide the video description

**Description:** Age 13 is when teens are finally able to sign up for many social media accounts. But does cyberbullying only start at age 13 when teens start getting these accounts? In this week's video, we asked kids about this and all things cyberbullying.

2. Show the four-minute video.

Access video through these locations:

Website: <http://www.pacer.org/bullying/video/player.asp?video=112>

YouTube: <https://www.youtube.com/watch?v=wgHP9uGdxjw>

3. Follow up with discussion questions

#### Discussion Questions

- How is cyberbullying different than other forms of bullying?
- Can young people get bullied through texts or online games?

# Bullying Prevention 101:

Elementary School Resource Guide

## SLIDE 7

### Conflict vs. Bullying: What's the difference?

**Objective:** Direct comparison and distinctions to help students understand when behavior reaches the point of bullying

#### Talking Points:

Bullying is different from conflict.

- **Conflict** is a disagreement or argument in which both sides express their views.
- **Bullying** is behavior with intention to hurt, and the other person often doesn't feel safe or that they can make it stop.

Bullying is done with a goal to hurt, harm, or humiliate. With bullying, there is often a power imbalance between those involved, with power defined as elevated social status, being physically larger, or as part of a group against an individual. Students who bully perceive their target as vulnerable in some way and often find satisfaction in harming them.

In normal conflict, children self-monitor their behavior. They read cues to know if lines are crossed, and then modify their behavior in response. Children guided by empathy usually realize they have hurt someone and will want to stop their negative behavior. On the other hand, children intending to cause harm and whose behavior goes beyond normal conflict will continue their behavior even when they know it's hurting someone.

Think about it this way:

- **Conflict**, while sometimes uncomfortable, can be an opportunity for equal partners in the situation to learn how to solve problems. This will happen by both people working the problem out through healthy and positive means.
- **Bullying** is done by someone perceived to be more powerful than the target and is unwanted, negative, and meant to cause harm to the bullying target through physically or emotionally damaging means that are repeated or threatened to be repeated.

The next time you are in a conflict with someone (and there will likely be a next time!), try and remember that inside every conflict is a hidden opportunity to make your relationship better by learning to speak up for yourself and express your needs. Remember that conflict between two human beings is normal and is bound to happen.

Remember as well, that bullying is not the same as conflict. Bullying is meant to cause hurt or harm. Bullying is not something that anyone deserves to have happen to them and they have the right to feel safe.

# Bullying Prevention 101:

## Elementary School Resource Guide

When you are unsure about the tone of a certain conversation, ask yourself these questions to determine if it is bullying:

- Are we equals in this situation?
- Do I feel targeted by an individual or a group?
- Do I feel safe?
- Do I feel that the person or group has intentionally hurt or humiliated me?

Sometimes, it can be easy to minimize a bullying situation because you don't really want to deal with the realities of what is happening to you. It is easy to get into a pattern of qualifying bullying as conflict to avoid facing the actual problem. It is something that you don't deserve and something that requires outside intervention. It can be helpful to ask these questions to yourself, as it can help you sort out the reality of your particular situation.

**PACER's NBPC online resources for presenter:**

To learn more about conflict vs. bullying, visit <http://www.pacer.org/bullying/resources/questions-answered/conflict-vs-bullying.asp>

# Bullying Prevention 101:

Elementary School Resource Guide

## SLIDE 8

### Video: Conflict vs. Bullying: What's the difference?

**Objective:** View the video showing the direct comparison and distinctions between conflict and bullying

#### Talking Points:

1. Provide the video description

**Description:** Sometimes people think that bullying and conflict are the same thing, but they aren't. In one way or another, conflict is a part of everyday experience as we navigate the complexities of how we interact. Typically, minor conflicts don't make someone feel unsafe or threatened. Bullying, on the other hand, is a behavior with intention to hurt, harm, or humiliate, and the person targeted is not able to make it stop.

2. Show the four-minute video.

Access video through these locations:

Website: [www.pacer.org/bullying/video/player.asp?video=104](http://www.pacer.org/bullying/video/player.asp?video=104)

YouTube: <https://www.youtube.com/watch?v=mMmL1Mo2SNI>

3. Follow up with discussion questions

#### Discussion Questions

- How are bullying and conflict the same?
- What are the differences between conflict and bullying?

# Bullying Prevention 101:

Elementary School Resource Guide

## SLIDE 9 often?

### Opinion Poll: Which type of bullying happens most

**Objective:** An opportunity to engage in classroom-wide or online poll in questions relevant to the audience

**Talking Points:**

Ask students to respond either (1) in class, or (2) online at

<https://www.surveymonkey.com/r/WhichType>

Which type of bullying do you think happens most often?

1. Physical
2. Verbal
3. Emotional
4. Cyberbullying

**Discussion Questions**

- Did the results surprise you?
- Why do you think one type of bullying might be more common than another?

# Bullying Prevention 101:

Elementary School Resource Guide

## SLIDE 10 | Who is involved?

**Objective:** Learn about the roles in bullying situations.

### Talking Points

There are three basic roles in a bullying situation:

#### TARGET

*The person targeted by the behavior*

#### PERSON WHO BULLIES

*The person(s) directing the behavior toward the target*

#### WITNESS OR BYSTANDER

*Those witnessing the behavior*

A person often does not have just one role! The role that any student plays in a bullying situation often shifts and changes from day to day. Somebody who was bullied on the bus in the morning might be the one who makes fun of a younger kid that afternoon. The kid who laughed with other kids at a fight yesterday might ask the new kid with no friends to sit with him at lunch today.

### 1. **TARGET: The person targeted by the behavior**

Bullying can happen to anyone. Bullying is about someone's behavior. That behavior could be directed at the shy, quiet student, or the tough guy in class. There is no one characteristic or aspect that indicates who gets bullied. The one sure thing is that no one ever deserves to be bullied, it is never their fault, and if someone is being bullied, they have a right to be safe.

### 2. **PERSON WHO BULLIES: The person(s) directing the behavior toward the target**

So, who bullies? Think the person bullying is the big guy who wears black, has low self-esteem, and gets mad a lot? Could be, but it can also be the petite cheerleader or the quiet honor student. It's not appearance that defines someone who bullies; it is behavior. Students who bully can be any size, age, grade, or gender.

### 3. **WITNESS OR BYSTANDER: Those witnessing the behavior**

**Note:** Schools may have different terms for this group, such as witness, bystander, advocate, and more. StopBullying.gov also provides more details about the roles of bystanders at What are the Roles? <https://www.stopbullying.gov/what-is-bullying/roles-kids-play/index.html>

Then there is the group, called the bystanders or witnesses, who sees the bullying. This group is really important. They may not be getting bullied, they may not be bullying, but their

# Bullying Prevention 101:

## Elementary School Resource Guide

reaction has a direct impact on the situation. Think about it: Have you ever seen a group watching a fight? There are some who look, then walk away; there are others who watch and say nothing; and then there are those who cheer it on. These responses make a huge difference in the outcome of every bullying situation.

### Discussion Questions

- Which group/role do you think is the largest?
- Which group/role do you think is the smallest?
- Which group/role has the most power in bullying situations?

### Online Resource for Presenter

What are the Roles? <https://www.stopbullying.gov/what-is-bullying/roles-kids-play/index.html>

# Bullying Prevention 101:

Elementary School Resource Guide

## SLIDE 11

### Checklist: Are you a target?

**Objective:** A checklist in which each student can understand roles and think through how often behaviors are being directed toward them.

#### Talking Points

1. Print copies of the “Are You A Target” handout and distribute to each student

An interactive version is available on the ***Kids Against Bullying*** website at

<https://pacerkidsagainstabullying.org/are-you-a-target/>

*Note: Students should complete this privately. Let them know that they will not be required to share their results with the class. This activity is to help students understand the roles in bullying; the intent in this context is not to identify which students are being bullied.*

2. Share with students that bullying can happen to anyone—and it’s not always so simple to recognize. Go through each of the questions and encourage students to consider if any boxes might apply to them.
3. Share that next they will respond to a list about if they have bullying behavior, titled: Do You Bully?

The goal of the checklists is to help students understand roles, to help them recognize their own situation and circumstances, but should *not* be used to label or identify a student.

# Bullying Prevention 101:

Elementary School Resource Guide

## SLIDE 12

### Checklist: Do you bully?

**Objective:** A checklist in which each student can understand roles and think through how often they are directing these behaviors toward other students.

#### Talking Points

1. Print copies of the “Do You Bully” handout and distribute to each student

An interactive version is available on the ***Kids Against Bullying*** website at

<https://www.pacerkidsagainstbullying.org/do-you-bully/>

*Note: Students should complete this privately. Let them know that they will not be required to share their results with the class. This activity is to help students understand roles in bullying; the intent in this context is not to identify which students are showing bullying behavior.*

2. Share that there is no one stereotype depicting someone who bullies. It can be anyone: the shy kid, the smart student, someone who is well-liked. Bullying is about behavior, not a label that the person wears. If you are bullying, it’s time to stop. Know that your behavior is something you have the power to change. Read each of the following questions and check any boxes that you think might apply to you. Go through each of the questions and encourage students to consider if any boxes might apply to them.

The goal of the checklists is to help students understand roles, to help them recognize their own situation and circumstances, but should *not* be used to label or identify a student.

# Bullying Prevention 101:

Elementary School Resource Guide

## SLIDE 13

### Did you know?

**Objective:** Handout with important information for all students to know.

#### Talking Points

1. Print copies of the “Did You Know” handout and distribute to each student, or visit the interactive version available at <https://www.pacerkidsagainstbullying.org/what-is-bullying/did-you-know/>
2. Ask students to read through the handout, or ask each student to read the statement to the class, and another read the response.

#### Discussion Questions

- Did any of these statements surprise you?
- Are there other statements about bullying that the class should know?