Capstone Cover Page

Weber State University Bachelor of Integrated Studies Program

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Date: December 3, 2014

Project Title: Bullying Booklet

Brief summary of project: My capstone project is an informational activity booklet about bullying. This booklet is for 3rd-6th grade students. This booklet is intended to bring awareness of how prominent bullying is in our society, and the negative effects bullying has on the victim and the bully. I hope this booklet will help reduce bullying.

Area of Emphasis 1: Communications

Committee Member from that discipline: Colleen Packer

Area of Emphasis 2: Child and family Studies

Committee Member from this discipline: Camie Bearden

Area of Emphasis 3: Social Work

Committee Member from this discipline: Kristina Moleni
Introduction to My Capstone Project

My capstone project that I decided upon, which is the publication and distribution of an informational activity bullying booklet, consists of four stages. The first stage of my capstone Project will be an audit trail, which outlines the paths that I encountered in the publication and distribution of my capstone bullying booklet. The second stage of my capstone project was a literature review with a summary of the three perspectives I have chosen for my career, which are social work, communications, and child and family studies. The third stage was an analysis of my capstone project to summarize my thoughts in retrospect about what worked in my research, lessons I learned, the skills I found helpful, and how I plan to share my experiences with this project in the future. Bullying is a subject that I feel very passionate about, especially since I was a victim of bullying in some of my teen years, and it is my hope to bring an awareness to how bullying can negatively affect people’s lives and futures. Hopefully, this booklet will help to limit bullying.

Audit Trail

The audit trail for this BIS capstone project started with me brainstorming possible ideas for inclusion in the project. I asked the parents, who had children in the 3rd through 6th grade, what activities their children do in activity books to learn and have fun at the same time. I also asked friends, who are majoring in elementary education, what they would include in a bullying booklet. I used the internet to retrieve many bullying books, printed them out, and saw what each booklet had. Most of them had crossword puzzles and a word searches. The elementary education majors suggested sample lines to write the story of when they were bullied.

From my experience with children in the 3rd grade, as I volunteered in elementary schools, I noticed how these children looked up to certain celebrities. I then decided to insert
“quotations” from various celebrities regarding bullying. After hours of researching on various bullying websites, I found a “bullying” maze, which was appropriate for 3rd through 6th graders. This particular maze gets the point across, is not too focused, and is a fun activity. I also included the various types of bullying, which is important and appropriate so these children will recognize what bullying is, using different contexts. In addition, I found a great page on advice for young people, who have been bullied. This gives information typed in a fun font, which draws their attention. I included a bullying survey that helps children be aware of when they are getting bullied. This also includes a coloring page and a short story with discussion questions.

After a prospectus meeting, one of my professors suggested that I list statistics of how prominent bullying is. I think this is very good for the children to see. In my opinion, the statistics are not talked about much in the children’s lives. The booklet also included a bullying quiz that resulted from different websites for the best questions to ask the children. I put a reference page, which included each URL that I retrieved the artifacts from. Periodically, I would email my three committee member professors an update to my progress on the booklet. This was for the purpose of getting their input on questions I had about the reference page.

Lastly, I included an “About Me” page at the end of the booklet, which was suggested at the prospectus meeting. This page included the reason why I decided to put this informational activity booklet about bullying together, followed by a hotline phone number at the bottom of the page.

After I edited and proofread these pages and made format and punctuation corrections to the best of my abilities, I then asked family and friends to look over the booklet as well. I then sent the booklet via email to the three committee members to evaluate. After hearing
their feedback, I made the corrections that they suggested. I then used my home printer to
print out several copies, stapled the booklets together, and passed them out to several children
in grades 3 through 6 in my neighborhood. Feedback from them was obtained to be sure they
understood the booklet. The feedback was positive.

I then emailed the booklet to the Boys and Girls Club Director of Operations, and then I
took the booklets to be printed to obtain 150 copies. I drove to Salt Lake City to give 100 copies
to the Director of Operations for The Boys and Girls Club. In two weeks, the Director will have a
staff meeting to hand out the booklets to each of her program directors to hand out to the 3rd
through 6th graders. I brought the Director of Operations 100 Hershey chocolate bars to be
handed out to the children once they complete or attempt the bullying quiz at the end of the
bullying booklet. I then brought the extra 50 copies of the booklet and distributed them to
neighborhood professional offices' waiting rooms and lobbies. These bullying booklets will be
able to be read by the visitors that come to these offices.

**Literature Review**

My Capstone Project will constitute a literature review, which is to follow. This
literature review will discuss the subject from the first perspective, which is a social work
perspective. Cynthia Crosson-Tower (2013) claims that in the last 20 years, there have been 44
school shootings by students, who have subsequently committed suicide. This issue has been
found to be related to gun control and bullying. This recognized problem of bullying has caused
schools to institute programs and policies to overcome this issue (p. 85-86).

My artifact for this project is an informational activity booklet on bullying. Several items
were included in the booklet for both learning and fun for the 3rd through 6th grade children,
who will use this booklet. I have not seen much effort in the community or in the media to
warn and prepare children about the subject of bullying. It seems to be a hush hush subject, and many adults think this is just a normal phase that children go through while growing up. It is thought that this too will pass and that no harm will come to the involved parties in a bullying encounter. According to Crosson-Tower (2013) only recently has data and research revealed the truly malignant nature of bullying and its effects on both the victim and the bully (p. 85-86).

I believe that it will take considerable advocacy and many activists working to reverse this concept of bullying to fit reality and the modern world. My project booklet is just the start of a movement to try to make the media and the community aware of the seriousness of bullying. The bully may progress into criminal activity, and the victim may undergo severe depression or suicide.

I believe that a change of policy is necessary to cause this change in thinking of the public and the media. It will take several policy practice skills to make this change. Phillip Popple & Leslie Leighninger (2011) claim that the first set of policy skills would be analytical skills, which include program evaluation, policy analysis, and needs assessment. The next group of skills would be interactional skills, which involve relationship building, communication, interviewing, and problem solving. The last group of skills would be political skills, which involve information dissemination, lobbying, and coalition building (p. 268). Some of these skills were involved in making up my bullying booklet.

Popple and Leighninger (2011) claim that when changes like this occur, it involves two aspects, which are compassion and protection (p. 292). There must be compassion for the victim as well as for the bully. On the other hand, the community and regulators may benefit from keeping things the same for various reasons. Activists for instituting more programs to prevent bullying must realize that changes usually come in small increments, rather than all at
once. Expectations may have to be lowered, and schools may expect changes to cost more than calculated. Activists should be satisfied with any improvement from this perspective. Sometimes, the opposition is convinced only with the passage of time, so that small incremental changes are probably more effective here. Popple and Leighninger (2011) claim another aspect that may be unrealistic in this regard is that some bullies, as well as some criminals, see no advantage in being rehabilitated, so that activists should not expect to be successful in scraping the “bottom of the barrel” (p. 295). This is like poverty, which can be partially relieved, but it will probably never be eliminated. Another unrealistic expectation is that everything can be done all at once to completely solve this problem. Again, small incremental changes and improvements should be sought for, as this is the most effective route.

The goal of most social welfare policies is to cause a change in the behavior of the involved individuals. Em Griffin (2012) says it needs to be determined what theory of human behavior a policy is based on and whether or not the theory is practical and applicable. The typical social welfare policy is based on the rational choice perspective as regards human behavior. People make choices based on self-interest with respect to the cost/benefits ratio of choosing alternative behaviors. This is another way of putting the social exchange theory, which states that choices will be based on the results, which will minimize costs and maximize rewards. Here, rewards minus the costs will equal the outcome or final result. If the final result is positive, this behavior will be chosen. Other factors enter into this choice. Some policies fail to be effective because there is inadequate understanding of the behavior limits of the issue (p. 117-118). Activists and advocates, as well as artifacts, such as my bullying booklet, must make a more logical, practical, and multidimensional approach to human behavior. I hope that my
booklet can be of some help to some of these children, who are involved in its distribution. I have tried to include several items that will attract and keep the attention of these children, so that they can go through the booklet and hopefully retain most of the information, humor, and practical advice to reduce or eliminate bullying in their school and community. I realize that this is just a small start, and that in addition, legislators, bystanders, witnesses, and school teachers and officials need to devote their input into this problem.

My capstone project informational activity bullying booklet goes into defining and typing bullying, as well as containing a bully maze, which challenges the child to work through until completion to give the child a sense of achievement and success. Hopefully, this will transfer from a paper maze to the reality of finishing the work of conquering bullies, by providing the spark of the maze to ignite the blaze, which will destroy bullying. The child writing about a bully episode in the booklet can reinforce and relive the actual event, which hopefully will give the child another perspective to view in a different way, so that they can gain knowledge from this story. The same can be said of the booklet’s crossword puzzle, the advice page, “The Spelling Test Nightmare”, survey, quiz, and “About Me” page.

This literature review will next discuss this subject from the second perspective, which is the communication perspective. Griffin (2012) describes communication theory and suggests that a theory is a “set of systematic hunches about the way things operate.” There is some speculation in theories, unless these hunches are informed. By making the hunches systematically with specific relationships between them, these actually connect the dots to each other, so that a rational pattern will be shown. Theories can be thought of as nets with varying fineness of the mesh or as lenses for sharp focusing or as maps, which is the way people interpret a message. Communication is defined as formulating and interpreting messages
requiring a response. Theories can be plotted on an objective/interpartive spectrum. Both are useful in their own way (p. 2-6).

I believe that my capstone bullying booklet is near the objective end of the spectrum, because the data and results cannot be interpreted that bullying is acceptable. The expectancy violations theory is operative in the bully encounter when a victim becomes assertive, and the encounter is dissolved, rather than the potential victim becoming a victim. The social penetration theory is operative in my bully booklet on the “About Me” page. On this page, I adopt self-disclosure about me being bullied as a teenager. I am hopeful that this self-disclosure will help connect me to the child, so that they know I went through the same thing that they are going through. This transparency should bond us together when they see that I survived being a victim, and I want to prevent these children from becoming victims. Hopefully, this will involve the law of reciprocity in which transparency in one person leads to openness and self-disclosure in the other. When this occurs, the child can write a story about being bullied on page three, and this can help the child when he or she answers the questions to feel better and to glimpse how to solve the problem of bullying. In this instance, there is a social exchange in regard to the relationship between my booklet and the child, which is strengthened or weakened on the basis of perceived rewards/costs. Griffin (2012) explains the minimax principle of human behavior, in which two persons try to maximize benefits and minimize costs if they respect each other (p. 117). The child probably does this figuring on a more or less unconscious level. Griffin (2012) brings into play the uncertainty reduction concept, which means that more knowledge of what the other person is will give an improved forecast of how future interactions between the two individuals will turn out in the end (p. 127). In my bullying booklet, if the child reads the entire booklet, this will give the child
increased knowledge of my personality. This will allow the child to predict how future interactions between the child and the booklet will turn out.

As the child gathers information about another possible bullying encounter, the child may use a passive strategy, which means observing the bully in an encounter with another victim. An active strategy would be for the child to ask a child who is not in a bullying encounter for information about the bully. If the child uses an interactive strategy, this would be talking face-to-face with the bully and asking questions and giving the bully options to take. Griffin (2012) says that this interactive strategy is the fastest way to reduce uncertainty, but does so at the risk of offending the bully (p. 131). By using self-disclosure, the child offers another way to get information from the bully without causing more anger in the bully. Griffin (2012) also mentions using the strategy known as hedging (p. 132). This can be used when a message from the victim does not resonate with the bully. In this situation, the child can use a form of ambiguity and humor as a way to save face for both the victim and the bully. This is quite a creative move for the potential victim, but should be included in a program to help the potential victim if all else fails, by using the assertive mode.

Griffin (2012) mentions the concept of muted group theory. This is used in the context of minority groups, such as women or LGBTQIA (p. 460). I believe that this theory can also apply to victims of bullying. The victims all belong to a low power group, who change their normal language and attitude when they encounter the bully or when they speak to adults if they do not wish to admit to being a victim. In this instance, the high power individuals are the bullies, bystanders, and school authorities, as well as legislators. Griffin (2012) notes that help for the victim in this circumstance can be provided through online education (p. 464). This can inform the victim of ways to neutralize the bully’s influence. In this instance, it is important to
engage the legislators and school officials in an all-out effort to cancel the power of the bully. Again, it will take advocacy and activists for victims to obtain relief in these situations. It is our duty as good communicators to “take up the sword” and inform the power groups that can cause changes to be made that these changes must be made or there will be disastrous results. This movement may need experts in communication and public speaking to spell out what needs to be done and by whom. My bullying booklet communicates to the child and parents the scope of the bullying problem and its importance to end bullying at school or in the community.

It will probably take public speaking to persuade the high power groups to change the way that the public looks at bullying. It is important for the public speaker to perform an audience analysis to include demographics, such as gender and age, economic status, education, and occupation of the audience. It is important to remember that speech content is more important than speech delivery. If there is a dialogue, active listening must be done by both parties. WSU Comm 1020 Public Speaking (2014) says the speaker must be careful to avoid using fallacies such as name calling, glittering generality, bandwagon technique, circular reasoning, and post hoc fallacy, which means “after this; therefore because of this”. This will be a call to action on the part of the public speaker, in addition to convincing and inspiring the audience to pursue this course of action (p. 251).

This literature review will now discuss this subject from the third perspective, which is child and family studies. Allen Rubin & Earl Babbie (2013) say theory has been defined as informed hunches that are in a systematic relationship with each other, and this helps to show patterns in different situations. It also helps to tell the difference between chance occurrences and observations that are important in expecting future events (p. 57). One needs to know
what the age appropriate characteristics of a child are in a certain age group. Any deviations from this norm are a warning sign that needs attention. My capstone bullying booklet was written specifically for children in the 3rd through 6th grade age groups. Children of this age group have probably already encountered a bullying situation. Many schools do not mention or concentrate on the bully problem, so this may be the child’s first exposure to bullying, either in a bully encounter or by reading the booklet. If this booklet were for other age groups, it would have to be modified so that it would be age and grade appropriate.

Rubin and Babbie (2013) illustrate a situation where a teacher was trying to help a child cope with the recent death of his mother. The teacher was letting the child play with toys in a sandbox and talked to him in a non-directive manner. If the teacher had not studied child development theory and about the importance of play, then she might not have let the boy play and talk with him at the same time. Playtime for a child is very important for his or her physical and emotional development, so he or she can use moderation and playtime to buffer serious issues p. 57). I have included in my informational bullying booklet items that can be thought of as playtime including the maze, the story about a bully, the coloring page, the crossword puzzle, and the survey in order that the child can consider this as playtime to put him or her in a playful and happy mood to counteract the serious topic of bullying. I have arranged my booklet so that there are alternating play and serious pages throughout my book.

Going a step further with the sandbox and the child playing, Rubin and Babbie (2013) cite a girl who recently lost her mother, and after several sessions of playing in the sand, she begins to have bursts of anger with intense crying for her mother. Without this theory in mind, one might be tending to stop the sand play because it was thought to be having harmful effects on the child. However, if one was aware of the theory of child development and grieving, then
one would realize the change in the child’s behavior is necessary and is a positive step in the
grieving process. Here, you would continue the playing in the sand (p. 57-58).

Sue Bredenkamp (2011) mentions the Teaching Pyramid Model to foster a caring
community and to help alleviate or prevent bullying. The pyramid has as its base nurturing and
responsive relationships between adults and children. The next level consists of a supportive
environment, while the third level involves teaching social skills for prevention or remedial
effect. The top of the pyramid is intensive intervention. This pyramid can be used in the
bullying situation that involves teachers and children. The goal is to prevent bullying by
changing the environment, so there are no opportunities for bullying to occur and
reinforcement of positive behavior to occur. Teachers must be alert to children who are
isolated or abused by other children, and appropriate measures must be taken by following the
example of the pyramid (p. 236, 260). My bullying booklet incorporates some of these
measures from the children’s perspective.

Joe Schriver (2011) says there are several theoretical approaches using different
theories to explain human behavior. These include functional theory, conflict theory, exchange
theory, role theory, psychoanalytic theory, and behavioral or learning theory (p. 111). I believe
this learning theory is applicable in the bully encounter situation. In this theory, the human
behavior occurs through learning that takes place from reinforcement of our behaviors by
others. It can also take place as a result of our seeing this behavior in others. When a child
watches a bully encounter, he will either be for the bully or for the victim, which is determined
by his attitude and past experiences. My booklet on bullying emphasizes that the role of the
bully is not acceptable, appropriate, or fair. The booklet portrays the bully as a monster to be
dealt with accordingly. There is still hope for rehabilitation of the bully up to a certain point, after which he may follow the path of criminal acts.

Charles Zastrow & Karen Kirst-Ashman (2013) explains Piaget’s theory referring to cognitive development and is related to age of the child for the four stages to mature. It was criticized on several grounds and was replaced by Vygotsky’s theory, which tells how children develop according to the cultural and social environment, and are also dependent upon expectations from their surroundings. Children learn as they observe others. Associated with Vygotsky’s theory are several items including zone of proximal development, scaffolding, and private speech (p. 161).

It is hoped that my informational bullying booklet will utilize these aspects of Vygotsky’s theory, so that children will observe others and adopt the actions of those who want to prevent and stop bullying. I want the children who read my booklet to realize just how much the negative effects of being bullied can be and how harmful the consequences may be, helping them to realize that they should never bully anyone. The victim should always report any incidence of being bullied to an adult. I also hope that the parents who read my booklet will be able to realize that bullying is not benign and is not a rite of passage from childhood to adulthood. I hope that these parents will also go over this booklet with any of their other children, as well as passing the bullying booklet on to other parents who have children in grades 3 through 6. It will take many factors to eliminate bullying entirely, but this is a good start.

Summary of Literature Review

From the social work perspective, the literature review revealed multiple school shootings by students related to gun control and bullying. My capstone project informational bullying booklet is the start of a movement to eliminate and prevent bullying. Policy skills
needed for activists and advocates were reviewed. This will require a change in human behavior and is based on self-interest in combination with the costs/benefits ratio of choosing alternative behaviors. The booklet contains information, humor, and practical advice to help eliminate the serious problem of bullying.

From the communication perspective, the literature review revealed that theories are systematically informed hunches that can be thought of as nets, lenses, or maps. Theories reviewed include expectancy violations theory, social penetration theory, uncertainty reduction concept, interactive strategy, self-disclosure, and hedging. The law of reciprocity is activated when the child can write a story about being bullied, and this makes him feel better, and he or she can realize how to solve the problem of being bullied.

From the child and family studies perspective, the literature review revealed that one needs to know the age appropriate characteristics of a child, and any deviations from this norm are a warning sign that needs attention. Child development in age appropriate dimensions will clue the teacher to apply principles in a certain way to the child in distress to get resolution. The teaching pyramid model is a way to adjust the environment to prevent bullying in children who are isolated or abused by other children. The learning theory is applicable to the bullying encounter as a result of one observing this behavior. My booklet emphasizes that bullying is not acceptable in today's society. Piaget's theory and Vygotsky's theory were reviewed, which confirms that children learn as they observe others. I hope my booklet helps to stop bullying.

Analysis

My capstone project, which was the bullying informational activity booklet, ended up to be a work in progress. When I first started, I really did not know where I would end up, although I had hopes for a successful publishing of the booklet and meaningful distribution of
the booklet to the appropriately aged children. There were several things that I learned along
the way that will help me in future projects of this nature. My three committee members were
very helpful and supportive throughout all of the different phases of my project, and I owe a
debt of gratitude to them for their helpful suggestions, prompt feedback, and encouragement.

In analyzing my Capstone Project, the informational activity booklet, the items and ideas
that I found that worked are listed in the following sentences. Alternating informational pages
with fun pages should help to keep the children’s attention and keep them in a good mood,
encouraging them to want to finish the entire booklet. The candy bars will act as a reward for
the children as a stimulus and enticement to actually finish the booklet. A third idea that
worked was being able to successfully navigate through many different bullying websites to
decide the best fit and the age appropriate material for 3rd through 6th graders. Another idea
that worked was to take the contents of the booklet to a printing shop, because printing all of
this material was too much for our home computer. A fifth idea that worked was putting the
“About Me” page, as was suggested by one of my committee members, to help facilitate the
bonding process between the children and myself, as the author. A sixth idea that worked was
obtaining three committee members, who gave excellent advice and feedback. Another idea
that worked was to have family, friends, and my three committee members to proofread the
manuscript for corrections, deletions, or additions.

In analyzing my capstone project, the items and ideas that I found that did not work are
listed in the following sentences. I started out with many celebrity quotes; however, one of my
committee members suggested that I should only use celebrity quotes from celebrities who are
“good role models” for the children, so I made that change. Another idea that did not work was
that I started out with an excess number of pages that I was going to include in my bullying
booklet, but I had to cut down the number of pages to prevent the booklet from becoming too long, too big, too bulky, and too repetitive. I was afraid that the children would not finish the booklet and that their attention would not be kept if I did not shorten the booklet.

The skills and knowledge that helped me in this production include the following. I had to use my good communication skills to converse with my committee members frequently, as well as to negotiate and employ a printing shop for publication. I used my computer skills to navigate many websites efficiently and effectively. In addition, I used my child and family studies skills to be able to formulate the booklet with information and activities for the age appropriate children. I used my social work skills to navigate through to the Boys and Girls Club Director of Operations for booklet placement in the proper locations.

The people that benefited from this informational activity bullying booklet include the following people. Not only do I believe that this booklet will help to benefit the 3rd through 6th graders that receive the booklet, but also their parents, siblings, teachers, people who read these at local offices to where I distributed them, bullies, victims, as well as the entire community. If we can restrict bullying, then that makes our society as a whole that much stronger, affecting us all. In addition, I, myself, have benefited from this acquisition of knowledge, which I can pass on to my children and teach them tolerance of people’s differences. Those who read my booklet will hopefully gain knowledge, empathy, and tolerance for everyone.

I will share this work in the future with others who can benefit from this information. Using my communication skills through public speaking, I would like to be an activist for stopping bullying in schools, as well as in the workplace. I would like to use persuasive speech to inform and persuade various groups to help in the elimination of bullying. These groups
could include grassroots organizations that deal with minorities and the discriminated against, as well as legislative bodies, who can make laws to eliminate bullying. My social work contacts could be used to present to groups of social workers, so as to form movements to spread the word about the necessity to stop bullying everywhere. My child and family studies skills could be used to pinpoint speeches to age appropriate groups that could benefit from this knowledge. In addition, I would like to consider giving speeches in schools about this subject of bullying.
References


Appendices
An Informational Activity Booklet on Bullying

By: Ashley King
Bullying is when you keep picking on someone because you think you’re cooler, smarter, stronger or better than them.

Types of Bullying:

**Physical** - Physical bullying is using one’s body and physical bodily acts to exert power over peers. Punching, kicking and other physical attacks are all types of physical bullying. Unlike relational and verbal bullying, the effects of physical bullying can be easier to spot.

**Relational/Social** - Relational Bullying is a form of bullying common amongst youth, but particularly so among girls, and involves a bully trying to hurt a peer and/or that peer’s standing within a particular peer group. Relational bullying can be used as a tool by bullies to both improve their social standing and control others. Unlike physical bullying which is obvious, relational bullying is not overt and can continue for a long time without being noticed.

**Verbal** - The definition of verbal bullying is when an individual uses verbal language (e.g., insults, teasing, etc.) to gain power over his or her peers.

**Harmful Consequences** - Students involved in bullying often have underlying psychological problems. Bullies often suffer from depression while victims often suffer from anxiety problems. Treating the underlying psychological issues can correct the bullying and victimization problems.

**Stats** - 160,000 children miss school every day due to the fear of attack or intimidation by other students.

- 1 in 7 students in grades K-12 is either a bully or a victim of bullying.
- 56% of students have personally witnessed some type of bullying at school.
- 90% of 4th-8th graders report being victims of bullying.

"I would rather be a little nobody, than be an evil somebody."

- Abraham Lincoln
Help Me Find My Way To Captain Bully
Write a story about someone who was bullied. It can be true or made-up. What happened? How did this person deal with it? How did it make them feel? Was the problem solved?
Crossword: The Bullying Situation: What to know!

Bullying is when a student with more power uses this power to hurt the victim through: taunting, fighting, tormenting or leaving another student out face-to-face or online. A victim is the person who is bullied. In a bullying situation, there is a victim, a bully, and sometimes a bystander or upstander. The bully is the person who uses their power to hurt the victim. A bystander is someone who watches the bullying occur, and an upstander is someone who does their best to help the victim in a bullying situation. The victim, or upstander, should tell an adult if they are being bullied or see bullying. School should be a safe space for students. A safe space is a place where students can be free from bullying and harassment. Students should also feel peace at school. Peace is a feeling of safety and freedom from harassment and annoyance. If somebody has respectful and loyal friends, they might feel peace at school. Respect is an act of understanding and kindness to another person. And loyalty is sticking up for a friend and supporting them no matter what! A friendship is a friendly relationship between two people who enjoy each other.

“Most comedy is based on getting a laugh at somebody else’s expense. And I find that’s just a form of bullying in a major way. So I want to be an example that you can be funny and be kind, and make people laugh without hurting someone else’s feelings.”

- Ellen DeGeneres
Directions: Use the paragraphs and bolded words above to fill out the crossword puzzle.

Across
4. Sticking up for a friend and supporting them no matter what
6. Someone who watches bullying happen then does something to help the victim
8. A place where students can feel free from bullying and harassment
10. The person who is bullied
11. A feeling of safety and freedom from harassment and annoyance

Down
1. Using power to hurt another person through: taunting, fighting, tormenting or leaving out another person face-to-face or online
2. Person who uses their power to hurt another student often
3. Someone who watches bullying happen
5. A friendly relationship between two people who enjoy being around each other
7. An act of kindness, understanding and helpfulness to another person
9. The person you should tell if you are bullied
BULLYING
ADVICE FOR YOUNG PEOPLE
FORMS OF BULLYING

PHYSICAL: Hitting, kicking, spitting, throwing stones or pushing
GETTING ANOTHER PERSON TO ASSAULT SOMEONE

VERBAL: Verbal insults, name calling, racist or sexist remarks
'Gay' or 'lesbian' used as an insult
POISONING ANOTHER PERSON TO INSULT SOMEONE,
SPREADING MALICIOUS RUMOURS, OBVIOUS WHISPERS

INDIRECT: Threatening and obscene gestures, intimidation by
scaring or 'dirty looks', sending nasty or threatening text
or email messages
REMOVING AND HIDING BELONGINGS, DELIBERATE EXCLUSION
FROM A GROUP OR ACTIVITY, IGNORING

WHERE BULLYING TAKES PLACE

Bullying can happen in the
classroom, in the corridors, in
the toilets, in the school grounds,
and on the journey to or from school

NOBODY HAS THE RIGHT TO MAKE
YOU UNHAPPY AT SCHOOL

HOW TO CHALLENGE BULLYING BEHAVIOUR
You can help to stop bullying in your school
Check your own behaviour
Refuse to be involved in any bullying situation
Do not allow someone to be deliberately left
out of a group. Encourage a bullied pupil to
join in with your activities or groups

IF YOU ARE BEING BULLIED, REMEMBER
IT IS NOT YOUR FAULT
THERE ARE PEOPLE WHO CAN HELP YOU

TOGETHER WE CAN
STOP BULLYING!!!
BULLYING
ADVICE FOR YOUNG PEOPLE
IF YOU HAVE BEEN BULLIED

Don't blame yourself for what has happened.
Tell a member of staff in your school.
Tell your family.
If you're scared to tell a member of staff on your own, ask a friend to go with you.
Keep on speaking out until someone listens.

WHEN YOU ARE TALKING ABOUT BULLYING WITH A MEMBER OF STAFF, BE CLEAR ABOUT:

- What has happened to you.
- How often it has happened.
- Who was involved and who saw what was happening.
- Where it happened.
- What you have done about it already.

THE SUPPORT WHICH YOU CAN EXPECT

* If you talk to a member of staff you can expect
  - To be listened to.
  - Confidentiality to be respected wherever possible.
  - Action to be taken after discussion with you in line with your school's anti-bullying policy.
  - A range of responses to be available in your school which can take your situation into account.
  - The situation to be monitored, in agreement with you.
Bullying is not cool
Spelling Test Nightmare
Written by Kelly Hashway

Darren’s feet nervously shook as he waited for his graded spelling test. He studied all week, but still the words were so difficult for him to remember.

“Great job, Michael,” Mrs. Marsden said, placing Michael’s test on his desk.

“Yay! I got a hundred!” Michael cheered.

“Me too,” Jeffrey said, giving Michael a high five.

“That’s three hundreds in a row for me,” Madison said with a huge smile.

Darren’s foot shook even harder. Mrs. Marsden approached his desk with his test in hand. The look on her face said it all. He hadn’t done well. She laid the paper face down on Darren’s desk.

Michael, Jeffrey, and Madison were still cheering as Darren lifted one small corner of his paper. His heart pounded in his chest. He lifted it a little higher, seeing the red marks on the first two incorrect spellings.

“What are you waiting for?” Michael asked, yanking Darren’s paper from his desk. Michael studied the test. “Whoa, you got over half the answers wrong!” Michael held Darren’s paper up.

“Check this out, Darren got most of them wrong!” Michael laughed, and Jeffrey and Madison joined in.

Darren slumped down in his desk chair, his face beet red and his palms sweaty.

Things to Discuss:

1. How do you think Darren felt when Michael grabbed the spelling test and showed it to the other kids?

2. When Michael grabbed his paper, do you think Darren should have said something or ignored Michael?

3. If you were Mrs. Marsden, what would you say to Michael?

4. Do you think Jeffrey or Madison did anything wrong? Why or why not?

5. Michael has a responsibility to offer a sincere apology to Darren. What, exactly, should he say?
1. Has anyone called you names?

2. Has anyone told you they don’t want to be friends?

3. Have you been kicked, pushed, punched or tripped by anyone on purpose?

4. Does anyone ever laugh at what you’re wearing?

5. Have you been teased about what you look like?

6. Do you feel not included by kids in groups?

7. Do you get teased because of your food allergy?

8. Have you been threatened in any way?

9. Are you afraid to go to school because of bullying?

10. Are you afraid to tell an adult or teacher when you you’ve been bullied?

If you have answered yes more than 2 times, chances are you have been bullied, tell an adult or teacher.
Bullying happens at school sometimes. Bullying happens when the bully uses their power to hurt or embarrass another student. Bullying is different than teasing because bullying happens more often, and is meant to hurt the victim's feelings. A victim is the person who is bullied. Sometimes there is a bystander. A bystander is a person who watches the bullying happen. The victim and the bystander should tell an adult if they see bullying. Bystanders should try to create a friendship with a victim. A friendship is a close, friendly relationship between two people. Adults can help create a safe space and peace in school. A safe place is where students feel safe from bullying. Peace happens when there isn't annoyance or harassment toward students.

Directions: Match the word with its definition. Then, find the word in the word search.

1. BULLY
2. BYSTANDER
3. FRIENDSHIP
4. PEACE
5. SAFE SPACE
6. VICTIM

Friendly relationship between two people
Place where students can feel safe
Someone who watches bullying happen
Freedom from annoyance/harassment
Uses their power to hurt another student
Person who is bullied
Bullying Quiz

1. What is a bully?

2. What are some ways that people can get bullied?

3. How does someone feel after they’ve been bullied?

4. What are some signs that someone has been bullied?

5. How can you prevent bullying?
References

Bullying Stops Here Coloring Page, Title Page:

Bullying Definition and Types of Bullying, p. 1:
https://antibullyingsoftware.com/the-definition-of-bullying-for-kids/


Captain Bully Maze, p. 2:
http://www.letsstopbullying.co.uk/userfiles/pdf/139876691674205500139876691636987bullly_maze.pdf

Story Prompt, p. 3: http://www.togetheragainstbullying.org/activities/journal-entry/a-story

Crossword, p. 4 & 5:
http://www.togetheragainstbullying.org/activities/crossword/what-to-know

Bullying Advice for Young People, p. 6 & 7:
http://www.letsstopbullying.co.uk/userfiles/pdf/139876651351034000139876651389489bully_download_kids_page.pdf

Bullying is Not Cool Coloring Page, p. 8:
http://www.safeschoolscville.org/images/coloringbook2.gif

Spelling Test Nightmare, p. 9:


Word Search, p. 11: http://www.togetheragainstbullying.org/activities/word-search/bullying

About Me

I decided to put together this informational activity booklet about bullying because I was a victim of bullying. Bullying took place for me at school from grades 6th-10th. I never stood up to my bully, and no one ever stood up to the bully either. This was a very traumatic time in my life, and my goal with this booklet is to bring awareness to children so that no one has to go through what I went through.

"If you can’t say something nice, don’t say nothing at all.”
- Thumper

Lifeline Suicide Hotline: 800-273-8255