

## The Do's and Don't's

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**Do** teach your students that they have the right and duty to protect themselves, the space around them and their friends. Empower them to say NO to bullying!

**Do** intervene if you see a child in distress.

**Do** encourage your students to intervene if they feel they can do so safely.

**Do** report incidents of teasing, bullying and harassment to school officials.

**Do** encourage your students to report incidents to you and other teachers.

**Do** use the game, AWESOME UPSTANDER, as a conversation starter.

**Don't** teach your students to isolate themselves, because they are more likely to be picked on, teased, or bullied if they are alone.

**Don't** encourage your child to exclude others from their group.

**Don't** teach your students to “mind their own business” if this means not getting involved in a situation in which they could be an upstander.

**Don't** report incidents directly to the parents of the bully.

**Don't** try to discipline the bully.

## The Target-Bully Cycle

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Sometimes kids who have been bullied become bullies themselves. When they have been bullied and harassed and conditions become worse, they hit a boiling point.

The target needs to express his own feelings of aggression, and sometimes, when they have the opportunity, they become bullies themselves.

This has become fairly common. In a recent survey, 50% of the high schoolers said they had bullied and 48% report having been bullied. These statistics seem to say that almost half the students are either bullies or targets.

It is important to stop this cycle. To do so we must help targets feel empowered. UPSTANDERS can help this cycle stop!

## Tips for becoming an UPSTANDER in real life

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Teachers need to “model” upstander behavior. For example, when you pass an accident on the road do you stop and help? Do you call 911? These are examples of being an upstander, helping others in need.

Teachers can influence groups of children to be understanding, to show empathy and to support a child who is a likely target of bullying. For example, while on the playground a teacher may overhear children chatting about a bully or a target of bullying, and the teacher can help the group see that they have power to change the event; to stop bullying!

Teachers may see bullying or cyberbullying in action. It is a teacher's duty to intervene if possible; to tell the bully to stop, to protect the child who is being harassed, and to report the incident to the school.

Teachers need to teach children “to tell” when something happens that might be harmful. Often teachers say “don't tattle tale,” and this may keep some children from reporting important information, but teachers need to make it clear to their students that telling on a bully is not tattling.

## Is one of your students being bullied? Does he or she...

*...avoid certain places or situations?*

*...seem different, "blue" or unhappy?*

*...seem lonely or isolated?*

*...play with others during recess?*

*...complain that others are teasing or harassing them?*

If you answer "yes" to any of these questions it is possible that one of your students is being bullied. However, there are other reasons that a child might be unhappy or avoidant. In any case, it is important to explore these issues and to ask for assistance from the school.

## What characteristics are often seen in the child who is targeting by bullies?

**Pleasers:** targets NEED to PLEASE and will do whatever it takes to be accepted, including being abused, humiliated, or bullied.

**Avoidant:** targets avoid eye contact; they AVOID NEW or UNCOMFY situations. They have difficulty adapting and therefore try to keep things familiar.

**Socially Isolated:** targets may have few friends, no group to hang out with. They may be SOCIALLY AWKWARD.

**Language Challenged:** targets often have TROUBLE TALKING because they have problems remembering words, have a shallow amount of information to share, or because they have an undiagnosed language impairment which inhibits their ability to express themselves.

**Afraid:** targets are often fearful of many things, but especially AFRAID OF CONFRONTATION. Any sort of conflict makes them miserable.

**Perfectionists:** targets TRY to be PERFECT in every way. They may rehearse what they will say in order to make sure that they are not making a mistake.

**Shy and Quiet:** targets may have SOCIAL ANXIETY DISORDER which means that they are painfully shy or anxious in social situations to the degree that it impairs their ability to function.

**Depressed:** targets are often VERY UNHAPPY. They may have been depressed before the bullying started, and then they become more depressed as a result of the bullying.

**Very Sensitive:** targets may be TOO SENSITIVE, aware of every nuance, and may misinterpret words or cues. They are NOT RESILIENT, not able to let things roll off.

**Compliant:** targets like to FOLLOW the RULES, not make waves and make sure they do not get in trouble with any authority figure.

**If you think one of your students is being bullied you should talk with the students, with his parents, and perhaps with a school counselor who can help stop the bullying.**