

HANDOUT

IDENTITY QUESTIONNAIRE

PART I

Interview your partner using the following questions:

- 1 What is your full name, your birthday and where were you born?
- 2 Do you have any siblings and, if so, what are their names and ages?
- 3 Do you have any pets and, if so, what are the names? If you do not have a pet, what pet would you like to have?
- 4 Is school important to you and why?
- 5 What type of career would you like to have as an adult and why?
- 6 What is the most important possession you own and why is it important?
- 7 Do you consider yourself to be a good friend, and what are three reasons you think that way?
- 8 What types of people do you enjoy being with and why?
- 9 If you could change one thing about yourself, what would it be and why?
- 10 Give three examples of how you are a unique person.
- 11 What is something that people think about you that is different from how you think about yourself?

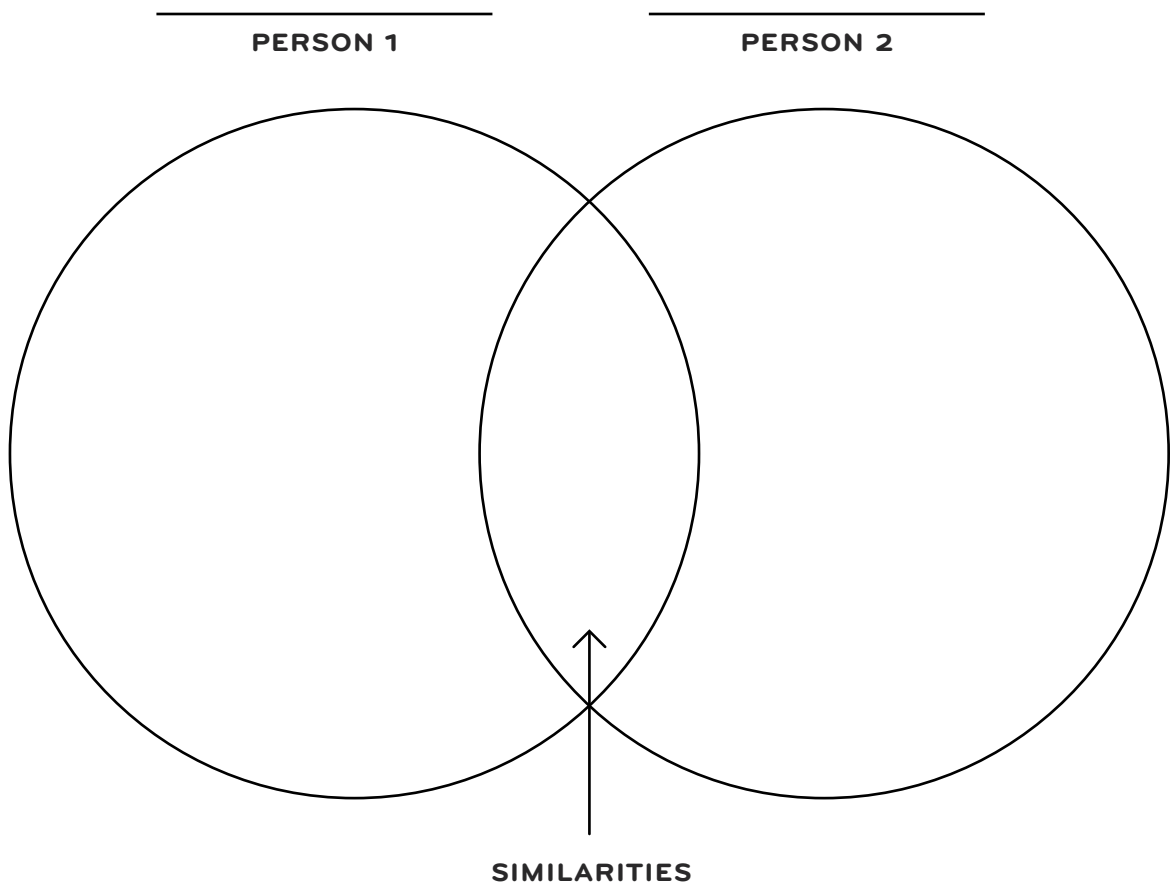


HANDOUT

IDENTITY QUESTIONNAIRE (continued)

PART II


Complete the Venn Diagram below using the similarities and differences between you and your partner.





HANDOUT

TRUE/FALSE QUIZ

- 1 Bullying is the same thing as fighting. _____
 - 2 Bullying is a normal part of growing up. _____
 - 3 Being mean one time is the same thing as bullying. _____
 - 4 People who bully try to hurt feelings on purpose. _____
 - 5 When there is bullying, everyone gets equally upset. _____
 - 6 Most people who bully are targets of bullying themselves. _____
 - 7 People who bully have more power than those they target. _____
 - 8 People who bully usually go away if you ignore them. _____
 - 9 The person doing the bullying feels badly afterwards. _____
 - 10 Adults can bully. _____
 - 11 Social exclusion is a form of bullying. _____
 - 12 People who bully are insecure and have low self-esteem. _____
 - 13 In general, boys and girls do not bully in the same way. _____
 - 14 It is pointless to tell an adult if you are being bullied. _____
 - 15 Schools can do something to reduce bullying. _____
- 



HANDOUT

TRUE/FALSE QUIZ ANSWER KEY

**1 Bullying is the same thing as fighting.
(FALSE)**

Bullying is a unique form of aggression that requires a power differential, intent to harm and a pattern of repetition. This is different from fighting, which can be between equals and a one-time occurrence.³

**2 Bullying is a normal part of growing up.
(FALSE)**

While this phrase was a common saying, normalizing bullying as a rite of passage underestimates the potential hurt that can happen emotionally, physically and psychologically to targets of bullying, which can make them more vulnerable rather than more resilient.⁴

**3 Being mean one time is the same thing as bullying.
(FALSE)**

Most research on bullying has repetition or the potential for repetition as a crucial component of its definition.⁵

**4 People who bully try to hurt feelings on purpose.
(TRUE)**

Research indicates that those who bully do so intentionally through negative or aggressive acts.⁶

**5 When there is bullying, everyone gets equally upset.
(FALSE)**

Bullying often results in emotional distress, and/or physical injury. Those who are bullied are at risk for “depression, anxiety, sleep difficulties, and poor school adjustment.”⁷

**6 Most people who bully are targets of bullying themselves.
(FALSE)**

The majority of those who bully are not targets of bullying. According to a study in *School Psychology Quarterly*, about 30 percent of all aggressors are considered “bully/victims”.⁸

**7 People who bully have more power than those they target.
(TRUE)**

Incidents of bullying have a real or perceived power imbalance.⁹

³ Kristin E. Bieber, “Do Students Understand What Researchers Mean by Bullying?” (doctoral dissertation, The Graduate College at the University of Nebraska, 2013).

⁴ Sandra Graham, “What Educators Need to Know about Bullying Behaviors,” *Phi Delta Kappan* 92, no. 1 (2010), doi:10.1177/003172171009200112.

⁵ “Understanding Bullying Factsheet 2016,” accessed September 29, 2017, www.cdc.gov/violenceprevention/pdf/bullying_factsheet.pdf.

⁶ Daniel Olweus, “Understanding and researching bullying: Some critical issues,” in *Handbook of bullying in schools: An international perspective* (New York, NY: Routledge, 2012).

⁷ “Understanding Bullying Factsheet 2016.”

⁸ Clayton R. Cook et al., “Predictors of Bullying and Victimization in Childhood and Adolescence: A Meta-analytic Investigation,” *School Psychology Quarterly* 25, no. 2 (2010), doi:10.1037/a0020149.supp.

⁹ “Understanding Bullying Factsheet 2016.”



HANDOUT

TRUE/FALSE QUIZ ANSWER KEY (continued)

- 8 People who bully usually go away if you ignore them.
(FALSE)**

Research shows that bullying requires intervention in order to reduce harm to those who are targeted. If you are targeted, keeping it to yourself exacerbates emotional stress.¹⁰

- 9 The person doing the bullying feels badly afterwards.
(FALSE)**

New research shows that while those who bully might cognitively understand how those they target feel, they lack “affective empathy”—the ability to feel the emotions of others as their own.¹¹

- 10 Adults can bully.
(TRUE)**

Adults bully other adults as well as young people. In fact, there are extensive articles written about workplace bullying.¹²

- 11 Social exclusion is a form of bullying.
(TRUE)**

Social exclusion is often a manifestation of relational bullying and can make those who are targeted feel incredibly isolated.¹³

- 12 People who bully are insecure and have low self-esteem.
(FALSE)**

Studies show that those who bully often have above average self-esteem and are often considered popular.¹⁴

- 13 In general, males and females do not bully in the same way.
(TRUE)**

Boys tend to physically bully, whereas girls tend to use relational bullying indirectly through their peer group.¹⁵

- 14 It is pointless to tell an adult if you are being bullied.
(FALSE)**

Effective adult prevention and intervention is the key to stopping bullying.

- 15 Schools can do something to reduce bullying.
(TRUE)**

Research has shown that school-based bullying programs can reduce bullying up to 25 percent.

¹⁰ 7 Things You Shouldn't Do If You are Being Bullied. (n.d.). Retrieved August 11, 2017, from www.ditchthelabel.org/.

¹¹ Panayiotis Stavrinides, Stelios Georgiou, and Vaso Theofanous, "Bullying and Empathy: a Short-term Longitudinal Investigation," *Educational Psychology* 30, no. 7 (2010), doi:10.1080/01443410.2010.506004.

¹² Peter Randall, *Bullying in Adulthood: Assessing the Bullies and Their Victims* (East Sussex, UK: Psychology Press, 2001).

¹³ Stephen S. Leff, Tracy Evian Waasdorp, and Nicki R. Crick, "A Review of Existing Relational Aggression Programs: Strengths, Limitations, and Future Directions," *School Psychology Review* 39, no. 4 (2010).

¹⁴ Graham, "What Educators Need to Know."

¹⁵ Dr. Tanya Beran. "Bullying: What are the Differences between Boys and Girls and How Can You Help." *Education.com*. January 24, 2012. Accessed September 29, 2017. www.education.com/reference/article/Ref_Bullying_Differences_17898/.

¹⁶ Charles E. Notar and Sharon Padgett, "Adults Role in Bullying," *Universal Journal of Educational Research* 1, no. 4 (2013).

¹⁷ Student Bullying: Overview of Research, Federal Initiatives, and Legal Issues, by Gail McCallion and Jody Feder, Cong.

HANDOUT

BULLYING OVERVIEW

BULLYING

Bullying is **intentional**, unwanted, aggressive behavior that involves a real or perceived **power imbalance** and is **repeated**, or has the potential to be repeated, over time.

CONFLICT

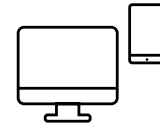
Conflict is a **misunderstanding** or **disagreement** that causes an emotional reaction between **two or more** connected people who **need or want** something from one another.

RELATIONAL BULLYING



Relational bullying is deliberate manipulation of social standing and relationships. It can take the form of: secrets, whispering, rumors, gossip, silent treatment, eye rolling, exclusion, damaging reputation, withdrawing attention and friendship and coercion. It is often quiet and not seen by everyone.

CYBERBULLYING



Cyberbullying is the use of electronic communication to harass, intimidate or bully a person. It can happen through text messages, email, social media, website comments, chats and blogs made through cellphones, computers and tablets. It can take the form of embarrassing pictures, rumors, videos, fake profiles or sexting. There are certain characteristics that make cyberbullying unique: It can be anonymous and quickly distributed to wide audiences; it happens 24 hours a day, 7 days a week; deletion of hurtful messages are difficult once posted or sent; even if something is posted or sent once, the repetition is in forwards, likes and views.

BIAS-BASED BULLYING



Bias-based bullying is intentional meanness “motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic.”¹⁸

PHYSICAL BULLYING



Physical bullying is aggressive face-to-face behavior that harms another’s body or damages their possessions. It can take the form of intentional shoving, hitting, punching, fighting, bumping into someone, knocking books down, slamming a locker, physical intimidation or damaging property.

¹⁸ Anti-bullying Bill of Rights Act (P.L. 2010, c.122) March 2012 Amendment (P.L. 2012, c.1). (2012, March), www.state.nj.us/education/students/safety/behavior/hib/#si.



HANDOUT

EMPATHY FOR ALL

AGGRESSOR

The person doing the bullying behaviors

TARGET

The person who is receiving the bullying behaviors

BYSTANDER

The person who observes the bullying situation and does not get involved or seek help

UPSTANDER

The person who helps the target

DIRECTIONS

When a bullying situation occurs, there are many thoughts and feelings people in all roles may experience. After each thought or feeling listed below, indicate which role(s) may be affected by it on the line next to the word. You may have more than one role listed for each thought or feeling.

Example: Embarrassment target, bystander

- | | |
|--------------------------|----------------------|
| 1. Anxious _____ | 11. Hopeful _____ |
| 2. Powerful _____ | 12. Shocked _____ |
| 3. Weak _____ | 13. Proud _____ |
| 4. Sad _____ | 14. Satisfied _____ |
| 5. Angry _____ | 15. Confident _____ |
| 6. Helpless _____ | 16. Worried _____ |
| 7. Lonely _____ | 17. Stressed _____ |
| 8. Confused _____ | 18. Helpful _____ |
| 9. Tense _____ | 19. Relief _____ |
| 10. Self-conscious _____ | 20. Frustrated _____ |

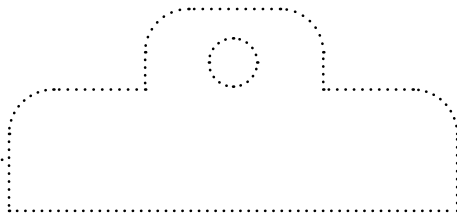
HANDOUT

UPSTANDER STRATEGIES QUIZ HANDOUT

Read each sentence below. If a sentence describes a response you almost always make during an incident of bullying, circle the number “3” next to the sentence. If it is a response you sometimes make, circle the number “2.” If you almost never make the response, circle number “1.”

You can share as little or as much information from this quiz as you want.

	almost always	sometimes	almost never
1. When you see someone getting bullied, you ask the target if they are okay afterwards.	3	2	1
2. When there is a bullying situation, you stop the bullying by calling the target over to sit with you.	3	2	1
3. When you read mean comments posted online about a person, you publicly challenge the hurtful comments without put-downs or name calling.	3	2	1
4. When you see someone getting bullied and you are worried it might get physical, you tell an adult.	3	2	1
5. When you see someone getting bullied, you imagine how badly the target must feel.	3	2	1
6. When you hear a rumor, instead of spreading it you try to find out the other side of the story.	3	2	1
7. When you witness a bullying situation, you look around to see who else disapproves and band together to interrupt.	3	2	1
8. When someone is being targeted online, you report it to the app or website administrator.	3	2	1
9. When you see something mean posted online, you post something nice about the target.	3	2	1
10. You are at a party and hear an aggressor telling an unkind joke about someone. You do not laugh; you shake your head and walk away.	3	2	1
11. You hear a popular student make a degrading comment to a less popular student. You walk over and say to the popular student, “That was really mean, not cool.”	3	2	1
12. You walk into the restroom at school and see someone tagging a stall with the words, “Jamal is a n-word.” You immediately report it to the main office.	3	2	1



HANDOUT

UPSTANDER STRATEGIES QUIZ HANDOUT (continued)

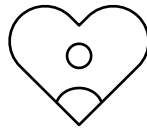
Fill in what you answered (3, 2 or 1) following the question number below and total each column.

	A	B	C	D
START HERE →	1.	2.	3.	4.
	5.	6.	7.	8.
	9.	10.	11.	12.
TOTAL:				
	BE A FRIEND	STOP & REDIRECT	SPEAK OUT	REPORT IT

The column with the highest total is your preferred “upstander” strategy. It is possible to have more than one preferred strategy.

HANDOUT

UPSTANDER STRATEGIES: DEFINITIONS

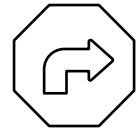


BE A FRIEND

This strategy is as simple as it sounds, but easier said than done. Being a friend is really about reaching out to others who are targets of bullying, even if they are not a part of your friend group or not who you might normally hang out with. You can take different actions to be inclusive, such as:

- ▶ saying something nice to someone
- ▶ asking them if they are okay
- ▶ eating lunch with them
- ▶ inviting them to hang out with you and your friends

One of the most impactful actions you can take when using this strategy is just listening to the target talk about their feelings and the bullying situation.



STOP & REDIRECT

There may be times when you want to stop the bullying but do not want to further escalate the conflict. Stopping and redirecting is a helpful strategy to use in this situation. When you use this strategy, you give the target a reason to walk away from the bullying situation. You can:

- ▶ invite the target to hang out somewhere else
- ▶ ask the target to eat with you
- ▶ invite the target to take part in an alternative activity
- ▶ change the subject by talking about something else

If the target is not present, you can still stop and redirect. For instance, if you hear a rumor, you can let it be known you are not interested in gossip and change the subject.



SPEAK OUT

Speaking out is often what one thinks of when contemplating being an upstander. It means you are willing to tell the aggressor directly what they are doing is not okay. You are interrupting the bullying in the moment and often publicly in front of others. This might happen in person or online.

If you are friends with the aggressor, consider reasoning with them and talking them out of continuing with their unsafe and unkind behaviors.



REPORT IT

This strategy is about getting an adult involved in the bullying situation. The adult can be a teacher, administrator, counselor, school nurse, coach or family member. The adult can be contacted face-to-face or through email. In the case of cyberbullying, you may choose to report the bullying to the website or app administrator as well. The adult may support you in your upstander efforts, and/or may take actions on their own depending on the situation.

Anytime someone is threatened, hurt, fearful of being hurt or in danger, reporting the situation is imperative.