



## What is Peer Abuse/Bullying?

- A person is being bullied or victimized when s/he is exposed, repeatedly over time, to negative actions on the part of one or more persons. –Dr. Dan Olweus, primary researcher on subject
- Bullying is when a stronger, more powerful person hurts or frightens a smaller or weaker person deliberately and repeatedly. –Dr. Alan Beane, *The Bully Free Classroom*
- Bullying takes at least 2 people- the bully and the victim. Bullies like to feel strong and superior. They enjoy having power over others. They use their power to hurt other people.

**Bully behaviors like the ones listed below can make kids feel unsafe, alone and unhappy.**  
At our school, these bully behaviors will not be seen as “normal”.

Act like they rule the world	Act rude	Pick on people that are different
Boss people around	Break people's things	Put people down
Reject people	Use verbal taunts	Say sarcastic things to people
Yell	Embarrass people	Humiliate people
Cheat	Frighten people	Haze people
Refuse to talk to people	Ignore people	Scare people
Say nasty things about people	Shove	Harass people
Intimidate people	Laugh at people	Make obscene gestures
Make racist comments	Make sexist comments	Hit
Make people feel like they are invisible	Lie	Steal
Damage people's things	Harass people	Make people feel inferior
Make people feel uncomfortable	Frighten people	Push
Spread rumors	Tease	Attack people
Touch people in rude or abusive ways	Threaten people	Embarrass people
Write nasty things about people	Use verbal taunts	Act mean
Brag about being tough	Carry weapons	Gossip
Hurt people's feelings	Insult people	Kick
Make fun of people	Make people feel helpless	Leave people out
Name-call	Scream at people	Swear
Tell mean jokes	Make people do/say things they don't want to do	
Use physical violence	Force people to hand over their money or possessions	
Pick on or attack people because of their perceived race, religion, gender, family background, culture, etc.		

- Adapted from *The Bully Free Classroom* by Allan L. Beane, PhD 1999 Free Spirit Press

**State Education Code Section 200 states that:** “No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in the prohibition of hate crimes.”

**Our school is a place where every child belongs, feels safe, and is cared for.**

At our school, it is “normal” to stand up for kids who are isolated or alone.

## WHAT DOES BULLYING LOOK LIKE TODAY?

### PHYSICAL

- Pushing and shoving
- Tripping
- Kicking
- Hitting, slapping
- Pinching

### VERBAL

- Name-calling
- Teasing
- Threats
- Racist, sexist or bigoted remarks

### RELATIONAL

- Intimidation
- Spreading rumors or lies
- Exclusion
- Coercion

From: *The Bully Free Classroom* by Allan L. Beane, Ph.D 1999 Free Spirit Press

### CYBERBULLYING

- Instant messages
- Text messages
- Postings on social networking sites and blogs - photos, negative messages, etc.

**Expect Respect  
Workshop**



**PROJECT  
CORNERSTONE**

# Vocabulary

**Ally  
Bully  
Empathy  
Harass  
Discrimination**

**Bystander  
Tolerate  
Diversity  
Humiliate  
Prejudice**

**Target  
Respect  
Stereotype  
Hate Crime  
Slur**

**Ally**-a person who is on your side or helps you in a situation.

**Bully**-to threaten or try to scare someone with words or actions even though that person did nothing to provoke this behavior.

**Bystander**-a person who witnesses an act or an event without participating in it.

**Discrimination**-the act of treating one or more people differently or worse because of a category they belong to (often by someone who has more power).

**Diversity**-a combination of people of different backgrounds.

**Empathy**-a feeling of knowing and appreciating what another person is feeling.

**Harass**—to bother or upset someone repeatedly through words and actions.

**Hate crime**-a threatening, often physical attack on someone that is motivated by prejudice.

**Humiliate**-to deeply embarrass or ridicule someone to make him or her feel lower as a person.

**Prejudice**-an opinion (often negative) about people that is made without an adequate basis, before you even know them.

**Respect**-to appreciate or admire someone and express that through positive words or behavior.

**Slur**-a disrespectful and inappropriate word or term that is intended to put someone down.

**Stereotype**-a description of someone that is based on an often inaccurate assumption about a whole category of people. To make an assumption.

**Target**-a person or place that others aim to reach or hit; a person picked on or bullied by others.

**Tolerate**-to let someone be different from you, to not upset or bother someone for being different.

*\* Vocabulary and definitions borrowed from Let's Get Real curriculum guide*



# Statistics on Bullying

## **Bullying has reached epidemic proportions in American schools and communities.**

- Sixty-six percent of youth are teased at least once a month, and nearly one-third of youth are bullied at least once a month.
- Six out of 10 American teens witness bullying at least once a day.
- For children in grades 6-10, nearly one in six – or 3.2 million – are victims of bullying each year and 3.7 million are bullies.

## **Bullying is linked to prejudice and ignorance.**

- Over the course of a year, nearly one-fourth of students across grades reported that they had been harassed or bullied on school property because of their race, ethnicity, gender, religion, sexual orientation or disability.
- Nearly one-third of middle schoolers have been the object of sexual jokes, comments or gestures. Another 15 percent have been bullied or harassed because of their religion or race.
- Studies show that gay, lesbian, bisexual and transgender (glbt) students are at disproportionate risk for bullying and harassment. They hear anti-gay slurs such as “homo”, “faggot” and “sissy” about 26 times a day, or once every 14 minutes. More than 30 percent of glbt youth were threatened or injured at school in the last year alone.
- For every gay, lesbian, bisexual or transgender student who reported being harassed, four straight students said they were harassed for being perceived as gay or lesbian.

## **Bullying has serious physical and mental health consequences for youth.**

- An estimated 160,000 children miss school every day out of fear of attack or intimidation by other students.
- One out of every ten students who drops out of school does so because of repeated bullying.
- Victims of bullying are more likely to suffer physical problems such as common colds and coughs, sore throats, poor appetite and night waking.
- Those who are bullied are five times more likely to be depressed and far more likely to be suicidal.
- The effects of bullying can be long-lasting. By age 23, children who were bullied in middle school were more depressed and had lower self-esteem than their peers who had not been bullied.

## **Unchecked bullying can escalate to more serious violence.**

- Harassment and bullying have been linked to 75 percent of school shooting incidents, including the fatal shootings at Columbine High School, near Littleton, Colorado and Santana High School, in Santee, CA.
- Nearly 60 percent of boys who researchers classified as bullies in grades 6-9 were convicted of at least one crime by the age of 24; 40 percent of them had three or more convictions by 24.
- Among boys who said they had bullied others at least once a week in school, more than half had carried a weapon in the last month, 39 percent were involved in frequent fighting and 46 percent reported having been injuring in a fight.

**SOURCE:** The Respect for All Project – A Program of Women’s Educational Media, San Francisco, CA

# CYBER BULLYING

## **What is cyber bullying?**

Youth bullying/harassing other youth through communication technologies such as the Internet, emails, chat rooms, cell phones, online journals/blog sites, and instant messages.

## **How is cyber bullying different than “traditional” forms of bullying?**

In traditional forms of bullying victims know their bullies. When youth are cyber bullied they receive messages from individuals anonymously or from individuals with electronic aliases. A victim’s cyber bully can be his/her best friend. Traditional bullying typically occurred at school or on the way to and from the school ground. Victims of cyber bullying often cannot hide from their bullies, and they can be victimized in their own home 24 hours a day, 7 days a week – wherever and whenever they access their electronic equipment.

## **How pervasive is the problem?**

It is difficult to assess the extent of the problem because this is a relatively new phenomenon in the U.S. Most of the available research has been conducted in England, Australia, New Zealand, and Canada – countries that have been impacted by cyber bullying for several years. Data from England shows that 1 in 3 children between the ages of 7 and 11 have their own mobile phones, and a 2002 British survey found that one in four youth, aged 11 to 19 has been threatened, including death threats, via their computers or cell phones.

## **What are some examples of cyber bullying?**

The most popular form of cyber bullying is nasty text messages sent via cell phones. Children who are harassed by cell phone can receive up to 50 messages a day (the phone’s mailbox limit). Other uses of cell phones include taking a picture with a camera phone and then posting the picture where hundreds or thousands of others can view it. Several incidents have occurred where students have been in a locker room, shower, or bathroom and a picture was taken of them and posted to an Internet site. Another example of cyber bullying includes online voting booths that allow students to vote for the ugliest, fattest, or dumbest boy/girl at a given school. Young people can also be bullied through instant messages that are delivered to their home computer when they log on to use the Internet or check email.

## **Why should I be concerned?**

Research on traditional bullying indicates there are both short and long-term consequences on victims such as, low self-esteem, depression, illness, anxiety, absenteeism, and thoughts of suicide. Although research about how victims and bullies are impacted by cyber bullying is still being conducted, preliminary data suggests that cyber bullying may have more devastating effects than traditional counterpart. Cyber bullying also impacts schools. Although incidents that happen in cyber space may occur off school campus, the effects are seen and felt in the school’s climate. Cyber bullying incidents that go unaddressed can escalate and be the cause of legal concerns for schools or school systems.

## **What can be done?**

First and foremost, parents, teachers, law enforcement, and other concerned adults need to be aware of the technology young people are using and the dangers that the various forms of communication can present. Adults should also be aware of the impact that bullying can have on young people and where one can turn for help should their child be involved with cyber bullying.

**Tips for children**

- Be careful of whom you give your number or online address.
- Never give out your password!
- Do not respond to messages from people you do not know.
- Do not respond to electronic bullying messages.
- Save or print harassing messages.
- Report harassment to parents and school officials.
- Never meet online acquaintances without an adult present.
- Change your online account or cell phone accounts if necessary.

**Tips for parents**

- Talk with children about the threat of online or electronic bullies.
- Place the computer in a familiar place where its use can be monitored.
- Watch your children's reactions when email or instant messages come in.
- Consider purchasing software that records instant messages.
- Know whom to contact if your child is involved in cyber bullying.

**Tips for educators**

- Educate teachers and students about the seriousness of the problem.
- Amend anti-bullying policies to include electronic bullying.
- Teachers should discuss Internet safety with their students.
- Educate parents about cyber bullying and who they should contact if their child is involved in a bullying incident.

**For more information visit the following sites:**

For victims:

[www.bullying.org](http://www.bullying.org)

General information:

[www.cyberbullying.ca](http://www.cyberbullying.ca)

[www.media-awareness.ca](http://www.media-awareness.ca)

For more information contact Susan Lowery at the Public Health Department's Violence Prevention Program, 408.494.7844 or [susan.lowery@hhs.co.scl.ca.us](mailto:susan.lowery@hhs.co.scl.ca.us).



FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY

**PROJECT  
CORNERSTONE**  
A YMCA of Silicon Valley Initiative

# HOW DO WE AS PARENTS ENSURE OUR KIDS WILL THRIVE?

## Take It Personally Study Group PROJECT CORNERSTONE

- How can I show my child I support their efforts and dreams?
- How can I know what is most important in helping my child succeed in school academically AND in life?
- Are there enough positive adults in my child's life?

**Simple answers to all the above questions –**

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### Join us for a parent study group.

**GROUP BEGINS** : **Date:** Thurs., Jan. 17  
: **Time:** 8:45am - 10:15am  
: **Place:** Fisher Middle School

**Six sessions:** 1/17, 1/24, 1/31, 2/7, 2/14, 2/21

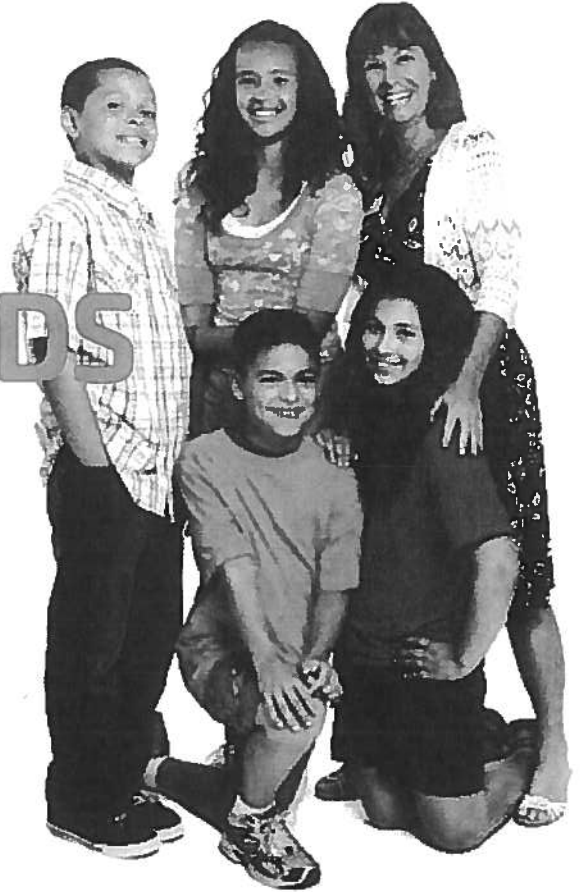
**Fee:** A one-time donation of \$10 for a workbook.

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**For details contact:**

Linda@ProjectCornerstone.org

**We'll see you there.**



"The interaction with other parents was great and their ideas and the difficulties they faced and how they resolved it was a fantastic insight too."

"The Take It Personally study group really raised my awareness about how even the tiniest efforts that I can and have been making as a parent can vastly affect asset building in my children and all children I come in contact with."

# 41 Developmental Assets

## Written for Students

### **Support Assets**

1. I feel lots of love from my family.
2. I talk to my parents when I need advice.
3. I have other adults in my life who care about me besides my parents.
4. My neighbors care about me.
5. My school is a caring place to be.
6. My parents help me do my best in school.

### **Empowerment Assets**

7. Adults in my neighborhood and community think young people are great.
8. Young people in my neighborhood and community are important.
9. I help out in my neighborhood and community.
10. I feel safe at home, at school, in my neighborhood and community.

### **Boundary and Expectation Assets**

11. My family has rules and consequences.
12. My school has rules and consequences.
13. My neighbors watch out for young people.
14. My mom, dad, and other adults show me what good behavior is.
15. My best friends show me what good behavior is.
16. My mom, dad, and teachers help me to do well.

### **Constructive Use of Time Assets**

17. When I'm not in school, I take lessons in art, drama or music.
18. When I'm not in school, I play sports or I'm in a club.
19. I spend time with my belief group.
20. I spend some time at home with my family and some time with my friends.

### **Commitment to Learning Assets**

21. I am excited and motivated to work hard in school.
22. I do my work in school and try my hardest.
23. I do my homework everyday.
24. I care about my school.
25. I like to read and I read a lot.

### **Positive Value Assets**

26. I think it is good to help other people.
27. I think it is good to make things fair and to help the hungry and the poor.
28. I stand up for things when they are not fair.
29. I tell the truth even when it is hard.
30. I take good care of myself and my things. I am responsible.
31. I think drugs are bad.

### **Social Competency Assets**

32. I know how to plan ahead and make good choices.
33. I know how to make friends.
34. I am nice to people who are different than me.
35. I can say "no" to things that are bad or dangerous for me.
36. I can work out problems nicely.

### **Positive Identity**

37. I am in control. I can make good or bad things happen to me.
38. I like me. I have high self-esteem.
39. I can do lots of things. My life has a purpose.
40. I have great dreams for when I grow up. My future looks bright.
41. I am proud of my family traditions, customs and language.





**IN BRIEF**

**Boosting Student Achievement**  
*New Research on the Power of Developmental Assets*

**The Question**

Should schools, school districts, and other policy makers invest in building developmental assets as a strategy for boosting student achievement?

**The Bottom Line**

New studies suggest that developmental assets\* play a significant role in students' academic achievement across a wide range of students. In fact, developmental assets appear to have as much or more influence on student achievement as other demographic factors and school reform strategies. Thus, building developmental assets has great promise as a strategy for boosting student achievement.

**The Evidence**

New research, including longitudinal studies, reveals the following:

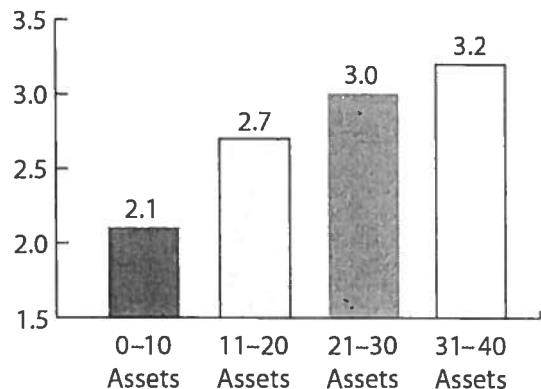
- As shown in Figure A, the higher students' current asset levels, the higher their current GPA. In addition, the more assets students reported in 1998, the higher their GPA *three years later*.
- Students' asset levels are twice as important in predicting achievement as demographic factors such as gender, family composition, socioeconomic status, or race/ethnicity.
- Students whose levels of developmental assets *remained stable or increased* had significantly higher GPAs three years later than students who declined in their assets. And the more their assets increased, the

more their GPAs increased.

- Students from *all racial/ethnic backgrounds* with high levels of assets (31–40) are about five to 12 times as likely as those with few assets (0–10) to be successful in school.
- Low-income students who experience more developmental assets appear to be much more likely to do well in school than low-income students who do not experience many developmental assets.

FIGURE A

**Average GPA\* by Levels of Assets**



\*4.0 grade point scale.

N = 325 6th- to 12th-grade students in St. Louis Park, Minnesota, 1998.

This page is condensed from Scales, P. C., & Roehlkepartain, E. C. (2003). Boosting student achievement: New research on the power of developmental assets. *Search Institute Insights & Evidence 1* (1), which is available for free downloading at [www.search-institute.org/research/insights](http://www.search-institute.org/research/insights).

\* Developmental assets are positive factors in young people, families, communities, schools, and other settings that have been found to be important in promoting young people's healthy development. Search Institute's framework organizes 40 assets into eight categories: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity. The complete framework is found in Display 1 of the full report, and more information is available at [www.search-institute.org/assets](http://www.search-institute.org/assets).

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