Module 1: Understanding bullying in schools

Objective/s:
- Define peer bullying and differentiate between types (physical, verbal, relational, and cyberbullying).
- Recognize the prevalence and impact of bullying in high school settings.

Summary of content:
- Definitions and types of bullying (physical, verbal, relational, cyberbullying).
- Statistical data on bullying's prevalence globally.
- Understanding the roles of the bully, victim, and bystander.
- Short- and long-term effects on victims, perpetrators, and bystanders.
- Myths and misconceptions about bullying.
- Teacher's role in identifying and intervening in bullying incidents.

Lessons:
Lesson 1. What is bullying and what types of bullying exist?
Lesson 2. Statistical data on bullying's prevalence
Lesson 3. Understanding the roles
Lesson 4. Short- and long-term effects on victims, perpetrators, and bystanders
Lesson 5. Myths and misconceptions about bullying
Lesson 6. Teacher's role in identifying and intervening in bullying incidents
Lesson 7. Case study and reflections

Lesson 1. What is bullying and what types of bullying exist?

Bullying in schools is a widespread issue that affects millions of students globally. It can have profound and long-lasting effects on both the victims and the perpetrators. Before understanding how to tackle this problem, it is essential to define what bullying is and recognize the different forms it can take.

According to UNESCO (2019), bullying is defined as "unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance." This behavior is repeated, or has the potential to be repeated, over time, making it more damaging to the victims involved.

Olweus (1993), a pioneering researcher in this field, adds that bullying involves three key components:

- Aggression: An intent to cause harm.
- Repetition: The behavior is repeated over time.
- Power imbalance: The aggressor holds more power, whether it be physical, social, or emotional.

Bullying can manifest in various forms, and understanding these distinctions is crucial for effective intervention. The four primary types of bullying are **physical, verbal, relational, and cyberbullying.**

1. Physical Bullying

Physical bullying involves harming a person's body or possessions. This form of bullying includes actions such as hitting, kicking, pushing, or damaging someone's belongings.

Example 1: A high school student repeatedly pushes a classmate into lockers every day, making them feel unsafe.

Example 2: A student repeatedly trips another student in the hallway, causing them to fall and get injured. This behavior occurs daily and has escalated to pushing during recess.

Example 3: A group of students gang up on a classmate shoving and hitting him after gym class, and taking his belongings as part of their intimidation.

In this case, teachers can intervene by providing a safe space for the victim, increasing supervision in bullying hotspots, and implementing disciplinary actions against the perpetrator.

According to a report by UNESCO (2019), physical bullying is more common among younger children but declines as students age. However, it remains one of the most visible forms of bullying.

2. Verbal Bullying

Verbal bullying includes using words to hurt or demean someone. It often involves name-calling, taunting, threatening, or making inappropriate comments.

Example 1: A group of students continuously calls another student derogatory names (such as "You're ugly!", "You wear cheap clothes, you look awful!"), affecting the victim's self-esteem. Educators should foster an environment that encourages respectful communication, and schools can implement programs that teach emotional intelligence and conflict resolution.

Example 2: A student is repeatedly taunted for their academic performance, with classmates calling them "stupid" or "dumb" in front of others whenever they make a mistake or struggle with a question in class.

Example 3: During recess, a student is regularly insulted based on their cultural or ethnic background. Classmates make derogatory remarks, mocking the student's accent and calling them slurs related to their ethnicity.

The World Health Organization (WHO) indicates that verbal bullying is one of the most prevalent forms of bullying in both primary and secondary schools (WHO, 2016).

3. Relational (Social) Bullying

Relational bullying (also called social bullying) involves harming someone's reputation or relationships. This type of bullying can include spreading rumors, excluding someone from a group, or embarrassing someone in public.

Example 1: A student is deliberately excluded from social events, and false rumors about them are spread through the school. Educators should focus on promoting inclusive classroom practices, fostering peer mediation programs, and discussing empathy and the harm caused by exclusion.

Example 2: A student spreads false gossip about another classmate's behavior at a party, damaging their reputation among peers.

Example 3: A student manipulates friendships by telling others not to associate with a particular classmate, threatening to exclude those who remain friends with the victim. Over time, this creates a ripple effect where the victim becomes socially ostracized and loses their support network.

Relational bullying is often more covert than physical or verbal bullying, making it harder to detect. It tends to be more common among female students (Crothers & Levinson, 2004).

4. Cyberbullying

Cyberbullying is a form of bullying that takes place over digital devices like smartphones, computers, and tablets. It can occur through text messages, social media platforms, or other online communication channels.

Example: A student receives threatening messages on social media or has embarrassing photos shared without their consent. Schools should incorporate digital citizenship lessons, encourage students to report online bullying, and work with parents to monitor students' online activities.

Example 2: A student creates a fake social media profile to impersonate a classmate and posts embarrassing or harmful content, leading to widespread humiliation and emotional distress for the victim.

Example 3: A bully sends threatening and harassing messages to another student via text or social media, including threats of physical violence or insults about the victim's race or sexuality, making the victim feel unsafe both at school and online.

The European Union's Joint Research Centre (2020) indicates that cyberbullying is on the rise, with studies showing that over 20% of students globally have experienced it at some point. Due to the anonymity of the internet, it can be difficult to track perpetrators, increasing the emotional damage inflicted on the victim.

Reflection/discussion question:

Reflect on a time when you witnessed bullying in your classroom or school. How did you respond, and what might you do differently now after learning about the different forms of bullying?

Lesson 2. Statistical data on bullying's prevalence

Bullying is a widespread issue that affects students in almost every country. While definitions and perceptions of bullying may vary across cultures, its harmful impact on students is universally recognized. International organizations such as UNESCO, the World Health Organization (WHO), and the European Union have gathered extensive data on the prevalence of bullying in schools. This lesson will explore these statistics to provide a global perspective on the issue.

According to a comprehensive UNESCO report, approximately 1 in 3 students worldwide has experienced some form of bullying. This report, titled Behind the Numbers: Ending School Violence and Bullying, analyzed data from 144 countries. The findings revealed that bullying is a significant issue across various regions, though the rates vary.

- In Europe and North America, around 25% of students reported experiencing bullying.
- In Africa, the prevalence was significantly higher, with almost 50% of students experiencing bullying in some form.
- In Latin America and the Caribbean, about 30% of students reported being bullied.

According to the 2021/2022 HBSC survey, around 11% of adolescents in Europe reported being bullied at least two or three times a month. The survey showed significant variation between countries, with bullying rates ranging from as low as 2% in some regions to over 30% in others.

With the rise of technology, cyberbullying has emerged as a critical issue globally. The European Union's Joint Research Centre found that over 20% of students have been victims of cyberbullying at least once in their lives. This form of bullying, which occurs through digital platforms, is particularly challenging because it can occur at any time and often involves anonymity, making it harder to track and address.

Country-specific data:

Italy: Among 15-year-olds, only 3% of girls reported being bullied regularly, making it one of the countries with the lowest bullying prevalence at this age.

Poland: Bullying prevalence peaks at age 13, where 13% of boys reported being bullied at least two or three times a month. Poland has some of the higher rates of bullying, with cyberbullying also becoming more prevalent.

Romania: The highest rates of bullying in Romania were observed at age 13, with 19% of boys reporting being bullied regularly. For girls, the prevalence was lower but still notable at 13%.

Turkey: While Turkey did not participate in the most recent HBSC study, previous data has shown relatively high rates of bullying, particularly in online environments.

Cyberbullying has emerged as a significant concern across Europe. According to the HBSC report, 16% of adolescents in Europe reported being cyberbullied at least once or twice in the past couple of months. Countries like Bulgaria, Lithuania, and Poland reported some of the highest rates of cyberbullying, with boys and girls affected equally.

Data from the OECD's Programme for International Student Assessment (PISA) in 2018 showed that bullying has remained relatively consistent over the years, with 23% of students across OECD countries reporting being bullied at least a few times a month. This data also showed a correlation between bullying and academic performance, indicating that students who are frequently bullied tend to have lower academic outcomes and higher absenteeism.

Several studies show that bullying is not experienced equally across genders:

- According to Crothers & Levinson (2004), relational bullying is more common among female students, whereas physical bullying tends to be more common among male students.
- The UNESCO report (2019) highlighted that boys are more likely to experience physical bullying, while girls are more likely to be subjected to psychological or relational bullying.

- The highest prevalence of traditional bullying for boys was reported at age 11, but for girls, it peaked at age 13. This gendered difference in the timing and type of bullying suggests the need for tailored interventions for different age groups (HBSC report).

Socioeconomic factors also play a significant role in bullying prevalence. In Poland, for instance, students from low-affluence families were more likely to be bullied than their peers from higher-affluence backgrounds. Similar trends were observed across other countries, although the strength of this relationship varies (HBSC report). The meta-analysis from Tippett and Wolke (2014) concluded that there is an association between low socio-economic status and bullying involvement (especially for victims and bully-victims or those children that are simultaneously victims and perpetrators). However, bullying behaviors are not confined to children from low-income households. Socioeconomic factors alone do not provide clear guidance for targeting anti-bullying interventions, and efforts should be aimed at all children, regardless of socioeconomic background.

Lesson 3. Understanding the roles

Bullying involves more than just the bully and the victim. Bystanders can play a significant role in either perpetuating or preventing bullying behaviors.

- Bully: The person initiating the harmful behavior.
- Victim: The individual on the receiving end of the bullying.
- Bystanders: People who witness bullying but may not intervene.

The role of bystanders is critical because their reaction can either discourage or empower the bully. Educators should teach students how to safely intervene or report bullying to a trusted adult.

Example:

During recess, a student named Alex is being bullied by another student, Jake, in front of their classmates. Jake often targets Alex by making fun of his clothes and mocking his speech in front of others. Today, Jake goes further by shoving Alex to the ground and calling him names like "loser" and "weak." Several classmates witness the incident but react in different ways.

Roles:

- Bully (Jake): Jake is the individual initiating the harmful behavior. Over the past few weeks, he has been consistently mocking and physically intimidating Alex in front of other students, reinforcing his power over Alex by belittling him publicly. Today, Jake escalates his behavior by physically pushing Alex, knowing that others are watching, which makes Alex feel even more vulnerable and humiliated.

- Victim (Alex): Alex is the student being targeted by Jake. He has been subjected to verbal harassment in the past, but today's physical bullying leaves him even more embarrassed and afraid. He feels powerless and unsure of how to stop the bullying. He doesn't want to report the incident for fear of being labeled a "snitch" and worries that Jake will retaliate if he does. The bullying makes Alex feel increasingly isolated and anxious, affecting both his social life and academic performance.
- Bystanders (Classmates): Several students witness the bullying incident, but they respond differently:

- *Passive bystanders*: Some students, although uncomfortable with what's happening, don't do anything to stop Jake's behavior. They stay silent, avoiding involvement, fearing they might become Jake's next target if they intervene.
- *Reinforcing bystanders:* A few classmates laugh or smile during the incident, which Jake interprets as encouragement. These students, although not actively bullying Alex, are indirectly contributing to the problem by validating Jake's behavior with their reactions.
- *Active bystanders*: One student, Emma, feels disturbed by what she sees and decides to stand up for Alex. She tells Jake to stop and reports the incident to a nearby teacher. Emma's intervention helps de-escalate the situation, and her actions make Jake stop, at least temporarily. Emma's support also helps Alex feel less isolated, and the teacher later addresses the issue with both Alex and Jake.

Lesson 4. Short- and long-term effects on victims, perpetrators, and bystanders

Bullying in school settings can have serious, long-lasting consequences not only for the victim but also for the bully and even the bystanders who witness bullying incidents. These effects range from immediate psychological impacts to long-term behavioral, emotional, and health-related consequences that can persist into adulthood.

Bullying effects on victims:

Victims of bullying often experience anxiety, depression, and low self-esteem in the short term. A study by Gini and Pozzoli (2009) found that bullying victims report increased levels of psychosomatic problems, such as headaches, sleep disturbances, and stomachaches. These symptoms can develop quickly after the onset of bullying and interfere with daily functioning ((Wolke & Lereya, 2015).

Victims tend to struggle academically. They may experience concentration difficulties, frequent absences from school, and a drop in academic performance due to the stress and anxiety caused by bullying. A longitudinal study by Nakamoto and Schwartz (2010) confirmed that bullying has a significant negative impact on victims' academic achievements.

Research shows that victims of bullying are at an increased risk of developing long-term mental health issues, including anxiety disorders, depression, and suicidal thoughts. A cohort study by Copeland et al. (2013) found that individuals who were bullied in childhood had higher rates of

anxiety, depression, and suicidal tendencies in adulthood. Longitudinal studies suggest that bullied individuals are more likely to experience difficulties in social adjustment, such as forming lasting friendships and stable romantic relationships (Rivara & Le Menestrel, 2016).

Bullying effects and the bully:

Bullies often exhibit aggressive and antisocial behaviors, which can escalate if not addressed early. They tend to engage in other forms of antisocial behavior, such as vandalism, theft, and physical fights (Wolke & Lereya, 2015). These aggressive behaviors often spill over into other areas of their lives, reinforcing their negative actions.

Studies show that bullying can serve as a predictor of delinquency and criminal behavior in adolescence and adulthood (Ttofi et al., 2011). Bullies may enjoy a temporary boost in social status, especially among peers who see aggression as a sign of dominance. However, this is often short-lived and can result in isolation once their behavior becomes unacceptable in social settings (Rivara & Le Menestrel, 2016).

Adult bullies tend to face challenges in personal relationships and employment. A longitudinal study by Farrington et al. (1998) found that childhood bullies were more likely to struggle with stable employment and maintaining healthy relationships in adulthood. While less studied, some research has linked bullying perpetration to an increased risk of depression and substance abuse later in life. However, bullies tend to report fewer mental health problems compared to victims and bully-victims (Wolke & Lereya, 2015).

Bullying effects on bystanders:

Bystanders often experience feelings of guilt, anxiety, and fear. Witnessing bullying without intervening can lead to increased feelings of helplessness and fear of becoming the next target. A study by Rivers et al. (2009) found that students who witness bullying are at a higher risk of experiencing symptoms of stress and anxiety. They may feel pressure to either join in or remain silent to avoid becoming targets themselves. This can contribute to a culture of fear and silence within the school environment, reinforcing the bullying behavior.

Over time, bystanders may become desensitized to violence and aggression, making them less likely to intervene in bullying situations or in other instances of wrongdoing later in life (O'Connell et al., 1999; Rivara & Le Menestrel, 2016).

Lesson 5. Myths and misconceptions about bullying

Since bullying is a complex phenomenon, many myths and misconceptions appeared over the years. These can hinder effective intervention and contribute to the perpetuation of bullying behaviors. In this lesson, we will cover the most common myths and misconceptions about bullying, helping teachers to better address school bullying.

Myth 1: "Bullying is a natural part of growing up"

Reality: There is nothing "natural" about bullying, and it should not be considered a normal developmental experience. Bullying involves intentional harm and often has severe emotional, psychological, and physical consequences for the victim. According to PACER Center (2020), bullying is not a rite of passage, but rather an abusive behavior that can lead to long-term issues, including depression and anxiety. According to the American Psychological Association and UNESCO (2020), bullying can result in long-term emotional, psychological, and academic difficulties. Viewing bullying as "normal" diminishes the experiences of those affected and discourages intervention.

Myth 2: "Words will never hurt you"

Reality: Verbal bullying can leave deep emotional scars, even though it does not result in physical harm. Research shows that verbal bullying can lead to long-term psychological consequences, including reduced self-esteem and increased risk for mental health disorders like anxiety and depression.

Myth 3: "Bullying makes children tougher"

Reality: Bullying does not build resilience in children; rather, it can destroy their confidence and sense of self-worth. Studies show that victims of bullying are more likely to suffer from emotional distress and engage in self-isolating behaviors rather than become "tougher". Victims of bullying frequently report increased feelings of anxiety, fear, and vulnerability, which can lower their confidence and ability to cope in social situations (Psy-ed, 2023). Rather than making children stronger, bullying can damage their self-esteem and mental health.

Myth 4: "Telling a teacher is tattling"

Reality: This misconception often prevents children from reporting bullying. It is important to teach children the difference between tattling (done to get someone in trouble) and telling (done to protect someone or stop harmful behavior).

Myth 5: "It's only teasing"

Reality: Teasing crosses the line into bullying when it is intended to hurt or humiliate someone. While some children can handle light teasing, bullying occurs when the actions become repetitive and malicious. It is crucial to recognize the difference between playful teasing and harmful bullying.

Myth 6: "Bullying is easy to recognize"

Reality: Physical bullying may be easier to detect, but many forms of bullying, such as social exclusion or spreading rumors, are covert and harder to identify. Educators must be aware of these more subtle forms of bullying, such as relational bullying.

Myth 7: "Children who are bullied will always tell an adult"

Reality: Studies have shown that many children do not report bullying to adults, often due to fear of retaliation or a belief that nothing will change. According to data from the National Center for Education Statistics, only about 33% of students who experienced bullying told a teacher or adult about it.

Myth 8: "Boys bully, girls don't"

Reality: Girls bully too, but they often engage in different types of bullying, such as relational aggression (e.g., excluding others or spreading rumors) rather than physical violence. This myth underestimates the prevalence of bullying behaviors among girls, which can be just as harmful as physical bullying.

Myth 9: "Cyberbullying is less harmful than face-to-face bullying"

Reality: Cyberbullying can be even more damaging than in-person bullying because it can occur 24/7, and the harmful content can be shared widely and quickly. Victims of cyberbullying often report feeling helpless because the abuse follows them into their homes.

Myth 10: "Ignoring bullying will make it go away"

Reality: Ignoring bullying usually makes it worse. Research suggests that when bullying is not addressed, it can escalate, leading to more severe consequences for the victim. Victims may feel helpless and isolated, believing that they have no one to turn to. Active intervention by teachers, parents, and peers is crucial to stopping bullying behavior (PACER Center, 2020). Silence often enables bullies, as it suggests that their actions are acceptable.

Discussion questions:

- Why do you think certain myths about bullying persist in schools and society?
- How can educators effectively debunk these myths with students and parents?

Lesson 6. Teacher's role in identifying and intervening in bullying incidents

Teachers play a crucial role in preventing, identifying, and intervening in bullying situations. This lesson outlines the teacher's responsibilities in detecting, reporting, and addressing bullying, supported by evidence-based practices as outlined by Beane (2011) and Bradshaw et al. (2015).

1. **Recognizing bullying:** The first step for teachers is the accurate identification of bullying. Although some forms of bullying, like physical aggression, are more visible, others—such as relational or cyberbullying—require heightened awareness and a proactive approach.

Key indicators:

- Physical bullying: Visible injuries, damage to personal belongings, or students exhibiting fear of a particular peer.

- Verbal bullying: Changes in a student's mood after verbal exchanges, or overhearing repeated insults.
- Relational bullying: Social exclusion during group activities, avoidance of particular social circles, or rumors.
- Cyberbullying: An increase in emotional distress due to online harassment, often evidenced by reluctance to use digital devices or social media.

2. **The role of teachers in intervention:** Studies indicate that the most successful interventions are immediate, direct, and aimed at stopping the bullying behavior while supporting the victim.

Immediate intervention strategies:

- Verbal reprimands: Teachers should issue a clear, firm reprimand when bullying occurs, specifying the behavior and its violation of school policy . Example: "This behavior is against our school rules, and it must stop immediately."
- Private support for the victim: Teachers need to provide emotional support to the victim by listening, acknowledging their feelings, and ensuring them that the situation will be addressed . Establishing daily or weekly check-ins helps the victim feel safe and supported.
- Increased supervision: For both the victim and the bully, enhanced supervision—particularly in bullying hotspots such as hallways, cafeterias, or playgrounds—can prevent further incidents.

3. The Importance of documentation and reporting

Accurate documentation is critical in managing bullying incidents. Teachers should log every incident, noting the type of bullying, the students involved, and the steps taken. This information is vital for identifying patterns of behavior and escalating the issue to school authorities if necessary:

- Maintain a "bully book" or incident log.
- Complete a bullying situation report after every incident (Beane, 2011); see Annex 1.
- Share documented reports with the school counselor and principal for further action.

4. Engaging bystanders

Encouraging students to speak up against bullying and fostering a classroom culture where bullying is not tolerated can make a significant difference:

- After witnessing bullying, teachers should speak to bystanders to reinforce positive behavior, using statements like, "You did the right thing by standing up for your classmate."
- In cases where bystanders did not intervene, teachers should explain how they could have acted differently, helping them understand their role in preventing bullying.

5.Collaboration with parents

Teachers should communicate with the parents of both the victim and the bully, ensuring they are informed about the steps being taken and seeking their cooperation in addressing the issue at home:

- Schedule meetings with the parents of both the victim and the bully.
- Share the intervention plan and discuss its implementation at home.
- Offer resources such as counseling services and support groups.

Reflection/discussion questions:

How did this lesson helped you have a clearer perspective on your role as a teacher in bullying incidents?

What obstacles do you anticipate in implementing the recommendations from this lesson?

Lesson 7. Case study

Maria, a 15-year-old high school student, was an outgoing and well-liked individual in her early years of school. However, as she entered high school, a group of her peers began to target her with cyberbullying and verbal harassment. It started with minor teasing, but over time, it escalated into more severe forms of bullying, both online and in person.

The bullying began when Maria was added to a group chat where some classmates made derogatory comments about her appearance and intelligence. The situation worsened when a few students created anonymous social media accounts to mock Maria publicly. They posted edited photos of her with hurtful captions, and false rumors about her were spread. These posts quickly gained traction among her peers, amplifying her humiliation.

In school, the same group of students would verbally harass Maria during lunch breaks and between classes. They would call her names like "loser" and "ugly," often in front of other students, which made her feel isolated and humiliated. This dual attack—cyberbullying and in-person harassment—left Maria feeling trapped. She found it difficult to escape the bullying because it followed her both in school and at home via her phone and social media platforms.

Consequences for Maria:

As a result of the ongoing bullying, Maria's emotional and academic life began to suffer. She started to dread going to school, feeling anxious about facing her peers. Her grades dropped, as she found it hard to concentrate on her studies. Maria also became withdrawn, no longer participating in school activities she once enjoyed, such as drama club and sports. Her self-esteem plummeted, and she became increasingly isolated, avoiding her friends because she felt ashamed and embarrassed.

At home, Maria's parents noticed the change in her behavior. She seemed depressed, spent more time alone in her room, and had difficulty sleeping. She even began to question her worth and had fleeting thoughts of self-harm. Although Maria's parents reached out to the school for help, the bullying persisted for several months.

School's intervention:

Recognizing the severity of the issue, the school administration took steps to address the problem. The school counselor organized a meeting with Maria, her parents, and some of the involved students to mediate the conflict. However, this alone was not enough to stop the bullying. Consequently, the school implemented a two-pronged approach:

- Classroom discussions on bullying: The school introduced regular classroom discussions about the effects of bullying, emphasizing cyberbullying and verbal harassment. These discussions were part of a broader social-emotional learning (SEL) program designed to increase students' awareness of the consequences of their actions. Teachers used real-life examples and statistics to illustrate how bullying can lead to anxiety, depression, and even suicide in extreme cases.

- Peer mediation program: The school also launched a peer mediation program, which involved training students to mediate conflicts among their peers. Some of Maria's classmates participated in the program, which helped them better understand the impact of their bullying behavior. Through peer mediation sessions, the students who had bullied Maria began to see how their actions had harmed her, both emotionally and academically.

Over time, the school's efforts began to show results. Maria's classmates became more aware of the consequences of their bullying, and some even apologized to her. While the damage to Maria's self-esteem and social life could not be undone overnight, the incidents of cyberbullying and verbal harassment decreased significantly.

Maria gradually regained some of her confidence, thanks to support from her family, school counselor, and a few close friends who stood by her during the difficult period. The school also implemented stricter policies around the use of social media during school hours, and any instances of online harassment were reported directly to the administration for immediate action.

Maria's case is a reminder of the damaging effects of both cyberbullying and verbal harassment. While the situation improved due to school interventions, it highlighted the need for early detection and intervention to prevent the deep emotional consequences that bullying can have on students.

Discussion questions for Maria's case study:

- What signs of bullying did Maria exhibit, and how can teachers identify similar signs in their own students who might not openly report being bullied?
- How effective do you think the school's intervention (peer mediation and classroom discussions) was in addressing Maria's situation? What other interventions might have been beneficial?
- Maria hesitated to report her bullying due to fear of retaliation. How can schools build a safe and trusting environment where students feel comfortable reporting bullying incidents?
- What long-term effects can bullying have on a student like Maria, and how can teachers provide ongoing support even after the bullying has stopped?

General reflection/discussion questions for Module 1:

How do cultural or socio-economic backgrounds affect the way students experience or engage in bullying? What can we, as teachers, do to be more culturally sensitive when handling bullying incidents?

What specific strategies can we implement in our classrooms to promote inclusivity and discourage relational bullying, particularly when exclusion happens in subtle ways?

What are some myths or misconceptions you may have had about bullying before this module, and how has your understanding changed?

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Annex 1: Bullying Situation Report

(example from Beane, 2011)

Date of incident: _____

Time of incident: _____

Location of incident (e.g., classroom, hallway, playground): _____

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1. Parties involved

Name of victim: _____
Grade: _____
Class: _____

Name of bully/bullies: _____
Grade: _____
Class: _____

Name(s) of bystanders/witnesses (if applicable):
_____
Grade(s): _____
Class(es): _____

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2. Type of bullying

(Check all that apply)

- ☐ **Physical bullying** (e.g., hitting, pushing, kicking, damaging belongings)
- ☐ **Verbal bullying** (e.g., name-calling, insults, threats)
- ☐ **Relational bullying** (e.g., social exclusion, spreading rumors)
- ☐ **Cyberbullying** (e.g., online harassment, hurtful messages, sharing embarrassing information)
- ☐ **Other** (please describe): _____

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3. Description of the incident

Detailed   description:
Provide a detailed account of the incident, including what happened, who was involved, and the sequence of events.

_____

_____

_____

_____

4. Immediate action taken

Action taken by teacher (check all that apply):

- ☐ Verbal reprimand to bully/bullies
- ☐ Support given to victim (describe): _____
- ☐ Incident reported to school counselor
- ☐ Incident reported to principal/administration
- ☐ Parents/Guardians contacted (indicate who was contacted): _____
- ☐ Supervision increased in the area of incident (describe): _____
- ☐   Other   (please   describe): _____

5. Follow-up action

What follow-up actions will be taken? (e.g., meeting with counselor, peer mediation, disciplinary measures)

_____

_____

Next steps:

- ☐ Check-in with victim
- ☐ Meeting with parents of victim and bully
- ☐ Referral for counseling
- ☐ Monitoring of situation over the next week

- ☐ Other: _____

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6. Reporting teacher's information

Name of teacher/staff reporting: _____
Date report filed: _____

Signature of teacher/staff: _____
Signature of school counselor/administrator:
_____

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7. Additional comments

Any other observations or relevant details not included above:

For details regarding this report, please refer to Beane, A. L. (2011). *Bullying Prevention for Schools: A Step-by-Step Guide to Implementing a Successful Anti-Bullying Program*. Jossey-Bass.