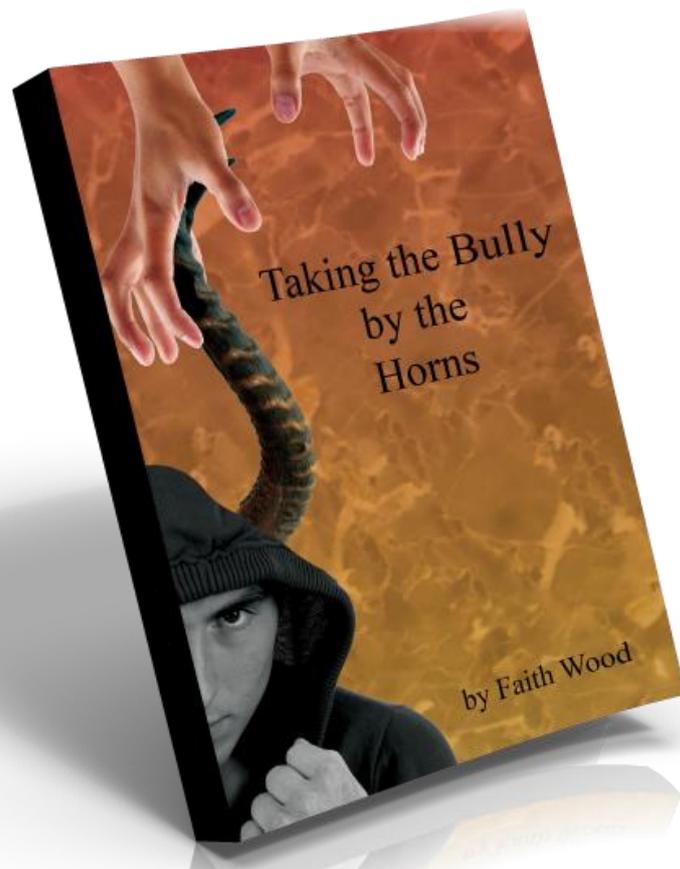


TAKING THE BULLY BY THE HORNS

Student Workbook



Welcome to the *Taking the Bully by the Horns* Workbook. This workbook contains very important information students need to know to help them stay safe from bully behaviours and situations – both in their daily lives and when surfing on the web. Be prepared to learn how to outsmart the potential bullies out there.

This workbook is designed to help you progress through the various stages involved in establishing, recognizing and dealing with bullies. It is divided into various sections and we recommend that you work through each section in the order in which they are presented. It also contains worksheets that form an integral part of the workbook.

When you are done with this workbook, carry it home and share these resources with your family. In addition, always remember most people are safe and can be counted on to help you.

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SECTION 2.	Bullying in Kindergartens, Bullying in Elementary School, Bullying in Middle School, Bullying in High School
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INTRODUCTION

Education thrives in an environment where children feel happy, safe, and secure. We believe schools aim to create conducive environments where such learning is effective.

Occasionally, however, some students undergo a traumatising experience of bullying at school. The effects of bullying can sometimes be upsetting, serious and long lasting or chronic.

The aim of this workbook is to provide information and advice to parents/students/teachers who think that their child (or themselves) may be experiencing bullying or may be demonstrating bullying behaviour.



BULLYING

QUICK TIPS ABOUT BULLYING IN KINDERGARTENS, ELEMENTARY, MIDDLE, & HIGH SCHOOL

Definition of bullying

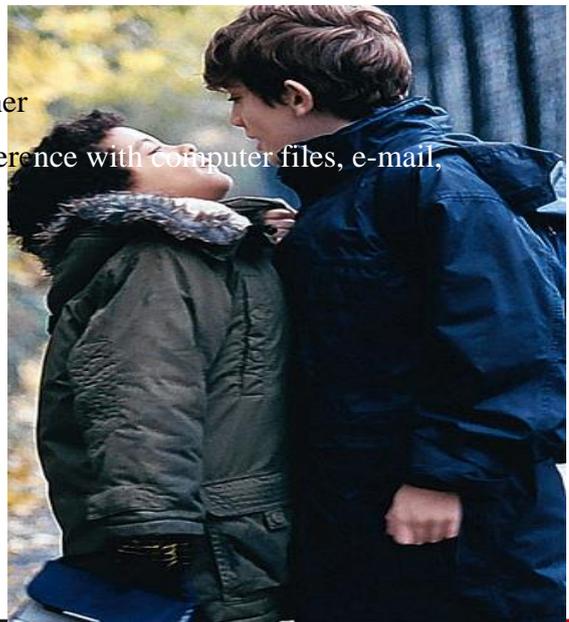
Bullying is a pattern of repeated aggressive behaviour, directed from one child to another where there is a power imbalance, with negative intent and a desire to hurt or humiliate someone.

Three things mark bullying behaviour:

- It has the tendencies of reoccurring over time
- It involves intentionally hurtful conduct
- It gives rise to an unfair balance of power that makes it hard for the bullying victims to protect themselves.

Bullying behaviours may involve:

- Hitting, kicking, spitting, and other physical approaches
- Name-calling, perhaps related to disability, special needs, religion, gender, sexual orientation or other perceived differences
- Racist jokes or comments
- Threatening remarks or graffiti
- Snatching, hiding, taking or damaging possessions
- Spreading stories about someone or ignoring him/her
- Intimidation by text message, mobile phone, interference with computer files, e-mail,



Bullying causes:

There exists no single or simple cause of bullying behaviour and it can be related to:

- Personality traits
- Student's tendency toward aggressive behaviours,
- Physical strength or weakness
- Environmental factors like routines and attitudes (poor sleep patterns and other stressors)
- Behaviours of distinguished adults (in particular teachers)
- The behaviour and attitudes of friends (peer pressure)

Research suggests there are several partly interrelated motives for bullying:

- Strong needs for power and (negative) dominance;
- Satisfaction in causing injury and suffering to other students. This may be at least partly due to the environment at home, which may have caused hostility within the student.
- Students who bully are often rewarded in some way for their behaviour. This could be material such as forcing the student to give them money
- Students who bully others may have some common family characteristics, such as parents who are not very involved in their children's lives, who lack warmth and positive involvement. Some parents may not have set clear limits (boundaries) on their children's aggressive behaviour and may have allowed them to act out aggressively to other children.
- Parents of children who bully sometimes use physical punishments and other "power-assertive" methods of child rearing.
- In addition, students who bully others are more likely than other students to have seen or been involved in domestic violence (or exposed themselves to violence in the media and maybe through participation in "power sports" like boxing, kickboxing, and wrestling).
- They have a strong need to dominate and subdue other students and to get their own way
- Are impulsive and often easily spurred to anger
- May be defiant and aggressive toward adults, including parents and teachers
- Show little empathy toward students who are victimized
- They may be physically stronger than others in general
- Many bullies have above average self-esteem.

Why does bullying occur?

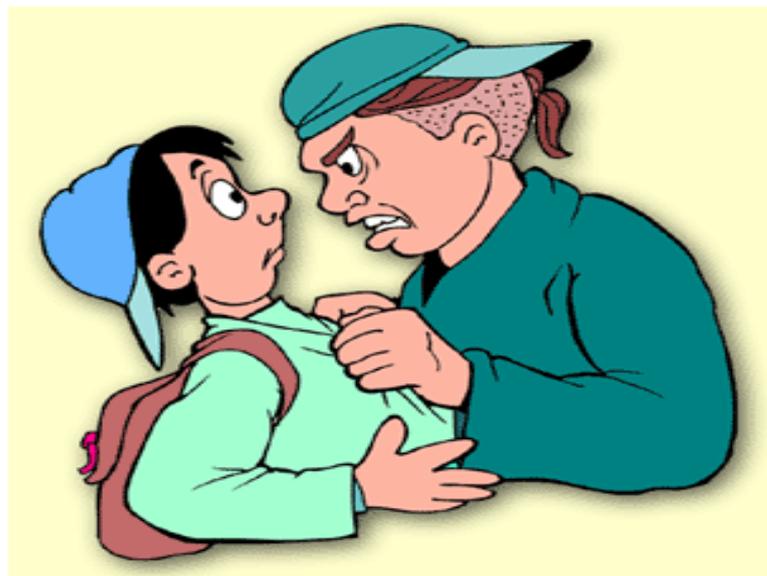
Bullying may occur for a variety of reasons. Bullies may

- Believe it is harmless
- Show prejudice based on perceived differences.
- Not have been taught that it is wrong to bully
- Have been motivated to bully by their friends
- Be unhappy at home, school, or elsewhere
- Have themselves been bullied in the past

Kinds of Bullying

There are several different forms of bullying.

- Physical bullying
- Verbal bullying
- Social exclusion or isolation
- Racial bullying
- Bullying through lies and false rumours
- Sexual bullying
- Having money or other things snatched, taken or damaged
- Threats or being forced to do things
- Cyber bullying (via cell phone or the Internet)
- **Subliminal bullying**, (Is a kind of bullying that takes an 'under the radar' approach)
Often difficult to name and identify – as well as difficult to complain about it



Categories of Bully Behaviours:

- **Narcissistic bully**-The bully who always thinks about him or herself. Self-centered. Not empathetic.
- **Impulsive bully**- This bully doesn't really plan his or her bullying – they have a difficult time reining in their behaviour, and they don't consider the consequences
- **Physical bully**- This bully may use physical violence or may use the 'threat' of physical harm.
- **Verbal bully**-This type of bully will start rumours about a victim, or use language that will demean and humiliate his or her victim.
- **Secondary bully**-They join in the party, so they will not become victims of bullying themselves. It boils down to self-preservation.

Types of Targets

- **Passive Target** - the target of a bully and just takes it . . . and takes it . . . and, takes it. Never a single retaliation
- **Aggressive Targets**- Shows aggressive behaviour, may be bystanders or assistants to other bullies and who are witnesses to bullying.

Some of the causes for antisocial (aggressive) behaviour

- Violent video games,
- The internet,
- Victims of abuse,
- Lack discipline in their lives,
- Violence through the media, and
- A pervasive permissive society

Teen bullies exhibit any or some of these personality traits. A bully:

- Has little regard for the rights and needs of others,
- Has little regard for the lives of others, especially if they see that person as a threat to them,
- Was disciplined inconsistently as a young child
- May have neglectful, self-centered parents or parents who believe a “hands off” approach is best
- May have a lack of social skills,
- Rarely, if ever, admits mistakes, and
- Believes that ‘might make right.’
- Has a highly developed self-esteem, as well as a sense of entitlement and superiority.
- May lack self-control, compassion, and impulse control.
- May be found to be cruel, without remorse
- Uses bullying as an ‘anger management technique.’ Or a deflection from self.

There are several types of teen bullies

- **Hyperactive bullies** do not do well in a social situation, and they often react physically
- **Detached bully** is wonderful to everyone, except his or her targets,
- **Social bullies** have a poor sense of self, and may be mean and nasty to those around them
- **Bullied bully** deals with self-helplessness by overpowering others,
- **Serial bully** destroys lives one at a time
- **Pair bullies** act together to destroy others.

WORKSHEET #1

Some of the questions relate to the book – refer to it where needed.

What is bullying?

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.....

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In the ‘Introduction’, of *Taking the Bully by the Horns*, we talked about Carly; list three characteristics of bullying you noticed in her situation.

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In the ‘Introduction’, we talked about Carly, what is the difference between the Doc Martin’s and Carly?

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What constitutes Bullying?

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As you may have noticed, a lot of bullying was going in Cary's school do you think there is a lot of bullying in your school?

Yes

No

In your opinion, why does bullying occur?

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Can you provide other reasons why someone might bully others?

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.....

The girls who bullied Carly, did it because of racial differences, can you name other types of bullying?

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.....

In the beginning of this book, six classmates assaulted Carly - What type of bullying did Carly endure?

.....
.....

Bullying usually takes place in three main ways - they are:

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.....
.....

In Chapter 3, ‘Bullying on the Rise’ we talked about Phoebe Prince who was harassed, harangued and tormented every day at school for more than three months before committing suicide. What type of bullying did she endure?

.....
.....

Why was Phoebe Prince the target of bullies in her school?

.....
.....
.....

Phoebe approached school officials for help. One teacher described the bullying at the high school as ‘normal girl drama.’ Why do you think the teacher believed this?

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.....
.....

If you are a girl, are you prettier or more beautiful than the average female in your school, or are you an outstanding student?

.....
.....

Are you being teased or taunted by other girls for being too attractive to other boys in school?

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.....
.....

In Chapter 4, ‘Steel-toed Boots’ a parent discovered one son was bullied by his own brother at school. Do you have brothers and sisters? How many?

.....
.....

Have you ever been bullied by one of them? If yes what happened?

.....
.....
.....

In Chapter 4, ‘Steel-toed Boots’ impatient parents honked their horns in anger in an while the victim was writhing in pain in the middle of the crosswalk. None of the parents bothered to stop and help, why?

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.....

A social outcast. What is it? How does it relate to bullying?

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What do you think are some of the causes for antisocial behaviour?

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What are the personality traits of bullies?

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How does bullying affect us on the inside and outside?

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.....

Please tick one of the boxes to answer the following questions related to what you know about bullying:

Bullying is usually the fault of the victim

- Yes No

Bullies are mostly insecure

- Yes No

Bullying only happens to certain people

- Yes No

There exist many kinds of bullying

- Yes No

Bullying is known to be accidental

- Yes No

The best people to stop bullying are adults

- Yes No

Should parents and teachers ignore bullying behaviour? Why?

.....
.....
.....

Where does bullying occur?

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.....

What is Keyboard/cyber bullying?

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.....

Where have you noticed this type of bullying occurring? How often?

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.....
.....

Do you spend a lot of time on the internet?

- Yes No

Have you ever noticed cyber bullying? How did you spot it?

.....
.....
.....

Have you personally had experiences with a cyber bully? What happened?

.....
.....
.....

If you are being bullied, what did you do?

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.....
.....

If you see someone being bullied what do you do?

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.....
.....

Bullying is believed to affects both the target and the bully.

Bullies suffer because they:

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.....

Targets suffer by:

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.....
.....

What would you encourage a parent of a Bully to do?

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What would you encourage a parent to do if their child is being targeted by a Bully?

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Do boys and girls bully differently? If so, how?

Boys:

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Girls:

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.....

Why do you think some kids become bullies?

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A child who bullies in kindergarten, likely bullies throughout elementary, middle and high school. Not to mention the workplace?

- Yes No

Which of these is considered bullying (and why)?

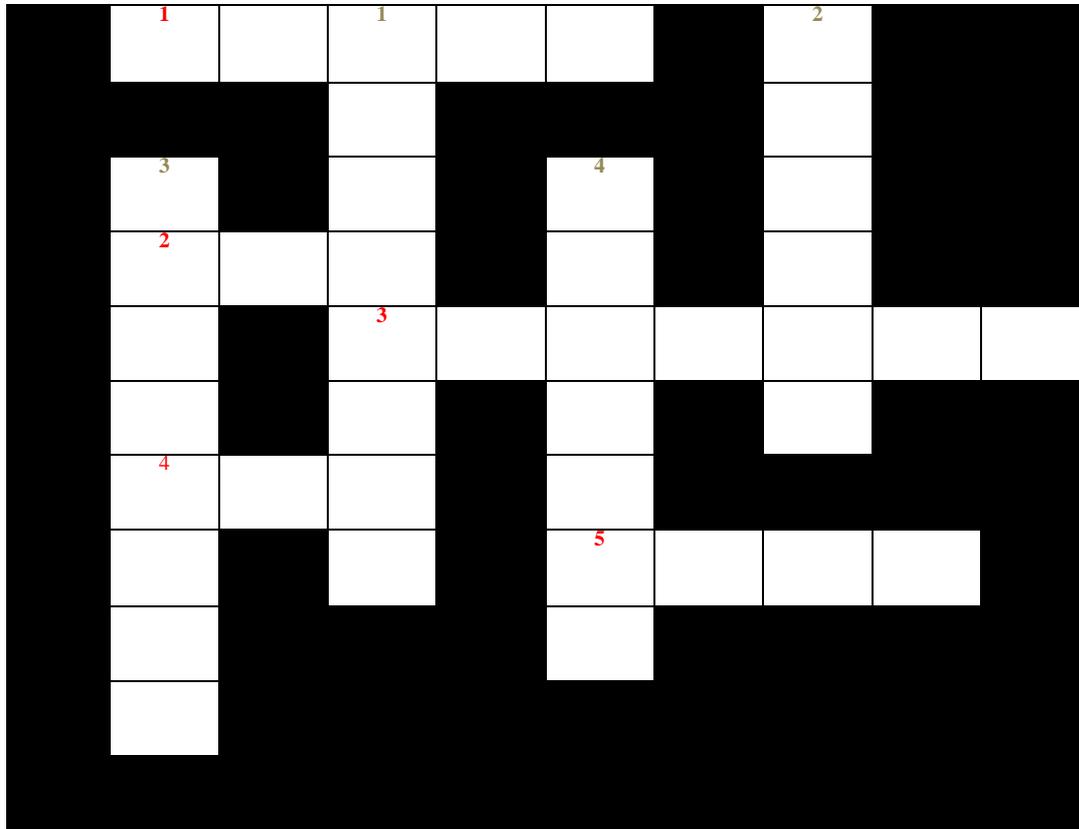
- Telling someone that the dress she's wearing doesn't look fabulous on her
- A group of kids will not let you sit at the same table with them at lunch even though there is plenty of room.
- Telling someone that he or she is not being nice.
- Joking with fellow student by "putting them down".

What is subliminal bullying?

.....
.....

Fill the crossword puzzle below by answering the questions correctly with respect to examples from 'Taking The Bully By The Horns By Author Faith Wood.

(Answers in the appendix)



ACROSS

1. Type of bullying related to the use of phones and the internet
2. When a student is bullied his/her concentration in studies for the entire day is.....
3. That bully has beenat me since morning.
4. I will when confronted with bullies
5. A teacher must create the sense that the school isfor all the students in class

DOWN

1.is a pattern of repeated aggressive behaviour with negative intent, to hurt someone
2. Ryan was a..... of bullying since middle school
3. Cyber bullying normally occurs in the.....
4. Phoebe and her family emigrated to the United States to Massachusetts, where she quickly became the target of bullies. She became a target because of..... from female bullies.



SECTION No.2: HOW TO COMBAT BULLYING

QUICK TIPS ABOUT COMBATING BULLYING

What schools and colleges do to prevent bullying

Schools should consider bullying very seriously and should do their best to ascertain that all occurrences are properly dealt with. Schools must create their own anti-bullying policies.

In addition, they should:

- Strive to create an environment where children feel safe from the fear of being victims of bullying.
- Support should be extended to children who may have been bullied and their safety made a priority.
- Pay attention to the concerns of parents who come forward with concerns about bullying.
- Take time to address situations where bullying is being alleged
- Work to reduce bullying behaviour.

You can recognize some red-flag behaviours of bullying by noticing when a student may:

- Exhibit positive views toward violence
- Be quick to display anger and may be impulsive, as well as chronically frustrated.
- Refuse to play by the rules.
- Have the tongue of a 'silver fox' , they can talk themselves out of anything
- Display little emotion or sympathy toward one of his or her peers who is bullied.
- Show aggression toward adults – including YOU and teachers.
- Display a need to control situations and dominate others.

What a responsible parent does

There is a good chance your child is going to be bullied at some time in their life, in order to spot when trouble may be brewing, consider the following:

- Be willing to take the time and talk as a family about school.
- Watch their reaction – do they try to change the subject?
- Let them know frequently that you are there to help them.
- Empower your child to talk to a teacher or school administrator.
- Empower your child to identify the bullies.
- Schedule a meeting immediately with your child’s teacher and the school’s principal to discuss the problem.
- Demand that they take action!
- Do not believe that the problem will eventually ‘work itself out.’
- Become and stay involved in your child’s school.

Complex issues may take some time to sort out. You should also:

- Make an effort to stay calm
- Motivate your child to be assertive, without hitting back or retaliating
- Resist approaching another child or parent yourself, it is better to help your child develop a positive strategy for setting their own boundaries whenever possible
- Outlaw bullying aspects or conducts at home and elsewhere.

If you feel that the school or college is not properly dealing with the problem then you should:

- Request for a meeting with the head teacher/principal
- Request a copy of the school’s complaints submission procedure.

Cyber bullying is an issue, which can be recognized and addressed from three variables:

- The victim of cyber bullying,
- The cyber bully,
- The parents of the cyber bully.

Be sure and monitor all computer and technology usage in your home. Keep these devices in the common areas.

Bullying is Harmful.

- Of course, yes. Targets develop physical symptoms such as headaches, sleeping problems or stomach pains. Many targets will begin to fear going to school, bathrooms, or playing with others on the playground. Targets will often lose interest in school, or have trouble concentrating, and begin performing poorly, academically.
- Students lose confidence, and start to think of themselves as failures, stupid, or unattractive.
- The bystanders who observe while bullying is taking place may feel anxious or guilty (for not intervening). Develop less and less empathy for a student who is being bullied.
- Students who bully others are more likely in future to become involved in other wrong behaviors, such as substance abuse and robbery.
- It is imperative for schools to know that when they start a bullying prevention program, they do so for the benefit of all students and not just to protect the students who are being bullied.

Taking action against bullying

There are many different things you might be able to do if you are being bullied. Depending on how severe the bullying behaviour. You might decide to try and work it out yourself first. Here are some tips that may be helpful, especially for verbal bullying:

- Ignore the bullies taunts or use appropriate humour to deflect
- Hang around with others
- Be confident and stay positive
- Avoid situations which would place you alone with a bully
- Never respond to bullying messages (electronic)
- Ask for help – If the bullying persists

Who is a Bystander?

A bystander is a person who is not the bully or the target, but who watches the bullying occur. Most kids are bystanders, and they can help stop bullying. Standing by and doing nothing when bullying occurs helps hurt the target of bullying behaviour.

Teachers can do something to help children handle bullies

- Educate themselves so they can recognize the difference between actual bullying and the usual conflicts that reflect normal group behaviour
- Gain a complete understanding that early intervention is critical
- Talk to the entire class in an effort to instil in students that bullying behaviour is unacceptable
- Teach the students what is acceptable and non-acceptable behaviour
- Create a sense of safety for each student in the class

Tips that may help you as you struggle to save your child:

- Teach your child self-respect and nurture confidence.
- Help your child learn to express anger, especially to you since letting your child stand up to you in an appropriate manner helps him/her stand up to a bully.
- Practice showing confident body language with your child, making frequent eye contact and using deep breathing to bolster assertive words.
- Talk with your child about the consequences of casual violence seen on television, in video games, and possibly in the neighbourhood.
- Encourage friendships since both victims and bullies tend to be loners.
- Teach your child how to solve problems, using praise when he/she follows through.
- Help your child express himself/herself clearly, using “I” statements. Children who express themselves without putting others on the defensive tend to gain friends.
- Note any disturbing behaviours in your child (frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, frequent behaviour problems at school, lack of friends, and alcohol or drug use can be signs of serious problems)
- Listen to your child if he or she shares concerns about friends who may be exhibiting troubling behaviours. Share this information with a trusted professional, such as a school psychologist, principal, or teacher.

- Rent a video of a movie that explores intolerance (*Mask, The Elephant Man*)
- Hold up the mirror to yourself and to your child's teachers. Adults who demean, talk down to and constantly demand unquestioning obedience from children, foster bullying and being victimized.

What steps should be taken to intervene in a bullying situation:

- Recognition.
- Must target both the system, as well, as the victim.
- Should approach your school to find out what, if any, anti-bullying programs and campaigns your school implements.
- If they aren't proactive against bullying, it will be in every child and parent's interest to make them wake up and smell the coffee.
- Provide your school's administration with anti-bullying campaign options – teach them what's out there to help them with their commitment to stop bullying
- For the student enduring the bullying, you may want to consider 'assertiveness training' and, 'social skills training'.
- Focus groups
- Bully prevention meetings with other parents
- How to make a 'buddy system' work for your victim of bullying
- Let your school administration know that you are not going to take it anymore!
- Let them know that you will do whatever it takes to protect them.
- Remember that you are not alone in this mess.

First, remember that everyone has rights—and everyone has responsibilities.

You have the right. . .

- to be treated fairly and with respect
- to feel safe
- to be included in groups and activities
- to ask for help when you need it
- to say 'no' to unwanted behavior
- to make your own decisions (with support from the adults you trust)
- to be protected from bullying and harassment
- to make truthful complaints
- to be informed of complaints made about you

- to have both sides of an issue or argument heard
- to be informed of consequences that affect you
- to have a fair appeal process
- to have a supportive adult speak for you

You have the responsibility. . .

- to treat others fairly and with respect
- to include and welcome others
- to help protect yourself from harm
- to respect other peoples' boundaries
- to give help when needed
- to listen when others say "No"
- to not overpower, bully, harass or abuse anyone
- to control your anger
- to report mistreatment of other people
- to listen to yourself and get help if something seems wrong
- to let people make their own decisions

WORKSHEET #2

How can you avoid being called a bully?

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.....
.....

Who is a bystander?

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.....
.....

Name two kinds of bystanders?

.....
.....

What makes someone a bystander?

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.....
.....
.....

How can you stop bystander behaviour?

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.....
.....

In chapter 2, *the Establishment*'' I was watching a television show in which an employee was verbally berating another staff member, and those who witnessed the tongue-lashing did nothing. Why couldn't they intervene?

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.....

In Chapter 2, 'The Establishment' if you had a chance to look at the same program again, scene by scene. Can you suggest at least three things bystanders could have done to stop the bully from doing the act?

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.....
.....

Have you ever been a bystander? What did you do? Would you do anything differently if it happened again?

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.....

Why is it that the parents of kids who are not being bullied seem to show no interest in the subject ?

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.....

What are four antidotes to bullying?

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.....

In your opinion, what can teachers do to help kids deal with a bully?

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In your opinion, what should a parent do if they believe their child is a bully?

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In Chapter 3, ‘Bullying on the Rise’, If you were Phoebe Prince and realised you were a target of cyber bullying, what would you have done differently to change the outcome (if possible)?

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.....
.....

If you are a parent what online safety tips would, you recommend to your kids to guard against cyber bullying?

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.....
.....

In Chapter 10, ‘Middle School. It’s Brutal’. Ryan despite being loved by teachers did not trust the school officials to deal with his bullying situation. Why is that?

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.....

What type of bullying did Ryan undergo?

.....
.....

Ryan’s parents tried to intervene. Do you think their effort was worth it?

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.....
.....
.....

Ryan’s dad wanted to take it to the principal, but Ryan refused, why?

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.....

In Chapter 11, ‘*The Birthplace of the Professional Bully: High School*’ we talked about Lady Gaga and how she was also a target of bullying in high school .What kind of target was Lady Gaga?

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.....
.....

How do you think Lady Gaga felt when he was being bullied?

.....
.....
.....

What would you have done if you were Lady Gaga?

.....
.....

What could you have done to help Lady Gaga if you were her friend?

.....
.....
.....

Bullying is a part of everyday life and it is never going to go away .What are some of the tips that may help you as you struggle to stay clear of bullying situations?

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.....
.....

In Chapter 12, we talk about EQ or Emotional Intelligence. What is it?

.....
.....

What is Social Intelligence?

.....
.....

In Chapter 12, ‘*The Psychological Damage*’, which kind of intelligence did Ty exhibit?

.....
.....

In Chapter 12, 'The Psychological Damage' we talked about Ty who was a bully and Josh was the target.

Do you think the situation at home contributed in Ty's bullying behaviours? How?

.....
.....
.....

If you were Ty's Father what would you have done differently that his father never did?

.....
.....
.....

Josh still experiences some long term psychological effects of bullying, 31 years down the line. What are some of the effects Josh might have experienced?

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.....
.....

What can be done about bullying?

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.....

How would you work towards giving a young person the skills to overcome these problems in an effort to help avoid the long term harm mentioned in this story?

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.....

Now that you have read and analysed the book and the places where something else could have been done, lets take a closer look at what is going on in your life. Write about any situation you want at home or school and identify where bullying is occuring. Take a moment to consider or identify a few strategies you might try as you learn to view it differently.

This is sample Incident report .Please fill this and tell us your experience?

Date of Incident(s):

Day / Month / Year

Time of Incident(s):

How many bullies were involved?

1? 2? 3? 4? 5? Or more?

Names of Bullies:

Nickname

First Name

Last Name

- 1.
- 2.
- 3.
- 4.

Do you think the bullying was?

Verbal? Yes No

Physical? Yes No

Racial? Yes No

Sexual? Yes No

Other: (describe briefly below)

.....

.....

.....

.....

If you are faced with the following bullying dilemmas, what would you do?

You hear a rumour going around about your friend that your he/she is Gay.
What Would You Do?

You receive a series of threatening texts or calls you hear laughter. The number is withheld.
What Do You Do?

You receive a series of threatening texts or calls you hear laughter. The number is withheld.
What Do You Do?

A group of kids are mimicking you at the football match.

What do you do?

You receive an unpleasant and update in your Facebook page?

What Do You Do?

A group of kids look at you, giggle, and whisper to each other in class.

What would you do?



APPENDIX No.1

INCIDENT WORKSHEET

This is a tool to help you think about bullying occurrences and prepare an incident report form. Consider putting these sheets together in a bound notebook where incidents are recorded in chronological order and the entire details of your incident are documented. This kind of documentation is what the adults will need in order to support you later (if needed).

THE INCIDENT WORKSHEET

Name:.....
Residence (city/state):.....
Citizenship:
Place of Employment:.....
Designation :.....

Not sure if you should be filling out this form yet?

The Incident

I am developing an incident report of a bullying incident, which occurred on

Date of Incident(s): Day / Month / Year
/...../.....

Time of Incident(s)

Where exactly did the incident(s) take place?

Home or near home?
Travelling to School?
On a school bus?
At the classroom?
School washroom?
School locker room?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Signature: **Date:**.....

Place a “B” on the space to show where the incident(s) took place:

Draw a sketch or map of where this bullying incident took place. Then mark a “B” on the spot(s) where your bullying incident(s) took place. Note whether there were bystanders and other witnesses and where they were in relation to you.



Signature: *Date:*.....

How many bullies were involved in that incident(s)?

.....

Names the bullies

Nickname (If any)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Names the Witnesses

Nickname (If any)

- 1.
- 2.
- 3.
- 4.
- 5.

Signature: *Date:*.....



Do you think the bullying was?

Verbal?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Physical?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Racial?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Sexual?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Rumours?

Describe briefly, below what exactly happened:

.....

.....

.....

.....

.....

.....

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.....

.....

Signature: *Date:*.....



Please circle the words that most describe how you felt immediately after the incident(s), then tick a number from 1 to 5 to describe the intensity of your feelings.

For example, if you felt a little ashamed, **tick** the number 1. If you felt very ashamed, **tick** the number 5.

DESCRIPTION	←-----→				
	1	2	3	4	5
Anger					
Fear					
Rage					
Shame					
Humiliation					
Loneliness					
Self hatred					
Pathetic					
Hopeless					
Desire to hit back					

Look over your scores in the table above. If you find high scores on this exercise, do not worry. The strong feeling occurs because the bullying experience is not always pleasant. It is imperative for you to be careful of your future actions because these strong emotions can lead to impulsive and destructive behaviour.

Signature: Date:.....

Describe briefly, how you reacted:

.....
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.....
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.....

What did you do?

Now that you know how you feel about being bullied, what did you do or say at the time?

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.....

Signature: **Date:**.....

How did the bullying affect your school work or attention in class or behaviour at home?

Bullying affects the overall health of any school. Unhealthy learning environment can have many negative effects. In general, how did the incident affect you?

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.....

If you reported the incident, what did your teacher or school administrator do about your complaint?

Since bullying is a form of violence in the school, school administrator may wish to deploy a strategy that covers a range of incidents.

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.....
.....
.....

Signature: **Date:**.....





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Answers to the Crossword Puzzle

ACROSS

1. Cyber
2. Nil
3. Yelling
4. Run
5. Safe

DOWN

1. Bullying
2. Victim
3. Internet
4. Jealousy

INCIDENT DIARY

BULLYING DIARY

Keeping a record about any bullying you have experienced can be helpful when you are talking to someone about how to sort it out. Try to remember and write down as much as you can about what happened, when and where the bullying took place and who was involved.

You may find it helpful to record incidents and we have provided you with a Reporting diary on the following pages.

Your Name:..... Your Address:.....School.....

Your Contact Number: Class:.....

Please complete this incident diary

It is advisable that you provide as much accurate information as you can on this form. This is your own record of what you have gone through/witnessed. This form should be filled in as soon as possible after the incident when it is fresh in your mind. Provide as much information as possible without adding in assumptions – stick to the facts only.

- Location – If you are not familiar with the actual location, include as much information as you can. For example near **ABC's** on Y road
- Make a point to identify people involved on every occasion. If you are not familiar with the name of the people but can describe them or know their nickname, write that down.
- Say what actually happened. For example you should include real swear words in full if you have witnessed these. This gives a better understanding of what happened and can be powerful evidence if needed.
- It is advisable that you include your feeling and how the incident has affected your normal life – for example if it has made you feel horrific, scared, depressed, or has stopped you from performing at school.
- If there were any other witnesses include their name – and name and address if you know it.

If more than one student is completing the diary forms, then each person should use a separate form.

Please contact your school counsellor or administrator if you need help or when you have completed this form.

Thank you for taking the time to complete this incident diary. We need your help to identify perpetrators of a bullying behaviour and your evidence is important.

Date of incident and time it started and finished	Where did the incident occur	What happened?	Who did it? Do you know names or can you describe people?	Were there any other witnesses?	Have you reported the incident and if so to whom? Is there a reference number	Please tell us how the incident has affected you, how you felt about it

Date of incident and time it started and finished	Where did the incident occur	What happened?	Who did it? Do you know names or can you describe people?	Were there any other witnesses?	Have you reported the incident and if so to whom? Is there a reference number	Please tell us how the incident has affected you, how you felt about it

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References

Materials found in this workbook have been adopted from source the following materials.

Wood, Faith, *Taking The Bully By The Horns*, **Double Your Faith Productions**, Alberta, 2011



Please visit www.imind.ca for further help with bullying problems

Also, please email any practical anti-bullying solution ideas that you, your friends or your family have to: info@imind.ca

Thank you

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