

# BOOMERANG BULLY

Teacher's Guide



Developed by  
The Safe and Drug Free Schools Office  
Pinellas County Schools  
to accompany  
St. Petersburg Times Newspaper in Education  
Boomerang Bully  
August 2004

# Chapter 1: Back at Ya

## Teacher Information

Bullying differs from conflict. Disagreements or disputes are a normal part of life and can be solved with various conflict resolution strategies including compromising and mediation. In a conflict situation, the students who are involved typically have relatively equal power. Bullying is not simply a conflict; it is a form of peer abuse that involves an imbalance of power, an intent to harm, and occurs repeatedly. It is any activity from teasing to physical attacks where one or more people pester a victim over a period of time. There are different types of bullying behavior: physical, verbal, relational aggression, sexual harassment and cyberbullying.

Verbal bullying is the most common form of bullying behavior at a school. It may include threats, name-calling and mean teasing. In order to distinguish between teasing and bullying behavior remember that when teasing occurs everyone is having fun. It becomes bullying, if one person is no longer having fun.

A growing concern in the area of bullying is cyberbullying. It involves the use of technologies such as e-mail, cell phones, instant messaging, and personal Web sites to support deliberate, recurring, hostile behavior by an individual or group with the intent to harm others.

A common myth about bullying is that people who bully have low self-esteem. In actuality, the self-esteem of bullies tends to fall within the normal range while victims of bullying have lower self-esteem than their peers.

## Key Vocabulary

Bullying:	A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students (Olweus, 1993). Negative actions may be physical, verbal, emotional, or involve sexual harassment.
Physical Bullying:	Physical harm to a person or property.
Victim:	A person who is repeatedly and over time exposed to negative actions from peers in the form of physical attacks, verbal assaults, or emotional abuse.

## Discussion Questions

1. Why do you think students do not report bullying situations? (retribution, retaliation, embarrassment, blame themselves, feel adult will not intervene)
2. What would encourage someone to seek assistance in a bullying situation? (answers will vary)
3. What kinds of bullying behaviors occur in schools? (answers will vary)

## Lesson

### Materials:

Masking tape line on the floor for Power Shuffle Awareness Activity.

Video: *Bullying: You Don't Have to Take it Anymore*

### Suggested Activities:

**The Power Shuffle** (adapted from *Don't Laugh at Me* Program, Operation Respect)

1. Line up all students on one side of the masking tape line, facing the line.
2. Introduce the activity: Sometimes when someone hurts another person he/she is just being mean or maybe being careless. Sometimes they feel pressure from friends to join in the teasing.
3. Explain: It is best to do the activity in silence since there may be some strong feelings during the activity. Remember, all feelings are important and okay. Everyone needs to be respectful so everyone can feel safe.
4. Give directions: Say, "I am going to call out a category. If you belong to that group, please cross the line and turn around to face the students on the other side of the line. If you are uncomfortable crossing, you may choose to stay where you are and notice the feelings you are having."
5. When reading a crossing the line category, pause until students have crossed and turned to face the others. Ask everyone to cross back. Continue
  - Cross the line in silence if you've ever been teased, called a bad name or made fun of.
  - Cross the line if you have been picked last in games or sports or felt left out or excluded from an activity.
  - Cross the line if you have ever been called a mean name or put down just because you are a girl.
  - Cross the line if you are a boy and you've ever been told you shouldn't cry, show your emotions, or be afraid.
  - Cross the line if you've ever been told you are a bad, ungrateful, no-good, or worthless kid.
  - Cross the line if you have ever seen someone else being teased, called a bad name or made fun of.
  - Cross the line if someone has ever been mean to you and you've been reluctant or too afraid to say anything about it.
  - Cross the line if you've ever stood by and watched while someone was hurt and said or did nothing because you were too afraid.
  - Finally, cross the line if you've ever wanted to speak out because you thought something was wrong but were too uncomfortable, shy, or afraid to say something.
6. Lead a discussion:
  - What are some of the feelings that came up during the activity?
  - What was the hardest part?
  - What did you learn about yourself?
  - What did you learn about others?

### **Identifying Bullying Behaviors**

1. Give the definition of bullying. Point out the 3 things that need to be present in order for a situation to be considered bullying – power differential, intent to harm, and repeated behavior.
2. Divide students into small groups.
3. Assign each group one type of bullying behavior to discuss:  
*Physical, Verbal, Sexual Harassment, Relational, Cyber* -- List examples of each to share with the class.
4. Discuss the differences between bullying and conflict.

### **Dealing with Bullying**

1. Show video *Bullying: You Don't Have to Take It Anymore*.
2. Make a list of adults who can receive bullying reports.
3. Develop class rules regarding bullying.

#### Sample Rules:

- We do not bully others.
- We help students who are being bullied.
- We include students who are left out.
- We report bullying to an adult at home or school.

## Chapter 2: Friends?

### Teacher Information

There are gender-related differences in bullying behaviors. Male students who bully generally engage in direct bullying such as physical and verbal intimidation. Female students who bully are more covert in their bullying behavior and manipulate their victim through indirect bullying. They exclude socially, spread rumors, and set up the victim to look foolish.

A victim is a person who is repeatedly and over time exposed to negative actions from peers in the form of physical attacks, verbal assaults, or psychological abuse. Common characteristics of victims include feelings of anxiety or insecurity, cautious behavior, low self-esteem, and social isolation.

There are two types of victims, passive and provocative. A passive victim may be small in stature, sensitive, cry easily, lacking in social skills, isolated, dependent on adults more than peers, and have few friends. This victim is easy to pick on and spends considerable mental energy preoccupied with personal safety, thus impairing academic learning. The provocative victim may be quick tempered and is likely to fight back. This type of victim may pester and irritate repeatedly to aggravate others. This frequently distressed victim may be perceived as a bully but differs in that he/she always loses in the end.

Students need to be empowered to seek appropriate resolution of bullying situations. This includes teaching social skills and assertiveness skills as well as strategies for dealing with the bullying: walk away, ignore, use humor, use an *I message*, find allies, or report the bullying.

### Key Vocabulary

Assertive:	Expressing your feelings in a clear, confident, respectful manner.
Passive:	Steering clear of conflict, never standing up for your own needs.
Aggressive:	Harsh, confrontational approach to conflict.
Emotional Bullying:	Harm to one's self-esteem or group acceptance; social isolation or exclusion.
Verbal Bullying:	Threatening, taunting, teasing, name-calling, extortion.

### Discussion Questions

According to the National School Safety Center, an estimated 160,000 children miss school every day due to fear of attack or intimidation by other students.

1. What types of bullying occur at school? (answers will vary)
2. How does bullying differ from harmless teasing? ( In harmless teasing, everyone is having fun, in bullying, one person is having fun, the other is not)
3. Is bullying something kids just have to take? (answers will vary)

4. How should students respond if someone attempts to bully them? (Tell the person who is bullying to stop in an assertive way, walk away, ignore, tell an adult)

## **Lesson**

### **Materials:**

One Student Questionnaire per student (see sample)

Video: Sunburst's *Don't Pick on Me*

### **Suggested Activities:**

#### **Student Questionnaire**

1. Administer the Student Questionnaire.
2. Chart results to present to the class for discussion and prevention planning.

Note: Once you gather bullying information from your students, it is imperative to act on that information.

#### **Dealing with Harassment**

1. Show the video *Don't Pick on Me*.
2. Pause after each vignette for class discussion.
3. Make a list of *passive*, *aggressive* and *assertive* behaviors seen in the video.  
Discuss the consequences for each type of behavior.

**Do not put your name on this questionnaire.**

## **Sample Questionnaire**

Adapted with permission from  
Protect with Respect Bullying Prevention and Intervention Training Program

Bullying is defined as one or more students causing physical, verbal, or emotional harm to another student or students.

There are different types of bullying:

- Physically hurting someone
- Harming someone's property
- Saying mean or hurtful things
- Making fun of someone
- Excluding someone from the group on purpose
- Spreading rumors about another person

**Please answer the questions on the bullying survey honestly.**

Are you a boy or girl?

- Boy
- Girl

What grade are you in? \_\_\_\_\_

1. Have you been bullied at school in the last 2 months?

- Yes
- No

2. How often are you been bullied in school?

- Never
- Once in a while
- Once a week
- Several times a week
- Every day

3. Where does the bullying happen?

- Classroom
- Hallway
- Cafeteria
- Restroom
- P.E. field
- Bus
- Other \_\_\_\_\_

4. What type of bullying happened to you? (check all that apply)

- Physically hurt
- My things were broken or stolen
- Threatened
- Called mean names
- Excluded from a group
- Someone tried to make others dislike me
- Other \_\_\_\_\_

5. Who did you tell that you were bullied at school?

- No one
- Friend
- Teacher
- Administrator
- School Resource Officer
- Counselor
- Parent
- Other \_\_\_\_\_

6. Have you ever bullied another student at school?

- Yes
- No

7. How often have you bullied others in school?

- Never
- Once in a while
- Once a week
- Several times a week
- Every day

8. Where do you bully others?

- Classroom
- Hallway
- Cafeteria
- Restroom
- P.E. field
- Bus
- Other \_\_\_\_\_

9. How do you bully others? (check all that apply)

- Physically hurting
- Breaking or stealing things
- Threatening others
- Calling others mean names
- Excluding someone from the group on purpose
- Trying to make others dislike someone
- Other \_\_\_\_\_

10. Have you seen other students being bullied at your school?

- Yes
- No

11. What did you do when you saw the bullying?

- Did nothing, just watched
- Ignored it
- Tried to help the person being bullied
- Went to get help from an adult
- Other \_\_\_\_\_

12. How often do the adults in your school intervene in bullying situations?

- Almost always
- Sometimes
- Almost never
- Never

## Chapter 3: Harasser or Harassee?

### Teacher Information

Friendships are a foundation for children's development and adjustment as adults. They help children learn social skills, problem-solving skills and self-confidence. During early adolescence or the middle school years, friendships and social status take on a new importance as a source of influence and support.

Sometimes what begins as a friendship group develops into a clique with rigid boundaries designed to determine who is allowed in and who gets to stay in. The dynamics of this group behavior may lead to the harassment of outsiders. It is also not uncommon for a member of the group to suddenly be excluded for no apparent reason.

### Key Vocabulary

Harassment:	To irritate or torment persistently, persecution with repeated annoyances, threats or demands.
Clique:	A small, exclusive circle of people connected through mutual interests or a shared identity.
Manipulate:	To influence or control in a devious manner.
Relational Aggression:	Type of emotional bullying whereby individuals use relationships to harm others, specifically intended to hurt another child's friendships or feelings of inclusion in a peer group.

### Discussion Questions

1. What is the difference between a group of friends and a clique? (cliques recruit selected individuals and reject those deemed unworthy)
2. Are cliques a good thing or a bad thing? (answers will vary)
3. How do cliques help or hurt kids? (answers will vary)
4. What are some examples of relational aggression? (exclusion from group, spreading rumors)
5. Are there things you would never do, even for a friend? (answers will vary)

### Lesson

#### Materials:

Video: Sunburst's *Real People – Cliques: Who's In, Who's Out?*

#### Suggested Activities:

##### Cliques

1. Show the video *Real People – Cliques: Who's In, Who's Out*.
2. Divide the class into small groups. Have each group discuss the three scenarios in the video and reach a consensus on how each problem should be resolved. Have each group report back to the class for further discussion.

## Chapter 4: Sticks & Stones

### Teacher Information

Contrary to popular belief, students are seldom victimized because of a physical attribute. External attributes, such as, obesity, red hair, wearing glasses or speaking with an accent are not predictive of a child becoming a target of bullying behavior. The only physical feature associated with victimization is physical weakness in the case of boys (Olweus, 1993). Children who bully seem to target children who respond inappropriately to their bullying behavior.

### Key Vocabulary

Empathy:	To understand and identify with another person's feelings.
Sympathy:	Feelings of sorrow for another person's misfortune.
Perspective:	Subjective evaluation in understanding things, events, relationships.

### Discussion Questions

1. If there were no differences among people in your school, what would that be like for you, your friends, and your teachers? (answers will vary)
2. What does it mean to take another person's point of view? (answers will vary)
3. What is the difference between sympathy and empathy? (sympathy means feeling sorry about something that happened, empathy means putting yourself in that person's place)
4. What are some things that might prevent a person from feeling empathy towards another? (pride, fear, lack of information, anger)

### Lesson

#### Materials:

- Paper hearts (one per student)
- Video: Sunburst's *Suppose That Was Me?*

#### Suggested Activities:

##### Torn Heart Activity

1. Distribute paper hearts to participants.
2. Discuss how the things that people say and do can hurt other people's feelings and leave a long lasting impact.
3. Ask participants to describe the heart (looks new, feels smooth, etc.).
4. Ask: "What kinds of mean things do you hear students or adults saying to each other?" As each statement is shared, fold the heart once. Continue until the heart is too small to continue folding.
5. Ask: "What happened to the heart?" (crushed, ruined, etc.)
6. Ask: "What kinds of things have you heard students or adults say to make the person feel better?" As each statement is shared, unfold the heart once. Continue until the heart is completely unfolded. Try to flatten and smooth out the heart.
7. Discuss that just as with the heart, when mean things are said to a person, the hurt never completely goes away. Discuss how this relates to bullying prevention.

**Understanding Perspective**

1. Show the video, *Suppose That Was Me?* During viewing, ask students to consider the different points of view of the characters in the video.
2. Divide the class into six small groups (one for each character). Assign a character to each group and have them discuss the character's perspective. Have each group report back to the class for further discussion.

## Chapter 5: Only Words

### Teacher Information

Bullying was once considered an innocent rite of passage— something all young people experience. Current research counters this theory. Research indicates that children who are bullied have lower self esteem and higher levels of stress, anxiety, depression, illness, and suicidal ideation (Olweus, 1993). According to the National School Safety Center, an estimated 160,000 children miss school every day due to fear of attack or intimidation by other students. In addition, the Secret Service found two-thirds of all the school shooters since 1974 had been victims of bullying prior to the shootings (Brady, 2001).

The victims of bullying are not the only ones to suffer consequences as a result of bullying behavior. Children who bully have more cases of alcoholism and substance abuse, more antisocial personality disorders and are more likely to drop out of school (Olweus). According to Olweus, by age 23, approximately 60% of boys identified as bullies in middle school had at least one conviction of a crime and 35% to 40% had three or more convictions; 50% of all identified bullies became criminals as adults.

### Key Vocabulary

- Direct Bullying: Open attack to a person or property, such as pushing someone into a locker or destroying homework.
- Indirect Bullying: Subtle and covert behaviors such as social isolation or exclusion.
- Rite of Passage: A ritual one goes through to move on to the next stage of life.

### Discussion Questions

1. What are some rites of passage that children in the United States experience? (answers will vary but may include things such as learning to work the combination on a locker, staying home alone for the first time, learning to drive)
2. Why is bullying more than a routine rite of passage? (Bullying is a form of violence)
3. Why are some people more affected by bullying behavior than others? (those with the support of family and friends and those who are more assertive may have less difficulty dealing with bullying behavior)
4. Why do you think words have so much power over persons being bullied? (answers will vary)

### Lesson

#### Materials:

- Video: Sunburst's *Don't Pick on Me* (for middle school) or  
*Teen Files Flipped: Bullies, Loners, and Violence* (for high school)
- Art supplies

## Suggested Activities:

### Understanding Bullying

1. Show the video *Don't Pick on Me* (for middle school) or *Teen Files Flipped: Bullies, Loners, and Violence* (for high school). During viewing, ask the students to write down examples of bullying they see in the video.
2. After viewing, lead a class discussion about the bullying incidents they noted. Be sure to include;
  - the possible feelings of the person being bullied
  - the role of the bystanders in the situation
  - what could have been done differently

Note: Additional discussion questions and activities accompany the *Teen Files Flipped: Bullies, Loners, and Violence* video.

### Harassment

1. Begin an anti-harassment campaign.

Students can:

- Write and produce public service announcements to be shown on morning announcements.
  - Create posters with anti-harassment slogans.
  - Write articles or create cartoons for the school newsletter.
  - Publish a guide or pamphlet about bullying to share with other students.
2. Have students find stories about harassment in the media:
    - A news story on television or radio
    - A show on television
    - A movie
    - An article in a newspaper or magazine

Have students answer the following questions about their story and present it to a small group. Have students choose one story from each group to share with the class.

- What is the story about?
- What type of harassment has taken place?
- Who are the people involved and what role did they play in the harassment?
- How did the story make you feel?
- How should the incident be handled?
- Is there anything that could have been done differently?

# Chapter 6: Taking a Stand

## Teacher Information

Recent research indicates that in most schools 10% of the population are students who bully, 15% are victims and the other 75% are bystanders (Brown, 2003). Just as with the child who bullies and the victim, there is an impact on the bystanders in a bullying situation. They may experience a variety of uncomfortable emotions. Bystanders may be afraid for themselves or the victimized child and may experience guilt for not intervening. They may also experience anxiety as they sense they are not in control of the situation. Without intervention, bystanders may become desensitized to bullying situations. As empathy for the victim is reduced, bystanders are at a greater risk for joining in bullying behaviors.

Reasons why bystanders might fail to get involved in bullying situations include:

- Unsure of what to do
- Worried about making the situation worse
- Fear of becoming the next target of the bully
- Feel the school will not support them

## Key Vocabulary

Bystander:	Observers of bullying situations.
Strength in numbers:	Taking a stand against bullying behaviors by joining with peers who believe that harassment is wrong.
Courage:	Quality that enables one to face fear with confidence and resolution; bravery.

## Discussion Questions

A study examining the role of peers in bullying situations revealed that

- Peers were involved in 85% of bullying incidents
- Peers reinforced the bullying in 81% of the episodes
- Peers were active participants in 48% of the episodes
- Peers intervened in only 13% of the episodes they observed

(Coloroso, 2003)

1. Why do so many students avoid helping someone who is being bullied? (uncertainty about what to do, fear of becoming a target, safety concerns, lack of school support)
2. What does it mean to take a stand? (engaging in positive behaviors that support the community)
3. What can bystanders do to help someone who is being bullied? (Tell the person who is bullying to stop, report the incident to an adult, include the victim in activities)
4. How do you think adults should handle bully reports? (answers will vary)

## Lesson

Materials:

- Rope for Tug of War
- Paper and pencil

## Suggested Activities:

### **Writing Activity**

- **Writing Situation:**  
Without negative consequences from adults or peers, the student who bullies is rewarded for his or her behavior. Therefore it is important that adults and peers intervene in and try to stop ongoing bully/victim situations.
  
- **Writing Directions:**  
Think about ways adults and students can intervene in bullying situations.

Now write to convince adults and students in your school that they should intervene when they witness a bullying situation.

### **Tug of War Activity**

1. Discuss the impact that a group of bystanders can have on a bullying situation.
2. Choose several student volunteers to participate in the tug of war. Instruct them to join in the activity one at a time on your direction.
3. Begin the tug of war with one person on each side of the rope. Explain that this represents a bullying situation with one person bullying and one person as the victim of bullying.
4. Invite one more person to join the tug of war as a bystander helping out the victim of bullying. Continue adding bystanders until they win the tug of war.
5. Discuss the activity by pointing out that the more people who stand up against bullying, the more power they have to stop it.

Note: It is best to have an adult volunteer play the role of the person who is bullying.

# Chapter 7: Breaking Point

## Teacher Information

Once a student is targeted by a student who bullies and responds inappropriately, the downward spiral begins. As victimization continues, peer avoidance begins. Eventually victims buy in to the victimization and start blaming themselves for the bullying. Upon reaching hopelessness, victims are at the danger point for depression, suicidal ideation, and violence.

Victims are often reluctant to talk about daily happenings at school. They may be worried about retaliation or too humiliated to report the bullying. They may feel embarrassed that they cannot handle the situation and want to present an image that they can handle the student who bullies. Victims may even blame themselves for the treatment they are receiving. The number one reason victims report not telling is that they believe there is nothing the adult can or will do to intervene.

Just as with the student who bullies, there are long term consequences for the victims of bullying. These include:

- loss of self esteem
- difficulty making social/emotional adjustment
- fear of school resulting in low academic achievement

As adults, they are at greater risk of violence, depression and other mental health problems including suicide.

## Key Vocabulary

Responsibility:	State of being accountable or answerable for something.
Tattling:	Telling about someone's actions to deliberately get that person in trouble.
Reporting:	Telling about someone's actions to keep someone from getting hurt.
Point of View:	A manner of viewing things; an attitude.

## Discussion Questions

1. Have you ever seen someone being bullied? What did you do? Why? (answers will vary)
2. What are some possible feelings of the bystanders? (fear, guilt, anger, mistrust, some bystanders may feel the situation is humorous or that it is none of their business)
3. What responsibility do students have to intervene in bullying situations? (answers will vary)
4. What responsibility do adults in the school have to intervene in bullying situations? (answers will vary)

## Lesson

Materials:

Video: *Joey*

## Suggested Activities:

### **The Role of the Bystander**

1. Show the video *Joey*.
2. Divide students into small group to answer reflection questions.
  - What types of bullying did Joey experience?
  - Why do you think Joey was singled out to be a victim of bullying?
  - What effect does the bullying have on Joey?
  - What role did Andrew play in the bullying incidents?
  - What effect does the bullying have on Andrew?
  - Does this video reflect the bullying situations that exist in schools? Why or why not?

### **Opposing Points of View**

1. Have students choose a story with characters that have opposing viewpoints or an event in history that has sides with opposing views.
2. Ask students to create a Venn Diagram of the different perspectives.
3. Discuss how those involved in a bullying situation may have a different point of view of the event.

# Final Chapter: The Boomerang Keeps Spinning

## Teacher Information

Students generally believe adults should intervene long before they actually do. Yet, students regularly report that the majority of teachers or other adults in the school ignore bullying incidents. Often teachers are unaware of episodes of bullying since it is not usually done in front of the adults at school. If an incident is not witnessed or reported, a teacher cannot intervene. Other reasons adults don't always intervene:

- difficulty recognizing bullying
- failure to recognize the importance of intervening
- believe students can work it out
- uncertainty regarding how to intervene

Students need to feel safe to go to adults for help. They also need to believe that the adult will do something about the situation.

## Key Vocabulary:

Empathy:	The power of understanding another's feelings.
Character:	Combination of traits and qualities which make an individual unique.
Breaking Point:	The point at which physical, mental, or emotional strength gives way under stress.

## Discussion Questions:

1. What do you think teachers and administrators should do to address the problem of bullying in school? (answers will vary)
2. What consequences for bullying are in the Pinellas County Student Code of Conduct? (Bullying is not acceptable behavior on page 8, Guidelines to Prevent Sexual Harassment & Prohibition of Harassment policies on pages 25, 26, & 27)
3. What would a bully-free school look like, sound like, feel like? (answers will vary)

## Lesson

### Suggested Activities:

#### Quotation Collection

1. Ask students to find quotations about friendship, peace, tolerance, understanding, acceptance, respect, and kindness.
2. Compile quotations into a book, database or other form to share with students.

[www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov)

Visit the website as a class or assign as homework.

- Watch a webisode
- Take the *Do You Bully Others?* quiz
- Complete the *Word Find* or the *Race!* game
- Read one of the information pages and write a summary

### **Writing Activity**

- **Writing Situation:**  
The U.S. Department of Education reports that 77 percent of middle and high school students surveyed have been bullied at some point in their school career. Results from another survey done by the No Bullying Program: Preventing Bully Victim Violence at School reported that 63% of students said that they would learn more if they felt safer at school (Weinhold, 1999).
  
- **Writing Directions:**  
Think about what schools can do to prevent bullying behavior.

Now write to convince the school administrators that a bullying prevention program is important for school safety and academic performance.

## Resources

The following resources are available from the Safe and Drug Free Schools Office.  
Please call 588-6130 for check out.

***Bullying: You Don't Have to Take it Anymore*** (2002)

Film Ideas  
308 North Wolf Road  
Wheeling, IL 60090  
(800) 475-3456  
[www.filmideas.com](http://www.filmideas.com)

***Don't Laugh at Me*** (2000)

Operation Respect  
2 Penn Plaza, 5th Floor  
New York, NY 10121  
(212) 904-5243  
[www.dontlaugh.org](http://www.dontlaugh.org)

***Joey*** (2000)

Center for Youth Issues  
P.O. Box 22185  
Chattanooga, TN 37422  
(800) 477-8277  
[www.cyi-stars.org](http://www.cyi-stars.org)

***Stand Up Speak Out*** (2001)

Sunburst  
101 Castleton St.  
Pleasantville, NY 10570  
(800) 431-1934  
[www.sunburst.com](http://www.sunburst.com)

Kit includes the following videos:

Cliques: Who's In Who's Out?  
Real People: Talking about Sexual Harassment  
Suppose that was Me?  
Don't Pick on Me

***Teen Files Flipped: Bullies Loners and Violence*** (2002)

AIMS Multimedia  
9710 DeSoto Avenue  
Chatsworth, CA 91311-4409  
(800) 367-2467  
[www.aimsmultimedia.com](http://www.aimsmultimedia.com)

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