



Resilience
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BULLYING AND CYBERBULLYING

A CURRICULUM FOR TEENS

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Published in 2023 by REACH

(Resilience, Education, Action, Commitment, and Humanity)

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AT THE END OF THIS LESSON, STUDENTS SHOULD BE ABLE TO:

- **Define and identify bullying and cyberbullying**
 - Determine possible and likely locations/methods of bullying and cyberbullying
 - **Understand disinhibition and the online factors that contribute to it**
 - Anonymity, time lag, and lack of emotional cues
 - Employ techniques for countering disinhibition
 - **Develop strategies for supporting targets of (cyber)bullying**
 - Mobilize from a bystander to an **ally** and/or **upstander**
 - **Analyze categories of people who are more likely to engage in or be targeted for bullying**
 - **Interpret situations from an alternate point of view**
- 

DEFINING BULLYING


Bullying involves repeated attempts to inflict psychological, physical, or social pain and/or harm on someone else

- Bullying can be:
 - In-person or online
 - Direct (hitting or “teasing”) or subtle (exclusion, gossip, manipulation)
- Cyberbullying increases the number of techniques and strategies by which a person can be attacked



Rebeccadevitt0. (nd). Bully Bullying Boys. Pixabay.
<https://pixabay.com/illustrations/bully-bullying-boys-624747>

RESEARCH FINDS THAT BULLYING IS MORE LIKELY WITH LOW ADULT SUPERVISION

- **on the playground (76%)**
 - **in the classroom (40%)**
 - **in the hallway (24%)**
 - **in the gym (19%)**
 - **in the cafeteria (8%)**
 - **In the restrooms (4%)**
- 

BULLYING OCCURS WHERE ADULT SUPERVISION IS LOW

**Because bullies do not want to be caught/know their
behavior is wrong**



BULLYING OCCURS OUTSIDE OF SCHOOL, TOO!

**In the neighborhood, in athletics, at church, anywhere where
children gather**



WHAT KINDS OF BEHAVIORS MIGHT (IN PERSON) BULLYING INVOLVE?

Physical abuse: Hitting, kicking, pushing, tripping, threats of violence

- Taking/damaging personal property
- Sexual assault

Verbal abuse: Name calling, insults, and “teasing”

Social/relational abuse: Exclusion and spreading rumors

HYPERCONNECTIVITY → ↑ BULLYING

Before the internet, bullying was often limited to situations in which the target had direct contact with the perpetrator(s) and so there were settings where the target could escape. Because people are hyper-connected today, there is the potential for a target to feel bullied 24/7



IN ADDITION TO SOCIAL MEDIA, CYBER-BULLYING OCCURS IN:

- **Cell phones/texting**
- **Private messaging**
- **Chatrooms**
- **Online gaming**
- **Blogs**

ANYONE CAN BULLY OR BE BULLIED

The internet makes it easier to both be bullied and to bully



CYBERBULLYING AND DISINHIBITION

Think about a time when you said something online that you would not have said in person. Take a few seconds to jot down some notes about that situation.

CYBERBULLYING AND DISINHIBITION

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Show of hands: How many have done this?

CYBERBULLYING AND DISINHIBITION

Think about a time when you said something online that you would not have said in person. Take a few seconds to jot down some notes about that situation.

Show of hands: How many have done this?

Show of hands if you were meaner?

if you were nicer?

if you've done both?

CYBERBULLYING AND DISINHIBITION

Think about a time when you said something online that you would not have said in person. Take a few seconds to jot down some notes about that situation.

Show of hands: How many have done this?

Were you nicer or meaner (or both)?

Online disinhibition can be benign or toxic.

CYBERBULLYING AND DISINHIBITION

Online disinhibition effect: Comfortable saying/doing things online that you would not feel comfortable saying/doing in person

Can be benign (offering support) **or toxic** (trolling)

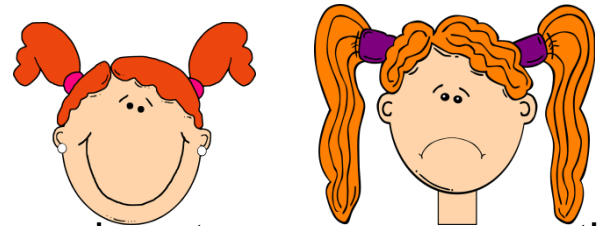
Factors that encourage online disinhibition:

Anonymity: No real names, anonymous

Lack of nonverbal cues: In person, distressed reactions of others curb our toxic behavior

Time Lag: Post something, go about your business, do not see responses until hours/days later

When online interactions are not in real-time, it also provides the opportunity to pause, think, and NOT engage in toxicity



DOES THE INTERNET MAKE YOU MEANER?

- **Benign and Toxic Disinhibition**
- **Factors that encourage**
 - **Online disinhibition**
 - **Anonymity**
 - **Lack of non-verbal cues**
 - **Time lag**



“If you can’t say something nice, don’t say nothing at all”

The time lag can give us time to think about whether we want to say something and if so, what we want to say

DOES THE INTERNET MAKE YOU MEANER?

- Benign and Toxic Disinhibition
- Factors that encourage
 - Online Disinhibition
 - Anonymity
 - Lack of non-verbal cues
 - Time lag

THiNK

*“Before you speak, ask yourself if
what you are going to say*

is T rue

is H elpful

is N ecessary

is K ind

*If the answer is **no**, maybe what
you are about to say should be
left **unsaid.**”*

--Radio show host Bernard Meltzer

RESPONDING TO BULLYING: BYSTANDERS, ALLIES, AND UPSTANDERS

Scenario 1: *Olivia unexpectedly got her period during school one day and a fellow student made a video of her with stained pants before Olivia realized what had happened. The video got passed around school, and several people keep repeatedly posting it on Olivia's social media accounts.*

How do you think this makes Olivia feel?

Take 10 seconds to jot down answers before discussing.

RESPONDING TO BULLYING: BYSTANDERS, ALLIES, AND UPSTANDERS

Scenario 1: *Olivia unexpectedly got her period during school one day and a fellow student made a video of her with stained pants before Olivia realized what had happened. The video got passed around school, and several people keep repeatedly posting it on Olivia's social media accounts.*

How do you think this makes Olivia feel?

How should Olivia respond to the videos?

Take 10 seconds to jot down answers before discussing.

RESPONDING TO BULLYING: BYSTANDERS, ALLIES, AND UPSTANDERS

Scenario 1: *Olivia unexpectedly got her period during school one day and a fellow student made a video of her with stained pants before Olivia realized what had happened. The video got passed around school, and several people keep repeatedly posting it on Olivia's social media accounts.*

How do you think this makes Olivia feel?

Ashamed, embarrassed, mortified, humiliated

How should Olivia respond to the videos?

She should not respond directly. Bullies want a reaction.

Block the users that post the video.

Report the video/cyberbullying to the service provider.

RESPONDING TO BULLYING: BYSTANDERS, ALLIES, AND UPSTANDERS

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How should Olivia respond to the videos?

She should not respond directly; bullies want a reaction

Block the users that post the video

Report the video/cyberbullying to the service provider

Upon seeing the video, how might you respond in a way that supports Olivia?

Take 20 seconds to jot down answers before discussing

RESPONDING TO BULLYING: BYSTANDERS, ALLIES, AND UPSTANDERS

Scenario 1: *Olivia unexpectedly got her period during school one day and a fellow student made a video of her with stained pants before Olivia realized what had happened. The video got passed around school, and several people keep repeatedly posting it on Olivia's social media accounts.*

Upon seeing the video, how might you respond in a way that supports Olivia ?

Ally: respond in a way that supports Olivia

Examples: “Women get periods — so what?”

“This happened to me, too — at a grocery store!”

Upstander: Confront the bully

Example: You know your friend is one of the people who has posted the video on Olivia's Instagram. You tell your friend that you think doing so is uncool and immature.

Additional options:

Report the video/cyberbullying to the service provider

Report the incident to a trusted adult

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Ally: respond in a way that supports Olivia

Examples: “Women get periods — so what?”

“This happened to me, too — at a grocery store!”

Upstander: Confront the bully

Example: You know your friend is one of the people who has posted the video on Olivia's Instagram. You tell your friend that you think doing so is uncool and immature.

Additional options:

Report the video/cyberbullying to the service provider

Report the incident to a trusted adult

Note: This is an example of cyberbullying known as “happy slapping”: Videos or pictures of the target being attacked or embarrassed are posted on social media

RESPONDING TO BULLYING

Scenario 2: *In the school cafeteria, you see Bobby, a popular guy, calling Chris names. Chris is sitting alone at a table names while Bobby's friends watch and laugh. Encouraged by his friends' laughter, Bobby starts throwing bits of food at Chris.*

How do you think Chris feels during this?

Take 10 seconds to jot down answers before discussing.

RESPONDING TO BULLYING

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How do you think Chris feels during this?

What actions could you take to support Chris or stop Bobby?

Take 20 seconds to jot down answers before discussing.

RESPONDING TO BULLYING

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How do you think Chris feels during this?

What actions could you take to support Chris or stop Bobby?

If instead of a bystander, you were amongst Bobby's friends at the table with him, what actions could you take to support Chris or stop Bobby?

Take 20 seconds to jot down answers before discussing.

RESPONDING TO BULLYING

Scenario 3: *Although they had been friends since grade school, after Diego got a girlfriend in high school, his friendship with Michael deteriorated. Then Michael started reporting every TikTok post that Diego made as having inappropriate content, even though none of them did. Diego's TikTok account was suspended as a result.*

RESPONDING TO BULLYING

Scenario 3: *Although they had been friends since grade school, after Diego got a girlfriend in high school, his friendship with Michael deteriorated. Then Michael started reporting every TikTok post that Diego made as having inappropriate content, even though none of them did. Diego's TikTok account was suspended as a result. How do you think Diego feels about this?*

Take 10 seconds to jot down answers before discussing.

RESPONDING TO BULLYING

Scenario 3: *Although they had been friends since grade school, after Diego got a girlfriend in high school, his friendship with Michael deteriorated. Then Michael started reporting every TikTok post that Diego made as having inappropriate content, even though none of them did. Diego's TikTok account was suspended as a result.*

How do you think Diego feels about this?

What are some ways that Diego could respond to Michael's behavior?

Take 20 seconds to jot down answers before discussing.

RESPONDING TO BULLYING

Scenario 3: *Although they had been friends since grade school, after Diego got a girlfriend in high school, his friendship with Michael deteriorated. Then Michael started reporting every TikTok post that Diego made as having inappropriate content, even though none of them did. Diego's TikTok account was suspended as a result.*

How do you think Diego feels about this?

What are some ways that Diego could respond to Michael's behavior?

How could you help Diego and/or Michael?

Take 20 seconds to jot down answers before discussing.

RESPONDING TO BULLYING

Scenario 3: *Although they had been friends since grade school, after Diego got a girlfriend in high school, his friendship with Michael deteriorated. Then Michael started reporting every TikTok post that Diego made as having inappropriate content, even though none of them did. Diego's TikTok account was suspended as a result.*

How do you think Diego feels about this?

What are some ways that Diego could respond to Michael's behavior?

How could you help Diego and/or Michael?

Note: This is a form of cyberbullying known as “warning wars” — the bully falsely reports to the provider that the target’s content is inappropriate resulting in the target’s account being suspended or banned.

THERE ARE DOZENS OF METHODS OF CYBERBULLYING!

WE MENTIONED HAPPY SLAPPING
AND WARNING WARS, WHAT OTHER
WAYS DO PEOPLE CYBER BULLY
OTHERS?

Bash Boards

Blogobullying

Cyberbullying by Proxy

Cyberstalking

Cyber Drama

Cyber Harassment

Cyber Threats

Denigration

Digital Piracy Inclusion

E-intimidation

Exclusion

Exposure

Flaming

Griefing

Non-Consent Multimedia Bullying

Impersonation

Instant Messaging Attacks

Interactive Gaming Harassment

Malicious Code Dissemination

Micro-Visual Bullying

Mobile Device Image Sharing

Password Theft & Lockout

Phishing

Porn & Marking list insertion

Pseudonym Stealth

Text wars and text attacks

Tragedy news mirroring

Trickery

Trolling

Twitter popping

Sexting

Sextortion

Slut shaming

Social media bullying

Voting and Polling booth bullying

Web Page Assassination

VLE Bullying

Virtual World Bullying

Youtube Channeling

IN 2022, 46% OF TEENS IN THE U.S. REPORTED THAT AT SOME POINT THEY HAD BEEN TARGETS OF ONE OR MORE OF THE FOLLOWING TYPES OF CYBERBULLYING:

Offensive name calling (32%)

Spreading of false rumors about them (22%)

Receiving of explicit images they did not ask for (17%)

Constantly being asked where they are, what they are doing or who they are with by someone who is not a parent (15%)

Physical threats (10%)

Having explicit images of them shared without their consent (7%)

RATES OF BULLYING

About ½ of teens have ever been cyber-bullied and 25% have been cyber-bullied in the past month

	Cyberbullied in past month ¹	Ever Cyberbullied ²
Multi racial	29.1%	--
White	25.8%	48%
Other	19.8%	--
Hispanic	18.1%	47%
Black	16.1%	40%
Male	21.9%	43%
Female	23.7%	49%
Transgender	35.4%	

RATES OF BULLYING

While anyone CAN be targeted for bullying, some teens are more (or less) likely to become targets



RATES OF BULLYING: LIKELY TARGETS

What types of students are more likely to be targeted for bullying?

Take 20 seconds to jot down answers before discussing.

RATES OF BULLYING: LIKELY TARGETS

What types of students are more likely to be targeted for bullying?

Girls

Multi-racial people

LGBTQ

People with disabilities

People who are overweight

PERCENT OF BULLIED STUDENTS WHO BELIEVE THEY WERE TARGETED FOR THE FOLLOWING REASONS:

	Bullying and/or Cyberbullying (2015-16)*	Cyberbullying Only (2022)**
Physical appearance	--	31%
Gender	41%	22%
Race/ethnicity	23%	20%
Sexual orientation	16%	12%
Disability	11%	---
Religion	8%	---
Political view	---	11%

*U.S. Department of Education Office for Civil Rights. (2018). *Data highlights on school climate and safety in our nation's public schools*. <https://www2.ed.gov/about/offices/list/ocr/docs/school-climate-and-safety.pdf>

**Vogels, E. (2022). *Teens and cyberbullying, 2022*. Pew Research Center.

<https://www.pewresearch.org/internet/2022/12/15/teens-and-cyberbullying-2022/>

RATES OF BULLYING: LIKELY BULLIES

Although anyone can engage in bullying, what types of students are more likely to engage in bullying?

Pure Bully

Many friends

High self esteem

Does ok/well in school

Bully-Victim

Fewer friends

Low self esteem

Does less well in school



RATES OF BULLYING: LIKELY BULLIES

Generally, students who engage in more pro-social behaviors are better liked than aggressive students



“If you can’t say something nice, don’t say nothing at all”



Understanding Bullying and Cyberbullying: A Curriculum for Teens

Teachers' Notes

To Accompany 45-minute - 1.5-hour PowerPoint Presentation

- Materials:**
- Understanding Bullying and Cyberbullying: A Curriculum for Teens, PowerPoint presentation.
 - Student Reflection Handout (Appendix A): Optional
 - List of Cyberbullying Tactics Handout (Appendix B): Optional

Justification for the Use of Anti-bullying/Cyberbullying Programs for Students

Both bullying and being bullied are related to various forms of violent behavior, including bringing a weapon to school, physical fighting, fight-related injuries, intimate partner violence, sexual violence, and suicidality (Bender & Lösel, 2011; Falb et al., 2011; Farrington & Ttofi, 2011; Heerde & Hemphill, 2019; Myklestad, 2022; Nansel et al., 2003; Okafor et al., 2020; Tiiri et al., 2022 van Geel et al., 2014). Strategies for preventing and countering the negative effects of bullying are necessary as nearly half of all teens reported being ever bullied and approximately one-quarter reported being bullied in the past 30 days (Hinduja, 2021; Vogels, 2022).

Explanation of the Design of the Bullying Curriculum Presentation

The PowerPoint presentation that accompanies these teachers' notes is an interactive curriculum designed to assist teens (primarily 8th to 10th graders) in identifying, preventing, and countering both traditional (in-person) and cyberbullying. This lesson is designed to be interactive with some student discussion. Instructors should note that the slides in the presentation are color-coded. Slides with a predominantly white background are informational slides. Slides containing discussion questions are orange, and slides with (possible) answers to discussion questions are pale peach. A handout is provided with these teachers' notes that include an outline of the presentation (largely in question form) to assist the students in taking notes (please see Appendix A). For slides containing discussion questions, students should be encouraged to jot down their answers to the discussion questions during the presentation prior to discussing them as a group and each discussion question slide asks students to take 15-30 seconds to do this. Using the handout for students to take notes and write individual answers before conversing on the discussion questions as a group serves several purposes, including:

- Engaging the students
- Keeping students focused on the topic
- Encouraging full participation by all students (including the more quiet ones)
- Providing teachers/facilitators with a means of checking participation (if they desire)

- Providing teachers/facilitators with feedback (if they desire)

If instructors/facilitators wish, they may collect the handouts at the end of the session to check participation, or students may keep the handouts exclusively for their own use.

The use of discussion (and the discussion question handout) has been intentionally included in this presentation to assist with lesson engagement and improvement of “cognitive empathy.” Several studies have found that empathy, particularly cognitive empathy, or taking the viewpoint of another, assists in preventing bullying and defending bullied targets (Barlińska et al., 2018; Graf et al., 2019; Hinduja & Patchin, 2022; Mehari et al., 2023; Topcu & Erdur-Baker, 2012). In slides 23-36, several scenarios are offered in which students are encouraged to actively take the viewpoint of another student who is being targeted for bullying. In all other discussion slides, students are also required to imagine instances of bullying and understand victims’ and/or perpetrators’ viewpoints.

Answers to the discussion questions are color-coded pale peach and the answers provided on the slides are answers obtained in research on bullying. While the answers provided were obtained through research, it is expected that student discussion will result in similar responses from students. For instance, while students may not use the words “defender” or “upstander” to describe behaviors that support victims of bullying, they are likely to be able to describe actions consistent with how these roles are labeled in the literature, and the facilitator can use students’ descriptions to introduce these terms to them.

Elaboration on Specific Slides

Slide 1: Slide 1 presents the goals and objectives of the course, which are listed on the first slide of the presentation, are as follows:

- Define and identify bullying and cyberbullying
 - Determine possible and likely locations/methods of bullying and cyberbullying
- Understand disinhibition and the factors online that contribute to it
 - Factors: Anonymity, time lag, and lack of emotional cues
 - Employ techniques for countering disinhibition
- Develop strategies for supporting targets of (cyber)bullying
 - Bystanders, allies, and upstanders
- Analyze categories of people who are more likely to engage in or be targeted for bullying

Slides 2-10: In the first third of this lesson, students will learn how to identify bullying and the settings in which it is most likely to occur. Bullying is more likely to occur where adult/faculty supervision is low, and Francis et al. (2022) found that changing a school's design or architecture could reduce bullying in schools. Students will increase their awareness of the



different types of behaviors that qualify as bullying and will learn why online communications can encourage bullying and be more dangerous for bullied targets (Fekkes et al., 2005; Francis et al., 2022; KOKH Staff, 2023; Leff et al., 2003; Musu et al., 2019; Stassen-Berger, 2007; Vaillancourt et al., 2010).

Students need to be empowered to prevent and respond to bullying themselves for several reasons. When students are bullied at school, they report it to an adult less than half the time (Digest of Education Statistics, 2020). Traditional bullying is more likely to occur in locations where adult supervision is low such as in cafeterias, outdoors, hallways, and bathrooms (Fekkes et al., 2005; Francis et al., 2022; KOKH Staff, 2023; Leff et al., 2003; Musu et al., 2019; Stassen-Berger, 2007; Vaillancourt et al., 2010), thus adults might not witness its occurrence. Furthermore, in-person bullying may occur outside of school and cyberbullying may occur outside of school hours teachers, staff, and administrators are incapable of monitoring the entire campus and cyber world for bullying behaviors. Increasing students' awareness of where and how bullying takes place enables them to identify it and intervene. Because students are engaging in, experiencing, and witnessing bullying, it is students who most need training in abstaining from and responding to bullying.

Slides 11-17: These slides introduce students to the idea of online disinhibition, a factor that increases people's willingness to say things on the internet that they would not say in person. In 2004, researcher John Suler published a study describing the factors that lead people on the internet to say things that they might not say in a face-to-face situation (Suler, 2004). He called this the online disinhibition effect and it is an important factor in why people may be more prone to engage in cyberbullying than in traditional bullying. In learning about how disinhibition can encourage online bullying, they will also learn how to use disinhibition to counter bullying (positive disinhibition), as well as techniques for countering toxic disinhibition.

Slides 18-31 of the presentation provide different examples of bullying and cyberbullying and ask students to reflect upon, discuss, and develop strategies for intervention when they witness bullying online or in person. Instructors are encouraged to create their own scenarios if they wish. Because bullying often involves more than just the bully and the victim, but also an audience to the bullying, students need to reflect upon how they wish to and how they can respond when they witness bullying. There are many roles that students who witness bullying can take, ranging from reinforcers or assistants who encourage or aid the bully in their aggressive behaviors to outsiders who remain uninvolved in the incident and defenders who attempt to assist or support the victim Salmivalli et al., 1996; StopBullying.gov, 2018). Defending victims can stop the bullying behavior as well as result in a number of psychological and social benefits to both victims and bystanders, however, studies have found that witnesses remain outsiders the majority of the time Eijigu & Teketel, 2021; Lambe et al., 2019; Pouwels et al., 2016). Role play can increase empathy and aid students in being prepared to defend victims, including as allies (those who offer support to the victim) and upstanders (those who object to the bullying). In assisting students to become upstanders, educators will want to help students



distinguish between positive methods of challenging a perpetrator and those that constitute merely bullying the bully. Positive upstanding might involve questioning or objecting to bullying behavior or privately expressing concern about the behavior to the perpetrator. Students will practice strategies for mobilizing from being a bystander in bullying situations to an ally who supports the victim and/or an upstander who objects to bullying.

Slides 32-33: In learning how to prevent and respond to bullying, students must understand what bullying is and is not, thus throughout the presentation there are slides that include information on the definition of bullying, different forms of aggression (physical, verbal, relational), and various bullying tactics and examples. While it is important for students to recognize the types of behaviors that constitute bullying, discussing different bullying strategies does present challenges. In medicine, there is a concept called the “nocebo effect.” Medical practitioners, under the ethical obligation of informed consent, should inform patients of any side effects that could occur through treatment. However, patients who are told of potential side effects are more likely to experience side effects; this is the nocebo effect (Webster et al., 2017; Wells & Kaptchuk, 2012). Similarly, it is possible that learning about different tactics for aggression might prime some students to use newly discovered tactics. It is thus recommended that instructors/facilitators familiarize themselves with the forty-two cyberbullying strategies published by Michael Nuccitelli, Psy.D. (see Appendix B) (Nuccitelli, n.d) while allowing students to direct most of the discussion regarding examples of bullying and cyberbullying.

Slides 33-42 examine the prevalence of bullying among teens in the U.S. Bullying and cyberbullying are exceedingly common and nearly half of all teens will be victimized at some point during their youth.² Any student can be targeted for bullying, and due to psychological effects such as disinhibition, anyone can succumb to bullying behaviors. However, bullying is not equally distributed among different sexes, races, religions, sexual orientations, or abilities, and understanding how different groups experience bullying in unequal ways can serve to promote attitudes of inclusion and diversity appreciation. In addition, understanding the difference between pure bullies and bully-victims can assist students in understanding motives for bullying and effectively countering bullying by acting as allies and upstanders.

“Weirdos” or similar answers to the question of who is likely to be bullied create a “teachable moment.” Instructors can use such responses to point out that “weird” generally means odd, unusual, unexpected, or different. It is true that people who are less likely to fit within hegemonic categories of “normal” are more likely to be bullied. Hegemonic categories include statuses such as male, white, Christian, heterosexual, cis-gender, able-bodied, extraverted/athletic, and slender. Indeed, research has found that girls, LGBTQ students, students with disabilities, and students who do not identify as Christians are more likely to be bullied. Additionally, it has been found that multi-racial students are more likely to be bullied than students who identify with one ethnicity (U.S. Department of Education Office for Civil Rights, 2018; Vogels, 2022). This could be because they fail to meet the hegemonic norms for a singular category. Furthermore, when cyberbullied students were asked why they thought they

were targeted for bullying, nearly one-third responded that it was for their physical appearance (U.S. Department of Education Office for Civil Rights, 2018; Vogels, 2022).

While students who deviate from hegemonic normative categories are more likely to be targets of bullying, the characteristics of students who are more likely to engage in bullying are complicated. Historically, the old stereotypes of the bully as a kid with low self-esteem, poor social skills, and few friends aligned with the compensation or deficit theory of bullying. According to this theory, children who bully do so to compensate for their own deficits. Research supporting the compensation theory was very inconsistent, sometimes finding support, other times finding no support, and other times finding that bullies were the opposite of the stereotype (Sutton et al. 1999). More recent research differentiates between “pure bullies” (those who engage in bullying but are not targets of bullying), and “bully/victims” (those who are both targets of bullying and engage in bullying). While the characteristics of the victim-bully are more likely to align with the compensation or deficit theory, the pure bully is quite different from this stereotype socially and psychologically. Pure bullies tend to be confident, have high self-esteem, be socially savvy, and are perceived as popular and ‘cool’ by their peers (Andreou, 2004; Hinduja, 2021; Pouwels et al., 2016; Salmivalli, 2010; Sentse et al., 2015; van den Berg, et al., 2020; Wiertsema et al., 2023). If students provide differing responses to the question about the characteristics of bullies (i.e., “has high self-esteem,” “has low self-esteem”), it is likely that the respondents are imagining different categories of a bully. While research does find that pure bullies may be identified as “cool” or “popular” by their peers, they are not necessarily liked by their peers. The concept of popularity is associated with visibility, influence, and status; “coolness” is associated with rule-breaking. While students may recognize that a pure bully is a visible and influential rule breaker, they prefer the company of students who are not bullies. This may be because pure bullies are machiavellian in the sense that they have an under-developed moral sense and justify their aggressive behavior (Andreou, 2004; Hinduja, 2021; Pouwels et al., 2016; Salmivalli, 2010; Sentse et al., 2015; van den Berg, et al., 2020; Wiertsema et al., 2023), and/or because peers fear becoming a victim of a bully. In discussing the qualities of likely bullies, discussing the undesirable qualities of pure bullies may assist potential pure bullies from engaging in aggressive behavior.

Appendix A

Bullying and Cyberbullying Student Handout of Discussion Questions

_____ involves _____ attempts to inflict _____,
_____, or _____ pain or harm on someone else.

Among young people, bullying is most likely to occur at school. But what areas or parts of the school, do you think bullying is more likely to take place in? Why do you think bullying occurs where adult supervision is low? Outside of school, where might student bullying be likely to occur? What kinds of behaviors might (in person) bullying involve? In addition to social media, what kinds of virtual settings might bullying occur in?

Responding to bullying

Scenario 1: Olivia unexpectedly got her period during school one day and a fellow student made a video of her with stained pants before Olivia realized what had happened. The video got passed around the school, and several people kept repeatedly posting it on Olivia's social media accounts.

Scenario 2: In the school cafeteria, you see Bobby, a popular guy, calling Chris, a kid sitting alone at a table while Bobby's friends watch and laugh. Encouraged by his friends' laughter, Bobby starts throwing bits of food at Chris.

Scenario 3: Although they had been friends since grade school, after Diego got a girlfriend in high school, his friendship with Michael deteriorated. Then Michael started reporting every TikTok post that Diego made as having inappropriate content, even though none of them did. Diego's TikTok account was suspended as a result.

How do you think the bullied target feels in these situations?

How could you act as an ally and/or an upstander in these situations?

About _____ of teens have ever been bullied and _____ have been bullied in the past month.

What types of students are more likely to be targeted for bullying?

Distinguish between a pure bully and a bully victim.



Appendix B: Cyberbullying Tactics

Michael Nuccitelli, Psy.D. is a therapist and researcher of internet psychology who has compiled a list of 42 tactics used by cyberbullies and published it on his educational, free domain websites www.ipredator.net and ipredator.co. This list of bullying tactics, using Information and Communication Technology (ICT), was accessed in May 2023, and is provided in its entirety below.

1. **Bash Boards:** Disinformation a cyberbully post in chat rooms, online forums, and message boards.
2. **BlogoBullying:** A cyberbully creates a blog and then makes their target the central character and topic of defamatory blog posts.
3. **Cyberbullying by Proxy:** Using deception, encouragement, or manipulation; a cyberbully persuades other online users to harass a target.
4. **Cyberstalking:** When a cyberbully uses intimidation and persistent taunting that implies a direct or indirect threat to the target's physical safety.
5. **Cyber Drama:** When a cyberbully uses passive-aggressive and melodramatic content to defame their target.
6. **Cyber Harassment:** When a cyberbully habitually sends defamatory messages to their target that are worded in a severe, persistent, or pervasive manner.
7. **Cyber Threats:** When a cyberbully falsely implies their target is in danger from unknown or felonious assailants, which causes the target distress.
8. **Denigration:** When a cyberbully sends or publishes cruel rumors, gossip, and false assertions about a target, and tries to damage their reputation or friendships.
9. **Digital Piracy Inclusion:** When a cyberbully persuades their target to engage in illegal digital piracy and then reports them to the authorities, their parents, or educators.
10. **eIntimidation:** A colloquial expression that describes when a cyberbully attempts to frighten their target using emails to threaten them.
11. **Exclusion:** When a cyberbully sends a message to their target informing them that they are not invited to a social activity that other peers will be attending.



12. **Exposure:** Using online forums, a cyberbully posts private communications, images, or video about their target that is private and embarrassing.
13. **Flaming:** Using online forums, a cyberbully provokes an argument with their target that includes profane or vulgar terminology.
14. **Griefing:** When a cyberbully frequents online gaming environments; they frustrate their target by intentionally not following the rules.
15. **Happy Slapping:** While the target is physically attacked and simultaneously recorded; the images or video is posted online by the cyberbully.
16. **Non-Consensual Multimedia Bullying:** The target child does not know that embarrassing content is being disseminated by the cyberbully online.
17. **Impersonation:** A cyberbully impersonates their target and posts defamatory comments on social networking sites, forums, message tables, and chat rooms.
18. **Instant Messaging (IM) Attacks:** Using an instant messaging account, the cyberbully sends harassing and threatening messages to their target.
19. **Interactive Gaming Harassment:** Having the ability to exchange information with online gaming opponents; cyberbullies verbally abuse their targets and lock them out of games.
20. **Malicious Code Dissemination:** When a cyberbully sends malicious information, such as viruses, spyware, and hacking programs to a target child.
21. **Micro-Visual Bullying:** When a cyberbully disseminates 15-second videos to character assassinate a target child.
22. **Mobile Device Image Sharing:** A type of cyberbullying and information exchange that can be criminal if the images are graphics depicting underaged children.
23. **Password Theft & Lockout:** After a cyberbully steals their target's password and begins to impersonate them online, the cyberbully locks them out of their accounts by changing their passwords.
24. **Phishing:** A cyberbully manipulates their target into revealing financial information and then purchases unauthorized items with the target child's or parents' credit cards.
25. **Porn & Marketing List Insertion:** Using confidential online sign-up forms, the cyberbully signs their target up to multiple porn or junk lists.



26. ***Pseudonym Stealth***: Cyberbullies secretly change their online usernames and begin to taunt, tease, and humiliate the target preventing them from being named.
27. ***Screen Name Mirroring***: The cyberbully uses screen names almost identical to the target child's requiring the respondent of the information to be attentive in differentiating the minor differences.
28. ***Sexting***: The cyberbully disseminates sexually themed information about the target child that is both highly embarrassing and humiliating.
29. ***Sextortion***: Using threats of disclosing humiliating information about their target, the cyberbully negotiates sex in exchange for not revealing embarrassing information.
30. ***Slut Shaming***: The cyberbully records images or videos of their target that is sexually provocative and then publishes this information throughout their school and online.
31. ***Social Media Bullying***: When the cyberbully persuades their target to include them in their "friends" or "buddy" lists and then contacts them with disparaging information about their target.
32. ***Text Wars and Text Attacks***: Using SMS, the cyberbully and a group of accomplices send hundreds of defamatory emails or text messages to a target child.
33. ***Tragedy News Mirroring***: The cyberbully announces that their target is planning to engage in a violent activity soon after a similar regional or national tragedy.
34. ***Trickery***: The target child is led to believe the sensitive information they consensually give the cyberbully will present them in a positive light after being published.
35. ***Trolling***: A method of harassment whereby the cyberbully taunts their target across multiple online environments ranging from online video gaming gatherings to chat rooms.
36. ***Twitter Pooping***: Insulting and provocative Tweets are disseminated that use "net lingo" to fit the harmful message the cyberbully is attempting to convey.
37. ***Voting & Polling Booth Bullying***: When a cyberbully creates web pages that allow others to vote for categories deemed highly embarrassing to their target.
38. ***Warning Wars***: When a cyberbully makes frequent false allegations to an ISP seeking their target's profile or account to be suspended.
39. ***Web Page Assassination***: A tactic whereby the cyberbully designs, and then posts web pages specifically intended to insult the target child, their peers, or groups.



40. **VLE Bullying:** In Virtual Learning Environments (VLE), cyberbullies use VLE message boards, chat rooms, and instant messaging functions to ridicule a target child.

41. **Virtual World Bullying:** Using their avatar in 3D online websites and virtual worlds, the cyberbully taunts and teases their target by using their avatar as the assailant or provocateur.

42. **YouTube Channeling:** When the target minor becomes the central character in a YouTube Channel, they are taunted by both the content of the videos posted and the number of views online users have seen.

Source: Nuccitelli, Michael.

PDF List Download <https://ipredator.co/examples-of-cyberbullying>. Accessed May 2, 2023.

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