



**KWAZULU-NATAL PROVINCE**

EDUCATION  
PROVINCE OF KWAZULU-NATAL

# JOIN THE ANTI-BULLYING CRUSADE!

Spread the word of non-violence and peace



**STAND UP! SPEAK OUT!**

**STOP  
BULLYING**

**LEARNER WORKBOOK**

# ACKNOWLEDGMENTS

This document has been a collaborative effort of SNES officials responsible for School Psychological and Social Work Services.

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# GUIDELINES FOR FACILITATORS

Bullying is a direct threat to school safety, and it violates all children's constitutional right to be protected and free from the negative effects of bullying. Bullying is a reality in many of our children's lives, whether they are bullies, victims, or witnesses. This has been exacerbated by the rapid increase in the usage of mobile phones and the internet, which has introduced a new dimension (cyber-bullying) as well as the use of these devices to take photographs or videos, which frequently encourages and prolongs bullying. This can have devastating consequences and causes severe physical, emotional and psychological problems that can last a lifetime. This can contribute to school dropout, incidents of self-harm and even suicide.

This workbook contains a variety of practical learning activities for learners to complete. Your role as a facilitator is to lead participants through these activities and facilitate discussions so that they develop a thorough understanding and knowledge of each aspect of bullying. There are ten activities in this workbook, all of which are designed to allow for pair or group discussions with opportunity for consolidation through plenary discussions.

**Activity 1: What is bullying?** – The participants are expected to respond to five questions. The goal of this activity is to assess the learners understanding of bullying. Then, using probing questions and plenary discussions broaden their understanding of what is bullying. The discussion should conclude with a collaborative definition of bullying and the various types of bullying. Clear up any misconceptions. Use the information on pages 5-6 as reference.

**Activity 2: Acts of bullying** – This is consolidation activity. Participants must complete a word search on a grid to see if they can identify the behaviours involved in bullying incidents. Once they have found the words, lead a discussion about each one, allowing them to explain why such behaviour is considered bullying and provide examples.

**Activity 3: Match the description** – The purpose of the activity is to highlight the difference between bullying and playful teasing. Participants must match the statements with the appropriate description after understanding the distinction between bullying and teasing. Facilitate discussion and give participants the opportunity to justify or debate their choices. End the activity by clarifying any misconceptions.

**Activity 4: Test your knowledge about bullying**  
The goal of this quiz is to develop the participants' knowledge and understanding of acts of bullying. Participants are to identify whether a statement is a myth or a fact about bullying. Participants must support their decision. Through a discussion, clear up any misconceptions about bullying myths and facts.

**Activity 5: Causes of bullying** - The purpose of this exercise is to help participants identify factors that may lead to bullying. Participants are expected to write down some of the factors that they believe may cause children to bully on the image of the leaves on page 43. They must then cut them out and paste them on the tree on page 12. Facilitate a discussion about the factors they identified. Remember to remind participants that none of these factors gives them the right to bully others. Refer to page 13 for reasons why children bully.

**Activity 6: (i) The Bully, Victim and Bystanders**  
The purpose of this activity is to highlight the key role players in an incident of bullying. The accountability and consequences for each role player - the bully, the victim, and the bystanders/observers. Participants must answer five questions based on a bullying scenario. Facilitate a discussion on their responses and probe by asking questions to help participants gain more knowledge of the contributions or lack thereof by the various children involved in the incident. Emphasize the responsibility of each key role player in contributing to an incident of bullying. How each role player could have acted differently to prevent/ or stop the bullying from happening.



**Activity 7(i): What does a bully look like?** –

Participants must draw a picture of what they believe a bully looks like. Facilitate a discussion about the images that the participants drew in order to gain a better understanding of their choices. The aim of the activity is to teach them that it is not appearance that defines someone who bullies, but rather their behaviour. A person who bully can be any size, age, grade or gender.

**(ii) How do you know if you are a bully** – Using the table on page 17 ask participants to indicate how they generally treat others. They must select their responses by ticking or crossing the boxes. The more boxes they mark, the more likely they are bullies or at risk of becoming bullies. This is a reflective exercise aimed at making participants aware of their behaviours and how they can actually be considered as acts of bullying.

**(iii) How do you know whether you are being bullied?** – This activity is linked to activity 8 (i). The goal of the activity is to assist participants in determining whether they are victims or targets of bullying by ticking boxes that describe specific behaviours that they may have experienced or felt. The more boxes they tick, the more likely it is that they are bullied or at risk of being bullied.

**Activity 8 (i): What should you do if you are bullied?** The goal of the activity is to help participants identify practical strategies for protecting themselves from bullying situations. Facilitate discussion of the participants' responses. Refer to page 22-23 for strategies to help resolve and deal with bullying. It is critical that participants put these strategies into practice through role-playing.

**(ii) My school, my reality: Mapping safe and unsafe places** – Through this activity, participants will be able to identify which areas of their school are safe and which are unsafe. These are areas where bullying is more likely to occur. Often, these are areas without adults, such as behind buildings, toilets, or

playgrounds. Participants can work in pairs or groups to identify where bullying incidents are most common and what they can do to stay safe in those areas.

**Activity 9: Avoiding risky situations** - The goal of the activity is to help participants understand that in order to journey through life they may need to navigate through challenging or even avoid risky situations. Participants must navigate through the maze while avoiding bullies to safely reach the end-point. Explain to participants that bullying can be difficult for the victim, bully, and witnesses. Similar to the maze journey, where the participants may reach a dead end or face the torments of the bully, but they must keep moving and deal with the bullying behaviour, such as get help by reporting to an adult, develop strategies to keep safe and avoid risky situations.

**Activity 10: Impact of bullying** – The goal of the activity is twofold; (i) to create awareness about the irreversible damage that can be caused by bullying. The activity instructions can be found on page 36. Facilitate a discussion with the participants about what they learned from participating in the activity and how they think Siphso felt.

(ii) To create awareness about the legal consequences of bullying for both the bully and bystanders. Emphasize that some aspects of bullying contain criminal elements, and depending on the nature of the bullying actions, the bully and sometimes bystanders may face criminal charges for their actions. For example, assault, crimen injuria, criminal defamation, and harassment. Apart from the criminal offence, bullying other children may result in suspension and/or expulsion from school and school activities. Every school has a school code of conduct policy that spells out the rules for learner behaviour at the school and specifies the sanctions for transgressions by learners. Check with the participants to see if they are aware of the school code of conduct and take advantage of this opportunity to help them become acquainted with it.



# DEAR LEARNERS

Words and actions can be very harmful. They can cause those to whom they are directed devastating physical, psychological or emotional harm, which can last a lifetime. By taking the time to consider your words and actions, you may spare other children from experiencing humiliation, fear, other negative emotions and even dropping out of school. When you see a classmate or a fellow learner being hurt or harmed, do not be a bystander who does nothing or acts in ways that give silent approval (such as watching, nodding, or turning a blind eye), or someone who supports the harmful act by laughing, taking photos or videos, or cheering on the bully. If it is safe, try to intervene to stop the bullying or find help, tell a responsible adult, and reach out to the victim. Standing together against bullying can result in your classroom and school being free of bullying and a happier place.

By working through this activity book, you will learn:

- To recognize words and acts that can be harmful and make you or someone else feel humiliated, unsafe and afraid
- The different roles that people play in contributing to actions that can harm and hurt you
- What you can do to protect yourself from harmful words and actions

**BE AN AMBASSADOR  
FOR THE ANTI-BULLYING CRUSADE  
SPREAD THE MESSAGE OF  
NON-VIOLENCE AND PEACE  
STAND-UP AND SPEAK-OUT  
AGAINST BULLYING**



# UNDERSTANDING BULLYING

## Activity 1: What is Bullying?

Answer the following questions on bullying

**i. What is your understanding of bullying?**

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**ii. Have you ever witnessed someone being bullied? Yes/No, if yes, what did you see and what did you do?**

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**iii. Explain how you think the person who was being bullied felt?**

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iv. Have you ever been a victim of bullying? yes/no

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v. Do you think bullying is an issue at your school? Yes/No, please explain your answer

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vi. What do you think can be done (i.e. by learners, teachers, parents, school and/or community?) to put an end to bullying

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**Bullying refers to the ongoing use of one's strength or power to deliberately injure, frighten and/or intimidate another person. Unlike teasing, which is usually two-way and occurs between equals, bullying usually involves an imbalance of power. The bully may be bigger, tougher, physically stronger, or can just be more popular and influential. Bullying can occur at school, in the community, or online (Department of Basic Education (DBE), 2012).**



# TYPES OF BULLYING

Bullying comes in many forms. There is often overlap between different types of bullying, and someone might be experiencing several types at once.

## Physical bullying:

**Physical bullying:**  
Physical bullying includes fighting, hitting, kicking, pushing, and inappropriate touching



## Social bullying:

**Social bullying:**  
can include isolation, humiliation, lying and spreading rumours about someone, embarrassing someone in public







## Verbal bullying:

**Verbal bullying:**  
Verbal bullying includes threats, name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse

## Cyber bullying:

**Cyber bullying:**  
The use of internet, phones, and other electronic devices to intentionally harm others. Posting hurtful /embarrassing texts/photos and videos, online threats



# Activity 2: Acts of bullying

The word search below contains words that describe behaviours involved in acts of bullying. The words contained in the grid are listed below. The words appear in any direction- horizontally, vertically, diagonally, backwards, and forwards. Find the words. Circle the words as you find them.

E	L	O	S	H	A	M	I	N	G	S	D	R	C	G
I	P	U	W	P	U	F	E	N	D	V	M	F	S	N
L	A	A	E	D	I	C	I	A	Z	D	C	L	R	I
C	I	F	A	E	O	T	Q	S	N	O	I	M	S	L
A	N	C	R	L	H	F	T	H	R	E	A	T	H	L
V	F	D	I	G	A	C	P	I	T	S	Y	P	C	A
C	T	L	I	T	R	T	N	R	N	B	H	I	N	C
A	A	F	M	U	A	L	U	I	N	G	I	S	I	E
R	U	M	O	R	S	H	H	M	P	N	T	S	P	M
E	N	O	I	O	S	H	O	V	E	I	T	O	N	A
A	T	C	N	U	G	P	N	T	T	K	I	G	E	N
G	O	K	P	S	O	S	A	N	Y	C	N	M	I	T
F	T	I	Y	B	O	D	E	I	N	I	G	B	S	R
N	L	N	P	Q	I	L	G	M	T	K	U	E	O	I
M	H	G	G	M	O	P	F	X	Y	T	R	L	L	P
K	J	K	I	I	J	D	E	M	E	A	N	I	A	P
L	X	T	V	Z	K	S	L	B	N	A	S	T	T	I
I	N	S	U	L	T	Q	F	R	I	G	H	T	E	N
I	E	R	Y	A	Y	U	I	O	P	M	A	L	N	G
B	Q	W	B	P	O	S	T	I	N	G	P	E	L	P

- |          |            |          |          |              |          |         |
|----------|------------|----------|----------|--------------|----------|---------|
| FIGHTING | SWEAR      | RUMORS   | SHOVE    | DEMEAN       | ISOLATE  | PUSH    |
| KICKING  | THREAT     | HARASS   | SEXTING  | NAME-CALLING | SPITTING | SHAMING |
| HITTING  | INTIMIDATE | MEAN     | MOCKING  | POSTING      | PAIN     | VIOLENT |
| TRIPPING | TAUNT      | BELITTLE | FRIGHTEN | HURT         | STAB     | PINCH   |
|          |            |          |          |              | GOSSIP   | INSULT  |

The above list of words describe acts that intend to cause physical injury, emotional pain or use of cyberspace to hurt. After you have found and circled the words, colour in the circled words as follows - those that describe **physical injury in red**, **emotional pain in yellow** and use of **cyberspace in orange**.



# WHAT IS THE DIFFERENCE BETWEEN TEASING AND BULLYING?

There is a fine line between teasing and bullying. The distinction between teasing and bullying is found in the relationship between the individuals involved, as well as the intent of the interaction. The act of teasing is usually done between two people who find it amusing and friendly. When someone repeatedly uses his/her position or power to deliberately hurt or humiliate another person then teasing becomes bullying (DBE, 2012).

<b>Bullying</b>	<b>Teasing</b>
Always done with an intention to hurt or harm	The person being teased laughs and enjoys the fun - there is no intention to hurt.
Happens repeatedly	Happens occasionally with both parties having fun
Power imbalance – one exerting power over the other	Roles not fixed- give and take where both parties may tease
Continues even if the victim gets hurt or asks to stop. Typically needs adult intervention to stop.	Behaviour stops if either party objects or becomes upset.

## Activity 3: Match the description

After learning the differences between bullying and teasing, can you match the following statements with its appropriate description.

<b>Description</b>	<b>Bullying or Teasing</b>
Deliberately picking on someone with an intent to hurt them	
There is an imbalance of power	
The action is two-way and occurs between equals	
Being made fun of in a lighthearted and playful manner	
They will stop if you ask them to	
Target feels embarrassed or bad	
Uses a friendly tone	
It is said or done with the intention of making the other person laugh	
It is said or done in order to hurt the feelings of the other person	
Saying mean or humiliating things, or spreading rumours or lies	
Picks on you repeatedly and tries to make you feel bad.	



# Activity 4: Test your knowledge about bullying

Take the quiz below to see if you can pick out which statements are true, and which are common myths.

Statement	Myth or Fact	Comments
Only boys bully		
Bullying is a normal part of childhood		
Reporting bullying will make the situation worse		
Bullying does not make someone tougher		
No behaviour justifies being bullied, hurt, or harmed in any way		
Words will never hurt you		
It is not always easy to spot the signs of bullying as it is not always physical and obvious		
Cyberbullying does not involve physical harm, so it is not harmful		



# MYTHS AND FACTS ABOUT BULLYING

## Common myths and facts about bullying

<b>MYTH:</b> Only boys bully	<b>FACT:</b> Girls and boys can and do bully.
<b>MYTH:</b> Bullying is a normal part of childhood and you should ignore it	<b>FACT:</b> No form of bullying is 'normal' or acceptable, and ignoring it may not always stop it. Consider confiding in a trusted adult such as your parent or teacher, in order to stop it.
<b>MYTH:</b> Children will outgrow bullying	<b>FACT:</b> Unless someone steps in, the bullying will most likely continue and, in some cases, escalate into violence and other serious issues.
<b>MYTH:</b> Reporting bullying will make the situation worse	<b>FACT:</b> Bullying is likely to stop if you report it to a trusted adult who can assist you in obtaining the necessary support
<b>MYTH:</b> Cyberbullying does not involve physical harm, so it is not harmful	<b>FACT:</b> The emotional scars can last for a long time, and some people will never be able to overcome them. Some children have been suicidal as a result of cyberbullying
<b>MYTH:</b> It is not bullying if a comment or post is deleted	<b>FACT:</b> Once something is posted online, it receives its own unique URL, which means it remains in cyberspace forever and someone else can access it even if you delete it
<b>MYTH:</b> It is easy to spot the signs of bullying	<b>FACT:</b> Bullying is not always physical and obvious, making it difficult to detect. Emotional, verbal, and online bullying can often leave unseen scars
<b>MYTH:</b> Words will never hurt anyone	<b>FACT:</b> Although words do not leave bruises or broken bones, they can leave deep emotional scars that can have long-term consequences
<b>MYTH:</b> Some children deserve to be bullied	<b>FACT:</b> A child's behaviour or unique characteristics do not justify harming him or her in any way. Every child deserves to be treated with respect and dignity
<b>MYTH:</b> You should stand up for yourself and hit back when you are bullied	<b>FACT:</b> In most cases, hitting back only makes the bullying worse and increases the risk of serious injury. Fighting with the bully can escalate the situation, and you might get in trouble.
<b>MYTH:</b> Bullying makes you tough	<b>FACT:</b> Bullying does not make someone stronger. The result is often the opposite, lowering a child's sense of self-worth and self-esteem. For children, bullying can cause anxiety and fear.

(Adapted from Department of Basic Education, 2012. School Safety Framework. Addressing Bullying in Schools Workbook)



## Activity 5: Causes of bullying

The goal of this exercise is to assist you to identify and understand the factors that may lead to children bullying other children. On the page 43, write down on the image of the leaves some of the factors that may cause children to bully other children. Cut them out and paste on the tree branches



**REMEMBER: if you have any of these experiences, it does not justify or give you the right to bully others.**



## Why do children bully?

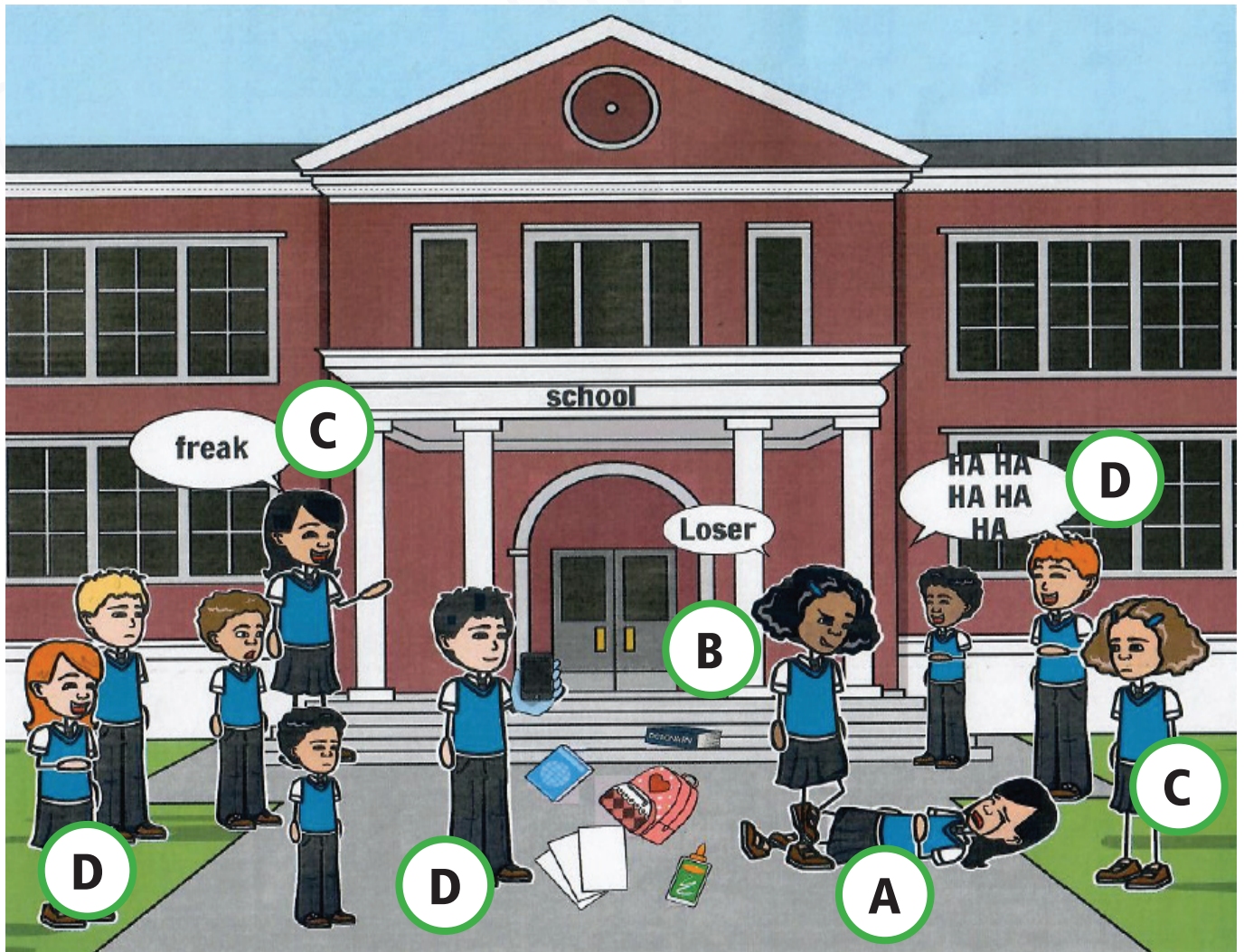
Children learn to bully	Bullies are likely to imitate the behaviour they see or experience. Children who are constantly exposed to violence or aggression are more likely to accept it as normal. Sometimes, children who bully others may have been bullied themselves. Bullying someone else, on the other hand, will NOT make things better. Consider becoming someone who stands up to bullying.
Insecurity or negative feelings	Some children bully others to show their strength or to hide insecurities or negative emotions. Hurting others is never a good solution. There are numerous ways to deal with emotions, such as talking with parents, teachers, or a friend.
They do not know how to deal with their feelings	Children who bully often have trouble dealing with their own feelings or the feelings of others. Some children bully as a way of coping with negative emotions. They may be angry or frustrated and use power over others to make themselves feel better. Children who bully frequently lack the skills required to solve problems without resorting to violence.
Popularity and attention	Some children become bullies in order to gain popularity and attention from their peers. They hope to demonstrate their own self-worth to their peers by devaluing others. Bullies are frequently popular children who believe they must maintain their status by degrading others.
Peer Pressure	Children will sometimes bully others in order to fit in with a group. Fear of not being accepted or becoming the next victim can also motivate children to join a bully group.
Lack of social skills	They lack knowledge and skills needed to engage positively with others and deal with problems or emotions without using violence.

(Adapted from Department of Basic Education, 2012. School Safety Framework. Addressing Bullying in Schools Reader).



# Activity 6: The Bully, Victim and Bystander

Answer the questions below based on the picture.



1. What do you think is happening in the picture above?

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**2. What are the characters labelled A, B, C and D doing?**

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**3. Name the types of bullying illustrated in this picture.**

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**4. Which of the character/s (A, B, C, D) are guilty of a crime? Explain**

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**5. what do you think characters B, C and D could have done differently?**

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# THE BULLY

A bully is someone whose repeated behaviour over time is deliberately abusive, and intended to cause you hurt and harm. Although the behaviour is usually repeated, it can be a one-time occurrence.

## Activity 7: What does a bully look like?

Draw a picture of what you think a bully looks like.

**Remember**  
Bullying can happen  
anywhere: at school,  
at home, and online

**It is important to note that it is not the appearance that defines someone who bullies; it is their behaviour. Learners who bully can be of any size, age, grade, or gender.**



# HOW DO YOU KNOW IF YOU ARE A BULLY?

There are many reasons why children may bully others. It may be because of peer pressure, not having positive adult role models, they are/were bullied themselves, they feel insecure or fearful and exerting power over another can make them feel in control or in charge. Tick the box that describes how you generally treat others. The more boxes you tick, the more likely that you are a bully or at risk of becoming a bully. Remember ***you can change your behaviour***. Talk to someone – an understanding teacher, a school counsellor, social worker, your parent or relative that you think is in a position to help you.

√ Tick	Statement
	You hit, kick and shove others
	You start hurtful rumours about others
	You are mean to children
	You encourage others to be mean with you
	You take or damage other children's stuff
	You want others to be scared of you
	You exclude, and encourage others to exclude certain children from groups or activities
	You hurt or be mean to children, especially when adults are not around
	You enjoy making fun and laughing at other children
	You send mean or threatening messages on social platforms like Facebook, WhatsApp, Snapchat
	You feel some children deserve to be hurt



# WHAT TO DO IF YOU THINK YOU MAY BE A BULLY?

It is never too late to change bullying behaviour. Children can and sometimes do bully, but that does not mean they cannot change! Bullying is all about behaviour; it is about words and actions, not about who you are (PACER Center, 2021). Here are some things you can do:

Take a closer look at why you are bullying others. Are you bullying others because you are unhappy or angry, or have you been bullied yourself?

Recognize that your actions are causing harm to others, which is never acceptable. Try and put yourself in their shoes.

Stop any behaviour that causes someone harm.

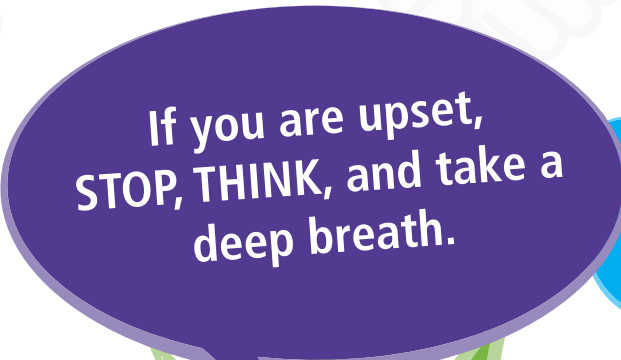
Talk with someone, your parents, a teacher or trusted adult, and ask for help.

Think through ways to respond positively to others.


Treat others how you would like to be treated — with kindness and respect

Always keep your hands and feet to yourself





If you are upset,  
**STOP, THINK,** and take a  
deep breath.



Walk away. If you feel that you  
are on the verge of bullying  
someone, decide to walk away  
instead.




Choose your words  
carefully



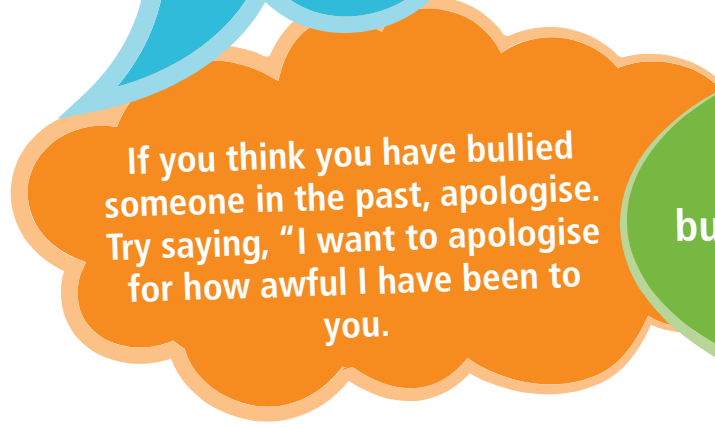
**ALWAYS** get permission from  
anyone in the photos you  
wish to share online. Check  
it's okay before you tag them



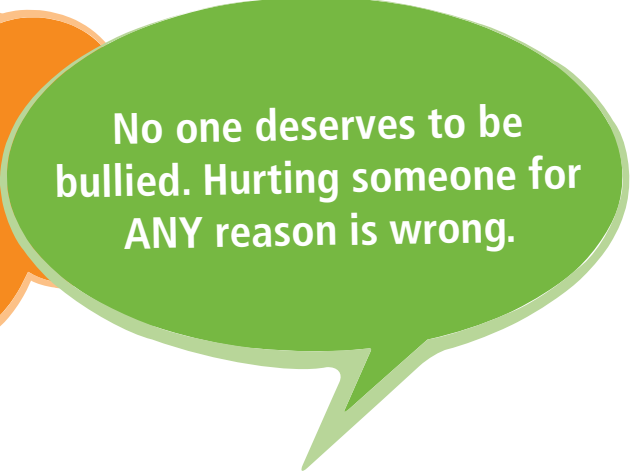
Be careful what posts you  
like or forward. Read the  
content fully before you  
do and make sure no-one  
will be hurt by it



Do not be tempted by  
a moment of pleasure  
to make a decision that  
could leave you with  
pain and regret for the  
rest of your life.



If you think you have bullied  
someone in the past, apologise.  
Try saying, "I want to apologise  
for how awful I have been to  
you."



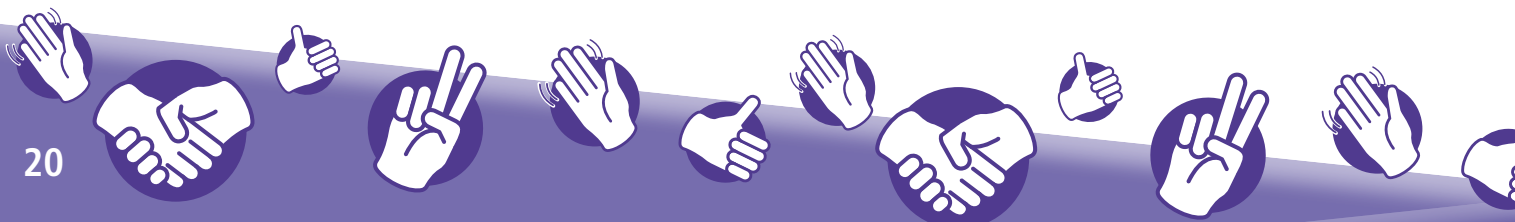
No one deserves to be  
bullied. Hurting someone for  
**ANY** reason is wrong.



# HOW DO YOU KNOW WHETHER YOU ARE BEING BULLIED?

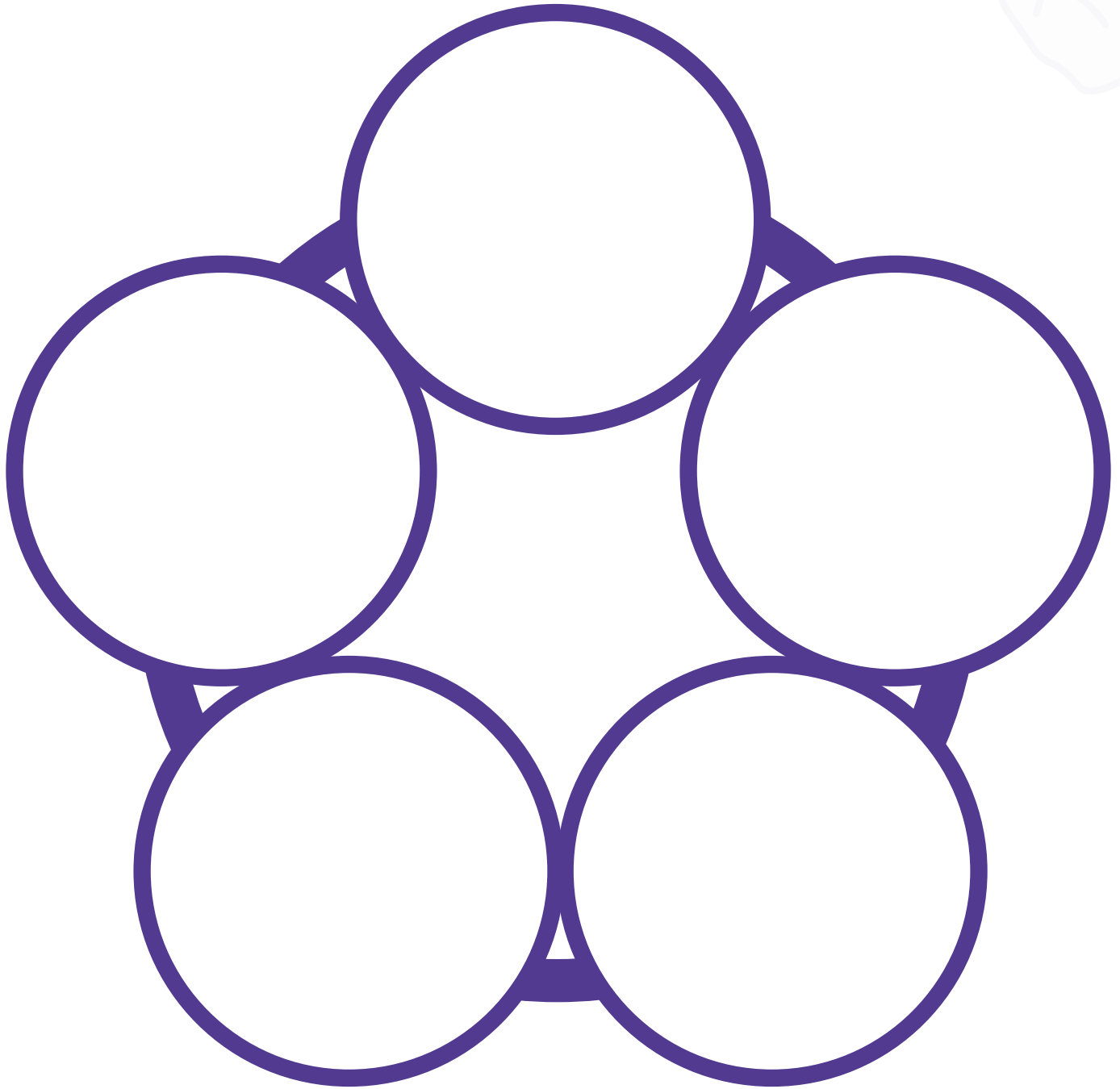
Find out whether you are a target. Tick the box that describes anything that you may have often experienced or felt. The more boxes you tick, the more likely that you are being bullied or at risk of being bullied. If you think you are bullied or at risk of being bullied- **Don't Be Silent**. Stand up for your right to feel safe by talking to someone you can trust to help you, like your parents, a trusted teacher, or any other responsible adult.

√ Tick	Statement
	Children make fun of the way you walk, talk, act or look
	Children do not want to play with you. They tell you to "Go away"
	Children hit, kick or push you
	You receive mean messages or WhatsApp
	Others start hurtful rumours and gossip about you
	You are afraid of going to school
	Children call you mean names
	Others laugh when someone hurts you
	In class or the playground children do not want you to be part of their group
	You find it hard to make friends
	Others make fun of you for being good at something
	You often get teased in a hurtful way
	You spend most of your lunch breaks alone
	Others frequently take away your lunch or treats
	You are frequently ordered to carry other children's bags or to run errands for them



# Activity 8: What should you do if you are bullied?

What strategies do you think you can use to protect yourself from bullying situation?



# STRATEGIES TO HELP RESOLVE AND DEAL WITH BULLYING

**STAY POSITIVE** - If you are being bullied, understand that it is not your fault and that you do not deserve what is happening to you. No one deserves to be bullied...NO ONE

**WALK-AWAY** - if you are in immediate danger, walk or run to a safe space or area. Walk towards other people, such as a teacher.

**Believe in yourself.** Bullies frequently pick on people who appear vulnerable or cautious. If necessary, pretend to be confident. After a while, you might realize that you are, in fact, confident in yourself.


**Use "I" messages** - if you are speaking face-to-face, say 'I want you to stop that' with an assertive voice, and start each sentence with the 'I' to focus on your feelings.

**Stay calm.** It is the bully's goal to get an emotional response out of you, so do your best to keep calm and avoid showing them how you feel. Try your best not to show that you are angry, sad, or frightened. Take a few deep breaths or count to 10 in your head.

**Travel in groups to protect yourself from bullying.** Bullying tends to happen when individuals are alone. If you travel by transport, try to sit near the driver. If you walk to school, always walk with friends and occasionally change routes.







**Avoid the bully:** consider where and when you normally encounter the bully and try to avoid those areas and times. Try to stay in areas where teachers and other learners can see you during breaks.

**Be Unresponsive** – bullies enjoy making others feel bad and making them cry. Give the impression that the bullying does not bother you. Keep your facial expressions to a minimum. Keep calm and walk away to find someone who can help you.

**Do not retaliate** - In most cases, hitting back only makes the bullying worse and increases the risk of serious injury. Fighting with the bully can escalate the situation, and you might get in trouble.

**Never ignore the bullying situation** – do not ignore the bullying situation and hope it will stop. Unless someone steps in, the bullying will most likely continue and, in some cases, escalate into violence and other serious issues.

**Be cyber smart** - if you have a cellphone, only share your phone number with friends and people you trust. If you receive threatening messages, notify your teacher, parents, or other trusted adults. Do not respond to online bullying, it usually just makes it worse. Block the bully on all social media platforms.

**Get help** - No one deserves to be bullied. Tell your teacher, parent, LSA or any other responsible adult. Know that bullying is a crime and you can lay a charge against the bully at the South African Police Service ("SAPS"). You can also obtain a protection order in terms of the Protection from Harassment Act against the bully at the Magistrate's Court.

# MY SCHOOL, MY REALITY: MAPPING SAFE AND UNSAFE PLACES

This activity will assist you in identifying safe and unsafe areas in your school and avoiding areas where incidents of bullying occur. These areas are often where adults are not around, like hallways, toilets and playgrounds. Use the mapping exercise to identify safe and unsafe areas in your school.

**Where does bullying happen?**

**What can you do to be safe...**

1.	
2.	
3.	
4.	
5.	
6.	



# THE ROLE OF BYSTANDERS

Bullying affects more than just those who are bullied and those who bully; it has a significant impact on those who witness the behaviour. The group of children who witness bullying is extremely important. This group may not be directly bullied, and they may not be bullying, but their reaction can make a big difference. Even small actions of bystanders can make a difference!

**What can you, the bystander do to prevent bullying and to help someone who is being bullied?**

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# WHAT TO DO IF YOU SEE SOMEONE BEING BULLIED?

## Stop the bullying incident!

If it is safe, try to intervene to stop the bullying.

Be close to the person who is being bullied, so that they do not feel alone, vulnerable, or embarrassed.

Tell the bully that what they are doing is wrong and that they must stop. Once you have their attention, clearly communicate with the bully and simply tell them to stop. Make sure your voice is assertive while remaining calm and collected.

When addressing a bully, use confident body language. Make certain that you are facing them. Maintain proper posture by standing as tall as possible. To show confidence, look them in the eyes.

You can simply say, "What you're doing isn't cool. Please stop." or you could say, "I don't like how you're treating my friend. Stop."



Most bullies are also struggling, so treat them with respect. Do not yell or retaliate. You do not want to offend a bully.

You can do this by saying something like: "I'm sure you were joking. Let us all take a deep breath".

If you witness cyberbullying, you can send the bully a private message stating that what he or she is doing is wrong and that they must stop.

However, if the situation is life-threatening or dangerous, do not put yourself in danger. Get help from an adult.



## Shift the focus away from bullying!



Change the subject or create a distraction, and try to include the bullied person in a positive way.

You could say things like, "This is way too much drama for a Monday." or "the bell is about to ring. Let's go."



Engage the person being bullied in conversation. Even if you do not know the person well, you can ask them if they saw a recent movie or have plans for the weekend.

If you cannot think of anything to say and things are getting heated, make a distraction. Drop your books or spill a bottle of water. Distractions relieve tension and allow everyone to reconsider their options.



## Leave with the person being bullied!

The best way to diffuse a bullying situation is to help the person being bullied get away—especially if the bullying has attracted a large audience and things are getting tense.

Encourage the person being bullied to leave with you and walk in the direction of an adult.

Simply say: 'hey, let's leave here'.

A good strategy is to ask the person being bullied for help with something. You could ask them to help you with your homework, accompany you somewhere, or even tell them you lost something.



## Don't join in!

**Bullies frequently have and require an audience, it makes it more fun for them.**

**Bystanders can indirectly discourage bullying by ignoring it, or they can directly encourage bullying by laughing, taking photos or videos, and cheering on the bully.**

**Bullying is encouraged when bystanders do nothing or act in ways that give silent approval (like becoming an audience - watching, nodding, or turning a blind eye).**

**Do not encourage the bullying by laughing, taking photos or videos, and cheering on the bully.**

**If you witness bullying and do not intervene, the bullied person may feel isolated and believe that bystanders do not care or agree with what is happening.**

**Bullying can be discouraged and prevented by intervening, or reporting it.**

**If you witness bullying and do not intervene, the bullied person may feel isolated and believe that bystanders do not care or agree with what is happening.**

**Be a kid against bullying and ask your friends to join you in standing up and speaking out against bullying.**





## Reach out!

**Bullied children often feel isolated, as if no one cares and that it is their fault.**

**Later in the day, if you feel comfortable, check in with the person who was bullied.**

**It can be difficult not to take bullying personally. Inform the bullied child that he or she does not deserve to be treated this way.**

**Tell them, "You're strong. The bully is weak because they need to pick on people to feel good. It's not cool"**

**Validate what they have been through by assuring them that it's okay to be upset about it.**

**Show that you care by accompanying them to class, playing with them, and letting them know they are not alone.**

**Encourage them to tell an adult and offer to go with them when they do so.**



## Get help!

**Inform your parent, a teacher, a counselor, an LSA, or the principal as soon as possible.**

**Report bullying whether it happens at school, online, or elsewhere.**

**'Some forms of bullying can be very serious and must be addressed immediately by an authority figure. Seek out an adult immediately in any of the following cases':**

**Someone has a weapon.**

**Someone has threatened to seriously injure someone else.**

**There have been hate-motivated threats or actions (stemming from racism, homophobia, etc.).**

**Someone has been sexually assaulted.**

**Someone is committing a crime (such as robbery or extortion).**



# Make sure that common targets of bullying feel included!

The best way to prevent bullying is to include and befriend those who may otherwise become bullied.

Bullies frequently target people who are already socially excluded or who are unique in some way.

These groups are easy targets because they stand out or appear to be defenseless.

Certain groups of people such as LGBTQI+ youth, people with disabilities, or members of minority groups frequently become the targets of bullying. Bullying is difficult for anyone, but because members of these groups are more likely to be bullied than others, it is critical to keep an eye out for them.

## TIPS

### Tell

The best way to prevent bullying is to include and befriend those who may otherwise become bullied.

### Maintain

Bullies frequently target people who are already socially excluded or who are unique in some way.

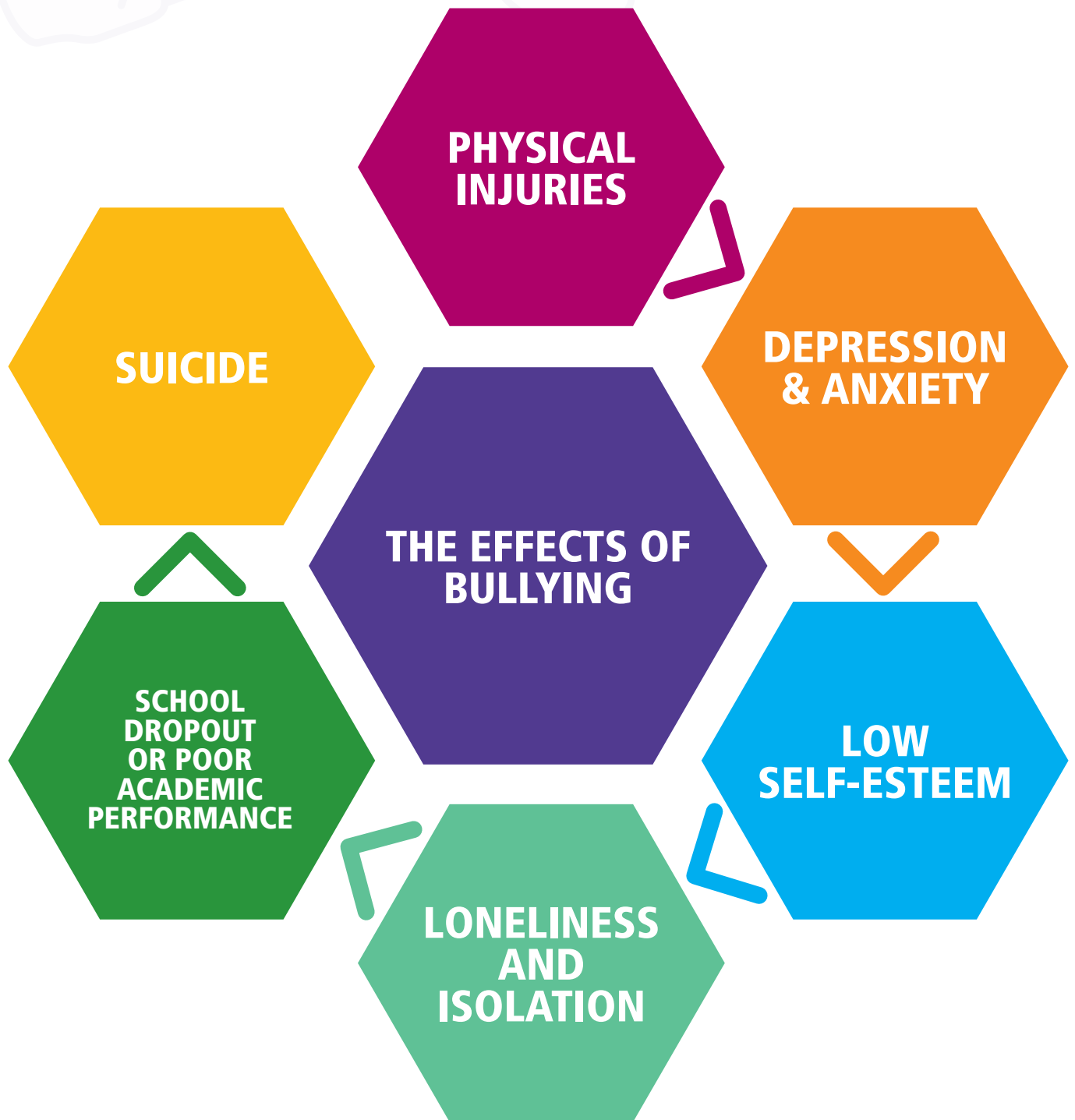
### Be

These groups are easy targets because they stand out or appear to be defenseless.



# CONSEQUENCES OF BULLYING

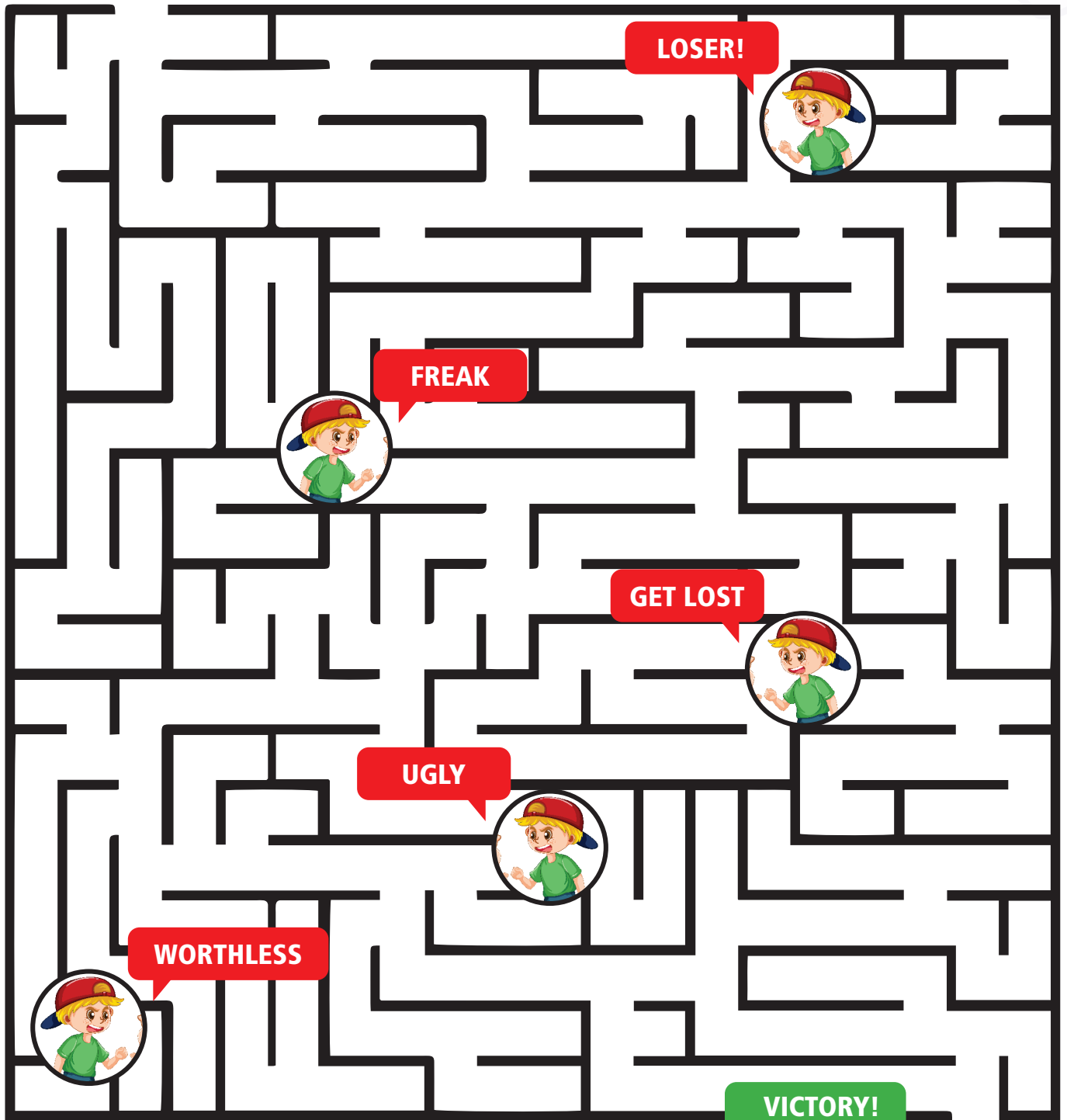
Bullying can affect everyone - those who are bullied, those who bully, and those who witness bullying. Victims can experience life-long physical, emotional and psychological problems. Bullies, often mask low self-esteem and poor social skills. Bystanders often feel guilty and fearful, and have been shown to experience symptoms similar to those of the victim.



# Activity 9: Avoiding Risky Situations

To protect yourself from being a victim of bullying you may need to find ways to avoid risky situations. Work your way through the maze below avoiding the bully to ensure you safely reach the end-point.

 **START  
HERE**



**FINISH** 



# Activity 10: Impact of Bullying

Sipho is a Grade 7 learner at Senzakahle Primary School. Sipho is a happy child who enjoys school, sports, and reading. When he finishes school, he hopes to become an Engineer. On the page 41, use a pencil to write unkind, rude, and disrespectful statements all over his body. Now that Sipho is full of negative comments carefully tear the page out, squash it into a ball and toss it on the floor, stamp on it and jump on it as much as you want. Once you have done that come back to this page for further instructions.

## INSTRUCTIONS

- Pick up the paper, remove all of the writing
- Straighten the page out and try to clean it up to the condition it was before you wrote on it and destroyed it.

Did you manage to straighten and clean up the page to the condition it was in? Yes/No, how did you feel while attempting to do so? (provide lines for them to write on)

Bullying can ruin a person's self-esteem and make them feel dirty and unworthy. Even if the bullying stops and the words withdrawn the damage is difficult to reverse. The physical scars may heal but the emotional scars can remain a lifetime.



# LEGAL CONSEQUENCES OF BULLYING

(Adapted from Legal Wise: How to treat bullying in schools)

Bullying contains criminal elements, and depending on the nature of the actions of bullying, you may face criminal charges if you bully others.

- **Criminal offense** - in terms of the Bill of Rights, every child has the right to be protected from maltreatment, neglect, abuse or degradation (Section 28 (1) (d)), and everyone has the right to human dignity (Section 10). Bullying threatens these rights, and as a result, if you bully other children, you may face criminal charges for:

- **Assault** - for hitting another child or threatening another child with hitting him/her.
- **Crimen injuria** - consist of unlawfully and intentionally impairing the dignity or privacy of another person.
- **Criminal defamation** - defamation consists of the unlawful and intentional publication of words, pictures, videos or behaviour relating to another person that injures or demeans their status, good name, character or reputation.
- **Harassment** - harassment is any unwanted behaviour, physical or verbal, that makes a reasonable person feel uncomfortable, humiliated, or mentally distressed.

- **Suspension / Expulsion** - apart from the criminal offense, bullying other children may result in suspension and/or expulsion from school and school activities. Every school has a school code of conduct policy that spells out the rules for learner behaviour at the school and specifies the sanctions for transgressions by learners. Schools have zero tolerance for any type of bullying. As a result, if you bully other learners, you may be suspended and/or expelled from school and school activities.



# TEST YOUR KNOWLEDGE

Which of the following bullying statements is TRUE and which is FALSE?

Bullying statements	True/False
An act can be regarded as bullying even if it only occurred once.	
Hitting someone with an object is an example of cyber bullying	
Bullying can happen anywhere including outside the school premises	
Physical bullying is the only type of bullying	
Verbal bullying is better than physical bullying because there are no scars	
Bullies have more power than the people they bully	
Spreading rumours is a form of bullying.	
When you intentionally hurt someone's feelings by excluding them from activities, this is known as social bullying	
Bullying does not cause any serious harm	
Bullying incidents are sometimes prolonged and aggravated by bystanders.	





# WHERE TO FIND HELP

Details	Contact
KZN-DOE HOTLINE	0800 204 353
SOUTH AFRICAN POLICE SERVICES (SAPS)	10111
CHILDLINE (TOLLFREE):	116
LOVELIFE FREE PLZ CAL ME	083 323 1023
SUICIDE CRISIS LINE	0800 12 13 14 / SMS: 32312
LIFELINE	0861 322 322
GENDER BASED VIOLENCE HOTLINE	0800 428 428

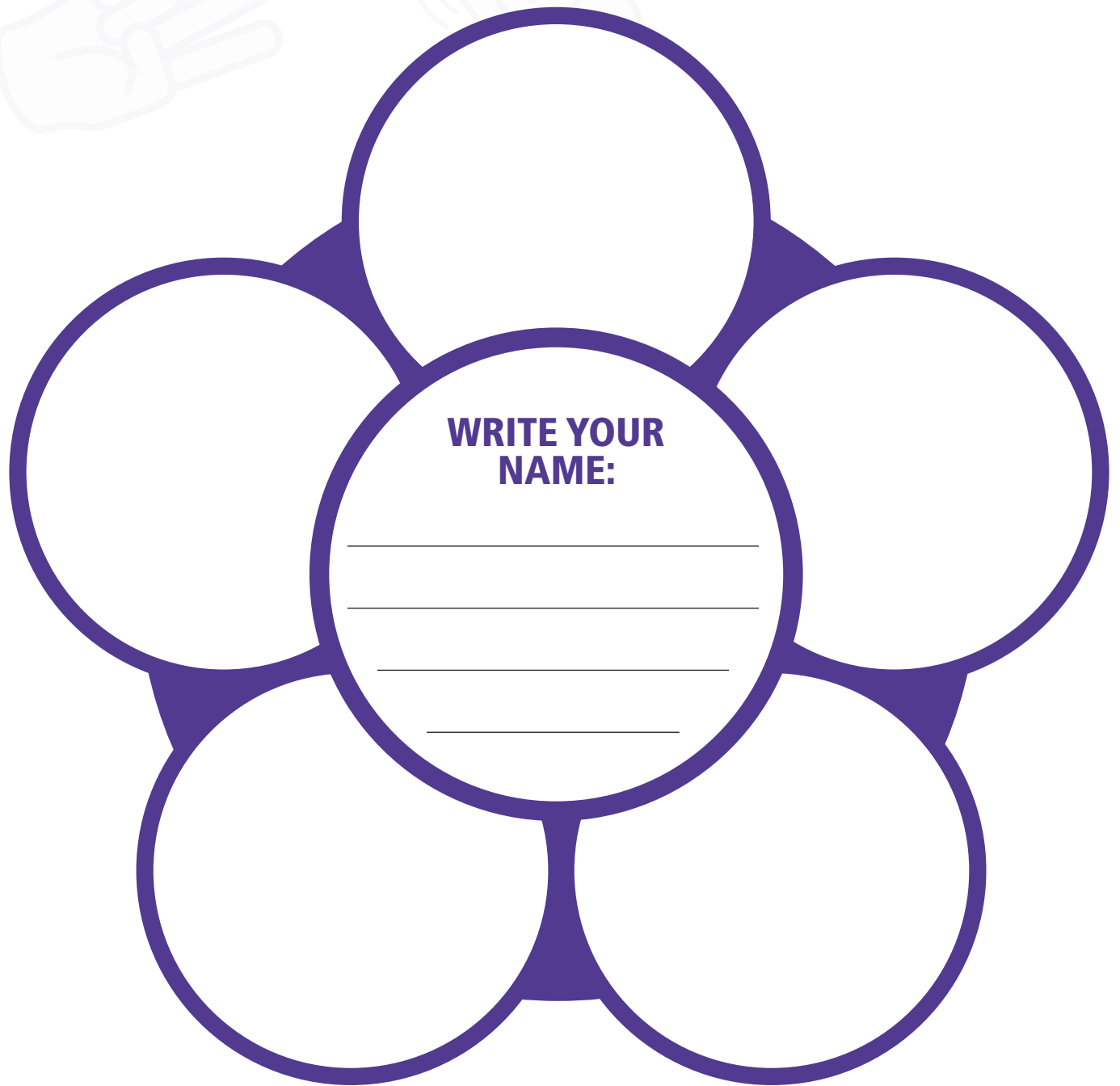
**STOP  
BULLYING!!!**

**STAND UP! SPEAK OUT!**



# WHOM CAN I ASK FOR HELP?

Think of five people you trust and whom you know would support you



**WRITE YOUR NAME:**

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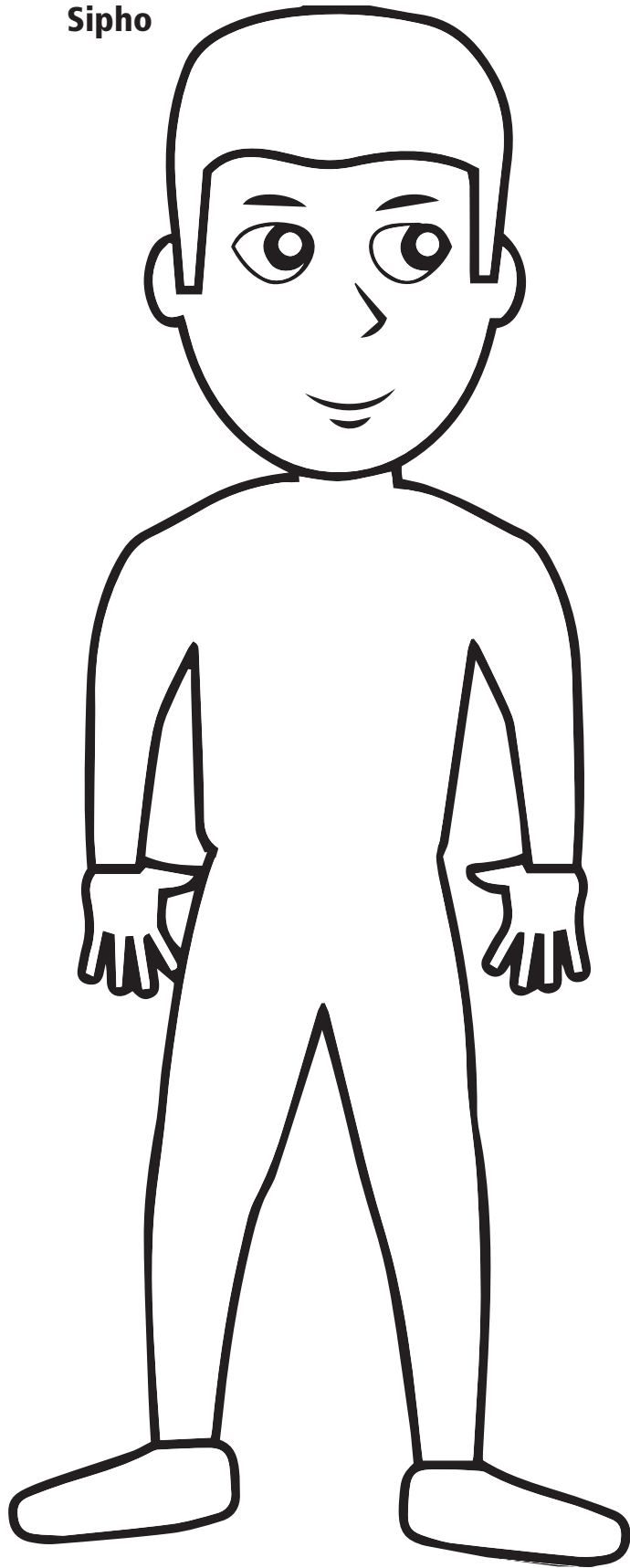
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# THINK before you TALK or ACT,

Refer to page 36 for instructions

Sipho





# ENDING BULLYING WITH KINDNESS

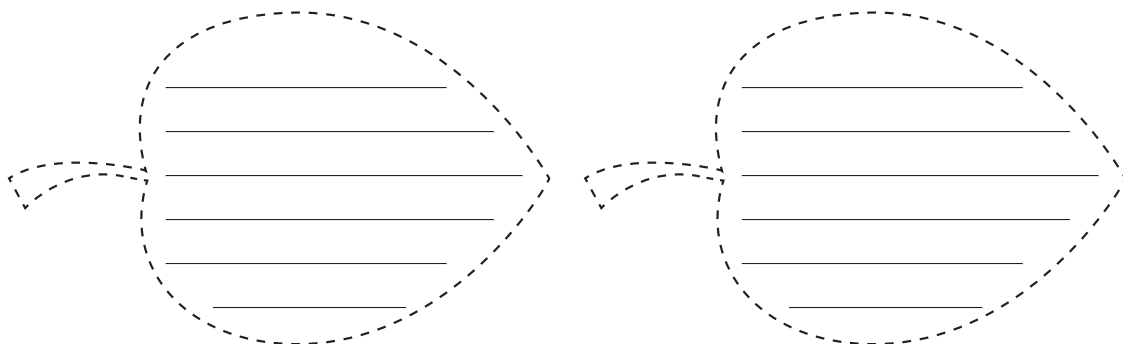
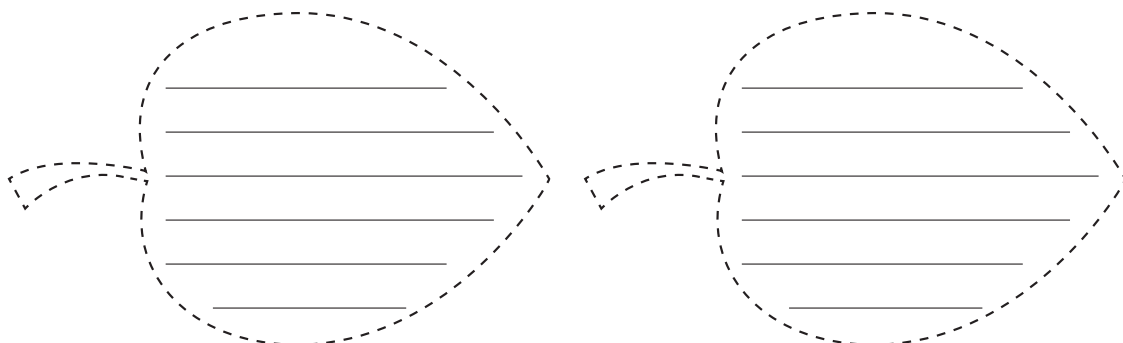
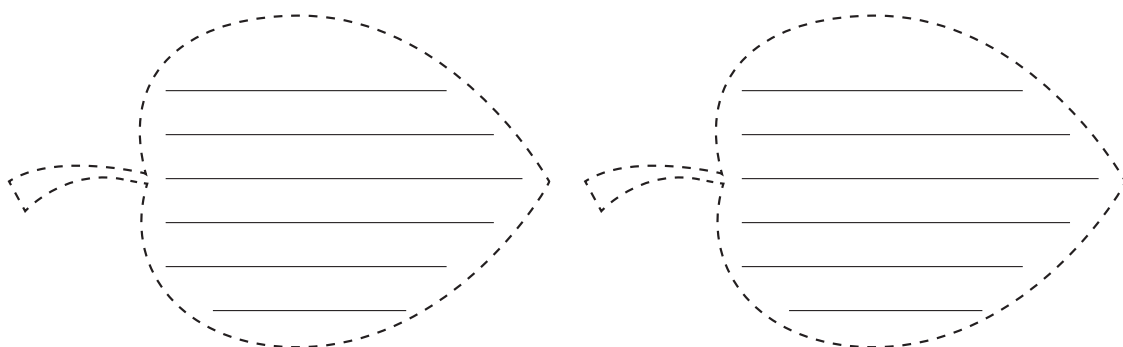
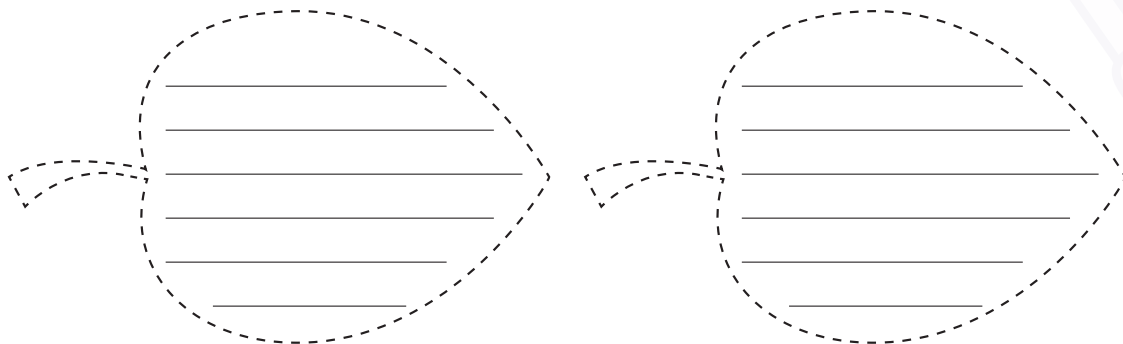


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CUT THESE LEAVES FOR ACTIVITY 5





# ENDING BULLYING WITH KINDNESS



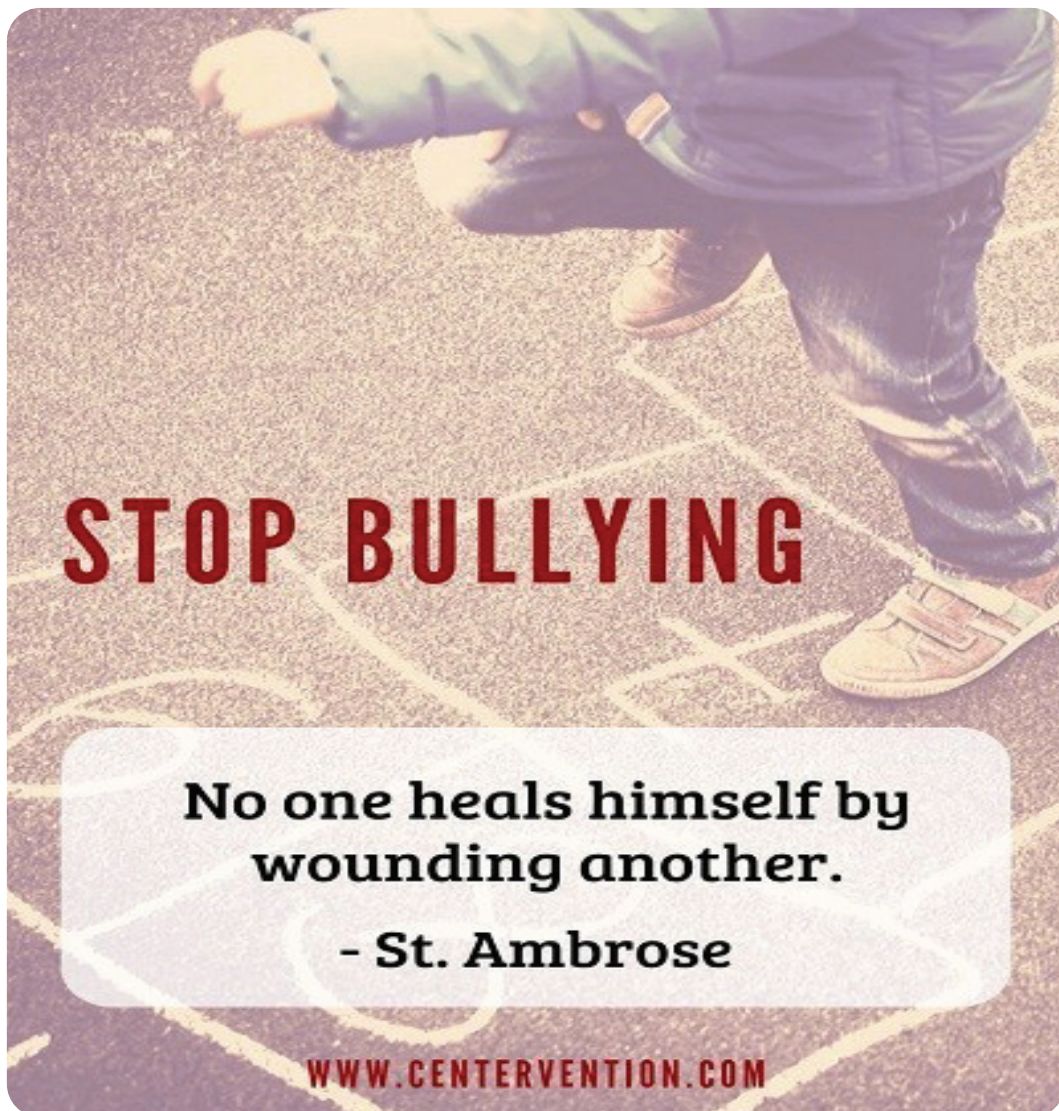
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