

Creating a Generation of Upstanders:
Curriculum Resource to Help Ontario Educators Build Safe Schools

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Abstract

This project focuses on the bullying found in today's 21st century elementary classrooms, more specifically in grades 4-8. These grades were found to have high levels of bullying because of major shifts in a student's life that may place a student of this age at risk for problems with their peer relationships (Totura et al., 2009). Supporting the findings in the literature review, this handbook was created for an Ontario grade 4-8 classroom teachers. The resource educates teachers on current knowledge of classroom bullying, and provides them with information and resources to share with their students so that they can create a culture of upstanders. Upstanders are students who stand up for the victims of bullying, and have the self-esteem and strategies to stand up to classroom bullies. These upstanders, with the support of their classroom teachers and their peers, will be a force strong enough to build the government-mandated Safe School environment.

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CHAPTER ONE: INTRODUCTION TO THE STUDY

This project focuses on the bullying and victimization found in today's 21st century elementary classrooms, more specifically in grades 4-8 (9-14 years old). An action is considered bullying or victimization when a student is repeatedly exposed to negative actions demonstrated by one or more other students (Olweus & Limber, 2010). Past research shows that grades 4-8 were found to have high levels of bullying because of major shifts in a student's life that may place a student of this age at risk for problems with his/her peer relationships (Totura et al., 2009).

This project includes the creation of a handbook for grade 4-8 classroom teachers in Ontario. The resource will educate teachers on current knowledge of classroom bullying, and provide them with information and resources to share with their students so that teachers can create a culture of student upstanders. Upstanders stand up for the victims of bullying, and have the self-esteem and strategies to stand up to classroom bullies. These upstanders, with the support of their classroom teachers, will be a force strong enough to build the government mandated Safe School environment.

Background of the Problem

In Ontario, issues dealing with bullying have recently been in the forefront of the news. Newspaper articles range from the outcry of the feature length documentary released in 2011 entitled "Bully," depicting peer-on-peer bullying in schools across America, to local newspaper articles in the St. Catharines Standard and Toronto Star, providing readers with knowledge of tools to conquer bullying and stories of students who are dealing with it themselves (see Bajer, 2012; Porter, 2012; Turner & Bluestein, 2012). The Government of Ontario has responded to these concerns by creating the

Accepting Schools Act (2012) mandating that each school have an antibully environment with consequences for those involved in the act of bullying. Research shows that bullying is an issue that is causing great distress among children and can potentially cause lifelong damage (Bradshaw, O'Brennan, & Sawyer, 2008; McAdams & Schmidt, 2007; Penning, Bhagwanjee, & Govender, 2010; Ringrose, & Renold, 2010). Bullying is a dangerous act; no longer does society believe that bullying is a "right of passage," something experienced by every child during their childhood (Beaty & Alexeyev, 2008; Carran & Kellner, 2009; Volk, Camilleri, Dane, & Marini, 2012).

According to research, the majority of bullying incidents happen during the school day (Beaty & Alexeyev, 2008; Craig & Pepler, 2003; Sijtsema, Veenstra, Lindenberg, & Salmivalli, 2009). Within the school, the most common place for bullying to occur is the playground followed by hallways, classrooms, lunchrooms, and washrooms (Beaty & Alexeyev, 2008). Therefore, adults with the power and knowledge strong enough to conquer bullying are staff that work in the school building. Staff and administrators may serve as role models to the students in their school; the students emulate the actions of the adults they observe in their daily lives (Catanzaro, 2011; Coloroso, 2002).

First, teachers and their students need to recognize the different forms of bullying. Dan Olweus, who is generally recognized as a pioneer and founding father of research on bullying (Beaty & Alexeyev, 2008; Ringrose, & Renold, 2010), explains "a student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students" (Olweus & Limber, 2010, p. 124). Within the bully definition, three main types of bullying have evolved: direct

physical bullying, direct verbal bullying, and indirect bullying in which the person or group of persons doing the bullying is not necessarily identified (Hunt, Peters, & Rapee, 2012; Underwood, Beron, & Rosen, 2009). Direct physical bullying or overt aggression includes observable confrontations that involve a physical attack (Marini, Dane, Bosacki, & YLC-CURA, 2006). Direct verbal bullying occurs when a bully is face-to-face with his/her victim calling him or her names or teasing the victim (Nesdale, Durkin, Maass, Kiesner, & Griffiths, 2008). It is important to realize that bullying is a form of violence in any form the bullying is presented. Rhodes, Pullen, Vickers, Clegg, and Pitsis (2010) explain that “violence is domination achieved through coercion, forced obedience, or subordination” (p. 102) which is exactly how a physical, verbal, or indirect bully victimizes his/her target.

Once educators and students identify signs of bullying, they need to have the resources and self-esteem to make a change in their bullying environment. Students can turn to self-help resources, such as online discussions or Kids Help Phone, but prevention and resolution may be more efficient if the community where students are victimized helps to change the culture of the community (Craig & Pepler, 2003). Researchers claim that teachers and students need to promote the importance of becoming upstanders in the learning community (Pepler et al., 2006). Bystanders, as their name implies, stand by as the bullying scene continues around them. By applauding or calling out words of encouragement, bystanders may contribute to the violence, therefore, showing their approval of the bully who will then continue his/her domination over the victim. Upstanders, on the other hand, support or stand up for the victim, and make it clear that

bullying will not be tolerated (Grantham, 2011). The cycle of bullying; upstanders are proactive, not passive.

Self-esteem is a major factor behind why students become victims, and why students develop bullying habits. If educators and parents can build self-esteem in their students, the factor of low self-esteem will disappear, and lessen the occurrences of bullying. In everyday practices, students should be “encouraged to look for and celebrate the good in others and to build on common interests rather than divide over differences” (Dellasega & Nixon, 2003, p. 48). Teachers and parents should educate their students to understand that the most important thing for a witness/bystander to do is to get involved in the proper way to defuse the bully. The simple ethical principle is “to do the right thing on behalf of a targeted peer, regardless of the actions of other bystanders” (Coloroso, 2002, p. 164). If students decide to turn a blind eye and/or not get involved, these excuses may increase their likelihood from moving from bystander to bully, or bystander to victim (Coloroso, 2002). Teachers should deal with all accounts of bullying reported and reinforce to their students that bullying will not be tolerated.

In my elementary school, I was a victim of direct verbal and relational bullying. There was one main female bully, but many of my classmates, girls and boys, joined in throughout the days. I was a good student who received good grades, liked by all the teachers, and something caused this girl to not like me and to bully me. At first I thought it would only last a few days and ignored it, but when it continued over months I had to do something about it. I told my parents about the bully and they helped me with verbal comebacks to hopefully discourage the bully. Everything I tried by myself did not help; eventually, I tried anything possible to stay at home and miss school. When my parents

noticed the negative changes in my attitude, they decided to contact the principal and get the bully situation resolved. I was very nervous about telling the principal for fear that the bullying would get worse. Luckily, the report stayed between the bully and me, but because the administrators believed there were no bullies at their school, just a warning was given to the bully. After grade 8, I switched school boards in order to get away from my bully and not so helpful bystanders.

In the last decade, school boards and schools have taken actions to help combat the classroom bully. The Ontario Government began the creation of their Safe School Act in 2000 and since then the new Accepting School Policy has been passed. Both these government mandated programs are working at promoting safe schools for all members and a bully free and accepting school environment. I feel now that bullying can be resolved with the support of the Ontario Government and with a school wide approach to building upstanders.

Statement of the Problem

Bullying is a problem in Ontario elementary schools that affects the lives of the bully, the victim, the bystanders, and the classroom environment (Carran & Kellner, 2009; Craig & Pepler, 2003; Penning et al., 2010). When students and classrooms are dealing with bullying, minds are preoccupied and learning is negatively affected (McAdams & Schmidt, 2007). Bullying is an issue that can be resolved from any stage in the cycle. If administrators, teachers, and students are able to recognize bullying behaviours, and know how to resolve these actions, bullying can be defeated. Once the current bullying is resolved, preventative techniques can be presented in the classroom and school community to continue the bully free environment.

Teachers are the best role models to lead the fight against bullying. By promoting a bully free environment and teaching their students to be upstanders, teachers can help end the bully cycle. Once teachers educate themselves on the current information on bullying and have the resources to assist them, they will be able to resolve bully situations in their school. Students will then have the resources and knowledge of how to fight against bullying when they witness victimization.

Purpose of the Study

The purpose of this study is to create a resource handbook for Ontario classroom teachers (grades 4-8) to encourage a safe school environment. According to the Ontario Ministry of Education (2007a) a “safe school” demonstrates honesty, integrity, respects differences, and treats everyone within the school fairly. The resource will educate teachers on the current understandings of classroom bullying, and help them identify bully situations. The resource will also include activities that can be completed in the classroom that encourage equity, acceptance, and a peaceful classroom. The resource will demonstrate that all students should be treated fairly, no matter their differences. The information and activities included in the resource will be beneficial for the teacher, his/her classroom, and the entire school to promote the government mandated safe school environment.

Research Questions

In the development of the curriculum resource, the questions to be answered are:

1. What are current studies finding about bullies, victims, bully/victims, bystanders, and upstanders?

2. Which kinds of activities, games, and books are needed to support classroom teachers to help promote a peaceful classroom that prevents bullying behaviours?
3. Which kind of activities, games, books, skills, and coping strategies are needed for students to help promote a peaceful classroom that prevents bullying behaviours?

Research Goals/Aims

Teachers are the adults needed to prevent classroom bullying. If teachers are given the resources and strategies needed for them to identify, resolve, and prevent bullying, we will have a stronger weapon to fight against classroom bullying behaviours (Peplar et al., 2006). If teachers promote and model a safe and accepting classroom, and school behaviours, this may help to prevent bullying situations from developing (Cole, Cornell, & Sheras, 2006). Because of the teacher's promotion of a bully free environment, students will then have the resources and techniques that they need to be upstanders in a bully environment when teachers are not around (Cole et al., 2006; Craig & Pepler, 2003; Pepler et al., 2006).

Theoretical Framework

This project will be framed by social-cognitive developmental theories that help explain the process of bullying (e.g., Bandura, 2002; Bronfenbrenner, 2005; Vygotsky, 1979). Bandura, for example, believes that people do not live their lives autonomously. People are constantly being influenced by the people around them, both in their daily lives and out of their daily lives. Social learning theory suggests that "students' perceptions of their school...others' bullying behaviour...and the school's prevention

efforts...as well as their attitudes toward aggressive retaliation, would influence their behavior at school” (Bradshaw et al., 2008, p. 11). In a school environment, students are surrounded by administrators, teachers, school staff, and other students who each in some way influences each child. Though parents hope students will echo the values and beliefs the school staff portray, students echo what their classmates and peers are doing as well. Social Learning theory is a catalyst to a bully environment, but can be transformed into its inhibitor. Bandura’s theory also includes “perceived collective efficacy representing shared beliefs in the power to produced desired effects by collective action” (p. 271). If teachers can model to their students the proper way to treat people, to resolve disagreements, and give their students the tools so they, too, can promote a safe school, bullying behaviours will be less frequent, and may disappear entirely. The school environment will then hold the shared desired effect to stand up against bullying, and become upstanders (Craig & Peplar, 2003).

Using social-cognitive developmental and psycho-cultural theory as a theoretical lens (Bandura, 2002; Bronfenbrenner, 2005), the literature on the bullying and victimization process will be reviewed, including the roles involved: Bully, Victim, Bystander, and Upstander. The role of the teacher in bullying prevention will also be researched, to see how teachers negatively and positively affect bullying situations. Any policies introduced by the Ontario government dealing with bullying will be reviewed. Using the findings from the review of the literature, a list of characteristics will be created to help teachers and students defeat bullying. From these characteristics, a collection of activities and resources will be created to help classrooms identify, resolve, and prevent bullying behaviours. Teachers recognize that they will always be the role

models in the classroom, and their actions are constantly being watched by their students. When a teacher tells his/her students to treat everyone equally, he/she should also be treating all of his/her students equally. When a student sees a teacher treating everyone equally, and dealing with disruptions in a fair way, students will then be able to model their teachers when they witness a bullying action, thereby becoming upstanders. Students themselves will then have the power to defeat bullying themselves, and if victimization continues, they will know to go to a teacher for support.

Importance of the Study

This topic is an important area to research because bullying is a relevant issue in classrooms across Ontario, and school boards and governments are recognizing the severity of this problem and want to defeat it. The classroom is the focus of the research because the school is where the majority of bullying incidents are reported, and this is where all parties involved in the bullying cycle are present: Bully, Victim, and Bystander. If bullying can be defeated in the classroom at the elementary level, bullying behaviours will not be continued at home, on the playground, online, or into the workplace, dating or marital relationships, and elder abuse (Bradshaw et al., 2008; Craig & Pepler, 2003; Pepler et al., 2006). Bullying may influence students to take extreme measures in order to defeat bullying such as suicide, attempted suicide, shootings, etc. (Clock, 2012; Lafleche, 2012; Nesdale et al., 2008). If teachers can identify, resolve, and prevent bullying in the classroom, it will allow their students a safer and happier lifestyle (Bradshaw et al., 2008).

Scope and Limitations of the Study

This resource is created for grade 4-8 elementary classroom teachers because the classroom is where the majority of bullying behaviours originate (Sijtsema et al., 2009). Bullying commonly occurs in stable environments, like the classroom, “where victims have no possibility of escaping their bullies” (Sijtsema et al., 2009, p. 57). Grade 4-8 classrooms were chosen to be focused on because the majority of bullying behaviours have been reported when students are between the ages of 9 to 14 (Attar-Schwartz & Khoury-Kassabri, 2008; Bradshaw et al., 2008; Edmondson & Zeman, 2009; Totura et al., 2009). This age is also agreed to be “one of the most pivotal times in an individual’s overall development” (Bosacki, 2005, p. 4). The focus on this environment may not be a helpful resource to students who are just being bullied online, or in relationships outside of school classmates. Teachers of students in younger or older grades may not find this resource as helpful because it is specific to grades 4-8. These teachers may have to adapt as necessary, either taking the general strategy and revising activities for younger students, or developing deeper, stronger activities for older students dealing with bullying. The resource is also limited to a classroom, rather than a whole school approach. In order to defeat bullying, research suggests that an entire school be willing to adapt and to change their ways to provide a Safe School for all. Though a teacher may find his/her classroom a safer environment, students may be bullied by students from other classes or grades. Teachers are encouraged to share this resource with their colleagues to help them build a safe classroom, and from this united focus a safe school will begin to grow.

CHAPTER TWO: REVIEW OF THE LITERATURE

Prior to looking into the formation of the online resource for grade 4 to 8 classrooms, it is important to understand the types and concepts of bullying. This section will describe the common types of bullying found in the elementary classroom. Characteristics will also be presented of the roles involved in bullying episodes: Bully, Victim, Bystander, and Upstander. Finally, research will be presented on the importance of the home and school in bullying prevention, and describe what schools, boards, and the government are currently doing to provide a safe classroom for all.

Types of Bullying

The majority of research suggests that in all types of bullying the bully seeks to objectify, neutralize, and gain possession over another person (Rhodes et al., 2010). The incident is then labelled bullying if there is a “specific type of aggressive behaviour that involves intent to cause harm, occurs repeatedly, and involves a power imbalance” (Hunt et al., 2012, p. 156). Brinson (2005) summarizes some definitions of bullying, citing Olweus, “a negative behaviour meant to cause pain or discomfort” (p. 169), and Tattum and Tattum, a “deliberate, conscious desire to hurt someone else or put him/her under stress” (p. 169). Edmonson and Zeman (2009) cite Handwerk’s definition describing a bully as “a person who has engaged in repeated acts of aggression or harm to persons over whom he or she has power” (p. 24). Coloroso (2002) describes bullying as a “conscious, wilful, and deliberate hostile activity intended to harm, induce fear through the threat of further aggression, and create terror” (p. 13). Although each author words his/her definition differently, common themes arise. Bullying is a negative act that is repeated in order to cause pain or discomfort. Within the definition of bullying, three

main forms have evolved: direct physical bullying, direct verbal bullying, and indirect bullying (Carran & Kellner, 2009). The important fact for all parties involved in the issue is to understand that bullying is a form of violence and it should always be taken seriously.

Direct Physical Bullying

Past research on direct physical bullying includes behaviours such as hitting, slapping, punching, kicking, destroying property, and enlisting a friend to assault someone for you (Beaty & Alexeyev, 2008; Bradshaw et al., 2008; Carran & Kellner, 2009; Cole et al., 2006). These actions are overt and easily witnessed and if the action is unseen, the resulting bruise or injury indicates a form of physical abuse has taken place. In the research that looked at physical bullying, it was found that compared to girls, boys engage more in physical bullying (Bradshaw et al., 2008; Carran & Kellner, 2009; Kert, Coddington, Tryon, & Shiyko, 2010). Beaty and Alexeyev note that, “boys are generally more violent and destructive in their bullying than are girls, making greater use of physical means of bullying” (p. 4).

Research shows that boys are more likely to be physically violent than girls (Craig & Pepler, 2003; Pepler et al., 2006; Underwood et al., 2009) contributing to the social perception; “that bullying is normal and acceptable” for boys (Penning, Bhagwanjee, & Govender, 2010, p. 133). Violence (such as bullying) has become synonymous with normalised definitions of masculinity (Penning et al., 2010, p. 133). Girls have been found to participate in physical bullying, although research shows their involvement is consistently less than boys (Carran & Kellner, 2009). The role gender

plays in bully and victim continues to remain an unclear and complex area of research to study.

Direct Verbal Bullying

Direct verbal bullying was found to be a common form of bullying for both boys and girls (Carran & Kellner, 2009; Craig & Pepler, 2003; Kert et al., 2010), but some researchers have found that boys more frequently practice it (Kert et al., 2010; Underwood et al., 2009). Direct verbal bullying consists of behaviours such as taunting, teasing, name calling, spreading rumours, sexual comments, ethnic names/comments, threatening, or obscene gestures (Beaty & Alexeyev, 2008; Bradshaw et al., 2008; Carran & Kellner, 2009; Cole et al., 2006). Verbal bullying is an easy way for a bully to cause hurt without leaving a physical mark on his/her victim, but the emotional bruise is there. The well-known child's rhyme, "sticks and stones may break my bones, but names will never hurt me," highlights a common misconception. Teasing, name calling, and rumour mongering at school attacks a child's self-esteem, robbing them of what they will need to continue on in their social lives (Cole et al., 2006).

Indirect Bullying

Indirect bullying occurs when a bully is not physically in contact with his/her victim, but can continue to bully them through rumours, exclusion, or manipulating friendships (Brinson, 2005; Coloroso, 2002). Indirect bullying is most common amongst female bullies (Beaty & Alexeyev, 2008; Brinson, 2005; Coloroso, 2002; Craig & Pepler, 2003; Garinger, 2006; Kert et al., 2010; Logio, 2004). An article published in USA Today (1998) titled *Boy bullies are popular; girls aren't* states that girls "are more likely to fight a war of words and victimize others through manipulation, rather than by

physical means” (p. 6). Indirect bullying involves the use of more deceptive and malicious tactics (Garinger, 2006). The power of this type of bullying is that “it is quick and painless for the bully and can be extremely harmful to the target” (Coloroso, 2002, p. 15).

Indirect bullying happens at school especially in grades 4-8 when students are beginning to develop their mental awareness and recognizing how to victimize others with words. Indirect victimization “may also increase in early adolescence because peer relationships are ascending in importance...and so disrupting social status and friendships may be an even more potent means of harm” (Underwood et al., 2009, p. 358). Bullying in school does not only cause emotional harm to the victim, but also to the victim’s and classmates’ learning (Beaty & Alexeyev, 2008). The emotional distress caused by bullying creates a deficit in the victim’s intellectual abilities, harming the ability to learn (Brinson, 2005). The mind of a student who is victimized is preoccupied with his/her bully (Penning et al., 2010) negatively impacting a student’s learning success. The mind becomes consumed with thoughts of self-preservation to fully be focused on the lessons taught in the classroom.

Relational aggression. A subtype of indirect bullying is called Relational Aggression. Crothers, Lipinski, and Minutolo (2009) define relational aggression as “behaviors, both overt and covert, designed to harm another through the exploitation of a relationship” (p. 98). This type of social aggression can be traced back to preschool and continues through middle school, “children engage in social exclusion and friendship manipulation as a way of harming peers and pursuing social goals” (Underwood et al., 2009, p. 357).

Relational aggression may cause stress to be put on a child's relationships, and may result in "emotional distress, intimidation, humiliation, vulnerability, and fear" (Rhodes et al., 2010, p. 102). Although all genders play a role in relational aggression, research suggests this form of bullying is a common form used by girl bullies. According to research, girls are socialized "to be nurturing and to focus on sustaining relationships" (Catanzaro, 2011, p. 86). Girl bullies know the importance of being a part of a peer group and are able to manipulate another's relationships. If shunned from a peer group, the victimized girl's life can then be easily turned into one marked by sadness and depression (Catanzaro, 2011).

Peeters, Cillessen, and Scholte (2010) found "that some bullies are socially intelligent and victimize for their personal advantage" (p. 1042). To gain status within their relationships, bullies learn how to misuse their social intelligences "to manipulate the relationships in the group with the intention to change its structure and obtain more power" (Peeters et al., 2010, p. 1042). Relational aggression involves "spreading rumors, telling lies, gossiping and social exclusion" (Peeters et al., 2010, p. 1043). Research suggests that bullies who succeed in relational aggression have "a good understanding of relationships and a central position in the peer group" (Peeters et al., 2010, p. 1044).

In summary, indirect bullying does not exhibit externalizing behaviours, such as kicking, punching, and name calling, and it usually goes undetected because it involves rumour spreading and isolation (Totura et al., 2009). Bullies are "reliant on developing covert aggressive methods for gaining status among peers in highly supervised settings" (Totura et al., 2009, p. 596).

Cyberbullying. Due to the advancement of technology and social media, the ability to communicate and share information through electronic means, cyberbullying has become one of the newest forms of indirect bullying that has parents and teachers concerned. Canadian Bill Belsey defined cyberbullying as “the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others” (as cited in Butler, Kift, & Campbell, 2009, p. 84). Social media “provides young people with unprecedented opportunities for communication with others both in and out of their existing face-to-face social networks” (Mishna, Khoury-Kassabri, Gadalla, & Daciuk, 2012, p. 63). These unlimited opportunities allow for both positive and negative experiences of communication technology. The danger of online communication adds a dimension of ambiguity to communication. Bosacki (2012) explains the cyber world may help to create ambiguity “in self understanding and identity development as well as our social relations with one another” (p. 27). Research shows that “98% of Canadian youth access the Internet and communication technologies on a daily basis (e.g., social networking sites, instant messages)” (Mishna et al., 2012, p. 63). The amount of time today’s youth spends on the internet brings them to higher risk when developing their identity and at a higher risk of being victimized online.

Just as with physical and psychological bullying, the goal of the cyberbully is to intimidate, harass, victimise, or bully an individual or a group of individuals, except that a cyberbully uses information communication technology (ICT) to carry out his/her objectives (Bhat, 2008). A bully who victimizes over ICT has the benefit of staying anonymous; “researchers of cyberbullying are less restrictive in emphasizing the

traditional definition that requires a longstanding or meaningful relationship between the perpetrator and the victim” (Catanzaro, 2011, p. 85).

The power of cyberbullying comes from the always available and multiple options of technology. Sherri Turkle (2011) describes the new generation’s technology connection perfectly in her book *Alone Together*: “The technology has become like a phantom limb, it is so much a part of them” (p. 17). Turkle explains that during early adolescents, middle school, not only do students need friendship, but they also need separation, alone time. The danger is that constant

connectivity brings complications. Online life provides plenty of room for individual experimentation, but it can be hard to escape from new group demands. It is common for friends to expect that their friends will stay available - a technological-enabled social contract demands continual peer presence. And the tethered self become accustomed to its support. (p. 174)

Cyberbullying may include “sending or posting harmful material or using digital technology to inflict social cruelty on victims” (Bhat, 2008, p. 54) or “include exclusion, spreading rumours, breaking confidences, ridiculing, and garnering support for physical attacks on identified victims” (Bhat, 2008, p. 58) via ICT. Picture, text, and/or video are easily copied, saved, and sent to anyone anywhere in the world. Traditional bullying may involve at least one bully who repeatedly inflicts an aggressive action on his or her victim. In contrast, cyberbullying begins with one bully who captures a moment on video or creates a harmful text, and then posts it to his or her followers. Those followers then become bullies by continuing to forward on the victimization to their friends. Cyberbullying “can be difficult or indeed impossible for the victimized child or youth to

remove” (Mishna et al., 2012, p. 64) because the abuse can be replayed long after the incident. This permanence of the written word or captured image allows it to be accessed for an indefinite time and by an unlimited audience.

In the cyberworld, bullies are able to follow their victims around the clock through the use of technological mediums, such as Facebook, Twitter, MySpace, and cell phones. Cyberbullies also have access to any online community, locally, nationally, and internationally (Wong-Lo, Bullock, & Gable, 2011), which they use to their advantage. Many individuals continue to perceive cyberbullying among adolescents as inconsequential, but the truth is that cyberbullying has serious consequences. Some cyberbullying incidents have been documented as deadly, whereas others continue to mark irreversible impression on the individuals affected by it (Hinduja & Patchin, 2009). In today’s technology age, technology “supports an emotional style in which feelings are not fully experienced until they are communicated...there is every opportunity to form a thought by sending out for comments” (Turkle, 2011, p. 175). Cyberbullies may not even realize what they are saying is damaging because they do not consider the long-term effects of their action or how quickly one nasty comment can grow exponentially across the World Wide Web.

With the lasting effect of this abuse and its access to unlimited audiences, cyberbullying has become a highly publicized event, and the “Centers for Disease Control and Prevention ... recognize it as an emergent health risk to students” (Borgia & Myers, 2010, p. 30). Turkle (2011) calls cyberbullying an Internet-specific road rage. Compared to direct bullying, all forms of indirect bullying may be the hardest to identify as an educator (Catanzaro, 2011; Dellasega & Nixon, 2003; Logio, 2004; Totura et al.,

2009). Indirect bullying can go undetected for years, or thanks to social media the abuse can spread quickly and reach far beyond the school yard and the school day until there is nowhere that the victim feels safe.

Bullying and Victimization: Players and Process

There are main roles involved in bully situations, and all have the responsibility to fight the bully cycle. It is important to note that the “impact of bullying extends beyond the individual victim to affect many other students” and people (Cole et al., 2006, p. 310). The roles of the bully, victim, bystander, and upstander all play key parts in heightening or diffusing the situation. Administrators, teachers, and students should be able to identify the players, and be able to know how to resolve each of the player’s actions if they are encouraging the victimization.

The Bully

The bully is considered to be the leader of the bully cycle, and usually the easiest identified in a bullying situation. Bullies are usually peers of their chosen victims (Beaty & Alexeyev, 2008). A bully takes on this position of power over others because “the bully has perceived, appointed, or self-appointed authority over another due to factors such as victim’s size, age, experience, title, socioeconomic status, or brawn” (Sylvester, 2011, p. 42). Some children believe because of their own perceived popularity, how popular they think they are, label themselves as a group leader and may become the bully of the group (Olweus, 1993). Bosacki (2012) identifies that “perceived-popular youth have power within the peer group, suffer few negative consequences as a result of engaging in socially aversive behaviours, and are sought after for companionship and friendship by peers” (p. 49).

Identification of bullies is a very important stage in the antibully movement, not only to create a safe school environment but also for the bully's well-being. Bullies are at risk "for a range of negative outcomes, including involvement in illegal activities, aggression, and abuse" (Carran & Kellner, 2009, p. 151) and for "escalating behaviour, further emotional injury, and punishment for harm to others" (McAdams & Schmidt, 2007, p. 120). Male and female bullies also report a social cost, "they report less closeness and more conflict in relationships compared with children who do not report bullying others" (Pepler et al., 2006, pp. 377-378). The earlier bullying characteristics can be dealt with, the better for everyone involved.

Mitchell J. Prinstein, Director of Clinical Psychology at the University of North Carolina, found in his research that, "high-status students, such as cheerleaders and football heroes, were found to be more susceptible to...become bullies or to be part of a mean-girl clique" (as cited in Catanzaro, 2011, p. 95). Logio (2004) notes that commonly bullies are the "good kids," and are students who educators believe would not create problems for others, "this adds to the problem of silence, whereby victims believe they have no place to turn for help" (p. 1076). It would be hard for a student to report a bullying episode, identifying a teacher's favoured student as the bully. The student reporting may believe that the teacher will disregard the report.

Some research suggests that bullies may not only have a higher status in their social circles, and be perhaps the good kid; they may also have an advanced emotional competence; that is, they understand how to control emotions in themselves and others (Casel, 2009). Coloroso (2002) says "you can't always identify bullies by what they *look* like, but you can pick them out by what they *act* like" (p. 11). In a child's world, there is

a strong importance of connections with others, if there is a “threat of disrupted social connections [it] is very threatening...and being shunned is deeply hurtful because it denies the interaction that they value most” (Catanzaro, 2011, p. 87). Understanding that there is no never-fail definition of a bully is an important concept to understand for those working with children. Bullies come in all different shapes, looks, and statuses, and with different strengths. Through analysis, Peeters et al. (2010) discovered that “high social status is accompanied by social intelligence and the use of relational aggression”, with this status bullies are able to gain dominance over their peers (p. 1048). The power in their group was so strong that the bully’s “centrality in the group would enable them to persuade others to ignore the victim and believe their backbiting” (Peeters et al., 2010, p. 1048).

According to Peeters et al. (2010) and Craig and Pepler (2003), bullies who participated in relational aggression have high levels of social intelligence. In the research, social intelligence was measured using six responses to social stimulus’s: “(1) encoding of cues, (2) interpretation of these cues, (3) clarification of goals, (4) response access or construction, (5) response decision, and (6) behavioural enactment” (Peeters et al., 2010, p. 1042). When a child scored high in those six categories, they were given a high “social information processing” score. This high score proved that they understood social cues very well, which allowed them to persuade and manipulate others to their will.

Power relations and bullying. Children with advanced emotional competence may use their skills for bad, using their “ability to harm others such as excluding certain peers from a group by developing friendship with someone else” (Bosacki, 2008, p. 162).

Garinger (2006) believes that bullies pick on others to build their self-worth because they have low self-esteem. Both Phillips and Wiseman, cited in Garinger (2006), mention a hierarchy and ranking system that allows the bully to control and hold power over others. Phillips believes “that a pecking order is established and maintained through the use of physical aggression, physical strength, and dominance” (as cited in Garinger, 2006, p. 237). It is important to recognize if the bullying is not addressed at the early stages in elementary school, they may “tend to have problems getting along with others, both on a personal and professional level” (Lewis, 2010, p. 4) later in life.

When identifying and working with bullies, it is important to look into why this student leans toward bullying others. It may not be because of a need to gain a higher social status, but may be something hidden deeper. Many studies suggest that childhood bullying is a learned behaviour from the home (Beaty & Alexeyev, 2008; Brinson, 2005; Garinger, 2006; Underwood et al., 2009). How a parent chooses to use discipline in the household may influence a child to become a bully at school. Families “where parents use more physical forms of discipline, which may be coupled with parents who are rejecting and hostile or overly permissive” (Beaty & Alexeyev, 2008, p. 5). Underwood et al. found patterns for bullies in their families, “following a high trajectory characterized by high social and physical aggression: African American ethnicity, parents being unmarried, low family income, and authoritarian and permissive parenting” (p. 359). Some bullies at school are victims at home (bully-victims). How strong the relationship between the child and parent is also influences a child’s action at school, as well as a family’s marital, financial, and social problems (Beaty & Alexeyev, 2008).

Social media and bullying. Identification gets a bit more difficult when trying to identify the cyberbully. Advances in technology allow bullying to take place in cyberspace on social networking sites or in chat rooms across the world. Some studies have shown that cyberbullies are also involved in traditional forms of bullying at school while others may not show any risk factors at school (Mishna et al., 2012). Borgia and Myers (2010) found that some cyberbullies are anonymous to their victims, but most cyberbullies know their victims in some capacity (Borgia & Myers, 2010). Cyberbullies are “likely to engage in rule-breaking and have problems with aggression” (Mishna et al., 2012, p. 64). Mishna et al. also found in their research that because cyberbullies do not see the hurt they cause, their guilt level decreases, making their actions more frequent and more volatile.

Past research shows that indirect aggression is now found in this digital age, when bullies use technology and social media as a tool to harm others. This bully has access to his or her victims anytime of the day; therefore, “a child who is electronically bullied is never really free unless he or she ceases to communicate electronically” (Wong-Lo et al., 2011, p. 67). The cyberbully may be more difficult to identify in the physical classroom environment, as compared to the traditional bully. A cyberbully’s behaviours occur over ICT; therefore, it important for staff to educate their students on internet safety and ethical guidelines regarding its use.

The Victim

Identifying a victim of bullying may be a difficult task, as most of the victimization is internal unless they were physically harmed. Research has found commonalities across what typical victims look like. Victims “tend to be physically

smaller, more sensitive, unhappy, cautious, anxious, quiet, and withdrawn than other children” (Beaty & Alexeyev, 2008, p. 5). Victims of bullying may “lose confidence, be afraid to go to class, and have trouble concentrating” (Lewis, 2010, p. 4). Victims are “more anxious and insecure than students in general... they are often cautious, sensitive, and quiet” (Olweus, 1993, p. 32). Victims also commonly have low self-esteem, and have a negative view of themselves (Olweus, 1993). Victims “look at themselves as failures, feel stupid, ashamed, and unattractive” (Olweus, 1993, p. 32). A victim’s symptoms of “social anxiety and depression are related to direct (verbal and physical aggression) and indirect (e.g., covert, relational aggression) victimization...friendship quality...friendship attachment...and social isolation” (Bosacki, Dane, Marini, & YLC-CURA, 2007, p. 262). Children change when they become a victim of bullying. This change affects the rest of their social lives unless something is done to help them.

Changes a victim experiences are often displayed on the outside, but sometimes a victim changes physically on the inside as well. Bullied students are “three to four times more likely to experience health issues such as headaches, gastric distress, and insomnia” (Beaty & Alexeyev, 2008, p. 8). Victims may “feel lonely, experience social anxiety, are socially distressed, and are significantly more submissive than others in their group” (Garinger, 2006, p. 238). In the end, victims “are vulnerable to being victimized; bullies know these students will not retaliate” (Beaty & Alexeyev, 2008, p. 5). Victims are bullied, and then feel badly about themselves, which leads them to be victimized more, and the dangerous cycle continues.

The bullying cycle silences its victims which prolongs the discovery of a problem and the delivery of programming for the victim and consequences for the bully. A victim

“may experience difficulties and negative emotions as they develop their sense of self and their relationships with others” (Bosacki, 2005, p. 72). Bosacki (2005) refers to “safety in silence,” victims “may be so fearful of the judgments of others that it feels safer not to share one’s thoughts and feelings” (p. 73). Victims believe it is safer for them to remain quiet and hide their true voices as a means of self-preservation (Bosacki, 2005). Victims are the people involved in the bullying cycle that most need support; finding out who they are and what they need is an important step in eliminating bullying. If victims are not assisted, and the bullying continues, the victims have the possibility of isolating themselves from their classmates. Children who refrain from “engaging in social interaction and avoid the company of their peers may suffer some developmental cognitive, social, and emotional consequences” in the future (Bosacki, 2008, p. 15).

Dellasega and Nixon (2003) note that it is important when looking for signs of bullying to understand the age group of the students you are working with. When girls are 6 to 10 years old, they “recognize that people have feelings but focus on more observable details, like what people are wearing, what they look like, and how they behave” (p. 16). Victims in this age range find it difficult to understand they are being bullied by someone who is insecure about themselves; they only understand that their feelings were hurt (Dellasega & Nixon, 2003). When you are working with girls ages 9 to 11, they are trying their best to fit in, “fear of rejection becomes overwhelming; ‘popularity’ is the ultimate goal” (Dellasega & Nixon, 2003, p. 16). To achieve the ultimate goal, girls may enter a relationship where they are manipulated and controlled by others (Dellasega & Nixon, 2003). When educators are looking for bullying and victimization behaviours in

adolescent girls they should keep alert to students who began puberty either early or late for signs of victimization.

In regards to male victims, there are very few differences between them and female victims (Totura et al., 2009). “Some report that the number of boys and girls being victimized by bullies is about the same...while others have found that more boys are bullied” (Beaty & Alexeyev, 2008, p. 3). In earlier research, Olweus (1993) found that boy victims were commonly very cautious and sensitive children, and often were physically weak compared to other boys. The boys with these characteristics “are likely to have had difficulty in asserting themselves in the peer group...making them victims of bullying” (Olweus, 1993, p. 32). Olweus also found a connection between victimized boys and a close relationship to their parents, more specifically their mothers. Boy victims do report psychological distress and loneliness but to a lesser extent than girls (Totura et al., 2009). In the end, male or female victim, “the negative effects of bullying are significant, resulting in psychosocial adjustment problems...including greater risk of criminal behaviour, delinquency, dropping out of school, health problems, drug use, and sexual harassment” (Penning et al., 2010, p. 133).

Adults should always be mindful of and sensitive to their student’s physiological development (Dellasega & Nixon, 2003). In their book *Girl Wars*, Cheryl Dellasega and Charisse Nixon point out that “a girl who is repeatedly victimized by others may come to accept this treatment as normal and stay in unhealthy relationships” (p. 17). Students who develop early may become targets due to the change in their physical image, while on the other side, students who blossom late may be ostracized due to their lack of certain physical attributes (Dellasega & Nixon, 2003). When identifying a victim, it is important

to stay open-minded and keep an eye out for students with low self-esteem, or with drastic changes of behaviour

When asking bullies why they chose certain victims over others, different answers came for girl bullies versus boy bullies. According to research, the five highest reasons why girls bully other girls were because the victim does not fit in, the victim's facial appearance, the victim was emotional or overweight, and the victim received good grades (Beaty & Alexeyev, 2008). According to boy bullies, they bully other boys because the victim does not fit in, the boy is physically weak or short-tempered, the bully did not like the victim's friends, or the clothes the victim wore (Beaty & Alexeyev, 2008). Overall, victims of either gender or any type of bullying require support and relationships to build their self-esteem so they can create positive and healthy relationships with self and others.

The Bystander/Upstander

Despite concerted efforts by educational authorities to address the chronic problem of bullying in schools, nothing much has helped because the emphasis has been on repressive, "zero tolerance," punitive models. In order to defeat the dangerous cycle of bullying, it might be better to look to the strongest characters in the bullying encounter, the bystanders. From their sheer number, knowledge of the act of bullying, and always being on the scene, bystanders hold the most power to tear down the lead bully and to elevate the abused victim. Craig and Pepler (2003) state that "peers play a central role in supporting bullying and promoting a culture of aggression. Conversely, however, they also play an essential role – which must be supported – in intervening in bullying" (p. 581). Boulton and Underwood (1992) went to the bystanders and asked how often these

students tried to stop bullying; the most common response was sometimes” (41%), then “did not know” (31%), followed by “almost never” (16%), and finally “almost always” (12%). However, for this transformation of bystanders to upstanders, a change in culture is required (Beaty & Alexeyev, 2008; Bradshaw et al., 2008; Catanzaro, 2011).

The role in the bully cycle that has a tradition of standing by and watching is the bystander. This once innocent role has now been identified as being not so innocent. By not doing anything to help the victim, they are indirectly supporting the bully (Beaty & Alexeyev, 2008; Catanzaro, 2011). The bully believes what they are doing is right because no one is stopping them, and, therefore, continues the bullying action. Bystanders watch the bullying situation on the side lines, do not help the victim, and encourage the bully through their actions.

The reason bystanders continue being bystanders is because of their lack of knowledge of how to support the victim. Common reasons for bystanders remaining bystanders are

1. They did not know what to do (Beaty & Alexeyev, 2008; Coloroso, 2011; Hazler, 1996; Lodge & Frydenberg, 2005).
2. They were scared they would become the next victim (Beaty & Alexeyev, 2008; Coloroso, 2011; Hazler, 1996; Lodge & Frydenberg, 2005).
3. They were concerned their actions would make the situation worse (Hazler, 1996).

O'Connell, Pepler, and Craig (1999) found that bystanders “spent 54% of their time reinforcing bullies by passively watching, 21% of their time actively modeling bullies, and 25% of their time intervening on behalf of victims” (p. 437). O’Connell et al. found

that peer presence is positively related to the persistence of bullying episodes, and bystanders are most likely to behave in ways that reinforce or escalate bullying behaviors.

The bystander effect. Coloroso (2011) displays this fact nicely saying, “The bully no longer acts alone. The bully and the bystanders become committed to denigrating the target further” (p. 37). Oh and Hazler (2009) discovered in their research “the majority of bystanders behave in ways that assist, encourage or allow school bullying” (p. 293). The bystander “is an active and involved participant in the social architecture of school violence rather than a passive witness” (Oh & Hazler, 2009, p. 293). This power and social status encourages the bully to continue in the future with more victims (Lodge & Frydenberg, 2005). Coloroso (2011) calls these not-so-innocent bystanders the supporting cast of the lead bully actor, bystanders “aid and abet the bully through acts of omission and commission” (p. 37).

Research shows that sometimes when numerous bystanders are present, the responsibility to act is diffused and the individual’s desire to intervene is reduced; this is called “The Bystander Effect” (O’Connell et al., 1999). Students should recognize there are no innocent bystanders; all bystanders have the duty to react and act (Coloroso, 2002). Silence can cause harm, “Not to acknowledge bullying for what it is or to simply dismiss it is to still be a complicit bystander” (Coloroso, 2002, p. 163). Teachers and parents should support bystanders to bullying as well, giving them the tools and support needed to help defeat classroom bullying. Bystanders need to be educated that what they are doing, or not doing, is hurtful. They need to learn how to step in and do what they can to stop the bully and support the victim.

Upstander. It would be useful for students and teachers to learn how to take action and support the victim rather than the bully. Students should know their options in bullying situations. Some are riskier than others but there is always something a bystander can do to help the victim, and, thus, evolve into an upstander. Fried and Fried (2003) recommend some ideas for witnesses of bullying, who are potential upstanders:

Challenge the bully. Get a group of students to challenge the bully. Befriend a troubled bully. Tell an adult. Include a target in your activities. Don't laugh at the bully's put-down. Don't join forces with a bully and give him/her power. Don't repeat gossip. Support a target in private. (p. 142)

Grantham (2011) used the term upstander to identify individuals who address social injustices by increasing their awareness, knowledge, and communication skills. A study completed in Canada discovered that bystanders are present in as many as 85% of bullying episodes that occur at schools (Lodge & Frydenberg, 2005). Hypothetically speaking, if those bystanders become upstanders, 85% of bullying episodes that happen at school could be stopped. The great power that upstanders have is that their population is much larger than those of the bully or victim populations (Oh & Hazler, 2009). If antibullying strategies and techniques begin to target the large population of potential upstanders, the possibility of breaking the bullying cycle is substantial (Oh & Hazler, 2009).

Implications for Practice

The bully cycle affects every role of a community, whether directly or indirectly involved. It is not only up to the bully to make a change in his/her relationships, but also

a change in his/her community's value system will provide support to help strengthen relationships.

The School Culture

Schools are just as involved in the bullying cycle as the bully. When bullying is a part of the school environment, students do not feel safe and are not willing to make risks to learn to their full potential (Garinger, 2006). The "social and emotional climate of the school can serve to facilitate or deter bullying" (Totura et al., 2009, p. 575). Research shows that "small school size, a sense of community, and close supervision are factors that help reduce bullying behaviour in schools" (Carran & Kellner, 2009, pp. 160-161). School are responsible in providing a safe environment for all those involved.

When a student has a positive perception of a school environment, which is a safe place for them to learn and play, it was found that it "moderated the negative relationship between self-criticism and internalizing and externalizing difficulties," decreasing the amount of bullies and therefore victims (Totura et al., 2009, p. 572). Bullying affects the learning atmosphere of the classroom and school environment. All schools should establish a zero-tolerance philosophy about bullying (Brinson, 2005). Victimization increases at schools where students believed that the school climate "is characterized by lower levels of aggressiveness, such as rule-breaking behaviour among students" (Totura et al., 2009, p. 595). In schools where there were low levels of monitoring, it was found that there were higher levels of bullying, "and conversely, it appears that greater adult monitoring can protect students who exhibit high levels of externalizing behaviours from bullying others" (Totura et al., 2009, p. 596).

A zero-tolerance to bullying philosophy includes practices that involve direct consequences and resolutions to those involved in the bullying situation. Brinson (2005) introduces Dan Olweus' intervention model for the three levels of the school community:

First, school-wide interventions included surveys of bullying at schools, increased supervision, school wide assemblies, and teacher training to heighten awareness about bullying. Second, classroom-level interventions included classroom rules against bullying, regular class meetings to discuss bullying at school, and meetings with all parents. Third, individual-level interventions involved discussions with students identified as bullies and targets of bullies. (p. 171)

If bullies are stopped in the act, the classroom climate and culture will improve. If staff can "empower the victim by bolstering [his or] her self-esteem" (Garinger, 2006, p. 239), big steps can be made to reduce the opportunity for bullies to intimidate their victims. According to research, "self-esteem would mediate the relation between peer relationship difficulties and internalizing problems" (Bosacki et al., 2007). For changes to occur in the school, it needs to start with the staff. Garinger (2006) states that involvement of caring adults and the presence of a strong social support group will assist in keeping students out of a bullying situation. All staff, including the bus drivers and custodial staff, need to be trained in how to identify and neutralize bullies (Garinger, 2006).

Educational Implications

Brinson (2005) recommends teachers include bibliotherapy and moratherapy into their lessons to assist students with coping strategies and moral development.

Bibliotherapy is defined as "using developmentally appropriate books [to] help children identify and express their fears and feelings" (Brinson, 2005, p. 171). When teachers use

bibliotherapy in the classroom, it can help students deal with bullying issues by introducing conflict resolution strategies, and foster personal development of positive self-attributes (Brinson, 2005).

Moratherapy is a term Brinson (2005) created that she defines as “a vehicle to facilitate an individual's understanding of the essence of high-quality verbal and physical moral behaviour” (p. 172). The goal of moratherapy is to give students the tools needed to make good decisions, including knowledge, insight, and critical thinking skills (Brinson, 2005). Staff with the knowledge, training, and tools to understand, recognize, and conquer bullying will make a strong statement to their students that there is no room for bullying in their schools. Teachers have discussions with bullies and victims; however, it is the witnesses to bullying who can affect the most change. When teachers recognize that the bystanders are one of the key groups in overcoming bullying, and “the more [they] talk about changing the school culture... the closer [they] will come to breaking the pain chain” (Fried & Fried, 2003, p. 143).

Teacher as Role Model

Both Garinger (2006) and Fried and Fried (2003) brought up the point that teachers should let their class know if a student identifies a bullying situation that their confidentiality will be respected, and the proper action will be pursued. It is important for teachers to remember that “students are extremely fearful of retribution and need verbal reassurance before they put themselves at risk” (Fried & Fried, 2003, p. 179). Once a witness shares with a teacher an act of bullying, Coloroso (2002) reminds teachers to talk one-on-one with the child and let them know what they can do if they see the act again. Noddings (2012) labels the teachers as the carer and the victim as the cared-for, “the

carer is attentive; she or he listens, observes, and is receptive to the expressed needs of the cared-for” (p. 53). Teachers can share with the child what they will be doing to prevent the action from occurring again. Teachers should remember to work with the parents of a bully because preventative actions taking place in school should also be pursued at home. Neil Kurshan said:

Children do not magically learn morality, kindness, and decency any more than they learn Math, English, or Science. They mature into decent and responsible people by emulating adults who are examples and models for them, especially courageous parents with principles and values who stand-up for what they believe. (as cited in Coloroso, 2002, p. 167)

Teachers need to teach their students “the behaviour that is expected of them and understand that they do have choices as to how they behave” (Beaty & Alexeyev, 2008, p. 8). Moral behaviour “in children is not acquired automatically; rather, it is initially and mainly influenced by others’ instruction, supervision, correction, establishment of rewards and punishments, and modeling” (McAdams & Schmidt, 2007, p. 123). When teachers and parents advise students what to do in bullying situations, they should take their words to heart as well.

Sylvester (2011) found four common ways that teachers may unintentionally bully students “through sarcasm, opaque name calling, refusing late or unidentified work, and humiliating future students whom they perceive as having potential behavioural problems in the classroom” (p. 43). Teachers are cautioned by research to carefully choose the words they use in their classrooms, “adults and older students understand the irony of teasing...young students are more literal and are often confused by the rhetoric”

(Sylvester, 2011, p. 43). Verbal humour may be common amongst adult conversation, but teachers need to be aware that at a young age students have difficulty understanding verbal humour or rhetoric (Bosacki, 2012). Sylvester (2011) also says refusing late assignments or removing marks for late assignments without hearing the student's story is an abuse of power. While it is good practise for teachers to know if a student has had behavioural issues in the past, it is important to give each student a fresh start each year, without any preconceived notions. Teachers and parents are role models to their students and children, and children are always watching and listening and learning how their teachers/parents react to different situations.

Implications for Policy

As more incidents of suicide, depression, and abuse are reported on television and in newspapers (i.e., Jeffords, 2012; Lafleche, 2012; Pascal, 2012), even those not involved in classrooms are recognizing the dangerous effects of bullying. The public is becoming more vocal on the subject and governments are responding by creating policies and setting days aside to make students aware of some antibullying strategies.

Safe Schools Act

In the summer of 2000, the Ontario Ministry of Education published Bill 81 the Safe Schools Act “to increase respect and responsibility, to set standards for safe learning and safe teaching in schools and to amend the Teaching Profession Act” (p. 1). The Safe Schools Act has many points that address respect for others and that should help prevent bullying:

- demonstrate honesty and integrity;
- respect differences in people and in their ideas and opinions;

- treat one another with dignity and respect at all times, especially in disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability; respect the rights of others; (Ontario Ministry of Education, 2007a, p.4)

The act does not include the word bully but the Code of Conduct includes actions of antibullying behaviours:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity...
 3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
 4. To encourage the use of non-violent means to resolve conflict.
 5. To promote the safety of people in the schools.
- (Ontario Ministry of Education, 2000, p. 2)

Accepting Schools Act

In November 2011 the Ontario government introduced the Accepting Schools Act, which was recently passed into law June 5, 2012. The Accepting School Act came into effect in fall of 2012 required “all school boards to take preventative measures against bullying, consider tougher consequences for bullying, and support students who want to promote understanding and respect for all.” (Ontario Ministry of Education, 2012, para. 2) It requires elementary and secondary schools to have bullying prevention strategies built into their curriculum. Prevention strategies are to be included for all types of bullying: verbal, physical, relational, and cyberbullying. By focusing on respect for all,

the Accepting Schools Act is intended to build upon the law put into place by the Safe Schools Act (2000).

The most important point under the Safe School Act, and one that needs to be underlined in all bullying prevention programs, is that all teachers, students, principals, and support staff are to “take appropriate measures to help those in need”(Ontario Ministry of Education, 2007a, p. 4). Although cyberbullying is not referenced often under the Safe School Act and Accepting School Act in the newly revised Ontario Curriculum documents for the elementary classroom, the importance of Internet safety is discussed. In the “Science and Technology” document under the heading “The Role of Information Technology in Science and Technology Education,” a passage reads: “Although the Internet is a powerful learning tool, all students must be made aware of issues of privacy, safety, and responsible use, as well as of the ways in which the Internet can be used to promote hatred” (Ontario Ministry of Education, 2007b, p. 41). In fact, this passage is found at the beginning of each of the subject-specific curriculum documents for elementary schools in Ontario.

School Boards of Niagara

Prior to the passage of the Accepting School Act (2012), the school boards of Niagara had already included initiatives for antibullying techniques as well as consequences for bullying (i.e., District School Board of Niagara, 2011; Niagara Catholic District School Board, 2010) in board policy. In February of 2008, the District School Board of Niagara (DSBN) drafted the “Bullying Prevention and Intervention” Policy. It was revised in April of 2011, and will be reviewed again in February of 2013. In November of 2003 the Niagara Catholic District School Board (NCDSB) drafted their

“Bullying Prevention & Intervention Policy.” It was revised twice in 2008 and twice in 2010. The policies are educational resources for administrators, teachers, parents, and students to use for awareness, prevention, and intervention strategies for bullying.

Rationale. Both the DSBN and NCDSB policies begin with a rationale for why the boards created the policy. These two coterminous boards recognize the current research which states that “schools that have bullying prevention and intervention strategies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential” (DSBN, 2011, p. 1). The documents define bullying as “a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation” (DSBN, 2011, p. 1; NCDSB, 2010, para. 1). This definition is consistent with definitions used in the research; both policies then specify types of bullying including physical, verbal, social, and technological forms of bullying.

The following sections of the policies define prevention, awareness, intervention, and support strategies. The DSBN (2011) policy encourages students to “participate in bully prevention training and leadership initiatives within their own school” (p. 1). The training includes activities such as character development, mentorship programs, student leadership, and social skills development. The NCDSB (2010) highlights that “bullying behaviours contradict the Gospel values, which are centered in the teaching of Christ” (para. 10). If intervention is needed, the DSBN (2011) policy encourages administrators and teacher to respond in “appropriate and timely responses and should be done in ways that are consistent with a progressive discipline approach” (p. 2). Some intervention

strategies the DSBN recommends are: discussion with student, contacting parents, peer mediation, and a case conference. If disciplinary actions are required, the policy recommends holding a meeting with the parents, pupil, and principal, assigning a detention or suspension, or providing board or community support programs.

Action plan. As legislated by the Ontario Government, both the DSBN and NCDSB have implemented a Safe Schools Team as part of their School Improvement Plan. All schools “are required to develop and implement school-wide bullying prevention and intervention plans” (DSBN, 2011, p. 3). A “Safe Schools team is responsible for school safety” (NCDSB, 2010, para. 25), this team is composed of at least one: student, parent, teacher, support staff member, and community member, and the principal. The School Improvement Plan includes a definition of bullying, a school climate survey analysis, prevention and intervention strategies, procedures for students to report incidents of bullying without risk of more bullying, and procedures for staff when reporting bullying incidents.

Although the Accepting Schools Act (Ontario Ministry of Education, 2012) is now in effect, this act and others like it are meaningless unless school administrators and their staff abide by the rules and follow up with reports of bullying with an appropriate consequence. In the end, it is up to the schools to take responsibility to end bullying by providing a safe environment where students can work and play in a peaceful nonthreatening setting. This is the aim of the DSBN (2011) and NCDSB’s (2010) Bullying Prevention and Intervention policy.

Implications for the Home

It is important for teachers and administrators to recognize that they may need to assist the parents of the bully or the victim in order to keep their Safe School classroom. Totura et al. (2009) stated that parents who are overprotective, intrusive, or coercive, increase the risk of their children being victimized outside the home. The researchers also found that students in “ambivalent and less cohesive family relationships, harsh discipline practices, and inconsistent and authoritarian parenting are more likely to be associated with bullies than nonbullies” (Totura et al., 2009, p. 575).

Parents may or may not look to teachers for guidance to help them teach their child to handle challenging social situations. Teachers can encourage parents to identify and celebrate their child’s strengths and to keep them involved in a variety of different activities. Dellasega and Nixon (2003) state that “insecurity and fear are fertile ground for growing RA [relational aggression] behaviours-inciting aggressors to lash out at others, prohibiting bystanders from getting involved, and keeping victims intimidated in silence” (p. 73). By celebrating a child’s strengths parents will build their child’s self-esteem, making him/her less vulnerable to bullying situations. Research shows that parents who involve their children in a variety of activities provide them with, “different perspectives and provide a richer database of resources...to draw on in time of trouble” (Dellasega & Nixon, 2003, p. 49).

Parents of victims can help their child by being alert to the signs of victimization and by helping their child create a plan to face the bully. Coloroso (2002) reminds parents that:

Kids speak in five ways: with body, face, eyes, tone of voice, and words.

Sometimes their words are an excuse or cover for what they are really trying to say. Don't dismiss changes in your child's behavior as merely a phase, sometimes that will pass. Be alert to the frequency, duration, and intensity of any changes.

Bullying can have long-term physical and psychological consequences. When you see warning signs, listen beyond the words, look beyond the actions, and try to put yourself in your child's shoes. (p. 50)

When a parent suspects their child is being bullied they should help him/her create an action plan to face the fear, if "the anxiety in the victim is defused and the child has a ready retort, the bully loses her power" (Garinger, 2006, p. 241). It is also important for parents to spend quality time with their children. Totura et al. (2009) found that "children who report poorer home environments and less bonding at school are at greater risk of engaging in bullying behaviour, either as the bully, victim, or both" (p. 574). Dellasega and Nixon (2003) found that "the grounding received from parents is an important touchstone in their [child's] lives and provides a reference point for major decisions they make" (p. 19). Parents are encouraged to join the effort and demonstrate that they also take bullying seriously, "if both the school and the parents give consistently negative reaction to the child's bullying, the chances that the child will change his/her behaviour are considerably increased" (Olweus, 1993, p. 101). Research shows parents play a key role in decreasing bullying in schools by supporting their child, the victim, the bully, or the bystander and assisting them with their needs. It is important that parents hold the same rules and regulations as the school does in their home to help bring about change.

Summary and Overview

In sum, based on the aforementioned literature, this project is a handbook for grade 4-8 classroom teachers in Canada. Research shows that parents, teachers, and administrators strive to build schools that are safe; where the child can learn and play to his/her fullest potential (Carran & Kellner, 2009; Kert et al., 2010). The classroom becomes the frontline for the war on bullying because it “affects the physical and psychological safety of learners at school” (Penning et al., 2010, p. 131). This concept of “providing children and youth with safe schools and communities is a theme expressed around the world that crosses cultural barriers and economic borders” (Carran & Kellner, 2009, p. 151). School officials are constantly seeking to make schools safer places where all students feel secure and respected (Kert et al., 2010, p. 193). The handbook provides activities and strategies for students and teachers to create an accepting classroom, where students will not feel the need to bully others to achieve dominance.

This handbook is framed by the Ontario Government’s Safe School Act (2000) and the newly passed Accepting School Act (2012) and thereby is a resource for Ontario grade 4-8 classroom teachers to help them create and maintain a safe and accepting classroom for all the students who enter it. The Accepting School Act (2012) builds on the Safe School Act (2000) demonstrating the Government of Ontario’s commitment to providing a safe and bully free environment in their schools. This resource aims to help educators and students create a culture of caring upstanders. The handbook contains classroom friendly activities and routines that satisfy Ontario’s safe school policies and promote the creation of a peaceful and caring classroom.

CHAPTER THREE: DEVELOPMENT OF THE HANDBOOK

The focus of this chapter is to describe the research process and content analysis included in the process of developing a handbook for the classroom teacher. The complete handbook will be presented in Chapter Four. It is intended to be an antibully classroom resource for grades 4 through 8 teachers, to teach all players involved in the bullying cycle to become upstanders.

Rationale for Upstander Education

To begin to develop the conceptual framework for this handbook, I focused on Social Cognitive Developmental and Psychological theories (e.g., Bandura, 2002; Bruner, 1973; Bronfenbrenner, 2005) which is the framework needed for building a new generation of upstanders in elementary classrooms. When teachers model and teach their students how to be an upstander who stands up for victims of bullying, students will be able to become upstanders in a victimization situation when there are no adults around.

Since the mid-1990s, the Ontario Government and local school boards have focused on creating and adopting safe school policies. Since the implementation of the Safe School Act in 2000, the Ontario Government has kept antibullying policies on the forefront of their agendas. The Safe School Act which declared that each school should have a positive school climate and safe learning and teaching environment was then built into the Accepting Schools Act passed in 2012. The Act requires school boards in Ontario to take preventative measures against bullying, including consequences for bullies and support for students who want to promote respect for all. A resource for building a new generation of upstanders provides much needed support materials for the classroom teachers to allow them to implement the Safe Schools Act.

For the Accepting Schools Act and the Safe School Act to be an effective tool against classroom bullying, each of the stakeholders involved in the school environment needs to internalize the theory and, thus, aim to act on their beliefs and values. The first people who need to take charge and implement are administrators and teachers.

Administrators and teachers who fully understand the policies can become dedicated to making a difference in their school and classrooms. Students will follow teachers who demonstrate belief in a system that promotes upstander education as a preventative tool.

To help ensure the implementation of the handbook is received well by students, a teacher should model the upstander method. The resource is created to work with the Safe School and Accepting School Acts. The handbook will help a teacher implement these policies in his/her classroom. The activities and techniques presented move beyond the words found in the act's Code of Conduct and practically applies them to the classroom.

Significance for Social Issues and Action

The Upstander Handbook is a resource for a grade 4 through 8 classroom teacher in Ontario. For a school to follow the Government mandated Safe School Act (2000) and Accepting School Act (2012), a school wide change in relationships will be helpful. Teachers implementing the building of upstanders in their classrooms can encourage other classroom teachers to do the same. A teacher with a classroom full of upstanders may have a safe and accepting classroom, but things change when those same students go out to the playground or into the hallways. The entire school and community is encouraged to become upstanders against bullying in order to diminish victimization.

Significance for Stakeholders

An upstander education will be a benefit to all those involved in the bully victimization cycle. Many individuals are involved in a victimization situation; bully, victim, bystanders, teacher, school, and community. If a teacher can create a culture of caring and compassionate upstanders in their classroom community (students and parents), those lessons and techniques will be able to travel into other classrooms and schools. Students will also be an upstander for life. The lessons learned in elementary school will travel with them into high school, higher education, and/or the work place. Bullying is not just a problem in elementary classrooms. Research shows that there remains the possibility that some classroom bullies may develop and continue harmful behaviours into adulthood (see Hutchinson, Vickers, Jackson, & Wilkes, 2009; Rhodes et al., 2010). If teachers can build a new generation of upstanders from their current and future students, bullying may become an issue that is no longer needed on the agendas of governments and school boards.

Need for Upstander Resource

The Upstander Handbook aims to provide a resource for Ontario classroom teachers to equip them with the tools and techniques necessary to help them to implement the Safe School Act (2000) and Accepting School Act (2012). As a paper document, the Upstander Handbook will contain links to online resources; for those viewing the same document as a pdf or efile these hot links will take them directly to the source or resourced cited in the handbook. However, the unpredictability of the internet in schools or the availability of computers supports the need for a paper copy of the resource. The reproducibility of the tables, figures, and forms located in the handbook becomes easier

for teachers who can more easily access a photocopier than a printer or LCD projector. Large documents are also more difficult for some individuals to negotiate online; therefore, I chose to present the handbook in paper format to be sensitive to the diversity of all learners' needs. The paperback handbook provides flexibility and choice of mode of learning. Readers may choose to read the book or, if they prefer, to learn through online exploration they can follow the links to the electronic sources provided.

Using online resources allows for the user to follow a magnitude of paths while learning and with links to more journals, more websites, and more activities, the user may become overwhelmed by the data or led off topic. This broad scope of information available can be seen positively or as a disadvantage of online resources because they provide too much information in a short amount of time (van Dam, 2012) Turkle (2011) explains that students and learners today live in a rapid response that does not allow time for self-reflection. The classroom activities suggested in the handbook require time to dialogue about and debrief the students' observations and experiences. This hard copy format will allow time for readers to reflect and follow the most direct path to the answers they are looking for. This handbook contains significant empirical evidence and literature on bully/victim relationships which may be better absorbed in a slower paced format. If a reader is interested in further study of the topics discussed, a list of electronic and published sources are listed for them. It is my goal to publish this entire handbook in a pdf format online so it can reach a wider audience of teachers who may then download and use some of my activities in their classroom.

Process of Development

Given that each classroom is a unique learning community and may respond better to some educational tools over others (Sawyer, 2004), this handbook is designed for Ontario teachers in the grade 4 through 8 classrooms. The theories, concepts, and resources may be appropriate for other grades and teachers, but some adaptations may be necessary. To start the development of this teacher resource, the government policies regarding the Safe School and Accepting Schools Act, along with additional Government of Ontario resources, I reviewed and revised for classroom applicability. Words and recommendations found in the literature reviewed were paired with activities, books, and other resources that can be implemented in the elementary classroom. Research patterns were found in the literature regarding facts of the bully/victim problem, such as bystanders are the key players in handling bullying (Coloroso, 2002; Fried & Fried, 2003; Oh & Hazler, 2009), but limited or no recommendations were made to explain how these bystanders could make a change. The Upstander Handbook compiles recommendations from research and developed from research into one easy to understand document specific to Ontario grade 4-8 classroom teachers.

The body of the theoretical and empirical evidence for the resource was gleaned from a critical review of the literature (see Reference section), with the patterns of current research findings from social science and education journals. To create a culture of upstanders these main points framed the development of the handbook:

1. Bystanders are no longer innocent because they do not report the bullying and the majority of the times are enabling the bully to continue (Coloroso, 2002; Fried & Fried, 2003; Oh & Hazler, 2009).

2. Upstanders can be created when students and teachers educate themselves on the importance of relationships and how to treat others (Catanzaro, 2011; Peeters et al., 2010; Totura et al., 2009; Underwood et al., 2009).
3. Students need the strategies and confidence themselves to move from bystander to upstander, supporting the victim rather than the bully (Coloroso, 2002; Dellasega & Nixon, 2003; Fried & Fried, 2003).

A collection of resources appropriate to each character or player in the bully cycle was created so students and teachers could learn about the process of becoming an upstander. These educational resources, tools, and learning strategies will educate the teacher on the needs of each of the characters involved, and provide the teachers with resources to share with their students.

As teachers learn about creating a culture of peace and upstanders in the classroom using the handbook, my aim as a handbook developer is to provide the teachers with the knowledge to educate his/her classroom and begin the change of culture from bystander to upstander.

Outline of Upstander Resource

- Government of Ontario Curriculum Connection
- Definitions and Fast Facts
 - Types of Bullying
 - Characters of the Bully Cycle
 - Be an Upstander – Diagram
 - The Safe School Act
 - The Accepting School Act

- Creating a Culture of Upstanders
 - Teacher → Upstander
 - Bystander → Upstander
 - Victim → Upstander
 - Bully → Upstander
- Resources for the Classroom
 - Teacher TO DO List
 - Upstander Contract
 - Upstander Education
 - Improvising Bully Situation
 - “What If” Discussion
 - FAQs
 - Reading Hot Topic Books in the Classroom
 - Hot Topic Book List
 - Classroom Activities for Learners
 - Games for Learners
- Additional References
 - For Educators
 - For Parents
 - For Students

Conclusion

My hope is that this resource creates a culture of upstanders in our elementary classroom, which will support the notions behind the Safe School and Accepting School

policies. I hope that when used in the elementary classroom, students will understand that there is no reason to harm others in relationships. Students will learn how to respect and care for themselves, others, and voice their concerns rather than use their disagreement or anger to hurt someone else. Just as many researchers (Marini et al., 2006, Peplar et al. 2006) stated, bullying is a relationship problem that is a complex process. If we can teach our students how to act properly in a different range of relationships, it is my goal that perhaps one day in the future the bully role may become obsolete. Students will learn compassion and respect, and how to care for and support each other. We need a role reversal in our relationships; no longer is the bully the one everyone looks up to, instead he/she is the one people should look down on. When our students become upstanders, they will learn they have power in friendships, and that is all the power they need to create a culture of peace, caring, and compassion in the classroom.

CHAPTER FOUR: THE UPSTANDER HANDBOOK

The following chapter is a handbook developed for Ontario elementary teachers. This resource will assist Grade 4 through 8 classroom teachers to help them fulfill the particulars of the Safe Schools Act by creating a new generation of upstanders. The handbook begins by connecting itself to Ontario's curriculum to allow the classroom teachers to use it to help accomplish the many grade level expectations set out by the Ontario Ministry of Education. To create a common ground of understanding a brief summary of the types of bullying is presented along with a description of each role player of the bully cycle. The handbook presents ways for everyone to practice taking the role of upstander in a school-based situation. Teachers are provided with strategies to help them redirect the actions of bystanders, victims, and bullies. To further enhance this education addition resources are provided.

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Government of Ontario Curriculum Connection

It is important to recognize that the strategies included in this section link up to the Ontario Curriculum documents for Grades 1-8. The Overall Expectations for Language, in particular Oral Communication, allows teachers to provide opportunities in their lessons to explore bullying and empathy. Here students can practice: active listening strategies, make inferences, use appropriate language and explore non-verbal cues as they relate to this social issue (Ontario Ministry of Education, 2006). The Media Literacy expectations allow students to examine the various forms of media texts available on bullying and discuss: purpose and audience, point of view, and audience responses before creating their own media text on the subject.

The four disciplines in the Arts can be used to enhance the media literacy lessons allowing students to creatively present their responses to the bullying question in their school. Using Dance, Drama, Music and Art the National Bullying Awareness Week can become more locally focused for the students in the elementary classroom. All curriculum expectations in the Arts document are open ended enough to allow a teacher to adopt many of the strategies presented in this Chapter into their Arts lessons and thereby fulfill specific expectations for the Grade 1-8 classroom while dealing with a very current social topic.

Definitions and Fast Facts

The following chapter provides quick facts about the core concepts provided by the Upstander Handbook. To start definitions are presented. The main types of bullying are defined as found in the literature, as well the characters who are involved in the bully cycle are introduced and their roles are explained. A reproducible diagram is included to visually display the characters involved in the bully cycle. To highlight key points of the Safe School Act and the Accepting Schools Act a one page fact sheet was created with a link to the Ontario Ministry of Education's website to further explore the policies touched on by this resource.

Types of Bullying

Direct Bullying

Physical

Physical bullying occurs when one student physically makes contact with another student with intent to cause physical harm. Physical bullying includes hitting, punching, slapping, and kicking (Beaty & Alexeyev, 2008). Destroying another person's property or enlisting a friend to assault another person also fits under the physical bullying category (Carran & Kellner, 2009).

Verbal

Verbal bullying occurs when a student uses their words to victimize another student. Examples of verbal bullying include taunting, teasing, name calling, sexual comments, ethnic names/comments, and performing threatening or obscene gestures (Beaty & Alexeyev, 2008).

Indirect Bullying

Relational Bullying

Relational bullying, sometimes called Emotional Bullying, includes concealed and unconcealed actions that involve exploitation of a relationship (Crothers, Lipinski, & Minutolo, 2009). Examples include social exclusion, friendship manipulation, spreading rumours, telling lies, and gossiping all to pursue social goals and gain a higher social status (Underwood, Beron, & Rosen, 2009).

Cyberbullying

Cyberbullying uses Information and Communication Technology (ICT) to bully an individual or group (Butler, Kift, & Campbell, 2009). The goal of cyberbullying is to intimidate, harass, or victimise by sending or posting harmful material using digital technology (Bhat, 2008). Cyberbullying includes any form of social cruelty, including exclusion, spreading rumours, breaking confidences, ridiculing, or garnering support for a physical attack on another person (Bhat, 2008).

Characters of the Bully Cycle

Upstander

An upstander is a person that stands up for injustices (Grantham, 2011). In the bullying cycle an upstander stands up for the victim and displays to the bully that his or her actions will not be tolerated.

Bystander

A bystander is a person that sits on the sidelines while injustices are being presented. A bystander stands by, and commonly displays actions that support the injustices (Beaty & Alexeyev, 2008). In the bullying cycle a bystander watches as the bully victimizes their victim, and may encourage the bully by laughing or cheering (Lodge & Frydenberg, 2005). Even if the bystander just watches, by not doing anything the bully believes what he or she is doing is acceptable because he or she is not being stopped (Catanzaro, 2011).

Victim

A victim is a person who is verbally, physically, or psychologically abused because of their attributes, beliefs, values, or personality. A victim in a bullying situation is regularly victimized by one or more bullies, they feel alone and hurt and often their psyche and grades are affected (Lewis, 2010).

Bully

A bully is a person that victimizes others to raise themselves up on their social ladder (Sylvester, 2011).

Figure 4.1. Characters of the Bully Cycle

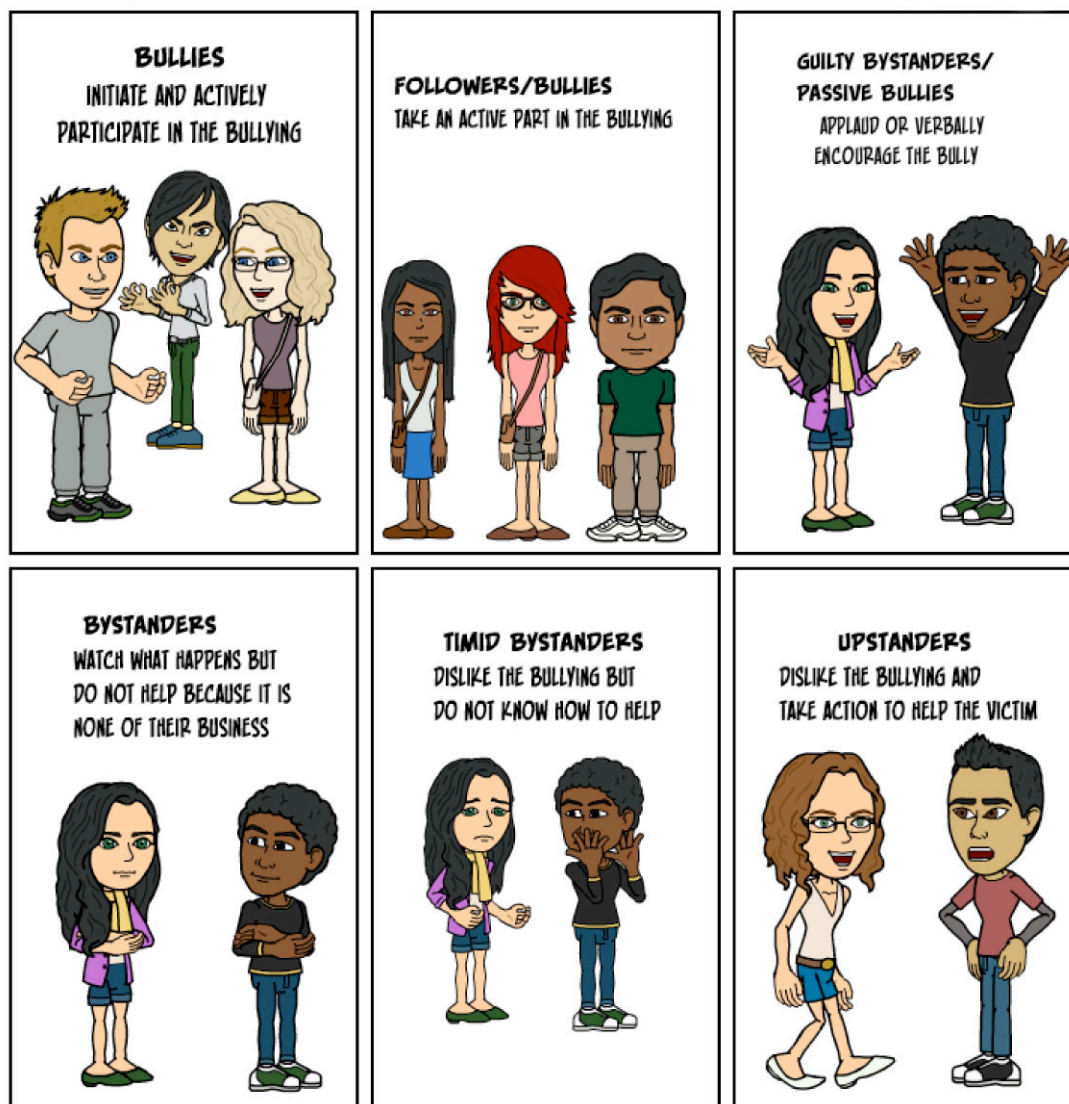
'Be an Upstander'

Figure X. Characters were created by the author, Kate Dirks for the purposes of this handbook using the comic creation program available free to all Ontario Teachers at www.bitstripforschools.com

Comics presented in this handbook may be reproduced for classroom use.

The Safe School Act

Bill 81: An Act to increase respect and responsibility, to set standards for safe learning and safe teaching in schools and to amend the Teaching Profession Act (Ontario Ministry of Education, 2000, p.1)

Purposes of the Code of Conduct

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol and illegal drugs.

(Ontario Ministry of Education, 2000, p. 3)

Respect: The Provincial Code of Conduct is intended to help you feel safer and more secure at school by setting out expectations that will promote respect and demonstrate responsible citizenship.

All school members are expected to:

- respect and obey all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people and in their ideas and opinions;
- treat one another with dignity and respect at all times, especially in disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority;
- respect the need of others to work in an environment of learning and teaching.

(Ontario Ministry of Education, 2007, pg. 4)

More information found at <http://www.edu.gov.on.ca/safeschl/eng/ssa.html>

The Accepting Schools Act

Bill 13: An act to amend the Education Act with respect to bullying and other matters

(Brotten, 2012, p. 1)

School Climate: Believe that all students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

(Brotten, 2012, p. 5)

Whole School Approach: Recognize that a whole-school approach is required, and that everyone — government, educators, school staff, parents, students and the wider community — has a role to play in creating a positive school climate and preventing inappropriate behaviour, such as bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia.

(Brotten, 2012, p. 5)

Bullying Definition found in the Accepting Schools Act

“bullying” means aggressive and typically repeated behaviour by a pupil where,

(a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,

(i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or

(ii) creating a negative environment at a school for another individual, and

(b) the behaviour occurs in a context where there is areal or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; (“intimidation”)

(Brotten, 2012, p. 6)

Types of Bullying Included: any physical, verbal, electronic, written or other means.

More information found at <http://www.edu.gov.on.ca/eng/parents/safeschools.html>

Creating a Culture of Upstanders

The following chapter promotes the philosophy that everyone involved in the school community and bully cycle can potentially be transformed into upstanders. The key goals of being an upstander remain the same across the roles of Teacher, Bystander, Victim, and Bully, but some roles require a bit more persuasion and/or support specific to their particular position in the school community or bully cycle. Upstanders care, which “often requires highly sophisticated reasoning, but it depends more fundamentally on emotion for its motivation, on empathy or sympathy that presses us to respond as carers to others” (Noddings, 2012, p. 54).

The facts and information presented to guide the creation of a new generation of upstanders was compiled from an intensive study of the academic literature on bullying. These characteristics of each role in the bully cycle and potential ways these characters can be transformed into upstanders are presented in chart form. Any person involved in the school community should be able to identify themselves as an individual who plays one or more of these roles (depending on the circumstances), and be able to learn the steps necessary to become an upstander. The premise of this chapter and the bully cycle is the fact most of the adults in the school community have played each role at sometime in their life and thereby are all capable of modeling the role of upstander.

All the charts and activities presented in this chapter have been created by the author, Kate Dirks using information compiled from the sources cited below each chart.

Teacher → Upstander

For a classroom teacher to teach his/her students how to be upstanders, the teacher should become one him/herself. The teacher is the adult role model for all their students throughout the school day. He or She may be the adult a child looks up to the most in his or her life. Therefore teachers need to become upstanders themselves.

Key Points: For a teacher to be an upstander there are a few important things to remember

- Treat everyone you come in contact with throughout the day fairly and respectfully. This includes students, other teachers, and any staff in the school building (Coloroso, 2002)
- Follow through with what you say you are going to do (Garinger, 2006)
- Treat every report of bullying just as serious as the next (Fried & Fried, 2003)

Teachers are constantly under the watchful eye of their students. Past research shows that students who feel safe will be more confident reporting incidents of bullying to their teacher. Students want to know that what they are doing is the right thing, and they want to know that the teacher will follow up on the report and there will be a change.

Open Communication: Teachers are to remember to keep an on going dialogue with students who are involved in bullying situations (Garinger, 2006). Teachers can let the student who reported the bullying know what he/she is going to do. Teachers then follow up with the bully, and assign consequences, while they continue to communicate with the bully's victim to make sure that the bullying has stopped.

The best idea is for a teacher to treat their class as a class full of bystanders, who are becoming upstanders. There may be bullies or victims of bullying in their class but the majority of the class will be bystanders to bullying situations (Lodge & Frydenber, 2005). Even bullies and victims may be bystanders to other bullying situations. The skills the true bystanders learn to become upstanders will also support the victims of bullying and may help resolve why the bully chooses to victimize.

Bystander → Upstander

To transform students from bystanders to upstanders, a teacher should take a whole class approach. All the students at once should learn about what it means to be an upstander, and why being a bystander is hurting more than helping. The first thing students should learn is what it means to be an upstander. Students should understand that an upstander stands up for what is right (Grantham, 2011). Some may think that an upstander is a “tattle tale”, but they need to understand that an upstander gets someone out of trouble, rather than someone into trouble (Fried & Fried, 2003). An upstander supports the victim so that the bullying cycle can come to an end.

Why Bystanders continue being Bystanders:

- They do not know how to help the victim
- They are scared in becoming the bully’s next target
- They are scared if they took action they would make the situation worse
- Bully is their friend
- They believe it is not their problem. It is not their fight
- The victim is not their friend
- Believe the victim is a loser
- Believe the victim deserved to be bullied, asked for it, had it coming, so why stop it? The victim did not stand up for himself, so why should I stand up for him?
- Believe the bullying will toughen up the victim
- Do not want to be called a snitch, rat, tattletale
- Believe it is better to be in the in group, the non-involved, then be defending the outcast

List compiled from: Beaty & Alexeyev, 2008; Coloroso, 2011; Hazler, 1996; Lodge & Frydenberg, 2005

Negative Aspects of Being a Bystander:

- By watching the bullying a bystander is supporting the bully because he/she enjoys the audience
- By not doing anything to help the victim or stop the bully the bully believes what he/she is doing is not too bad
- Bystanders often end up reinforcing or escalating the bullying by laughing or cheering, becoming a bully themselves

List compiled from: Coloroso, 2002; Coloroso, 2011; Lodge & Frydenberg, 2005 Oh & Hazler, 2009

Why become an Upstander:

- When bystanders become upstanders their greatest power is their numbers. Upstanders will be able to outnumber a bully or bullies, and greater power comes with a greater amount of people (Oh & Hazler, 2009; Salmivalli, Voeten, & Poskiparta, 2011)
- By making a stand against a bully, upstanders display to the bully and other bullies that what they are doing will not be tolerated. Upstanders are helping all current and future victims of bullying (Fried & Fried, 2003)

How to be an Upstander:

Students will be able to recognize that there are many ways that they can change from being a bystander to an upstander. Some involve very low risk actions and some involve more risk. Some ideas for upstanders are listed below. Brainstorm with your class and ask them how they think they can become upstanders.

Low Risk	Medium Risk	High Risk
<ul style="list-style-type: none"> • Remain quiet in a bully situation, do not laugh or encourage the bully in any way • Walk away from the bullying situation • Encourage other bystanders to walk away • Befriend a victim/bully and include them in your activities • Don't repeat gossip 	<ul style="list-style-type: none"> • Tell an adult • Speak up, say "A teacher is coming" for a distraction • Tell the bully they are going to get into trouble • Provide an escape for the victim, tell them a teacher is looking for them • Talk with the bully in private, and tell him/her what he/she is doing is wrong 	<ul style="list-style-type: none"> • In the action, tell the bully to stop what they are doing • Tell the bully what they are doing is mean • In the action, gather a group of upstanders to tell the bully what they are doing is wrong

Compiled from Fried & Fried, 2003; Grantham, 2011; Oh & Hazler, 2009

Victim → Upstander

Victims can become upstanders too! Often a student becomes a victim because a bully sees them as a weak person who will not fight back (Beaty & Alexeyev, 2008). If a student is able to build their self-esteem and build strong friendships, their chances of continuing to be bullied will decrease.

Characteristics of a Victim	Victim → Upstander
<ul style="list-style-type: none"> • Often of smaller physic, cautious, anxious • Withdrawn from other children • Social anxiety and depression • May be quiet, shy, doesn't share personal opinion 	<ul style="list-style-type: none"> → Build a stronger sense of self-esteem → Take chances, build friendships with other students → Report the bullying to an adult → Build a relationship with one or more people, share your thoughts and pains

Table compiled and adapted from: Beaty & Alexeyev, 2008; Garinger, 2006; Lewis, 2010; Olweus, 1993

Victims should also understand that commonly it is not their fault they are being bullied. A bully may have decided to victimize them because the bully has something going on in his/her life, and this is how he/she feels he/she can get over what they are dealing with (Brinson, 2005). By pushing someone else down, their victim, they are able to lift themselves up. For a victim to become an upstander, they should report the bully. This is not an act of tattling, it is letting an adult know that the bully needs help and direction.

Bully → Upstander

Bullies can become upstanders as well! Often times a bully bullies because they are a victim themselves in another relationship in their lives (Underwood et al., 2009). Because a parent, sibling, or another friend bullies them, and puts them down, they feel they need to find someone they can bully to make them feel better. For a bully to become an upstander they need to recognize that bullying others is not the way to make his/herself feel better. If the bully is also a victim, they need to find someone to report their bullying situation to so that they will not continue to be bullied.

Bullies need to be educated about what they are doing to others is wrong, and there are other ways they can output their energy and build their self esteem in positive ways rather than hurting others.

Don't be a Bully!

- Bullies are at risk in becoming involved in illegal activities (Carran & Kellner, 2009)
- Bullies have been proven to display aggression and abuse into their adult years (McAdams & Schmidt, 2007)
- Adults who were bullies report weak relationships in their adult lives and more conflict (Pepler et al., 2006)

Why does a Bully bully?	Bully → Upstander
<ul style="list-style-type: none"> • Low self-esteem • Parenting styles or weak relationship with parent/guardian • Does not realize the real hurt they are causing 	<ul style="list-style-type: none"> → Build friendships or start a hobby that you enjoy to strengthen self esteem → Tell another adult or teacher what is going on at home, they will help support you → Education! At home and at school. Teachers and parents should let their children know that what they are doing is hurtful

Table compiled and adapted from Carran & Kellner, 2009; McAdams & Schmidt, 2007; Pepler et al., 2006

Resources for the Classroom

If a teacher is able to set up a safe and accepting classroom for all his/her students, bullying behaviours in relationships will be unnecessary. To enact a bully free environment the whole class can become dedicated to maintaining healthy relationships and being an upstander in bully situations.

The following chapter includes a TO DO List for teachers who are interested in this form of social educational learning. The Upstander Education section assists the teacher in some of the aspects of the TO DO list. By providing curriculum based activities and projects this Handbook can be used by teachers to help create upstanders in Ontario's grade 4 to 8 classrooms in lessons that meet their grade level expectations for Language and The Arts. The recommendations and activities were created by reviewing the literature on bullying and combining it with my personal school experiences as: teacher, student, bystander and victim.

Teacher TO DO List:

- Build a classroom rules list with your class, along with consequences if rules are broken
- Build an Upstander Contract with your class (*see page 69*). Once it is designed send a copy home for the parents/guardians to educate them on your classroom objectives. Have a space on the contract for student and parent signatures that will be brought back to the class. Parents have to play their part in being an upstander as well
- As a teacher there is rules you have to follow as well
 - Provide clear behavioural expectations for your students that are free from loopholes or ambiguity
 - Avoid debates and arguments with your students, you have the final word
 - Avoid repetitious or standardized responses when discussing issues with your students. Each situation is unique, respond as so
 - Reinforce yours students' positive achievements, but cautiously
 - Don't drop your guard in the classroom. As the teacher your are the lead upstander, who must always be alert
 - Focus on the feelings of your students rather than the facts
 - Don't stop at consequences; teach pro-social behaviours

(Coloroso, 2011)

- Education is key for upstanders!
 - They need to understand what bullying is, what forms it can take, and how to react in different situations.
 - Improv bullying situations, Read Scripts/Stories about bullying, Discuss “what if” situations to build problem solving skills
 - What is bullying? What is teasing?
 - What is tattling? What is upstanding?
 - Teach students how to differentiate between listening to understand and feel with another person, and listening for their own purpose

(Noddings, 2012)

- Keep your class informed with current hot topics that are influencing your classroom. Make sure to stay in the know with what your students are hearing at home or in the school yard. Sometimes bullies and victims are developed because of a lack of empathy or understanding.
 - Hot Topics: Divorce, death, new marriage, new baby, new student, Cancer, Alzheimer's, etc
 - Keep your information age appropriate and always make sure your students know that they can go to you with any questions or concerns they have
- Have a collection of games or activities that encourage self-esteem building, team/friendship building, and social skills. These games/activities can be done individually, in small groups, as a class in the classroom, outside during gym or in the gym. Bullying is a relationship problem, if as a teacher you can build strong relationships amongst your students they will not fall into bully or victim roles
 - Classroom Activities: "Fill Your Bucket", Birthday Messages, I caught you...doing something good!, Wanted: Friend, "Good, Better, Best", Let's Negotiate, Active Listening (*see page 78*)
 - Classroom Games: Social Circle Time, Mystery Buddies, Emotion Charades, Number game
 - Gym Games: Cooperative Ball games, Dr. Dodgeball, Blindfolded Obstacle Course
 - With notes on what to do... before, during, after

The majority of items on this to-do list were adapted from personal experiences in the elementary classroom by the author, Kate Dirks, for the purpose of this Upstander Handbook to support Social Cognitive Learning Theories.

Upstander Contract

I, _____ agree to be an upstander, and work together with my class to stop bullying at our school.

Bullying is defined as intentionally aggressive behaviour that can take many forms (verbal, physical, social/relational/emotional, or cyberbullying — or any combination of these); it involves an imbalance of power, and is often repeated over a period of time. The bullying can consist of one child bullying another, a group of children ganging up against one lone child, or one group of kids targeting another group.

Common behaviours attributed to bullying include put-downs, name calling, rumours, gossip, verbal threats, menacing, harassment, intimidation, social isolation or exclusion, and physical assaults.

My class and I believe that no student deserves to be bullied and that every student regardless of race, color, religion, nationality, size, gender, popularity, athletic, academic, or social ability, or intelligence has the right to feel safe, secure, and respected.

As an upstander I agree to:

- Treat other students with kindness and respect.
- Not engage in verbal, relational, or physical bullying or cyberbullying.
- Be aware of the school's anti-bullying policies and procedures.
- Abide by the school's anti-bullying policies and procedures.
- Support students who have been victimized by bullies.
- Speak out against verbal, relational, and physical bullying and cyberbullying.
- Notify a parent, teacher, or school administrator when bullying does occur.
- Be a good role model for other students.

Student's Signature

Parent/Guardian Signature

Date

Adapted from East Allegheny School District, 2012

Upstander Education

Ontario Curriculum Grades 1-8: Language and The Arts

“Finding Common Ground: Character Development in Ontario Schools K-12”

The following curriculum based activities allow students to practice being an upstander and dialogue about ways to become an upstander. When students are able to act out the characters involved in the bully cycle especially an upstander versus a bystander, students can practice how they might react in a wide variety of bullying situations. Teachers should encourage students to think about another person's feelings, and help them to understand what the other person is feeling. These activities will then build a generation who cares about others, who listens and feels with others (Noddings, 2012). By practicing in a safe environment, surrounded by their peers, they can build confidence so that if they were to ever be involved in a bully situation or observe one taking place they have some tools to help them react in a positive manner (Noddings, 2012; Sharp & Smith, 1994). Students need to see it to be it.

Another benefit of role play, book discussions, and types of classroom activities included here is that there is always an opportunity to debrief and have a conversation. Students are able to dialogue with each other about the scenarios right away and discuss the different ways upstanders can intervene or respond to support the victim and safely defuse the bully's power.

Improvising Bully Situations

In the classroom, break up your class into groups of different sizes. Create mini bully situations for each of the groups to act out. Assign a character list for the group so they know how many bullies, bystanders, upstanders and the type of victim scenario they need to address. Always be sure to have at least one bystander or upstander in the skit. Keep the scenario simple to allow students to enrich the dialogue and setting with their own experiences.

These activities fall under the umbrella of Ontario's Overall Curriculum Expectations for Drama specifically the headings "Creating and Presenting" and "Exploring Forms and Cultural Contexts." By observing the skits teachers will also be able to assess each student's understanding of the roles in the bully cycle, especially their understanding of the differences between a bystander and an upstander. These mini skits are presented as a starting point for teachers. Sample 1 is broken into 2 mini skits to allow students to present the differences between how a bystander may react to a situation versus how an upstander might react to the same situation. Sample 2 displays how an upstander may react when they walk past a bullying episode. Sample 3 is a bully situation that involves a group of bystanders as an audience at recess, with only one upstander to stand up for the victim.

After a group has presented their scenario open up the class for discussion to debrief the scene they witnessed? What worked well? What other strategies may have helped the victim? (*sample questions on next page*). For grades 7 and 8 teachers may want add a new twist to the plot line or redirect the scene as it is being played out. As an example, after presenting Sample 1B ask the group to redo the scenario but in this setting the upstander's best friend is the bully. Without any prior discussion or practice, have the students act out this new plot twist. After the skit discuss with the actors what changed? And how they felt during the first scenario versus the one with the escalated tension?

Mini Skit Sample 1A

Characters: Bully, Victim, Bystander

Bully is laughing at Victim's shirt.

Expectation is that the Bystander will encourage the bully.

Mini Skit Sample 1B

Characters: Bully, Victim, Upstander

Bully is laughing at Victim's shirt.

Expectation is that the upstander will defuse the bully using one of the strategies learned.

Mini Skit Sample 2

Characters: Bully, Victim, 1 Bystander, 1 Upstander

Scene opens with Bully calling the Victim names. Once the scene is established the Bystander and Upstander walk in.

Mini Skit Sample 3

Characters: 2 Bullies, Victim, Group of Bystanders, Upstander, Teacher

At recess 2 bullies keep dropping the victim's belongings on the ground. A group of bystanders have gathered around. One upstander is in the group. Teacher is on duty far away.

Sample Discussion Questions

- How did the Bystander hurt the situation?
- How did the Upstander help the situation?
- Could the Upstander acted differently?
- What could have gone wrong?

“What If?” Discussion

The “What if?” discussion questions work very similar to the previous mini skits activity, however no one is acting out the scenarios. This discussion allows students to dialogue about how to be an upstander in a variety of different bully situations. It is important that the teacher establishes a safe classroom environment for sharing so that surrounded by their peers; students will be able to speak freely and discuss honestly what they might do or not do in the described situation. Research shows that students, especially of the Millennial age (born between 1980-2005) enjoy discussions because they make learning more active, they feel they have a deeper understanding of the material when they discuss it, and through dialogue they learn different perspectives (Roehling et al., 2011). The purpose of this activity is not only learn about how to be an upstander but to allow students to recognize that there maybe more than one solution to any given situation. A shared dialogue and brainstorming about how to react as an upstander, give the students more strategies to use when faced with a bully situation. From a variety of ideas students will be able to choose the option that best fits the scene. Sample “What if?” topics are listed below.

Sample “What if” Discussion Topics

“What if” you:

- Saw a bully punching a victim
- Saw a group of bullies hitting a victim
- Heard bullies talking about one of their victims who is not around
- Were talking with someone who started talking about rumours they had heard
- Saw online verbal abuse of one of your friends
- Saw online verbal abuse of someone you did not know
- Were with your friend group and your best friend started calling another friend names

FAQs

While educating students about how to become an upstander the following two questions may come up: 1) What is the difference between bullying and teasing? 2) What is the difference between being a tattler and an upstander? Sometimes definitions are not clearly stated, and confusion may arise. The following answers based on bullying research should help answer these frequently asked questions.

What is the difference between bullying and teasing?

The key points behind bullying involve intent to cause harm, bullying occurs repeatedly, and involves a power imbalance (Hunt et al., 2012). Bullying creates a fear in its victims, and a threat of further aggression (Coloroso, 2002). Teasing generally involves a sense of play and mutual joking around. Teasing rarely involves religion, race, appearance or other important characteristics. When teachers were asked how they distinguish between teasing and bullying they looked at key differences “intended harm, perceived harm, reciprocity, relationship status, degree of repetition, and playful nature of the teasing” (Harwood & Copfer, 2011, p. 83). Those who tease do not mean to cause harm, those who bully do so to cause harm. Teasing can easily become bullying by the teaser continuing to do so, and when the teasing victim becomes hurt by the teaser. The teaser has now become a bully. When victims of teasing begin to recognize that the teaser’s words are beginning to hurt them, they should speak up and let the teaser know.

I want to be an Upstander not a Tattler!

While learning about being an upstander, students may become confused and think that an upstander is a tattler. The key role of an upstander is to stand up for the victim (Grantham, 2011). An upstander’s goal is to get help for the victim of bullying. A tattler’s goal is to get someone into trouble for their actions. An upstander does what a victim has difficulty doing because the victim is scared of what might happen if they tell. In simple terms, an upstander gets someone *out* of trouble, not *into* trouble.

Reading Hot Topic Books in the Classroom

Reading stories about topics that are relevant to students is a safe way to discuss topics that may be uncomfortable to speak out about in a personal way. When a book is read about a topic of interest to a student, they develop coping strategies for future use. If a book does not directly relate to a student, they are developing empathy and understanding for others, and may learn some coping strategies for later. After a book is read and the teacher starts discussions, students are able to use character names and events from the book to describe feelings and concerns. The book allows for sharing of thoughts without becoming too personal or biographical. Student's respond with statements such as, "The character in the story, Emma, felt..." instead of them having to discuss using "When this happened to me, I felt..." This form of reading and discussing books is called Bibliotherapy (see Dirks, 2010).

The following table was developed by reading a variety of children's picture books that discussed difficult topics students in elementary classrooms may have to deal with. Topics include Alzheimer's, new baby, death, being twins, books about students with exceptionalities etc.

Hot Topic Book List

Theme	Title	Author	Pub Date Non/Fiction	
Aging	William and the Good Old Days	Eloise Greenfield	1993	F
Aging	Gramma's Walk	Anna Grossnickle Hines	1993	F
Aging	Wilfrid Gordon McDonald Partridge	Mem Fox	1985	F
Aging	When I am old with you	Angela Johnson	1990	F
Aging	Nana Upstairs and Nana Downstairs	Tomie dePaola	1998	F
Alzheimers	What's Happening to Grandpa	Maria Shriver	2004	F
Alzheimers	Grandfather's Story Cloth	Linda Gerdner, Sarah Langford	2008	F
Alzheimers	Still My Grandma	Veronique Van den Abeele	2006	F
Alcoholism	When Someone in the Family Drinks too Much	Richard C. Langsen	1996	N
Divorce	Dinosaur Divorce	L. Krasney Brown, M. Brown	1986	N
Gay Lesbian	Heather has Two Mommies	Leslea Newman	2000	F
Gay/Lesbian	Molly's Family	Nancy Garden	2004	F
Homelessness	Fly Away Home	Eve Bunting	1991	F
Mental Illness	Sometimes my Mother gets Angry	Bebe Moore Campbell	2003	F
Moving	The Garden Wall	Phyllis Limbacher Tildes	2006	F
New Baby	A Baby for Max	Kathryn Lasky	1984	N
New Baby	Baby on the Way	W. Sears, M. Sears, C. Kelly	2001	N
Twins	Twice as Nice	Nicole Rubel	2004	N
Angry	Sometimes I feel Awful	Joan Singleton Prestine	2003	N
Angry	Everybody Feels Angry	Jane Bingham	2008	N
Behaviour	Don't Touch	Suzie Kline	1988	F
Disappointment	The Sick in Bed Birthday	Linda Wagner Tyler	1998	F
Fear	Everybody Feels Scared	Jane Bingham	2008	N
Honesty	Let's Be Honest	P.K. Hallinan	2008	F
Math Anxiety	Math Curse	Jon Scieszka, Lane Smith	1995	F
Sadness	Michael Rosen's Sad Book	Michael Rosen	2005	F
Sharing	It's Hard to Share my Teacher	Joan Singleton Prestine	2003	N
Sharing	Sometimes I feel Awful	Joan Singleton Prestine	2003	N
Violence	Feeling Violent	Pete Sanders	1994	N
Cancer	My Mummy is Sick	Fani Madill	2001	F
Cancer	Kathy's Hats A story of Hope	Trudy Krishner	1992	F
Cancer	Where's Mom's Hair?	Debbie Watters	2005	N
Cancer	The Hope Tree	L. Numeroff, W S Harpham	1999	N
Cancer	When Eric's Mom Fought Cancer	Judith Vigna	1993	N
Cancer	My Family has Cancer too!	Christine Clifford	1998	N
Cancer	Vanishing Cookies	Dr Michelle B. Goodman	1990	N
Cancer	Riley Socks	Leahanne Allen	2009	N
Sick	William and the Good Old Days	Eloise Greenfield	1993	F
Sick	When Someone You Love is in the Hospital	Marianne Johnston	1997	N
Sick	Mother's Can't get sick	Sylvie Wickstrom	1989	F
Sick	The Sick in Bed Birthday	Linda Wagner Tyler	1998	F
Sick	I wish I was sick too	Franz Brandenburg	1976	F
Death	Geranium Morning	E. Sandy Powell	1990	F
Death	The Fall of Freddie the Leaf	Leo Buscaglia	1982	N
Death	Someone Special Died	Joan Singleton Prestine	2003	N

Theme	Title	Author	Pub Date Non/Fiction	
Death	Michael Rosen's Sad Book	Michael Rosen	2005	N
Short Stature	Alex is my Friend	Marisabina Russo	1992	F
Exceptionality-CP	Be Quiet Marina	Kirsten DeBear	2001	F
Exceptionality-DS	I Just Am	Bryan Lambke, Tom Lambke	2006	N
Exceptionality-H	Moonbird	Joyce Dunbar Jane Ray	2007	N
Exceptionality-H	Can you Hear a Rainbow?	Jamee Riggio Heelan	2002	F
Exceptionality-H	The Garden Wall	Phyllis Limbacher Tildes	2006	F
Exceptionality-H	Moses goes to School	Isaac Millman	2000	F
Exceptionality-I	My Brother, Matthew	Mary Thompson	1992	F
Exceptionality-I	What's Wrong with Timmy?	Maria Shriver	2001	F
Exceptionality-I	Shelley the Hyperactive Turtle	Deborah Moss	1989	N
Exceptionality-P	Seal Surfer	Michael Foreman	1996	F
Exceptionality-P	Ballerina Dreams	Lauren Thompson	2007	F
Exceptionality-P	Extraordinary Friends	Fred Rogers	2000	N
Exceptionality-P	The making of my Special Hand	Jamee Riggio Heelan	1998	N
Exceptionality-V	Keep Your Ear on the Ball	Genevieve Petrillo	2007	F
Exceptionality-V	Mandy Sue Day	Roberta Karim	1994	F
Exceptionality-W	Helping Sophia	Anastasia Suen	2008	F
Exceptionality-W	Zoom	Robert Munsch	2003	F
Exceptionality-W	Arnie and the New Kid	Nancy Carlson	1990	F
Exceptionality-W	Best Friend on Wheels	Debra Shirley	2008	F
Exceptionality-W	My Buddy	Audrey Osofsky	1994	F

Exceptionality Legend

CP – Cerebral Palsy

P – Physical Disability

DS – Downs Syndrome

V – Visual Impairment

H – Hearing Impairment

W – Student in Wheelchair

I – Intellectual Disability

Hot Topic Book List adapted from: Dirks, 2010

Classroom Activities for Learners

The following activities can be completed in your classroom. These activities are for individuals, small groups, and teacher lead discussions. Classroom activities promote the values and beliefs of the Safe and Accepting School Policies as well as the values of an upstander. These are simple activities created and or modified by the author, Kate Dirks that can be completed without much preparation. Some of these activities can work cross-curricularly with Religion lessons, Language, and the Arts to fulfil specific expectations. The ideas for these activities are from personal experiences in the classroom and they have been adapted to fit into this Upstander Education platform.

Fill Your Bucket

This activity corresponds with the children's book "How Full is Your Bucket" by Tom Rath and Mary Reckmeyer. The book explains to children how being nice to others not only benefits others but also helps you feel good. Read the book to your students and find somewhere you can put a bucket for each child. Buckets can range from plastic containers on a shelf to envelopes on a bulletin board or a part of a student's mailbox. The activity is for students to write nice things about their peers and fill their peers bucket with the note. The notes are personal, and are only shared between the writer and the reader. Teachers will peruse all comments prior to distributing the "bucket" to the owner to ensure no hurtful comment has been slipped into the buckets.

Birthday Messages

This self-esteem activity also doubles as a writing activity. On a student's birthday each student writes a nice note about the birthday girl or birthday boy. This activity encourages students to think of nice supporting things about the birthday girl/boy, and once all the notes are collected they become a great keepsake for the student. These notes can be shared or can remain a personal note between the writer and reader. The classroom teacher will survey the notes for inappropriate remarks while he/she is compiling the keepsake.

I Caught You!... doing something good

Rewarding random acts of kindness! During the school day when a student sees another student being an upstander or helping a peer in need, the spy fills out a slip of paper that describes the scenario. The paper is then deposited in a container for the teacher to collect and read. Rewards or recognition can be up to the teacher's discretion, sticker tally, certificate after 10 notices, etc. Spies could also be rewarded for being observant active listeners.

DATE _____	PERSON OF INTEREST _____
CAUGHT DOING _____	

_____ CAUGHT BY _____	

This form may be reproduced or adapted for classroom use.

Wanted: Friend

With improving Media Literacy as a goal for all grades, this writing lesson, could accompany learning about the classifieds, ad campaigns, and news stories. Students are assigned to make a Want Ad for a friend they would like to find. Using phrases suitable for a missing person's poster, students will describe their perfect friend. You may also ask them to draw their perfect friend. Students will consider the qualities of a good friend. In creating and presenting their thoughts on friends to the class a new classroom dynamic may emerge and perhaps this Wanted Ad may result in some new friendships.

Good, Better, Best

This activity requires some help from fellow staff or recess monitors. When issues of bullying or teasing come up at recess, staff are asked to fill out a quick checklist style report (sample on next page) about the incident and how it was resolved. Teachers take these reports to their classrooms and share what happened with students. The class is then open to discuss how well the situation was resolved. Was it a good resolution? What

could be better? What would be the best solution? Make sure to change details such as names and super specifics to keep privacy amongst those involved.

RECESS REPORT	
Teacher:	Recess: Before / AM / Lunch / PM / After
Check all that apply: <input type="checkbox"/> Physical Abuse <input type="checkbox"/> Verbal Abuse <input type="checkbox"/> Emotional Abuse <input type="checkbox"/> _____ <input type="checkbox"/> Teasing <input type="checkbox"/> Bullying <input type="checkbox"/> Apology	
What happened?	
Who resolved the situation? <input type="checkbox"/> Teacher <input type="checkbox"/> Principal <input type="checkbox"/> Student	Consequences?

This form may be reproduced or adapted for classroom use.

Let's Negotiate

Being able to negotiate and make compromises is an important skill for students to learn for their school life as well as into their daily lives. This is a small to large group activity that transforms as students learn to lead negotiations and make compromises. To start make a set of playing cards for each negotiator to make their choices from. For example a topic could be to decide on the menu for the class party. The first round of play the group members will decide what snack food to enjoy during the day. Each player is holding about 3 options for snacks: chips, popcorn, vegetable, and chooses what they would like and places the card face up on the table. Depending on the choices made by the group members, negotiations and compromises need to be made to decide on the one snack before moving on to the main dish. Main dish options: Pizza, Pasta, or Sandwiches. Dessert: Pudding, Cookies, or Cake. To start, groups may begin with 3 people and slowly build to larger groups as appropriate. Change negotiation topics as necessary.

Active Listening

In the Language Curriculum document for Ontario, Oral Communication encourages the development of a very important social skill, active listening. This activity can be used with a variety of topics, ranging from teacher directed school based themes to student choice. In groups of 3 students discuss topics of importance to them or topics chosen by the teacher. One student shares their opinion on the subject uninterrupted for 3-5 minutes, the second student shares what they heard the first student say, and the third person helps clarify the opinion of the first student. After each student has spoken without interruption then dialogue can happen and a sharing of opinions can occur.

Diary of an Upstander

This Media Literacy activity can also double as a creative writing activity and will fulfill expectations in the Visual Arts curriculum. To begin teachers will create a bullying scenario using the Bitstrips comic creation program (www.bitstripsforschools.com) that features an upstander but no speech bubbles or reproduce Figure 2 for the students. After the scenarios are distributed to the students and have them make inferences about the situation and what the dialogue might be in each panel of the comic. Students will add speech bubbles, and write a story about what is happening in the scene provided by the teacher. The next step of the activity will allow students to write their own “Diary of an Upstander” story using scenerios they have witnessed at school. Perhaps no upstander was present in the scene they witnessed so this is an opportunity for students to introduce an upstander into the scene. Students should write their story first, and then as part of the Creative Process expectations for Visual Arts they will sketch out their comic strip as a storyboard. Once the comic is approved by the teacher students will transfer their story into the Bitstrip program and produce their comic.

The Bitstrip for Schools program is an online resource that allows students to create their own avatar and insert themselves into a comic strip. Any classmate’s avatar can be introduced into another student’s scene bringing an added level of reality to the scenario. If students would prefer to use the Bitstrip library of anonymous characters for their scene that is also a choice. The Bitstrip library also has premade backdrops for the student’s comic including classrooms, hallways, gymnasiums, playgrounds, bathrooms

and a science lab. These backdrops may help students remember an incident that they would like to base their upstander story on. Students may save and edit their comic many times before submitting it to the teacher for marking. The teacher is the manager of all the class accounts and may log in at anytime to assess progress and learning.

The program allows students to manipulate the stance of each avatar along with their gestures and facial expressions to help display emotions for each of the characters involved in their scenario. This helps build empathy for each character in the bully cycle.

Figure 4.2. Bully Cycle Playground Scenario

'Diary of a Playground Upstander'



Figure 4.3. Bully Cycle Classroom Scenario

'Diary of a Classroom Upstander'

Figure X. Characters and scenes were created by the author, Kate Dirks for the purposes of this handbook, using the comic creation program available free to all Ontario Teachers at www.bitstripforschools.com

Figures 4.2 and 4.3 may be reproduced for classroom use

Games for Learners

The following games can be completed in your classroom or gym. These activities are for whole class and medium sized groups. The games promote the values and beliefs of the Safe and Accepting School Policies as well as the values of an upstander. These are simple games that can be completed without much prep. The games would work for a religion lesson. The ideas for these activities are from personal experiences in the classroom that have been adapted to fit into the Upstander Education platform.

Social Circle Time

Place the class or smaller sized groups in a circle. The task is for each student to share something positive about the student to their right/left. To start the complement may be whispered to their neighbour; eventually students will build the confidence to share their words with the group.

Mystery Buddies

At the beginning of the week each student draws a classmates name from a hat. This is the person they are required do nice things for throughout the week. At the end of the week students can guess who their mystery buddy was. Prizes could be given to the mystery buddy once they are identified.

Emotion Charades

Reading emotions is an important life lesson for students. Emotion charades is a fun way for students to learn how to identify emotions on another persons face and in their body language. This could be a team exercise or partner exercise. Have students pick an emotion from a hat and act out this emotion using their face and body language. Some sample emotions are listed below.

Emotions: Anger, fear, sadness, surprise, happiness, guilt, wonder, pain, etc

Number Game

This game can be done while students are sitting at their desks or standing in a circle. The goal of the game is to see how high you can count as a group one number at a time. There should be no patterns in who is counting, it should run randomly. See how high you can get! In this game students learn how to work as a team in a different way than they would on the basketball court or soccer field. Students learn patience and build confidence and excitement as they count higher and higher.

For the Gym

The following games for the gym were adapted from personal experience to fit the Upstander Education platform. Physical Education is a great time to review what it means to be a good team player, and highlight skills such as co-operation, teamwork, sharing, and inclusion. Before playing any game, activity, or sport review what it looks like to be a team player for the activity. Remind students that they should share ball time and give everyone a chance to play. Use specific instructions for the games/activity/sport you are working on that day. During the game keep an eye out for team players, and if an issue comes up, do not intervene unless needed. See if the students can resolve the issue themselves. At the end of the lesson, during the cool down, it is a great time to go over what happened during the period. Highlight students that worked well with others and modeled what it means to be a team player. If any problems came up during the game discuss what happened, how it was dealt with, and open the discussion up to what can be learned from the problem.

Partner Ball Games

When working on skills with a partner (passing basketball, soccer ball, or volleying, bumping a volleyball) once in a while pair students with students they would not regularly partner with. Mixing up partners amongst friendships or skill levels teaches students how to be patient, and teaches them how to work with someone they would not normally work with.

Dr. Dodgeball

This is a great spin on a classic game that used to encourage bullying but now Dr. Dodgeball encourages team work. Divide your class into two teams. Each team then huddles together and chooses a player that will act as their Doctor. The Doctor can save players on his/her team that have been hit by a ball. When the whistle is blown about 3 balls can be in play. The centre line of the gym is the boundary line; teams cannot cross into the other team's zone. Balls continue to be thrown at the opposing team, when hit a player sits on the floor. As long as the doctor has not been hit he/she can touch the player that is out, and that player is now back in the game. The game continues until the Doctor is hit and out and everyone else on the team is out. Students quickly learn to protect their Doctor!

Obstacle Course Blindfolded

Create a simple obstacle course for your students to complete with a partner. The key part of this game is that one student is blindfolded and the other has to talk them through the activities. If possible set up the obstacle course before your gym period so that students do not see the tasks at all. The partners that are talking may help set up the course. After the blindfolded partner has completed the course, they can set up a new course for their partner who is now waiting outside the gym for their turn.

The key skills students learn are patience, trust, and social skills. The partner doing the talking will be required to demonstrate patience with their blindfolded partner, and learn that they may have to repeat the instructions a couple times or to say them in different ways until their partner better understands the command. The blindfolded partner learns how to put their trust in their team mate. Their seeing partner is the one who is going to get them through the course safely. As your class becomes stronger at giving verbal directions make the obstacles harder. Surprise your students with what they can do blindfolded!

Additional References

For Educators

Reference Books

- *The Bully, The Bullied, and The Bystander, Barbara Coloroso
- *Bullies, Targets, & Witnesses, Sue Ellen Fried and Paula Fried
- *Kids Working it Out: Stories and Strategies for Making Peace in Our Schools, Tricia S. Jones and Randy Compton
- *Counseling in Schools: Essential Services and Comprehensive Programs, John J. Schmidt
- *Face to Face: Communication and Conflict Resolution in the Schools, Philip S. Morse and Allen E. Evey
- *Bullying at School, Dan Olweus
- *Girl Wars: 12 Strategies That Will End Female Bullying, Cheryl Dellasega and Charisse Nixon

Document/Short Film

- *It's a Girl's World: A Documentary About Social Bullying
- An American Girl: Chrissa Stands Strong

Feature Films about Bullying

- Chicken Little, 2005
- The Ant Bully, 2006
- Big Bully, 1996
- Sky High, 2005

Websites

- www.bullying.org
- www.teachpeacenow.org
- www.bewebaware.ca
- www.internet101.ca
- Self-Esteem Workshop Guide for Teachers of Girls & Boys Aged 11-14
 - http://www.dove.ca/en/Social-Mission/Self-Esteem-Resources/Self-Esteem_Workshop_Guide_For_Teachers_of_Girls_Boys_Aged_11-14.aspx

*found in Ontario school libraries

For Parents

Reference Books

- The Bully, The Bullied, and The Bystander, Barbara Coloroso
- Bullies, Targets, & Witnesses, Sue Ellen Fried and Paula Fried
- Bullying at School, Dan Olweus
- Girl Wars: 12 Strategies That Will End Female Bullying, Cheryl Dellasega and Charisse Nixon

Activity Book

- True You: “Sometimes I Feel Ugly” and Other Truths About Growing Up. An Activity Guide for Girls and their Mentors produced by The Dove Self Esteem Fund

Websites

- www.bullying.org
- www.teachpeacenow.org
- www.bewebaware.ca
- www.internet101.ca

For Students

Picture Books

- *Ant Bully*, John Nickle
- *Blue Cheese Breath and Stinky Feet*, Catherine Depino, Bonnie Matthews, and Charles Beyl
- *Chester's Way*, Kevin Henkes
- *Crickwing*, Janell Cannon
- *Jungle Bullies*, Steven Kroll
- *King of the Playground*, Phyllis Reynolds Naylor and Nola Langner Malone
- *My Bully Secret*, Trudy Ludwig and Abigail Marble
- *Stand Tall Molly Lou Melon*, Patty Lovell and David Catrow
- *The Bernstein Bears and the Bully*, Stan Bernstein and Jan Bernstein
- *The Recess Queen*, Alexis O'Neill and Laura Huliska-Beith

Activity Book

- True You: "Sometimes I Feel Ugly" and Other Truths About Growing Up. An Activity Guide for Girls and their Mentors produced by The Dove Self Esteem Fund

Websites

- www.bullying.org
- www.teachpeacenow.org
- www.bewebaware.ca
- www.internet101.ca
- Kidshelpphone.ca

Mental Health Resources

- Kids Help Phone: 1-800-668-6868
- Pathstone Mental Health: 905-684-3407
- Distress Centre Niagara
 - St. Catharines, Niagara Falls And Area - 905-688-3711
 - Port Colborne, Wainfleet and Area - 905-734-1212
 - Fort Erie and Area - 905-382-0689
 - Grimsby, West Lincoln - 905-563-6674

Handbook Resources

- Beaty, L. A., & Alexeyev, E. B. (2008). The problem of school bullies: What the research tells us. *Adolescence*, 43(169), 1-11.
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CHAPTER FIVE: THE CHALLENGES

Bullying is a perennial problem faced by students and schools administrators. In the last decade bullying has been on the forefront of news stories and the Ontario Ministry of Education's policy agendas. Many schools have created their own whole-school initiatives to combat bullying in their schools. Teachers are requesting more resources to help them educate students to really tackle this problem (McAdams & Schmidt, 2007). According to an extensive review of the literature, the most important and influential role in the bully cycle is the bystander (Coloroso, 2011; Lodge & Frydenberg, 2005; Oh & Hazler, 2009). Bystanders are powerful because of their population and knowledge of bullying situations (Oh & Hazler, 2009). However, research shows that in bullying situations, bystanders can actually escalate the violence (O'Connell et al., 1999). Bystanders should be encouraged to become upstanders who stand up for the victim rather than being passive observers (Grantham, 2011). The handbook presented aims to assist Ontario grade 4-8 classroom teachers in building safe schools by teaching empathy and problem-solving strategies. Implementation of the lessons and activities in the handbook will help students practise being an upstander. An upstander education will support school based antibullying initiatives by providing students with opportunities to build stronger relationships and empathy towards others.

Implications for Theory

The handbook supports Bandura's (2002) social cognitive theory that maintains social goals are only achievable through working with others; hence, people "have to pool their knowledge, skills, and resources, provide mutual support, form alliances, and work together to secure what they cannot accomplish on their own" (p. 270). For students

to transition from bystanders to upstanders, students must gather as a unit and work together to defeat bullying in their schools. A class or school full of upstanders is more likely to put a stop to bullying than a single upstander. The power of upstanders in the bullying cycle comes from their size and knowledge of bullying incidents (Oh & Hazler, 2009; Salmivalli, Voeten, & Poskiparta, 2011). By pooling together these shared strategies, upstanders may be able to deal with the bully and resolve the victimization situation. While social cognitive theory states that “one has the power to produce desired effects by one’s actions” (Bandura, 2002, p. 270), schools are group based. A group of upstanders are a more powerful deterrent to the bully than the same number of bystanders. It is an upstander’s actions to aid the victim even if they are alone, which distinguishes them from the uninvolved or unhelpful bystander.

Implications for Practice

This Upstander Handbook is a beneficial curriculum based resource for Ontario grade 4-8 classroom teachers to assist with the implementation of the directives of the Safe Schools Act and the more recent Accepting Schools Act. The handbook will train teachers on how to be an upstander themselves before they take on the task of educating their students on what it means to become an upstander. By educating all students on the different types of bullying, the characters involved in bullying, and role of an upstander, students may gain the knowledge and skills necessary to become an upstander and to defuse the bully (Grantham, 2011). All the students in the class will benefit from learning upstander strategies. Research has shown that bullies are commonly victims in another social setting (Beaty & Alexeyev, 2008; Underwood et al., 2009). Victims will benefit from the self-esteem building exercises that are part of the Upstander Handbook. In order

for upstanders to be created, a change of culture is required. Instituting an upstander education requires a change for all stakeholders. Teachers and school staffs must first look to themselves for role models to become upstanders, and then implement these identified traits and value system in their classrooms while parents continue the message at home.

Implications for Policy

Upstander education can start small. Classes that hold the most school leaders are a good place to start teaching the necessary strategies that will change bystanders into upstanders. The concepts presented in this handbook can be implemented in key classrooms, before other classes get involved, and, hopefully, a change in philosophy will migrate throughout the school. For students to become upstanders, they require adult upstanders in their lives. New policies for staff and students may have to be developed in order for upstander characteristics to become imbedded in a school's culture.

School communities may develop new policies or revise old ones in order to change a school culture from bullying and bystanders to upstanding and safe. School administrators and teachers must first recognize that bullying does exist in their school. Although subtle, indirect bullying is very powerful and will require a committed effort on the part of the whole school community to pinpoint it. Schools may want to heighten attendance protocols by collecting specific details as to why students are not at school. If schools can collect information about the absent student, such as fear of going to school because of a bullying situation, they will be able to identify the cause and take steps towards rectifying the situation. Some schools may find students are being bullied because of the clothes they are wearing. In response to that cause, schools may decide to

create a list of appropriate school attire or modified uniform policy. A uniform policy may simply request plain golf shirts with solid pants, or may be further developed into a full uniform of chosen items by the school or school board. For communities to transform from bystanders and bullying relationships to upstanders and bully free environments, it is necessary to become more than just a classroom goal. The entire school community is required to stand up, take the pledge, and make a change.

Challenges

Any new classroom program being introduced impacts on an already full and rich curriculum. To be successful, it is recommended that teachers recognize the values of the new program and have all the necessary tools to implement it without too much additional preparation and planning. Bullying has been a hot topic for several years and with digital bullying on the rise it is not likely going to go away. A flood of bullying awareness programs, however, can contribute to fatigue or desensitization in a school community. The Ontario Ministry of Education's Safe Schools Act makes bullying education a part of every teacher's mandate. Creating a culture of upstanders goes beyond education in the classroom and out into the school community.

This Upstander Resource is directed at grade 4-8 classrooms, but other classes, staff, and the wider school community are involved in this transformation as well. With any new program launched in schools, unique challenges come up within all levels involved. A team approach to defuse bullying will meet the best success. Every contact in a student's day from bus driver to custodian, from support staff to teachers and administrators should model the upstander approach. It is a school wide commitment to change that will be the most effective tool in the development of empathy. It will be

necessary to “conduct teacher and parent training sessions in order to increase knowledge on the topic and teach appropriate positive behaviour strategies that can be used if a child is bullying others or being victimized” (Bradshaw et al., 2008, p. 19).

For the teacher taking on the challenge to create a culture of upstanders with his/her students, he or she requires the time necessary to educate his/her students on the characteristics of an upstander. The teacher’s classroom may be full of upstanders and be bully free, but things change when the students go out for recess, are in the halls, and/or in the community. It has been found that the majority of bullying episodes occur beyond the radar of adults (Beaty & Alexeyev, 2008; Coloroso, 2002), which is why the upstander is such a powerful role to play in the effort to stand up against bullying.

In order for the teacher’s students to become more powerful upstanders, the wider school community can make the transformation as well. The challenge comes then from being able to motivate other staff to change their ways, and teach their students how to be upstanders. Teachers, staff, and administration can unify the effort to be upstanders and defeat bullying. Adults in the school community are role models to all their students (Catanzaro, 2011; Coloroso, 2002). Students look up to those adults they spend time with, and if students are asked to be upstanders, they want to see the adults in their lives being upstanders as well. Other staff, however, may not be passionate about the fight against bullying and may push aside the concept of educating students to be upstanders. These staff members may still feel bullying is not a serious enough issue to interrupt their curriculum; however, upstander education can be a way to meet many curriculum expectations in Language and the Arts. It is not only about teaching their students how to be upstanders at school, but also how to extend those actions into the wider community

and the world of work. It is recommended that this transformation into upstanders be modelled across all levels of the school community, including coaches, parents, janitorial staff, and bus drivers, in order to have the most impact on the students.

The Upstander Handbook is created for the classroom teacher to educate him or her on what it means to be an upstander so that he/she can train his/her students to be upstanders as well. It is a handbook for those individuals passionate about making a change in the culture of bullying, but is it realistic? Are teachers willing and motivated enough to take a basic handbook of facts, activities, games, and lessons about being an upstander, learn it, and apply it? Are teachers more willing to learn this new antibullying plan in a seminar or personal development setting? Is upstander education a system where trained participants go into the classroom and/or lead seminars for teachers, staff, and the community to educate participants about being an upstander?

People are not only influenced by the adults in their lives but also by any type of media they come in contact with throughout the day. Even if a child's community dedicated themselves to being upstanders, when a child turns on the TV, radio, listens to music, what they see or hear may not be the same values modelled in their community. Will upstanders be able to discern that the lyrics they hear, the video games they play, or the movies they watch are not the values and words to include in their lives? Students are connected with the global community via the World Wide Web. Will student upstanders be able to filter out the facts that are true and reliable on the web versus the ones that have been manipulated to prove a point? In order to become upstanders, do we need to sensor our lives in order to control what we internalize?

Recommendations for Future Research

It is recommended that future research look into the power of the upstander. After the implementation of an upstander education program based on the information and activities found in this Upstander Handbook, researchers can collect information on how well the students and staff adapt to the upstander lifestyle.

Studies can be compiled on how successful the upstander education program has been in reducing the frequency of bullying at school. Beyond the school day, have students used these strategies: At home? In the work place? Online? Has training students on bullying built their confidence enough that they feel empowered to intervene? How likely are the newly trained upstanders going to step in and help a victim? Research has found that bystanders hold the most power in bullying situations; their actions can elevate or defuse the bully (Craig & Pepler, 2003). Researchers present ways in which bystanders can intervene to stop the bullying (Beaty & Alexeyev, 2008; Coloroso, 2011; Fried & Fried, 2003), but specific studies have not been done on how successful these interventions are and whether or not they have a lasting effect. If a person establishes himself or herself as an upstander, will their presence prevent future bullying?

Alternatively, is there a counterargument that can be addressed by researchers once a change in the bullying cycle has begun. When students begin to display upstander characteristics, what kinds of pressures will this responsibility put on them? How does one address these new pressures? While this paper and research point out that a school's culture will be improved by building a culture of upstanders, how does one build a safe bridge to that place?

Conclusion

The goal of this handbook is for a school based learning community to become educated on what it means to be an upstander. Specifically, this handbook aims to provide teachers with curriculum related strategies to help students learn about how to transform him/her from being a bystander to becoming an upstander. The need to create a culture of upstanders correlates directly with the ever-increasing incidents of digital bullying which may, hopefully, impact the school environment and the mental health and safety of our students. This Upstander Handbook is intended to be considered, metaphorically, a pebble in the pond of bullying. With the implementation of the upstander program, a ripple of change will radiate out of the classroom into our schools and beyond to a bully free community.

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