

# Together Against Bullying

Complete Study Guide | By Hana Taha

## 1. DEFINITION OF BULLYING

Bullying is a repeated and intentional aggression displayed by a person towards another person or peers who cannot defend themselves easily due to a power imbalance.

### Cyberbullying

- Shares the same core characteristics as bullying
- Can occur 24 hours a day, 7 days a week
- The bully can be known or anonymous
- Carries the risk of long-term victimization

📌 Key Exam Point: Bullying = Repeated + Intentional + Power Imbalance

## 2. BULLYING vs. RELATIONAL CONFLICT

Relational conflict describes behaviors that are absent of bullying characteristics.

Feature	Relational Conflict	Bullying
Intent	Accidental / Occasional	Deliberate
Repetition	Not repeated	Repeated
Power	Power Balance	Imbalance of Power
Remorse	Remorse + effort to resolve	No remorse لا ندم.

الندم ويحاول العزم لحل المشكلة

## 3. TYPES OF BULLYING

Bullying is mainly directed towards difference — it targets those perceived to be different from the majority.

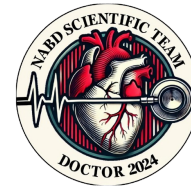
### Physical Bullying

- Physical aggression (kicking, hitting) — visible to others
- Stealing or hiding the belongings of affected students

### Verbal Bullying

- Difficult to discover unless it happens in front of others
- Includes: name calling, insults, and threats

### Relational / Emotional Bullying



- Spreading rumors *نشر الإشاعات*
- Social exclusion

## Cyberbullying

- Sending malicious texts, emails, or instant messages
- Posting *مختص* defamatory pictures or messages on blogs/websites
- Using someone else's username to spread rumors or lies
- Commonly carried out through Facebook and other social media platforms

## 4. CONSEQUENCES OF BULLYING

Affects victims, perpetrators, AND witnesses — negative effects can extend into adulthood.

*العناية و الشهود*

### Victims may develop:

- Internalizing behaviors (e.g., depression)
- Externalizing behaviors (e.g., offending)

### Perpetrators face:

- Increased risk of later violence by approximately two-thirds

### General associations with bullying involvement:

- Drug use
- Psychopathological behaviors
- Withdrawn behavior *— ينسحب في الناس — ما يقدر حاله*
- Self-esteem problems *→ الضيق من الفصل*
- Anticipation of failure *⇒*
- Mental health problems
- Increased anxiety and depression
- Self-injurious behavior
- Suicidal ideation
- Psychosomatic problems later in life *التوتر النفسي*

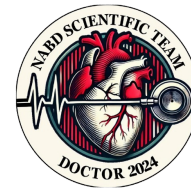
✦ Key Exam Point: Both victims AND perpetrators suffer long-term consequences.

## 5. GLOBAL STATISTICS (UNICEF 2026)

- Bullying is a global public health problem in both developed and developing countries
- 1 in 3 students worldwide has experienced bullying in school
- Boys experience slightly higher rates of bullying overall
- In countries where bullying is most pervasive, girls are more vulnerable
- In high-income countries, main predictors are: low socioeconomic status and immigrant status

✦ Key Exam Point: Remember: 1/3 of students globally are affected by bullying.

## 6. GENDER-SPECIFIC TRENDS



### Boys:

- Higher tendency toward aggression and physical fights
- Need interventions focused on emotional regulation and positive social interactions

### Girls:

- Increasing bullying, especially through cyberbullying *تواصلت*
- Need gender-sensitive solutions promoting digital safety, empathy, and inclusive school cultures

## 7. BULLYING AND THE SDGs

Bullying is addressed under SDG Target 4.a — tracking the overall school environment beyond just teaching/learning matters.

### Indicator 4.a.2:

Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination, and abuse.

### Broken down by:

- Sex
- Socioeconomic status
- Immigrant status

📌 Key Exam Point: SDG 4.a / Indicator 4.a.2 — know this for the exam!

## 8. PUBLIC HEALTH APPROACH TO BULLYING (4-Step Model)

Step	Name	What It Involves
Step 1	Define the Problem	Data collection and analysis in every school; qualitative research to find etiology, risk factors, and protective factors
Step 2	Identify Risk & Protective Factors	Assess leadership commitment, school climate, existing systems, programs and interventions promoting student wellbeing, embracing diversity, preventing and handling bullying
Step 3	Develop & Test Prevention Strategies	Design and test evidence-based prevention programs
Step 4	Assure Widespread Adoption <i>Interventions التي يتم اعتمادها على نطاق واسع لأنها كانت ناجحة</i>	Implement interventions and measure their impact on bullying prevention

*تصبح الالتزام  
إدارة المدرسة  
بجارية التمر  
myotke bhg  
are useless.*

*Read it twice (it enough)*

📌 Key Exam Point: 4 steps: Define → Identify Risk Factors → Develop Strategies → Assure Adoption

## 9. HOW TO ASSESS BULLYING IN SCHOOLS

- **Self-report** assessment surveys — students report their own experiences
- **Peer nominations** — peers identify who bullies/is bullied
- **Direct observations** — observed in real settings
- **Adult and incident reports** — from teachers, nurses, social workers, parents
- **Other methods** — in-depth interviews, focus groups

## 10. ANTI-BULLYING INTERVENTIONS

Type	Focus	Effect
Individual	Behavior change	Targeted but limited reach
Environmental	Systemic/school-wide change	Longer-term, broader reach
Mixed (Best)	Both individual + environmental	Most effective approach

✦ **Key Exam Point: Best approach = MIXED strategies (individual + environmental combined)**

## 11. MULTIPLE LEVELS OF PREVENTION

### Individual Level

- Behavioral and cognitive counseling *ساعة من التغيير من السلوك*
- Assessment and referral when needed *تقييم وضعه ويحولوه إذا احتاجوا*
- For both those who bully AND those who are bullied

### Classroom Level

- Lessons on social-emotional skills and competencies *How to deal with emotions*
- Effective communication strategies *→ Teach students how to communicate effectively.*
- Strategies for bullying prevention
- Effective classroom management *By teachers*

### School-Wide Level

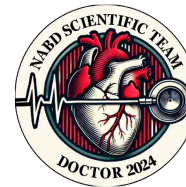
- School-wide system of positive behavior support *كافئ أمجاب السلوك الجيد.*
- Common expectations for positive behavior across all contexts
- Involvement of ALL school staff in prevention activities
- Effective supervision
- Clear anti-bullying policies

### Family Level

- Strategies to support children involved in bullying
- Open communication to promote disclosure of bullying *→ ما يضا فوا ويكوا لآهلهم.*
- Constructive role for parents in bullying prevention

### Community Level





- Awareness campaigns encouraging intervention
- Community involvement in prevention programs and activities

## 12. TARGETS OF PREVENTION INTERVENTIONS (Nested Levels)

From innermost to broadest:

1. Individual
2. Peer Groups / Target Groups
3. Family Environments
4. School Environments
5. Neighborhoods & Communities
6. Society At-Large



## 13. WHY DO PEOPLE BULLY?

People who use bullying to exert control and power do so because:

- They feel powerless in their own lives
- Someone else is bullying them
- They don't know how to regulate their emotions
- They have a lack of empathy or understanding
- They are seeking attention
- They are jealous of the person they are bullying

ترجمة السلوكيات	بالعربي
Tease	يستغزب ويستهزأ
Belittle	يظلم ويهين من شأنه
Humiliate	يذل أو يهين
Threaten	يهدد
Isolate	يعزله عن الصف
Gang up / Enrol others	يجمعون مع بعضهم
Spread rumors	يشترون إشاعات كاذبة
Lie	يكذب عليه أو عنه
Goad	يستغزبه بخلافه ويهين من شخصه
Find a weak spot	يألف نقطة ضعفه ويهين بها
Intimidate	يخيفه
Mean looks	تأنيبات شديدة وإقتراب
Take belongings	يسرق أو يهدم أغراضه
Manipulate	يتلاعب به ويخدع بشكل خبيث
Push / Trip / Kick / Punch	يدفعه / يهزئه / يركبه / يهزئه
Undermine	يقلل من ثقته بنفسه
Exploit situations	يستغل المواقف ضده
Shout	يصرخ عليه
Name calling	يألق عليه أسماء مهينة
Pick on someone	يستهدفه بشكل متكرر

## 14. WHAT DO BULLIES DO?

All bullying behaviors are: Repetitive | Hurtful | Intentional | Involve Power Imbalance

*Tease, Belittle, Humiliate, Threaten, Isolate, Enrol others in bullying (gang up), Spread rumors, Lie, Goad, Find a weak spot, Intimidate, Mean looks, Take belongings, Manipulate, Push, Trip, Kick, Punch, Undermine, Exploit situations, Shout, Name calling, Pick on someone*

## 15. BULLYING AS GROUP BEHAVIOR — ROLES & PERCENTAGES

Role	Description	Percentage
Ringleader <b>قائد الصف</b>	Main perpetrator / leader of bullying	8.2%
Assistant <b>المساعد</b>	Joins in the bullying	6.8%
Reinforcer <b>يضحك ويشجع</b>	Laughs / encourages the bully	19.5%
Defender <b>يدافع عن الضحية</b>	Stands up for the victim	17.3%
Outsider <b>يس تنفرج</b>	Watches but is not involved	23.7%
Target (Victim)	The person being bullied	11.7%
Undefined	—	12.8%

📌 **Key Exam Point: Largest group = Outsiders (23.7%). Reinforcers (19.5%) encourage bullying by laughing. Only 17.3% are Defenders.**

## 16. WHAT CAN I DO TO STOP BULLYING?

- Refuse to be an audience for a bully
- Do not "follow the crowd" *لا تكون إصمّة!*
- Do not laugh while someone is being picked on
- Do not participate in gossip
- Do not use the internet to hurt someone
- Walk away and go get help
- Know your own personal strength *So you not being bullied or affected by bully.*

## 17. THE 'HIGH FIVE' RESPONSE STRATEGY

A 5-finger framework for responding to bullying situations:

Finger	Action
Thumb	IGNORE
Index Finger	TALK FRIENDLY
Middle Finger	WALK AWAY
Ring Finger	TALK FIRMLY
Little Finger	REPORT

## 18. CLOSING MESSAGE

"Embrace Uniqueness" — The presentation concludes with a call to celebrate differences rather than target them, symbolized by a unique snowflake. Bullying most often targets those who are perceived as different — embracing uniqueness is a core part of prevention.

*دا حضانة  
التنوع  
والإختلاف  
بدل من التهم  
يكونوا  
target  
Bullying*



# EXAM QUICK-REFERENCE SUMMARY

## Core Definition Checklist:

- Bullying = Repeated + Intentional + Power Imbalance + No Remorse
- 4 Types: Physical, Verbal, Relational/Emotional, Cyberbullying
- Cyberbullying: 24/7, bully can be anonymous, risk of long-term victimization
- Affects: victims, perpetrators, AND witnesses — into adulthood (long term)
- 1 in 3 students globally experience bullying (UNICEF 2026) *one third*
- Boys = more physical bullying overall; Girls = more cyberbullying where bullying is pervasive
- High-income country predictors: low socioeconomic status + immigrant status *risks for being bullied in high income states.*
- SDG Indicator 4.a.2 tracks bullying (by sex, SES, immigrant status)
- Public Health Model: 4 steps — Define → Risk Factors → Strategies → Adoption
- Assessment Methods: Self-report, Peer nominations, Direct observation, Adult reports, Interviews/Focus groups *Back to the table on page 3 and read it twice.*
- 5 Prevention Levels: Individual → Classroom → School → Family → Community
- Best Intervention: MIXED (individual + environmental)
- 6 Roles: Ringleader (8.2%), Assistant (6.8%), Reinforcer (19.5%), Defender (17.3%), Outsider (23.7%), Victim (11.7%) *just memorise ⇒ Reinforcers: 19.5% Outsiders: 21.7%, defender only 17.3%*
- High Five: Ignore, Talk Friendly, Walk Away, Talk Firmly, Report *حاول أربط كل وصف*
- Why people bully: powerless, being bullied themselves, poor emotion regulation, lack of empathy, attention-seeking, jealousy *سوء تفهم من يتعامل فيه الجميع معك*

*the methods by which we know person is being bullied*

