

**STOP BULLYING IN CARIBBEAN SCHOOLS**  
**Bullying Awareness Assessment — Teacher and Educator Edition (2024)**

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## Introduction

*Bullying is not a rite of passage. It is not something children simply grow out of. It causes measurable, lasting harm — and preventing it requires knowledge, not just good intentions.*

Every teacher and educator who stands before a Caribbean classroom has a professional and moral responsibility to understand bullying — its forms, its effects, its causes, and the evidence-based approaches that reduce it. Good intentions are not enough. A teacher who cannot recognise bullying cannot intervene effectively. A teacher who does not understand the role of bystanders cannot mobilise the most powerful resource in the room. A teacher who is unfamiliar with positive discipline cannot create the conditions in which learning — and safety — flourish.

This assessment is designed to help you measure your current understanding of bullying and its prevention. It is a structured self-assessment tool — not a standardised psychometric instrument — and your results should be read as an honest indication of where your knowledge is strong and where further learning would strengthen your professional practice.

The assessment consists of 20 multiple-choice questions. The first 12 questions cover knowledge that every responsible adult — parent or educator — should hold. The final 8 questions are specific to your role.

## The Pass Mark

A score of 15 out of 20 (75%) is the recommended pass mark. This is not an arbitrary figure: missing more than five questions out of twenty on a topic of this importance indicates gaps in knowledge that are worth addressing seriously. A pass does not mean mastery — it means a sufficient foundation. A score below 15 is a clear and constructive signal that engagement with the full Stop Bullying in Caribbean Schools booklet series is strongly recommended.

## **How to Use This Assessment**

Read each question carefully before selecting your answer. Some questions may seem straightforward — do not let familiarity breed carelessness. Others require careful thought. Choose the single best answer for each question. The answer key and interpretive guide are provided at the end of this document.

This assessment is most valuable when completed honestly, without reference to notes or the booklets. Its purpose is not to catch you out — it is to give you an accurate picture of where you stand.

## PART ONE: CORE KNOWLEDGE — QUESTIONS 1 TO 12

*These twelve questions assess knowledge that every responsible adult — whether parent or educator — should hold.*

**1.** Which of the following best describes bullying?

- a) A single argument or physical fight between two students of similar strength.
- b) Repeated, intentional harassment of a person who has difficulty defending themselves.
- c) Any conflict between students that upsets one or both parties.
- d) Teasing that goes slightly too far but is not meant to cause lasting harm.

*Your answer:* \_\_\_\_\_

**2.** A student spreads rumours about a classmate, turns friends against them, and organises others to exclude them from activities. This is an example of:

- a) Normal social competition among teenagers.
- b) Direct bullying.
- c) Indirect bullying, also known as relational aggression.
- d) A conflict that only requires teacher observation, not intervention.

*Your answer:* \_\_\_\_\_

**3.** Cyberbullying differs from traditional bullying in several important ways. Which of the following is most accurate?

- a) Cyberbullying is less harmful because it does not involve physical contact.
- b) Cyberbullying ends when the school day ends, unlike physical bullying.
- c) Cyberbullying can follow a target into their home, reach a wide audience instantly, and is difficult to escape.
- d) Cyberbullying only affects teenagers and not younger children.

*Your answer:* \_\_\_\_\_

**4.** Research consistently shows that most perpetrators will stop bullying within approximately how long of a group of bystanders intervening?

- a) One minute.
- b) Thirty seconds.
- c) Ten seconds.
- d) Five minutes.

*Your answer:* \_\_\_\_\_

5. Which of the following is NOT considered a specialised form of bullying?
- a) Financial bullying — targeting a student because of their economic circumstances.
  - b) You're-different bullying — harassing a student because of their ethnicity or physical characteristics.
  - c) Constructive criticism delivered harshly by a teacher.
  - d) Sexual bullying — unwanted sexual contact or the non-consensual sharing of intimate images.

Your answer: \_\_\_\_\_

6. Which of the following statements about the effects of bullying on targets is most accurate?
- a) Most children recover quickly from bullying with no lasting effects.
  - b) Bullying only affects targets' emotional wellbeing, not their physical health or academic performance.
  - c) Bullying can harm the brain, affect physical health, damage academic performance, and have long-lasting psychological consequences.
  - d) The effects of bullying are generally mild unless the bullying involves physical violence.

Your answer: \_\_\_\_\_

7. A student who is both a perpetrator and a target — bullying others while also being bullied — is sometimes referred to as a 'bully-target'. Research suggests this group:
- a) Tends to experience fewer problems than either perpetrators or targets alone.
  - b) Is at no greater risk than other students and does not need special attention.
  - c) Often experiences more anxiety and adjustment difficulties than either perpetrators or targets, and may be more likely to carry weapons.
  - d) Is mainly found in primary schools and rarely in secondary schools.

Your answer: \_\_\_\_\_

8. Which of the following best describes why short-term anti-bullying campaigns are insufficient on their own?
- a) They are too expensive for most schools to sustain.
  - b) Students do not respond to campaign-style programmes.
  - c) Like a short-term diet, they may produce temporary change but cannot alter the underlying school culture without sustained whole-school commitment.
  - d) They are only effective in primary schools, not secondary schools.

Your answer: \_\_\_\_\_

9. When a child discloses that they are being bullied, what should the first response of the responsible adult be?
- a) Immediately contact the school and demand a meeting with the principal.

- b) Advise the child to ignore the bullying and it will stop on its own.
- c) Listen fully to how the child feels before gathering facts about who, where, and when.
- d) Tell the child to stand up to the bully physically to end the situation.

Your answer: \_\_\_\_\_

**10.** Which of the following is a recognised risk factor that makes a student more likely to become a perpetrator?

- a) Being academically strong and frequently praised by teachers.
- b) Exposure to violence or abuse at home, combined with poor emotional management skills.
- c) Having many friends and a high social standing in the peer group.
- d) Participating actively in sports and extracurricular activities.

Your answer: \_\_\_\_\_

**11.** The term 'target' is preferred over 'victim' in this booklet series because:

- a) The word 'victim' is too formal for use in schools.
- b) 'Victim' implies permanent weakness and helplessness, while 'target' acknowledges the situation without defining the person.
- c) Legal regulations in several Caribbean countries require the use of 'target'.
- d) The word 'victim' is associated only with criminal behaviour, not bullying.

Your answer: \_\_\_\_\_

**12.** Research on the prevalence of bullying globally suggests that:

- a) Bullying is rare in most countries and affects fewer than 5% of students.
- b) Bullying rates are similar across all countries and cultures.
- c) Bullying is widespread internationally, with rates varying significantly by country — ranging from under 10% to over 40% — suggesting that context and culture matter.
- d) Bullying only becomes a serious problem when it escalates to physical violence.

Your answer: \_\_\_\_\_

## PART TWO: TEACHER AND EDUCATOR KNOWLEDGE — QUESTIONS 13 TO 20

*These eight questions assess knowledge specific to the professional role of teachers and educators in bullying prevention.*

**13.** A student is repeatedly calling a classmate names in your classroom. You have spoken to the student once. The behaviour continues. The most appropriate next step is:

- a) Ignore it — the students will resolve it themselves.
- b) Move the student's seat and consider it resolved.
- c) Implement a structured behaviour management plan, involve the guidance counsellor, and notify the student's parents.
- d) Publicly shame the perpetrating student in front of the class to deter others.

*Your answer:* \_\_\_\_\_

**14.** Which of the following best describes 'positive discipline' in a school context?

- a) Praising students constantly regardless of their behaviour.
- b) Removing all consequences for misbehaviour to create a supportive atmosphere.
- c) A discipline approach that preserves the dignity of both student and teacher, uses creative corrective strategies, and has the student's long-term wellbeing at its foundation.
- d) A discipline style suitable only for primary school students.

*Your answer:* \_\_\_\_\_

**15.** When a bullying incident involves both a perpetrator and a target, a teacher should:

- a) Bring both students together immediately so they can resolve the matter face to face.
- b) Speak privately with each student separately first, before any joint meeting, and consider involving a third-party observer if the perpetrator is known to be manipulative.
- c) Leave resolution to the guidance counsellor and avoid involvement.
- d) Announce the incident to the class so that peer pressure encourages the perpetrator to stop.

*Your answer:* \_\_\_\_\_

**16.** A teacher notices that a popular student is organising others to exclude a quieter classmate from group activities. This is best described as:

- a) Normal social dynamics that teachers should not interfere with.
- b) Indirect bullying — specifically relational aggression — that warrants intervention.
- c) A conflict between students that will resolve itself if ignored.
- d) A disciplinary matter only if the excluded student complains formally.

*Your answer:* \_\_\_\_\_

**17.** Edward de Bono's research on thinking skills is referenced in the booklet series in relation to bullying prevention because:

- a) Thinking skills lessons replace the need for separate bullying prevention programmes.
- b) Teaching perceptual, creative, and exploratory thinking — not just analytical thinking — helps students engage more constructively and reduces the energy available for aggression.
- c) Thinking skills training is only relevant for academically gifted students.
- d) De Bono's research shows that students who bully have lower intelligence.

Your answer: \_\_\_\_\_

**18.** A principal approaches teachers about introducing a bullying prevention programme. A teacher who disagrees with part of the proposed approach should:

- a) Publicly oppose the programme in staff meetings to prevent it from being adopted.
- b) Agree in the meeting but quietly not implement the policy in the classroom.
- c) Raise specific, constructive objections through proper channels, propose alternatives, and — once a collective decision is reached — implement it with fidelity.
- d) Refer all concerns to the teachers' union before engaging with the principal.

Your answer: \_\_\_\_\_

**19.** Which of the following classroom exercises is specifically designed to help bystanders understand their collective power?

- a) The Peace House activity, where students build a model of conflict resolution steps.
- b) The Refocusing Exercise, where students plan positive community projects.
- c) The 'Aren't We Brighter Than Zebras?' discussion, which invites students to consider why prey animals fail to act collectively — and what this means for bystanders.
- d) Sociodrama, where students explore bullying scenarios through improvised drama.

Your answer: \_\_\_\_\_

**20.** Which of the following statements about teachers and bullying prevention programmes is supported by research?

- a) Teachers who participate in prevention programmes report feeling more burdened and less confident.
- b) Prevention programmes are only effective when implemented by guidance counsellors, not classroom teachers.
- c) Teachers who participate in prevention programmes develop greater self-assurance in managing aggression, more supportive attitudes toward targets, and greater confidence in working with parents.
- d) Prevention programmes have no measurable effect on teacher wellbeing.

Your answer: \_\_\_\_\_

— *End of Questions* — *Please check your answers using the key on the following pages.* —

## ANSWER KEY AND EXPLANATIONS

Questions 1–12 are the shared core questions. Questions 13–20 are role-specific to teachers and educators.

Q#	Answer	Explanation
Q1	B	Bullying is defined by three characteristics: it is repeated, it is intentional, and it involves an imbalance of power. A single incident, mutual conflict, or unintentional unkindness does not meet this definition.
Q2	C	This describes indirect bullying — specifically relational aggression — which operates through social relationships rather than physical contact. It is no less harmful than direct bullying and warrants the same level of response.
Q3	C	Cyberbullying's most distinctive features are its reach (unlimited audience), its persistence (24/7, including in the home), and the difficulty of escape. It can be just as psychologically damaging as physical bullying, and affects children of all ages.
Q4	C	Studies indicate that most perpetrators stop their behaviour within ten seconds when a group of bystanders challenges them. This finding underscores the enormous power that bystanders — often the majority of students present — hold in any bullying situation.
Q5	C	While harsh criticism may be poor professional practice, it does not meet the definition of bullying, which requires repetition, intent to harm, and a power imbalance. The other three options are recognised specialised forms of bullying.
Q6	C	Research using neuroimaging has shown that sustained bullying and exposure to violence changes brain activity in ways similar to combat exposure. Impacts include physical symptoms, sleep disturbance, depression, reduced academic engagement, and long-term psychological effects.
Q7	C	Research by Brockenbrough and colleagues found that bully-targets display higher levels of anxiety and adjustment difficulties than either group alone, and are more likely to carry weapons to school. They warrant careful attention from counsellors and teachers.
Q8	C	A brief campaign raises awareness but does not change culture. Sustained bullying prevention requires a whole-school approach — embedded in policy, practice, and the daily behaviour of every adult in the school — to produce lasting results.
Q9	C	The most important first step is to listen to the child's emotional experience before moving to facts or action. Children who feel heard are more willing to share the full picture and are more likely to trust the adult's subsequent response.
Q10	B	Exposure to violence at home, poor emotional regulation, and low empathy are among the most consistently identified risk factors for perpetrator behaviour. None of the other options are recognised risk factors.

Q#	Answer	Explanation
Q11	B	The deliberate use of 'target' rather than 'victim' reflects an important philosophy: the person being bullied retains their full identity, capability, and potential. Being bullied is something that is happening to them — it is not who they are.
Q12	C	Cross-national research across 40 countries found bullying rates among boys ranging from 8.6% in Sweden to 45.2% in Lithuania — a fivefold difference. This variation shows that bullying is not inevitable and that national and school culture play a significant role.
Q13	C	Repeated bullying behaviour that continues after an initial intervention requires a structured, escalated response involving documentation, a behaviour management plan, parental involvement, and guidance counsellor support. Public shaming of any student is counterproductive and potentially harmful.
Q14	C	Positive discipline is not the absence of consequences — it is the approach to consequences. It preserves dignity, focuses on learning and growth, and produces more durable behaviour change than punitive approaches. It is effective across all age groups.
Q15	B	Separate private conversations are essential before any joint meeting. A shrewd perpetrator can manipulate a less articulate target in a group setting, turning the resolution process against them. A neutral, note-taking observer is advisable when manipulation is a risk.
Q16	B	Organised social exclusion is a form of indirect bullying that can be as damaging as physical aggression. It does not require a formal complaint to warrant teacher attention — a teacher who observes it has both the authority and the responsibility to intervene.
Q17	B	De Bono's research found that teaching thinking explicitly as a discipline improves performance across other subjects by 30–100% and raises self-esteem among students who struggle academically. Students actively engaged in their own intellectual development have less energy for, and less interest in, gratuitous aggression.
Q18	C	Research on school programme implementation consistently finds that passive non-compliance — agreeing in meetings but not implementing in practice — is among the most common and damaging obstacles to effective bullying prevention. Constructive dissent through proper channels is appropriate; covert non-compliance is not.
Q19	C	The Zebra discussion is specifically designed to help bystanders see that their collective inaction — like zebras fleeing from a lion rather than turning together — enables perpetrators. It connects a memorable image to the research finding that perpetrators stop within ten seconds of group bystander intervention.
Q20	C	Research confirms that teacher participation in bullying prevention programmes benefits the teachers themselves — increasing their confidence, improving their attitudes toward targets, and strengthening their capacity to engage parents constructively. Prevention programmes are not an extra burden; they are a professional resource.

## INTERPRETING YOUR SCORE

Your total score is out of 20. The recommended pass mark is 15 out of 20 (75%). Use the guide below to interpret your result.

Score	What it indicates	Recommended next step
18 – 20	Strong foundational knowledge of bullying prevention. You are well-equipped to respond appropriately and to support others.	Consider taking a leadership role in your school's bullying prevention programme. Your knowledge is an asset.
15 – 17 ✓ PASS	Adequate knowledge with some gaps. You understand the essentials but there are areas where deeper understanding would improve your confidence and effectiveness.	Revisit the questions you answered incorrectly. Return to the relevant sections of the booklet series for fuller context.
12 – 14	Partial knowledge. You have some awareness of bullying but significant gaps that may affect your ability to recognise or respond to it effectively.	Read Booklets 1 and 2 of the Stop Bullying in Caribbean Schools series carefully, then retake this assessment.
Below 12	Insufficient knowledge for the responsibilities involved. This is not a personal criticism — it is an honest signal that further learning is needed.	Read the complete Stop Bullying in Caribbean Schools booklet series. Bullying prevention is too important for children's wellbeing to be left to instinct alone.

### A Note on This Assessment

This is a structured self-assessment tool developed to accompany the Stop Bullying in Caribbean Schools booklet series by Angela Ramsay, PhD. It is designed to provide an honest indication of the respondent's familiarity with current knowledge on bullying prevention in a Caribbean context.

This instrument has not been subjected to formal psychometric standardisation or field validation. It should therefore be understood as an educational and reflective tool — useful for identifying knowledge gaps and guiding further learning — rather than as a definitive or formally accredited assessment. Scores should be interpreted accordingly, and any institutional or professional use of this instrument should acknowledge its informal status.

For further information on the research that underpins this assessment, readers are directed to the Stop Bullying in Caribbean Schools booklet series which are freely available at [www.fipaglobal.com](http://www.fipaglobal.com), in which the relevant studies are included.

— *End of Teacher and Educator Assessment* —