

## ***Raising Courageous Kids: Bullying and the Recipe for Terror***<sup>1,2</sup>

Bullying is a conscious, willful, and deliberate hostile (*but not criminal*) activity intended to harm, induce fear through the threat of further aggression, and create terror (adapted from Barbara Coloroso, *The Bully, the Bullied, and the Bystander*. New York: HarperCollins, 2003, 13).

<b>Bully</b> <sup>3</sup>	<b>Family</b>	<b>Victim</b> <sup>4</sup>	<b>Audience</b> <sup>5</sup>	<b>School</b>
Impulsive and dominating	Lack of parental warmth and involvement	Learned helplessness (provocative)	Encouragement of predatory behavior through celebration and admiration	Ignore predatory behavior
No empathy, guilt, or remorse	Permissive toward aggressive behavior	Rejected by peers (vulnerable)	Indifference toward victim	Lack of confidentiality for those who report
Below average in popularity (for older but not younger)	Severe and punitive discipline (rage simmers)	Insecure/anxious attachment	Views victim of deserving of abuse (silent partners)	Hidden areas in school buildings/property
Small peer group	Use of love withdrawal	Physically weaker	Lack of confidence in teachers	Low adult-child ratios
Physically stronger (males)	Emotional outbursts by parents during discipline	Physically or behaviorally different	Diffusion of responsibility	Severe and punitive discipline (rage simmers)
Older	Overprotective parenting	Reacts by withdrawal and/or crying (especially when younger)		
Positive attitude toward violence	Maternal infantilization and discouragement of autonomy	Socially isolated; lonely		
Rewarded for aggression by positive and negative attention		Low self-respect		
Emotionally intense temperament		Low assertiveness		

Each of the skills learned at the *Eight Steps in Raising Courageous Kids* provide an antidote to the poison of the above ingredients through the acquisition of *willpower, caring, vigilance, composure, empathy, integrity, honor, and valor*.



<sup>1</sup> This chart supplements material in *Raising Courageous Kids: Eight Steps to Practical Heroism* by Charles A. Smith (Sorin Books, 2004). Like other resources at <http://www.raisingcourageouskids.com> created by the author, it is likely to be revised. Send your suggestions and comments to [casmith@ksu.edu](mailto:casmith@ksu.edu). This document will be used as a basis for discussion during the *Finding a Mighty Heart: Acquiring the Courage to Stand Up for Oneself and Others* national parenting satellite teleconference originating from Iowa State University on December 11, 2004. See <http://www.extension.iastate.edu/parent/> for more information.

<sup>2</sup> The use of the word “terror” fits the definition of bullying that emphasizes the use of fear to assert power and control.

<sup>3</sup> The use of labels in referring to people is generally unfair and misleading. “Bullies” have often been victims themselves. Instead of using such a label in discussions with children, our preference is to emphasize bullying *behavior*.

<sup>4</sup> This column describes characteristics of “victims” instead of “targets.”

<sup>5</sup> This column describes characteristics of the “audience” who are not “witnesses.”