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TCG4: Development of SDG thematic indicator 4.a.2

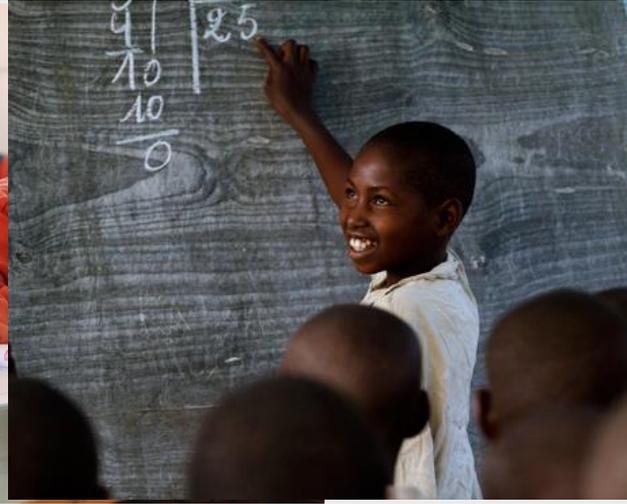
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Contents

INTRODUCTION	3
INDICATOR DEFINITION.....	6
PURPOSE	6
RATIONALE	6
COLLECTION METHOD	7
Numerator.....	7
Denominator.....	9
SUGGESTED MEASUREMENT FREQUENCY.....	9
SUGGESTED DATA DISAGGREGATION.....	9
APPLICABILITY.....	12
LIMITATIONS	12
STRENGTHS	12
ANNEX 1.....	13
ANNEX 2.....	16



Thematic Indicator 4.a.2

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

INTRODUCTION

1. The original proposal by the TCG for Indicator 4.a.2 was **“percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and violence”**, which would be based on the Global School-based Student Health Survey (GSHS) conducted by WHO in approximately 90 countries.
2. However, the TCG also expressed concerns on the terminology and the fact that the GSHS actually does not collect data on all these forms of school violence (Meeting on October 2016).
3. The GSHS core questionnaire¹ collects data on bullying including cyberbullying, physical fights between students (physical violence) and physical attacks on students by people other than students. The core-expanded questionnaire collects data on forced sexual intercourse in general, including intimate partner violence, and on corporal punishment/physical violence perpetrated by teachers (core-expanded questions are optional for countries when they conduct their national survey). The GSHS doesn't collect data on harassment (by teachers) or “sexual discrimination”.
4. The GSHS questionnaire is already overcrowded, and therefore it is difficult to include additional questions.
5. We also analysed the questionnaire of the **Health Behaviours in School-aged Child survey (HBSC)**, which is the sister survey implemented in approximately 43 countries in Europe and Northern America. Like the GSHS, the HBSC focuses on bullying including cyberbullying. It includes a question on physical fights but students are asked whether they were in a physical fight in locations that are not related to schools. Therefore this question does not serve the purpose of an indicator that measures school-related violence.
6. **Other international surveys** that focus mostly on the measurement of learning outcomes of students **include questions on the school climate including bullying** such as PIRLS, PISA, SACMEQ, SERCE/TERCE, TIMSS.
7. **Considering that the GSHS and HBSC are conducted in approximately 132 countries, and that they collect relatively similar data on the prevalence of bullying, it is proposed that SDG thematic indicator 4.a.2 measures school bullying only**, as a proxy measurement for school violence in general.
8. **Bullying is a good proxy measurement for school violence** as it is a particularly serious form of peer violence between students which occurs over and over, rather than just once. Like school

¹ Questionnaire revised in 2017 by WHO, the CDC, UNESCO and other organizations. It is applicable in 2018.



violence in general, it can be physical, psychological or sexual. Both the GSHS and HBSC capture data on all three types of bullying. Evidence shows that bullying affects significant proportions of adolescents around the world.

9. Other international surveys, including those mentioned above, could be considered as data sources.
10. However **using different data sources will pose a series of methodological challenges for calculation/computation**, at least initially or if there is no further harmonization, for the following reasons²:
 - a. The age range of students is different for all the above mentioned surveys. The age range in the GSHS is 13-17 years, HBSC is 11-15 years, PIRLS is 9-10 years, PISA is 15 years, SERCE is 8 and 11-12 years, and TIMSS is 9-10 and 13-14 years.
 - b. The time reference for reporting an experience of bullying is different depending on the surveys. It is “the past 12 months” in the GSHS and most other surveys while it is “the past couple of months” in the HBSC.
 - c. Questions on bullying vary, including on bullying versus cyberbullying, types of bullying (physical, psychological, sexual), location of bullying (school property or not), drivers of bullying (race, religion, etc.) frequency of bullying. This makes comparison of data and data disaggregation complex.
11. In order to develop the draft definition of SDG indicator 4.a.2 on the prevalence of bullying, **UNESCO has been liaising with the INSPIRE initiative**³. INSPIRE was launched in July 2016, alongside the Global Partnership to End Violence Against Children, as an evidence-based resource for organizations and individuals committed to preventing and responding to violence against children. INSPIRE has developed a package of seven core strategies to prevent and respond to violence against children. One of the seven strategies is education. **INSPIRE** also provides a Results Framework, and **a core list of recommended indicators including indicators to measure school violence. One of those indicators is “percentage of adolescents who experienced bullying during the past 12 months”**.⁴
12. Recognizing that there are different forms of school violence and that it is also important to measure other aspects such as consequences of school violence and responses, INSPIRE has

² These challenges are well described in the following document: UNESCO-Global Education Monitoring Report-UNGEI (2017) Policy paper 29 – Let’s decide how to measure school violence. Paris, Global Education Monitoring Report <http://unesdoc.unesco.org/images/0024/002469/246984E.pdf>

³ Ten core agencies are involved in the INSPIRE initiative: the World Health Organization (WHO), the United States Centers for Disease Control and Prevention (CDC), the Global Partnership to End Violence against Children, the Pan American Health Organization (PAHO), the United States (US) President's Emergency Plan For AIDS Relief (PEPFAR), Together for Girls, the United Nations Children's Fund (UNICEF), the United Nations Office on Drugs and Crime (UNODC), the US Agency for International Development (USAID) and the World Bank.

⁴ Although UNESCO is not among the agencies involved in INSPIRE, it provided inputs on the indicators related to school violence.



also identified **additional indicators**. Although these indicators are not SDG Thematic Indicators, they **will be recommended to Member States in order to measure the prevalence of other forms of school-related violence, consequences and education sector responses**:

- a. **Physical violence by teachers past 12 months**: percentage of children and/or adolescents currently attending school who reported physical violence by a teacher in the past month, by sex and grade level (or age).
- b. **Physical attack against adolescents, past 12 months**: percentage of adolescents who were physically attacked in the past 12 months, by sex and grade level (or age).
- c. **Prohibition of corporal punishment of children**, by setting: Existence of legislation prohibiting all forms of corporal punishment of children, by setting (all settings, and by setting: home, schools, alternative care settings and day care, as a disciplinary measure in penal institutions/detention, and as a sentence for an offence).
- d. **Support for ending physical punishment by teachers in schools**: percentage of adolescents or adults who oppose the use of physical punishment by teachers or administrators against children in school
- e. **Out-of-school rates, primary and lower secondary**: percentage of primary and lower secondary school age children who did not attend school during the past academic school year, by sex and school age (primary, lower secondary).
- f. **Missed school due to safety concerns**, past month and past 12 months: percentage of adolescents who stayed away from school during the past month and past 12 months because they felt unsafe at or on the way to/from school or online, by sex and age.
- g. **Exposure to violence prevention and response curricula** in the past 12 months: percentage of children and adolescent who were taught in their classes in the past academic year how to prevent and respond to violence such as physical fights, bullying, physical attack, forced sex, or unwanted sexual touch, by sex and age.

Definitions of these indicators are still a work in progress. Data sources for these indicators are also existing international surveys including the GSHS, population-based or household surveys such as the Demographic and Health Surveys (DHS), the UNICEF Multiple Indicator Surveys (MICS) and Violence Against Children Surveys (VACS), and the UIS Annual Survey of Formal Education for out-of-school rates.

13. We propose that an **expert group, including members of INSPIRE, will be formed after the TCG meeting to further work on the definition of SDG thematic indicator 4.a.2** in order to provide Member States with harmonized guidance on how to measure school violence. Inputs from the TCG meeting will be shared with the expert group. **The revised definition would be submitted to the TCG Indicator Working Group 1** in 2018 (date TBD with WG and TCG).
14. The existence of other international core indicators may address some requests expressed by the TCG (October 2016):
 - a. Need to subdivide the SDG indicator into components, e.g. physical violence including corporal punishment, psychological violence including verbal and emotional abuse, sexual



violence including rape, coercion and harassment, and bullying including cyberbullying. As noted before, this would prove very complex if not completely impossible with one single indicator

- b. Need to include measures of the learning environment

INDICATOR DEFINITION

Percentage of students who experienced bullying during the past 12 months

PURPOSE

To measure changes in the reported prevalence of bullying, a form of peer violence.

RATIONALE⁵

Unsafe learning environments significantly reduce the quality of education for all learners. School-related violence in all its forms is an infringement of learner's rights. The consequences include missing classes, avoiding school activities, playing truant or dropping out of school all together. This in turn has an adverse impact on academic achievement and attainment. It can also seriously harm the physical and mental health of children and adolescents. It has significant social and economic costs.

Bullying is a particularly serious form of school-related violence, as it is peer violence between students that involves "a hurtful and aggressive pattern of behaviour perpetrated repeatedly against a less powerful victim"⁶, and which occurs over and over, rather than just once. It may occur on or off school property: around schools, on the way to and from school. Bullying can be perpetrated by one student or a group of students. Bullying affects significant proportions of adolescents around the world.

In-person bullying may include physical acts, such as pushing and hitting. It can also take the form of psychological violence, including verbal acts, such as making fun of people for their race, religion or appearance, or with sexual comments or jokes. Psychological bullying may also include repeatedly leaving people out or ignoring them.

Cyber (digital) bullying may include sending hurtful messages or posting them online where others can see; threatening someone online; creating a website that makes fun of someone; sharing or

⁵ Section based on the following resources: UNESCO (2017) School Violence and Bullying – Global Status Report. Paris, UNESCO <http://unesdoc.unesco.org/images/0024/002469/246970e.pdf>; UNICEF (2017) A familiar face – Violence in the lives of children and adolescents; New York, UNICEF https://www.unicef.org/publications/files/Violence_in_the_lives_of_children_and_adolescents.pdf; INSPIRE, INSPIRE Indicators Guide (draft not yet for circulation)

⁶ UNSRSG (2016). Ending the torment: tackling bullying from the schoolyard to cyberspace. New York, Office of the Special Representative of the Secretary-General on Violence against Children. (<http://srsg.violenceagainstchildren.org/sites/default/files/2016/End%20bullying/bullyingreport.pdf>)



posting hurtful images or pictures without permission through texting, emails, social media, or other online channels.

It is not bullying when people of about the same strength or power argue or fight or tease each other in a friendly way.⁷

COLLECTION METHOD

The main collection methods suggested for this indicator are two international school-based surveys that focus on the health behaviours and protective factors of students:

- The **Global School-based Student Health Survey (GSHS)**, which has been conducted in 89 countries and territories in a large number of regions (Africa, Central and South America, the Caribbean, Asia, the Middle East and the Pacific⁸). The age range of students is 13-17 years.
- The **Health Behaviour in School-Aged Children survey (HBSC)**, which has been conducted in approximately 43 countries in Europe and in North America (Canada and the United States of America). The age of students is 11, 13 and 15 years.

Other international surveys also include questions on bullying. Data collected through these surveys could also be considered, although it poses a series of methodological challenges for calculation (see section on limitations). These surveys focus mostly on the measurement of learning outcomes of students and include questions on the school climate including bullying:

- The **Progress in International Reading Literacy Study (PIRLS)** conducted by the International Association for the Evaluation of Educational Achievements (IEA). The age range of students is 9-10 years (Grade 4)
- the **Programme for International Students Assessment (PISA)** survey conducted by the Organization for Economic Cooperation and Development (OECD). In 2015, it was responded by 540,000 students in 72 countries. The age range of students is 15 years.
- the second (2006) and third (2013) **Regional Comparative and Explanatory Studies (SERCE) and TERCE**, conducted respectively in 16 and 15 countries in Latin America. The age range of students is 8 years (Grade 3) and 11-12 years (Grade 6)
- the **Trends in Mathematics and Science Study (TIMSS)**, conducted by the International Association for the Evaluation of Educational Achievements (IEA) in between 36 and 51 countries. The age range of students is 9-10 years (Grade 4) and 13-14 years (Grade 8).

⁷ Questionnaires of the Global School-based Student Health Survey (GSHS) and Health Behaviour in School-Aged Children survey (HBSC).

⁸ 23 countries in Africa (Northern Africa and Sub-Saharan Africa); 26 countries in Central and South America, the Caribbean; 20 countries in Asia; 10 countries in the Middle East; 9 countries in the Pacific and the Former Yugoslav Republic of Macedonia in Europe.



Numerator

Currently the numerator is based only on the GSHS and HBSC.

A. For countries participating in the GSHS

Number of students from a nationally representative sample of students who responded to any of the following three questions included in the core questionnaire of the GSHS *Violence and Unintentional Injury Module* (Annex 1⁹) on whether they were bullied or cyberbullied during the past 12 months:

6. During the past 12 months, have you ever been bullied **on school property**?

A Yes

B No

7. During the past 12 months, have you ever been bullied when you were **not on school property**?

A Yes

B No

8. During the past 12 months, have you ever been **cyber** bullied? (Count being bullied through texting, Instagram, Snapchat, Facebook, COUNTRY SPECIFIC EXAMPLES, or other social media.)

A Yes

B No

[Bullying occurs when one or more students or someone else about your age teases, threatens, ignores, spreads rumors about, hits, shoves, or hurts another person over and over again. It is not bullying when two people of about the same strength or power argue or fight or tease each other in a friendly way.]

B. For countries participating in the HBSC

Number of students from a nationally representative sample of students who responded to the following question included in the HBSC questionnaire (See Annex 2¹⁰) on whether they were bullied or cyberbullied during the past couple of months:

Q66. How often have you been bullied at school in the past couple of months in the ways listed below? *(Please mark one circle for each line)*

- a. I was called mean names, was made fun of, or teased in a hurtful way
- b. Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me
- c. I was hit, kicked, pushed, shoved around, or locked indoors
- d. Other students told lies or spread false rumors about me and tried to make others dislike me
- e. I was bullied with mean names and comments about my race or color
- f. I was bullied with mean names and comments about my religion
- g. Other students made sexual jokes, comments, or gestures to me

⁹ The GSHS questions that focus on bullying and cyberbullying are in italics and bolded in Annex 1.

¹⁰ The HBSC questions that focus on bullying and cyberbullying are in italics and bolded in Annex 2



- h. I was bullied using a computer or e-mail messages or pictures¹¹
- i. I was bullied using a cell phone
- j. I was bullied outside of school using a computer or e-mail messages or pictures
- k. I was bullied outside of school using a cell phone

[We say a student is BEING BULLIED when another student, or a group of students, say or do nasty and unpleasant things to him or her. It is also bullying when a student is teased repeatedly in a way he or she does not like or when he or she is deliberately left out of things. But it is NOT BULLYING when two students of about the same strength or power argue or fight. It is also not bullying when a student is teased in a friendly and playful way.]

Denominator

Currently the denominator is based only on the GSHS and HBSC.

- For countries conducting the GSHS: Number of students who responded “Yes” to Question 6 **or** Question 7 **or** Question 8
- For countries conducting the HBSC: Number of students who answered being bullied in any of the ways listed under Question 66.

SUGGESTED MEASUREMENT FREQUENCY

Every 3-5 years

SUGGESTED DATA DISAGGREGATION

- **Age** of students who were bullied and/or cyberbullied
- **Grade level**
- **Sex** of students who were bullied and/or cyberbullied
- **Residence:** urban, rural
- **Frequency of bullying**
- **Location of bullying:** on school premises versus outside of the school premises
- **Type of violence: Bullying versus cyberbullying:**
 - Bullying: Questions 6 and 7 in the GSHS questionnaire; responses **a, b, c, d, e, f, g** to Question 66 in the HBSC questionnaire
 - Cyberbullying: Question 8 in the GSHS questionnaire; responses **h, i, j** to Question 66 in the HBSC questionnaire
- **Types of bullying**
 - HBSC:
 - Physical bullying: responses **c** to Question 66 in the questionnaire

¹¹ Responses h, i, j and k relate to cyberbullying



- Psychological bullying including social exclusion: responses **a, b, d** to Question 66 in the questionnaire
- GSHS – Countries who conduct the GSHS and would like to disaggregate data by types of bullying and cyberbullying should include in their national survey the following core-expanded questions from the *Violence and Unintentional Injury Module*

<p>20. During the past 12 months, how were you bullied face-to-face most often?</p> <p>a. I was not bullied face-to-face during the past 12 months</p> <p>b. I was hit, kicked, pushed, shoved around, or locked indoors</p> <p>c. I was made fun of because of my race, nationality, or color</p> <p>d. I was made fun of because of my religion</p> <p>e. I was made fun of with sexual jokes, comments, or gestures</p> <p>f. I was left out of activities on purpose or completely ignored</p> <p>g. I was made fun of because of how my body or face looks</p> <p>h. I was bullied face-to-face in some other way</p>	<p>21. During the past 12 months, how were you cyber bullied most often?</p> <p>a. I was not cyber bullied during the past 12 months</p> <p>b. Nasty or hurtful messages were sent to me</p> <p>c. Nasty or hurtful messages were shared or posted online so others could see them</p> <p>d. I was left out of a group or an activity online</p> <p>e. I was threatened online</p> <p>f. Someone created a website that made fun of me</p> <p>g. Someone took bad or hurtful pictures of me without asking and posted them online</p> <p>h. I was cyber bullied in some other way</p>
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For those two questions, disaggregation by types of bullying would be as follows:

- Physical bullying: responses **b** to Question 20
- Psychological bullying including social exclusion: responses **b, c, d, d, e, f** and **g** to Question 21
- **Drivers of bullying**
 - HBSC:
 - Bullying based on race or color: response **e** to Question 66
 - Bullying based on religion: response **f** to Question 66
 - Sexual bullying: response **g** to Question 66
 - GSHS: Countries who conduct the GSHS and would like to disaggregate data by drivers of bullying and cyberbullying should include in their national survey the following core-expanded question from the *Violence and Unintentional Injury Module*



20. During the past 12 months, how were you bullied face-to-face **most often**?

- a. I was not bullied face-to-face during the past 12 months
- b. I was hit, kicked, pushed, shoved around, or locked indoors
- c. I was made fun of because of my race, nationality, or color
- d. I was made fun of because of my religion
- e. I was made fun of with sexual jokes, comments, or gestures
- f. I was left out of activities on purpose or completely ignored
- g. I was made fun of because of how my body or face looks
- h. I was bullied face-to-face in some other way

For those two questions, disaggregation by drivers of bullying would be as follows:

- Bullying based on race or color: response **c** to Question 20
 - Bullying based on religion: response **d** to Question 66 in the questionnaire
 - Sexual bullying: response **e** to Question 66 in the questionnaire
- **Sexual orientation** of students who were bullied and/or cyberbullied (for GSHS data only). In order to disaggregate the data by sexual orientation, countries should include in their national survey one of the two following core-expanded questions or both questions, which are part of the module on *Sexual behaviours that contribute to HIV infection, other STI and unintended pregnancy*:

<p>7. During your life, with whom have you had sexual contact?</p> <ol style="list-style-type: none"> a. I have never had sexual contact b. Females c. Males d. Females and males 	<p>8. Which of the following best describes you?</p> <ol style="list-style-type: none"> a. Heterosexual (straight) or [COUNTRY SPECIFIC TERM] b. Gay or lesbian or [COUNTRY SPECIFIC TERM] c. Bisexual or [COUNTRY SPECIFIC TERM] d. Not sure
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APPLICABILITY

All countries that already use the GSHS or the HBSC, and any country that is interested in using one of those two surveys.

LIMITATIONS

- The indicator does not capture forms of school violence other than bullying.
- The age range for GSHS respondents is 13-17 years while that for HBSC it is 11, 13 and 15 years. The age range for other surveys also varies depending on the surveys: PIRLS is 9-10 years, PISA is 15 years, SERCE is 8 and 11-12 years, and TIMSS is 9-10 and 13-14 years. This may cause challenges for the comparability of data across countries.
- The time reference for the experience of bullying is different depending on the surveys. It is “the past 12 months” in the GSHS and most other surveys, while it is “the past couple of months” in the HBSC. This may cause problems for the comparability of data.
- Disaggregation for all categories mentioned above will not always be possible for all countries as questions vary depending on the surveys. For example:
 - Disaggregation by type: disaggregation between in person bullying vs. cyberbullying is currently possible only with the GSHS and the HBSC, as other surveys mix offline and online bullying in their questions.
 - Disaggregation by location of bullying: this is currently captured only by the GSHS
 - Disaggregation by frequency of bullying: this is currently measured only by a couple of surveys.
- Although many categories are common to at least both the GSHS and the HBSC for data disaggregation, data may not always be fully comparable.

STRENGTHS

- **Feasibility and coverage:** the GSHS has already been conducted since 2003 and has involved 89 countries across a large number of regions as of 2016. The HBSC has been conducted in 43 countries in Europe and Northern America since 2001. In total this is a global coverage of 132 countries.
- **Technical merit:** The prevalence of school bullying has already been analysed for a number of years based on the data collected through GSHS and HBSC. This will allow for trends analysis over time.

ANNEX 1

GSHS - Core Questionnaire / Violence and Unintentional Injury Module

The next 3 questions ask about **serious injuries** that happened to you. An injury is serious when it makes you miss at least one full day of usual activities (such as school, sports, or a job) or requires treatment by a doctor or nurse.

1. During the past 12 months, how many times were you seriously injured?

- A 0 times
- B 1 time
- C 2 or 3 times
- D 4 or 5 times
- E 6 or 7 times
- F 8 or 9 times
- G 10 or 11 times
- H 12 or more times

2. During the past 12 months, what was the most serious injury that happened to you?

- A I was not seriously injured during the past 12 months
- B I had a broken bone or a dislocated joint
- C I had a cut or stab wound
- D I had a concussion or other head or neck injury, was knocked out, or could not breathe
- E I had a gunshot wound
- F I had a bad burn
- G I was poisoned or took too much of a drug
- H Something else happened to me

3. During the past 12 months, what was the major cause of the most serious injury that happened to you?

- A I was not seriously injured during the past 12 months
- B I was in a motor vehicle accident or hit by a motor vehicle
- C I fell
- D Something fell on me or hit me
- E I was attacked or abused or was fighting with someone
- F I was in a fire or too near a flame or something hot
- G I inhaled or swallowed something bad for me
- H Something else caused my injury

The next question asks about **physical attacks**. A physical attack occurs when one or more people hit or strike someone, or when one or more people hurt another person with a weapon (such as a stick, knife, or gun). It is not a physical attack when two students of about the same strength or power choose to fight each other.



4. During the past 12 months, how many times were you physically attacked?

- A 0 times
- B 1 time
- C 2 or 3 times
- D 4 or 5 times
- E 6 or 7 times
- F 8 or 9 times
- G 10 or 11 times
- H 12 or more times

The next question asks about **physical fights**. A physical fight occurs when two students of about the same strength or power choose to fight each other.

5. During the past 12 months, how many times were you in a physical fight?

- A 0 times
- B 1 time
- C 2 or 3 times
- D 4 or 5 times
- E 6 or 7 times
- F 8 or 9 times
- G 10 or 11 times
- H 12 or more times

The next 3 questions ask about **bullying**. Bullying occurs when one or more students or someone else about your age teases, threatens, ignores, spreads rumors about, hits, shoves, or hurts another person over and over again. It is not bullying when two people of about the same strength or power argue or fight or tease each other in a friendly way.

6. During the past 12 months, have you ever been bullied on school property?

- A Yes
- B No

7. During the past 12 months, have you ever been bullied when you were not on school property?

- A Yes
- B No

8. During the past 12 months, have you ever been cyber bullied? (Count being bullied through texting, Instagram, Snapchat, Facebook, COUNTRY SPECIFIC EXAMPLES, or other social media.)

- A Yes
- B No



ANNEX 2

HBSC questions related to school violence and bullying

Here are some questions about bullying. We say a student is BEING BULLIED when another student, or a group of students, say or do nasty and unpleasant things to him or her. It is also bullying when a student is teased repeatedly in a way he or she does not like or when he or she is deliberately left out of things. But it is NOT BULLYING when two students of about the same strength or power argue or fight. It is also not bullying when a student is teased in a friendly and playful way.

65. How often have you been bullied at school in the past couple of months?

- I haven't been bullied at school the past couple of months
- It has only happened once or twice
- 2 or 3 times a month
- About once a week
- Several times a week

66. How often have you been bullied at school in the past couple of months in the ways listed below? (Please mark one circle for each line)

	<i>I've not been bullied in this way in the past couple of months</i>	<i>Only once or twice</i>	<i>2 or 3 times a month</i>	<i>About once a week</i>	<i>Several times a week</i>
<i>a. I was called mean names, was made fun of, or teased in a hurtful way</i>					
<i>b. Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me</i>					
<i>c. I was hit, kicked, pushed, shoved around, or locked indoors</i>					
<i>d. Other students told lies or spread false rumors about me and tried to make others dislike me</i>					
<i>e. I was bullied with mean names and comments about my race or color</i>					
<i>f. I was bullied with mean names and comments about my religion</i>					
<i>g. Other students made sexual jokes, comments, or gestures to me</i>					
<i>h. I was bullied using a computer or e-mail messages or pictures</i>					
<i>i. I was bullied using a cell phone</i>					
<i>j. I was bullied outside of school using a computer or e-mail messages or pictures</i>					
<i>k. I was bullied outside of school using a cell phone</i>					



67. How often have you taken part in bullying another student(s) at school in the past couple of months?

- I haven't bullied another student(s) at school in the past couple of months
- It has only happened once or twice
- 2 or 3 times a month
- About once a week
- Several times a week

68. How often have you bullied another student(s) at school in the past couple of months in the ways listed below? (Please mark one circle for each line)

	<i>I've not bullied another student in this way in the past couple of months</i>	<i>Only once or twice</i>	<i>2 or 3 times a month</i>	<i>About once a week</i>	<i>Several times a week</i>
<i>a. I called another student(s) mean names, and made fun of, or teased him or her in a hurtful way</i>					
<i>b. I kept another student(s) out of things on purpose, excluded him or her from my group of friends, or completely ignored him or her</i>					
<i>c. I hit, kicked, pushed, shoved around, or locked another student(s) indoors</i>					
<i>d. I spread false rumors about another student(s) and tried to make others dislike him or her</i>					
<i>e. I bullied another student(s) with mean names and comments about his or her race or color</i>					
<i>f. I bullied another student(s) with mean names and comments about his or her religion</i>					
<i>g. I made sexual jokes, comments, or gestures to another student(s)</i>					
<i>h. I bullied another student(s) using a computer or e-mail messages or pictures</i>					
<i>i. I bullied another student(s) using a cell phone</i>					
<i>j. I bullied others outside of school using a computer or e-mail messages or pictures</i>					
<i>k. I bullied others outside of school using a cell phone</i>					

**69. During the past 12 months, how many times were you in a physical fight?**

- I have not been in a physical fight
- 1 time
- 2 times
- 3 times
- 4 times or more

70. The last time you were in a physical fight during the past 12 months, with whom did you fight?

- I have not been in a physical fight in the past 12 months
- A total stranger
- A parent or other adult family member
- A brother or sister
- A boyfriend/girlfriend or date
- A friend or someone I know
- Someone not listed above

71. During the past 30 days, on how many days did you carry a weapon, such as a gun, knife or club?

- I did not carry a weapon during the past 30 days
- 1 day
- 2 to 3 days
- 4 to 5 days
- 6 or more days

72. The last time you carried a weapon during the past 30 days, what type of weapon was it?

- I did not carry a weapon during the past 30 days
- Knife or pocketknife
- Stick or club
- Knuckle-brace/brass knuckles
- Tear gas/pepper spray/Mace
- Handgun or other firearm
- Other type, please specify: