

Bullying Resource Kit

Junior

Includes children's literature, videos and lesson plans

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Junior Bullying Resources

Children's Literature

1) Cooper, Ilene (2002). *The Annoying Team*. New York: Golden Books. Tim starts a club, the Annoying Team, in an effort to get a bully to stop bothering him. Many of his classmates join the club and they successfully stop the bullying. The Annoying Team then starts to pick on others and become bullies themselves. Tim realizes what his team is doing and convinces the others that they must stop what they are doing.

2) Estes, Eleanor (1944). *The Hundred Dresses*. New York: Harcourt, Brace & World Inc. This is a lovely book about Wanda who is bullied because her last name is very different from the other students' names; she and her brother are the only Polish students at her school. One day she tells her classmates that she has 100 dresses in her closet. Since she always wears the same blue dress to school the girls and boys don't believe her and always tease her about what she said. After her family moves away (in a letter her dad said that they were moving to a bigger city where the family wouldn't face racism anymore) some girls start to feel bad about picking on her and write her a letter.

3) Paterson, Katherine (2001). *The Field of the Dogs*. New York: Harper Collins. Josh and his mom move to live with his new stepfather. At his new school Josh faces a bully for the first time. One day when Josh searches for his dog, he stumbles upon an incredible secret; they can all talk! As he listens to the dogs talk he discovers that they are being bullied by another group of dogs. Josh decides that he must help the dogs defeat their bullies and that, in turn, might help him defeat his own. Warning: As part of his plan to help the dogs, Josh steals his stepfather's hunting gun and shoots at one of the dogs.

4) Yee, John William (1997). *The Bully Buster Book*. Toronto: Outgoing Press. A boy who is bullied at school visits a martial arts instructor looking for help. The instructor teaches him how to identify what kind of bully he is dealing with and the best strategies for handling that kind of bully. The boy wants to learn how to defend himself physically, but the instructor teaches him that fighting isn't the best way to defend himself and instead teaches him the best mental strategies. Highly recommended.

5) Conford, Ellen (1980). *The Revenge of the Incredible Dr. Rancid and His Youthful Assistant Jeffrey*. Boston: Little, Brown and Company. Jeffrey doesn't have any friends his age and is bullied by a boy in his class. Jeff doesn't talk to his parents about the bullying he has endured for over year but suffers in silence. Jeff finally begins to make friends with some of his classmates and they give him the courage to face his tormentor.

6) Spinelli, Jerry (1991) *Fourth Grade Rats*. New York: Scholastic Inc. At Joey and Suds's school third graders are called angels and fourth graders are called rats. Suds liked being an angel but when he moves on to the fourth grade his friend Joey says that they have to become rats. Being a rat means being mean to younger kids, stealing, and disobeying your parents. Joey pushes Suds into being a rat but Suds eventually starts to enjoy being a rat. He soon learns that you don't have to be a rat to be a fourth grader.

7) Stolz, Mary (1963). *The Bully of Barkham Street*. New York: Harper and Row. This book is told from the point of view of the bully. Martin doesn't have any friends or interests and he is having a hard time in school. His parents let him get a dog and though caring for the dog Martin learns how to be a better person.

8) DeClements, Barthe (1981). *Nothing's Fair in Fifth Grade*. New York: The Viking Press. When Elsie, a very overweight girl, moves to a new school her classmates are not happy to have her in their class and they give her a hard time. But Elsie has other problems besides her weight and often gets into trouble at school. Elsie has to face a lot of problems and when she does, her classmates begin to accept her.

Videos

1) *Using Your Wits: strategies to stop bullying*. McIntyre Media Inc.
10 minutes, grades 3-7

Using a series of dramatizations, the video helps students understand that teasing and bullying is an attempt to gain power. It gives students some practical advice for dealing with bullies.

2) *Bully Dance*. National Film Board of Canada (2000)
10 minutes, grades 1-4

This animation doesn't include any spoken words, but in the video, actions speak louder than words. A bully and his friend relentlessly bully a smaller student and although the teacher witnesses some of the bullying, nothing is really done to stop the bullying until the victim is seriously hurt. The video doesn't offer any advice or answers; it simply makes us consider our own actions. Highly recommended.

3) *Bully POV*. CTV (2002)
17 minutes, grades 6-12

Bullies are interviewed (both male and female); they describe what motivates them to bully. At the same time, none of them believe that they are bullies. We learn about their family backgrounds and are encouraged to help bullies by taking their backgrounds into consideration and realizing that they are often victims themselves. It is made it clear that this is no excuse for bullying, but it is a

means for helping them. One former bully is interviewed and he describes why he started bullying and also why he stopped bullying.

4) *Sticks & Stones: words that hurt and how young people can overcome them.* National Film Board of Canada (2001)

17 minutes, grades 3-7

Children with untraditional families talk about how they feel when they hear put-downs about themselves and their families. A lot of attention is given to children who have gay parents. They talk about the reasons why other kids tease them and how negative attitudes and comments hurt them deeply.

5) *Bully Breath...How to tame a trouble maker.* McIntyre Media Ltd (1997)

18 minutes, grades 2-6

This video describes different kinds of bullying and how it is becoming a more serious issue. It tries to understand why kids bully and how to avoid being bullied. The students in the video offer suggestions on how to stop bullying within their own schools. There is also a short section for parents and teachers to help them understand what can be done to stop bullying.

6) *How I Learned Not to Be Bullied.* Sunburst (1996)

15 minutes, grades 2-4

Kids offer advice on how to stop being bullied. In a dramatization a boy who is being bullied confides in his older brother, who gives him pointers in gaining confidence. In another dramatization 3 girls who are bullied by the same girl join together to stand up to the bully. Includes a teacher's guide with activity sheets.

7) *Apples and Oranges.* National Film Board of Canada (2003)

18 minutes, grades 2-8

Students in a class talk about names that hurt and then focus on homophobia. They draw pictures and out of those pictures 2 short animations come to life. The first is about a girl who is called a "lesbo" because she has 2 moms. Anta tries get revenge against her bully but finds out that creativity in dealing with her bully is more effective than trying to get revenge. In the second animation a student suffers from homophobia and avoids his gay friend.

8) *Bullying 101: Basic Tools to Stop Bullying in Middle School.* Hazelden (2001)

11 minutes, grades 4-9

The video starts with a definition of the word "bully" and the various forms that bullying can take. Then there is a true or false section in which the students are given a moment to think about the question before the answer is provided. There are also interviews with former bullies who describe how they felt when they used to bully and why they stopped doing it. The video finishes with kids (including former bullies) advising what to do if you are being bullied or if you see another person being bullied. Includes a teacher's guide with reproducibles.

It's a Girl's World: A Documentary About Social Bullying. National Film Board of Canada (2004)
52 minutes, grades 4-14

Modules 1-4 Clique Behaviour in Girls (grades 4-12)

Modules 5-6 The Consequences of Social Bullying in Girls (ages 14 and up)

All modules include questions for students to think about and conclude with facts about social bullying/

Module 1- "The Rules"

The module begins by breaking down the dynamics of a group of popular girls at a school in Montreal. Within the group, some girls are mad at another, Amy, because she has another group of friends. The group explains why they don't want Amy to have any other friends.

Module 2- "Power Plays"

We are shown a scene from the school playground in which most kids are playing. A group of girls is talking while their friend is crying alone. We can't hear what the friends are saying to each other as they talk in a group and then to the girl. We are then shown the same scene again but this time we can hear what the friends are saying to each other and to the girl crying. The scene that looked innocent when we saw it without words turns out to be a cruel incident of social bullying. The girls pretend that they being nice when they actually are not.

Module 3- "The Secret Language of Girls"

A discussion between the same group of girls and Rachel Simmons, the author of *Odd Girl Out*, is featured. During the interview the girls openly talk about the negative ways they treat each other and how they struggle to control the power in the relationship. The author believes that girls don't know how to have healthy social relationships or how to communicate with each other. When the girls' parents are shown the discussion they are shocked to hear about their daughters' bullying.

Module 4- "Making Up and Moving On"

The focus is switched to Katie, one girl who often bullies girls but acts very differently in front of adults. We see how her mom tries to get her daughter to stop being a bully by changing the past. She forces her to apologize to the people she has bullied in the past. Amy feels that the apology is insincere while another thinks that it was brave of Katie to say she was sorry.

The next 2 modules are preceded by a warning that the subject matter can be very upsetting and that parents should be notified about what students are going to see. It also suggests that there be a counsellor or social worker present to help with the discussion.

Module 5- "I Never Knew It Would Go this Far"

This module focuses on the suicide of Dawn-Marie Wesley after months of taunting and threats. The story is told from the point of view of one of Dawn-Marie's friends as well as her tormentor, who was also a "friend".

Module 6- "The Blame and Shame Game"

Dawn-Marie's mom is interviewed and she talks about what caused her daughter to kill herself. Dawn's friend talks about the reaction of their group of friends upon hearing of Dawn-Marie's suicide and how one of Dawn's tormentor's was more concerned about what was going to happen to her. We also hear part of Dawn-Marie's suicide note and the consequences that her bully faces.

This excellent video has won many awards, is shocking, compelling and a great resource to use when teaching about social bullying. That having been said, you need to take great care when showing this video. The situations are very real and very upsetting. You can get ideas on how to present the video through the website www.nfb.ca/itsagirlsworld/. The site has an educator's guide for the classroom version (there is a longer version) as well as a 10-question online quiz about some of the aspects of social bullying.

Bullying Survey

From: www.educationworld.com

Brief Description

Students anonymously complete a survey about their experiences with bullying, evaluate the results, and discuss solutions to the problem. Can be integrated with a math class.

Objectives

Students will share their experiences with bullying in an anonymous survey.
Students will determine percentages based on the results of the survey.

Materials Needed

Bullying Survey, pencils or pens

Lesson Plan

- Explain to students that you want to learn more about kids who bully other kids, and ask them to complete the survey without signing their names.
- After you have had a chance to read the surveys, invite students to guess the results.
- Read some samples from the students' responses.
- Ask a volunteer to help tally the survey results on the chalkboard; then ask students to add the responses to each question. Help students determine the fractions or percentages for each answer.
- Discuss the survey results, and brainstorm with students about what they can do to reduce bullying at school.

Assessment

Students will be evaluated based on their participation in the class discussion.

The Average Kid From: www.educationworld.com

Brief Description

Students determine the traits they have in common with other students in the class and create visual profiles of the "average" boy and the "average" girl. Can be integrated with math.

Objectives

Students create and complete a questionnaire about the physical and personal characteristics of the students in their class. Students create visual profiles of the "average" boy and the "average" girl.

Materials Needed

2 large sheets butcher paper, construction paper of various colors, crayons or markers

Lesson Plan

- Explain to students that they are going to create "portraits" of two "average" students in their class. Brainstorm with students a list of characteristics they might want to include in such a portrait, such as eye color, hair color, hair style, favorite food, favorite color, favorite activity, favorite sports team, and so on. Help students create two questionnaires, one for the boys and one for the girls, about the characteristics they decide on.
- Arrange students into small groups -- one for each characteristic covered in the survey -- and have each group create a bar graph showing the prevalence of one characteristic. Display all the bar graphs in the classroom.
- Arrange students into two groups, by gender, and provide each group with a large sheet of butcher paper, pencils, crayons or markers, and construction paper. Have each group use the information in the graphs, and any other information they discover as they complete the project, to create a life-size image of the average student. The boys should create a portrait of the average boy and the girls should create a portrait of the average girl.
- Discuss with students the similarities they discovered.

Assessment

Students will be evaluated based on the graphs and on their participation in the group discussions preceding and following the creation of the portraits.

Understanding Feelings

From: www.educationworld.com

Brief Description

Students learn about needs and feelings, and then write an ending to a story showing how a child deals with his or her needs and feelings.

Objectives

Students learn to understand their own needs and feelings and the needs and feelings of others.

Materials Needed

Several copies of "The Shy Girl" and "The Coward", pencils or pens

Lesson Plan

- Discuss needs and feelings with students. Encourage them to share their own feelings in a variety of situations. You might ask, for example,
 - How do you feel when you're about to get on a roller coaster?
 - How do you feel just before you take a test?
 - How do you feel during a bad storm?
 - How do you feel when you eat ice cream?

and so on.

- Arrange students into small groups, and provide each group with a copy of either "The Shy Girl" or "The Coward."
- Have each group of students read the story together, discuss it, and complete the worksheet.
- Bring the entire class together, and ask a volunteer from each group to read his or her group's ending to the assigned story.
- Have students vote on the best ending for each story and talk about why they chose those endings.

Assessment

Students will be evaluated on correctly identifying needs and feelings, on the story endings they write, and on their ability to work together in a group.

Role play From: www.oxfam.org.uk

This activity should be done after the students have had some experience talking about bullying

Materials:

You will need to use the [role play cards](#).

Introduction and whole-class activity:

The pupils will be taking part in role-play activities. It may be necessary to remind the pupils about the importance of listening and being sensitive to one another within their groups.

Group activity:

Read the [role play cards](#) to the class. Give a card to each group. Within that group, ask one or more of the pupils to imagine they are the one who is being bullied. They then talk to the group about how they feel. Ask the rest of the group to suggest ways of solving the problem.

Discussion:

Ask the pupils to share their fears and the solutions from their group. By this stage, many issues will have been brought up. Ask the pupils to suggest ideas for stories of their own, dealing with one of the many issues based on bullying. Tell the pupils that you want them to write a story about being bullied or being a bully. They will need to think carefully about how they would feel and try to describe this.

Cyber Bullying

From: www.cybersmartcurriculum.org

Introduce

- ★ Discuss with students some positive aspects of going into cyberspace. (finding information quickly; meeting people with similar interests; communicating with people around the world; having fun)
- ★ Explain that to really enjoy the power of the Internet, it is important for students to learn how to responsibly handle any situation they might encounter in cyberspace.

Teach 1

- ★ Distribute Activity Sheet 1.
- ★ Have students complete the sheet and share their responses. NOTE: Postpone discussion until students have read and applied the information on Activity Sheet 2.
- ★ Explain that, just as in the real world, good experiences in cyberspace are much more common than bad ones. However, just as in the real world, there is bullying in cyberspace.

Teach 2

- ★ Distribute Activity Sheet 2 and, after students read "Feeling Uncomfortable," have them find all the words in this paragraph and on Activity Sheet 1 that are used to describe such emotions.
- ★ Discuss with students some characteristics of bullying. (generally defined as a repeated activity in which one member of a group is targeted for verbal abuse, spreading of hurtful rumors, and threats of exclusion from the group; face-to-face bullying may involve physical aggression, while online bullying cannot)
- ★ Ask: What do you think the people who are bullying Sondra and Andrew would say about their behavior? (They might say they were only kidding, they didn't mean any harm, or it was just a joke. Students publishing a Web site might also say that it is a matter of free speech. Point out that whether or not the First Amendment permits it, bullying with a hate Web site is unkind and hurtful. Moreover, it may be against school rules and grounds for disciplinary action.)
- ★ Optional: Tell students that using a school computer to bully would certainly be against school rules. Furthermore, with sufficient duration and intensity, bullying can be considered harassment-an illegal activity that can be investigated by the police.

Teach 3

- ★ Have students revisit Activity Sheet 1 and discuss how their answers might be changed or enhanced. Guide students to consider the following in their discussion:

The Web site about Sondra: The angry girls have created a safety issue by publishing Sondra's full name-private identity information. This information is now available to strangers. Such bullying is wrong and unsafe and should be reported to Sondra's parents and to her school. She should save a copy of the Web page to provide to whomever she reports the incident to. How Sondra responds to this bullying behavior will affect the outcome. Point out that it was smart to talk to a friend about the problem. Advice for Andrew: Andrew should save and print copies of all the E-mails and show them to his parents or another trusted adult. Again, how he responds to this incident will affect its outcome and that keeping his anxiety to himself is not as effective as asking a friend or an adult for help.

Close

- ★ Ask: What are some rewards of going into cyberspace?
- ★ Ask: How do you know when you are uncomfortable in cyberspace? Students should use the words that mean "uncomfortable" to them.
- ★ Ask: What are some safety rules for dealing with online bullying?

Fuzzy-Feeling Chair

From: www.educationworld.com

Brief Description

Build students' self-esteem by encouraging their peers to recognize and comment on their positive traits.

Objectives

Students improve their self-confidence and self-esteem.

Materials Needed

- a special chair (could be a beanbag chair, a stool, or any other special chair that is used for this special activity only)

The Lesson

Position the special chair in a special place. You might call the chair the Fuzzy Feeling Chair. Each day, ask a different student to sit in the special chair. The other children in the classroom then take turns saying nice things about the person in the chair. The person in the chair can only say "Thank you!" -- nothing else. At the end of the activity, ask the child sitting in the chair how s/he felt when others were saying nice things about him/her.

Over time, students will become accustomed to what it is like to compliment others and to be complimented. They will learn to trust and express their feelings.

Interactive Game

The MISadventures of Bully-Boy and Gossip-Girl

For this game each student needs access to a computer or students could work in partners with 2 students per computer.

Direct students to the website www.bullyboy.ca/kids/game_e.htm/. This game is a 10 question survey in which students are presented with different situations and 3 choices of actions they could take in each situation. If the students pick the best answer, a box will appear saying, "You're doing the right thing!" but if the student picks an answer that leads to bullying, the box will say, "Stop! You're being a bully!" The student will then have the opportunity to choose again.

Afterwards students should discuss what they learned from the game.

Bullying Survey

DIRECTIONS: *Please circle or underline the best answers to the following questions. You may have more than one best answer for some questions. You do not have to put your name on the paper.*

Name (optional) _____

1. Have you ever been bullied?

Yes No

- If you answered yes, how often did someone bully you?
Occasionally Often Every day
- Where did it happen?
School Park Home Neighborhood Somewhere else
- If it happened at school, where?
Hallway Classroom Playground Cafeteria Bathroom
Somewhere else

2. Have you seen other students being bullied at school?

Yes No

- If you answered yes, how often did it happen?
Occasionally Often Every day
- Where have you seen other students bullied?
Hallway Classroom Playground Cafeteria Bathroom
Somewhere else

3. What kinds of things have bullies done to you or to someone you know?

Called names Threatened Stole or damaged something Shoved,
kicked, or hit Ignored

4. How much of a problem is bullying for you?

Very much Not much None

5. On the back of this paper, list some of the actions you think parents, teachers, and other adults could perform to stop bullying.

The Shy Girl

Name _____

Martina could hardly wait for the end of class because she hoped she would see her friend Vinko in the hallway. When Martina peeked out of the classroom, she saw Vinko with a group of boys and girls from his own class. Nevertheless, Martina bravely went into the hallway and started walking toward the group. Suddenly, everyone turned to look at her. Someone in Vinko's group said something that Martina couldn't hear, and all the kids started to giggle and point in the direction of Martina's feet. Martina turned red and looked down at her feet, but she couldn't see anything unusual.

Martina's feelings:

Write an ending for the story:

The Coward

Name _____

Every day, when classes were over, Mark played soccer with the boys in his class. Usually, everyone enjoyed the game very much. One day, Luke suggested something else. Knowing that his parents weren't home, he said, "Let's go to my house instead." When everybody was sitting in his bedroom, Luke said, "See that window leading onto the roof? Let's see who can climb down from the window the fastest. Whoever reaches the ground first is the winner." Some boys thought it was a great idea, but Mark didn't think so. He said very loudly, "That's a stupid idea. I'm going home." Luke started to laugh at him and call him a coward. Soon the other boys joined in too. Mark was scared. He knew that he climbing out on the roof was dangerous. Besides, he was afraid of heights and he didn't want to do it. He just wanted to play soccer.

Mark's feelings:

Luke's feelings:

Write an ending for the story.

Role Play Cards

You see people whispering

Someone takes your lunch money

Someone calls you names

You have no one to play with

You join a group of friends and they stop talking

The 'bullies' are waiting to
get you on the way home

Someone pushes you in
the line

Someone makes faces at
you