

Bullying Resource Kit

Senior

Includes children's literature, videos and lesson plans

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Senior Bullying Resources

Books

1) Cormier, Robert (1974). *The Chocolate War*. The United States: Pantheon Books.

The Vigils, a gang at Trinity High School make assignments that other students are required to complete. The assignments vary depending on the person, and are meant to cause as much psychological injury to that person as possible. When Jerry refuses to do the second part of his assignment, the Vigils try to make his life hell by harassing him. Sadly, the end of the book brings no justice or hope for Jerry.

2) Cormier, Robert (1985). *Beyond the Chocolate War*. New York: Alfred A. Knopf Inc.

In this sequel to *The Chocolate War* the Vigils continue to rule Trinity High School. It is the end of the year, and Archie, the leader of the gang plots his final assignment. Again, there is no happy ending as Archie graduates and someone else takes command of the Vigils; someone who will be even more brutal than Archie was.

3) Tullson, Diane (2002). *Edge*. Toronto: Stoddart Kids.

Marlie is having problems both at home and at school. Her parents are divorced and her dad has kidnapped her brother, sending her mom into a depression. Marlie is in ninth grade and is having a hard time adjusting to high school. She quickly finds herself the target of a cruel girl and she loses her best friend to her bully. Things get better when Marlie makes new friends. But then Marlie realizes just how dangerous one of her new friends is; much worse than the cruel girl who bullies her.

4) Myers, Walter Dean (2004). *Shooter*. New York: Harper Tempest.

The story is told from many different perspectives in the aftermath of a school shooting; through interviews, reports and newspaper articles. Leonard, a 17-year old who enjoys guns and target practice, appears at school one day with his gun and shoots Brad, a guy who had tormented him all year, and then himself.

5) LeKich, John (2002). *The Losers' Club*. Toronto: Annick Press.

Jerry, who intimidates and extorts money from all the losers of the school doesn't pick on Alex, a meek boy who has a physical handicap because "it's bad public relations to injure a poster boy for the handicapped". Alex becomes a hero to the losers as he confronts Jerry and challenges him to a competition. If Alex wins, Jerry agrees that he will stop harassing the other losers of the school as well.

6) Brooks, Kevin (2004). *Kissing the Rain*. New York: The Chicken House. When Moo is taunted for gaining weight he finds refuge under a bride. One night on the bridge Moo witness a murder. At first it makes Moo a kind of celebrity, but things turn dangerous when the accused criminal threatens him and his family.

7) Goobie, Beth (2002). *Sticks and Stones*. Victoria: Orca Book Publishers. Jujube is thrilled to go on a date with Brent, a guy she's liked for a long time. But once on the date Brent tries to move too quickly and Jujube must tell him that she is not ready to sleep with him. Brent seems understanding, but when Jujube goes to school on Monday she realizes that people are talking about her behind her back and laughing at her. She discovers that Brent told his friends she is easy and she will sleep with anyone on the first date. The rumour quickly spreads around the school and she finds nasty things written about her on bathroom walls. With the help of other girls who are labelled "sluts" Jujube faces her tormentors and takes control of her life again.

8) Lloyd Kyi, Tanya (2004). *My Time as Caz Hazard*. Victoria: Orca Book Publishers. When Caz is forced to switch schools after getting into trouble at her old school, testing shows that Caz has a learning disability. Caz is put into a special education class and as a result she is taunted and teased by other kids in the school. In her special education class she becomes friends with Amanda and together they bully Dodie, a classmate. Caz regrets how she treated Dodie after Dodie commits suicide.

Videos

1) *One of Them*. National Film Board of Canada (2000)

25 minutes, grades 8-12

While two girls plan a human rights' day to bring attention to racism, sexism and homophobia they are accused of being lesbians. One girl is able to shrug off the name-calling, but the other must face the fact that she is a lesbian and doesn't know what to do about it. Things get worse as both girls are relentlessly harassed leading up to human rights' day and their friendship is tested.

2) *Bully POV*. CTV (2002)

17 minutes, grades 6-12

Bullies are interviewed (both male and female); they describe what motivates them to bully. All the bullies in this video feel that each time they have been in a fight it was justified and none of them consider themselves to be 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. At the same time, the makers of the video make 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 why he stopped bullying.

3) *The National: Bullied, Battered, and Bruised*. CBC

55 minutes, grades 8-12

A look at a high school in a small town in Manitoba in which the bullying was so severe that one girl and her family is moving. Another boy has left the school and spends his time learning at the local church. Other teens speak out about contemplating suicide because of the bullying they have endured there. There is also a piece on a B.C. boy who committed suicide and we learn through his suicide note about the tormenting he went through. The focus then shifts to an elementary school in B.C. which is seen as an ideal anti-bullying school and the strategies that the principal there uses. After the piece on bullying, there is another short piece on the town's reaction to the airing on the documentary and then a discussion in the CBC studio.

4) *Bullying: You Don't Have to Take It Anymore*. McIntyre Media Inc. (2002)

21 minutes, grades 7-10

The video discusses how boys and girls bully differently and dramatizes examples of both. In the first example the bullying is stopped because a friend steps in and tells a teacher. It emphasizes that silence does not help the problem. The second example shows how girls often bully by telling lies and excluding others. The video is part of a kit that includes activity and fact sheets. An excellent resource.

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 Solutions

From: <http://archives.cnn.com>

Objectives

Students will be able to:

- Identify examples of bullying.
- Create and participate in skits that illustrate the disrespectfulness of bullying.
- Develop an individual plan for how to handle a bullying situation.
- Develop a plan for the school to inform students about bullying and how they can get help. (Challenge)

Materials

CNNfyi.com article, "[Study: Kids rate bullying and teasing as 'big problem'](#)"
Internet access

Suggested time

One class period

Procedure

1. Ask the students: What is bullying? Invite students to share what they feel about bullying and if they have had any experiences they would like to share.
2. Have students read the CNNfyi.com article, "[Study: Kids rate bullying and teasing as 'big problem'](#)" and ask the following:
 - According to a report by the Kaiser Family Foundation, bullying and teasing top the list of children's troubles. Why do you think most students are concerned with bullying and teasing? The CNNfyi.com article references two students who were being teased at school. How did the students signal that they needed help? Why do you think no one helped?
 - According to the survey, what percentage of 8- to 11-year-olds get teased at school? What percentage of 12- to 15-year-olds are bullied at school? Why do you think the percentage increases by 22 percent as students get older? Why do you think this is such a large percentage?
 - According to the survey, how should the topic of bullying be addressed by parents with their children? Why do you think this topic needs to be continually discussed?

3. Brainstorm with the class different examples of bullying and have a student write them on the board. As a class, rate the examples from least to most severe.

4. Group students into pairs. Each pair should select one of the bullying examples from the board and create a short skit in which they role play the example of bullying they chose. Have the students discuss specific ways for the person being bullied to get help after presenting their skit to the class. NOTE: Be sure to explain the seriousness of the activity to your students by helping them realize that these acts of disrespect cause many students to feel alienated and depressed. The reason for this activity is to help them gain empathy, determine ways to reverse these disrespectful practices and help students who are teased or bullied to become empowered.

5. After all of the presentations, brainstorm with the class ways that people can get help. The ideas may be results of the students' work or ideas that have not yet been mentioned. Have a student write these on the board.

Assessment

After the class discussion, have each student develop an individual plan delineating steps they would take if they were being bullied.

Accommodations

Logical/mathematical

Students can choose one of the examples of bullying and create flowcharts: one of how the process causes mistreated students to feel lonely or sad; and a second of how empowering bullied students to get help can help the student's self-esteem and respect among his or her peers.

Challenge

Students may want to refine their skits to present to younger students. Direct them to create presentations that teach the younger students the importance of respecting one another and methods they can use if they are being teased or bullied by classmates.

From Ridicule to Rage

From: <http://school.discovery.com>

Students will learn about The Continuum of Violence. Begin with the Continuum of Violence Handout. Ask each student to get out a sheet of paper and rank the behaviours from least to most violent. Ask one student volunteer to write his/her own "violence continuum" on the board next to the original list. Students can suggest other bullying and violent behaviours to add to the continuum. Have all students compare their list to the one on the board and make adjustments to meet the class consensus.

Then discuss the following: Are all of the acts violent?; What makes one act more violent than another?; Do you think a person who acts at the low end of the continuum and gets away with it might move up to commit more violent acts? At what point should you tell an adult if you witness these acts?

Choosing My Own Actions

Divide the class into groups of 3-5 students. Ask each group to complete one of the stories (assign each group a different story) in the Decision Making Action Plan (listed below). They should provide their best solution for dealing with the problems presented. Ask each group to present their solution to the class. Discuss the solutions for each scenario with the class.

1. A student shows you a gun he brought to school
2. A bully makes another student hand over his lunch money every day
3. A student always sits alone at lunch, others sometimes throw stuff at him
4. Three students paste a note on the back of another student that said "kick me"
5. A student is hit or punched by another student at his locker almost daily.
6. You just heard of a plan for a big fight on the school bus, there might be knives involved.
7. Two girls wrote a song with bad lyrics about another girl, they plan to sing it in the school talent show
8. You overhear a bully threaten another student several times during the school day.

Study: Kids rate bullying and teasing as 'big problem'

Survey finds young people don't think parents hear their safety concerns

Summary: Bullying and teasing are cited as the top school troubles of students, ages 8 to 15, in a report from the Kaiser Family Foundation. With report findings indicating that most young people aren't affected or helped by sporadic talks with their parents, experts said it was crucial for parents and their children to develop an ongoing dialogue about various important issues, starting at an early age. Of these issues, students of various ages said bullying was far more common than drinking, drugging, racism or sex at their schools.

By Rose Arce
CNN Producer

NEW YORK (CNN) -- A new report finds bullying and teasing top the list of children's school troubles and that many students say talking with their parents does little to ease the stress.

The pain brought about by taunts and shunning at school appears to have played a role in recent fatal school shootings -- evidence that this unrelieved stress may explode into tragedy.

The children who knew Charles Andrew Williams, the suspected teen-age shooter at Santana High School in Santee, California, told a familiar story: "His ears stuck out, he was small, skinny, had a high voice," said Scott Bryan, a friend of Williams', "so people always picked on him 'cause he was the little kid."

Like the teen-agers at Colorado's Columbine High School who shot their schoolmates because they felt like outcasts, there are suspicions that Williams, 15, might have been prone to attack other students because he was the target of teasing and taunting.

Authors of the survey "Talking With Kids About Tough Issues," by the Kaiser Family Foundation and Nickelodeon, asked 1,249 parents of children ages 8 to 15 and 823 children ages 8 to 15 about their problems and whether they sort them out by talking to each other.

Seventy-four percent of 8- to 11-year-olds say teasing and bullying occur at their school, more than smoking or drinking or drugs or sex. As kids get older -- 12- to 15-year-olds were a separate group in the survey -- the number rises to 86 percent, still higher than substance abuse or sex. And both age groups called the teasing and bullying "big problems" that rank higher than racism, AIDS, the pressure to have sex or to try alcohol or drugs.

Tough topics need ongoing attention

Yet kids who say they've discussed these problems with their parents say the conversations were infrequent and not very memorable. One in two 8- to 11-year-olds whose parents say they discussed their troubles with them don't even remember the conversations.

"What parents are saying is an issue they've discussed is not always getting through to their kid," said Tina Hoff, who oversaw the survey for Kaiser Family Foundation.

Parents acknowledge that sticky topics are often brought up first by the children, particularly issues surrounding sex, puberty and AIDS. Yet while those topics aren't addressed at home, even the younger kids say they are feeling the pressure at school. One third of 10- to 11-year-olds called the pressure to have sex a "big problem."

"This isn't an issue where you have a big talk and you check this off your to-do list," Hoff said. "These issues need to get talked about on an ongoing basis.

'We have too much going on'

"Some kids sometimes don't know how to tell their parents, 'I have this problem. This person is bothering me, I don't know what to do,'" said Victoria Zaras, 15, who responded to the survey. "Instead, some may take matters into their own hands."

Victoria's mother, Evelyn Feliciano, said parents also face a dilemma: "We have our kids scheduled for soccer, dancing, swimming and we have our own lives ... We sit at a computer and ignore our kid for an hour. We have too much going on, and we separate ourselves from our families."

Dominic Cappello, an expert on parent-child communications, said parents often think their children will never act out on their problems.

"Parents think, 'Oh my kids are not in high school yet. I guess I will wait to talk,'" he said. "What we say is 'Oh no -- when your child starts kindergarten, you have to start

Percentage of children who say the following is a big problem for people their age in school		
	age 8 to 11	age 12 to 15
Teasing and bullying	55	68
Discrimination	41	63
Violence	46	62
Alcohol or drugs	44	68
Pressure to have sex	33	49
Percentage of children who say kids at their schools ...		
	age 8 to 11	age 12 to 15
Get teased or bullied	74	86
Have boyfriends/girlfriends	68	97
Are treated badly because they're different	43	67
Are threatened with violence	38	60
Smoke cigarettes	10	67
<i>Source: Kaiser Family Foundation "Talking With Kids About Tough Issues"</i>		

conversations about how you respect people. ... This is very serious. It is not just bullying and teasing. These are threats of violence.'

"They are little acts, but then they start adding up after first grade, second grade, third grade. By middle school, a lot of kids are really afraid of going to school," Cappello said.

At Santana High, schoolmates of "Andy" Williams never believed the taunting would provoke violence.

"He was picked on a lot, but he never really did anything," said Santana student Andrew Kaforey. "I mean, he talked a lot, but he never really did anything."

Investigators said the teen-ager's rage didn't seem specifically targeted at anyone.

"We don't know if he was mad at the school, mad at students, mad at life, mad at home," San Diego County Sheriff's Department Lt. Jerry Lewis said. "He was an angry young man."

Reality Matters

Continuum of Violence

Please rank the behaviors listed below from the least to the most violent. This ranking activity demonstrates "The Continuum of Violence," showing how it can begin with a simple non-violent act that can quickly build to very violent outcomes. Extra lines have been provided for you to add behaviors you consider violent, but are not listed in the left column.

Extreme

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Somewhat

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

Least

pushing or slapping
name calling
teasing
hitting with an object, like a book or a backpack
practical jokes that cause a person harm
shooting someone with a gun
eye rolling
stabbing
bullying, by consistently challenging someone
challenging someone threatening with a gun
putting rude stickers on someone's back
punching