

Bullying Resource Kit

Intermediate

Includes children's literature, videos and lesson plans

**Compiled by Kelly Fraser
Alternate Practicum, Education Library
Faculty of Education, Queen's University
March 2005**

Table of Contents

Literature	2-3
Videos	3-6
Lesson plans:	
Bullying Survey	7
Planet X	8
From Ridicule to Rage	9
Choosing My Own Actions	9
Cyber Bullying	10
Black Line Masters and Print Resources	following lesson plans

Intermediate Bullying Resources

Literature

1) 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 as Josh is searching for his dog, he stumbles upon an incredible secret; he finds his dog talking and laughing with a group of dogs! 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.

2) 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 defeat the bully and instead teaches him the best mental strategies. Highly recommended for its good advice.

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

4) 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's easy and she'll 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 labelled "sluts" Jujube faces her tormentors and takes control of her life again.

5) Philbrick, Rodman (1993). *Freak the Mighty*. New York: The Blue Sky Press. This is a good book for boys. Max, who has been unpopular and feared by most people (including his grandparents who are raising him) most of his life, befriends Kevin, a boy who has a physical disability. Together Max and Kevin learn how to get along with other people.

6) 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 through caring for the dog Martin learns how to be a better person.

7) 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.

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) *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 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) *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.

4) *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.

5) *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 and then 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.

6) *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.

7) *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.

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. Could 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.

Planet X From: www.educationworld.com

Brief Description

Students work together to create a Bill of Rights for a colony they are founding on a distant planet.

Objectives

Students consider their own priorities in terms of rights. Students practice negotiation skills.

Materials Needed

Pencils, paper

Lesson Plan

Tell students that a new planet has been discovered. There is a lot of discrimination and unhappiness on Planet X and they have requested our help. Explain that their first step is to write a Bill of Rights to stop discrimination between the races. Before separating into small groups, as a class brainstorm what life is like on Planet X (government, population, economy, races) so that students are working with the same general situation. Next, divide the class into small groups and have them begin to write their Bill of Rights for Planet X. Tell the students that the group must agree on each point so students should be prepared to defend their points of view and may have to use some negotiating skills. When students are finished, have students come together as a group again to share their ideas. Discuss what the different Bills of Rights have in common, and if necessary, what is missing.

Assessment

Students will be evaluated on their ability to work together to create a list of reasonable rights and responsibilities.

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 behaviors 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 behaviors 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.

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?

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.

