

Bullying Resource Kit

Primary

Includes children's literature, videos and lesson plans

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Primary 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 stop a bully from picking on him. Many of his classmates join the club and they successfully stop the bullying. The Annoying Team then starts to pick on others and they become bullies themselves. Tim realizes what his team is doing and convinces the others that they must stop hurting others and break up the team.

2) Alexander, Martha (1981). *Move Over, Twerp*. New York: The Dial Press. When Jeffery starts taking the bus to school on his own he angers a bigger kid whose seat he has taken. His older sister helps him to build some confidence and by the end of the book he no longer fears the older kids and is comfortable taking the bus.

3) Alexander, Martha (1976). *I Sure Am Glad to See You, Blackboard Bear*. New York: The Dial Press. The book opens up with Anthony playing with his friend Gloria. He wants to play with her newer toys, but Gloria will share only her older toys with Anthony so he angrily walks away from her. He is then picked on by an older boy who steals his ice cream cone. But Anthony has a friend who will help protect him; a giant bear that was drawn on the blackboard comes to life and scares away the bully. Anthony's friends are impressed and Gloria wants to play with him again, promising to share even her new toys with him this time. Anthony agrees but refuses to let her play with his bear.

4) Goffe, Toni (1991). *Bully for You*. Singapore: Child's Play (International) Ltd. This book tells students how they can become bullies. It is a great book for primary children who are acting like bullies but don't realize that they are hurting others.

5) Browne, Anthony (2002). *Willy the Wimp*. Hong Kong: Candlewick Press. Willy, a polite but small gorilla, is bullied because of his size. He orders book from a magazine that helps him become big and strong through a special diet and exercise. He then uses his size to stop others from being bullied.

6) McCain, Becky Ray (2001). *Nobody Knew What to Do: a story about bullying*. Illinois: Albert Whitman & Company. This is an excellent book about Ray, a boy who is bullied by a group of kids in his class. The story is told from the point of view of a witness who wants to help Ray but doesn't know how to or what to do. He feels compelled to step in, though, after overhearing the bullies describe "bad things" they plan to do to Ray. The boy tells the teacher about the bullies' plans and she, along with the principal, steps in to prevent the bullying. The principal calls the parents of all those involved and they sit down to talk things out.

7) Bottner, Barbara (1992). *Bootsie Barker Bites*. New York: G.P. Putnam's Sons. A little girl is tormented by Bootsie, the daughter of her mother's friend who visits her house almost everyday. The girls are always told to go upstairs and play while the moms have tea and talk. Bootsie plays games the narrator doesn't like; games in which she is usually chased by Bootsie. She confides in her mother that she doesn't like Bootsie and her mother advises her to tell Bootsie she doesn't want to play that game. The narrator learns how to stand up for herself and turns the tables on Bootsie.

8) Carlson, Nancy (1990). *I Like Me*. Hong Kong: Puffin Books. This is a good book for building self-esteem. The narrator (a pig) describes things that she likes to do alone, and things that she likes about herself. She also describes some of her faults, but she accepts these faults and even embraces them.

9) Kasza, Keiko (1993). *The Rat and the Tiger*. New York: G.P. Putnam's Sons. Rat and Tiger are good friends who share things equally and take turns doing everything. Things weren't always that way, though. Before, Tiger used to bully Rat even though they were friends just because he was bigger than Rat. The bullying continued until Rat got mad at Tiger and told him that he didn't want to be friends with Tiger anymore. Tiger felt bad about what he'd done and gave Rat the opportunity to enjoy the unfair advantages that Tiger had enjoyed. Rat remained angry for a while but then forgave Tiger and they became friends who were equals.

10) Naylor, Phyllis Reynolds (1991). *King of the Playground*. New York: Atheneum. Kevin likes to go to the playground every day but Sammy, the playground bully, is always there too. Every time Kevin tries to play, Sammy threatens to do something mean to him. Kevin, too afraid to play, always goes home. At home he tells his father about Sammy's threats and his father points out that all of Sammy's threats are impossible. Kevin finally calls Sammy on one of his threats and Sammy realizes that he has no power. The boys then begin to play with each other in the sandbox.

11) Romain, Trevor (1997). *Bullies are a Pain in the Brain*. Minneapolis: Free Spirit Publishing. A handbook that offers kids suggestions on how to handle bullies and what to do in certain situations. It has good advice but also some humour. There's also a section to help students identify if they are being bullies and suggestions on what they can do to stop and help them to get along with others.

12) Toews, Rita Y (2003). *The Bully: A Discussion and Activity Story*. Canada: Friesens FastPrint and Packaging. Everyday a bully takes Jason's lunch from him at school. His mom becomes suspicious when Jason arrives home hungry every day. She asks him what is wrong and he tells her about the bullying. The

story ends with his mom promising to go to the school the next day to talk to the principal. The book contains a Q&A section as well as activities.

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) *It's Not Okay to Bully*. Hazelden (1997)

12 minutes, grades K-3

This video is part of a kit that includes a facilitator's guide and colouring books that can be photocopied. The video includes a cartoon and song that describes what kind of behaviour is unacceptable as well as an interview with a group of children. The interviewer asks the children to describe situations in which they had been bullied and how they felt. She then says each person has probably bullied at least once in their lives and asks the same children if they have ever bullied anyone. The children discuss what they did as bullies and how it made them feel.

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. In primary grades it's best to show only the animation and not the discussion.

Simon Says "Who Are You?" From: www.educationworld.com

Brief Description

Students play a variation of Simon Says that highlights their similarities and differences.

Objectives

Students will explore their similarities and differences.

Materials Needed

None

Lesson Plan

- Explain to students that they will play a version of Simon Says in which only some students will respond to each command.
- Tell students that they must watch carefully as they play the game because at the end, each student must tell one new thing they learned about a classmate.
- Lead a game of Simon Says. Provide such directions as
 - Simon says "Everyone with brown eyes, stand up."
 - Simon says "Everyone who has a dog as a pet, put your right hand on your head."
 - Simon says "Everyone whose favorite sport is soccer, stand on one foot."
 - Simon says "Everyone who speaks more than one language, jump up and down."

and so on. Choose categories appropriate for your students.

- At the end of the game, have students sit in a circle. Ask each student to name one way in which he or she and another student are alike. The trait they share must be something they didn't know before playing the game. Students might say, for example, "I didn't know that Katie spoke Spanish" or "I didn't know that Jose was left-handed."

Assessment

Students will be evaluated informally during the game.

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 students will be taking part in role-play activities. It may be necessary to remind the students 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 students 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 students to share their fears and the solutions from their group. By this stage, many issues will have been brought up. Ask the students to suggest ideas for stories of their own, dealing with one of the many issues based on bullying. Tell the students 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.

David's Day

From: www.mcgruff.org

Objective

To recognize different types of bullying

To practice communication and social skills

Activity

1. Cut out each paragraph of the story "David's Day" and give them to different students. On the board, draw a "Happiness Scale." Designate one end of the scale as "very happy" by drawing a big smiley face. The other end is "very sad" with a big frown face. Begin by drawing a face with a straight mouth in the middle of the scale to show how David feels at the very beginning of the story.
2. Have students read David's story, paragraph by paragraph, in order. At the end of each paragraph, have students identify the bullying behaviour. Ask the reader to draw where David is on the scale so students can see David getting more unhappy with each incident.
3. Ask the students how kind words and actions could make David feel better. Read through the story again and have the class come up with ways they could help David deal with the bullies. Move David up the scale as they offer help.

David's Story

1. David woke up and frowned. He didn't want to go to school today. He knew that today would be a bad day, just like every other day. David came down the steps for breakfast and sat down at the table. "Hey," his older brother growled, "that's where I'm sitting!" and he pushed David out of the chair. "You better learn to stay off my chair."
2. David walked to the bus stop. All of the students in the neighbourhood waited together, including some big fifth-graders who always picked on him. "Hey, you," called one of them. "Where did you get that stupid hat?" He grabbed the hat off David's head. "Look at this piece of trash," he called to his friends, and he threw David's hat into the trash can.
3. David finally made it to class. As he sat down at his desk, he saw one of the girls in his class point at him and whisper something to her friend. Her friend laughed and told the girl next to her. She laughed too and ran to tell

another girl. David felt his face getting red as he sat down and stared at his desk.

4. For lunch, David usually ate with his friend, Tran, but today Tran was absent. David walked over to a table with an empty chair and started to sit down. "You can't sit here," a boy at the table said. "This seat is saved." David walked to another table but the boys there said, "We don't want you here. Go away." David ended up eating by himself.
5. At recess that afternoon nobody asked David to play, so David stood watching the others. Suddenly, one girl ran up and called David a name. Other boys and girls nearby started teasing David too. David was so upset that he just wanted to disappear.

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.

Bullying Art

*Before doing this lesson, students should have had some exposure to the subject of bullying. A good introduction is the following book: McCain, Becky Ray (2001). *Nobody Knew What to Do: a story about bullying*. Illinois: Albert Whitman & Company.

Materials

- Video: *Bully Dance*. National Film Board of Canada (2000) 10 minutes
- Paint, brushes, paper (or whatever medium you are teaching)

The Lesson

Tell students that they will watch a video that doesn't have any words so they must pay careful attention to the actions of the characters. They will see a student who is relentlessly bullied by his tormentor at school. Often, when the student is bullied, a teacher and/or other students are nearby, but the bully is either not punished or gets off lightly. Things come to a climax when the victim is seriously hurt by the bully. Only then do the adults intervene.

After watching the video, lead a discussion about bullying. Ask the following questions:

Even though they were no words, how did you know who the victim was? How did you know who the bully was? Describe their behaviour.

What could the victim do to avoid being bullied?

What could the teacher do to help the victim?

Is the bully a happy person? How do you know?

After students have talked about the video and how it made them feel, they can begin to create a piece of art that reflects their reaction to the video. Students can be encouraged to use the same colours and style that is used in the video.

Assessment

Students should be able to use their paintings to describe their feelings about what they saw in the video.

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

