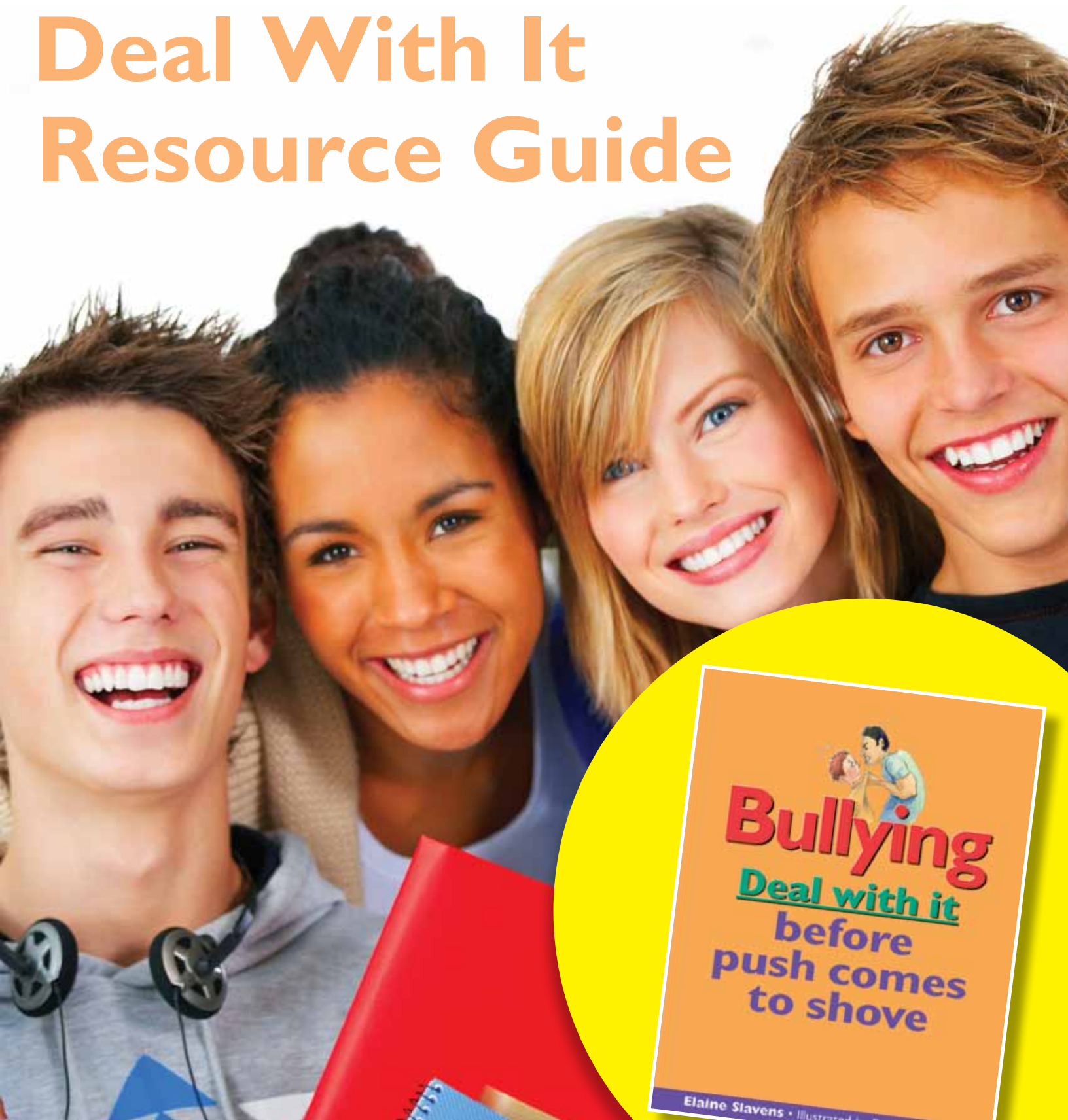


Bullying: Deal With It Resource Guide



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How to Use this Guide

This guide offers a number of informative and enjoyable discussion questions and teaching activities that allow for in-depth coverage of the causes of conflict from several angles.

Guide Map

This guide begins on page 3 with an introduction to the issue covered in the Deal With It book. Please be sure to read the **Before You Begin** section, which provides suggestions to help you consider the specific needs and interests of your class. It also outlines any particular scenarios presented in the Deal With It book that may be sensitive to some students.

The pages that follow correspond with the sections of the Deal With It book.

These sections are:

- A **101** section that introduces readers to a subject (See page 4 of this guide)
- An **Instigator** section that focuses on the person who instigates the conflict (See page 6 of this guide)
- A **Target** section that focuses on the person who feels victimized in the conflict (See page 8 of this guide)
- A **Witness** section with tips for those caught in between (See page 10 of this guide)

For each of these sections, you will find:

Highlights that briefly capture the main points from the Deal With It book, which you will want to review with students.

Discussion Questions that are designed to introduce students to the topics and encourage them to think critically about the topics at hand.

Teaching Activities that correspond to page numbers in the Deal With It book, and are designated as activities for Individuals (I), Pairs (P), or Groups (G).

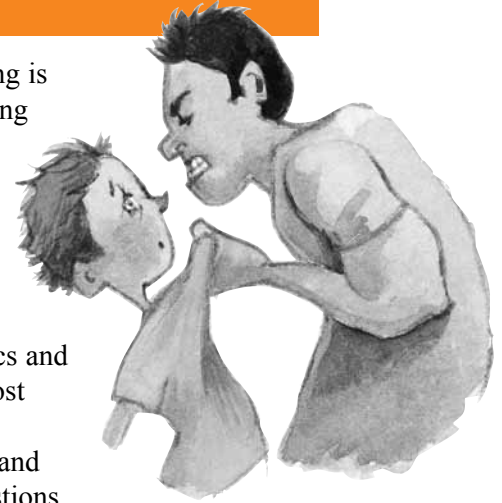
About the Series

The **Deal With It** series is a set of 32-page books that empower **kids ages 9–12** to resolve conflict in their lives. Information is presented in an interactive and graphic style to engage readers and help spark discussion of issues. The information in this **Resource Guide** is intended to help educators plan lessons around conflict resolution using the **Deal With It** books.



Bullying: Deal with it before push comes to shove

Almost everyone has felt bullied at one point in his or her life. Bullying is when someone purposely seeks to scare or hurt another person. Bullying tends to occur repeatedly. It can have negative, long-lasting effects on the person who is bullied, as well as those around the bully and the victim. ***Bullying: Deal with it before push comes to shove*** was created to give students suggestions on how to handle diverse situations in which they may experience bullying directly (i.e., being bullied themselves) or indirectly (i.e., seeing others being bullied).



In this resource guide, teachers are given valuable discussion topics and activities to help students as they read ***Bullying***. In order to get the most out of your class discussions and activities, it is important to create an open atmosphere and a positive classroom community. Building trust and amity within the classroom, by allowing students to openly voice questions and concerns about everyday issues, will create an atmosphere of support and understanding. It is within this context that rich discussions can unfold and help students identify their values and strengths. In turn, this confidence in their own beliefs will empower them to make conscious, responsible decisions.

Before You Begin

Here are some tips and suggestions to help you plan your bullying unit:

- Gather as much material as you can about bullying, including ***Bullying: Deal with it before push comes to shove***. (See More Help on page 32 of ***Bullying*** for a listing of materials.)
- Consider using ***Cyberbullying: Deal with it and ctrl alt delete it*** in conjunction with this unit, or as a follow-up to this unit.
- Speak to your principal about implementing a whole-school bullying initiative to help all students recognize incidents of bullying and take steps to prevent it.
- Prepare a classroom bulletin board to display posters, pictures, words, and, as the theme develops, your students' work.
- Determine the amount of teaching time you will spend on the bullying unit and integrate the activities into various subject areas to help maximize teaching time.
- Include videos to help stimulate conversations by giving students something objective to discuss, rather than asking them to share personal experiences. Preview videos to ensure that the content is appropriate for your students' age and maturity level.
- You may wish to inform parents that you will be discussing the topic of bullying in the classroom. Encourage them to follow-up with discussion at home to ensure that students feel safe and confident to talk to them about situations they witness or are involved in.
- Note that ***Bullying: Deal with it before push comes to shove*** includes a variety of sensitive issues and situations (e.g., physical, sexual, emotional, and racial bullying) that are important to address, but may not be appropriate for all grade levels. It is important that teachers preview the book to select material and content that is appropriate for their student's maturity level.

Bullying 101

Highlights

- Bullying is when someone frightens or hurts another person deliberately (on purpose) and repeatedly (again and again).
- The three basic types of bullying are:
 - ☛ physical
 - ☛ verbal
 - ☛ emotional
- Bullying may be:
 - ☛ direct (e.g., physical contact, teasing, taking items from the victim)
 - ☛ indirect (e.g., gossiping, leaving people out of social settings, using derogatory comments about races, religions, gender, sexual orientation)

Discussion Questions

- What does bullying look like? What words or actions might you see when bullying is happening?
- Have you ever seen someone being bullied? Have you ever seen a bullying act on a television show? Who was being bullied? Who was the bully?
- What happens to people who are bullied? How do you think a bullied person feels?
- How would you describe a bully? Can we tell who is a bully just by looking at him or her? (NOTE: Discussions should lead to the idea that bullies are not always physically bigger or stronger than their victims. Rather, a bully can be anyone who uses his or her power to make someone else feel inferior.)
- What is the difference between bullying and teasing? How do you feel when someone teases you?
- Does bullying happen in your school? What types of bullying happen in your school? Where does bullying take place in your school or in your community?
- Do you think that bullying is accepted in our society? What role should parents and peers play in bullying situations?
- How do the media (television, the Internet, music videos, commercials) play a role in bullying? Do you think it encourages or discourages bullying acts? Why?

Teaching Activities

I = Individual P = Pair G = Group

Section	Subject Area	Activities
pp. 2–5	Social Studies/ Language Arts/ Mathematics (G)	Have students work in groups to brainstorm examples of bullying. Ask them to create a Venn diagram to sort their examples into direct and/or indirect forms of bullying, and to indicate which type of bullying (e.g., physical, social, emotional, etc.) their examples represent. Encourage students to display and explain their charts to the class.
pp. 2–5	Social Responsibility/ Language Arts (G)	Have students work in small groups to think about situations in which people might be bullied at school. Have them brainstorm ideas on how they might deal with each of the situations in a positive way. After students have shared their ideas, ask each group to write a contract for acceptable behavior. Bring groups together and invite them to share their ideas to create a class contract for acceptable behaviour.
pp. 4–5	The Arts (drama) (G)	Students work in small groups to create tableaux illustrating the different forms that bullying might take. Encourage students to think about how they can convey the emotion of each situation using their body language, facial expressions, and simple props. During each tableau, invite students in the audience to identify the type of bullying taking place and how they think each person in the tableau might feel during the scene.
pp. 6–7	Language Arts (I)	Have students choose one of the comic strips. Ask them to write a persuasive letter to the school principal, convincing him or her to take action on bullying. In their letters, students should explain the situation and suggest solutions on how to prevent this form of bullying from taking place.
pp. 8–11	Language Arts (G)	Divide students into groups of two or three. Give each group one of the quiz scenarios. As a group, students read the scenario, decide whether or not it is an example of bullying, and why they think so. Have each group present their scenario and decision to the class, encouraging other groups to discuss their presentation.
pp. 10–11	Language Arts/ Media Literacy (I)	Have students create a “Dear Bully Counsellor” message board in the classroom. Ask each student to anonymously write to the Bully Counsellor, asking for advice on a situation (either real or imagined). Have them post their messages on the board. Students then choose a message (not their own) from the board and write a response to it, indicating why the bullying behaviour is inappropriate and some advice on how to deal with the situation.
pp. 12–13	Media Literacy/ The Arts (visual) (I)	Ask students to look for images that depict different forms of bullying. Have them use these images to create posters that encourage people to take a stand against bullying. Encourage students to include a slogan to help get their message across (e.g., Just Say No To Bullying). Display posters around your classroom and/or school.

The Target

Highlights

- The Bully may pick their Target for any number of reasons. They often choose someone who is:
 - ☛ really nice, because they are easier to pick on or scare
 - ☛ perceived to be different in some way (e.g., smaller, heavier, weaker, younger, less assertive, has a physical or learning disability, or is of a different race, nationality, religion, sexual orientation)
- Targets should remember that there is nothing wrong with them — it is the bullies who may feel bad about themselves or angry about something. Bullies look for someone to pick on to make themselves feel better.
- Targets can help themselves by:
 - ☛ being assertive when they speak with a bully
 - ☛ seeking assistance from a parent, teacher, or trustworthy adult
 - ☛ staying with friends (there is safety in numbers)
 - ☛ not trying to solve the situation on their own
 - ☛ not blaming themselves

Discussion Questions

- Have you ever been in situations where you felt bullied? What did you do? What steps did you take to help yourself?
- Who are the people in your school and/or community that you can ask for help if you are feeling bullied?
- Think about the different ways you can respond to a bully — passively, assertively, or aggressively. What is positive about each response? In which situations might these responses work best? Are there times when these responses might not be appropriate?
- Research indicates that Targets often report low self-esteem. Why do you think Targets might feel badly about themselves? What are some ways in which a Target might develop better self-esteem?
- “Bullying is just a normal, unavoidable part of life. Being bullied builds character.” Do you agree or disagree with this statement? Explain your thinking. Why do you think someone might say this?
- Is there anything that peers can do to help in bullying situations?
- How do you think schools might help those who are targeted by bullies? What does your school do well to combat bullying? What other strategies would you like to see your school put in place?



Teaching Activities

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Section	Subject Area	Activities
pp. 14–15	Social Studies (G)	NOTE: This activity requires some prep work. Generate a list of five to ten examples of bullying in the form of “Cross the line if...” statements (e.g., “Cross the line if you have ever been made fun of for wearing glasses.” Or, “Cross the line if you or someone you know has ever been pushed or shoved on purpose.”). To begin the activity, put a piece of masking tape along the floor. Have students stand in a straight line, side-by-side, with feet touching the line. Tell students that this is a silent activity. Read off the “Cross the line if...” statements one at a time. Students step over the line if the statement applies to them. Continue reading statements until most or all of the students have stepped over the line. Ask students to return to their seats and discuss the activity. Encourage them to think about how many of the examples applied to them and how bullying affects everyone.
pp. 16–17	Language Arts (I)	Have students draw a chart with the headings “Passive,” “Assertive,” and “Aggressive” down the left side and “Definition,” “Examples,” “Pros,” and “Cons” along the top. Ask them to fill out the chart. When they are finished, encourage students to share and discuss their charts with other classmates.
pp. 16–17	Language Arts (P/G)	Divide students into pairs or small groups. Give each group one of the scenarios from the quiz and ask them to discuss how they would respond to the situation (e.g., passively, assertively, and aggressively) and why. When they are finished, have two groups share their scenarios and discussions.
pp. 18–19	Language Arts (I)	Write the following sentence starters on the board: <ul style="list-style-type: none"> • I have experienced bullying when... • The bully made me feel... • Places in my school/community where I feel safe... • Places in my school/community where I don’t feel safe... • If I were bullied, some of the strategies I would use are... Have students use these sentence starters to write a journal entry about being the Target.
pp. 18–19	Science/Health and Physical Education/The Arts (visual) (I)	Ask students to review the “Did You Know?” section. Have them research to find out more about these facts and how people can help prevent health problems by dealing with negative feelings in a positive way. Have students use their findings to create a poster, brochure, or slideshow to give other students tips on how to manage their feelings and avoid health problems.
pp. 18–19	Health and Physical Education/ Language Arts (G)	Divide the class into groups of boys and girls. You may wish to have the groups work in different areas of the classroom to give students a more comfortable climate in which to share their ideas and experiences. Lead focus-group discussions on the topic of “sexual bullying.” You may choose to begin the discussion with a topic statement, such as: “It is normal for boys to tease girls when girls dress provocatively.”

The Bully

Highlights

- The bully is someone who:
 - may have been bullied
 - may not be able to deal well with feelings of anger, sadness, etc.
 - may have poor self-esteem and want others to feel the same way
 - may like to show off and get attention from audiences
- Engaging in bullying behaviours as a young person may lead to problems as an adult, such as crime, drug/alcohol abuse, spousal and/or child abuse, and trouble in jobs and relationships.
- Bullies can change their behaviours by:
 - talking about their own issues and feelings
 - learning strategies to deal with anger and frustration in appropriate ways
 - walking away from situations in which they feel challenged
 - asking for help to change behaviours
 - joining positive social groups
 - apologizing to Targets and demonstrating new respect
 - praising themselves for good choices

Discussion Questions

- Describe a time when you said or did something that hurt another person. Did you do this on purpose? Why? How did you feel about the situation?
- Have you ever been involved in a situation when a group of your friends was picking on, making inappropriate comments about, or isolating another person? Why did your group decide to do that? How did it make you feel?
- Are there times when it is okay to pick on another person? When or why?
- Do you find it hard to control your temper sometimes? What do you do when someone makes you angry or hurts you?
- Who are the people in your school and/or community that you can ask for help if you are feeling angry or frustrated?
- Do you think that boys and girls experience the same types of bullying? How might male and female bullies act differently towards their Targets?
- What does your school do to help bullies modify their behaviours? How might bullies go about changing their behaviours in your school and/or community? What information is available to help bullies make changes to their own behaviours? Who can help?



Teaching Activities

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Section	Subject Area	Activities
pp. 20–21	The Arts (visual) (I)	<p>Have students create a collage coat of arms for themselves using a variety of materials. Their coat of arms should have four sections, each representing different aspects of their personalities. Encourage students to think about the following as they create their crests:</p> <ul style="list-style-type: none"> • Things I am interested in and/or do well • Things I admire about others • Things I would like to be better at • Words I would like people to use to describe me <p>When they are finished, have students present them to the class and discuss how being more self-aware and taking pride in yourself could help prevent you from becoming the Target.</p>
pp. 20–21	Media Literacy (G)	<p>Have students work in small groups to create a magazine ad for bullying-prevention services that Dr. Shrink-Wrapped might offer to bullies seeking to change their behaviours. Encourage them to think about their target audience and how they might appeal to them.</p>
pp. 22–23	Guidance and Career Education (I)	<p>Have students work independently to complete the quiz. When they are finished, ask them to reflect on the number of statements they identified as true, and to look back over the quiz to see if there is a pattern. Have students write a journal entry about the quiz. Encourage them to think about whether or not they were surprised by some of their answers and how they feel about their score. Ask students to identify a behaviour or attitude they wish to change and describe a strategy they could use to help modify it.</p>
pp. 22–23	Media Literacy (G)	<p>Have students search through teen magazines or websites to find photos and/or advertisements that depict different forms of bullying. Students then repeat the search process, seeking pictures that depict anti-bullying behaviours (e.g., people working side-by-side; positive body language, etc.). Have students work together to create two collages — one depicting negative images of bullying and the other showing images of how to stop or prevent bullying. Display the two collages side-by-side in the classroom.</p>
pp. 24–25	Mathematics (I)	<p>Ask students to look at the survey results across the bottom of the page. Have students create their own survey about bullying in their school. Encourage them to review all the information on pp. 20–25 to help them come up with survey questions. They should poll their classmates as well as other classrooms and grades (if possible). When they have gathered their data, ask students to graph their results and present them to the class.</p>
pp. 24–25	The Arts (drama/ music) (I)	<p>Have students review the “Do’s and Don’ts” on p. 25. Ask them to write a short poem or rap that helps illustrate how a bully can make better choices about his or her own behaviours. Students could perform their pieces for the class or younger students in the school.</p>

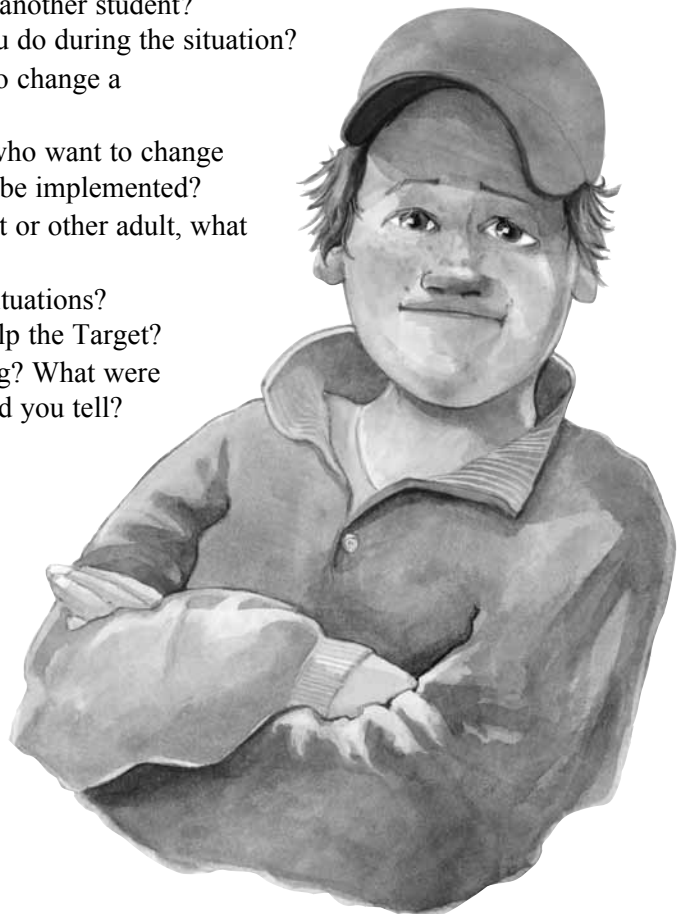
The Witness

Highlights

- Witnesses (also known as bystanders) play an important role in bullying situations. Many Witnesses do not speak up or take action because they:
 - ☛ fear losing friends
 - ☛ may be seen as an informer
 - ☛ fear becoming the bully's next Target
 - ☛ may admire or respect the Bully
 - ☛ may use the Bully as protection and join in on the behaviours
- Witnesses can make a big difference for Targets by:
 - ☛ seeking help from a trustworthy adult on behalf of the victim
 - ☛ setting a good example by treating others with respect
 - ☛ speaking up against bullying
 - ☛ asking the Target what they can do to help him or her
 - ☛ offering the Target support and friendship
 - ☛ discouraging the Bully's actions (e.g., don't take the Bully's side, tell the Bully to stop what he/she is doing) and refusing to hang out with the Bully

Discussion Questions

- Have you ever witnessed someone being bullied by another student? How did you feel during the situation? What did you do during the situation?
- What are some strategies that a Witness might use to change a bullying situation?
- What can you do in your school to help Witnesses who want to change bullying situations? What strategies or ideas should be implemented?
- If you thought a friend was being bullied by a parent or other adult, what might you do to help your friend?
- Should Witnesses always get involved in bullying situations? What are some different ways that a Witness can help the Target?
- Have you every watched a news story about bullying? What were the reporter's feelings about the incident? How could you tell? Did the story tell if the situation was resolved? Would you have told the story differently?
- Recently, people have posted videos of schoolyard fights and other bullying incidents on the Internet. Do you think they should be allowed to post these types of videos? Why or why not? How might people react to seeing these videos? Do you think that this might encourage bullying behaviours?
- Have you ever watched a scene in a movie or on a television show that showed bullying and wished that the characters had made different choices? Describe the situation and what would you have done differently.



Teaching Activities

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Section	Subject Area	Activities
pp. 26–27	Media Literacy/ The Arts (visual)/ Social Responsibility (I)	Ask students to review the “Do’s and Don’ts” on p. 27. Have them create a poster that compares and contrasts the Do’s and Don’ts of being a proactive Witness. Students may choose one Do and one Don’t to illustrate in side-by-side scenes, or they may create a collection of small scenes.
pp. 26–27	Media Literacy (G)	Encourage students to examine newspapers or the Internet for articles about bullying incidents that involve witnesses. Ask them to think about the roles of the Bully, the Target, and the Witness in the events. Have students work in groups to discuss the Witnesses’ choice and what they might have done differently. When they are finished, groups can present their findings to the class.
pp. 28–31	The Arts (drama) (G)	Have students work in small groups to role-play characters in the scenarios described in the quiz. Encourage students to demonstrate one or two ways that the situation could be handled by a Witness as the answers suggest. Students may perform their plays for the class or for younger students.
pp. 28–31	Mathematics (G)	Have students work in small groups to create a survey to find out the types of bullying incidents and where they occur in their school. Ask students to graph the data and use their findings to suggest ways they might make their school safer for students.
pp. 28–31	Language Arts/ The Arts (drama) (I)	Have students choose one of the scenarios in the quiz and write a monologue from the perspective of one of the characters — the Bully, the Target, or the Witness. Students may share their monologues orally in short presentations.

Additional Resources

- www.bullyingcanada.ca: BullyingCanada.ca is an anti-bullying website dedicated to Canadian youth.
- www.cca-kids.ca: Concerned Children's Advertisers' website offers a variety of Public Service Announcements about bullying prevention.
- www.cdli.ca/CITE/bullying.htm: The Centre for Distance Learning & Innovation website provides resources for teachers and students on bullying.
- www.kidshelpphone.ca: Kids Help Phone provides an online resource for kids and teens on bullying and cyberbullying.
- www.safecanada.ca: The Government of Canada's Safe Canada website includes links to information regarding public safety and bullying in Canada.
- Beane, Allan L. *The Bully-Free Classroom: Over 100 Tips and Strategies for Teachers K-8*. Minneapolis, MN: Free Spirit Publishing, 1999.
- Rigby, Ken. *Stop the Bullying: A Handbook for Teachers*. Markham, ON: Pembroke Publishers Ltd., 2001.
- Sanders, Pete. *What Do You Know About Bullying?* Markham, ON: Fitzhenry & Whiteside Ltd., 2004.
- *The Big Deal About Bullying*. DVD. McIntyre Media Inc., 2005.
- *Bullying: You Don't Have to Take It Anymore*. DVD. Human Relations Media.
- *Teen Truth: An Inside Look at Bullying and School Violence*. DVD. Human Relations Media.

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