

# Focus on Bullying

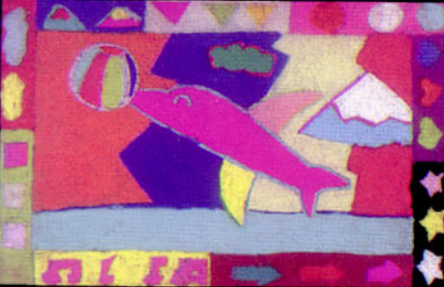
## A Prevention Program for Elementary School Communities




BRITISH  
COLUMBIA

Ministry of Education Ministry of Attorney General


- Working Together for Safe Schools and Safe Communities -




"When I am happy I feel  
like a dolphin playing  
with a beach ball."




"When I am joyful I feel  
like the morning  
sunshine in the forest."




"When I am lonely I feel  
like an abandoned puppy."



"When I am miserable I  
feel like a broken lamp  
sitting in a dark room."



"When I am brave I  
feel like a mouse under  
an elephant."



"When I am frightened I  
feel like a mouse being  
chased by a group of  
alley cats."



# The B.C. Safe Schools Initiative



# Focus on Bullying

A Prevention  
Program for  
Elementary School  
Communities

The B.C. Safe School Centre, in partnership with the British Columbia Teachers' Federation and the British Columbia Principals' and Vice-Principals' Association, is supporting the implementation of this resource. To obtain information about training opportunities to support implementation of *Focus on Bullying: A Prevention Program*

## A Note about the Cover





# Preface

A safe and caring school is one in which there is deep personal commitment to the core social values of justice, respect, and compassion. Children must be able to observe and encounter these values in action and in their daily lives, respectively and in their schools.



# Acknowledgments

*Focus on Bullying: A Prevention Program for Elementary School Communities* stems from a project, undertaken two years ago by School District No. 39 (Vancouver), to develop a comprehensive strategy to engage elementary school communities in addressing the issue of bullying behaviour. A group of Vancouver School District staff began by examining current research on bullying with the intent of







# Introduction

Rationale













# Bullying—An Overview

The most widely accepted definition of bullying comes from the work of leading Norwegian researcher, Dr. Dan Olweus.





## Those Who Bully and Those Who Are Bullied

Bullying behaviours begin at an early age. Pre-s5 re teachers report that bullying characteristics are evident in some two- and three-year-olds (Fried and Fried 1996). These early patterns of behaviour tend to remain constant and escalate rather than recede as the child gets older.

Robert Selman (1997) examined the thinking patterns of aggressive children. He observed that these children possess limited skills in managing relationship conflict, and this in turn leads to anger and aggres-



Researcher Dr. Wendy Craig at Queen's University, along with colleagues from York University, is investigating the development of bullying and victimization from childhood through adolescence. Preliminary results show that children involved in bullying are more likely to be involved in sexually harassing and physically aggressive behaviour when they reach adolescence and begin dating.

This study also indicates that the developmental changes of adolescence were found to have an impact on boys who were bullied: those who matured early and became physically bigger ceased to be the target of bullying. Girl targets who matured early continued to be subjected to bullying and tended to become more involved with older boys, placing

## The Role of Those Who Observe Bullying

As bullying is very much a group phenomenon, it is important to look at the role peer group onlookers play in relation to bullying episodes. While most children report that watching bullying makes them feel uncomfortable (Buelayr19097), 85% of bullying attacks are observed by others. To

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While it may be expedient to limit membership on the working group to school staff, consideration should be given to widening membership. Parents can play an important role in developing the plan and enlisting the support of other parents in the school community. The involvement of students in the development of the school plan is also recommended to ensure relevance and effectiveness of the plan. (For more information on involving parents and students, see Steps 2 and 3.)

In addition, many schools work closely with their police School Liaison Officers or community policing officers. These officers are often very familiar with issues surrounding bullying and can provide valuable input in the development of the plan. Their input into and support for the development of the school's response plan (Step 6), in particular, can greatly

## Duties of Working Group Members

# Action Checklist

## Step 1: Establish a Working Group

This checklist is designed to assist the working group as it leads the school community through the process of developing a school-wide bullying-prevention plan.

- Interested parties hold a meeting to discuss the possibility of implementing a school-wide bullying-prevention plan.
  - Consult with administration
  - Consult with key staff members
- Hold a staff meeting to discuss bullying in general and the possible implementation of a school-wide bullying-prevention plan.
- Gain staff commitment to the school plan.
- Confirm membership of working group.
- Establish timelines and determine meeting times.
- Assign tasks:
  - arrange for staff training
  - arrange a parents' meeting
  - lead discussion at staff meetings
  - liaise with other schools involved in bullying-prevention programs
  - develop a draft plan for discussion and feedback
  - facilitate classroom delivery of the lesson plans
  - implement the school plan
  - monitor the success of the school plan.
- Begin planning!

## Step 2: Involve Parents

Step 2 includes the following processes:

- u examining the importance of involving parents in the development of the school plan
- u conducting an introductory parents' meeting
- u providing the support materials for the parents' meeting
- u outlining strategies for sustained involvement of parents in the school plan.

When schools reach out and invite parents to become involved in the *Focus on Bullying* program, the ensuing partnership has an enormous impact on both the school climate and on children's relationships with each other. The relationship between positive school climate and family involvement is reciprocal: each builds on the other. Joyce Epstein (1995) points out that strengthening the involvement of parents in school leads to "overlapping spheres of influence between home, school, and the community."

Parent-teacher partnerships are developmental in nature, promoting better co-operation between home and school and having a positive impact on the attitudes of students, teachers, and the parents themselves.

Parental involvement in the *Focus on Bullying* program promotes co-

*F school*

A second meeting with the Parent Advisory Council may be held when the school plan has been developed (see Step 7 for more information). The working group may also choose to hold regular meetings with the PAC at strategic points during the development of the school plan. Alternatively, schools may choose to report regularly to parents through the school newsletter.

### Guidelines for Conducting the Parent Advisory Council Meeting Before the meeting:

- u Determine who in the working group will be responsible for facilitating the meeting.
- u Arrange the logistics for the meeting (e.g., time and place, childcare, refreshments, copies of the support materials).
- u Arrange for translators where required.
- u If possible, set up a display of relevant resources on the topic (see the “Selected Resources” later in this step, as well as the Resources section at the end of this manual).

### During the meeting (note that the Agenda contains detailed suggestions for the content of the meeting):

- u Communicate the purpose of the meeting: to discuss bullying in general terms and explore how the home and school can work together to address this problem.
- u Set the climate or ground rules at the outset of the meeting by reviewing the purpose. Explain that neither specific bullying incidents nor the individuals involved will be discussed. Ask parents to respect this in their discussions and avoid references to specific situations or children.
- u ~~Talk briefly about why the school is focusing on bullying. Then, briefly discuss~~ Talk briefly about why the school is focusing on bullying. Then, briefly discuss











# Imagine a Bullying-Free School

What Are the Qualities of a Bullying-Free School?

Consider the role of:

# What Parents Can Do to Support Their Children

## *Children learn how to get along by watching adults.*

- u Model appropriate ways of getting along with others: showing empathy for others, managing angry feelings, accepting differences, and coping with peer pressure.
- u Monitor your child's television watching. Discourage TV programs that model antisocial and aggressive behaviour.
- u Help your child find ways to express anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child and talk about it.

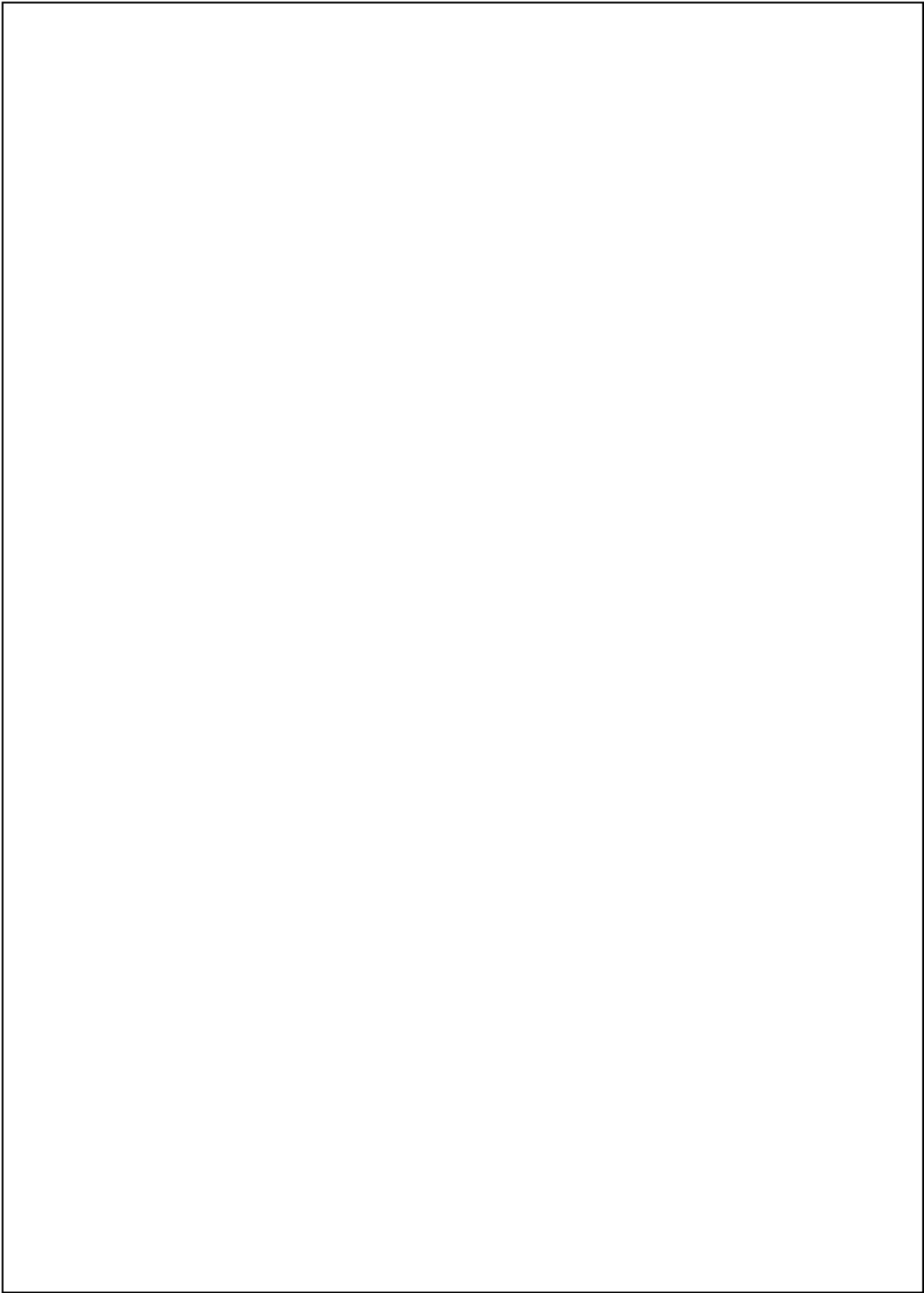
## *Children learn by doing.*

- u Help your child develop interpersonal skills by providing opportunities for practice.
- u Help your child think of and practise quick verbal comebacks to use when peers are teasing or being verbally abusive.
- u Teach your child how to stick up for herself or himself through assertive, not aggressive, behaviour.
- u Encourage and expand your child's interests and abilities.
- u Involve your child in group activities that will enhance her or his interpersonal skills. Invite your child's friends to your home and have lots for them to do. Boredom can breed bullying.

***Children need adults.***

- u Ask your child about his or her relationships with friends and peers.
- u Encourage your child to tell you or another trusted adult if she or he is bullied or sees another child is being bullied.
- u Keep lines of communication open with your child. Encourage your child to always let you know where and with whom he or she will be. Get to know your child's friends.
- u Intervene in bullying incidents. Make it clear to all the children involved that bullying will not be tolerated. Ensure that those being bullied are safe.
- u Inform school staff if your child tells you about bullying happening at school.
- u Learn more about the topic of bullying and share your knowledge with your child. There is a wealth of information for parents and children on bullying. Check your local website for more information.





## Step 3: Involve Students

Step 3 includes the following processes:

- determining the role students will play in the development of the school plan
- outlining strategies for involving students in *Focus on Bullying*.

Students need opportunities to contribute to the well-being and vitality of their school community. Given opportunities, children will make a

- u Conduct a poster contest during the development of the school plan. Use the phrases and slogans created during the development of the school plan.
- u Invite students to speak at parent meetings. Student participation at parent meetings is encouraged.
- u Provide for student involvement through classroom lessons. The lesson plans include
  - a survey activity for students in grades 2-7 to identify the incidence of bullying at the school (Module A)
  - an opportunity for students to examine the school plan for bullying prevention (Module B)

For more information on involving students in developing and implementing the school-wide plan, refer to the sections, “Step 7: Implement and Monitor the Plan” and “Step 8: Evaluate and Revise the Plan.” The working group is encouraged to provide students with introductory instruction in bullying prior to the launch of the bullying-prevention plan at the school assembly. The working group



## Step 4: Create a School Statement for Bullying Prevention

A School Statement:

- u describes a school free of bullying
- u conveys the school's commitment to bullying prevention

"At Smith Elementary we are committed to providing an environment free of bullying behaviour. We

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### **Receive Parental Input**

Step 2: Involve Parents outlines a process for receiving contributions to the school statement at a parents' meeting. The working group should lead this process and receive the feedback.

### **Incorporate Contributions**

Once the above steps have been completed, it is the responsibility of the working group to:

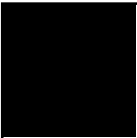
- tabulate feedback

- highlight and discuss key themes

- decide on a format for the school statement

- draft the statement.

Living the School Statement



# Action Checklist

## Step 4: Create a School Statement for Bullying Prevention

This checklist is designed to assist the working group as it leads the school community through the process of developing a school-wide bullying-prevention plan.

- Determine the form the school statement will take.

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- Invite staff input: What is our vision of a bullying-free school?

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## Step 5: Build a Supervision Plan

Step 5 includes the following processes:

u

All school staff, including supervision aides, should have input into and be familiar with the school's plan for responding to bullying incidents as laid out in Step 6: Develop a Response Plan. Those staff responsible for supervision must especially be familiar with the duties of first responders when dealing with bullying incidents.

### The Role of Supervision Aides

Supervision aides handle some of the most difficult student behaviour in the school. Ideally, they are familiar with the skills of anger management, dealing with conflict, detecting bullying, and supporting students who are bullied. Supervision aides should also be actively involved in

- u Supply maps of the school (inside and out), and ask students to highlight the places where bullying takes place or where they feel

- u Design several types of tickets that acknowledge specific pro-social behaviours, such as helping, including other children in play, resolving conflict, acts of kindness, or asking for help. Staff could have a variety of tickets on hand or they could choose to acknowledge one behaviour for a specified period of time.

|                               |
|-------------------------------|
| <h3>Good Stuff!</h3>          |
| Date: _____                   |
| Student's Name: _____         |
| Class: _____                  |
| What happened? _____<br>_____ |
| Staff name: _____             |

### Planning and Programs to Support Supervision

Opportunities for bullying behaviour can be lessened by employing a variety of tactics:

- u



# Action Checklist

## Step 5: Build a Supervision Plan

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Often, first responders may have intervened to stop the bullying incident but are unable to continue to deal with the situation. Staff members who are responsible for following through on bullying reports are referred to as ~~second responders~~ **second responders**. school principal in consultation with a classroom teacher will play this role.

Second responders will:

- talk with each of the students involved separately, including those who witnessed the incident, to find out what happened
- ask open-ended questions to determine the nature of the behaviour, when and where it occurred, who was involved, what the students



alternative, acceptable behaviours. Ideally, a social learning intervention engages a students in positive social interactions with her or his peers.







Consider distributing written summaries of the plan a day or two prior to the meeting. Ask staff members to read the summaries and come to the meeting with questions or comments. Or, post the school statement in the staff room a few days ahead of the meeting for people to read and think about. Post a few blank sheets as well for staff to record their comments.

During the meeting, keep the presentation brief and allow time for questions. Consider adding a practical activity to the meeting. For example: Prepare index cards with tyTJ0 -aries y ce8nmarors hatr notle: thelession plasa povsidd latderinr innumerous -aries y ce8nmaror). Havhe m al groupsr exaineg ace8nmaros and commen ionwhatd theio rspCone would ber

## The School Assembly

By conducting a special school assembly, the school adds commitment and momentum to the plan. The assembly can be modelled on the inauguration of public health campaigns, such as bicycle safety or anti-smoking campaigns, promoting the objectives of the school plan. The effort expended on the launch day underscores the importance of the plan to the school.

Some ideas for the school assembly include:

- invite outside speakers to deliver keynote speeches
- unveil the school statement

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- u Conduct a “where are we with the plan” staff check-in at the beginning of each school year or term. Ensure that any new staff

- u Track the number of bullying reports received in the office. Have they increased or decreased over the last month? the last six months? the last year? Remember that a surge in the number of reported bullying incidents is expected at first. Therefore don't look at any increase as a sign of failure; rather, try to look at the type of incident being reported and then follow up to see if more students are being assisted.
- u Conduct the bullying surveys periodically (e.g., once a year). It is advisable not to conduct them at the beginning of the school year as bullying is often more frequent at that time. To obtain a more accurate picture of the incidence of bullying, conduct the surveys at the same time as they were conducted in the launch year.
- u Encourage staff to maintain a bullying journal, recording bullying incidents as they become aware of them. Staff can share their findings at a special staff meeting. Remember to maintain confidentiality.
- u Bring students together for small group discussions. Use cross-grade student groups to discuss bullying as an informal or formal are being assisted.











Second responders will:

u







- u offer school-based support for their child (e.g., counsellor)
- u consider referral to community-based support services
- u encourage parents to inform the school if the bullying continues.

## Intervening with Students Who Observe Bullying

At times, bullying incidents are strongly encouraged, implicitly or explicitly, by those who witness the incident. In such cases, it is important for second responders to debrief with those students, using questions such as the following as a guide:

- u How would you describe what happened?
- u What made this a bullying incident?
- u

The following steps form a comprehensive and shared response to the student who has bullied. Refer to the tracking form later in this section,

### **Level I: What to do at the first sign of bullying behaviour**

This level of intervention is appropriate for those situations in which bullying behaviour is first evident. In such cases, adults have become aware of a few relatively minor incidents that, together, constitute bullying.

Note: Use the Level III response for bullying behaviour that is serious in nature, even if it has only recently come to light.

The second responder gathers additional information as necessary before initiating a Level I response.

1. *Describe* the behaviour in terms that are clear and direct.
  
2. *Respond* by:
  - pointing out the impact on the others
  - reminding the student of behavioural expectations

Either the student's teacher or principal should contact the parents. Inform the parents that the student has been spoken to about the behaviour and suggest that they may wish to reinforce the same message at home. Do not reveal the identity of the other student involved to protect their privacy.

The following is an example of a Level I response:

On a few occasions a grade 2 teacher has overheard Janet, one of her students, tell other students in the class that their drawing or writing projects are dumb. Today, the teacher sees Janet put an F on Simon's arithmetic paper. She takes Janet aside and talks to her about the behaviour. "Janet, I saw you put an F on Simon's paper and I have heard you making unkind comments about other children's work. Those are put-downs. When you put down other students' work, it can make them feel unhappy and discouraged. At our school we treat others with kindness and respect."

1. *Describe* the behaviour in terms that are clear and direct. ("Janet, I saw you put an F on Simon's paper and I have heard you making unkind comments about other children's work. Those are put-downs.")
2. *Respond* by:
  - pointing out the impact on others ("When you put down other students' work, it can make them feel unhappy and discouraged")
  - reminding the student of behavioural expectations ("At our school we treat others with kindness and respect")

In some cases, this first level of response will be sufficient to stop the bullying behaviour. However, if the teacher believes that the student would benefit from further (early) intervention or if the behaviour recurs, the teacher may wish to:

- u have the student complete a self-reflective sheet (see the same self-reflective sheet in Appendix A36).

4. *Describe* the behaviour in terms that are clear and direct.
  2. *Respond* by:
    - pointing out the impact on the others
    - reminding the student of behavioural expectations.
  3. *Confront* the student about the behaviour.
  4. *Prohibit* the behaviour or set limits by:
    - telling the student that the behaviour is not allowed
    - imposing a school sanction
    - imposing a social learning intervention, which can be part of the sanction or a follow-up to it.
- The principal and counsellor should contact the parents to inform them

1. *Describe* the behaviour in terms that are clear and direct. (“Lenny, you have been threatening younger children and forcing them to stay in a corner of the playground.”)

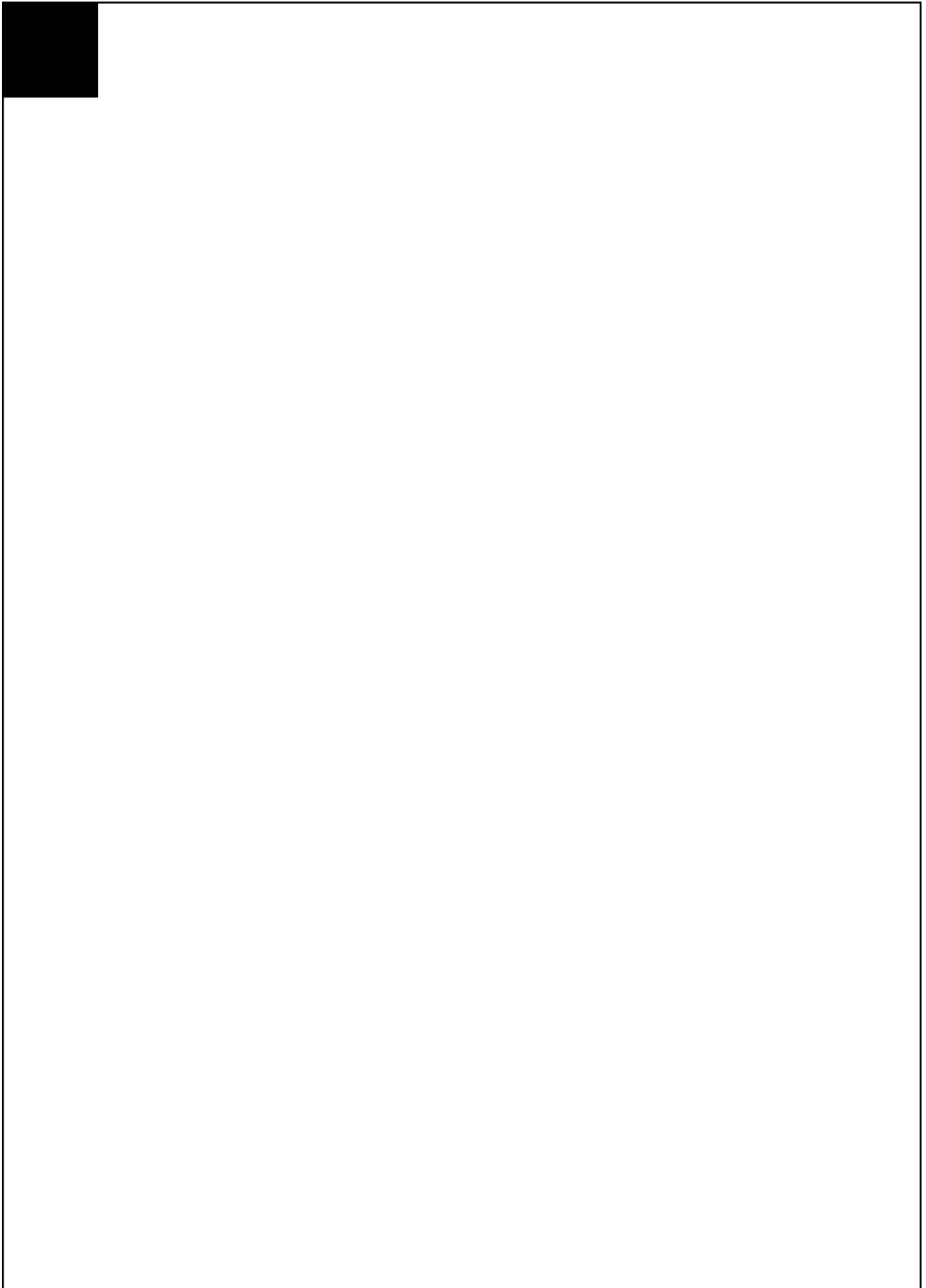




For detailed information on reporting suspected abuse or neglect to the Ministry for Children and Families (MCF), refer to *Supporting our Students* (Ministry of Education, 1998), or the *B.C. Handbook for Action on Child Abuse and Neglect* (Ministry for Children and Families, 1998).

3. *Confront* the student about the behaviour. (“These are very serious itr .bT;us fact,ut tye aragainsout thl

A safety and support plan should never be considered a permanent arrangement. As the school year progresses and those responsible for monitoring the plan learn more about the student, the plan should be altered. The goal is to help the student, not to punish the student.



- u find a story or book on the topic of bullying, read it to a younger class, and lead a discussion
- u survey or interview students about their experiences with bullying and write or present a report
- u write or draw something about bullying for the school newsletter
- u participate in a role play about helping students who are bullied
- u perform and record 5 acts of kindness
- u teach a classmate a special skill
- u help another student with a classroom activity
- u repair or restore property or personal items she or he damaged
- u participate in a supervised, structured game or sport during A(uper)Tjimncea sd lrr

### Restorative interventions:

- u focus on the impact of the behaviour on others, rather than on the rules broken
- u show concern for children who are bullied and the children who are bullying
- u provide support and accountability to both children
- u work toward restoring the children who have been bullied by empowering them and responding to their needs, as they see them; they need to hear that what happened to them was wrong, unfair, and undeserved
- u are the first step in a restoring and healing process—both children must recognize this
- u are part of a process for making things as right as possible, rather than simply punishing the “offender”gs EX1 i 140.3 42.6 390.65 t56 Tm0.0032





## Reverse Role Play

In situations where it does not seem appropriate to bring both sides together, the reverse role play is a good way to encourage empathy. It is an especially useful exercise prior to eliciting an apology from the student responsible for bullying.

This method is helpful as both a means for increasing the understanding of all parties involved in bullying, as well as for developing empathy in the child perpetrating bullying behaviour. In addition, it enables the child who was bullying to practise new behaviour.

Reverse role play begins with the student who bullied re-enacting his or her part in a bullying episode while a staff member plays the role of the student who was bullied. During the re-enactment, the staff member may ask questions to gain clarification about the incident and the role of the child who was bullying. The situation is then reversed with the staff member playing the role of the student who bullied.

While roles are reversed, the student responsible for bullying is encouraged to reconstruct the incident realistically, including details of the time, location, and names of others involved. Following the role play, the staff member discusses the incident with the student, questioning to determine how the student felt. The meeting should be closed by the staff member providing a summary of the activity and determining future action for the student (e.g., a written or verbal apology, a commitment to no further bullying, agreement to meet again).

## Tracking Bullying Behaviour



# 2

## Bullying Incident Report













The lessons in this module will provide opportunities for students to:

- u imagine a bullying-free school
- u discuss the impact that bullying might have on classmates and other students in the school
- u understand the school statement and plan for managing bullying
- u identify “rules” for how to treat others at school
- u



## Safety and Injury Prevention

- u describe appropriate solutions for hazardous situations in the home, school, or community



students' independent reading, as well as several non-fiction print and video references for students, parents, and teachers on the topics of bullying prevention, conflict resolution, assertiveness, and self-esteem.

### **Role Play**



## Focus on Bullying













# Lesson Script

*Today we'll talk about the difference between rattling and asking for help when you really need to. Listen to a story.*

*Julie was at the writing centre. She was busy writing her name on a booklet she had made. Sean came to the writing centre. He took one paper, wrote some letters with a pencil and then took another paper. He wrote some tiny marks on this paper. Then he took another paper and did the same thing. Julie didn't like him to take so many papers, so she went to tell the teacher.*

*Was Sean breaking a safety rule or doing anything dangerous?*





# What is Bullying?

## Context

This lesson focusses on developing an understanding of the term “bullying.” Students will begin to be able to differentiate between and don.t9 rfect elemdents of2bullyingm





*Peter said Todd is too small to go on the diving board at the pool. Is this bullying?*

*Yesterday Peter said Todd is so small, that he looks like a baby. Today Peter says no one in the class should play with babies, especially Peter. Is this bullying?*

▶ No, he's just saying what the rule is.

## Assessment Strategies

□







## Additional Activities

- Read a story with a bullying theme (e.g., *Benjamin and Tulip* by



- ▶ Kevin might laugh and keep bothering Anna again and again. Kevin might call her names. The teacher might come and help.

- u Ask the students to stand tall and say together, "Kevin, it hurts when you pull my hair. Stop it!" An alternative statement that is applicable in any situation is, "I don't like that. Stop it." This simple statement might be useful for ESL or special needs students.
- u Coach students on assertive body language (e.g., shoulders squared, standing tall, some degree of eye contact).

*Let's play a pretend game.*

- u Use a prop—a puppet or stick figure—to be the aggressor, Chris.

*I am going to ask each of you what you would say to be assertive if Chris started doing something to bother you. You will stand tall, look at Chris and say, "Chris, I*

## Additional Activities





# Lesson Script

*At our school we've been talking about bullying. Remember the school assembly and the principal talking about helping to make our school a place where there is no bullying?*







# Lesson Script

- If your school has decided to involve the intermediate students in making

- u Have the puppet pose situations and questions aimed at drawing out the practical meaning of your school statement so young children can understand. As the students respond with instructions about what to do, continue charting the positive statements about how to behave.
- u Examples of what the puppet might say:

*I'm playing with two new friends and I see a boy all by himself watching us. What should I do?*

*I want a turn with the skipping rope but that girl won't let me use it! I want to push her down and take the rope.*

*That boy has funny hair! I'm going to call him fuzz-top.*

*Then going to read over the list you helped make of suggestions for ways your new friend could get along at school. As I read, think about which one of these things you'll especially remember to do to help make our school a place where there is no bullying.*

- Read over the chart that the class created. Ask each student to make a commitment to one thing she or he is going to remember to do to contribute to the safe school climate.
- Provide cut-out paper T-shirt shapes and drawing or painting materials. Ask students to create a T-shirt design to go with the thing they will be doing to help make a school without bullying. The phrase they have illustrated can be scribed directly on to the front of the T-shirt design or can be written on aAsk
- This activity lends itself well to teaming up with another class for co-operative

## Additional Activities

- Have students individually write or dictate (and illustrate) a letter to their parents telling about the school statement and no-bullying rules.

## Assessment Strategy

- Invite students to present their T-shirts in a student-parent-teacher conference. Ask students to explain how the idea on their T-shirt supports a school free of bullying.

# Students Can Help Stop Bullying Behaviour

## Context

The purpose of this lesson is to encourage a sense of shared responsibility for making sure that no one at school is bullied. Students explore ways to help stop bullying.









# Lesson Script



















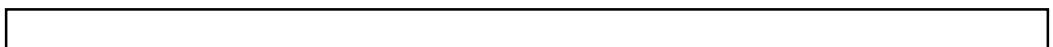








# Lesson Script







# Lesson Script

*Geoff started by saying Enrique was a crybaby and sissy when Enrique cried. Then he began to tease Enrique. Name-calling and teasing are bullying behaviours.*





# Lesson Script

*Remember when we talked about bullying behaviours? Let's read over the work we made.*

- Review the work from the previous lesson.

*Today it is your turn to tell about bullying that you know about at our school. But first, we're just going to be quiet for a few moments and do some thinking and remembering. I'll ask some questions to help your thinking. I'd like you to just think. Don't say anything aloud yet.*

-

*Thank you for helping me learn about bullying at our school.*

*Now that you've been thinking and writing about bullying behaviour, let's talk about some things you can do toing safe.*

- u Go over some basic strategies that students can do at school toing safe. For





# Lesson Script

*In the last few days we have been talking about bullying behaviour. You know that if someone bullies you or breaks the rules, you will not be tattling if you ask an adult for help.*

*Now we're going to learn about something to do without adult help if someone tries to bully you. This idea is best for when someone first starts to bother you. When there is danger you need to ask a teacher, the supervision aide, or another adult for help.*

*Listen to this story. Rae is playing with blocks. She has built a tall tower on her castle. Rae feels uneasy when she sees that Shawna is coming over. Yesterday Shawna scribbled on Rae's art project.*

*Shawna stands by the blocks. She tells Rae that the castle is dumb and knocks down the tower. It looks like the teacher didn't hear all the blocks fall down. She's busy with students at the art centre.*

*Rae worked hard to make the castle and now it is ruined. Rae feels upset and hurt because Shawna is bothering her again. She knows the rule—don't hurt anyone and don't hurt their things. Rae feels like crying about the broken castle.*

*What might happen if Rae started to cry?*

*Would the crying make Shawna stop doing mean things to Rae?*

*Even though Rae feels sad, she also feels angry. Rae is mad at Shawna for ruining the things she has made. She also feels like yelling at Shawna, "You're mean! You wrecked my castle!"*

*What might happen if Rae yelled at Shawna?*

*Would the yelling make Shawna stop bothering Rae?*

- Probably not. She might go away this time, but could come back again. Maybe she wants to get Rae in trouble by making her yell.



- u Invite students to role play at the front of the group, one or two at a time, giving them one of the following situations. As the students perform their role plays, suggest changes to their stance and expression.
  - ¥ Toby has started calling you names and teases you about your clothes.
  - ¥ Toby often tells you that you have to hand over something from your lunch.
  - ¥ Toby is always bumping into you when you are lined up, then says it's an accident.
  - ¥ Toby is splashing puddles at you on the playground again.
  - ¥ When it's your turn to take the soccer ball out at recess Toby always tries to take it from you.
  - ¥ Toby is always saying that you can't play with another friend any more.
  - ¥ Toby keeps grabbing things on your desk.
  - ¥ Toby makes fun of you by copying everything you do.
  - ¥ Toby makes faces at you at recess.
  - ¥ This is the second time Toby spits on you when you line up to come inside after recess.
  
- u As students to role p, coach them on appropriate body language and statement. Ask the other students to comment:
  - ¥ What did you see?
  - ¥ What did you hear?
  - ¥ What would the results be?

*Today you practised how to be assertive if someone tried to bully you. You did very well! If someone actually does bother you in the classroom or on the playground, try your assertive behaviour.*

- u Refer to the 'Be Assertive' chart.

*Sometimes, you need to be assertive and tell the other person to stop their behaviour more than once. If you have tried to be assertive a couple of times, and the person doesn't stop, you can always ask me, the supervision aide, or another adult for help, and of course you wouldn't be tattling then.*

## Additional Activities

-



## Context



The purpose of this presentation of the plan by involving the school assembly, ensuring that the implementation of the plan is a family affair.

# Lesson Script



# Assessment Strategies

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# Lesson Script

*Today we are going to talk again about dealing with bullying behaviour. What are some things you already know you can do if you see bullying behaviour or if it happens to you?*

- Accept all reasonable answers and comment on which ideas would be appropriate for onlookers and those appropriate for students being bothered.



*Now let's play a guessing game. Here are the steps we do to be assertive, on sentence strips. But I put them in the pocket chart upside down. As you remember the steps of being assertive, I will turn the sentence strips over. What is the first thing we need to do to be assertive? What do you remember?*

u

## Role Play Cards

A boy says he will mess up your picture with their felt pen.

Some kids say you can't sit with them at quiet reading time.

Someone always says, "You can't sit next to me!"

A student starts to write a on your paper without asking you.

Someone keeps taking your jacket off the hook and putting it on the floor.

A girl keeps touching and moving your backpack.

A girl always says boys can't play on the swings.

A boy takes your hat and hides it in his jacket.

A boy makes mean faces to you again and again.

A girl is telling all the kids not to be your friend and not to play with you.

A girl says she'll cut your jacket with scissors if you sit with her friend.  
on thea me frgap you.

# Find a New Place to Play

## Context

In this lesson, students will think about places to play in the

# Lesson Script

*You are learning about ways to stop bullying behaviour. You already know how to be assertive and tell someone to stop bugging you. You know when to ask the supervision aide or another adult for help. And you know that if you do ask for help, you will not be tattling.*

*Now we are going to learn about one more thing you can do to avoid being bullied at school. Listen to this story.*

*Ivan's favourite recess game is playing tag with his friends near the far end of the playground. Some of the older kids play there, too. Usually Ivan is first to run there at recess, then he waits for his friends. Several times while he has been waiting, an older girl said mean things to Ivan, teased him about his glasses, and told him she hates him.*

*What ways was the older girl bothering Ivan?*

*Is this bullying behaviour?*

*We know that one way to try and stop bullying is to use assertive behaviour. How could Ivan be assertive and get the older girl to stop bugging him?*

- Ask a few students to demonstrate in front of the class, if desired. Refer to the chart of skill steps.

*Now I will tell you the rest of the story. Ivan decides not to use assertive behaviour*

*Ivan asks his friends to play closer to the school because he knows the older girl doesn't go there at recess. Now Ivan can play tag and the older girl doesn't bother him at all.*

*What did Ivan do?*

*One way to keep yourself from being bullied at school is to think ahead about the places around the school where you play, and stay away from students who you*

*not all by yourself, or that you are near a friendly group or near the supervision aide or teacher on duty. Then you are less likely to be bullied.*

- If the survey has not identified locations around the school where bullying is more likely to occur, share that information with the students.







# Lesson Script

u











# Lesson Script

*In the next few weeks, we are going to be talking and thinking about ways that students get along with each other and what to do when someone bothers you or hurts you or someone else. Today we'll be talking about the difference between*

*Behaviour that breaks the rules can create a dangerous or frightening situation. That is why it is so important to ask the supervision aide, a teacher, or another adult for help. In these situations, even if the person breaking the rules says not to tell, you must ask an adult for help.*

*You have the right to be safe at school. If you are not feeling safe because you are getting hurt or your feelings are getting hurt, then you can ask an adult to help you. But you also have a responsibility to help make sure others are safe, and you can ask for help if you see unsafe things happening.*





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*What are the different ways that Amanda has been bothering Emily?*

*Amanda bullies Emily in different ways. She started by telling lies about Emily and calling her names.*

*If Emily told an adult would she be tattling or asking for help?*

## Additional Activities

- ❑ Ask students to write (or dictate) stories about bullying incidents they have experienced (remind students not to use real names). Keep their stories to use in discussions.
- ❑ Read and discuss a story or view a video with a bullying theme. A particularly good story for introducing the idea of power imbalance is *Weekend with Wendell* by Kevin Henkes (see the Resources section for more information).

## Assessment Strategy

- ❑ At the beginning of the lesson, brainstorm and chart what students already know about bullying. Check for accuracy. Also brainstorm all the things students want to learn about bullying. Then, at the end of the lesson, check with students to see what they have learned about bullying. Look for evidence that students can identify their learning and articulate learning goals.









## Student Survey

We want to help students in our school who are bullied by others. To do this we would like to find out ways students at our school have been bullied. Please colour the circles that answer each question.

I am:      a boy                  a girl

I am in:    grade 2                  grade 3

1. Have you been bullied at school this year?

no                  sometimes                  a lot

2. In what ways have you been bullied this year?

teased                  kicked                  hit                  called names                  left out of games

3. What do you do when you are being bullied?

I tell an adult                  I go to another place to play                  I get my friends to help me

I tell the person to stop                  I fight back                  I ignore them







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*Yelling and pushing is aggressive behaviour. Raymond's angry thoughts can lead to an impulse to act aggressively. Aggressive behaviour can hurt people and doesn't solve problems.*

- u Make a note on chart under the heading of 'aggressive'
  - ¥ angry thoughts
  - ¥ impulse
  - ¥ hurtful
  
- u Have the adult visitor role play Raymond behaving aggressively to try and get the ball back, and fill out the chart with the students. Ask:
  - ¥ What did you see?
  - ¥ What did you hear?
  - ¥ What would the results be?

*Write your ideas on the chart for aggressive behaviour.*

*Raymond had other feelings about Leon. He was also feeling nervous and scared. Raymond started to think about how mean Leon had been to his friend, teasing her until she cried. He started to think, 'Leon is bigger than me. He does mean things. I just want him to leave me alone and never bother me again. I probably can't get the ball back anyway.'*

*Raymond is feeling another kind of impulse. Raymond's scared and nervous feelings lead to an impulse to do nothing, to just let Leon have the ball and hope that Leon leaves him alone. Doing nothing and not saying what you need or want is passive behaviour.*

- u Make a note on the chart under the heading of 'passive'
  - ¥ scared thoughts
  - ¥ impulse
  - ¥ doing nothing
  
- u Have the adult visitor role play passive behaviour in reaction to the ball being taken. Complete the Passive chart with the students. Ask the students:
  - ¥ What did you see?
  - ¥ What did you hear?
  - ¥ What would the results be?

*Chart your ideas about passive behaviour.*











*First, I will demonstrate with our guest, who has taken my magazine before I could finish reading it. As I demonstrate, I'm going to think out loud, to help you under-*

## Additional Activities

- ❑ Allow time for groups to engage in role play activities simultaneously. Provide coaching and feedback, as you check in with various groups. Then ask several groups to demonstrate for the whole class.
- ❑

## Student Role Play Strips

1. Someone has been teasing you about your hair.
2. A student keeps teasing you about your shoes.
3. A student often makes fun of you by copying everything you do.
4. A student makes faces at you every day at recess.
5. A student often cuts in front of you when you are lining up, then says it's just a joke.
6. A student is always pushing into you at the drinking fountain.









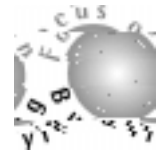
# Lesson Script

*As you know, at our school we've been talking about bullying. What do you know about bullying behaviour?*

- u Chart the answers. As students speak, ensure that these key points about bullying are raised:
  - ¥ bullying behaviour is mean behaviour that happens again and again
  - ¥ there are different kinds of bullying, including:
    - bullying that can hurt our bodies, like pushing, kicking, and hitting (physical bullying)
    - bullying done by saying mean things like name-calling or teasing (verbal bullying)



# Imagine Our School without Bullying



Name: \_\_\_\_\_

In the classroom...

On the playground...

---

At recess time...

At lunch time...





- u Read the prepared chart of the school statement.

*What does the statement mean to you?*

- u Discuss briefly.

*We all can help to make our school a place where bullying doesn't happen. Using*





# Lesson Script



Have students work individually to write and illustrate a letter to their parents telling about the school statement and no-bullying rules.

Have students work in groups to develop brief skits or puppet shows about helping a student who was bullied. Invite parents to attend a special presentation.

Read a story that features a student being bullied (see the Resources

## Context

In this lesson the students recall the importance of using assertive behaviour as a way of dealing with bullying behaviour. They are

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## Lesson Script

*You already know that one good way to deal with bullying behaviour is to be assertive and tell the other person to stop. You know that if being assertive doesn't work, you can try it again, and then if it still doesn't work you need to ask for adult help. You also know that asking for adult help is different from tattling.*

*We've also talked about how important it is for all students to be active in stopping bullying behaviour. You know that if you are a bystander and see bullying behaviour*

*Listen to the rest of the story.*

*The next day, Jed wanted to find a better place to read. He chose to sit near the stairs at the front door of the school. Jed thought it would be a good idea because the*









## Additional Activity

- ❑ Use the handout, “Think Positive Thoughts!,” to guide students to brainstorm examples of positive thoughts to help them ignore put-downs and other bullying.

## Assessment Strategy

- ❑ Ask students to make a picture of themselves, thinking their favourite “positive thought,” which can be written in a thought bubble. Question students to determine their understanding of how positive thoughts improve their self-image.





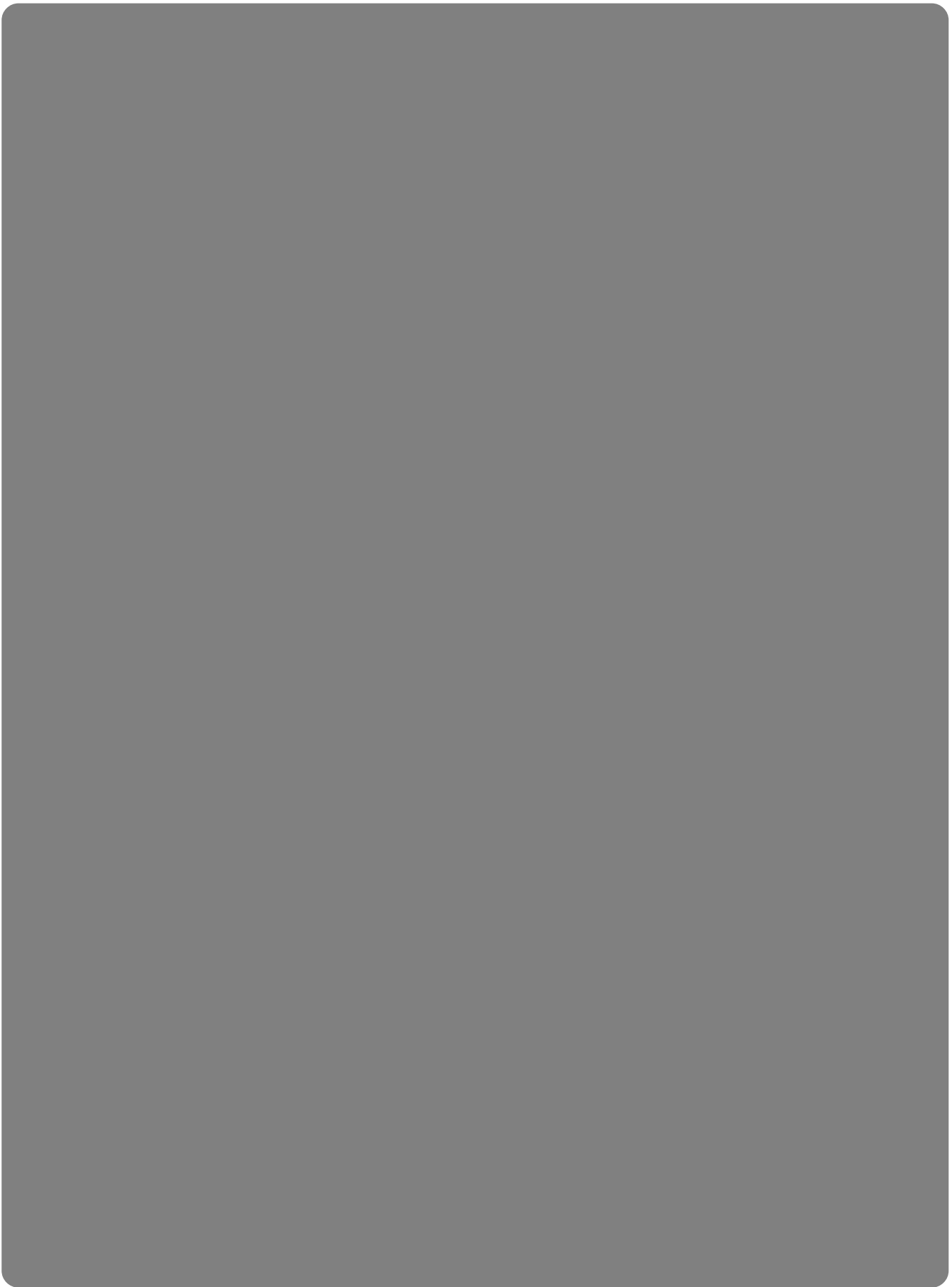
# Assertiveness Review

## Context

**T**his lesson provides another opportunity for students to practise assertive behaviour and receive supportive feedback from the









# Lesson Script

- Briefly review classroom and school rules. Ask the students to recall ways of avoiding someone who might bully them. Review the strategy of ignoring and thinking. Ask for examples of assertive ways to deal with someone bothering them.

*Assertive behaviour is best for times when a person just starts to bother you. If you behave assertively and tell the other person what they are doing and that you want them to stop, the bothersome behaviour will probably stop. But if the person does not stop bugging you, you need to know what to do next.*

*Listen to the story.*

*Kaitlin is feeling scared. An older boy has been following her around the school grounds the last few days, saying mean things. Kaitlin has tried moving to safer*











# Lesson Script

*Today we are going to talk about a problem students sometimes experienceÑ*

*and identify the behaviours that are physical, those behaviours that happen with your*



- u List these behaviours on the overhead projector or chalkboard.

*Can you think of other bullying behaviours that we don't have listed here?*

- u Add to the list.

*The kind of bullying behaviours that hurt friendships or relationships and are aimed at making sure someone is left out can be called social bullying. Let's look at our list of bullying behaviours and find those behaviours that are social bullying.*

- u Create a list on the chart titled "Social."
- u Repeat the process to create a chart titled, "Intimidation." This chart would include written or verbal threats, dirty looks, and so on.

*Now that we've discussed different kinds of bullying behaviours, we'll work on a class definition of bullying. I'd like you to work in small groups to come up with the meaning of the word "bullying." Use chart paper to print out your idea and be prepared to present it to the rest of the class in 10 minutes.*

- u Have students post their definitions and present them to the class. Discuss. The responses should include the following elements:
  - ¥ a person or group of people uses power and control to be mean to others again and again over time
  - ¥ the behaviour is meant to hurt, scare, or upset the person being bullied

## Additional Activities

- ❑ To introduce the topic, ask individual students to reflect on their own experiences with bullying behaviour, either as participants or as witnesses. Have students write about these situations. After students have had time to reflect and write, ask them to think about the bullying behaviours involved in the incident. As students list the behaviours, collect them on a classroom chart of bullying behaviours. Then look for categories and assign four small groups to each create a chart that lists one kind of behaviour (physical, social, verbal, intimidation).

Later, have students put the stories on index cards (with different names) and use them in discussions and role plays.

- ❑ Describe bullying behaviours you have experienced, either as a student or as an adult. Help the students to understand that bullying behaviour is present in the larger society as well as in schools.
- ❑ Ask students to work with a partner and create a week's worth of





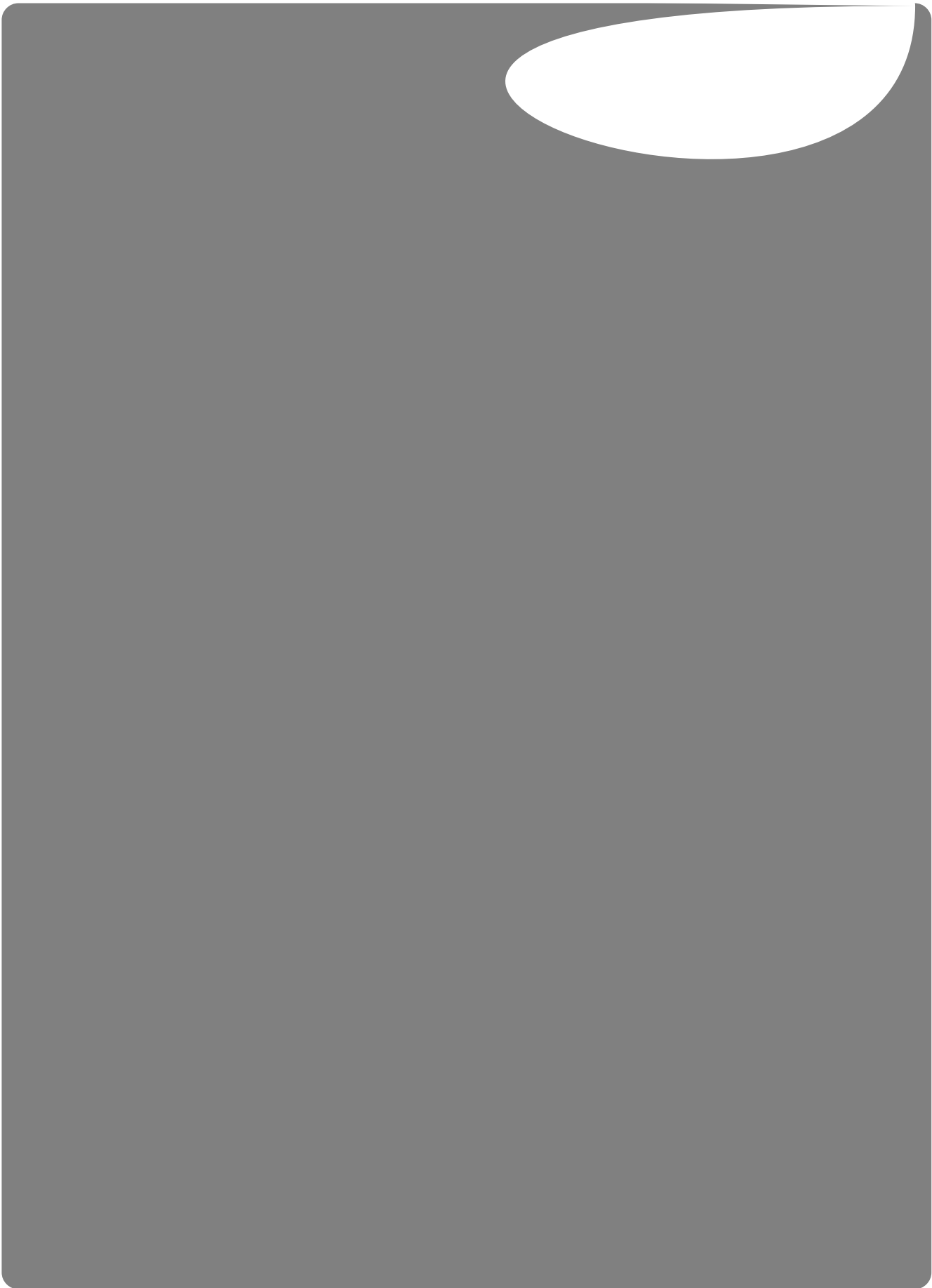


## Survey Activity

Begin with a brief review of bullying behaviour. Ask students to suggest what they can remember about bullying.













Lesson  
**3**  
Grades 4-5

# Asking For Help

Context

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# Be Assertive

Context



# Lesson Script

*Today we're going to learn about and practice 4son Script*



- As students role play in front of the class, ask:
  - ¥ What did you hear?
  - ¥ What did you see?
  - ¥ Was it effective?
  
- Assist students to note the importance of body language and of the tone of voice in being assertive.

*Today you will have an opportunity to practice being assertive.*

## Additional Activities

- ❑ Use student-generated stories about bullying situations, typed or written on index cards, as the basis for additional role play practice.
- ❑ After some role play practice, ask students about the language they are practising—does it seem natural to them? Ask students to brainstorm other phrases and comments that would seem more natural to them as you chart their brainstormed ideas. (For example, “Chill out” or “Back off” might be more natural to students than “Stop it.”)

Once you have a collection of their statements, evaluate the effectiveness of each—does it convey an assertive message? When you have narrowed down the list, have students vote for their two favourite phrases and rewrite the most popular ones into a class list.

Then repeat the role play activity using these new statements.

- ❑ Have the students work alone or with a partner to make cartoons illustrating verbal assertive response to bullying behaviour.
- ❑ Have students work with a partner or alone create a dance sequence or drama to depicting assertive, passive, and aggressive behaviours in response to verbal bullying behaviour.
- ❑ Have students work in groups to create a puppet show for younger students that teaches about assertive behaviour.

## Assessment Strategies









# Lesson Script

*As you know, all members of our school community have focussed on bullying prevention. Let's see what you remember about bullying behaviour.*

*We'll play a game. If you think the statement I say is true, move to stand on this side of the room, near the 'true' sign. If the statement is false, move to stand on the other side of the room, near the 'false' sign. Be prepared to explain your choice.*

- u Use the overhead transparency, if desired. Read the following statements and provide clarification if the statement generates disagreement or uncertainty. Aim to ensure that all students have a good understanding of what constitutes bullying. Prior to giving the correct answers, ask some students from each side to explain why they made the choice they did.
- u As an alternative approach, make this activity an opportunity for small group discussion. Arrange students into groups of three or four and use an overhead transparency with the true or false statements (attached). Show each statement in turn, read it to the class, and allow a few minutes for small groups to discuss the statement and reach agreement about whether it is true











# Lesson Script

*We want to create a school free of bullying. We know that students can learn best*



# Assessment Strategy

□





*Let's talk about what the school statement really means. The school statement describes a goal we are working toward. But what would it look like if our school were like the statement right now? Remember when we imagined a school without bullying?*

- u Refer to the web generated when students imagined a school without bullying.

*Now I'd like you to think of what you can do to contribute to making our school free of bullying, just as our school statement says. It might be something that you already do, such as making sure everyone gets a turn, encouraging students on their team to do their best, or not spreading rumors. Or it might be something new, such as telling a student who is bothering someone else to knock it off and leave them alone.*

*Let's look at the charts we made of ways students can help someone who is bullied and ways students can help stop bullying behavior.*

- u Have charts from previous lessons available to review.

*What is one thing that you can promise yourself that you will do to contribute to reducing bullying at our school?*

- u Ask students to discuss their ideas with a partner.

*Talk about your ideas until both of you have a good plan for a way you will help to reduce bullying at our school.*

- u Ask for their ideas. Listen and discuss briefly.

*Each of you has an idea of something that you will do. When we decide that something is important to us, we sometimes say we are "taking a stand." When you decide to help reduce bullying at our school, that you are taking a stand.*

*Now we are going to make a footprint shape by tracing around one of our feet and cutting out the shape. Then each of you will write your commitment on the footprint with your name, and we will make a display of how our class is taking a stand for a school without bullying.*

- u Distribute materials. Use students' completed footprints to make a display called "Taking a Stand for a School Without Bullying."

# Project Activity

Students can choose from among these suggestions for projects to help









# Lesson Script

*You already know about assertive behaviour and how to use an assertive verbal response to deal with a bullying situation.*

*Now we are going to learn about other things to do if someone tries to bully you or if you see someone being bullied. Over the next few discussions about bullying, each of you will be developing your own plan for dealing with bullying behaviour. Your plan will include the ideas that you feel you would be able to use comfortably.*

*The first part of the plan is to know the school and classroom safety rules. Then you will be really sure about what is expected of the students here. Let's briefly remember the rules.*

u Brainstorm or discuss and review school and classroom rules.

*Listen to a story about bullying that involved two classp3r anlaon Snd cLenny end comeoyou ngr tchildre.*











# Lesson Script

*Now we are going to learn about two simple strategies you can use to deal with being bullied. Listen to this story.*







# Lesson Script

*Now we'll learn about another strategy for dealing with bullying. Listen to the story.*

*Last week, when Marc was eating lunch, he noticed Sean walking toward him.*

*Lately, Sean had been bugging Marc a lot. Marc wondered what Sean would try this time.*

*Sean looked in Marc's lunch kit, held his nose and said, "Ugh! What stinks?" All the*

*This time, Marc made a comment that deflected the teasing. He was calm and made a comment to let the put-down slide off him, rather than upset him. In a way, it's a*











































*The first kind of bullying we tend to think of is physical, in which people are hurt physically by the bully's behaviour.*

*The second form of bullying behaviour we might think of is verbal, bullying with words or talking. Although we don't usually think of words as dangerous, in fact, continued verbal bullying through put-downs or teasing can be very painful and can lead the person being bullied to feel very sad or depressed and to low self-esteem.*

*Another form of bullying behaviour we can identify is called intimidation, bullying by actions or words that are intended to make a person feel afraid of something that could happen in the future, whether to them personally, to their possessions or to people they care about. In this way, the person or people who bullies has power and control over the other person, by making them fearful and being able to control or limit their behaviour.*

*The third form of bullying is called social bullying, which is bullying that happens through social media or through the use of technology. It is often called cyberbullying.*





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*Let's chart some natural phrases you might use for setting limits or telling the person to stop.*

- Chart phrases using students' own language for telling the other person to stop. Once the list is complete, review and ask students to individually identify two or three phrases at least that they would actually use.

## Additional Activities

- Use student-gep w 1000c1s 0 0 rj/ about bullying situat Acs, typs 0or.015 79 .2qq

## Role Play Cards

You got new runners last week. They are different than the ones that are really popular. Since the first day you wore them, \_\_\_\_\_ has been teasing you about the shoes. \_\_\_\_\_ says, "Where did you get those shoes? I bet your Mom picked







- u Have the students form small groups. Alternatively, you may wish to do the brainstorm with the large group, or to split the class in two and brainstorm with one half while the other half does other independent work.

*First, you'll be thinking and talking about ideas to help students stop bullying.*





# Lesson Script

- u Allow students several moments to reflect. Hand out blank paper.





# Lesson Script

*In today's lesson we're going to look at ideas for dealing with bullying situations. By learning and practicing these things, you will be better prepared if someone tries to bully you. Over the next few discussions about bullying, each of you will be developing your own plan for dealing with bullying behaviour. Your plan will include the ideas that you feel you would be able to use, the ideas you feel most comfortable with?*

*There is not just one solution that works best in situations involving bullying. Sometimes you will need to keep trying solutions until the bullying stops. That is why it is a good idea to learn and practise many strategies?*

*Being clear about school rules helps you understand expectations for student behaviour.*

*Let's start by listing examples of bullying behaviour.*

- As students brainstorm examples, record them on index cards or separate sheets of paper so they can be categorized later. Be prepared to add bullying behaviours as identified in the school survey, if necessary.

*Although all bullying is harmful, some behaviours are more threatening than others? Sometimes bullying behaviours can be very dangerous, even be against the law? Other behaviours can be hurtful or harmful if they happen again and again over time, but they aren't immediately dangerous or against the law?*

*For example, if you were confronted on the weekend by a group of kids you didn't know who demanded your bike, or else, that is a potentially dangerous situation? Any bullying that involves a threat to personal safety is dangerous. We'll sort the bullying behaviours into two general categories?*

*You can assess a bullying situation by asking questions like these:*

- ¥ *Could someone get hurt?*
- ¥ *Is it against the law? Like stealing, assault?*
- ¥ *Are the surroundings unfamiliar?*
- ¥ *Are the people unfamiliar?*
- ¥ *Why?*

*If the answer to these questions is yes, then the situation is potentially dangerous.*

- Sort the identified bullying behaviours into two charts labeled "dangerous" and "less dangerous." There may be very few examples on the dangerous chart. The purpose is to highlight situations in which compliance with the request, then leaving and reporting, would be the safest strategy.



*You have the right to be safe. But the right to be safe goes along with a responsibility to help make sure others are safe. As the older students in the school, you have an influence on younger kids. They look to your behaviour as a model for how they should behave. If they see that you don't think bullying is cool, they'll realize that it is harmful, too.*

- Ask the students to work in small groups to discuss reasons that students might not report to adults about bullying situations. As groups report out, chart their reasons. Then discuss each reason for not reporting with a focus of exposing the myth behind it.
- For example, students may fear retaliation if they reported; that is, the person who is bullying could come back and do worse things. Point out that once the situation has been reported and is being dealt with by police or other adults, it is unlikely the kids involved would want to create even more trouble for themselves by coming after someone who they already know reports threatening or bullying behaviour.
- If you see that older students think bullying is cool, they need to be, and the person who is bullying needs to be.





*Fighting back or yelling would be an aggressive response. Acting aggressively usually causes trouble and doesn't solve problems. It's certainly not a good strategy to stop bullying behaviour.*

*Have any of you been in a situation like this and tried something that worked?*

- u Accept and discuss students' responses. When students tell about strategies they have used that worked, ask enough questions to draw out reasons why the strategy was successful. Use these clues to encourage them to try it again. (2.5.2)

- u Evaluate the consequences of each brainstormed response, using the following



# Story Analysis Activity

Divide the class into five or more small groups. Ask each group to assign a reader, a recorder, a reporter, and a facilitator.

Distribute one copy of the book or story and one copy of the handout to each group. Some suggested titles include:

- u *Arthur's April Fool*
- u *Chrysanthemum*
- u *King of the Playground*
- u *Pinky and Rex and the Bully*
- u *The Sandwich*
- u *The Best of Bears and the Bully*
- u *Weekend with Wendell*
- u *Loudmouth George and the Sixth Grade Bully*
- u *Hallo-Weiner*

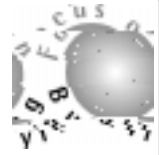
(see the Resources section for more information).

Explain to the group that their task is to read the story and discuss it together as a group. As they listen to the story, they should think about how the character being bullied feels, and take note of the bullying behaviour. They should also take note of the strategies the character used to respond to the bullying. After they have read the story, they should work as a group to complete the chart in the handout, Strategies for Dealing with Bullying. The facilitator should ensure that everyone in the group has a chance to share their ideas.

Advise the groups how much time they will have.



# Strategies for Dealing with Bullying



Names: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Title of the story: \_\_\_\_\_

Author: \_\_\_\_\_

| Bullying behaviour | Character's feelings | Strategies used to respond to bullying |
|--------------------|----------------------|--|
|                    |                      |  |

Do you think this story would be effective for teaching younger students about bullying? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_















Browne, Anthony. 1995. *Willy the Champ*

Christelow, Eileen. 1998. *Jerome Camps Out*. New York: Clarion Books.  
(ISBN 0395758319)

When the swamp school gang goes away on a camping trip, Jerome Alligator conjures up a strategy for dealing with the bullying behaviour of Buster Wormly.

Grade: 2/3/4

Elliott, Michele. 1997. *The Willow Street Kids: Beat the Bullies* .  
London: MacMillan Children's Books. (ISBN 0-330-35185-0)

Gill and Charlie and their friends meet and deal with children who bully, with the help of teachers and parents. From Kidscape, a British organization whose aim is to increase children's safety.

Grade: 3/4/5/6

Use: excellent book to read aloud and discuss with the class, also for older students to read independently

Elliott, Michele. 1986. *The Willow Street Kids: Be Smart, Be Safe* .  
London: MacMillan Children's Books. (ISBN 0-330-35185-0)

This selection of stories focusses on issues affecting children's safety including bullying. From Kidscape, a British organization whose aim is to increase children's safety.

Grade: 3/4/5/6

Use: read aloud and discuss strategies suggested

Estes, Eleanor. 1944. *The Hundred Dresses*. New York: Harcourt Brace and Company. (ISBN 0-15-642350-2)



Kemp, Gene. 1990. *Just Ferret*. New York: Puffin Books.  
(ISBN 0-14-034589-2)

A boy with learning problems enrolls in a new school.

Grade: 6/7

Use: independent reading or read aloud to the class

Larson, Kirby. 1996. *Cody and Quinn, Sitting in a Tree*. New York:  
Bantam Doubleday Dell. (ISBN 0-440-41378-8)

Cody and Quinn are the best of friends. It's no big deal to Cody that Quinn is a girl. But it's a big deal to Royce, the class bully, who likes to tease.

Grade: 2/3/4

Use: independent reading or read aloud

Mayer, Mes366re7.X-0d

Naylor, Phyllis Reynolds. 1994. *King of the Playground*. New York: Aladdin Books, MacMillan Publishing Company. (ISBN 0-689-71802-0)

With his dad's help, Kevin overcomes his fear of the "King of the Playground" who has threatened him in various ways.

Grade: K to 4

Use: shows intimidation as a form of bullying and gives the strategy of asking for support, being calm and doing the unexpected

Passen, Lisa. 1991. *Fat, Fat Rose Marie*. New York: Henry Holt and Company. (ISBN 0-8050-1653-8)

The novel demonstrates the importance of one student taking a stand against bullying and others following the lead.

Grade: 2/3/4/5

Use: a good discussion sparker about peer pressure, taking a stand, and accepting differences

Pfeffer, Susan Beth. 1995. *Nobody's Daughter*. New York: Bantam Doubleday. (ISBN 0-440-41160-2)

As orphans, Emily and her friends are taunted by the town girls. A tragedy occurs and Emily finds strength and resources in herself and her friends; set in the early 1900's.

Grade: 5/6/7

Use: read aloud or independent reading

Pilkey, Dav. 1995. *The Hallo-Weiner*. New York: Scholastic. (ISBN 0-590-41729-0)



Wells, Rosemary. 1981. *Timothy JB a9 School*

### *Healthy Schools Project*

This project, originally developed by the B.C. Ministry of Health, and now accessible through the Ministry for Children and Families, details a simple and effective planning process that guides schools in the selection of school projects. This resource provides a step-by-step action plan and includes helpful tips for implementing the initiative. Contact the Ministry for Children and Families' Regional Operating Agency in your area for more information. The *Healthy Schools Resource Guide* will be posted on a website early in 1999, s Phttp://www.mcf.gov.bc.ca

### Ministry of the Attorney General. 1996. *Taking a Stand: Youth Action Kit*

This kit, distributed to all elementary schools in the province, contains a wide variety of resources and activity suggestions for young people to take action in preventing crime and violence. Also contains a video, "Taking a Stand: Youth Against Violence."

### Payne, Luren Murphy and Rohling, Claudia. 1997. *We Can Get Along: A Child's Book of Choices* . Minnesota: Free Spirit Publishing, Inc. (ISBN 1-57542-013-9)

In a straightforward way, this book focusses on positive virtues in dealing with others. Note: There is also a Leader's Guide with reproducibles to use in the classroom and as letters home to parents.

Grade: K/1/2A3

Use: read aloud and discuss or use with the Leader's Guide to teach an introductory course on conflict resolution and choice making

### Sanders, Pete. 1996.





Ministry of Education. 1990. *Personal Growth*. Victoria: Province of British Columbia.

A series of lesson plans integrating the examination of children's literature with an exploration of topics such as self-esteem, assertiveness, and appropriate behaviour in relationships. Lesson plans for Primary (K to 3), Early Intermediate (E3), and Late Intermediate

Ministry of Attorney General, 1960

Pearce, Dr. John. 1989. *Fighting, Teasing and Bullying: Effective Ways to Help Your Child to Cope with Aggressive Behaviour*. London: HarperCollins Publishers. (ISBN 0-7225-1722-X) Aimed at parents, this book makes suggestions for activities parents can do with their children to prepare them to deal with bullying and teasing. *Second Step: A Violence Prevention Curriculum* Available through the







Sharp, Sonia and Peter K. Smith. 1994. *Tackling Bullying in Your School: A Practical Handbook for Teachers*. Routledge Publishers, 229 West 35th Street, New York, NY. 10001.

Smith, Peter K. and Sonia Sharp. 1994. *School Bullying: Insights and Perspectives*. Routledge Publishers, 29 West 35th Street, New York, NY. 10001.

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