



Bullying Prevention Grade 8

UNIT OVERVIEW

- Lesson Description** **Activating Prior Knowledge**
Mini Lessons
1. The Power Of Christian Community
2. Advocacy & Empowerment
3. Transformation (Restoration/Reconciliation/ “Fresh-start”)

BACKGROUND FOR THE TEACHER

Part A: Universal Perspectives

The Bullying Phenomenon Is On The Rise

The earliest research into bullying was conducted in Norway in the early 1990's by Dan Olweus who described the phenomenon of bullying as “intentional, repeated, hurtful acts of aggression, characterized by a real or perceived power imbalance, committed by one or more persons against another.”¹ There is a growing body of international research, supported by rather alarming statistics that reveal bullying as a significant problem amongst school-aged children, despite educator's best efforts to combat it. Boys typically get involved in overt and physical bullying tactics, while girls tend to engage in more subtle, indirect attacks, aimed at disrupting friendships or isolating peers. Name-calling, malicious rumours, gossip, and social alienation are common forms of emotional or psychological bullying.²

Bullying Is A Unique And Insidious Form Of Violence

In 2005, the Government of Ontario's Safe School Action Plan defined bullying as “a dynamic of unhealthy interaction. It is a form of repeated aggression used from a position of power. It can be physical, verbal or social.”³ Bullying has also been described as “a multi-dimensional construct and occurs when one experiences repeated attacks, over time, by one or more individuals who systematically abuse their power. It often takes place in the presence of others and, for the most part, is motivated by the need for social status or the need to dominate. Physical and verbal forms of bullying most often come to the attention of school authorities. However, the social manipulation and social exclusion of victims, although not as easily detected, is equally harmful and likely

¹ D. Olweus, (1993); US Department of Education, (2000).

² Pepler, Debra L Marche Centre of Research and Violence (2000)

³ Government of Ontario: Safe Schools Action Team, (November 2005). *Shaping Safer Schools: A Bullying Prevention Action Plan*, 10.

more prevalent.”⁴ Noted Canadian researchers Pepler and Craig (1998) identify four critical conditions that distinguish bullying from other forms of aggressive behaviours:

#1 Power

Children who bully acquire their power through physical size and strength, by status within the peer group, and by recruiting support of the peer group.

#2 Intent to Harm

Children who bully generally do so with the intent to either physically or emotionally harm the other child.

#3 Distress in the Child Being Bullied

Anticipatory terror develops in the mind of the child being bullied that can be highly detrimental and have the most debilitating long-term effects.

#4 Frequency

Bullying is not a random act. Rather, bullying is usually characterized by frequent and repeated attacks. However, in some situations, one severe incident of bullying behavior can traumatize and create the fearful conditions that a series of less severe bullying incidents might achieve.

The Impact Of Bullying Is Far-Reaching

Most researchers now agree that what distinguishes bullying from other types of undesirable behaviour is the on-going impact on the victim created by the power differential. Victims will be significantly upset or hurt and are too weak or vulnerable to defend themselves effectively.⁵ “Students acquire power over others in many ways: Advantage in size, strength, age, intelligence; advantage in social status, peer group solidarity; perception of another’s vulnerability (e.g. learning problem, religious beliefs, physical disabilities, family issues, sexual identity, ethnicity).”⁶

Bullying and its compatriots, cyber-bullying, homophobia, racism and sexism, combine to create a current of oppressiveness that threatens to tear at the fabric of many school and neighbourhood communities. “Victims of bullying often deal with social anxiety and loneliness, withdrawal, physical ailments, low self esteem, absenteeism, diminished academic performance, phobias, depression and even aggressive behaviour. In the most extreme cases, the result is suicide.”⁷ Relationship difficulties characterized by violence, intolerance, hostility, intimidation, exclusion, or stigmatization of individuals, seriously impact school climate and culture by draining attention and energy from the positive aspects of the learning environment.

Sadly, no one is immune to this barrage of attacks on the dignity of persons that plagues

⁴ *Canadian Public Health Association, May 2003.*

⁵ Mellor, Andrew. *Anti-Bullying Network*. University of Edinburgh.

⁶ *Shaping Safer Catholic Schools*, Catholic Principals’ Council of Ontario, 2006.

⁷ Government of Ontario: Safe Schools Action Team, (November 2005). *Shaping Safer Schools: A Bullying Prevention Action Plan*, 7.

our society. Catholic schools are not insulated from this ‘culture of meanness’⁸— a cultural feature that has become so commonplace as to be dismissed or misinterpreted as merely a sign of the times or just a part of growing up. Indeed, research shows that bullying is one of the most pervasive and insidious forms of aggression in school communities. It has infiltrated classrooms, playgrounds, lunchrooms, hallways and cyberspace, and may be either direct (e.g. name-calling) or indirect (e.g. exclusion). Bullying is most often subtle and discreet, not overt.⁹

Children who are bullied are more likely to suffer adverse academic, psychological and social consequences; and are more likely to exhibit violent antisocial behaviours or criminal activity in their adult years¹⁰. The academic effects of bullying include decreased interest in school, increased absences, and decreased concentration levels for students. Students who are bullied are afraid to go to school, demonstrate low levels of participation and engagement, and score lower on formal measures of achievement. “Children who are involved in bullying and victimization are at risk for developing problems later in life such as criminality, school drop out, unemployment, depression, anxiety, and generalized levels of reduced attainment and competence in adulthood” (Olweus, 1989). “Bullies who learn to use aggression as a form of power may develop other significant problems including moral disengagement, delinquency, substance abuse, adult criminality and even suicide.”¹¹ Bullying and victimization and their associated behaviour problems are not only chronic, but are often transmitted across generations (Farrington, 1993). The monetary costs of chronic involvement in bullying and victimization are high: These children generate life-long costs because they are involved in multiple systems such as the mental health, juvenile justice, special education, and social services.¹² Police report that up to 60% of bullies go on to have one criminal offence by the time they are 24 years of age.¹³ “Bullying has also been considered a contributing factor in other violent acts: two-thirds of 41 perpetrators in recent school shooting incidents [in U.S.A.] described feeling persecuted, bullied or threatened by their peers.”¹⁴

Bullying is widespread in Ontario

“In a 2001 survey, considered to be the first attempt to measure the problem in Ontario, the Toronto-based Centre for Addiction and Mental Health reported that while overall violence among youth is declining, 25 percent of Ontario students (225,000) in Grades 7-12 had been bullied in the 2001 school year, while one in ten had seriously considered committing suicide as a result of bullying. This apparent increase is consistent with recent

⁸ Coloroso, Barbara (2004). *Orbit Magazine*, 34, 2.

⁹ Hoover and Oliver, (1996).

¹⁰ Region of Peel Health Department, (2005). *Student Health 2005: Gauging the Health of Peel’s Youth*, A Peel Health Status Report.

¹¹ Government of Ontario: Safe Schools Action Team, (November 2005). *Shaping Safer Schools: A Bullying Prevention Action Plan*, 8.

¹² Bullying and Victimization Among Canadian School Children-October 1998 Human Resources and Social Development Canada.

¹³ York Regional Police Put the Brakes on Bullying, CAYRE Video, © 2002

¹⁴ National Association of State Boards of Education, (2003). *Policy Update: A Publication of the Policy Information Clearing House*, 11,10.

U.S. studies which estimate that up to 30 percent of American children are regularly involved in bullying, either as bullies, victims or both, with a reported 15 per cent being “severely traumatized or distressed” by encounters with bullies, and 8 per cent victimized in the past week.”¹⁵ In 2005, the Government of Ontario reported that of the nearly two million students attending 4,700 schools in Ontario, one in three students in Grades 7 to 12 reports having been bullied at school, and just under one-third report having bullied someone.”¹⁶ While bullying is increasing at all grade levels, school staff members remain virtually unaware of the extent of bullying and victimization. Typically, teachers only intervene in 14% of class incidents and 4% of playground incidents, while peers are frequently drawn into bullying by the arousal and excitement factors, providing an audience for the theatre of bullying. A 2005 study by the Region of Peel Health Department revealed that four in five (82%) students reported they always felt safe in their home while fewer than half (46%) always felt safe at school and only 40% always felt safe in their community. Almost one in three (31%) students had been the victim of some form of bullying in the past 12 months. More than one in four (29%) students reported others had spread rumours or mean lies about them. One-fifth (19%) of students reported they had been hit, slapped, or pushed, one or more times. One quarter of students (25%) reported they had taken part in bullying other students at school “once or twice” in the past 12 months.¹⁷

In the face of the growing incidences of bullying in Ontario, the Catholic Principals’ Council of Ontario reminds its members not to lose sight of the basic fact that bullying is a relationship problem with a relationship solution. Principals are alerted to look for the “tell-tale” signs of bullying, as it occurs in the context of unhealthy relationship dynamics, marked by these patterns:

“The student who bullies is using power to control and distress another; the student who is victimized becomes caught in a relationship in which he/she is being abused; the student who bullies increases in power and the victimized student loses power in their relationship.”¹⁸

Bullying is a distorted attempt at a relationship that reflects intolerance and lack of empathy. The logical antidote to bullying is to engage students in activities designed to foster moral intelligence and virtue formation, in particular, empathy. Certainly no one can argue that the pervasiveness and seriousness of bullying speaks both to the practical need and moral imperative for a clearly articulated plan to tackle its many implications.

Adult Modeling And Intervention Are Critical

¹⁵ National Resource Centre for Safe Schools, (2001). Retrieved from *Prevention of Bullying Among Children and Youth in Hamilton* (2002). A discussion paper prepared for the Hamilton Community Foundation, June, 4.

¹⁶ Shaping Safer Schools Ministry of Ontario, November 2005.

¹⁷ Region of Peel Health Department, (2005). *Student Health 2005: Gauging the Health of Peel’s Youth*, A Peel Health Status Report.

¹⁸ *Shaping Safer Catholic Schools*, Catholic Principals’ Council of Ontario, 2006.

Recent Ontario research findings point to the fact that adults are often unaware of bullying or unsure of how to intervene. Pepler and Craig report that “playground supervisors intervened in only 41% of bullying incidents; that only 46% of students who are victimized report the incident to their teacher; [and despite these dismal statistics] students who do talk to an adult are less likely to be bullied in the following school year.”¹⁹ These statistics remind schools that the focus of a bullying program must reach *all* members of the community, not just the student population: “**Bullying is not just about student behaviour.** Principals, teachers, support staff, parents and other adults shape the school climate and they are responsible for serving as role models in creating a respectful and safe environment for students.”²⁰

A Comprehensive Whole School Approach To Bullying Is Needed

Educators are in agreement that while the aggressor needs appropriate intervention and consequences, the best way to protect students is to create and sustain a healthy school environment. This is accomplished by establishing clearly articulated expectations for behavior, and working to engage the entire community in taking responsibility for school safety. This requires leadership from administration, staff and parents, who must consistently model and reinforce pro-social behavior, mutual respect, and a deep caring for the well-being of all members of the community.

The most effective whole-school programs focus on prevention and community-building, and de-emphasize the role of sanctions and punishments. Since bullying is a learned behavior, effective intervention can eradicate it from an individual’s repertoire of behaviors and prevent it from spreading throughout the community.²¹ “But perhaps the most important reason for developing a school-wide bullying prevention program is to engage and empower the “silent majority”—the large percentage of children who regularly witness bullying at school but don’t know what they can do to help.”²² Thus, efforts to combat bullying must provide the following:

- Preventative education across the curriculum
- Clear standards of behaviour for all
- Support for victims of bullying
- Consequences and rehabilitation for those involved in bullying
- Efforts to mobilize and motivate the bystander/observer
- Education and professional development for staff and parents

Administration and school staffs are well-positioned to play a significant leadership role in enhancing the physical, emotional, and psychological safety of children. However, schools cannot do it alone. The combined effort of students, parents and community members, working together with educators to create a school-wide plan, is required to develop a school community where students and staff feel respected and parents and

¹⁹ Pepler and Craig, 2000.

²⁰ *Shaping Safer Schools*, Ministry of Education, November, 2005.

²¹ Retrieved from website: SchwabLearning.org, (2003).

²² *Prevention of Bullying Among Children and Youth in Hamilton* (2002). A discussion paper prepared for the Hamilton Community Foundation, June, 10.

community members are welcomed.²³

The Ontario Government is committed to making bullying prevention a priority. In the 2005 document entitled: *Shaping Safer Schools: A Bullying Prevention Action Plan* the authors state that “successful bullying prevention programs clearly define bullying, and are gender-and age-appropriate, comprehensive to include the whole-school community, grounded by strong school leadership, and focus on supporting both the victims of bullying, as well as those who bully.”²⁴

Fast Facts about Bullying

How is bullying unique from other forms of aggression?

- A dynamic of unhealthy interaction
- Repeated aggression used from a position of power
- Bullying may be physical, verbal or social
- Students who are repeatedly bullied feel trapped in an abusive relationship
- The person who bullies uses an advantage of size, strength, age or intellect; an advantage in social status or peer group solidarity; or knowledge of another’s vulnerability to exert power over another.²⁵

How is bullying behaviour displayed?

- Direct bullying consists of open attacks on a victim, such as negative words, physical fights and gestures
- Indirect bullying includes social isolation and exclusion from a group.²⁶

What do demographics reveal about bullying?

- No direct relationship between demographics and incidences of bullying
- Gender analysis suggest slightly higher involvement by boys than girls in bullying incidents at all ages
- Bullying reaches a peak for girls in the transition from Grade 8 to Grade 9
- May have a higher social cost for girls²⁷
- Boys are more involved in overt forms of bullying and girls in covert forms
- Bullying tapers off at the end of high school and diversifies into other anti-social behaviours as students end high school
- There is a small but significant correlation between parental aggression and bullying amongst children

²³ Focus on Bullying, B.C. Safe Schools Initiative.

²⁴ Government of Ontario: Safe Schools Action Team, (November 2005). *Shaping Safer Schools: A Bullying Prevention Action Plan*, 8.

²⁵ Ministry of Education: *Shaping Safer Schools*, November 2005

²⁶ Barbara Coloroso *The Bully, The Bullied and the Bystander*, Page 65.

²⁷ Wendy Craig and Debra Pepler-LaMarche Research Institute

- Youth incarcerated for crimes are more likely to have been identified as bullies in elementary schools²⁸
- Bullying is rarely random behaviour. It most often works closely and systematically with pervasive systems of oppression based on race, gender and sexuality.

What makes for a successful bullying intervention?

- Warmth, positive interest and involvement from adults
- Firm limits on unacceptable behaviour
- Consistent application of non-hostile, non physical sanctions
- Authoritative, not authoritarian, adult-child interaction or child-rearing model

How to engage families in the task of bullying prevention?

- Combine with early childhood education programming
- Reach out to parents-strike home the message about early warning signs of bullying and its dire consequences
- Educate parents re: socio-emotional development in children and highlight atypical patterns
- Create a school ethos of partnership with families
- Create climate of support where parents of bullies do not feel threatened or blamed²⁹

How do those involved in bullying incidents (bullies and victims) relate to peers?

- Bully-victims have may have some difficulty maintaining close friendships
- Greater risk for negative peer experiences at all stages of development
- Most likely to be rejected by their classmates
- May experience more conflict with friends
- May lack a firm foundation to build stable adult relationships in the future

The Benefits Of Drama Work In Bullying Prevention Lessons

To be meaningful, anti-bullying lessons must address personal issues in a way that revolutionizes old thinking and transforms attitudes and behaviours. Drama education has the potential to do both. Drama is experiential learning that provides a safe place for students to challenge their own prejudices and injustices without fear of judgment or reprisal. Drama utilizes creativity, comfort and the freedom of a play-based environment to explore the challenges, obstacles and diversities of the real world. The imagined worlds of drama work provide children with an expansive world-view that promotes clarity of thinking and a distillation of personal and collective perspectives in order to equip them to better interpret the human condition and make meaning for themselves.

²⁸ Glen DiPasquale Psychologist York Region

²⁹ Besag (1989) & Yoshikawa (1994)

In real life, interpersonal relations move quickly and without interruption. This means that personal reactions to people and events are frequently left unexamined and lost in a frenzy of activity and emotion. Drama simulations allow participants to freeze in the moment, suspend the narrative and consider the implications and consequences of various courses of action. Techniques such as thought-tracking, hot-seating, alter-ego, role-on-the wall, writing in role and conscience alley³⁰ provide opportunities for personal reflection and collective sharing of insights-- crucial elements in transforming thinking and changing attitudes and behaviours.

Intermediate-level students are experiencing times of growth, change and questioning. For them, drama work provides a forum to explore these transitions by simulating the challenges and difficulties of life in a safe learning environment. Drama allows the students opportunities to problem-solve, reflect and engage in healthy debate in a process devoted to understanding the human condition and the complexities of life. Through re-telling stories, assuming imaginary roles and reflecting upon them, students have a forum to “try on” different personas and experiment with different responses to life’s challenges.

The juxtaposition of the *real self* and the *adopted persona* is the place of intersection where the students deepen understanding of self, others and the community. Students work at constructing and deconstructing the truth as it reveals itself in the dramatic process. A combination of oral, written and mime activities provide students with different entry points to the work allowing for times of silent reflection and creative collective energy. The problems and conflicts that students encounter in the drama provide opportunities for students to listen, observe, challenge, debate, embrace the tension and move forward together to create a world characterized by understanding and cooperation.

Drama activities allow students to revisit places of past encounter, to re-enact situations with fresh insights, to benefit from hindsight and to step outside their insular world and look back in. This rehearsal aspect of drama affords children the opportunity to rethink past decisions, experiment with alternate strategies and engage in active learning from past mistakes.

Power imbalance is a crucial element in bullying-victim dynamics. Drama activities can be employed to provide students with a safe forum for learning appropriate ways of dealing with hostility, aggression and the dehumanizing effects of being a target of bullying behaviours. Researchers in Brisbane, Australia have discovered that drama is an enormously successful vehicle for teaching students about conflict and mediation theory and practice. Simulation activities can be structured to help students better understand and manage their own conflicts; and empower them to take a lead within their school communities in creating and sustaining positive conflict management agendas.³¹

³⁰ Swartz, Larry, *New Drama Themes*, 2004.

³¹ *Cycles of Harmony*, John O’Toole and Bruce Burton, *Applied Theatre Researcher*, Number 3, 2003.

Part B: Catholic-Christian Perspectives

Fully Alive Provides A Faith-Lens For Bullying Prevention

In recent years much has been said and written about bullying prevention. There is a plethora of secular literature and resources to support the teacher in efforts to educate against bullying. Many Catholic schools have purchased commercial programs to assist teachers in their curriculum programming. However, a Catholic approach to bullying prevention must be distinctive in its sacramental worldview, its basis in scripture, and its rootedness in Jesus' model of Christian community as the exemplar for a safe, caring and inclusive school. To this end, the Fully Alive supplemental lessons, herein, strive to offer a unique Catholic perspective on the issue of bullying. These lessons are to be used together with secular materials to help students to appreciate their moral obligation to honour the dignity of all persons and support one another in creating and sustaining a positive and nurturing learning environment for all.

Catholic schools accept the challenge of the Ontario Conference of Catholic Bishops in the sacred task of “developing schools into communities of faith in which the requirement of good citizenship will be learned in a vital way from the perspective of the message of the Gospel and the teachings of the Church.”³² It is our shared task to in cultivate the virtues and social skills necessary for a life of compassionate service in building God's reign on earth. In the words of Pope John Paul II:

To work for peace is the concern of all individuals and of all people. And because everyone is endowed with a heart and with reason and has been made in the image of God, he or she is capable of the effort of truth and sincerity which strengthens peace.³³

In our efforts to follow the example of Jesus, in becoming fully human and fully alive in God's image, we admit that we frequently fall short of the ideal. From time to time, all persons have need of correction, guidance, mercy and forgiveness in order to mature in faith and love. As the Ontario Institute of Catholic Education reminds us:

This worldview recognizes that the divine is at work in all that surrounds us, and attention to this sacred order is critical to the Catholic ethos. Hence, a Roman Catholic vision understands that humanity is created in the image of God, created with dignity and freedom, and yet capable of choosing contrary to God's design. And so, celebration of life is balanced by recognition of human sinfulness and the need for forgiveness.³⁴

In recognition of our shared human frailties, Catholic schools in Ontario strive to address

³² Ontario Council of Catholic Bishops (1989). *This Moment of Promise-A Pastoral Letter on Catholic Education in Ontario*.

³³ John Paul II, *Truth, the Power of Peace*, Peace Day, January 1, 1980.

³⁴ Trafford, L. (1998). *Educating the Soul; Writing Curriculum for Catholic Secondary Schools*. Toronto: The Institute for Catholic Education, 12.

bullying by providing appropriate preventative, educative and disciplinary steps that presumes a philosophy where “human beings are more important than things or structures or ideologies”³⁵ and aims to:

- protect our most vulnerable members;
- appropriately consequence hurtful and aggressive behaviours;
- take prudent measures to restore, repair and transform broken relationships;
- teach pro-social skills and ethical decision-making to enhance moral literacy;
- empower all members to look out for the best interests of one another with Christ as model.

These supplemental lessons about bullying prevention are a small part of the broader scope of the Fully Alive Program. Fully Alive offers a program of formal moral education, noting the “distinctive mission of Catholic education in moral formation—beyond the transmission of beliefs to a gradual opening up of people to see life as it is and to create an attitude for life as it should be.”³⁶

A Catholic Approach to Bullying Prevention

Catholic schools do not have a monopoly on a compassionate response to the challenges of bullying issues in schools. However, the mission of Catholic education does propel us towards healing, reconciliation, and the ongoing commitment to respect for human dignity. The bullying issue offers an ideal forum for Catholic schools to vision a clear gospel imperative and to become active change agents in the community. “If our vision is rooted in the life and message of Jesus, then the energies we put forth in dealing with destructive behaviours are not in vain but are expressions of our ministry as Catholic teachers.”³⁷ At its best Catholic education is a powerful leaven for good in its active promotion of peaceful community, authentic human relationships, compassionate service and an embodied spirituality rooted in God’s love.

Building Christian Community

In Catholic education we talk a great deal about “creating community.” Love of neighbour, inclusivity and collaboration are all seen as inextricably linked to love of God. These life lessons, which are less in the head and more in the heart, are to span the entire curriculum at all grade levels. Ideally, the Catholic nature is palpably present in every arena of Catholic school life—in cafeterias and classrooms, on blackboards and gym floors, in informal conversations and in the lifestyle choices of staff and students. And “if we want a person to enter into our heart’s domain, we open wide the doors through kindness, consideration and compassion, attentive care, and tender love.”³⁸ To authentically embody this gospel reality, school communities must be liberated from the

³⁵ Donovan, Daniel, *Distinctively Catholic, An Exploration of Catholic Identity*, Paulist Press, New Jersey, 1997..

³⁶ See *The Contemporary Catholic School Context, Identity and Diversity* Palmer Press, Washington, D.C. 1966 and Curriculum Matters

³⁷ *Transforming the World: An Integrated Approach to Curriculum*, Larry J. Trafford, 2001.

³⁸ *Build Bethlehem Everywhere: A Statement of Catholic Education Canadian Catholic School Trustees Association*, 2002.)

toxicity of cruelty, bitterness, neglect or indifference. Indeed, if faith is to permeate the real life of the school, all manner of bullying and victimization must be openly challenged and exposed to the love and light of Christ.

Inclusivity A Priority

While the homogeneity in faith of the Catholic elementary school allows the freedom to openly express and foster a particular theology and spiritual worldview our Catholicity must never be promoted from an elitist or exclusionary perspective. Fostering a ‘beatitude attitude’ in our multi-cultural/multi-faith communities requires intentionality and openness to others, especially those different than ourselves.

Concern For The Most Vulnerable

The manner and extent to which the marginalized members of a school are brought to a place of inclusion and healing is one measure of the integrity of our Catholicity. Students involved in bullying incidents fit into this category of the ‘marginalized’. Our response to the bullying phenomenon says much about the extent to which our schools are places of The Beatitudes. Certainly the central moral message of the Gospel is that of conversion, the transformation of the human heart. Thus, one measure of our success might be how successfully we are able to transform hurting, fractured and hostile communities into places of acceptance, tolerance and understanding. Learning to appreciate and honour the perspectives of all members is a useful starting point.³⁹

The Drama-Religion Connection

From a faith perspective, the interface of drama and religion is an important one. The theatrical venue and the drama education classroom provide open systems where reflection, dialogue and contrasting viewpoints are welcomed and encouraged thus facilitating an invitational approach to a dialogue of bullying issues. In relating gospel values to bullying issues drama education helps the teacher to avoid a dogmatic or black-and-white approach to moral and ethical dilemmas that arise. Drama education fosters negotiation and accommodation and opposes any stance that is narrow and intractable. “Drama education, a powerful mechanism for encouraging young people to confront their own demons as well as providing a lifelong strategy for confronting the problems they will face, comes to have global significance in a world that young people [often] find hostile and unresponsive.”⁴⁰

³⁹ A Biblical Way of Seeing, Most Rev. Richard Grecco, Ontario Catholic Education Symposium, 2002.

⁴⁰ Drama Through the Eyes of Faith, Walter Pitman, Pages 162-172, How Theatre Educates, Convergences and Counterpoints, Kathleen Gallagher and David Booth.

Bullying Prevention Grade 8

ACTIVATING PRIOR KNOWLEDGE

[top](#)

TEACHER BACKGROUND

All schools in Ontario are required to have a comprehensive whole school approach to bullying prevention with pro-social skills embedded in ministry curricula. To satisfy this mandate most schools have adopted one or more secular programs that teach students how to recognize bullying in its covert and overt forms, how to effectively intervene when it occurs, and how to develop healthier relationships with one another in order to heal from its effects and guard against future occurrences. This *Fully Alive* supplement is designed to build upon these excellent programs by providing a Catholic Christian perspective on the on-going dialogue you are already having with your students.

These *Fully Alive* lessons strive to offer a distinctively Catholic lens on the destructive societal phenomenon of bullying by applying to it relevant gospel values and Catholic social justice principles. Catholic bullying prevention education pays particular attention to the respect due to every human being as a person of dignity created in God's image. We stress our belief that life is not a solo journey and that we are *made for each other*—to flourish and grow in faith in a community committed to the common good and to the gospel imperative of drawing the weak and vulnerable to the heart of the community. We take seriously our obligation to reach out to and speak up for the most marginalized in our midst. This means that where bullying exists we share responsibility in stopping the abuse, restoring relationships, and ensuring that the individuals involved have the necessary support to resist further bullying. In the bullying scenario this means that no one can ignore or walk away blamelessly. All are morally culpable.

Teacher-initiated conversations about bullying must first be framed in a common language and shared behavioural expectations. Thus, before launching into these three lessons it is important to review with your students what they already know and understand about the bullying phenomenon, and what your school policy is in regards to reporting and responding to incidents of bullying. No doubt, you are already teaching pro-social skills in the areas of active listening, effective communication, stress management and conflict resolution. These life skills are rehearsed throughout the academic year in a variety of contexts, both formally and informally, and provide the necessary foundation for these faith-based supplementary lessons. The following teacher notes and mini-lessons offer a quick review of the highlights mandated by the Ministry of Education in bullying prevention across the province, and will assist you in activating students' prior knowledge.

BULLYING IN REVIEW

What is bullying?

- Bullying is *different* from other forms of conflict or aggression between equals.
- Bullying is notable in:
 - its malicious intent to harm,
 - a power differential between the person(s) bullying and the target(s)
 - its repetition/ escalation over time
 - enjoyment at the expense of the weaker, more vulnerable person
- The power-over aspect may be subtle and is often based on some stereotypic label that the aggressor(s) uses to rationalize actions (e.g. “He is so weird...” “She is really annoying...” “Nobody likes a geek...” “He stinks” “Her lunch smells bad...” “He’s gay...” “She’s so fat she can’t run...” “She’s too dumb to be in our group...”).
- Targets of bullying are often described as being different and are frequently loners.
- The payback for the person who bullies is the enjoyment experienced in inflicting emotional or physical pain.
- Bullying may be physical, verbal, social or electronic. In the 2007 publication entitled: *BULLYING: We Can All Help Stop It* the Ontario Ministry of Education describes these types of bullying:
 - **Physical**-hitting, shoving, stealing, or damaging property
 - **Verbal**-name calling, mocking, or making sexist, racist or homophobic comments
 - **Social**- excluding others from a group or spreading gossip or rumours about them.
 - **Electronic**-(commonly known as *cyberbullying*) –spreading rumours and hurtful comments through the use of e-mail, cellphones, and text messaging.

WHAT’S THE DIFFERENCE BETWEEN BULLYING AND CONFLICT?	
Bullying	Conflict
• Happens in secrecy or out-of-the-way places	• Often happens where everyone can see what’s happening
• Someone is targeting one person	• Usually has lots of people around and involved
• Threats are used, and bullies hurt people with words or actions	• May involve fighting, but both people fight and it usually stops quickly
• Are not friends with their targets	• After usually the problem is worked out and people are friends again
Most important, bullying results in one person	

feeling that he or she is in danger.
Reprinted with permission from: <u>Creating a Bully-Free Classroom</u> by Carol S. McMullen, Scholastic Inc, 2005, Page 36.

Why is bullying a problem?

- Bullying hurts everyone.
- *Victims* of bullying feel hurt, sad, worried, ashamed, suspicious and even frightened.
- *Victims* are sometimes friendless, isolated and lonely
- Being the *target* of a bully may impact one's ability to be successful at school and to engage in healthy relationships
- *Witnesses* of bullying often report feelings of discomfort when they see or hear others being bullied. They may feel helpless, afraid, anxious, or even tempted to join in.
- Those who *bully* may find themselves in trouble with persons in authority including teachers, administrators, parents and even police. One in four bullies has a criminal record by age 30. Often childhood bullies report relationship problems later in life.

What are the myths about Bullying?

- *It is part of growing up*
Bullying is a serious violation of human dignity. It goes well beyond friendly teasing and conflict between equals. It leaves deep and lasting emotional scars that no child should have to endure it. Students who are allowed to get away with bullying grow up to have higher incidences alcohol and drug abuse, spousal, child and elder abuse, marriage breakdown, court convictions and employment instability.
- *Nothing will change*
Teachers are best placed to influence change in classroom dynamics and peer communication. They have established an intimate relationship with their students and are in a position of trust and authority. They can model healthy communication, teach pro-social skills, and create a climate of inclusivity. Teachers who are alert to the subtle signs, especially as students are in transition from one activity to another, or from one location to another, can quickly put a stop to put-downs and other behaviours that tend to ostracize or humiliate weaker members.
- *The target asks for it*
All persons are created in God's image and are entitled to be treated with dignity. Granted, some students are more susceptible to victimization than others—often because of their passive and gentle natures, visible differences or provocative behaviours. Teachers and other students can advocate for school safety by being

particularly vigilant to protect these vulnerable students. Students who lack the skills to defend themselves may need assertiveness training; and students who engage in provocative behaviours will likely need help to learn pro-social skills so they can relate more effectively to others.

- *The world is like that*
Some think that bullying is a sign of the times and that there is little that can be done to mitigate its effects. However, just because society is becoming increasingly disrespectful and discourteous doesn't make it okay. Verbal and social bullying leave emotional hurts that last longer than physical bruises. Those who stand by idly and watch others being put down or harassed contribute to the problem.
- *It doesn't happen here*
Most bullying occurs outside the watchful eye of adults, usually in areas of low supervision, or in ways too subtle to easily recognize. Research suggests that bullying has reached endemic proportions, peaking in the intermediate years, and morphing into serious adult violence if left unattended. On average, one in seven students experiences bullying weekly.
- There is a *universal* bully and a *universal* victim profile
Students who bully, and those who are victimized by it, come in all shapes, sizes and personality types. We must be extremely cautious about making broad generalizations or stereotypic assumptions that lead us to conclude that *all* bullies and *all* victims share a universal set of attributes. Wherever there is a rule one will find an exception that negates it. For example, a decade ago one assumed that persons involved in bullying were masking low self-esteem. Researchers have since discovered that this is not necessarily the case. Some bullies have a very positive self-image but poor relationship skills and little empathy; while others do, in fact, suffer from low self-esteem and bully their peers as a way of obtaining power and control. Students who are continually victimized, either at home or at school, will sometimes resort to bullying behaviours themselves in an effort to restore the power imbalance that has caused them such emotional pain.

CAUTION:

We can see that it is important to avoid stereotypic descriptions of the bully-victim personalities. However, awareness of clusters of “indicators” may help watchful adults in developing sensitivity to the covert and often subtle ways in which bullying/victimization behaviours are manifested. Although the personality indicators below are neither exhaustive nor restrictive, when taken together they will help to illuminate our understanding of the bullying phenomenon.

What warning signs may indicate a person is being bullied?

- Often made fun-of, put-down or pushed around by peers
- Lonely, withdrawn
- Marks drop
- Lack of interest in school events
- Poor attendance
- Difficulty concentrating
- Shrinking body language~ no eye contact, hunched shoulders, hangs head
- Sudden mood swings or behaviour change
- Avoids recess~ goes out late, comes back early
- Prefers to be with adults
- Changes in eating/sleeping patterns
- Talks about running away
- Talks about suicide
- Overly sensitive
- Appears fearful, anxious, insecure
- Complains of headache, stomach ache, or vague pains
- Scratches, bruises, damaged/stolen clothing or personal belongings

Is there a victim personality profile?

A person who is susceptible to victimization may display several of these characteristics:

- No friends or fewer friends
- Is more or less popular
- Picked last for teams or group projects
- Pushed around by others
- Has a learning disability
- Teases or pesters others
- Has a poor sense of personal boundaries
- Has low self-esteem
- Has poor assertiveness skills

- Has poor social/interpersonal skills
- Has a stutter or other speech impediment
- Clumsy, uncoordinated, poor at sports
- Physically smaller, heavier or weaker than peers
- Irritable, disruptive, impulsive behaviours
- Timid, shy, withdrawn, passive or clingy behaviours
- academically or mentally challenged and/or exceptionally bright
- different race, religion, ethnic origin, sexual orientation
- very sensitive and therefore gives the desired reaction
- Dresses differently
- Speaks with a different accent
- Lives in a different part of town
- Has more or less money

Is there a bully personality profile?

A person who engages in bullying *may* display one or more of these traits:

- Seeks to dominate and/or manipulate
- Enjoys feelings of power and control
- May be popular with other students who admire or envy his/her power
- Is physically larger, smarter or perceived to be superior in some way
- Is impulsive
- Enjoys inflicting hurt, humiliation or embarrassment
- May appear to have a heightened sense of entitlement and a need for admiration
- Seems to have little empathy and compassion for others
- Lacks the ability to appreciate other person's perspectives
- Blames others and defends his/her own negative actions by insisting that the victim somehow "deserved it" or "provoked" the incident
- Has a facility for hiding his/her negative actions
- Often lacks an emotional response post-conflict
- Refuses to take responsibility and shows no remorse
- Generally oppositional with authority
- Lies to cover up actions
- Overly sensitive and suspicious and/or paranoid about other's intentions
- Has a strong sense of self-esteem and entitlement
- Disregards school rules and "tests" the limits
- Focuses on his/her pleasure and well-being
- Has a close group of followers who play into the bullying dynamic
- Frequently displays anti-social behaviour
- Has difficulty fitting in-tends to attract negative attention from peers and adults
- Requires more monitoring and discipline than his/her peers

Why don't victims report bullying?

- Fear of being trivialized
- Fear of being blamed
- Fear of not being believed
- Fear of retaliation
- Fear of appearing inadequate
- Fear of causing a public spectacle
- Fear that parents may overreact and make things worse
- Inability to articulate the situation with clarity and confidence
- Feelings of worthlessness, shame or self-blame
- A sense of hopelessness and resignation
- A naïve belief that tomorrow will be better
- Not wanting to worry parents

Why do some bystanders fail to intervene or report bullying?

- Sometimes they enjoy watching a weaker person being tormented
- Desire to align themselves with the powerful/popular bully
- Afraid that the bully will turn on them
- Don't want to get involved-apathy-"not my issue."
- Not "cool" to support someone who others consider weak or unpopular
- Unsure of what to do or say
- Afraid of being blamed if they get in the middle of a problem situation

How are bystanders affected by bullying?

- Children who are afraid to speak out may fear that they will be next. This silent threat may result in various avoidance techniques including "turning a blind eye" or even developing physical stress-related symptoms such as headaches, stomach ache, fatigue, etc.
- Students who fail to intervene may rationalize their inertia by justifying the bully's dislike or disregard for the target, even going so far as to suggest that the person "asked for it" or "deserves" the treatment.
- Students who courageously intervene and/or report bullying are not always protected by authorities. Taking an advocacy role may come with a "social cost" of isolation or even physical/psychological retaliation. (Childhood Bullying and Teasing by Dorothea M. Ross, Ph. D. Alexandria, VA: American Counselling Association, 1996)

Why do parents sometimes fail to intervene or report?

- Oblivious to the signs of bullying
- Intimidated by the school
- Feel insecure or inarticulate
- Fear of making matters worse
- Feel they have no rights
- Cultural or language barriers
- Denial-want to minimize and hope things will get better
- Believe that kids can sort out their own problems

- Think bullying is just part of growing up

What are some tips to bully-proof vulnerable students?

DO:

- **Ignore**~ walk away or use humour to de-escalate
- **Be assertive**~ tell the person(s) to *stop*
- **Use ‘I’ messages**~ (When you _____ don’t like or I feel _____ I want _____)
- **Report**~ tell a trustworthy adult
- **Play it safe**~ Change your route home; sit near the front of the bus
- **Guard privacy**~ Keep your cell phone and e-mail accounts private
- **Stick together**~ cultivate good friends. There is safety in numbers
- **Promote inclusive attitudes**~ Challenge popular students to include those who sit on the margins and feel left out and/or worthless.
- **Empower bystanders**~ Stress immediate reporting of bullying

DON’T:

- **Keep it a secret**~ important to get help from a trustworthy friend or adult
- **Use violence**~ getting physical or verbally aggressive(name-calling/threats) will only invite trouble
- **Retaliate**~ trying to “get even” only makes matters worse
- **Overreact** ~ the bullying is usually short-lived if the person targeted doesn’t cry or avoids acting upset, scared or hysterical
- **Stay home from school**~ this further empowers the bully who now has proof that he/she has scared the victim
- **Go directly to the bully’s parents**~ parents will likely believe their own child
- **Isolate yourself**~ tell an adult, stick with friends or siblings.

How can a bystander successfully intervene to stop bullying?

- **Refuse to join in**~ or to provide an audience
- **Speak out**~ tell the bully to stop
- **Get help**~ intervening alone may be dangerous
- **Disperse the crowd**~ onlookers may incite the bully to show his/her power.
- **Avoid stepping between the two parties**~ the aggressor may shift attention to the intervener
- **Distract the aggressor**~ make a loud noise, blow a whistle or flick lights
- **Separate the parties**~ getting the bully away from the victim, without stepping between them, breaks an escalating cycle of violence

How can school communities work together to reduce bullying?

- Bullying is a relationship problem with a relationship solution
- The effective antidote to bullying is to teach more appropriate ways of being in relationship and living in community:

- those who bully need positive ways of relating and exercising power
 - those who are victimized need skills to get along and stand up for themselves
 - those who are silent onlookers need skills to intervene positively and the motivation to include marginalized students in the mainstream of work and play, and if necessary to advocate for their safety
- The long-term solution is found in loving communities where all persons are welcomed and respected and where hurtful behaviour is universally not tolerated
 - Critical elements in establishing safe, caring and inclusive communities are:
 - a strong positive sense of self
 - empathy and care for others
 - genuine appreciation of differences
 - warm, positive support from adults
 - firm limits on unacceptable behaviour
 - consistent application of restorative discipline

Why is cyber-bullying particularly insidious? (adapted from Challenging Cyber Bullying by **Be Web Aware** www.beweaware.ca)

- Young people can create an interactive world away from adult knowledge and supervision
- The anonymity of on-line communications means that students feel freer to behave inappropriately
- Research shows that 60% of students pretend to be someone else when on-line. Of those 17 percent who do so, do so because they want to “act mean to people and get away with it.”
- Technology can affect a young person’s ethical behaviour because it does not provide tangible feedback about the consequences of hurtful actions.

What are the different ways that students use electronic equipment to bully? (adapted from Challenging Cyber Bullying by **Be Web Aware** www.beweaware.ca)

- Send e-mails or instant messages directly to someone containing threats or insults
- Spread hurtful comments about another person through e-mail, instant messaging or posting on Web sites and online diaries.
- Steal passwords and send out threatening e-mails or instant messages under the assumed identity.
- Students “in-the-know” may build whole Web sites to target specific students or teachers, often with password protection.
- Cellphones are portable, private and easy to conceal. Built-in digital cameras add a new dimension to the cellphone’s potential for undetected bullying.

[top](#)

MINI-LESSONS

To activate students' prior knowledge about bullying you may wish to select activities from the following collection of mini-lessons. Completion of these lessons will set a firm foundation for the Fully Alive supplement on bullying. If your school has a comprehensive bullying prevention program with lessons embedded in daily curricula these pre-teaching activities may not be necessary.

Expectations:

After participating in the Activating Prior Knowledge Mini-lessons the student will be able to:

1. identify and recognize the distinctive characteristics of a bullying dynamic
2. name and describe the main types of bullying and give examples of each
3. describe the profiles of persons who typically engage in bullying and those who are likely to be targets of bullying
4. articulate his/her own experiences with bullying and describe feelings associated with these experiences
5. describe an appropriate response when one is a target or a witness of bullying

MATERIALS:

Chart Paper

Felt Markers

Blackline Masters-photocopy as required

MINI-LESSON #1 Oral Quiz-45 minutes

Read each of the short scenarios. Ask students to vote **Yes** or **No** to the question:

Is this bullying?

[Thumbs up=yes Thumbs down=no]

Discuss each example and allow students to express their opinions without judgment. The quiz can be re-visited at the end of the unit to see if their opinions have changed.

- a) Jenny has a stutter. Lots of kids in the school mimic her. She just laughs.
- b) Trent continually puts down his best friend because he is not good at sports.
- c) Martha's mom won't let her wear make-up. The other girls call her "baby face."
- d) The teacher uses sarcasm to manage behaviours that annoy her.
- e) Two boys the same age and size get into a fist fight on the playground.
- f) A group of popular boys makes fun of the female student teacher.
- g) Catherine makes sure that none of the other girls speak to Sarah.
- h) Joey never has anyone eat with him at lunchtime.
- i) Cara is never picked for teams in gym class. The teacher says she can keep score.
- j) John came to Canada last year. The whole class holds their noses when he opens his lunch. They say his food smells weird.
- k) Terry visits the Special Education teacher once a day for help with math. His classmates have nick-named him "Spedster".
- l) The boy who sings and acts in school plays is called "gay" by his classmates.

- m) John’s friends wear designer clothes. His family can’t afford to buy expensive clothes. His friends remind him almost daily that his clothes aren’t cool.
- n) Sally has red hair. Her Mom says it auburn. Her friends call her “carrot top.”
- o) Jack is chubbier than the other boys. He is enthusiastic about sports and tries out for all the school teams but never gets picked. His classmates continually tell him to lose weight.
- p) Tammy is called “Tammy the Tom-boy” because she likes to hang out with boys.
- q) Joe is from Africa. The kids tease him because he has “whiter than white” teeth.
- r) The popular kids talk on-line about the “losers” at school and discuss their annoying habits.
- s) Samantha tells Moira in confidence that her new boyfriend is pressuring her to have sex. She feels confused and scared but doesn’t want to lose him.
- t) A group of girls start to make fun of the way another student is dressed.
- u) A clique of popular girls has turned on one of its members. They are spreading rumours about her on the internet. The rest of the class is secretly glad the tight group of snobby girls is fighting.
- v) A boy confides in his mother that kids at school have been calling him “fag.” He begs her not to report it even though it happens at least 3 times a week.
- w) Donna has real attitude. People stay away from her because of her mood swings. If she loses something she dumps out other people’s desk or throw coats on the floor in her frantic search to find it.
- x) The French teacher teases the kids who struggle with oral French. He mocks their accents and lack of vocabulary and lets them know, almost daily, that failing the course is a strong possibility. The smart kids want him to stop being so mean but they remain silent to stay on his good side.
- y) A new student wears religious headgear to school. Kids can’t help staring because it is a new experience for them. Some people even point and laugh but as time goes most people just ignore her. She feels invisible and looks sad.
- z) Two girls write graffiti on the washroom walls. Tara notices that the message is a nasty rumour about her best friend. After they leave the washroom she tries to rub the words off the wall but with no success. Tara is afraid to tell the teacher because she knows the girls can be vicious.
- aa) The bus driver is always screaming insults at the little kids on the bus. The older students are afraid to say anything in case they get thrown off the bus.
- bb) Dave’s brother has autism. He notices that some older kids are always mimicking his behaviours. Dave is hurt but also a little ashamed of his brother’s condition. He knows he should stick up for him but doesn’t want to make a scene.
- cc) Steve likes to give his friend George a hard time. He tries to body check him against the lockers when teachers aren’t around and pushes him as they line up for the bus. George remains silent because Steve is too big to quarrel with.

GUIDING QUESTIONS:

- What did you notice about the bully and victim profiles? Were the bullies always boys? girls? kids?

- Did you notice that adults can sometimes bully students? How do you feel about this? How would you stand up for yourself when confronted by an adult bully? To whom would you report adult bullying? Do you think you would be believed? Why is this kind of bullying especially tough to deal with?
- Is there a typical victim? How do you feel about people who say that “victims deserve it?”

MINI-LESSON #2 Class Brainstorm-30 minutes

Brainstorm the defining characteristics of bullying. Record the big ideas on chart paper under the title: ***Bullying is...***

The following questions may be helpful in generating conversation:

- How is bullying different from other forms of conflict or violence?
- Is bullying done in secret or out in the open?
- What causes someone to become a bully? A victim?
- Can the same person be both a victim and a bully?
- Are people born with a bullying gene or do they learn bullying behaviours?
- What role does the bystander play in the bullying dynamic?

While bullying has many forms it has these defining elements:

- Intentional
- Malicious (designed to hurt)
- Power-over (A stronger person intimidating a weaker person)
- Causes distress
- Repeated over time

What do we mean by power-over?

Bullying occurs when a stronger, more powerful person hurts or frightens a smaller or weaker person, deliberately and repeatedly. The power-over aspect may not be obvious at first. It may be based on age, intelligence, popularity, social status, wealth, authority, language proficiency, physical size and agility, or some other perceived advantage or superiority.

MINI-LESSON #3 Types of Bullying-45 minutes**Composite Chart Activity**

1. Ask each student to work independently to fill in the chart (below) with as many examples as possible for each category of bullying.
2. When this task is complete ask the students to form groups of 3-4 to compare lists, adding examples that they hadn't thought of themselves.
1. Ask students to consider amongst themselves whether any/all of these behaviours can be observed first-hand in their own class/school culture.
2. Invite students to return to their seats.
3. Ask each student to take a few moments to re-examine the list, making the following observations:
 - place a small check mark beside any examples that they have experienced in the role of victim
 - place a small beside any examples that they have experienced in the role of bully.
 - On the reverse side of the chart ask students to write a personal reflection comparing their own experiences of bullying and victimization, or alternately,
 - To write a personal reflection explaining what they have learned about themselves in hindsight of these experiences, and through this activity.

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Bullying Indicators: **INTENTION** **POWER** **DISTRESS** **FREQUENCY**

*Categories below adapted from Ontario Ministry of Education document *Bullying: We Can All Help Stop It*

DESCRIPTION OF COMMON FORMS OF BULLYING

TYPE OF BULLYING	DIRECT BULLYING (face-to-face)		INDIRECT BULLYING (behind someone’s back)
VERBAL BULLYING	Taunting Teasing Name-calling Threats Sexual jokes Insults	Swearing at someone Abusive language Racial slurs Rudeness Bossiness Lying	Abusive phone messages Spreading rumours Gossiping
PHYSICAL BULLYING	Biting Hair pulling Hitting Kicking Throwing things Shoving Choking	Beating Stabbing Confinement in a room or locker Threatening with a weapon Theft Destroying property	Enlisting someone else to assault another Sending ‘physical threat’ messages
SOCIAL BULLYING	Threatening or obscene gestures Disrespectful sneers Embarrassing someone Frightening someone Ignoring someone-the silent treatment		Forming “in” cliques to deliberately exclude Manipulation of friendships Threatening notes
ELECTRONIC BULLYING Commonly called Cyber bullying	Spreading rumours through the use of e-mail, cellphones and text messaging		Sending hurtful messages by e-mail, cellphones and text-messaging

Adapted from:

- Olweus, *Bullying at School: What We Know and What We Can Do* (Cambridge, Ma: Blackwell Publishers, Inc., 1993)
- Thames Valley District School Board, citing Ross, P.N. *Arresting Violence: A resource guide for schools and their communities*. Toronto: Ontario Public School Teachers; Federation, 1998.
- Region of Peel Public Health Bullying Prevention Initiative Appendix 2-A

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Bullying Indicators: INTENTION POWER DISTRESS FREQUENCY

Task: List examples of these types of bullying in the empty spaces.

DESCRIPTION OF COMMON FORMS OF BULLYING

TYPE OF BULLYING	DIRECT BULLYING (face-to-face)	INDIRECT BULLYING (behind someone's back)
VERBAL BULLYING		
PHYSICAL BULLYING		
SOCIAL BULLYING		
ELECTRONIC Commonly Known as Cyber-bullying		

MINI-LESSON #4 Sentence Starters

Write this sentence stem on the board. Ask students to complete it orally or in their notebooks. Invite them to turn and share with an elbow partner. De-brief whole class.

Bullies like...

Next complete the sentence:

Bullies don't like...

TEACHER KEY**Bullies like...**

- People who don't stand up for themselves
- People who are quiet and are too timid to report
- People who are isolated and alone
- People who are sensitive and quiet
- People who are visibly different
- Places that are unsupervised
- Onlookers who will applaud or join in
- Onlookers who are too afraid or apathetic to say anything

Bullies don't like...

- People who assert themselves and say "no"
- People who stay calm and do not get upset by taunts and teasing
- People who tell and get help
- People who move in groups
- People who are accepting and inclusive of everyone
- People who refuse to pass rumours or gossip

MINI-LESSON #5 Case Studies

Cut the case studies into strips. Place the strips in a bowl or envelope. Invite to students to work in small groups taking turns leading the discussion. The leader reads the case and the group members discuss it using guiding questions. The questions are written on the board or printed on stand-up cards at each table grouping. After discussing the case study the group changes leader and moves on to the next case. At the end of the rotation de-brief whole class to draw out common themes and understandings.

The Guiding Questions may need further explanation:

- Is this bullying? Can you recognize/name The distinct elements of bullying?
- Has anything like this ever happened to you?
- Have you ever witnessed a situation like this?
- Have you ever treated anyone like this?
- What would you do (as victim) (as onlooker)?
- What should you do (as victim) (as onlooker)?

GUIDING QUESTIONS

Is this bullying?
How do you know?

Have you experienced anything
like it?

What should be done?

CASE STUDIES

#1. Joan is excited to wear her new outfit on the first day of school. She feels good in her lavender jeans and matching T-shirt until a group of “cool” Grade 8 girls walk by and make fun of her colour co-ordinated outfit. She tries to ignore them but they continue to taunt her at recess and lunch break. As she gets dressed for school the next day she starts to cry. She is terrified that whatever she picks to wear will draw attention from the same mean girls. She tells her Mom she doesn’t feel well and stays home instead.

#2. The boys in Jennifer’s class never pick on the really fat girls. They know they will get in trouble. Instead they single out the smartest girl in the class who is slightly chubby and is considered teacher’s pet. Every day at lunch they sit within ear shot and whisper Jennifer’s name under their breath. Then they call out “fat” names like cow queen, fatso, big heavy and tubby tank until Jennifer gets so mad she says “I’ll tell the teacher!” to which they reply “Oh, how lame—teacher’s pet is going to tattle again!” The pattern is the same every lunch-time—the popular girls smirk and giggle and Jennifer never does tell the teacher.

#3 Matty is a special needs student. He lacks co-ordination but enjoys trying to run and play with the others. His parents bought him his own basketball that he takes on the playground with him. Every day the same group of students grab the ball from him and throw it among themselves as he tries to chase them down. Matty complains to the teacher on duty who tells the group to return the ball. They throw it back at him, very hard and over his head. The teacher sends Matty to fetch the ball and advises him to play elsewhere, away from the group. Matty hates recess but doesn’t know what to do.

#4 Fatima hates gym time. She can’t throw or catch a ball and dreads the process of picking teams. She is always the last to be chosen and her peers laugh at her lack of agility with the ball. The teacher assesses their skills frequently and laughs aloud when Fatima can’t perform the skills. Even her best friend seems embarrassed by her during gym class. She wishes that she didn’t have to participate or that they could do other sports that she is good at, such as dance or gymnastics, but no one likes her suggestions.

#5 Andrew is a kid who loves math and astronomy. He collects action figures and reads novels in his spare time. He doesn’t like sports and hates T.V. His classmates think he is totally weird. They openly taunt and ridicule him during recess. One day Jeff asks Andrew to pose for a photograph while playing with his action figures. What Andrew doesn’t know is that Jeff is posting the photograph on the internet for all to see. The next day everyone is laughing about the cyber-joke but Andrew doesn’t think it is funny.

MINI LESSON #6 Worry Barometer-45 minutes

This activity invites students to imagine the extent of personal distress caused by diverse range of bullying behaviours.

1. The teacher asks for volunteers to take turns reading each scenario.
2. Each student is asked to choose the situation that they personally would find most worrisome or distressing. This scenario is assigned a #10.
3. The case that is potentially least worrisome for them is given a #1.
4. All others are ranked in between. There is no correct answer. This is an activity of personal opinion.
5. After completing this exercise individually students meet in pairs or small groups to discuss why they made the choices they did.
6. Next, they are asked to figure out what actions or attitudes in the scenario tell them that bullying is really at the heart of the relationship problem?

Revisit bullying characteristics: (INTENT, POWER-OVER, DISTRESS, REPETITION)

WORRY BAROMETER

Least worrying					Most worrying				
#1	#2	#3	#4	#5	#6	#7	#8	#9	#10

- A. Jan is upset when Joan and her friends constantly call her names like “loser” “lame dame” or “sad Sally.” She feels like everyone hates her.
- B. Karen overhears a bunch of girls calling her “brown cow.” She is devastated. These are the same girls who came to her birthday party last week. She wonders if they have just been using her.
- C. Terry and Alicia are physically mature for their age. They constantly make sexual comments about John who is very small for his age. He blushes and looks uncomfortable but doesn’t say anything.
- D. Ashley is a very pretty girl. Jeremy constantly follows Ashley around the school showing up when she least expects it. Lately his interest in her has escalated. He is always in her face. He has left rude phone calls, notes in her backpack, text messages on her friend’s phones, and internet messages with sexual overtones. She was polite at first but now she is frightened.
- E. Harry is really smart in school. He is a great cartoonist and a good athlete. A popular group of boys are tired of Harry getting all the glory. They want to knock him down a peg or two so they grab his science project and throw it in a puddle of mud warning him that if he snitches they’ll beat him up. They send him e-mails every now and then reminding him to “watch his back.”

- F. It is George's first week in Grade 9. He is sitting at a table in the cafeteria enjoying his lunch when a large group of guys rush by his table and knock against his back, causing his drink to fly out of his hand. As he jumps up to avoid getting spilled on they "accidentally" trip him. They pretend to be concerned as they drag him up off the floor. "Having a bad day are we George?" taunts one of the boys. The others laugh hysterically. Every day at lunch they walk near his table and snicker or point.
- G. Sally is continually being picked on by Judith who calls her a "white trash" when the teacher isn't around. Sally is terrified to go to the washroom in case Judith is waiting around the corner with her two friends. Yesterday they insisted she hand over her lunch money and warned her not to tell. Sally is afraid to tell because it will be her word against theirs.
- H. Maria is everyone's best friend. She phones June every day at home and wants to come over on weekends. Things are different at school. Maria walks away from June every time Marsha comes near them and she makes excuses not to hang out at lunchtime. June gets the feeling that Maria is embarrassed to be seen with her but doesn't know why. June is starting to feel invisible and down on herself.
- I. The teacher is always singling out Bobby and Jeffrey as troublemakers. They are special needs students and can't seem to understand instructions or stay focused. They avoid work by fooling around. The teacher is irritated by them and the rest of the class is getting tired of their interruptions. Bobby and Jeffrey overhear the students complain about their behaviour. They feel ashamed but don't know what to do. Nobody gets how hard school is for them.
- J. Peter is walking home from school when a group of high school students appear out of nowhere and demand his backpack. He is afraid to say "No" because there are lots of them and they are much bigger than he is. The attackers dump out his knapsack, steal his calculator and \$5.00 and then scatter his books and papers in the ditch. For the rest of the year Peter is scared walking home but says nothing in case people think he is a "sissy."

MINI-LESSON #7 A Personal Story-45 minutes

A discussion of bullying will often dredge up a host of memories of a student's own personal experiences with bullying. These experiences are often heavily laden with emotional memories of hurt, humiliation and fear if one has been a victim; guilt or helplessness if one has been a bystander; and possibly shame or contrition if one has acted as a bully. It is useful for students to reconnect with these dormant feelings so that new information and new insights can be fully integrated into what they already know and feel. The following self-survey or reflection sheet may be helpful in providing students with a personal context from which to approach the upcoming lessons. Ask students to complete both sides of the survey.

TARGET ANALYSIS			
Consider each situation. Place a tick mark for every time you can remember experiencing this feeling or situation. You can have as many tick marks in the box as you want.			
SITUATION	This Week	This School Year	A Long Time Ago
You are called mean names			
You are teased about your looks or intelligence			
You are left out of a game or activity			
You eat lunch alone nearly every day			
You feel frightened to come to school because you are being bothered by someone			
You have been forced to do something you don't want to do			
You feel that people are making fun or laughing at you			
You have had something stolen or taken from you without permission			
Your property has been destroyed on purpose			
Text messaging, internet or phone messages have been used to try to scare you or destroy your reputation			
You know people are gossiping about you			
REFLECTION: Draw a picture, write a poem or journal explaining how thinking about how you feel when you think about these things.			

BULLY ANALYSIS			
Consider each situation. Place a tick mark for every time you can remember experiencing this feeling or situation.			
SITUATION	This Week	This School Year	A Long Time Ago
You have called others mean names			
You tease others about their looks or intelligence			
You leave others out of games or activities			
You beat people up or threaten them with physical violence			
Sometimes other kids are frightened of you and afraid to come to school			
You force others to do what you want			
You make fun of kids you don't like or who are different			
You steal things or borrow stuff without permission			
You damage other people's property			
You use internet, phone or text messaging to spread rumours about people you don't like.			
You gossip about people who annoy you			
REFLECTION: Draw a picture, write a poem or journal explaining how thinking about how you feel when you think about these things.			

MINI-LESSON #8 School Climate Survey- 45 minutes

Ask students to complete the survey independently and then discuss it in small groups. Each group is invited to prepare a skit to summarize their most important ideas.

SCHOOL CLIMATE SURVEY: *Is bullying happening in our school community?*

1. Have you ever been bullied at school? What happened?	2. Do teachers know the kids who are doing the bullying?
3. How often are you bullied? Never <input type="checkbox"/> Once or twice a week <input type="checkbox"/> Once or twice a month <input type="checkbox"/> Once or twice a year <input type="checkbox"/> Hardly ever <input type="checkbox"/> Never <input type="checkbox"/>	4. What are the ways that bullies usually bother their victims?
5. Have you ever witnessed others being bullied? Lots <input type="checkbox"/> Not very often <input type="checkbox"/> Never <input type="checkbox"/>	6. Why do you think bullies pick on people?
7. Do people who bully have many friends? Why? Or Why not?	8. Is most bullying reported to teachers or the principal?
9. Describe the kind of people who get bullied in our school? (no names)	10. Have you ever reported bullying? Describe
11. Do you think our school is doing enough to stop bullying? Explain	12. Have you ever protected someone who is being bullied? Describe
13. Do you think people who bully are having fun? Why? Or why not?	14. If you are being bullied what is the best way to STOP it?
15. What does it feel like to be bullied?	16. If you see bullying what's the best thing to do?

Bullying Prevention Grade 8

Lesson One THE POWER OF CHRISTIAN COMMUNITY

[top](#)

MATERIALS

Chart Paper
Markers
Masking Tape
Blackline Masters-as required
Belonging –Video with Jean Vanier
Yarn
Bibles

LESSON DESCRIPTION

A Christian Community where people have a strong commitment to the well-being of all members can be *the most powerful antidote* to the bullying phenomenon. Rooted in gospel values, a Christian community strives to honour and respect each person, considering him/her a one-of-a-kind uniquely gifted person with a special contribution to make. In a Christian community the weak and vulnerable are drawn to its heart. It is in the “weak and the small” that the face of Christ is discovered in a special way. The target of bullying behaviours is typically a very vulnerable member of the community. A commitment to Christian community will ensure that this individual is protected and nurtured by a circle of friends who speak out against a culture of meanness to combat the insidious effects of bullying behaviours. In a community fashioned after Christ’s model of discipleship everyone is companioned by others on the journey of life, and the health of the whole community is measured by its treatment of the weakest. All persons have a strong sense of commitment to the whole and a desire to be of service to one another.

NOTES TO TEACHER

The Call to Create Christian Community and the Common Good

In a culture that is driven by excessive individualism and acquisition of wealth, power and status, our Catholic tradition proclaims that the person is not only sacred but also social. We realize our dignity and rights in relationship with others, in community. Human beings grow and achieve fulfillment in community. Human dignity can only be realized and protected in the context of relationships within the wider society. The obligation to “love our neighbor” has an individual dimension, but it also requires a broader social commitment. Everyone has a responsibility to contribute to the good of the other.

- The Catholic Catechism reminds us that:
 - 1878 There is a certain resemblance between the unity of the divine and the fraternity that men [women] are to establish among themselves in truth and love. Love of neighbour is inseparable from God.

- 1879 The human person needs to live in society. Society is not for him [her] an extraneous addition but a requirement of humanity. Through the exchange with others, mutual service and dialogue with his [her] brethren, man develops his [her] potential.
 - 1822 Charity is the theological virtue by which we love God above all things for his [God's] own sake, and our neighbour as ourselves for the love of God.
 - 1823 Jesus makes charity the new commandment. "This is my commandment, that you love another as I have loved you."
 - 1905 In keeping with the social nature of man [humanity] the good of each individual is necessarily related to the common good which in turn can be defined only in reference to the human person: Do not live entirely isolated, having retreated yourself you were already justified, but gather instead to seek the common good together.
 - 1909 The common good requires peace, that is, the stability and security of a just order.
 - 1912 The common good is always oriented towards the progress of persons: "The order of things must be subordinated to the order of persons, and not the other way around."
- Communities of Salt and Light (page 10), United Conference of Catholic Bishops, 1993
"Catholic social teachings, more than anything else, insists that we are *one family*; it calls us to overcome barriers of racism, ethnicity, gender, economic status, and nationality. We are all one in Christ Jesus-beyond our differences and boundaries."
 - Sollicitudo Rei Socialis (On Social Reform) Encyclical Letter of Pope John Paul II, 1987
"Solidarity is not a feeling of vague compassion or shallow distress at the misfortunes of so many people, both near and far. On the contrary, it is a firm and persevering determination to commit oneself to the common good; that is to say, to the good of all and of each individual because we are all really responsible for all."
 - "Be at peace among yourselves." (1 Thessalonians 5:13)
"None of us is alone in this world; each of us is a vital piece of the great mosaic of humanity as a whole." (Pope John Paul II, Israel-Palestine)
 - In Educating the Soul: Writing Curriculum for Secondary Schools, Larry Trafford identifies the important role of Catholic schools in promoting values formation through Christian community:
 - Values formation, or what is sometimes referred to as affective learning, is intrinsic to the educational purpose of Catholic education. In the classroom, the teaching of Gospel values is part of the learning process. Gospel values refer to the guiding principles of a way of living incarnated in the person of Jesus Christ. These include such values as community, hope, faith, courage, character, honesty, and love.

- Likewise, values formation takes place through a learning environment and school culture that is visibly religious. A school's culture refers to its way of doing things; it refers to the values and activities considered meaningful within that learning environment. A school's culture is part of the curriculum whereby students learn which values, attitudes, and activities are considered important within the school. Visible signs of a Catholic school culture include:
 - space and time for the *celebration of the liturgical year* of the Church and for spiritual growth, both personal and communal.
 - opportunities for *prayer and participation in the sacramental life of the Church*.
 - *religious symbols* such as the crucifix are present and explained so that their meaning is clarified to members of the community. Other examples include the use of religious banners, art and school decorations and religious artifacts.
- In his article [A Comprehensive Approach to Character Building in Catholic schools](#), Thomas Lickona states that a Catholic school community is characterized by:
 - Teacher as caregiver, model and mentor
 - A climate that nurtures personal prayer life for students
 - A caring classroom community that:
 - ✓ Promotes activities that help students to know each other
 - ✓ Affirms each other in everyday ways
 - ✓ Collaborates through group projects
 - ✓ Fortifies group solidarity through class rituals
 - Cultivation of Moral discipline-following gospel values because it is the right thing to do not because of a system of rewards and punishment
 - Participatory decision-making
 - Virtues education across the curriculum
 - Development of a conscience of craft amongst students. A work ethic characterized by:
 - ✓ Self-discipline
 - ✓ Persistence
 - ✓ Dependability
 - ✓ Responsibility
 - Promotion of self awareness and moral reasoning
 - Frequent access to Eucharist and Confession
 - Caring beyond the classroom
 - Mentoring of younger students by older students
 - Promoting a devotion to Mary the peacemaker

EXPECTATIONS

Grade 8 Fully Alive: Theme 2-Topic 1-deepen their understanding of the meaning of relationship; **Topic 3**-explore the experience of friendship during early adolescence; **Theme 4-Topic 1**-deepen their understanding of the meaning of commitment; the nature of commitment during adolescence **Topic 2**-the meaning of the commitment to be true to

themselves **Theme 5 Topic 1-** explore the meaning of individual and social justice; their responsibility to participate in building a loving and just society; **Topic 3-**explore personal qualities and skills that are essential to practise social justice.

Grade 8 Health and Physical Education: 8p14 Understanding Decision-making and Gang Violence and Cliques-8p14, 8p15.

Grade 8 History and Geography: Fundamental Concepts- Interaction and Interdependence

Catholic Graduate Expectations: CGE1d- Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good. **CGE5E-**Respects the rights, responsibilities and contributions of self and others **CGE 7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society **CGE 7j** Contributes to the common good.

ANCHOR CONCEPTS

Community-The Community is a place where the Holy Spirit teaches us to grow in love for one another and to welcome persons who seek a living experience of Christ's love.

In a Christian community we give light by example.

Common Good-Every person is created in the image and likeness of God, who is the Father, Son and Holy Spirit: the perfect community. To be fully human, then, we must learn to live in community with others and seek what is called the common good. The common good can be defined as the sum total of social conditions which allow people to reach their fulfillment more fully and more easily. Respect of human rights and the promotion of peace and security are fundamental to this belief, and every member is called to defend and promote these rights.

Solidarity-Human solidarity is best expressed in terms of friendship and a sharing community; and is the necessary response to violations of human dignity wherever they occur.

Interdependence-Interdependence celebrates the giftedness of the individual person or community in relationship with others for the good of the greater whole. Interdependence thus affirms both autonomy and interrelatedness. Interdependence recognizes that we benefit as individuals and as a collective from the diverse talents and gifts of our neighbours. The notion of interdependence tells us that the whole of society will suffer when one component or individual is adversely altered or marginalized. We in turn are strengthened by one another.

Peace-Catholic teaching understands peace as a positive, action-oriented concept. Peace is not just the absence of conflict and violence. Peace involves mutual respect and collaboration between peoples.

What do these Social Justice Principles have to do with Bullying Prevention?

Our Church teaches that the role of its institutions (and Catholic schools in a special way) is to protect human life and human dignity and to promote the common good. We believe that every person is precious and that people are more important than things. The measure of every institution is whether it threatens or enhances the life and dignity of the human person. The Church has the God-given mission to call all people to lives of integrity, compassion, responsibility and concern for others. The Church's social teaching

offer guiding principles that help move us in this direction and Catholic schools are an important vehicle for communicating and inculcating these social justices values. Since bullying is the antithesis of deep care and concern for the dignity of persons this social problem is of particular relevance to those who are attempting to uphold Catholic principles in our schools.

KEY SCRIPTURES

One Body with Many Parts 1 Cor: 12-20

“For just as the body is one and has many members, so it is with Christ...God arranged the members of the body, if all were a single member, where would the body be?”

Variety of Spiritual Gifts 1 Cor: 12:4-11

“Now there are varieties of gifts, but the same Spirit...to each is given the manifestation for the common good.”

Be of One Mind: Imitating Christ Philippians 2:1-4

“If then there is any encouragement in Christ, any consolation from love, any sharing in the Spirit, any compassion and sympathy, make my joy complete: be of the same mind, having the same love, being in full accord and of one mind. Do nothing from selfish ambition or conceit, but in humility regard others as better than yourselves. Let each of you look not to your own interests, but to the interests of others. Let the same mind be in you that was in Christ Jesus.”

The Vine and the Branches Luke 6: 36-38

“I am the true vine, and my Father is the vine-grower. He removes every branch in me that bears no fruit. Every branch that bears fruit he prunes to make it bear more fruit. You have already been cleansed by the word that I have spoken to you. Abide in me as I abide in you. Just as the branch cannot bear fruit by itself unless it abides in the vine, neither can you unless you abide in me. I am the vine, you are the branches. Those who abide in me and I in them bear much fruit, because apart from me you can do nothing.”

The Good Samaritan Luke 10: 25-37

“Which of these three was a neighbour to the man who fell into the hands of the robbers?” He said, “The one who showed him mercy.” Jesus said to him, “Go and do likewise.”

St. James’ Challenge Letter of James

"But be doers of the word, and not merely hearers who deceive themselves" (Jas 1:22).
 "What good is it, my brothers and sisters, if you say you have faith but do not have works? Can faith save you? If a brother or sister is naked and lacks daily food, and one of you says to them, 'Go in peace; keep warm and eat your fill,' and yet you do not supply their bodily needs, what is the good of that? So faith by itself, if it has no works, is dead" (Jas 2:14-17).

Lazarus Luke 16:19-31

What are the immediate and long-term consequences of ignoring the suffering around us?

ASSESSMENT

A PEACEFUL SCHOOL MODEL				
GROUP ASSESSMENT RUBRIC				
Scoring Criteria	Level 4	Level 3	Level 2	Level 1
<p><i>1. Scripture Selection</i></p> <p>HOW DOES YOUR BIBLE PASSAGE CONNECT WITH YOUR PLAN FOR CREATING A SCHOOL of PEACE?</p> <p>(2.0)</p>	<p>VERY APPROPRIATE thoughtful choice of bible passage that relates effectively to the group’s community building objectives; sufficiently illustrates the gospel values illuminated in model</p> <p>Scripture read with fluency confidence, clarity and expression</p> <p style="text-align: center;">(2.0)</p>	<p>APPROPRIATE good choice of bible passage that relates sufficiently to the group’s community building objectives; ties to gospel values shown in the model</p> <p>Scripture read with fluency, clarity and expression</p> <p style="text-align: center;">(1.5)</p>	<p>SOMEWHAT APPROPRIATE adequate choice of bible passage that partially relates to the group’s community-building objectives and makes loose connections to the gospel values shown in the model</p> <p>Scripture accurately read but with little projection and confidence</p> <p style="text-align: center;">(1.0)</p>	<p>INAPPROPRIATE poor choice of bible passage with little or no connection to the community building objectives of the model or to the gospel values at its core</p> <p>Scripture read with some errors and little voice projection</p> <p style="text-align: center;">(0)</p>
<p><i>2. Decision-making and design plans</i></p> <p>WHY DID YOU MAKE THE CHOICES YOU MADE?</p> <p>WERE CATHOLIC S.J. TEACHINGS CONSIDERED?</p> <p style="text-align: center;">(2.0)</p>	<p>The plan and design consistently connect to Catholic social justice teachings; demonstrates practical application of faith principles to school community.</p> <p style="text-align: center;">(2.0)</p>	<p>Overall the plan and design connect to Catholic social justice teachings; demonstrates partial practical application of faith principles to school community.</p> <p style="text-align: center;">(1.5)</p>	<p>Some aspects of the plan/ strategy connect to Catholic social justice teachings; demonstrates minor application of faith principles to school community.</p> <p style="text-align: center;">(1.0)</p>	<p>Unsuitable selection of a plan or design; with little or no connection to Catholic social justice teaching; little application of faith principles to school community.</p> <p style="text-align: center;">(0)</p>

<p>3. <i>Group cooperation and integration</i></p> <p>HOW WELL DID YOUR GROUP WORK AS A COMMUNITY OF LEARNERS?</p> <p>(2.0)</p>	<p>-Final document or plan reflects the end-product of a collaborative team effort in which the best ideas of the group were well written/spoken and fairly represented the thinking of the group. (2.0)</p>	<p>-Final document or plan reflects some of the best thinking of the group with reasonably accurate representation of the group’s collaboration. (1.5)</p>	<p>Final document or plan reflects only a small portion of the best thinking of the group with inaccurate representation of all members and all aspects of the process. (1.0)</p>	<p>-Final document or plan reflects very little evidence of collaboration; insufficiently captured the main ideas of the group process. (0)</p>
<p>4. <i>Presentation</i></p> <p>HOW WELL DID YOU “PUT IT TOGETHER”?</p> <p>HOW WELL DID YOU COMMUNICATE YOUR MESSAGE?</p> <p>(3.0)</p>	<p>The group was well organized and used highly effective presentation techniques (voice, eye contact, composure)</p> <p>All members of the group played a meaningful role</p> <p>The class was involved throughout (3.0)</p>	<p>The group was organized and presented with clarity and accuracy.</p> <p>All members of the group played a role.</p> <p>The class had minor involvement. (2.0)</p>	<p>The group had minor difficulties with organization</p> <p>Delivery was satisfactory but lacked confidence/or enthusiasm</p> <p>All members planed a role</p> <p>The class had minimal involvement (1.0)</p>	<p>Preparation/planning incomplete</p> <p>Presentation and delivery require development</p> <p>Not all group members involved and/or committed</p> <p>Class lacked engagement (0)</p>
<p>5. <i>Handout and other support materials</i></p> <p>DID YOUR HANDOUTS AND PROPS MAKE SENSE AND LOOK GOOD?</p> <p>(1.0)</p>	<p>Main ideas well summarized and clearly presented; Attractively and clearly displayed; Demonstrates innovation (1)</p>	<p>Main ideas well summarized; clearly presented; neatly and clearly displayed (0.5)</p>	<p>Most important ideas included</p> <p>Satisfactory display with a few minor errors (0.0)</p>	<p>Few ideas included; inadequate preparation resulting in many errors (1.0)</p>

ADAPTATIONS AND MODIFICATIONS

Since the Core Lesson involves discussion and group process work, all students will be able to make a contribution and learn from others in a practical and informal setting. The student(s) are free to choose the most effective way to demonstrate their learning, and therefore the goals of differentiated instruction can be met through self-selecting those techniques that tap personal strengths and diversify task completion in a way that allows everyone's talents to shine.

CORE LESSON: CREATE A MODEL FOR A SCHOOL OF PEACE

Everyone is welcome in this place!

Objectives:

1. To consider what a safe, caring and inclusive Catholic school community looks like, sounds like, feels like? (Student language: To: IMAGINE YOUR DREAM SCHOOL). To consider what aspects of "Catholic Community" can help to STOP and PREVENT bullying? (Student language: To: CREATE A BULLY-FREE SCHOOL)
2. To apply Catholic Social Justice teachings –in particular, the belief in the power of community, the common good, solidarity and interdependence—to the challenges of creating deeply caring relationships within school communities.
3. To engage in community-building activities that will demonstrate the value and importance of working together to build a more loving Christian community?
4. To collaborate in developing a model for a safe, caring and inclusive school community by applying innovative thinking/group collaboration, gospel values and Catholic social justice teachings to key elements of school life including~ Physical set-up; School Rules; Ways of Learning; Ways of Behaving; Dealing a with Conflict and Misconduct; School/Class Routines; Gatherings and Faith Celebrations
5. To identify and reflect upon the personal gifts that one brings to Christian community.

Content:

- Catholic Social Justice Principles that pertain to Safe Schools include that that set out a model for healthy community: COMMUNITY, COMMON GOOD, SOLIDARITY AND INTERDEPENDENCE
- Personal attributes necessary to build a Christian community include service, self-sacrifice, forgiveness, care for the weak and vulnerable, a willingness to be called to account and to call others to account
- Social Structures that support Christian Community include sharing (property held in common), authority/leadership to whom disputes may be taken, a commitment to service of the vulnerable
- Gospel Values revealed in Scripture that reflect authentic community include humility, self-sacrifice, sensitivity to the needs of others
- Defining characteristics of Christian Community include belonging, welcoming, inclusivity, acceptance, cooperation

Teaching Strategies:**Pre-teach:**

- In small groups, students research Catholic Social Justice principles as they pertain to safe schools. A glossary based on the Catholic Catechism is available to assist in this work. Additional research using the internet or church documents would enhance the learning. Considering the views of famous peacemakers will support Church Teachings. See **BLACK LINE MASTER #1**. (Catholic Social Justice Principles: What they mean to me in creating a more peaceful school?)
- In small groups students are assigned scripture passages to read, discuss and reflect upon. The goal is to relate the message of the scripture to their goal of creating their *bully-free* DREAM SCHOOL. Ask students to list the behaviours (during a typical school day) that would “put into action” the gospel values in the scripture passage they have been assigned. See **BLACK LINE MASTER #2** (Scripture Jigsaw- What values are spoken about? What would these look like in a peaceful school?)
- To conclude the exercise the whole class will develop a composite list of belief statements with matching indicators of a Christian community under the title *THEY WILL KNOW WE ARE CHRISTIANS BY OUR LOVE...* See **BLACK LINE MASTER #3**.

Group Project:

What is violence? Open this lesson by relating this story by Hetty Van Gorp author of The Peaceful Schools: Models that Work: While travelling through the Balkans Hetty asked students to draw pictures in response to the question “What does violence look like?” A ten year old child from Macedonia created a drawing with children held at gunpoint clinging to frightened parents. Then, when asked to complete the sentence, “A more peaceful world begins when...” she wrote *the smell of bloodshed disappears and my neighbours will say hello to me*.

- Invite your students to use the following definition of violence to draw a picture of what violence looks like in their school.

Violence occurs when anyone harms, or threatens to harm, another person’s body, feelings or possessions. What does violence look like in our school?

- Post these images around the room and take a gallery walk to view everyone’s work.
- Under each image students complete the sentence starter:
A more peaceful school begins when...
- **Revisiting Our Ideal School:** Briefly recap the work of the Pre-teaching Lesson in this way: With Catholic social justice principles in mind, brainstorm, whole class, the question: What does our vision/dream of a safe/peaceful school look like, sound like, feel like? How might it resemble the Church’s idea of Christian Community?

- **Mission Statement:** Whole class students develop a **SCHOOL MISSION STATEMENT** for a **PEACEFUL SCHOOL**. Particular consideration should be given to the problem of bullying and how to address this issue in a “positive” way in the Mission Statement. The mission statement should condense the best ideas from the brainstorming session into a clear, crisp statement that everyone can understand and agree on.
The **Peaceful School Mission Statement** provides the student committees with a “compass” as plans progress towards the creation of the safe, caring and inclusive school in which all students are invited to have a voice.
- Students sign up for one of the sub-committees listed herein. Each committee must address the tasks in the box.

DREAM SCHOOL SUB-COMMITTEE	RESPONSIBILITIES in creating a Peaceful School that is safe, caring and inclusive of all
Law Makers	School and/or class rules (expectations and goals)
Architects	Physical layout of school; safety; common areas; art/decor (playground/halls/entrance/school buses, washrooms)
Managers	Timetables – Planning Yearly School Programs
Teachers	How kids learn best
Administrators	Supervising/discipline/working with parents
Conflict Mediators	Helping people get along; working out conflicts; peace
Liturgist or Faith Ambassador	Liturgy, prayer, faith celebration
Recreation Leaders	Extra-curriculars, links to the community, safety, belonging
Spirit Club	Celebrating Community—everyone is welcome, everyone belongs, and it’s good to be here!

DREAM SCHOOL SUB-COMMITTEE TASKS

Check List

- How does your PLAN help to achieve the school’s MISSION STATEMENT?
- What BIBLE PASSAGE best reflects your committee’s WISH/DREAM for a SCHOOL OF PEACE –one that is safe, caring and inclusive? Choose the scripture that relates to the theme/work of your sub-committee.
- Which principle(s) of CATHOLIC SOCIAL JUSTICE TEACHINGS helped you to make decisions about your PLAN for a PEACEFUL SCHOOL? In your report explain how the social justice principle applied to your work.
- What part of your PLAN will help to PREVENT BULLYING in your school?
- How will your plan take care of the WEAK and VULNERABLE?
- What PERSONAL and GROUP COMMITMENT is necessary for your plan to succeed?
- How will you MEASURE the success of your plan? (Success Indicators)
- How will you PRESENT your plan to the rest of the class in a way that:
 - ✓ includes your best ideas
 - ✓ communicates clearly
 - ✓ gives every committee member a role
 - ✓ engages the class in a meaningful way

- **Culminating Task:** THE DREAM SCHOOL committee reports may be presented in any creative format that the students decide upon. Examples include power point, film, mural, model, poster, speech or mock school board meeting. Several groups may collaborate on a joint presentation employing a variety of techniques.

OPTIONAL ACTIVITIES:

1. SHARING OUR GIFTS-30 minutes

- Read this scripture together (1 Cor 12: 4-11).
- Ask each student to reflect on the gifts that they bring to the community.
- Turn off the lights, light a candle, play soft music and ask the students to close their eyes and imagine that Jesus is inviting them to use their gifts in a special way to contribute to the school community.
- After several minutes of silence (lights out/soft music playing) invite students to write a letter to Jesus which will be kept in an individually sealed envelope and presented to the student on graduation day.

2. SERVING OTHERS: Matthew 25:34-40 “whatsoever you do to the least of my brothers.”-60 minutes

- **Brainstorm this challenge:** What can we do in our school to draw the least to the heart of the community?
- Plan a **Matthew 25 Day** where random acts of kindness and community outreach initiatives are the order of the day!

3. INTERDEPENDENCE ACTIVITY? -45 minutes

Am I responsible for other people’s actions? Do systems of rewards and punishments work to improve behaviour and build community? Do group punishments work? A CASE STUDY APPROACH may be helpful. A few sample scenarios are provided for the teacher to read aloud and invite discussion. Students may also generate their own examples.

Who has responsibility to make the situation better (and how) ...

- a) A lot of students are fooling around in class. The teacher is frustrated. Sometimes she gets so mad she keeps everyone in for a detention. *Who has responsibility to make this situation better (and how)...*
- b) John is a big kid in Grade 8. He is always teasing the same two kindergarten kids on the playground. Lots of people watch him do this but nothing ever changes. *Who has responsibility to make this situation better (and how)...*
- c) The new girl is left out of all the “girl talk” at lunch time. She sits quietly and reads a novel. *Who has responsibility to make this situation better (and how)...*
- d) During school liturgies and masses hardly anyone is involved in the songs and responses. The priest seems really irritated by the students’ lack of response. Some kids are talking amongst

themselves. *Who has responsibility to make this situation better (and how)...*

- e) The same kids are always telling racist jokes. Everyone laughs but secretly a lot of kids think it is kind of mean. *Who has responsibility to make this situation better (and how)...*
- f) Lots of kids make fun of the bus driver’s funny accent. One day when he took a wrong turn most of the kids starting shouting, “go back where you came from...” *Who has responsibility to make this situation better (and how)...*
- g) The principal used to allow school dances once a month. When behaviours got out of hand the principal announced that all future dances would be cancelled. *Who has responsibility to make this situation better (and how)...*
- h) The primary students are afraid to go to the washroom in case big kids are there and start pushing them around. No one ever admits to the bullying but everyone knows it goes on. *Who has responsibility to make this situation better (and how)...*

4. RULES & RESPONSIBILITIES-30 minutes

Using a T-Chart ask students to develop a strategy to STOP BULLYING IN OUR SCHOOL by agreeing to the shared responsibility of all members in the school community to ensure that bullying doesn’t happen. This can be structured as a “Do” and “Don’t” list. See **Blackline Master # 4** for a sample T Chart.

5. SCHOOL CLIMATE SURVEY- 90 minutes

Students conduct a school-wide survey asking students the following question: *What are you most afraid of at school?* They should go out two-by-two on the playground at recess and lunch and record the responses. In groups of 4-6 students they will compile their results and report to the class in whatever creative technique they choose—graph, skit, song. The next step is to develop a CLASS PEACE PLEDGE to determine how they can work together as a class to improve the sense of personal safety (emotional, psychological, social and physical) in the school.

Interestingly, when a journalist asked a psychologist what students are most afraid of she answered without hesitation “*being left out.*” Did your students’ survey results agree or disagree with the psychologist’s assessment?

6. A SAFE HAVEN-60 minutes

Discuss the layout of the school, its grounds, routes taken by students, etc. Ask the students to identify where bullying frequently takes place. The trouble spots might include the corridors, the washrooms, school bus. Ask the students to brainstorm ways that they could work together to make these trouble spots safer and more welcoming. Invite them to prepare a proposal to administration with suggestions for change and an offer to help in its implementation.

7. BELONGING-60 minutes

View the video *Belonging* (Jean Vanier-available through L'Arche) and discuss the importance of creating community and developing a sense of belonging to enhance personal dignity.

8. YARN GAME-30 minutes

Students sit in a circle on the floor. Begin by reading the scripture Phil. 2:2-4 One person holds the end of a ball of yarn to begin a conversation about how well our school community models the marks of a truly Christian community as described by St. Paul. The yarn is rolled to each new speaker who keeps hold of a piece of the yarn as the conversation unfolds. The web of yarn symbolically represents our connectedness in community and how each action has an impact on the whole.

9. THINK OF A TIME-45 minutes

Students work in groups of threes. With each new question one person in the group moves to another group. The questions are:

- #1: **Think of a time when you didn't belong** (*each person in the group shares then one person moves to a neighbouring group and a new person joins*)
- (*With the new member present the next question is discussed, rotating turns*) #2: **Think of a time when someone else didn't belong** (*One person leaves the group and a new one joins in*)
- #3: **Think of a time when you made someone else feel that they didn't belong** (*Rotation continues*)

10. RULES TO LIVE BY-45 minutes

In small groups, students create a *Contemporary Version of the 10 Commandments*. This version should remind students of the faith values that guide our actions on a daily basis.

11. PETALS of PEACE-45 minutes

Prepare a basket of cloth rose petals on the Class Prayer Table or Sacred Space. Whenever anyone observes a classmate involved in an act of peacemaking or random kindness he/she adds a petal to the vase on the table. When the vase is full the class has a Peace Party.

12. PEACE MESSAGES-45 minutes

Students are invited to write a peace poem, song or pledge and share it with other classes or the wider school community. Another group might like to search for songs that carry a "peace message" and play a different song every morning to start the day. (e.g. Imagine, Peace is Flowing Like a River, I'd Like to Teach the World to Sing, From a Distance)

13. EQUALIZE THE POWER- Healthy communities share the power amongst all members. Students, parents, faculty and administrators are encouraged to meaningfully contribute to a safe and welcoming school. The school culture

reflects this shared commitment. Bully-victim relationships always involve an unequal/unfair distribution of power. Bullies have more power than victims and use this power to inflict hurt or humiliation. Challenge students to brainstorm practical ways to *boost the power* of those who are frequently victimized. How can this be done in ways that are not demeaning or patronizing?

BLACK LINE MASTER #1

<p>CATHOLIC SOCIAL JUSTICE PRINCIPLES</p>	<p>A Catholic Catechism definition</p>	<p>What others believe about this idea (Research Oscar Romero, John Paul II, Vanier, Mother Teresa, Ghandi, Suzuki, etc.)</p>	<p>What this means to me personally</p>	<p>How I think we can live it out at school</p>
<p>COMMUNITY</p> <p>We are made for each other</p> <p>We grow in faith in our relationships</p>	<p>*“The human person...is and ought to be the principle, the subject and the end of all social institutions.” (#1881)</p> <p>*“The human person needs to live in society.” It is a “requirement of his/her nature.” (1879)</p> <p>*His/her “rights owe loyalty to the communities of which he/she is a part and respect to those in authority who have charge of the common good.” (#1880)</p> <p>*“Every form of social or cultural discrimination in fundamental personal rights on the grounds of sex, race, color, social conditions, language or religion must be curbed and eradicated as incompatible with God’s design.” (#1935)</p>			
<p>INTER- DEPENDENCE</p> <p>We rely on each other</p> <p>Everyone has an important part to play</p>	<p>*“Differences appear tied to age, physical abilities, intellectual or moral aptitudes... .these differences belong to God’s plan who wills that each receive what he needs from others, and that those endowed with particular talents’ share the benefits with those who need them.” (#1937)</p> <p>*“It is necessary that all participate, each according to his/her position or role, in promoting the common good.” (#1913)</p> <p>*“Participation is achieved by taking personal responsibility for family, work and contributing to the common good and active involvement in public life.” (#1914-5)</p>			

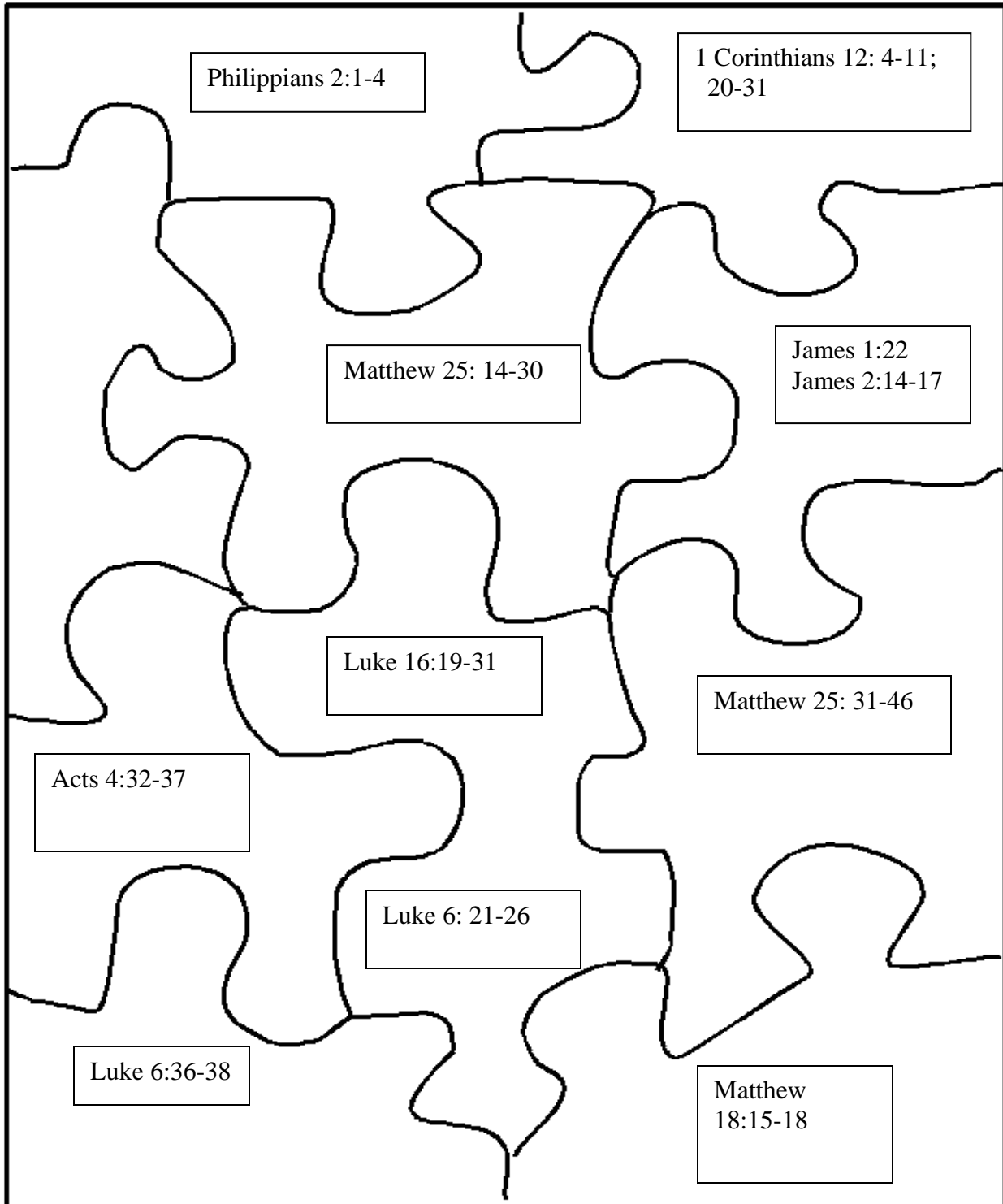
CATHOLIC SOCIAL JUSTICE PRINCIPLE	Catholic Catechism definition	What others believe about this idea (Research Oscar Romero, John Paul II, Vanier, Mother Teresa, Ghandi, Suzuki, etc.)	What this means to me personally	How I think we can live it out at school
COMMON GOOD All persons are concerned about every other person’s welfare The greater good is more important than individual success	*Starts with respect for the person. (#1906) *“Human interdependence requires the recognition of “a universal common good.” It “calls for the organization of a community of nations...” (#1911) *The common good is “the sum total of social conditions which allow people, either as groups or as individuals, to reach their fulfillment....” (#1906)			
SOLIDARITY We are loyal to each other and work together especially when times are tough	*“The conscience of each person should avoid confining itself to individualistic consideration... ...Conscience should take account of the good of all, as expressed in the moral law ...and consequently in the law of the Church.” (#2039)			
RECAP: How can these social justice principles affect how we think about a SAFE PEACEFUL SCHOOL?				

BLACKLINE MASTER #2

THEY'LL KNOW WE ARE CHRISTIANS BY OUR LOVE	
BELIEF STATEMENTS: As Christian students we believe...	INDICATORS: So, visitors to our school will notice...

BLACK LINE MASTER #3

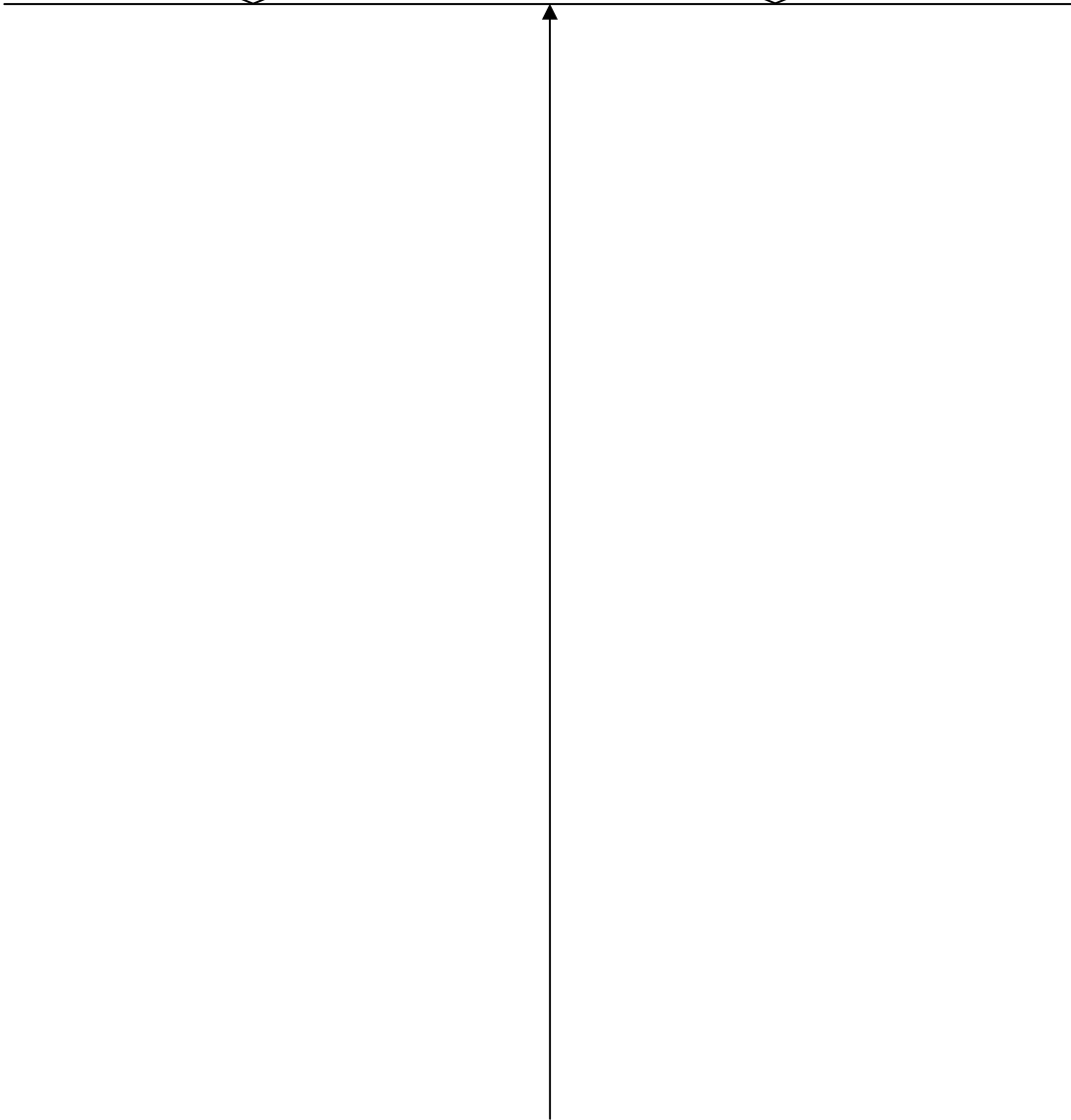
SCRIPTURE JIGSAW-How does each Scripture guide us in creating a peaceful BULLY-FREE school community?



T-CHART

DO LIST
To prevent bullying

DON'T LIST
To prevent bullying



Bullying Prevention Grade 8

Lesson 2

ADVOCACY & EMPOWERMENT

[top](#)

MATERIALS:

- Bibles
- Mural Paper
- Chart Paper
- Masking Tape
- Magazines
- Newspapers

LESSON DESCRIPTION:

In previous lessons the bullying dynamic was approached from the point of view of respect for human dignity, valuing personal giftedness and human diversity, and service to the common good --in the quest for creating safe, caring and inclusive school communities. In this series of lessons entitled: *Advocacy and Empowerment* the students will consider the moral imperative to mobilize the silent bystander in active resistance against bullying. Those who are bullied are often hungry for friends, imprisoned in fear, sick from oppression, and poor in spirit. They may feel isolated and lonely. Research is clear that it is not policies and rules that will change this exclusionary and demeaning culture. Caring and committed bystanders, who risk involvement at various levels in the bullying dynamic, is the only truly effective means of putting a stop to school violence. Student advocacy that aims at protecting the most marginalized members of the community strikes at the heart of the Catholic social justice imperative to give “preferential option to the poor.” Another important part of this advocacy role is to empower those who are victimized to rise up and assert their rights, learning new ways of dealing with the oppressive social structures that imprison them.

EXPECTATIONS

Fully Alive-Theme 1-Explore human challenges; accept responsibility to develop gifts that make them human; **Theme 2**- to value the relationship of friendship **Theme 4**- the meaning and nature of commitment; meaning of stress and strategies for handling it; **Theme 5**-the meaning of individual and social justice; responsibility to participate in building a loving and just society.

OPHE- Grade 8 Health and Physical Education: 8p14 Understanding Decision-making and Gang Violence and Cliques-8p14, 8p15.

CGE1d-Develops attitudes and values founded on Catholic social justice teachings and acts to promote social responsibility, human solidarity and the common good. **CGE3C**-thinks reflectively and creatively to evaluate situations and solve problems; **CGE4c**-Takes initiative and demonstrates Christian leadership; **CGE7e**-Witnesses Catholic social teachings by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society; **CGE7j**-contributes to the common good.

NOTES TO TEACHER:

MOBILIZE BYSTANDERS-Excerpt printed with permission from The Bully Free Classroom by Allan L. Beane, Free Spirit Publishing Inc. 2005, Page 89

According to Denver psychologist (and bully expert) Carla Garrity, “You can outnumber the bullies if you teach the silent majority to stand up.”

Most students are neither bullies nor victims. They’re witnesses or bystanders—kids who might not know what to do and might be afraid to get involved. In some cases, they’re the bully’s “lieutenants” or “henchmen,” offering support for the bully and sharing a bit of the bully’s power without actually doing the bullying.

In one Canadian study, 43 percent of students said that they try to help the victim, 33 % said they should help but don’t, and 24 % said that bullying was none of their business.* If you can “mobilize the masses” to take action against bullying, you’ll significantly reduce the bullying that occurs in your classroom and school.

*SOURCE: a. Charach, D. Pepler, and S. Ziegler, “Bullying at school—a Canadian perspective: A survey of problems and suggestions for intervention,” *Education Canada* 35:1 (1995), pp. 12-18.

ANCHOR CONCEPTS**Empowerment**

All power comes from God. God shares power with human beings, who remain accountable for their use of power. Empowerment is closely tied to the notion of human dignity and freedom. To empower another human person implies helping them to grow in the freedom to live in God’s will—the freedom of the children of God. Empowerment implies supporting the good choices and skills of others, so that they can leave behind disempowering cycles of marginalization and needless dependence on others. Empowerment respects the human person as subject.

Justice

Social justice uses the leaven of the Gospel to transform social and political structures which undermine human dignity and the common good. Jesus reminds us that our salvation involves acting justly toward the poor, sick, imprisoned, hungry and stranger, in whom Jesus’ presence is found.

Preferential Option for the Poor

Christians are challenged to make an option for all persons who are marginalized. In giving preferential option to the poor Christians are mandated to create the social conditions necessary for the marginalized voices to be heard and for the weak and defenceless to be protected. The Church teaches that the moral test of a society is how it treats its most vulnerable members. From the Scriptures we learn that the God’s covenant with Israel was based on how the community dealt with the weak—the widow, the orphan and the stranger (Deut. 16.11-12, Ex. 22.21-27, Isa. 1.16-17). Indeed,

throughout salvation history the poor and marginalized are the agents through which God demonstrates God’s transforming power. In the gospel of Luke, Jesus proclaims that he has been anointed to bring good news to the poor and to set captives free (Luke 4. 1-22). Similarly, in the Last Judgment, we are told that we will be judged according to how we reach out to the hungry, the thirsty, the prisoner and the stranger (Matthew 25.31-46)

What do these social justice principles have to do with bullying prevention?

When we think of “preferential option for the poor” our first thought is likely for those who are politically oppressed or economically impoverished. However, persons who are victims of bullying suffer a spiritual poverty of social alienation, intimidation, fear and humiliation that constitute a degradation of the human spirit as insidious and damaging as physical poverty. Bullying is a serious violation of human dignity and a serious abuse of God-given power. In its objectification and dehumanization of the person(s) it targets, bullying is the antithesis of empowerment. Thus, those who support the target of bullying are doing important social justice work by assisting the oppressed to reclaim the power that is rightfully theirs. Striving to bring relationships at school into right order and balance is important social justice work.

Glossary of terms:

Advocacy: the act of defending or pleading the cause of another

Empowerment: to give power or enable another

KEY SCRIPTURES:

The Beatitudes Matthew 5:1-12

When Jesus saw the crowds, he went up the mountain; and after he sat down, his disciples came to him. Then he began to speak, and taught them, saying:

Blessed are the poor in spirit, for theirs is the kingdom of heaven.

Blessed are those who mourn, for they will be comforted.

Blessed are the meek, for they will inherit the earth.

Blessed are those who hunger and thirst for righteousness, for they will be filled.

Blessed are the merciful, for they will receive mercy.

Blessed are the pure in heart, for they will see God.

Blessed are the peacemakers, for they will be called children of God.

Blessed are those who are persecuted for righteousness sake, for theirs is the kingdom of heaven.

Blessed are you when people revile you and persecute you and utter all kinds of evil against you falsely on my account. Rejoice and be glad, for your reward is great in heaven, for in the same way they persecuted the prophets who were before you.

Advocacy-What does it mean to “thirst for righteousness” or to be “persecuted for righteousness sake”? Have you ever been teased or left out because you risked “sticking up for” someone who was being made fun of or put down by others?

SCRIPTURE cont'd:

Philippians 2:14: “Do all things without murmuring and arguing, so that you may be blameless and innocent, children of God without blemish in the midst of a crooked and perverse generation in which you shine like stars in the world.”

Advocacy-How can I “shine like a star” by standing up for people who are targets of bullying?

Empowerment: The beginning of authentic empowerment is humble acceptance of our personal weakness and fragility, and surrender to God’s providential care. The following scriptures speak of the paradoxical message of Jesus that “the least shall be greatest.” With this realization, a bystander or victim of bullying can find the courage to rise up against the abusive control of the bully knowing that “I fear nothing for God is with me” (St. Joan of Arc).

Jeremiah 29:11- “For surely I know the plans I have for you,” says the Lord, “plans for your welfare and not for harm, to give you a future with hope.”

2 Corinthians: 12:10- “Therefore, I am content with weaknesses, insults, hardships, persecutions and calamities for the sake of Christ; for whenever I am weak, then I am strong.”

Psalms 34:18- “The Lord is near the broken-hearted and saves the crushed in spirit.”

Psalms 46- “God our refuge and strength, a very present help in trouble. Therefore, we will not fear.”

Luke 9:46-48- “An argument arose among them as to which one of them was the greatest. But Jesus, aware of their inner thoughts, took a little child and put it by his side, and said to them, “Whoever welcomes this child in my name welcomes me, and whoever welcomes me welcomes the one who sent me; for the least among you is the greatest.”

Luke 5:29-32- “The Pharisees and their scribes were complaining to his disciples saying, “Why do you eat and drink with tax collectors and sinner? Jesus answered, Those who are well have no need of a physician but those who are sick; I have come to call not the righteous but sinners to repentance.”

John 15:12-14- “This is my commandment, that you love one another as I have loved you. No one has greater love than this, to lay down one’s life for one’s friends.”

ASSESSMENT

Generic RUBRIC for CORE LESSON:

#1 (Understanding Christian Advocacy) or #4 (Role Models Who Inspire Change)

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding • key concepts (e.g., ideas and themes)	<input type="checkbox"/> provides limited information about ideas and themes	<input type="checkbox"/> provides some logical description of ideas and themes	<input type="checkbox"/> provides a logical, supported description of ideas and themes	<input type="checkbox"/> provides a thorough and insightful description of ideas and themes
Thinking/Inquiry • values and perspectives • evaluation • use of evidence	<input type="checkbox"/> inferences about values and perspectives show limited insight <input type="checkbox"/> evaluates the impact of language, ideas, and techniques with limited effectiveness <input type="checkbox"/> provides limited evidence to support interpretations and analyses	<input type="checkbox"/> inferences about values and perspectives show some insight <input type="checkbox"/> evaluates the impact of language, ideas, and techniques with some effectiveness <input type="checkbox"/> provides some specific and relevant evidence to support interpretations and analyses	<input type="checkbox"/> inferences about values and perspectives show considerable insight <input type="checkbox"/> evaluates the impact of language, ideas, and techniques with considerable effectiveness <input type="checkbox"/> provides considerable specific and relevant evidence to support interpretations and analyses	<input type="checkbox"/> inferences about values and perspectives are highly insightful <input type="checkbox"/> evaluates the impact of language, ideas, and techniques with a high degree of effectiveness <input type="checkbox"/> provides thorough, convincing evidence to support interpretations and analyses
Communication • clarity	<input type="checkbox"/> thoughts and feelings are communicated with limited clarity	<input type="checkbox"/> thoughts and feelings are communicated with some clarity	<input type="checkbox"/> thoughts and feelings are communicated with considerable clarity	<input type="checkbox"/> thoughts and feelings are communicated with a high degree of clarity
Application • personal connections ▪ comparisons with scripture (e.g., values, perspectives)	<input type="checkbox"/> makes limited connections to own ideas, values, and experiences <input type="checkbox"/> includes few logical comparisons to values in biblical passage	<input type="checkbox"/> makes some connections to own ideas, values, and experiences <input type="checkbox"/> includes some logical comparisons to values in biblical passage	<input type="checkbox"/> makes logical connections to own ideas, values, and experiences <input type="checkbox"/> includes logical comparisons to values in biblical passage	<input type="checkbox"/> makes insightful connections to own ideas, values, and experiences <input type="checkbox"/> includes insightful comparison to values in biblical passage

ASSESSMENT RESEARCH PROJECT

Generic RUBRIC for the Research Project on Famous Advocates particularly if this activity is part of a language cross- curricular unit.

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding • researched information	<input type="checkbox"/> few accurate and relevant facts, statistics, authorities	<input type="checkbox"/> some accurate and relevant facts, statistics, authorities	<input type="checkbox"/> considerable accurate and relevant facts, statistics, authorities	<input type="checkbox"/> many well-chosen, accurate, and relevant facts, statistics, authorities
Thinking/Inquiry • central question • synthesis, analysis, and explanation • sources • conclusions	<input type="checkbox"/> report shows limited focus around a central question <input type="checkbox"/> offers little synthesis, analysis, and explanation <input type="checkbox"/> sources are limited; few are carefully documented <input type="checkbox"/> conclusions show limited logic and insight	<input type="checkbox"/> report is somewhat focused around a central question <input type="checkbox"/> offer some synthesis, analysis, and explanation <input type="checkbox"/> some sources are appropriate and well documented <input type="checkbox"/> conclusions show some logic and insight	<input type="checkbox"/> report is focused around a central question <input type="checkbox"/> offers considerable synthesis, analysis, and explanation <input type="checkbox"/> most sources are appropriate and well documented <input type="checkbox"/> conclusions show considerable logic and insight	<input type="checkbox"/> report is effectively focused around a well-defined central question <input type="checkbox"/> offers thorough and insightful synthesis, analysis, and explanation <input type="checkbox"/> all or almost all sources are appropriate and well documented <input type="checkbox"/> conclusions show a high degree of logic and insight
Communication • organization • specialized language • use of visuals	<input type="checkbox"/> organization is limited in clarity and effectiveness <input type="checkbox"/> uses little Catholic social justice language <input type="checkbox"/> uses few visuals effectively	<input type="checkbox"/> organization is somewhat clear and effective <input type="checkbox"/> uses some Catholic social justice language <input type="checkbox"/> uses some visuals effectively	<input type="checkbox"/> organization is clear and effective <input type="checkbox"/> uses considerable Catholic social justice language <input type="checkbox"/> uses many visuals effectively	<input type="checkbox"/> organization is clear and highly effective <input type="checkbox"/> uses a high degree of Catholic social justice language <input type="checkbox"/> uses all or most visuals effectively
Application • language conventions • presentation	<input type="checkbox"/> usage, word choice, and sentence structure show limited accuracy and effectiveness <input type="checkbox"/> choice of titles, headings, and layout show limited competence	<input type="checkbox"/> usage, word choice, and sentence structure show some accuracy and effectiveness <input type="checkbox"/> choice of titles, headings, and layout show some competence	<input type="checkbox"/> usage, word choice, and sentence structure show considerable accuracy and effectiveness <input type="checkbox"/> choice of titles, headings, and layout show considerable competence	<input type="checkbox"/> usage, word choice, and sentence structure show a high degree of accuracy and effectiveness <input type="checkbox"/> choice of titles, headings, and layout show a high degree of competence

SELF/PEER ASSESSMENT OF GROUP WORK

Criteria	Assessment 4 is the best	Evidence
Knowledge/Understanding		
Everyone contributed ideas, information, and talent that the group could use.	0 1 2 3 4	
We built on one another's ideas, asked questions, added information, combining ideas and clarified if we were not sure.	0 1 2 3 4	
Thinking/Inquiry		
We listened critically to one another, made connections to ideas from other group members and evaluated the information and ideas presented (e.g., noting conflicting ideas, biases and inaccuracies).	0 1 2 3 4	
Whenever there were gaps in our information, we researched to get more information. If we were not sure of our facts we asked the teacher for help.	0 1 2 3 4	
Communication		
We expressed ideas clearly while working together.	0 1 2 3 4	
We showed sensitivity and respect for others. We welcomed different points of view. We disagreed without putting people down. We tried not to exclude anyone.	0 1 2 3 4	
We worked together to resolve conflicts and solve problems. In the end, everyone accepted the decisions of the group.	0 1 2 3 4	
Application		
We followed classroom rules and guidelines for group work.	0 1 2 3 4	
We assigned roles and responsibilities in a fair and open way. Everyone did their fair share according to assigned roles.	0 1 2 3 4	
We completed our assigned task successfully. We are happy with the result.	0 1 2 3 4	

ASSESSMENT ORAL PRESENTATION

Criteria	Assessment 4 is the best	Notes/Comments
Knowledge/Understanding		
• presentation focus on a central theme or idea	0 1 2 3 4	
• content is accurate, meaningful, and complete	0 1 2 3 4	
Thinking/Inquiry		
• shows a logical thought process, with accurate generalizations, and reasonable conclusions	0 1 2 3 4	
• shows creativity and originality	0 1 2 3 4	
• engages audience		
• responds to questions with relevant ideas	0 1 2 3 4	
Communication		
• delivers presentation smoothly-facts flow	0 1 2 3 4	
• appears relaxed and confident		
• well rehearsed		
• uses appropriate language and pacing	0 1 2 3 4	
• organizes material logically	0 1 2 3 4	
• uses rhetorical questioning, pauses and voice modulation effectively	0 1 2 3 4	
• shows a sense of audience and purpose	0 1 2 3 4	
Application		
• speaks clearly and audibly	0 1 2 3 4	
• uses appropriate facial expressions, gestures and body posture	0 1 2 3 4	
• employs visual aids and technology effectively	0 1 2 3 4	
• uses correct language and grammar	0 1 2 3 4	

Key: **0** = not at all; **1** = limited; **2** = somewhat; **3** = fully; **4** = thoroughly and insightfully

Suggestions for improvements: _____

ASSESSMENT ADVOCACY COLLAGE

Criteria	Assessment	Notes/Comments
Knowledge/Understanding		
<ul style="list-style-type: none"> conveys a meaningful and relevant theme, key message, or central idea 	0 1 2 3 4	
<ul style="list-style-type: none"> offers a message that shows some depth, complexity, and/or sophistication 	0 1 2 3 4	
<ul style="list-style-type: none"> enhances and develops the message and mood with well-chosen images 	0 1 2 3 4	
Thinking/Inquiry		
<ul style="list-style-type: none"> shows creativity and originality (engaging) 	0 1 2 3 4	
Communication		
<ul style="list-style-type: none"> choice of images and words shows a sense of audience and purpose 	0 1 2 3 4	
<ul style="list-style-type: none"> selection and placement of images and words show understanding of elements of design (e.g., line, shape, form, texture, colour, space, tone) 	0 1 2 3 4	
<ul style="list-style-type: none"> material is organized with attention to visual elements (e.g., balance, contrast, emphasis, movement, patterns, unity) 	0 1 2 3 4	
<ul style="list-style-type: none"> captions and labels are clear and effective 	0 1 2 3 4	
Application		
<ul style="list-style-type: none"> collage is executed effectively (e.g., assembly and mounting of materials, neatness, lettering) 	0 1 2 3 4	

Key: **0** = not at all; **1** = limited; **2** = somewhat; **3** = fully; **4** = thoroughly and insightfully

ADAPTATIONS AND MODIFICATIONS

Since the Core Lesson involve discussion and group process work, all students will be able to make a contribution. Students will learn from others in a practical and informal setting. The activities allow for flexibility in choosing the most effective way to demonstrate learning. Therefore, the goals of differentiated instruction can be met by tapping personal strengths and diversifying task completion in a way that allows everyone’s talents to shine.

CORE LESSON

Objectives:

1. To help students appreciate the connections between Catholic Social Justice Principles of Justice, Empowerment and Preferential Option for the Poor (See Anchor Concepts) and the bullying phenomenon.
2. To help students understand the role of the bystander in either escalating or de-escalating a bullying situation:

Content:

1. Catholic Social Justice Teachings

Catholic schools have the added advantage in teaching bullying prevention. The gospel imperative to “be the hands and feet of Christ” in serving the most vulnerable in our midst adds a rich dimension to one’s civic responsibility to stand up against human injustice. The Church teaches that to be faithful to the gospel means that we understand our “neighbour” to be anyone in need of help, and that Christ expects us to reach out with compassion and love for all who are suffering, even if this requires sacrifice and personal pain on our part. This lesson on advocacy and empowerment is an opportunity to translate the Christian notion of service, and the Catholic social justice principles of preferential option to the poor, to the bullying dynamic in which a victim feels powerless in the face of threats and intimidation from someone who is more powerful and maliciously desires to hurt.

2. The Role of the Bystander

- Bystanders are people who are aware that bullying is happening. They may actually observe the bullying as it occurs, hear about it after-the-fact, or have a strong ‘hunch’ that it is happening because of a variety of clues before them.
- Bystanders play a significant role in the bullying dynamic. When bullying is ignored the person who bullies often feels empowered and is encouraged to continue. If the bystander intervenes in some way then the person who is bullying is called to account and may begin to realize that his/her behaviours are unacceptable and will not be tolerated by his/her peers.
- Bystanders typically react to bullying in one of four ways:
 - i. Join in the bullying
 - ii. Enjoy watching the bullying, thereby encouraging the bully
 - iii. Don’t like the bullying, but are afraid or unsure about what to do
 - iv. Step in, stand up, and get help for the person being bullied

Bystanders have tremendous power in any bullying situation but often they don't use it. By speaking up or taking action, witnesses may be afraid that they will:

- Lose friends
- Be called a "snitch"
- Make an enemy of the bully
- Become the bully's next target
- Interfere when it is none of their business
- Make things worse
- Get hurt

Sometimes bystanders do make thing a lot worse by:

- Providing an audience for the bully
- Using the bully for protection
- Blaming the target for "deserving it."
- Joining in
- Copying the bully's behaviour
- Hanging around with the bully

The best thing bystanders can do is to:

- Tell a trustworthy adult
- Set a good example-treat everyone respectfully
- Try to help the person being bullied if safe to do so
- Tell the bully to stop
- Call police if very serious
- Offer the target support and friendship

TEACHING STRATEGIES

1. Understanding Christian Advocacy-90 Minutes

Discuss with students:

Who are bystanders?

- In your experience, how do bystanders react to bullying behaviours?
- Why are bystanders frequently unwilling to report or intervene? Solicit the students' opinions and life experiences.
- Apply the W.W.J. D. principle in analyzing the moral righteousness of this typical bystander behaviour.

Lesson Details:

In each of the following scriptures one or more persons (sometimes Jesus himself) advocates, supports or encourages the victim of illness, abuse or persecution.

Scripture Focus

Mark 2: 1-12-Paralytic

Matthew 8:5-13 Centurian

Luke 10:30-35 Good Samaritan

Mark 15:21 Simon of Cyrene

Mark 5:21-23 Jairus' daughter

Mark 8:22-26 Blind man at Bethsaida

John 8:1-12 Woman Caught in Adultery

- Read about these ADVOCATES.
- How is their action an inspiration to you?

Part One:

- Assign each scripture to a small group of students.
- Each group is to identify the advocacy role in the assigned bible passage

Part Two:

- Provide time for students to rehearse a re-enactment of the scripture—using mime or narration and minimal scripts, contemporizing the context to give it authenticity.
- Students perform the re-enactments for their peers.

De-brief:

What insights can we take from these bible passages to our understanding of how a bystander could/should respond to school bullying (a unique type of suffering/victimization)?

2. ADVOCACY CHALLENGES-60 minutes**Whole Class Discussion:**

The following situations offer descriptions of class cultures that, while incident specific, nevertheless suggest a pervasive “black cloud” that detracts from a positive healthy learning environment. In each case, *everyone* in the class has at least a vague awareness of the situation and, thus, a shared responsibility for rectifying it. [**Guiding Question: What is the best way to ADVOCATE for positive change in this situation?**]

- 1) Someone unpopular eats lunch alone every day.
- 2) The class bully brags about stealing from the local convenience store and illegally downloading music off the internet.
- 3) There’s a new student in the class. Everyone says he seems “weird”.
- 4) Routinely, supply teachers seem confused about routines and overwhelmed by the lack of cooperation by the bulk of the students.
- 5) It’s time to sign up teams for Science Fair and the special education students look downwards or shift uncomfortably in their chairs.
- 6) A vicious rumour is spreading about an ESL student who seems confused by the hurtful accusations.

- 7) A group of “cool” kids continually pokes fun at a boy in the class who everyone thinks is “gay.”

3. CASE STUDY ANALYSIS-90 minutes

The Task

The following situations offer specific incidents involving a bully, victim and bystander. In each case the bystander could potentially STOP the bullying behaviour if he/she has the courage to act. Each student is invited to consider what they would do to support the target of bullying in these situations. These case studies will be analyzed in two parts.

Part One:

Whole class the students consider each dilemma (read aloud by the teacher) and vote by holding up one of three cards: TAKE A STAND, GET HELP, NOT SURE? (See **Black Line Master #1**) After each vote the case is discussed.

Part Two:

Students are assigned/or choose one of the case studies to work with in more detail. Students are encouraged to consider two aspects:

- How can the bystander ADVOCATE for the weaker target of bullying?
- How can the bystander help to EMPOWER the target to assert him/herself more effectively?

The students role-play the scenario experimenting with a few different responses. Once they have settled on the “best intervention” they perform this version for the entire class.

CASE STUDIES:

- 1) A teenager sits down next to your booth in the restaurant. You hear him tell the boy next to him to turn over his wallet or he will get beat up. *What should you do?*
- 2) A new girl in your class is called racist names by a group of older kids but she wants to let it go and not make a fuss. *What should you do?*
- 3) In the school parking lot you see a bunch of boys beat someone up. *What should you do?*
- 4) Two girls at your part-time job are always making fun of an overweight girl. Today you heard the manager talk about the “tub of lard.” *What should you do?*
- 5) In the school yard there is a boy who is making sexual jokes (again!) about a girl you know. *What should you do?*
- 6) A boy in gym class is being called a “fag” because he hates sports and runs like a girl. Some of the kids are sure he is “gay” and don’t want to go near him. *What should you do?*
- 7) Your brother’s girlfriend always has bruises on her arms. Your brother has a bad temper. You notice more bruises today. *What should you do?*
- 8) A boy on your block who is about your age has Down’s Syndrome. He frequently goes for a walk with his mother. When he does the other kids on the street run away. He’s out for a walk again today. *What should you do?*
- 9) One of your teachers is always making fun of an ESL student’s pronunciation of words –you feel sick inside for him. It’s started up again today. *What should you do?*

do?

- 10) Outside your school you see a guy spray painting a vulgar message on the side of the school. The message includes a friend's phone number. *What should you do?*

De-brief: Students offer constructive feedback on the various solutions offered.

Part Three:

Students are invited to bring a favourite shoe to class for the next week. This shoe will be the “prop” for an extension art activity. Students are provided with art paper, pastels or pencil crayons and invited to draw/colour their shoe(s) with a caption that reflects the importance of taking a stand to support victims of bullying. For example: ***I will stand up for peace...*** These posters can be displayed throughout the school.

Part Four:

Prayer is powerful. When we pray for ourselves and for others we open our eyes and our hearts to see the world more clearly. Prayer is an invitation that allows God's grace to work in our lives. It is a blessing, a petition and a statement of hope and trust. Students are invited to join together to combine their poster pledges into prayer petitions that can be read over the P.A. system each day during the time that the posters are displayed throughout the school. This is an invitation to the wider school community to embrace their responsibility to watch out for the welfare of everyone in the school especially the weakest and most vulnerable.

4. ROLE MODELS WHO INSPIRE CHANGE

Part One:

Warm-up: Whole Class-60 minutes

- Read Scripture: Luke 3: 16-21.
- Students will begin by reading (first) and (then) listening to Martin Luther King's Speech: I Have a Dream. (available on-line in print, audio and video format)
- See (**Black Line Master 1a**) for listening activity
- I have a Dream...
- “Free at last, Free at last, Thank God Almighty Free at Last....”

Part Two:

Discuss: Whole Class-60 minutes

- Whole class, use a Venn diagram to compare/contrast Martin Luther King's Speech and Jesus' declaration of his mission statement from Luke 3:16-21. (See **Black Line Master #2**)
- How would these two inspirational messages inspire us to create a BULLY-FREE school?
- Invite students to collaborate on a speech I HAVE A DREAM....making a strong plea to STOP Bullying and to promote SAFETY and INCLUSION. (See **Black Line Master #3**)

Part Three: 60 minutes

Famous Advocates: Pairs or Small Group (See Black Line Master #4)

- *Research:* In small groups, students will research a FAMOUS SOCIAL JUSTICE ADVOCATE with a view to finding gospel parallels in their heroic biographies. Examples include:
 - OSCAR ROMERO
 - NELSON MENDELA
 - DESMOND TUTU
 - MOTHER TERESA
 - JEAN VANIER
 - JUNE CALLWOOD
- *Report:* Each group will present historic highlights of the famous person’s life with particular emphasis on personal acts of COURAGE in defence of the rights of the WEAK and POWERLESS.
- *Closing statement-*What lessons, if any can be applied to creating a BULLY-FREE SCHOOL?

Part Four: 20 minutes

Application: Think/Pair/Share

- When was the last time that you personally advocated for someone who other people considered a “loser?”
- What would happen if victims of bullying were regularly surrounded by a “circle of friends” who advocated for them?
- What one thing will I do differently tomorrow to advocate for/and empower the weakest and most vulnerable in our school?

Part Five: 45 minutes

Personal Reflection: Each student is invited to reflect on this lesson by completing one of the following activities to commit to positive change in the future.

a. Empowerment Statements- (See Blackline Master #5)

Complete the following Sentence Stems:

I am... (who you are-your core identity)

I can... (your potential- what you are capable of; your gifts)

I will... (statement of positive change-a pledge to grow)

- b. *“On Eagle’s Wings” Contracts-* Before we can advocate for others we need to feel assured of our own dignity. Realistic goal-setting helps to establish one’s sense of worth by offering concrete benchmarks for personal growth. As Catholic Christians we believe that our identity as children of God is integral to this process. Life’s journey is a co-operation with God’s grace in moving forward in our quest to become fully human and fully alive. With desire and commitment God honours our heart’s desire, “pick us up” and helps “lift us” to the next phase of personal development. (See Isaiah 40:31)

“On Eagle’s Wings” Contracts

Isaiah 40:31

"But they that wait upon the Lord shall renew their strength;
they shall mount up with wings as eagles; they shall run,
and not be weary; and they shall walk and not faint."

MY GOAL

How I know God is with me...

Steps I need to take to get there...

Who or what I need to help me...

I will try to reach my goal by...

OPTIONAL ACTIVITIES:

1. Courage to Care:

- Post these three quotes on the white/blackboard:

Conscience is the root of
all true courage.
James F. Clarke

Courage is like a muscle;
it is strengthened by use.
Ruth Gordon

John 15:12-14- “This is my commandment, that you love one another as I have loved you. No one has greater love than this, to lay down one’s life for one’s friends.”

- **Think/pair/share:**

Invite students to read and reflect upon these quotes. Turning to an elbow partner ask students to discuss the meaning and significance of each of the statements as it might relate to creating a BULLY-FREE SCHOOL.

- **Create Courage Pledges:**

Students join together to create Courage statements that promote a Bully-Free School. For example: *Courage is saying “No” to put-downs.* Post the statements around the class.

2. Code of Silence: 60 minutes

- Why is the “code of silence” a problem in the attempt to STOP BULLYING at school?
- Discuss the difference between “ratting”, “tattling” and “reporting”.
- What is the role of Christian conscience in breaking the “code of silence”?
- To solidify understanding of the differences ask students to complete (**Black Line Master #6**)
- Invite students to write a letter to their parent/guardian that offers a rationale for “reporting bullying.” Make sure to include the role of parent, bystander and victim when describing the reporting process and the dangers of the “code of silence.”
- Ask students to share the letter at home and to return the next day prepared to share with the class their parent or guardian’s response to the letter.
- Conclude with an analysis of how the “code of silence” encourages bullying and school violence and why “reporting” protocols are an essential aspect of safe schools.

4. Victim Profiling (a perspective-taking activity): 90 minutes

- Ask students to brainstorm words to describe a typical “target” of bullying behaviours. Record the descriptor words on the black/white board.

PASSIVE VICTIM	PROVOCATIVE VICTIM
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- Prepare two charts with the titles passive and provocative victim.
- Ask students to define the two adjectives –passive and provocative. (Dictionaries allowed)
- Now, cluster the victim profile descriptors under one or both of the two headings.
- Ask students to decide if a provocative victim should be defended and/or supported. Why? Why, not? [No one ever deserves to be bullied.]
- Divide the class into Four Groups: *Group One-Bully; Group Two- Bystander; Group Three- Passive Victim; Group Four- Provocative Victim.*
- Each group prepares a TWO MINUTE PRESENTATION (**See Blackline Master #7**) entitled: “*Hear me out*” expressing their thoughts/feelings about:
 - Why they behave the way they do, and
 - What they need from the rest of the class to make things better

- At the end of the presentations each group (representing bully, victim, passive bystander, provocative bystander) submits two or three statements under the heading: WHAT WE WILL DO DIFFERENTLY TO MAKE THINGS BETTER. These promises are read aloud to the class.

4. Thought-tracking: 45 minutes

- Assign students in groups of 3. Ask each student to take a role: *bully, victim and bystander*.
- Students prepare a tableau to show the actions/feelings of the respective members in the bullying dynamic.
- The teacher rotates around the room and taps each bystander on the shoulder. As the person is tapped they speak out the thoughts that are running through their heads (e.g. “Oh no, I could be next!” or “Serves her right—she’s such a nuisance” or “I don’t know what to do.”)
- Students change roles so that everyone has a turn being the bystander. The tableaux change each time. Teacher continues to tap the bystanders in turn—thought-tracking continues.
- Teacher instructs bystanders to change their thought patterns: **Now they must speak out FOR THE PERSON BEING VICTIMIZED. The teacher taps each of the bystanders who vocalize their “advocacy” statements.**
- The groups of three are invited to change the Tableau Structure to show the shift in power and the change in emotion that occurs when the bystander speaks out and intervenes.
- For the last round of thought-tracking all members (bully, victim and bystander) speak their thoughts aloud when tapped.
- **De-brief:** How does mobilization of the bystander empower the person being victimized and restore balance to the relationship dynamic?

5. Empowering Compliments: 30 minutes

- Appropriate compliments are:
 - a. Sincere not sarcastic
 - b. Respectful (not sexual)
 - c. Praise appropriate behaviours and positive qualities
 - d. Do not overstep personal boundaries
- Provide students with several examples of compliments and ask them to decide how appropriate they are:
 - “*Those are really cool jeans.*”
 - “*You look good in jeans.*”
 - “*Mrs. Jones you look hot in that dress.*” (to a teacher)
 - “*Good one.*” (after a put down)
 - “*Nice hair.*” (sarcastically)
 - “*You look great in that sweater.*” (to your best friend)
 - “*You look great in that sweater.*” (to an acquaintance)
- Giving Compliments:
 - a. make eye contact
 - b. speak with a clear enthusiastic voice

- c. be specific
- d. Use descriptive words such as “wonderful” “awesome” “creative”
- e. Give the other person time to respond
- Accepting Compliments:
 - f. make eye contact
 - g. use a pleasant voice
 - h. don’t apologize or minimize
 - i. say thank you
- Practice “building-up” others:
 - Students are invited to rehearse giving appropriate compliments, taking turns giving and receiving compliments

6. Bullying on T.V. -30 minutes

- Invite students to track their television watching for one week. Every time they see a person being bullied they are to record the name of the program, the kind of bullying and whether anyone intervened to stop the bullying.
- At the end of the week students bring their chart to school and discuss this kind of media “violence” and the extent to which it subtly “normalizes” bullying behaviours.
- How often did the victim have someone come to their defence? If not, why?

7. Advocacy Collage-60 minutes

- Invite students to bring newspapers and magazines to school. Provide mural paper, scissors and glue sticks.
- Challenge students to find images of advocacy and empowerment. Create a collage. Ask students to reflect upon the ways in which courageous individuals reached out to help those who are victims of violence? How is this being Christ in the world?

TAKE A STAND



GET HELP



NOT SURE



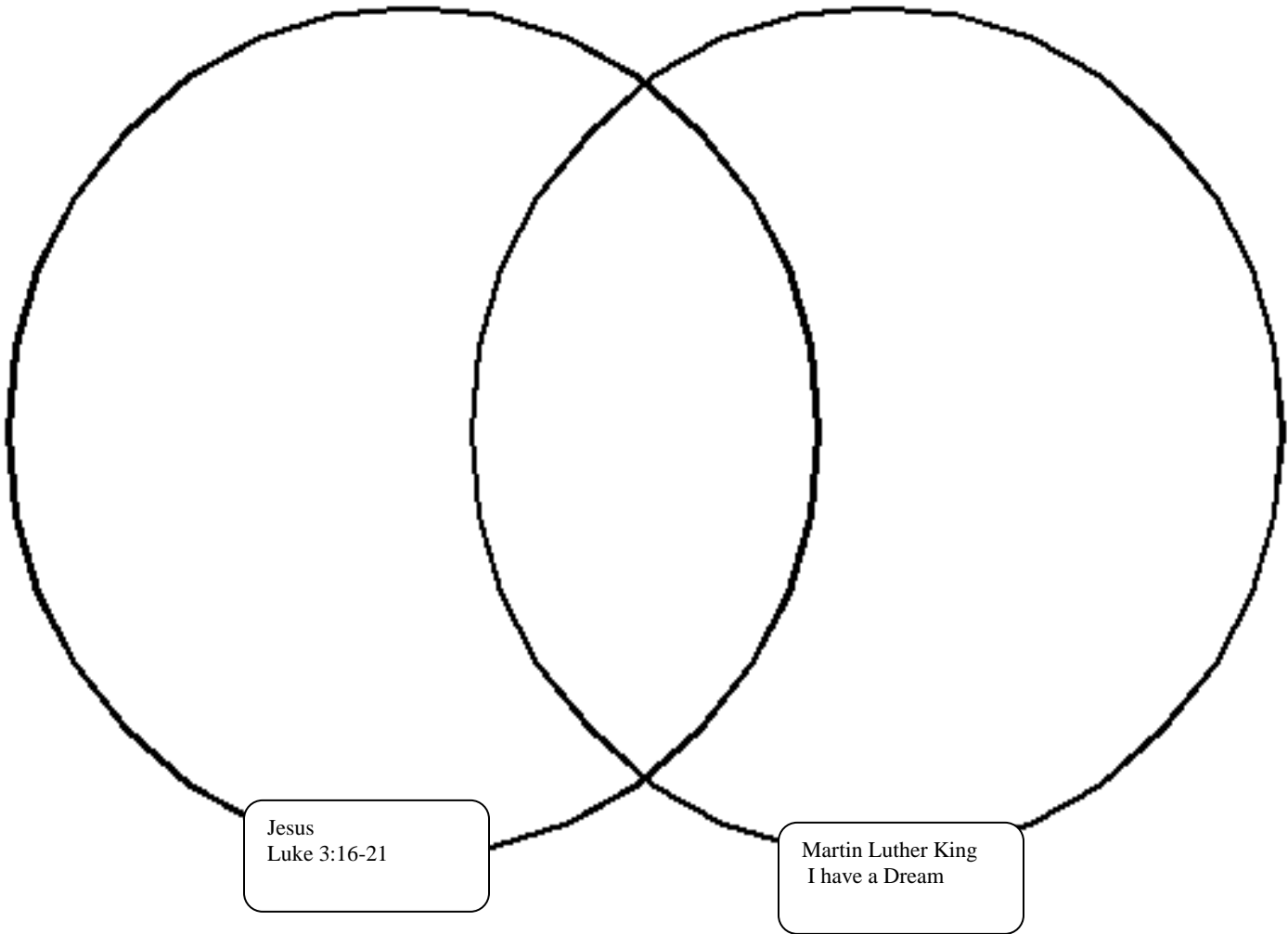
Blackline Master #1a

I HAD A DREAM listening activity...

Words and phrases that stand out	Images that come to my mind
Feelings I had as I listened	Connections I made to bullying prevention as I listened to Martin Luther King

Blackline Master #2

VENN DIAGRAM COMPARISON



Blackline Master #4

FAMOUS SOCIAL JUSTICE ADVOCATE	
Name:	
Historic Highlights	Gospel Parallels
Lessons Applicable to a Bully-free School	

EMPOWERMENT PLEDGE

I am... (who you are)

I can... (your potential)

I will... (positive change)

WHAT'S THE DIFFERENCE?

Ratting	Reporting	Code of Silence

Blackline Master #7

HEAR ME OUT	What motivates me	What I need	How I will change
BULLY POSITION			
PASSIVE VICTIM POSITION			
PROVOCATIVE VICTIM POSITION			
BYSTANDER POSITION			

LESSON #3 TRANSFORMATION (Restoration/Reconciliation/ “Fresh-start”)

[top](#)

MATERIALS

Blackline Masters
Soft balls
Bowl of Water
Small River Stones
Transparency Sheets
Water-soluble markers
Chart Paper
Markers
Masking Tape
Bibles

2. LESSON DESCRIPTION

The bullying prevention unit for the intermediate division has spanned six sets of lessons across the Grades seven and eight Fully Alive Program. This final section will focus on restitution, forgiveness, healing and transformation of individuals and communities affected by bullying. The purpose of the lessons is to propose a healing process for those victimized by bullying, forgiveness and a “fresh start” for persons who have bullied, and a strategy for the larger community to transform attitudes and behaviours in reducing the incidences of bullying and promoting peace.

The Ministry of Education’s SAFE SCHOOL ACTION PLAN 2005 recommends a *Model of Progressive Discipline* in which consequences for anti-social behaviour are to be formative and restorative rather than punitive. The student who has been engaged in bullying is called to account and set on a path of making amends and changing those attitudes and behaviours that first led to the bullying behaviours. Students, parents and staff teams work together to map out a protocol that will encourage the “recovering bully” to offer retribution and desist from his/her violence by developing positive ways to seek and use power. He/she will rehearse new pro-social skills and gradually return as a fully participating community member with the new attitudes/skills necessary for a new beginning.

The focus of the Grade 8 Fully Alive lessons on bullying prevention is to foster a strong sense of Christian leadership amongst these senior elementary students who will be called upon both formally and informally to bring progressive discipline protocols to life in their school communities. A positive faith perspective will assist them in a task that might otherwise seem insurmountable in a context that may already be marred by unhealthy relationship dynamics: The person(s) who has been bullying will likely have alienated and/or manipulated a number of students in the wake of his/her terrorizing reign. Likewise, the person(s) who are most often victimized may not be the most popular students in the class. Typically, but not always, the victimized person(s) is on the

“margins” of the community because of some real or perceived differences that creates a vulnerability or stereotypic identity that makes him/her a magnet for bullying. It is hoped that the lessons herein will help students to break through barriers of misunderstanding, fear and mistrust in promoting more positive school environments.

At the heart of this unit is the belief that all fall short of God’s ideal and that each one is in need of on-going support, guidance, prayer and discipline in order to become “fully human and fully alive” in God’s image. The model of Christian discipleship in community is a valuable one in considering ways of helping all persons caught up in the bullying dynamic by providing a way out of isolation and offering new behaviours and attitudes that promote unity and peace.

It is worth noting here that the Native Canadian model of restorative justice assumes that all members of the community share in the guilt when “bad things happen.” In a very real sense each one plays a part in nurturing or enabling the dysfunction that permits abuse/violence or in some way contributes to it. From this perspective, we are all sinners in need of redemption and forgiveness. Thus, in a spirit of humility we enter into this learning in the hopes of mapping out a restorative process in which negative energy and the abuse of power can be redirected in more productive and loving ways.

3. NOTES TO TEACHER

Secular Concepts

Adolescent students are enormously influenced by peer pressure and societal norms. Frequently, students arrive at school lacking the personal resources and readiness skills to resist the temptations and pressures that draw them into defeating attitudes and destructive patterns of behaviour. For students who have experienced failure, isolation or discouragement throughout elementary school the teen years will be particularly challenging. However, for all students, regardless of past success or failure, the turbulence of adolescence is universally difficult. Research suggests that bullying behaviours peak during this time, and if left unchecked, will frequently morph into serious adult issues such as spousal abuse, child abuse or workplace bullying.

The Power of Positive Thinking

Frequently, persons who engage in the bullying dynamic are set off by “triggers” that quickly spiral out of control. The maliciousness and callousness of bullying behaviours and the intense emotional responses they illicit may appear totally “out of proportion.” The casual observer is often left musing over why people can’t seem to “just get along.” Persons who are victimized by bullying may respond for all to see with an outburst of anger, tears, resentment, or hysteria. Alternately, they may do a “slow boil” with a seething rage that builds up over time and erupts in enormous violence or is turned inward manifesting as depression, suicide or relationship/achievement difficulties. Teachers can assist students to redirect negative thought patterns that fuel harmful relationship interactions by helping them to analyze their thought patterns and re-program their thinking in ways that are more positive and hopeful. They can also point out the wisdom of giving others the “benefit of the doubt”—choosing to believe in the inherent goodness of all people, and trusting in positive role models to give the person who bullies

“cues” when they are getting “out of control”. Classroom exercises that promote positive thinking, meditation and sound decision-making skills can help students to identify and correct their negative “triggers” and rehearse more positive ways of relating to others.

Resiliency for Life

Parents and teachers who work together can help students develop the necessary resiliency that will insulate them against the failures, disappointments and hurts that life throws their way. Whether to resist drugs and alcohol, or stand up to the class bully these resiliency tools are essential to a teen’s health and well-being.

A Hot Topic – Resiliency

Mental health and addictions research is talking a lot about resiliency these days.

Resiliency assumes that everyone has abilities, attitudes, and tendencies that help people survive, even thrive in stressful or adverse situations. It's a force that causes people to "rise to the occasion," and may have been playing a part in the old saying, "if at first you don't succeed, try and try again."

While some of these tendencies are naturally within us, many are developed and enhanced by exposure to healthy environments. In more and more research, resiliency is proving to impact young people in many ways - some of which may be linked to their ability to cope with violence or abuse, including bullying behaviours.

The positive personal tendencies and environmental conditions that support childhood and adolescent development are called, protective factors.

Personal protective factors that promote resiliency in children include:

- Having friends and family that believe in them
- Chances to use and practice life skills like decision making and impulse control
- A positive view of their own personal future
- Competence - believing they are good at something
- Flexibility - they can adjust to change
- A good sense of humour
- They practice independence and can distance themselves from unhealthy people and situations
- Perseverance - they don't give up at the first sign of difficulty
- Good sense of inner direction and inner evaluation of choices

Environmental resiliency builders in families, schools, and communities include:

- Promotion of close bonds
- Value and encourage education
- Use high warmth/low criticism teaching methods
- Sets and enforces clear boundaries (rules, norms and laws)
- Promotes sharing of responsibilities and service to others
- Provides access to resources for meeting basic needs of housing, employment, health care, etc.
- Expresses high and realistic expectations for success
- Encourages goal setting and mastery
- Promotes leadership and decision making and opportunities for positive contribution to society

* Adapted from AADAC Parent Resources, and "Fostering Resiliency in Children and Youth: Four Basic Steps for Families, Educators, and Other Caring Adults. By Nan Henderson, MSW., in *Resiliency in Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, and Communities* (1999). Nan Henderson, Bonnie Benard, and Nancy Sharp-Light, eds. Reprinted with permission from Nan Henderson.

The Ripple Effect

Young people have a heightened sense of fairness. They get upset when the whole class is blamed and/or punished for the actions of one or two people. They worry that they are going to be “tared with the same brush” as their friend or sibling who may be in trouble with authority figures. They often fear for their own safety/ security when people around them are in conflict. Students who are in tumultuous families may not be able to separate adult issues from their own. If there are financial difficulties, arguments or abuse, they may wonder if they are the cause. On the other hand, students may not fully appreciate how their own actions impact on those around them. Students who are exposed to bullying behaviours day in and day out (by a teacher, parent or peer) will be emotionally, psychologically or spiritually harmed whether directly involved or not. Some students will be angry that the peaceful environment is continually disrupted by a trouble-making bully. Others may blame the person being victimized, believing that he/she has provoked the attack and deliberately upset everyone. Still others will be plagued with guilt that they did not step in to stop the violence. Others may seek some silent pleasure in observing the attack on an unpopular classmate or revel in watching the participants “get in trouble” with the teacher. Whatever the perspective, all students who are involved in bullying incidents experience some negative outcome that needs to be “worked through” before the group can rehabilitate and move forward. Naturally, it may be difficult for those involved to express authentic emotion for fear of further humiliation or retribution. The prudent teacher can be an ideal facilitator in this healing.

Positive Conflict Resolution

Students in conflict often lack sufficient information to solve the problems that beset them. This lack of information may lead to misunderstanding that stems from different values, attitudes, goals, needs and opinions. Often barriers in culture, language fluency, levels of maturity, age or gender can turn up the heat on the conflict. With so many different perspectives on any given issue it is no wonder that intermediate classrooms can be volatile places. Programs that focus on building students’ self esteem, pro-social skills and conflict resolution help to provide teens with the personal resources to deal with these difficult times. Students can be helped to dissect conflict situations so that they better appreciate the elements of cause and effect and learn to anticipate reactions and outcomes of various behaviours. They can be taught to watch out for “triggers” that may set them or their peers on a negative course of action. Role-playing is particularly helpful in giving students an opportunity to experience what the “other side feels” and to understand the consequences, both positive and negative, of a broad range of actions. The primary goal in teaching conflict resolution is to promote a safe and healthy environment; also encourages young people to uncover biases connected to racial and cultural differences. Regular class meetings can be a useful forum to show that conflicts can be sorted out fairly and peacefully.

Problem-solving Skills

All students are impacted by school bullying and all students have a responsibility to be part of the solution. Since bullying is fundamentally a relationship problem the solution lies in improving human interactions—one relationship at a time, and one incident at a time. This means that students must be given opportunities to analyze their present ways

of relating, rehearsing alternate patterns and thoughtfully weighing the pros and cons of the new approaches. A useful teaching strategy is to present the students with hypothetical but realistic scenarios in “slow motion”-- giving them a chance to experiment with a range of responses, analyze the “pros” and “cons” of each, and then creatively explore other possibilities. Dramatic role-play, debates, brainstorming, graphic organizers and film/song critiques are a few examples of ways of unpacking these “slice of life” scenarios and re-learning responses that are healthier and more positive.

Theological Underpinnings

Humanity Created in God’s Image

A strong sense of self, in relation to God and others, gives the adolescent the conviction that he/she is deeply loved by God and created for a unique purpose in life. This Catholic worldview reminds us:

“That the divine is at work in all that surrounds us, and attention to this sacred order is critical to the Catholic ethos. Hence, a Roman Catholic vision understands that humanity is created in the image of God, created with dignity and freedom, and yet capable of choosing contrary to God’s design. And so, celebration of life is balanced in recognition of human sinfulness and the need for forgiveness.”⁴¹

Humanity’s Sinfulness and Need for Forgiveness

As a faith community we are mindful of our tendency to sin and to need to seek forgiveness from one another. Church teachings remind us of our commitment to get over our differences and put our petty grievances aside in the interests of the common good. All members of the community are called to “work together without violence and without deceit to build up the world in a spirit of genuine peace.”⁴² In the words of Pope John Paul II:

“To work for peace is the concern of all individuals and of all people. And because everyone is endowed with a heart and with reason and has been made in the image of God, he or she is capable of the effort of truth and sincerity which strengthens peace.”⁴³

Humanity’s Call to Justice

When human beings hurt one another God calls us to reach out to ask for and receive forgiveness. Relationships need to be restored to wholeness through a process of healing that invites persons involved to take responsibility for the hurt caused and to try to make all things new. The person who has been offended is called to forgive the sinner and to extend mercy as God is merciful. In the bullying dynamic this process is particularly difficult because there has been intent to harm and an inherent power imbalance from the start. A “stronger” person has taken unfair advantage of someone in a weaker and more vulnerable position, thus the thought of forgiving such deliberate violence is a bitter pill

⁴¹ Trafford, L. (1998). *Educating the Soul; Writing Curriculum for Catholic Secondary Schools*. Toronto: The Institute for Catholic Education, 12.

⁴² Vatican II (1965). *Gaudium et Spes*.

⁴³ John Paul II, *Truth, the Power of Peace*, Peace Day, January 1, 1980.

to swallow. The moral imperative of “forgiveness” in these difficult areas of life speaks to the importance of community involvement in the restoration process to ensure that retribution is made and that the person who has been harmed is given sufficient support in the healing process. The Restorative Justice approach to bullying typically includes the following elements:

RESTORATIVE JUSTICE

Restorative justice is a response to wrong-doing that focuses on healing for those affected by bullying behaviour (s); and on the opportunity for the person who has bullied to understand the impact of his or her actions, and to make appropriate amends.

- a) **Admission of wrong-doing**-Through a process of self-reflection and guided conversation, the person who has bullied will begin to “take perspective”, accept responsibility for the hurt caused, and offer a genuine apology.
- b) **Restitution**-The person who has bullied will be able to replace/ repair damaged or stolen goods; correct rumours or lies; or “make amends” in some other tangible way, such as writing a letter.
- c) **Resolution**-This is a critical phase in the transformation process because it invites students to explore what needs to be done to ensure that a similar incident doesn’t happen again. What “triggers” have been identified? What negative influences need to be avoided? What responses need to be rehearsed to avoid a similar outcome in the future?
- d) **Reconciliation**-If appropriate, with adult and/or peer facilitation and guidance, the students involved in the incident may be able to have a “face-to-face” conversation to sort out differences, problem-solve and ultimately repair/reconcile the relationship.
- e) **Prayer and Reflection**-If appropriate, the student may be provided with opportunities for personal prayer and reflection to get in touch with the “inner voice” of the conscience. On request, the Sacrament of Reconciliation may be arranged for a student.

Moral Discipline

Discipline is the root word of “discipleship.” The ultimate goal of the discipleship process is to be so clear about the vision of the good life, and so well schooled in the “how-to’s” of virtuous living, that a system of external rules, rewards and punishments is unnecessary. Rather, one is guided by an inner compass that provides the basis for self-discipline. Teachers who want to nurture moral literacy will demonstrate deep caring for each student and set clear expectations (with natural consequences) that hold each student accountable for his/her actions. In this kind of environment, rule enforcement becomes a teachable moment and the establishment of consequences is arrived at through a thorough discussion of the transgression and its effects on the community. In all cases discipline is

used as a tool for moral growth.⁴⁴ Although the words are often used interchangeably, discipline is not synonymous with punishment. Punishment is adult-oriented, imposes power from without, arouses anger and resentment and invites more conflict. It exacerbates wounds rather than heals them.⁴⁵ Punishments for teens are often judgmental, arbitrary, confusing or coercive--ranging from physical or emotional isolation, embarrassing or shaming of the individual, grounding, physical force or illogical consequences that having nothing whatsoever to do with the misconduct.⁴⁶ This approach is rarely helpful and can be counterproductive because of the anger and resentment they cause.

Moral Reflection

If our goal is for students to make morally righteous choices we need to give them a lot of practice doing so. The best approach is to build on real-life moral dilemmas (from home, school, neighbourhood or the news) to help students to diagnose problems, consider various perspectives and critically analyze possible outcomes and long-term consequences. Case studies, role play, debates and class discussions can help students to articulate their reasoning, think through alternatives and hear other people's points of view. As Catholic educators, it is critical, that we avoid the slippery slope of moral relativism, wherein every opinion is as good as any other. It is our responsibility to hold up Church teachings and gospel values as the lightning rod from which personal opinions are measured. Students need to be encouraged to think in terms of conscience, sin and moral culpability rather than applying socially normative language like "it feels okay" "everyone does it," "nobody is getting hurt" or "there's no law against it!"

Love Transforms Violence and Chaos

No one is in greater need of healing than persons who have been impacted by a serious incident of bullying. Both the perpetrator and the target of bullying need a transformation event that will restore them to personal wholeness and help to rebuild the community. From time to time it is wise for every teacher to engage students in a "healing" process. We needn't wait for a huge "blow up" since our shared humanity assures us that no one is immune from hurts, misunderstandings and violations to our human dignity and all are in need of forgiveness and healing.

In his book Becoming Human, Jean Vanier talks about the insidious effects of loneliness born out of a lack of love and a life of isolation. Students who live, work and play in a hostile school environment, where they do not feel safe and cannot trust that others will not humiliate, demean, torture or ignore them, are living lonely lives cut-off from life-giving relationships. Vanier suggests a number of simple human acts of love that can be offered by teachers, parents and classmates in reaching out to those who may feel left out, or have been maliciously attacked or alienated from the mainstream of school life. The seven principles Vanier offers to help hurting individual discover their capacity to give and receive love include the need:

⁴⁴ Lickona, Thomas, Education for Character, Irving Perkins Associates, Inc, New York, 1991. p109-125.

⁴⁵ Coloroso, Barbara, Just because it's not wrong doesn't make it right, Penguin Group Canada, 2005, Page 168.

⁴⁶ Ibid, page 172.

- *To reveal*-Show others time, attention and tenderness by gifting them with our open and gentle presence even if we are met with anger or resentment. This tenderness will be mirrored back and reveal to them their own worth.
- *To understand*-Every act of violence is a message that needs to be understood. We need to ask: Where is the violence coming from? What is its meaning? But before asking, we first must establish trusting relationships.
- *To communicate*: As we begin to understand ourselves, we begin to understand others. Youth who are troubled need to have someone help them name their confusion, fears and pain. This knowing comes from kind words and gentle guidance that facilitates a “getting in touch” with a gut-level intuitive sense of self.
- *To celebrate*- Recovering from hurt, sin and violence can be exhaustingly hard work. Students who have been involved in bullying incidents need time to laugh and sing and to know that they too are worth celebrating.
- *To empower*-Students need to know they can take charge of their own lives and that their lives have meaning.
- *To be in Communion*-This is not a fixed reality. It is the dynamic movement of give and take that is the heart of community life. Communion is mutual vulnerability that struggles against fear and selfishness. It is a willingness to risk sharing our weakness and trusting the “other” to hold it gently.
- *To forgive*-All of us possess dark corners of the heart where we are prone to violence and selfishness. Teachers who have loving and trusting relationships with students can call students to account for their negative behaviours while still assuring them that they are lovable and it is okay to be less than perfect.⁴⁷

Draw the Vulnerable to the Heart of the Community

Those who are weak and disadvantaged have a great deal of difficulty making their way in the world. The image of personal success marketed by society is one of independence, power and competency, and the notion of communal success is marked by growth, development, progress and wealth. Our world is not geared to deal very well with people who are unable to compete to get ahead in the race to get the best and be the best.

A society that honours only the powerful, the cover, and the winners necessarily belittles the weak. It is as if to say: to be human is to be powerful. Jean Vanier, Becoming Human, Page 46.

A society based on “survival of the fittest” where only the most able make the grade is counter to the values that Jesus taught and lived. He was clear that he came to heal the broken-hearted and to liberate those who were oppressed by the powerful. Jesus knew

⁴⁷ Vanier, Jean, Becoming Human, House of Anansi Press Ltd. 1998, pp. 22-34

that individuals who must fend for themselves in the pursuit of popularity and success would quickly close off from one another and be separated by rivalry and hatred. Such a society pushes the weak to the margins and scoffs at those who encourage the ethics of justice and a deep caring for the common good. This kind of world is the antithesis of Christian community.

The Catholic teacher is in the ideal spot to help to re-orient students' thinking to gospel values, and to shape a vision wherein works of justice and group solidarity take precedent over individual achievement and competition. To create this kind of safe, caring and inclusive Christian school community, free from the violence of bullying, one must cultivate a classroom culture where:

- We are open to the weak and needy
- We humbly live our mission of service to others
- We celebrate others' gifts and move out from behind walls of certitude
- We recognize and admit to our own errors and failings and are willing to listen to others and respect differences.⁴⁸

“If our society has difficulty functioning, if we are continually confronted by a world in crisis, full of violence, of fear, of abuse, I [Vanier] suggest it is because we are not clear about what it means to be human. We tend to reduce being human to acquiring knowledge, power and social status. We have disregarded the heart, seeing it only as a symbol of weakness, the centre of sentimentality and emotion, instead of as a powerhouse of life that can reorient us from our self-centredness, revealing to us and to others the basic beauty of humanity, empowering us to grow.”⁴⁹

A spirit of inclusion goes far beyond offering programs and extending common courtesy to the disadvantaged. It means being open to them in a way that invites intimacy and genuine friendship. Genuine inclusion is rooted in humble acknowledgement that we have something to learn from the weak, the broken and the downtrodden. If we can encourage our students to spend quality time with students on the margins they will learn things about themselves that they otherwise would never have known. Their hearts will be opened up to a spirit of gratitude and generosity that would not be possible otherwise. If we truly believe the gospel message that the “last shall be first” we will make a committed effort to invite those who are at the bottom of the rung to share places of honour and influence. In this way we will come to learn that a human being has dignity because he/she exists—that is why we are called human “beings” not human “doings.” If our only value is in our ability to think or to perform tasks then as soon as we are unable to do either then we are worthless.

Cultivate Friendships of the Heart

The primary curriculum in the classroom is the integrity of the teacher—a loving and generous heart that can be trusted to be honest, caring and authentically present to the students. In turn, the teacher invites the students to be “real” by sharing their strengths, weaknesses, dreams and fears and taking the risk to take off their “masks” and enter into

⁴⁸ Vanier, Jean, Becoming Human House of Anansi Press Ltd. 1998, Page 60-61

⁴⁹ Jean Vanier, P. 78-79.

genuine encounters with one another. If one or more persons in the class abuses this invitation to intimacy by exploiting other's vulnerabilities through humiliation, intimidation, threats, rumours, gossip, exclusion, prejudice or physical violence, then the trust is broken and the wounded person retreats in isolation and loneliness. Thus, the moral imperative exists for teachers and students to address all such relationship problems that erode self-esteem and fracture the community. All have the right to express their hurts and ask for a change in behaviour or attitude. Similarly, restitution, resolution and reconciliation should be pursued to ensure that the class climate supports a "fresh start" for everyone. Sometimes the road to healing starts with a simple admission of one's prejudice based on personal likes and dislikes –a barrier that can be quickly dissolved when one takes time to understand and accept people the way they are.

Forgive as Christ forgives

Forgiveness is never easy and it is always achieved by degrees. It is easier to forgive when one receives a heartfelt apology. However, this may not happen right away and it cannot be "enforced" or "faked." We can insist that students make restitution and promise to desist from future violence but we cannot require them to manufacture an apology if they are not ready. However, we *can* help the person guilty of bullying to imagine what his/her target may be feeling, and through this "perspective-taking" grow little by little in empathy. As for the victim, we can talk about the harmful consequences of retaliation and the poisonous effects of harboured resentment and hatred. We can encourage the target of bullying to consider praying for his/her assailant, and of the benefits of *hoping* for a change in behaviour—as a "stepping out in faith" in recognition of the inherent humanity hidden under violent behaviours. Sometimes, an act of the will simply expressing a *desire* to forgive marks a tentative step towards reconciliation, even if one's emotions are not quite there yet!

Love Your Enemies

The Gospel message is clear, "Love your enemies, do good to those who hate you, speak well of those who speak badly of you, and pray for those who abuse you." (Luke 6:27-28) This moral imperative may seem impossible, and even somewhat foolhardy, until we take a closer look at its wisdom. When Jesus spoke of our enemies he referred to those who oppress us, violate our dignity and impair our capacity to live in freedom and in hope. The act of loving one's enemies is not intended to further tighten the shackles of oppression by forcing us to stay stuck in abusive relationships. It is, however an invitation to "choose freedom" by standing up for ourselves, putting a STOP to the violation of our dignity, and not allowing the "enemy" to control us any further. In the act of "love" we surrender the "enemy" to God's care. We waste no energy in planning revenge or nursing past hurts. We refuse to be paralyzed by fear. Instead, we look after ourselves by refusing to hate the "enemy," knowing that hate would further chain us to our old fears, hurts and resentments. When we act out of a desire to make those who have hurt us suffer we become less human ourselves, and we contribute to the cycle of violence. However, when we choose to love our "enemy" we opt for restorative rather than retributive justice. Since, our focus is on healing, the result is liberation from the bonds of abusive power. In this action, we give God's grace a chance to transform both ourselves and our "enemy". This does not mean that we fail to hold persons to account

for their hurtful and violent behaviours. We require them to acknowledge their wrongdoing, make up for it as best they can, and then take steps to ensure that their future interactions are more positive. However, at the same time, we don't hold a grudge or "write off" anyone as "bad news"(regardless of their behaviour) since we have chosen, in faith, to believe in the redemptive and transforming power of love.

4. EXPECTATIONS

- **Grade 8 Fully Alive- Theme 1**-human person as a reflection of God; capacity of the human mind for reasoning, creating, feeling and acting freely; respect and value the unique gifts of the human mind; accept the responsibility to develop the gifts that make them human. **Theme 2**-appreciate the value of intimate relationships; explore the experience and value of friendship; **Theme 4**-deepen their understanding of the meaning of commitment; examine strategies for handling stress; **Theme 5**-explore the meaning of individual and social justice; deepen their understanding of their responsibility to participate in building a loving and just society.
- **OPHE- Grade 8 Health and Physical Education:** 8p14 Understanding Decision-making and Gang Violence and Cliques-8p14, 8p15.
- **Catholic Graduate Expectations –CGE1j-** Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption; **CGE3-** Thinks reflectively and creatively to evaluate situations and solve problems; **CGE3d-**Makes decisions in light of gospel values with an informed moral conscience; **CGE4a-**Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others; **CGE4b-**Demonstrates flexibility and adaptability; **CGE4f-**Applies effective communication, decision-making, problem-solving, time and resource management skills; **CGE5f-**Exercises Christian leadership in the achievement of individual and group goals; **CGE7c-** Seeks and grants forgiveness; **CGE7f-** Respects and affirms the diversity and interdependence of the world's peoples and cultures.

5. ANCHOR CONCEPTS

Transformation: Transformation is a key concept used by Christians to describe their role in the world. The gospel uses images of *salt, light and yeast* to describe their transforming presence and call. Transformation has two dimensions: it requires conversion to the gospel and seeing the world through the eyes that recognize Christ in others. The Holy Spirit is the key agent in all true conversion and transformation. The Spirit convicts us in our sin, empowers us to be reconciled with one another and to be transformed in Christ. By changing existing structures, systems and relationships which dehumanize, victimize or marginalize persons, we thus become agents of transformation.

Justice: Justice seeks to establish harmony in human relationships. Peace is the result of authentic justice. There can be no justice without forgiveness. If we seek peace, we must do justice, and to do justice, we must be ready to forgive.

Empowerment: Empowerment implies a kind of vision in which persons are neither clients nor consumer, but rather brothers and sisters with an equal God-given dignity, to be supported so that they might freely determine their own needs and build their own futures as individuals, in relationships, and in our social structures.

Conflict: By identifying the causes of a conflict, we can struggle to remedy them in fair and just ways that safeguard the common good. For Christians, ongoing strategies that involve respectful and non-violent negotiation—be it between persons, groups or in the legal system—are always to be preferred to open hostility.

Community: Community is the place where a common vision is celebrated and nurtured for the good of its members.

KEY SCRIPTURES

Salt and Light

Matthew 5: 13-16

“You are the salt of the earth; but if salt has lost its taste, how can its saltiness be restored? It is no longer good for anything, but is thrown out and tramped under foot. You are the light of the world. No one after lighting a lamp puts it under the bushel basket, but on the lamp stand, and it gives light to all in the house. In the same way, let our light shine before others so that they may see your good works and give glory to your Father in heaven.”

Parable of the Yeast

Luke 13: 20-21

"Again he asked, 'What shall I compare the kingdom of God to? It is like yeast that a woman took and mixed into a large amount of flour until it worked all through the dough.' "

Love Your Enemies

Matthew 5:43-48

“You have heard that it was said, ‘You shall love your neighbour and hate your enemy.’ But I say, “Love your enemies and pray for those who persecute you, so that you may be children of your Father in heaven; for he makes his sun rise on the evil and on the good, and sends rain on the righteous and on the unrighteous. For if you love those who love you, what reward do you have? Do not even the tax-collectors do the same? And if you greet only your brothers and sisters, what more are you doing than others? Do not even the Gentiles do the same? Be perfect, therefore, as your heavenly Father is perfect.”

Concerning Retaliation

Matthew 5:38-42

‘You have heard that it was said, “An eye for an eye and a tooth for a tooth.” But I say to you, do not resist an evildoer. But if anyone strikes you on the right cheek, turn the other also; and if anyone want to sue you and take your coat, give your cloak as well; and if anyone forces you to go one mile, go also the second mile. Give to everyone who begs from you, and do not refuse anyone who wants to borrow from you.’

Judging Others

Matthew 7:1-5

‘Do not judge, so that you may not be judged. For with the judgement you make you will be judged, and the measure you give will be the measure you get. Why do you see the speck in your neighbour’s eye, but do not notice the log in your own eye. Or how can

you say to your neighbour, “Let me take the speck out of your eye”, while the log is in your own eye? You hypocrite, first take the log out of your own eye, and then you will see clearly to take the speck out of your neighbour’s eye.’

Matthew 5:9

“Blessed are the peacemakers for they will be called children of God.”

Matthew 18:21-35

“Forgive one who sins against you “not seven times, but, I tell you, seventy-seven times.”

Luke 19:10

“For the son of Man came to seek and save that which was lost.”

Jeremiah 29:13-14

“When you search for me, you will find me; if you seek me with all your heart, I will let you find me, says the LORD, and I will restore our fortunes and gather you from all the nations and all the places where I have driven you, says the LORD, and I will bring you back to the place from which I sent you into exile.”

Psalms 119

“How can young people keep their way pure...make me understand the way of your statutes...enlarge my understanding...turn my heart to your decrees, and not to selfish gain... Your word is a lamp to my feet and a light to my path...redeem me from human oppression...I have gone astray like a lost sheep...hold me up that I might be safe...great peace have those who live your law.”

2 Cor: 5:1-21; 6:1-12

“From now on, we regard no one from a human point of view, ...God has given us a ministry of reconciliation.”

Proverbs 2:11-12

“My child, do not despise the Lord’s discipline or be weary of his reproof, for the Lord reproves the one he loves, as a father the son in whom he delights.”

Colossians 3:12-

“As God’s chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness, and patience. Bear with one another and, if anyone has a complaint against another, forgive each other, just as the Lord has forgiven you, so you also must forgive.”

Stories of Forgiveness and Transformation

John 8:1-11

The Woman Caught in Adultery

Luke 15:11-32

The Prodigal Son

Luke 19:2-10

Zaccheus

John 4:1-42

Woman at the Well

ASSESSMENT

Generic rubrics are provided for group process work, media productions and oral presentations.

CREATION OF MEDIA RUBRIC

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding • information, ideas	<input type="checkbox"/> presents limited relevant information and ideas	<input type="checkbox"/> presents some relevant information and ideas	<input type="checkbox"/> presents considerable relevant information and ideas	<input type="checkbox"/> presents thorough and insightful information and ideas
Thinking/Inquiry • creative thinking/risk taking • sensory appeal	<input type="checkbox"/> incorporates few innovations or unexpected features <input type="checkbox"/> shows limited skill in multi-sensory appeal	<input type="checkbox"/> incorporates some innovations or unexpected features <input type="checkbox"/> shows some skill in multi-sensory appeal	<input type="checkbox"/> incorporates considerable innovations incorporate unusual or unexpected features <input type="checkbox"/> shows considerable skill in multi-sensory appeal	<input type="checkbox"/> shows a high degree innovation in incorporation of unusual or unexpected features <input type="checkbox"/> shows high degree of skill in multi-sensory appeal
Communication • focus and unity • sense of audience and purpose • interplay of media	<input type="checkbox"/> has limited focus <input type="checkbox"/> choice of material and media show limited sense of audience and purpose <input type="checkbox"/> interplay of media has limited effectiveness	<input type="checkbox"/> has some focus and unity <input type="checkbox"/> choice of material and media show some sense of audience and purpose <input type="checkbox"/> interplay of media is somewhat effective	<input type="checkbox"/> has considerable focus and unity <input type="checkbox"/> choice of material and media show considerable sense of audience and purpose <input type="checkbox"/> interplay of media is effective	<input type="checkbox"/> has a strong, clear, unified focus <input type="checkbox"/> choice of material and media show strong sense of audience and purpose <input type="checkbox"/> interplay of media is highly effective
Application • use of media and technology • presentation	<input type="checkbox"/> shows limited command of the media and technology used <input type="checkbox"/> few parts of the presentation are smooth and fluent	<input type="checkbox"/> shows some command of the media and technology used <input type="checkbox"/> some parts of the presentation are smooth and fluent	<input type="checkbox"/> shows considerable command of the media and technology used <input type="checkbox"/> most of the presentation is smooth and fluent	<input type="checkbox"/> shows strong command of the media and technology used <input type="checkbox"/> all or almost all of the presentation is smooth and fluent

GROUP DISCUSSION ASSESSMENT RUBRIC

Criteria	Self-Assessment	Peer/Teacher Assessment
Knowledge/Understanding		
I completed the required reading or research before the discussion.	0 1 2 3 4	0 1 2 3 4
I prepared notes about points I wanted to make.	0 1 2 3 4	0 1 2 3 4
I listened carefully for main ideas and supporting details presented by others.	0 1 2 3 4	0 1 2 3 4
I contributed relevant information.	0 1 2 3 4	0 1 2 3 4
Thinking/Inquiry		
I practised critical listening—I carefully weighed the “pros” and “cons” of other people’s ideas and looked for biases and missing points.	0 1 2 3 4	0 1 2 3 4
I asked questions to improve my understanding.	0 1 2 3 4	0 1 2 3 4
I had an open mind about changing and adding to my ideas and opinions.	0 1 2 3 4	0 1 2 3 4
I learned something or changed my thinking in some way.	0 1 2 3 4	0 1 2 3 4
Communication		
I offered my ideas clearly.	0 1 2 3 4	0 1 2 3 4
I made notes of key points in the discussion.	0 1 2 3 4	0 1 2 3 4
Application		
I followed basic discussion rules (e.g., spoke respectfully and in turn, used appropriate language, avoided criticizing others).	0 1 2 3 4	0 1 2 3 4

My greatest strength in this discussion: _____

Something I wish I had said: _____

A goal for improving my participation in discussions: _____

A strategy for reaching my goal: _____

RUBRIC FOR ORAL PRESENTATIONS

Criteria	Assessment	Notes/Comments
Knowledge/Understanding		
• presentation focused around a central idea or purpose	0 1 2 3 4	
• content is accurate, relevant, and complete	0 1 2 3 4	
Thinking/Inquiry		
• incorporates logical analysis and draws reasonable conclusions	0 1 2 3 4	
• shows creativity and originality that engages the audience	0 1 2 3 4	
• responds to questions with relevant, well-chosen evidence and ideas	0 1 2 3 4	
Communication		
• delivers presentation smoothly; presenter appears relaxed and at ease (e.g., well rehearsed)	0 1 2 3 4	
• uses appropriate language and tone	0 1 2 3 4	
• organizes material logically	0 1 2 3 4	
• uses rhetorical questioning effectively	0 1 2 3 4	
• shows a sense of audience and purpose	0 1 2 3 4	
Application		
• speaks clearly and audibly	0 1 2 3 4	
• uses appropriate gestures and body language	0 1 2 3 4	
• employs visual aids and technology effectively	0 1 2 3 4	
• uses correct language and grammar	0 1 2 3 4	

Key: **0** = not at all; **1** = limited; **2** = somewhat; **3** = fully; **4** = thoroughly and insightfully

Suggestions for improvements: _____

ADAPTATIONS AND MODIFICATIONS

The Core Lesson involves discussion and group process work. All students will be able to make a contribution. The activities allow for flexibility in the ways in which students demonstrate their learning. The goals of differentiated instruction can be met by tapping personal strengths and diversifying task completion in a way that allows everyone's talents to shine. Oral and written tasks can be balanced with ample opportunity for experiential learning. Dramatic interpretations, media study and visual/musical representations are all possibilities.

CORE LESSONS

Objectives

1. To assist students in identifying “triggers” for interpersonal conflict and developing strategies for anticipating consequences and uncovering personal biases
2. To provide students with opportunities to identify negative thought patterns that may contribute to relationship difficulties and to relearn more positive thinking
3. To experience unconditional acceptance in a class setting in an effort to contribute to the student's resiliency for life
4. To develop logical problem-solving skills that include moral reflection and activation of personal conscience
5. To understand the transformative potential of disciplinary action in response to inappropriate behaviours
6. To appreciate the redemptive power of forgiveness and love in restoring relationships and improving behaviours
7. To address barriers to inclusivity through acceptance of differences and an experience of belonging
8. To develop a plan for on-going group cohesion through the cycle of forgiveness and restoration.

Content

1. Positive Thinking Works

- We can learn to identify those situations that “trigger” a violent response in us. We cannot change others but we can change our response.
- We can help others to calm down and see things more clearly.
- The power of positive thinking helps curb negativity and hurtful lashing out.

2. We Have a Personal Tool Kit

- When people we don't like provoke us, or when mean people try to hurt us, we need to “tap into” the resources inside us to stay strong and do the right thing.
- Relying on friends and family, having a sense of humour, thinking about my talents, believing that problems can be solved, and trusting that “this too shall pass” are just some ways to learn to become more resilient when facing relationship problems.

3. Conflict is Normal and Healthy-Violence is Not

- Communication and understanding are at the root of conflict.
- Learning to speak clearly, listen attentively and appreciate other points of view will help us to work through our differences in peaceful ways.
- Sometimes a mediator can help us to be more objective.
- Other times we can learn to negotiate by taking a less “hard” position and giving up our prejudices.
- Class meetings can give students real life experience with conflict resolution.

4. Everybody’s Actions Count

- Bullying impacts everyone. The ripple effect is real.
- The person who does the bullying is using power in destructive ways and if left unchecked will get into bigger trouble later in life and hurt more people.
- Victims of bullying are hurt in ways that can leave lasting scars. They need the support of people around them to heal from the hurt, to forgive the person who hurt them, and to learn new ways of standing up for themselves.
- Bystanders are impacted in many ways by bullying and need to realize that they have the greatest power to change the community. If bystanders would courageously and consistently stick up for the targets of bullying the behaviours would stop.

5. Problem-solving is a Mind Challenge

- When faced with relationship problems there is a temptation to act on first impulse.
- Immediate emotional responses may not bring the results we would like.
- However, emotions do give us valuable information. Our intellect helps us to weigh this information and to figure out the “pros” and “cons” of different courses of action.
- Anticipating the consequences of behaviours help to prevent impulsive actions that can get us in trouble and hurt others.
- Moral reflection (WWJD) and exercising personal conscience are important tools in deciding what course of action to take.
- Problem-solving skills improve with practise.

6. God calls us to Peaceful Relationships

- We may not like everyone but God calls us to love everyone.
- This means that we honour and respect their dignity as children of God
- When others hurt us our faith demands that we FORGIVE.
- There are many biblical examples of Jesus’ insistence on FORGIVENESS.
- Forgiveness is hard work and requires an act of the will and prayer.
- People who hurt us need to be called to account and disciplined.
- Discipline is different than punishment. Discipline helps a person to grow and do better.
- Reconciliation takes courage on both sides because it means letting go of our hurts and prejudices and really trying to get to know someone else.
- Holding grudges and seeking revenge is like a poison inside us.

7. God calls us to Loving Community

- Christian community is radically inclusive-all are welcome, all are cherished.
- When we realize that violence against us needs to be understood and healed, we begin to understand Jesus' message of the cross.
- When we try to understand others and help them to see their own giftedness we feel happy and better about ourselves.
- When we take charge of our own lives and take responsibility for our actions we feel empowered and free to grow.
- When we reach out to the weak and vulnerable we realize that they have something to teach us and that we are weak inside too.
- When we love our enemies we open up ourselves to healing and growth and channel God's grace into the transformation of the person who has hurt us.
- When we realize our own sin and imperfection it is easier to forgive others.

Teaching strategies

Introduce the Unit

Begin this mini-unit on bullying prevention by stressing the importance of breaking down barriers to authentic community. Grade 8 students are very sensitive to personal popularity and the importance of belonging to the "in-group." Students in the same class may rarely speak to each other if they run with different crowds. Those who take a genuine interest in getting to know others, despite differences in appearance, background, talents or interests are taking the first step towards empathy. When peers know enough about their classmates to be able to "imagine" their dreams and fears they are less likely to make-fun or disregard personal feelings. It is less likely that bullying will take hold in a class culture that promotes belonging and empathy.

1. "Get-to-know-you" warm-ups

Choose one or two quick warm-ups to encourage students to get to know each other better. Stress the importance of eye contact, use of one another's names, and attentive listen in fostering healthy relationships.

Name Toss 10 minutes

- a) *Space:* Enough for the group to stand in a circle
- b) *Supplies:* Soft balls
- c) *Directions:* Ask students to stand or sit in a circle. One person starts by throwing the ball to someone saying, "What's up (name)?" The recipient says, "Thanks (name of tosser)" then calls out someone else's name with, "What's up (name)?" and so on. Additional balls can be added with the same instruction. Tell students that no one person can be repeated until everyone has had a chance.

Line Up 15 minutes

- a) *Space:* Enough space for the class to make a single file line up
- b) *Supplies:* None
- c) *Directions:* Choose a topic such as shoe size, birth date, height, favourite colour. Ask students to see how quickly they can arrange themselves in order without

talking--hand gestures, pointing or gentle movements are allowed. An added challenge is to blindfold two or three participants who then need to be physically guided (gently) to achieve the group's goal.

De-brief: What strategies worked well for organizing the line?

Two Truths and a Lie 30 minutes

- a) *Space:* Students sitting in a circle so they can see/hear one another
- b) *Supplies:* None
- c) *Directions:* Explain that each person will have a minute to talk about themselves. They will be asked to list 3 things about themselves, two are true and one is a lie. Class members will have only ONE CHANCE to guess which one is the lie. If they figure it out, move on to the next person. If not, the student who shared will disclose the lie. If people are surprised by one of the "truths" the person will have a chance to give a bit of background. This is great way to learn new and interesting details about classmates.
 - i. "I was born in Australia"
 - ii. "I have two dogs"
 - iii. "I've held a poisonous snake"

2. Mind over Mood

Monitor Mood Swings- 15 minutes daily/ for one week

- For a one week period students are asked to monitor their personal feelings while at school. (**See Black Line Master #1**) Explain that each person is to pay close attention to changes in mood or attitude in particular situations and in a variety of relationship encounters. A sample is provided.
- Introduce the necessary vocabulary to proceed: triggers, automatic thoughts, mood, evidence, balanced, resiliency.
- The goal is to "zero-in" on events/people/circumstances that seem to "trigger" negative feelings such as anger, resentment, hostility, sadness, confusion, etc. As soon as the feeling is experienced the person is asked to make a mental note of the automatic thought or visual image that comes to mind at that time. It may be past experiences, prejudices or negative attitudes that are influencing reactions in the present moment. [For example, if my parents are always telling me what to do I may automatically think of these past negative experiences with authoritarian parents and feel resentful when any adult authority asks (like a teacher) me to do something.] Record this information on the tracking sheet as soon as possible.
- With this detailed information about how thoughts influence mood, it is possible to figure out how "automatic thoughts" tend to exaggerate negative emotional responses in the present moment.
- Knowledge of the particular "triggers" and the "automatic thought" that follow and cause emotional pain can be consciously replaced with thoughts that are more positive and elicit a less exaggerated response.

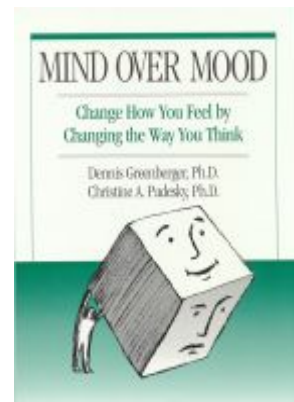
- With practice, this technique can help students to interpret their feelings more accurately and to take a more balanced/reasoned approach to emotionally loaded situations.

Reprogram Thought Patterns 30 minutes

- Invite students to make a commitment to consciously re-program thinking in one or two aspects of their problem relationships.
- Ask students to meet in pairs or small groups to share how they might replace negative thoughts with positive ones. Ask them to note what supports or help they might need from their classmates to make the necessary changes. Discuss how these supports (including positive thoughts) are part of their “tool kit” that contributes to personal resiliency—the ability to cope with problems and to bounce back after set-backs, hurts or disappointments.

Mood Check-up 15 minutes daily/for one week

- In week two, monitor the mood changes again, noting any evidence of increased serenity and improved relationship communication.
 - **De-brief:** Does this change in thinking help me to feel happier and more peaceful in my relationships? Am I less irritable? More tolerant of others?
- ❖ This idea has been adapted from a book entitled “Mind Over Mood” by Dennis Greenberger and Christine Padesky, in which clinicians are encouraged to engage clients in an at-home assignment to reinforce positive ways of thinking.



GLOSSARY OF TERMS

For the purposes of this activity these definitions may be helpful:

- *Trigger*- a situation, event, person or sensory stimulus that brings back memories of similar encounters in the past and causes an intense emotional response in the present. This response represents an accumulation of emotional “baggage” from the past experienced in the present moment.
- *Automatic thought*- a programmed mental response that has become so entrenched in one’s thinking as to become almost involuntary.
- *Mood*- a pervasive feeling that permeates one’s sense of well-being and tends to take over one’s thinking. A mood may be positive or negative and may be triggered by outside events or internal thought patterns that have little or no connection to outer reality.
- *Evidence*-measurable/observable facts that support a particular conclusion.
- *Balanced*-a moderate or reasonable approach that considers multiple perspectives.
- *Resiliency*-a personal quality characterized by an inherent strength and flexibility that allows one to roll with the punches, adapt to new situations, rise to the occasion and recover from set-backs, disappointments or hurts.

3. Conflict Resolution

- Conflict is part of life. Not all conflict is negative. Conflict can birth creative decision making, compromise and a deeper appreciation for other points of view.
- Bullying behaviour is distinguished from conflict that happens between persons of equal status and power.
- Bullying is a unique form of violence. It is never positive.
- Bullying always involves a malicious intent to harm, escalation over time, and a power differential between the bully and the victim.
- Persons who bully are not interested in resolving differences, only in exploiting them to widen the power differential between themselves and their target, thereby inflating his/her ego.
- Prejudice, discrimination and stereotypes are often barriers to effective communication and sources of conflict.

Conflict Word Web -30 minutes

- Ask students to explain the difference between conflict and violence. Are all conflicts violent? Is all violence rooted in conflict? Discuss examples of conflict that is not violent and violence that is not conflict.
- List ways in which conflict can be positive. (e.g. it can be exciting; it can shape our thinking and give us new ideas; it can sometimes bring us closer together if we work out the conflict together).
- Discuss if bullying is an act of violence. Why? Why not?
- Use a Venn Diagram (**See Blackline Master #2**) to brainstorm the similarities and differences between Bullying and Conflict.

Conflict Role-Play -15 minutes

- Think/pair/share: Describe a recent conflict you experienced: Who was involved? What did you do? What did he/she do? How did you work it out?
- After each partner speaks ask them to consider how they felt about the sharing. Did your partner listen attentively? Did your partner make judgments or criticisms? Did your partner give you good ideas?

Role Play Conflict Scenarios- 30 minutes

- Ask students to write down some typical conflicts they encounter on a daily basis. Restrict each conflict to 4 or 5 sentences.
- Invite students to work on development of these conflict scenarios in small groups of three.
- Place the conflict scenarios in a small bowl.
- Each group draws out one conflict at a time.
- *Step #1:* The group improvises the conflict. Initially, the dialogue is between two people. The third person assumes an observer role, takes notes and offers feedback.
- *Step #2:* Repeat the dialogue. This time each person must paraphrase what the other speaker has said (“*What I think I hear you saying is...*”) before making their next point in an attempt to negotiate a solution. The observer now offers feedback. Was the interchange more positive?
- *Step #3:* The three people discuss the conflict together. The observer now becomes an active mediator of the group by attempting to remain objective (not take sides but see both viewpoints), steering the conversation towards a just and peaceful solution.
- Participants switch roles and choose a new scenario to unpack.

Debrief: Ask students why it is difficult for the target of bullying to mediate a peaceful resolution to a bullying incident. Consider why a bystander’s involvement is critical to mediation of a bullying situation? (Explain that the power imbalance and intent to harm make it tough for the bully’s target to work things out with the bully—the victim generally needs outside support to stop the intimidation and even the playing field.)

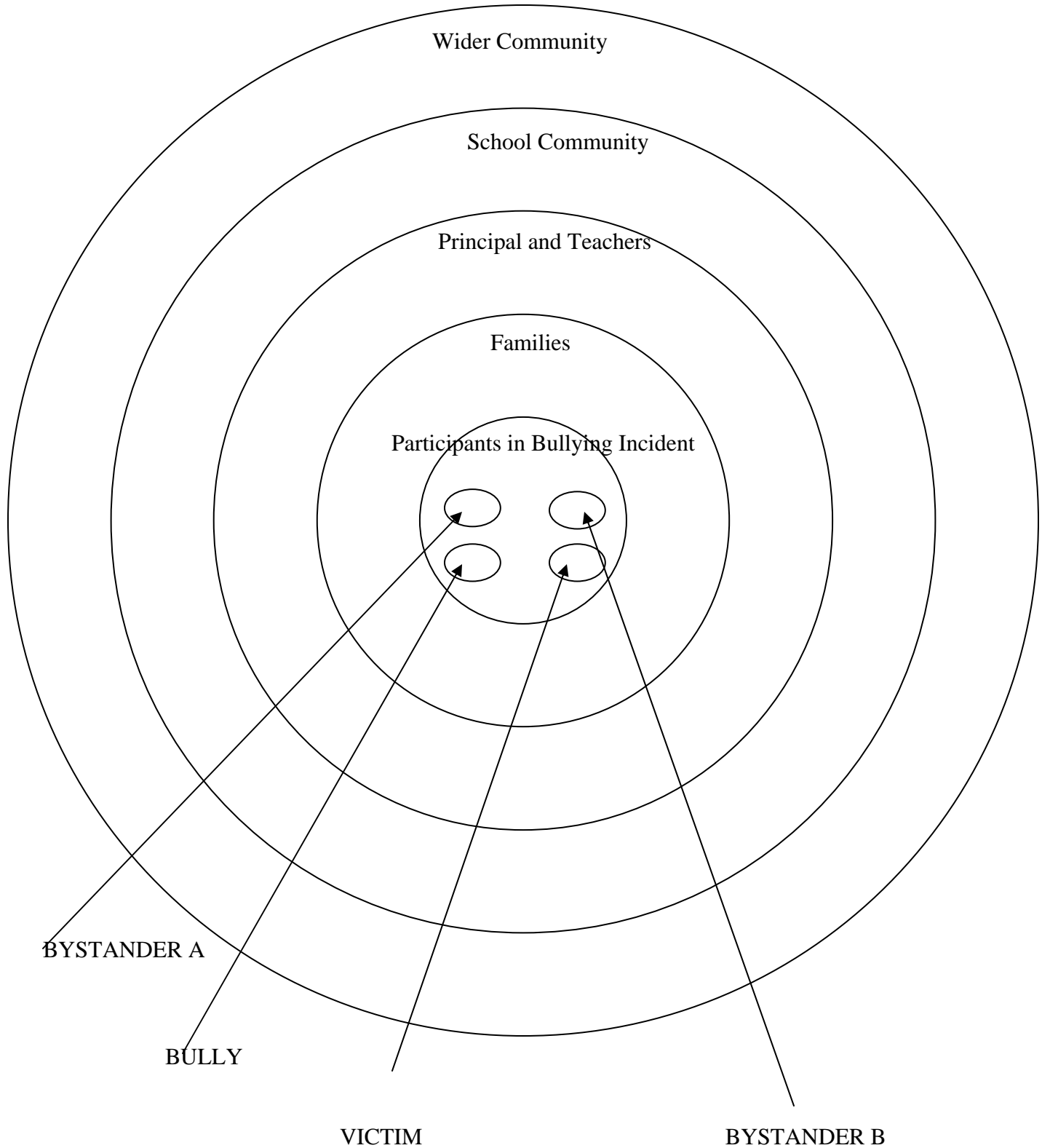
4. The Ripple Effect

Our actions, no matter how private they may seem, impact others. The “ripple effect” is particularly significant in the bullying dynamic and is worth exploring with students. The “ripple effect” analysis is an effective way to bring home the latent power of the bystander to mitigate the bully’s negative power.

Bullying Event Analysis- 45 minutes

- A bullying incident can have far-reaching effects.
- Set up the bulletin board with four oval stones cut out of brown or grey construction paper. The stones are labelled: bully, victim, bystander A, bystander B. These stones are positioned in the centre of four concentric circles. Each circle is wider than the one inside it, filling the bulletin board space.

- Label each circle: *Circle #1: bullying incident* *Circle #2: Families* *Circle #3: Administration/Staff* *Circle #4: School Community* *Circle #5: Wider Community*



Adapted from a **Canadian Red Cross** series of lessons entitled *Facing Fear*, designed to address issues causing feelings of anxiety in children.

- Find a newspaper clipping of a recent bullying incident in a school in your area.
- Provide this article (or a summary of it) for the students to read.
- Divide the class into 4 groups. Assign each the task of focussing on one of the groups designated by the circle. Students will discuss the impact of this bullying incident on the group under consideration. e.g. How does this bullying incident impact on the families of the bully/victim?
- Assign each concentric circle a different colour felt marker. Ask the groups to write in key words or phrases that summarize the impact of the incident.
- Ask students to identify aspects of this bullying incident that are rooted in discrimination, prejudice or stereotyping. Make note of the type of discrimination using a black marker on the concentric circles.

Debrief: Discuss whole class the far-reaching implications of bullying behaviours. Consider now, how each of these groups might become involved in promoting healing, restoration, reconciliation after the incident? How could these various groups help to prevent future incidents? What aspects of Vanier's principles of *Becoming Human* would promote a Christian worldview on community-building?
SEE TEACHER NOTES

Ritual Activity- 30 minutes

Close the lesson with the following ritual activity.

- Explain to students that this time is to be an opportunity to consider how their actions may negatively impact others.
- On chart paper, brainstorm those negative behaviours or attitudes that put up walls of hatred or indifference in the school community (eg. Stereotyping, exclusion, gossip, rumours, racism, homophobia, etc.).
- Provide each student with a small pile of tiny river stones (4-6 stones each) and a small plastic bowl of water. Each person has these two items before them on their desk.
- Dim the lights, read Psalm 139 (O Lord, you have searched me and you know me...you discern my thoughts...you search out my path... Where can I go from your spirit?).
- Ask students to consider times when they put up (or hide behind) walls between themselves and others. They may wish to refer to the Chart (brainstormed earlier in the lesson). Students are asked to silently meditate on ways that they have caused hurt to others. How have spreading rumours, telling lies, cheating, damaging other people's belongings or name-calling contributed to feelings of loneliness, isolation or fear?
- Ask students to call to mind the faces of all of the people who have been affected by this negative behaviour. How have our actions flown in the face of gospel values?
- As soft music is played students are invited to seek the forgiveness of those who have been negatively impacted by their behaviour. As each situation comes to mind, students are asked to drop a small stone in the bowl or cup of water and observe the ripple created as the stone hits the peaceful surface of the water.
- Close this meditative ritual by praying The Lord's Prayer together. (forgive us ...)

5. Decision-Making Process

Pre-teach principles of Restorative Justice See Teacher Notes.

Design Progressive Discipline Model 60 Minutes

Arrange class in groups of 4-6 students. Using the newspaper article of a recent bullying incident (see previous activity) to engage students in a problem-solving activity to map out a progressive discipline strategy for the school (named in the article). This model should lead to restitution, healing and forgiveness for the person(s) victimized; admission of wrong-doing, making amends, resolution and reconciliation for the person who has bullied; and strengthening of community supports to prevent future incidents.

- Provide students with a *Decision-making Tree* (See **Blackline Master#3**) to assist in mapping out alternate courses of action.
- Remind the students that no course of action will be perfect.
- Review decision-making strategies including the importance of goal-setting and anticipation of the pros and cons of various courses of action.
- Review the important role of conscience in assessing the right and wrong of choices. How is the W.W.J.D. formula helpful?
- Remind students that the overarching goal is the creation of a safe, caring and inclusive school community. However, individual goals may be particularized to the various participants in the dynamic. e.g. The goal for the victim (healing, assertiveness training, forgiveness) will be different than the goal for the bully (contrition, empathy).
- *Variations:* Different groups may be assigned different aspects of the school's Progressive Discipline Model (e.g. *By Role*–Bully, Victim, Bystander, Parent, Teacher, Community OR by *Types of Bullying* –Exclusion, Malicious Rumours, Physical Violence, Name-Calling/Put-Downs)

6. Recovering from Bullying-Forgiveness and Reconciliation-45 minutes

- Brainstorm incidents of bullying experienced by students in the class.
- Cluster/categorize the bullying incidents according to types of bullying.
- Rank order which kind of bullying is most hurtful and hard to “get over.”
- Discuss why Jesus insisted that we must “love our enemies.” Is this possible?
- Discuss a strategy for healing from the effects of bullying—is it possible to develop an approach that is uniquely Christ-centred?
- Using the Scripture Scavenger Hunt as a starting point (See **Blackline Master#4**) ask students to write down practical suggestions for “how to forgive the bully.”

Closing Prayer and Ritual-45 minutes

- Give each student an overhead transparency film and a water soluble marker.
- Set up a prayer table with cross, bible, candle and a flat tray of warm water (with a soft cloth beside it).
- Invite students to draw a picture or write a story about a time that they were involved in a bullying (or other hurtful) incident that it has been hard to recover from—their role may have been as bully, victim or bystander.

- Play soft instrumental music and ask students sit quietly with eyes closed, imagining the incident in their minds.
- Now say to the students: “Imagine Jesus entering into the situation and mediating a healing between you and the person who hurt you.”
- “When you are ready, get up and come to the prayer table. Dip your transparency sheet in the pan of warm water. Watch as the old hurts are washed away and dissolved in God’s love and mercy. Experience the release and joyful experience of a “fresh start” as you rest in the peace of the moment.”
- “Return to your seat, close your eyes again and thank God for the gift of forgiveness.”
- Close the liturgy by reading **Colossians 3:12**

“As God’s chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness, and patience. Bear with one another and, if anyone has a complaint against another, forgive each other, just as the Lord has forgiven you, so you also must forgive.”

OPTIONAL ACTIVITIES

1. BIBLE PARALLELS: The Power of Forgiveness- 60 minutes

The teacher assigns one scripture passage to each small group with these instructions:

- Study the transformation stories in these four bible passages.
- In your small group discuss the questions in the text box.
- Imagine a “real life” parallel.
- Develop a skit or cartoon strip to illustrate this contemporary version.
- Showcase your work to your classmates.
 - ❖ *The Prodigal Son* Luke 15:11-32
 - ❖ “*The tax collector*” Zaccheus Luke 19:2-10
 - ❖ *The Woman Caught in Adultery* John 8:1-11
 - ❖ *The Woman at the Well* John 4:1-42

BIBLE PARALLELS-Transformation of Sinners

- Is there evidence of anyone being put-down or victimized in this story?
- Has the sinner got away without paying for their “crime”?
- Do you think the sinner should be punished?
- Do you think that the sinner will change his/her ways? Why? Why not?
- What is the “transformation” moment in the story?
- What is Jesus trying to tell us in this story?

2. MEDIA MONTAGE: Stories of Transformation -120 minutes

- Ask students to research songs, movies and novels that tell inspirations stories of healing, reconciliation and transformation.
- Students pool their resources to produce a *Media Montage* of clips, quotes and sound bites that communicate the power of love and forgiveness to change hardened hearts and give “new life.”
- Share the media product with another class or the whole school.

3. GRAFFITI WALK: Inspirational Quotes-45 minutes

- Affix Inspirational quotes (See **Blackline Master #5**) above chart paper scattered on walls throughout the room.
- Give each student a slip of paper that reads: “*How can this quote help us in our plan to create a BULLY-FREE school?*”
- In small groups of 3-5 members, students visit the quotes and record their key reactions on the chart paper beneath it. Remind the students that there are no right or wrong answers. Invite their honest reactions.
- Allow 3-5 minutes at each station. When time is up clap, flick lights or ring a bell to move students to the next station.
- After rotating clockwise from quote to quote the students return to their home chart (starting point) for the final rotation.
- At this chart they read the suggestions of the other groups, reconsider their original reaction, and then prepare a summary statement to share with the whole class.
- This sharing is to be BRIEF (30 SECONDS). It may take the form of a poem, a motto or a short phrase.
- Whole class, the students create a RESOLUTION STATEMENT that summarizes their shared commitment in applying the inspirational messages to their own school/class reality.

4. CONCEPT MAPPING: Community Peace Plan-60 minutes

- Pre-teach Vanier’s model of community and Catholic Social Justice Teachings pertinent to community-building. (See Teacher Notes)
- Use a concept organizer (See **Blackline Master #6 for sample FISHBONE**) to discuss the unique issues (Problems) and needs of each person (Solutions) in the bullying dynamic.
- Use the organizer as a tool to map out a plan to transform the community. In the discussion focus on these groups:
 - Persons who Bully (restoration/pro-social skills)
 - Persons who are Bullied-Victim (healing/pro-social skills)
 - Persons who watch-Bystander (empowerment/advocacy)

5. PEACE-MAKER versus PEACE BREAKER: A Class Action Plan- 60 minutes

Write the following quote on the blackboard: “*We have been called to heal wounds, to unite what has fallen apart, and to bring home those who have lost their way.*”

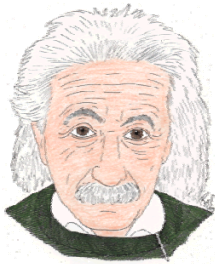
St. Francis of Assisi

- Play and sing: Make Me A Channel of Your Peace

- b. Brainstorm practical school-based strategies for creating a more peaceful school culture under the headings Peacemaking Actions versus Peace-breaking actions (**See Blackline Master #7 for T-Chart**)
- c. **Prepare a Split Image Collage:** Provide students with a collection of magazines and newspapers. As they cut out images of people ask them to place them in one of two piles: *Peacemaker or Peace-breaker*. Glue the images on mural paper under the two headings “Peacemakers” and “Peacebreakers” as a visual reminder of the lesson. Post on bulletin board.

6. CLASS LITURGY: From Exclusion to Inclusion-40 minutes

- Tell students that you are going to talk about the ways that communities are sometimes separated by invisible walls that keep us from living together in harmony as God’s family.
- You may wish to begin your lessons with this quote from Albert Einstein and ask for the students’ reactions to it:



“A human being is a part of the whole that we call the universe, a part limited in time and space. He experiences himself, his thoughts and feelings as something separated from the rest—a kind of optical illusion of his consciousness. This illusion is a prison for us, restricting us to our personal desires and to affection for only the few people nearest us. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living beings and all of nature.”

Albert Einstein

- On chart paper brainstorm, whole class, the barriers to communication and friendship in school.
- Ask students to consider ways that some people are left out and the possible reasons for this exclusion?
- Discuss the role of prejudice, discrimination or simply “not knowing” other people.
- How do differences and personal likes/dislikes factor into inclusion or exclusion of certain people?
- After the discussion divide the students into three groups.
- Tell each group that they will be given ONE CLASS PERIOD to work together to develop a Liturgy with the theme “THE WALLS OF HATE COME TUMBLING DOWN.”
- Provide students with dozens of odd-sized boxes, newspaper, masking tape, brown butcher paper, felt markers, and bibles.
- Remind the students that everyone is to be included in the planning process and that each person will have an opportunity to evaluate how well the group has been united in its efforts. (See RUBRIC)
- Ask the students to include each of the following elements in their liturgy. Review the features of each element.
 - Scripture focus
 - Prayer
 - Petitions

- Ritual and/or symbol
- Involvement of the class
- A commitment to action
- Celebrate the liturgies together. Consider inviting another class to join in.

7. WRITE A SONG ABOUT FORGIVENESS-45 minutes

Forgiveness is not a particularly popular theme. The world may see forgiveness as a sign of weakness.

- Read Scripture Matthew 18:21-35
- Discuss with students the challenges and the benefits of forgiveness
- Invite students to write a song, rap or cheer that would promote forgiveness as an act of trust and courage.
- Perform the song for the class or over the P.A.

8. MEDIA LOG-45 minutes

- Discuss the role of violence in film, TV and video games in glorifying bullying behaviours.
- Ask students if these violent images tend to “normalize” bullying behaviour? Do they think that their relationships are affected in any way by the media they consume?
- Using **Blackline Master #8** students will track, for a one week period, all of the media they encounter, logging the frequency of violence in contrast to healthy conflict resolution (mediation/negotiation) and evidence of making amends and forgiveness.
- The students will report their findings using a mathematical representation (eg. Bar graph, pictograph) with an oral or written reflection, and a final question for further research.

9. SCHOOLGROUND MAPPING-60 minutes

- Challenge students to draw maps of the school grounds and designate “hot spots” that need special attention.
- Use Red to mark the areas that are unsafe and problematic
- Use Yellow/Orange to designate areas that are sometimes troublesome
- Use Green to show areas that are currently safe
- Brainstorm with your class how they can work together with Student Council or youth leaders in the school to take leadership in ensuring that the playground is safe for everyone.
- Propose that the Grade 8’s to create an informal “circle of friends” to protect the most vulnerable students and model healthy conflict resolution as situations arise.

10. HUMAN MACHINE-45 minutes

A Community Building Activity

Space: Large open area

Supplies: Four slips of paper with the names of Machines to be created:

PEACE-MAKER, BULLY-BUSTER, FRIEND-FINDER, PROBLEM-SOLVER

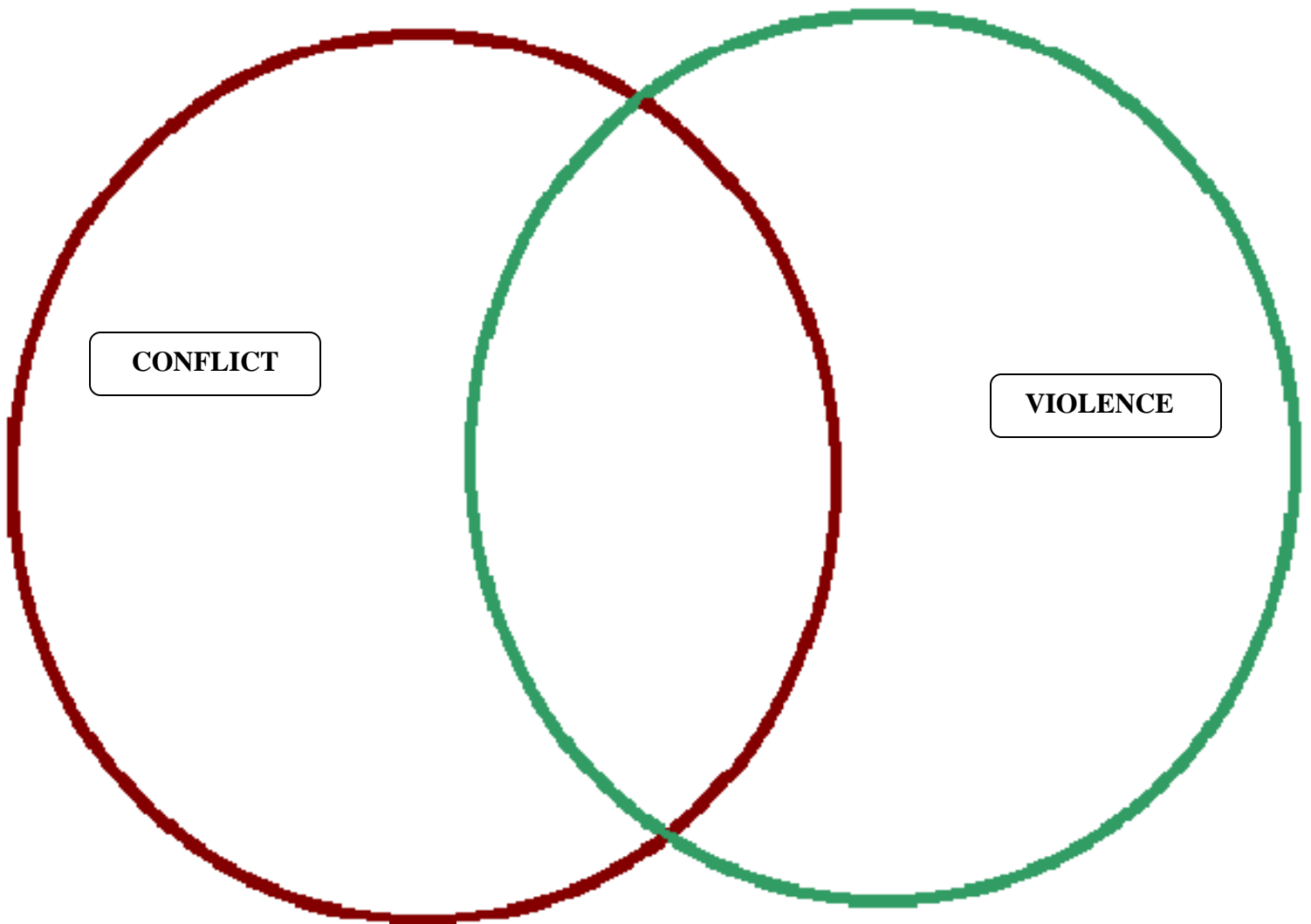
Directions: Tell the students they are going to work cooperatively to create a moving human machine using only their own bodies and vocalizations (sounds without words) to make machine-like noises. This machine will help to build a safe, caring and inclusive school community. The names of the machines are peacemaker, bully-buster, friend-finder and problem-solver. The following rules are to be followed:

- Bodies must touch each other.
- Movements must be rehearsed not random.
- The machine begins with one person’s movements and noises; each successive person adds a machine part.
- The movements are repetitive, rhythmic and robotic. The machine-like sequence of movements and sounds creates an impressionistic representation of the inner workings of a complex machine.
- The machine starts slowly, builds up speed, and then gradually shuts down.
- Each person must make a minimum of four unique machine-like movements and two distinct sounds. No words—only sounds.

Debrief:

- Discuss the expression “We are human beings NOT human ‘doings.’”
- Using a T-Chart discuss the ways in which human beings are LIKE machines and UNLIKE machines (**See Blackline Master #9**).
- What aspects of human traits make each of us “one-of-a-kind”?
- How is diversity a gift to society? How is diversity a challenge?

BLACKLINE MASTER #2



Blackline Master #4

SCRIPTURE SCAVENGER HUNT	
Luke 19:2-10	Application to Bullying Incidents
Luke 15:11-32	Application to Bullying Incidents
John 8:1-11	Application to Bullying Incidents
Matthew 5:43-48	Application to Bullying Incidents
Matthew 7:1-5	Application to Bullying Incidents
Matthew 18:21-35	Application to Bullying

INSPIRATIONAL QUOTES FOR COMMUNITY-BUILDING

Choose 6-8 favorites or find your own:

“United we stand, divided we fall.” --Aesop

“Be the change you want to see in the world.” –Mohandas Gandhi

“You cannot be fueled by bitterness. It can eat you up but it cannot drive you.” –Benazir Bhutto

“We may have all come on different ships, but we’re on the same boat now.”
--Martin Luther King, Jr.

“What you do not want others to do to you, do not do to others.” –Confucius

“If you have an attitude of superiority, it is very hard to think wiser.”
–Robert Sternberg

“We can all do something.” –Archbishop Oscar Romero

“We can see things not as they are but as we are.” --Anais Nin

“Each person has inside a basic decency and goodness... It is not complicated but it takes courage. It takes courage for a person to listen to his own goodness and act on it.” --Pablo Casals

“The highest wisdom is kindness.” –The Talmud

“It is not only for what we do that we are held responsible, but for what we don’t do.” --Moliere

“Wise people seek solutions; the ignorant only cast blame.” –Tao 79

“Forgiveness is never going to be easy. Each day it must be prayed for and struggled for and won.” --Sister Helen Prejean, Dead Man Walking

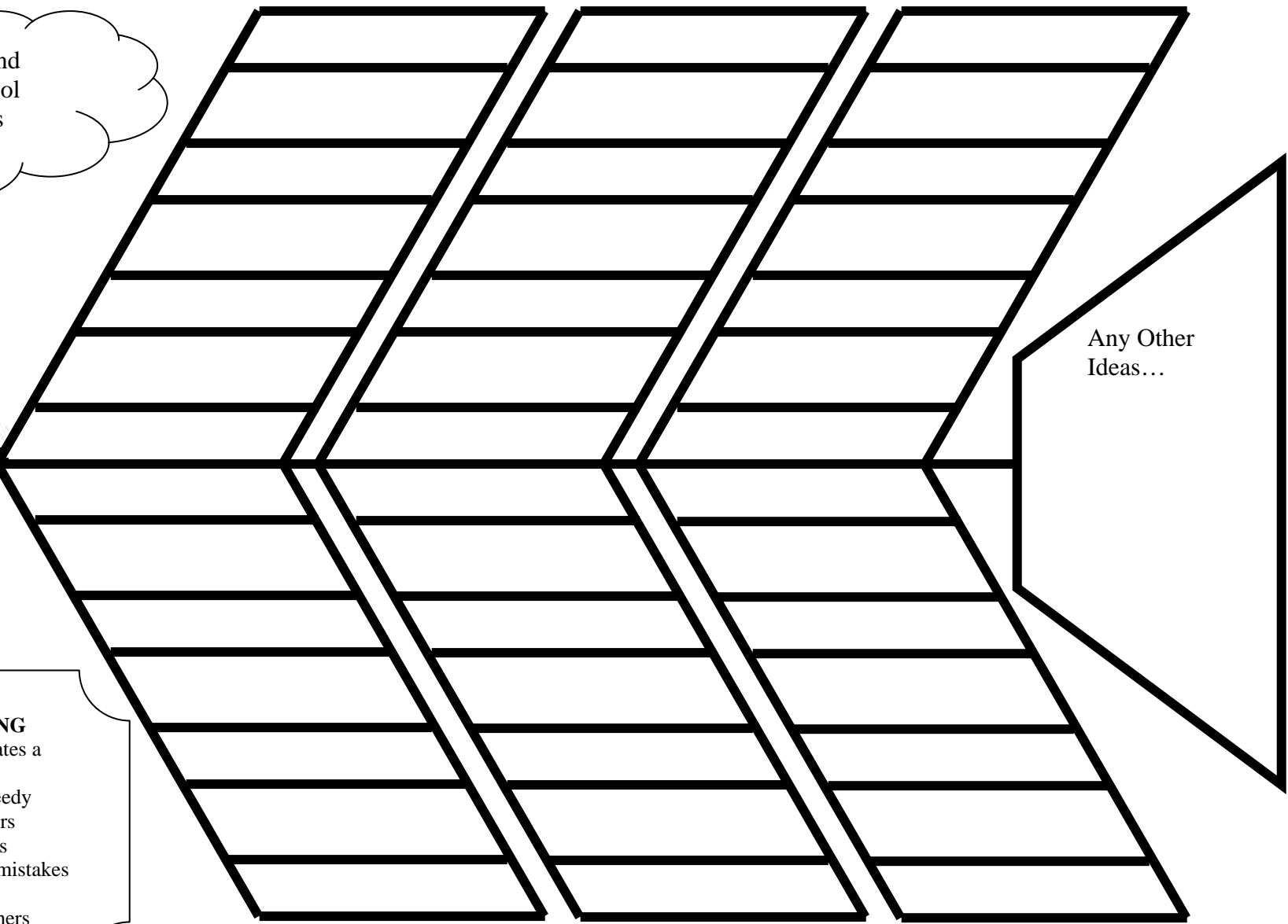
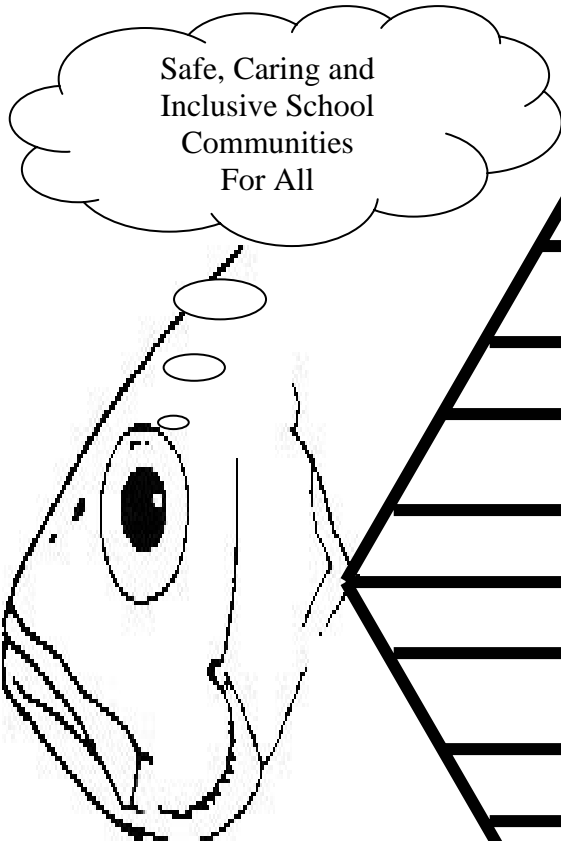
“The gentleness and kindness of Jesus are deeply moving. His message is very challenging. But do we invite him into our home?” Henri Nouwen

How can this quote help us in our plan to create a BULLY-FREE school?

BULLY
Problems / Issues

VICTIM
Problems / Issues

BYSTANDERS
Problems / Issues



BULLY
Solutions

VICTIM
Solutions

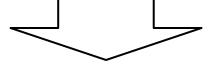
BYSTANDERS
Solutions

Any Other Ideas...

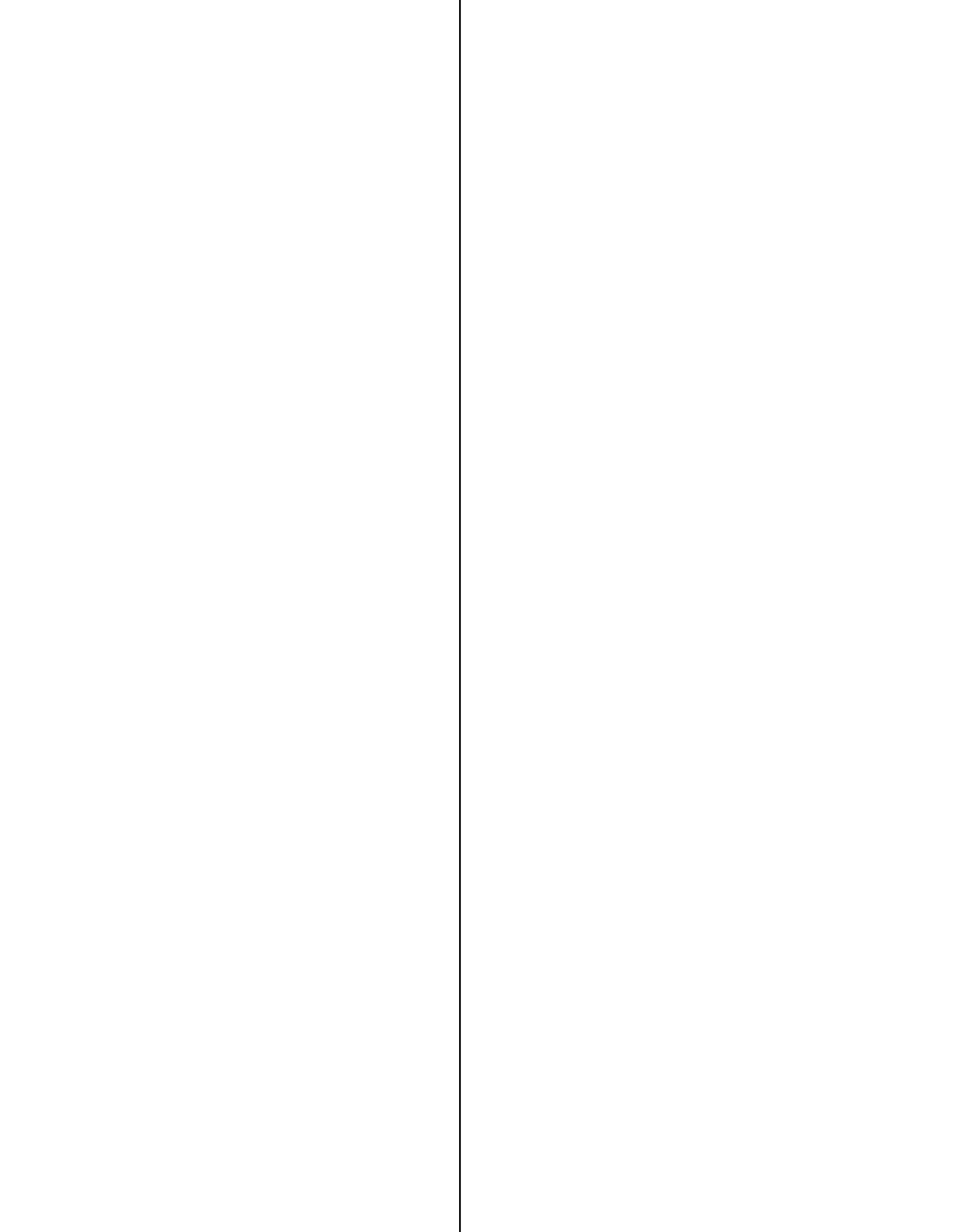
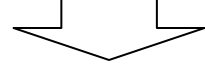
Instructions: USE OF FISHBONE ORGANIZER: In small groups, consider how the whole school can work together to help those involved in bullying to change their attitudes and behaviours to make the school culture healthier and happier for everyone. Talk about the problems and challenges facing each group (record notes on the bones above the spine of the fish). Then consider solutions to these problems (record on the bones below the spine.)

BLACKLINE MASTER #7

PEACEMAKING
STRATEGIES



PEACEBREAKING
STRATEGIES



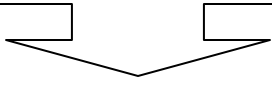
Blackline Master #8

MEDIA LOG

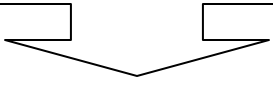
DAY OF WEEK	TYPE OF MEDIA	# of violent incidents per episode/track	# of incidents of positive conflict resolution or forgiveness
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Observations and Reflections			

Blackline Master #9

HOW HUMANS ARE
LIKE
MACHINES



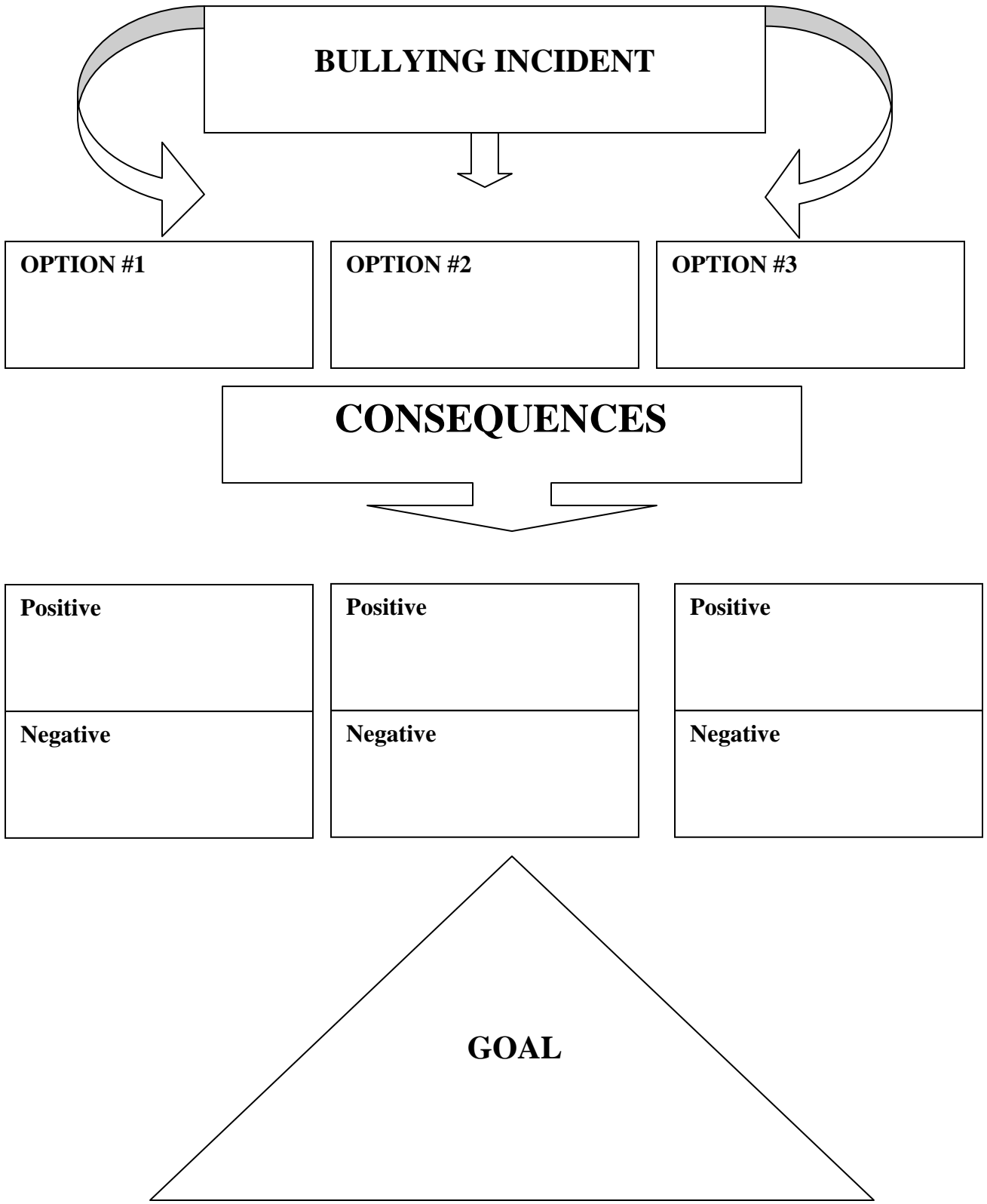
HOW HUMANS ARE
UNLIKE
MACHINES



DISCIPLINE OPTIONS

Blackline Master#3

Decision-Making



HELPFUL RESOURCES FOR BULLYING UNITS

ANNOTATED BIBLIOGRAPHY for SELECTED RESOURCES

Books:

Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do the Right Thing – *Teacher Resource*

By Michele Ed.D. Borba

Publisher: Jossey-Bass (September 25, 2002)

ISBN: 0787962260

Writing with confident authority and providing good, current references, Borba offers “a step-by-step blueprint for enhancing your child’s moral capacity” the ethical compass that charts a youngster’s moral fate. She first defines seven intertwining “essential virtues of moral intelligence and solid character”: empathy, conscience, self-control (these first three form a “more core”), respect, kindness, tolerance, and fairness. Ensuing chapters suggest how to incubate, nurture, and master individual virtues using realistic, workable methods. The book recalls Becky A. Bailey’s *Easy To Love, Difficult To Discipline* (LJ 2/15/00), which frames “Loving Guidance” in seven-part structures (seven values for living, seven powers of self control, etc.) It’s also similar to Borba’s own *Parents Do Make a Difference* (Jossey-Bass, 1999). All these books have noble goals yet require a high initial investment of energy and time; this is not a quick fix but a way of living. Of course, many of those who really need Borba’s book won’t read it; if more people mastered these traits, the world would be a different and better place.

The Bully, the Bullied, and the Bystander: From Preschool to High School – How Parents and Teachers Can Help Break the Cycle of Violence - *Teacher Resource*

By Barbara Coloroso

Publisher: Collins, Reprint edition (February 3, 2004)

ISBN: 006001430X

This is an extremely helpful book that both parents and teachers can use to deal with bullying; an aspect of school that the author feels “is a life-and-death issue that we ignore at our children’s peril.” Starting with a bottom-line assumption that “bullying is a learned behaviour,” Coloroso (*Parenting Through Crisis*) wonderfully explains not only the ways that the bully, the bullied and the bystander are “three characters in a tragic play” but also how “the scripts can be written, new roles created, the plot changed.” For each of the three “characters,” she breaks down the behaviour that defines each role, analyzes the specific ways that each character can have their behaviours changed for the better, and suggests a range of methods that parents and educators can use to identify bullying behaviour and deal with it effectively. The book also provides excellent insights into behaviours related to but not always recognized as bullying, such as cliques, hazing, taunting and sexual bullying. And while there have been numerous books about bullies, this volume is perhaps best for its sections on the “bystander,” the person whose behaviour is too often overlooked or excused. Coloroso’s emphasis on aikido-related defense skills do not sufficiently address the issue of what a child is to do when physical

force is necessary to stop a bully, but overall this is an important look at the ways the bullied children can affirm their dignity and self-worth.

Bullying at School: What We Know and What We Can Do (Understanding Children’s Worlds) – *Teacher Resource*

By Dan Olweus

Publisher: Blackwell Publishers (January 1993)

ISBN: 0631192417

Bullying at School is the definitive book on bully/victim problems in school and on effective ways of counteracting and preventing such problems. On the basis of the author’s large-scale studies and other research, it is known that bullying is a serious problem in all societies that have been studied so far, and that more than 15 percent of the school populations in primary and secondary/junior high schools are involved, either as bullies or victims. The facts about bullying, its causes and consequences, are presented in clear and straightforward language. The book is a milestone in the study of bullying at school in that it offers a scientifically evaluated intervention program. The results of this extensive research are remarkable – a reduction of bully/victim problems by 50 percent or more – a considerable drop in antisocial behaviour such as vandalism, theft, drunkenness, and truancy – clear improvements in the “social climate” of the classroom and student satisfaction with school life. The book gives practical advice to school principals, teachers, and parents on how to implement a “whole school approach to bullying,” and contains a valuable guide to help teachers and parents recognize if a child is being victimized or bullies others. Bullying at School is essential reading for all who are involved with children and young people.

Bullying in Secondary Schools: What It Looks Like and How to Manage It – *Teacher Resource*

By Keith Sullivan, Ginny Sullivan and Mark Cleary

Publisher: Sage Publications Inc.

ISBN: 0761941932

This book is a practical guide to dealing with bullying in secondary schools. The authors present what we know about bullying, describe development issues for adolescence and discuss the social context of the school. They analyze key features of healthy and unhealthy schools, and set out a whole school approach to bullying and other social problems that arise in the secondary school. The authors show that by empowering the bystanders through providing effective teacher support, much of the bullying can be stopped at an early age and a healthy safe school can be created. Their suggestions are based on student-centered responses and on programs developed specifically to deal with bullying.

This book is written especially for secondary school teacher, administrators and students, and the families and caregivers of the students. It is also for those who train teachers, for counselors and for educators at all levels.

**Bullying Prevention Handbook: A Guide for Principals, Teachers, and Counselors –
Teacher Resource**

By John H. Hoover, Ronald Oliver

Publisher: National Education Service (January 1997)

ISBN: 1879639440

This handbook provides a comprehensive tool for understanding, prevent, and reducing the day-to-day teasing and harassment referred to as bullying. Effective teaching and counseling models include:

- A comprehensive, step-by-step bullying intervention model that can be implemented school -, agency -, or community-wide,
- Specific strategies that teachers, administrators, and counselors can use when working with bullies and their scapegoats,
- Assessment and evaluation tools for anti-bullying efforts,
- Way to improve the families of bullies and scapegoats.

**Character Matters: How to Help Our Children Develop Good Judgment, Integrity,
and Other Essential Virtues – Teacher Resource**

Author: Thomas Lickona

Publisher: Touchstone (February 3, 2004)

ISBN: 0743245075

In his timely follow-up to the definitive *Educating for Character*, Lickona plucks the burden of oral corruption from society at large and plants it squarely in the laps of parents and teachers. He describes a society nearly bereft of character, and proposes that the solution is to awaken children’s social consciences. Through a series of grim statistics and anecdotes from his research as a psychologist and educator, Lickona illuminates a culture that is lost (but not hopelessly), due largely to an overemphasis on academic achievement in lieu of formal character education. “The disturbing behaviours that bombard us daily – violence, greed, corruption, incivility, drug abuse, sexual immorality, and a poor work ethic-have a common core: the absence of good character.” He defines 10 essential virtues that comprise good character and prescribes a six-part remedy, including modeling virtuous behaviour, building a strong home-school partnership and getting involved with communities. Quotes from Aristotle, Martine Luther King Jr. and others make more eloquent points for why character matters, but the author’s passion for creating a more civil and harmonious world is evident and inspiring. Lickona admits that changing the moral fiber of an entire generation is a lofty goal and that his solutions are ambitious: “The social-moral problems that beset our society have deep roots and require systematic solutions.” However, this book can be one small step along that path, if it finds its way into the right hands.

Educating for Character: How Our Schools Can Teach Respect and Responsibility*– Teacher Resource***By Thomas Lickona****Publisher:** Bantam (September 1, 1992)**ISBN:** 0553370529

Lickona, a professor of education at the State University of New York and the author of the highly praised *Raising Good Children*, addresses the controversial topic of “values” education and its place in today’s classrooms. In a well-balanced presentation distilling his decades of experience, Lickona suggests practical approaches that have been developed by several programs of moral education. Proceeding from the principle that “there is no such thing as a value-free education,” the author demonstrates that character development is as necessary as academic achievement, and that parents and school administrators are increasingly aware of this need. In his view, two great values, expressed as respect and responsibility, should define the public school’s moral agenda. Acknowledging that values education has often proved divisive, Lickona specifies strategies likely, he believes, to make moral education effective and less anxiety provoking for parents and teachers. This important study will be a resource for those concerned with the “ethical illiteracy” of children.

The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8**By Allan L. Beane, PhD.** *– Teacher Resource***Publisher:** Free Spirit Publishing (June 1999)**ISBN:** 1575420546

If you are researching the subject of school violence as a teacher or a parent, this book is a good place to start. The author, Allan L. Beane, PhD. is a professor in the Department of Special Education at Murray State University in Kentucky. He specializes in developing violence-prevention programs for public schools and teaches workshops on this subject.

After so many years of increasing violence in the public schools, most of us need no convincing to believe this is a vital issue that must be dealt with. Though this well-laid-out guide is written with the schoolteacher mostly in mind, it is not just recommended for teachers. No anti-bullying program can begin in any school without the administration, teachers and parents, working together. So it is important, whichever of these categories you fall into, to know what is in this book.

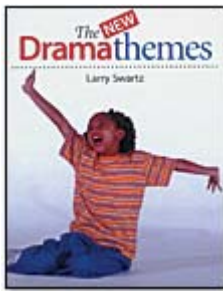
Learning in Safe Schools: Creating Classrooms Where All Students Belong

By Faye Brownlie, Judith King – *Teachers Resource*

Publisher: Pembroke Pub. Ltd. (June 2000)

ISBN: 1551381206

It is essential in classrooms today to create a safe learning environment that meets the needs of all students. Practical and timely, this comprehensive book focuses on three ways that teachers can make schools safer, more inclusive places. Teachers will learn how to: 1) develop a constructive code of conduct and behaviour, 2) create curriculum that encourages safer schools by addressing the needs and challenges of all students, and 3) implement cooperative learning strategies that foster student interaction in positive ways. The book is full of simple suggestions for meeting the diverse needs of individual students. Hands-on activities and blackline masters complement this essential resource you won't want to miss.



The New Dramathemes

by Larry Swartz

In his groundbreaking book, *Dramathemes*, Larry Swartz showed you how to use the power of drama for classroom learning. This completely revised edition features games and strategies to help students meet and exceed evolving curriculum expectations. Includes 100 games and drama activities, each with a clear learning focus, reproducible pages, and detailed assessment rubrics.

Grades 1–8; 160 pages
ISBN 978-1-55138-141-1

Media Resources:

PUT THE BRAKES ON BULLYING (CAYRE001)

Physical Colour; Sound; 23 Minutes

Year 2000

Producer C.A.Y.R.E. (CAYRE)

Audience Primary Grades (K-3), Junior Grades (4-6), Intermediate Grades (7- 8),
Senior Grades (9-12), College/University, Adult (PJISCA)

Prog. Type Live Action

Synopsis “Put the Brakes on Bullying” is a video about the importance of identifying and resolving bullying incidents in their early stages. The program is designed to help

teachers, adults and children recognize the signs of bullying; and illustrates what steps schools, teachers, parents, and individuals can take to prevent bullying.

Stopping bullying in early childhood years is important in order to avoid bullying becoming a major problem in teen and adult years. Research has shown that the effects of bullying on children who are victims can last a lifetime. Self-esteem often suffers and the individuals can feel isolated from their peer group.

“Bullying is a community issue that demands a community response. The video is an invaluable resource for any organization concerned with the damaging effects of violence, intimidation and verbal abuse among young people. The video and companion learning materials identify the issues clearly and offer practical, expert advice for youth leaders, parents and students on how to spot, prevent and correct bullying problems before they take root.” Bill Hogarth, Director of Education, York Region District School Board

Bullied, Battered and Bruised

CBC Documentary

This 58 minutes documentary looks at the significant psychological and physical implications of bullying, and profiles the way two Canadian schools are dealing with this difficult and pervasive problem. Breaking the code of silence and school policy implementation are dealt with through candid and emotional discussions interspersed with personal testimonies from both bullies and victims. A six-month update on one of the communities reveals the dramatic changes that are possible when everyone works together.

www.cbc.edf.ca

Angel

A Sir George Ross Secondary School Production

Angel is a powerful video that follows the life of a high school student who is a victim of bullying at school. Empathy is gained as the facial expressions and body language reveals what this student goes through on a typical day. Contact: s.dale@tvdsb.on.ca

It’s a Girl’s World

National Film Board of Canada

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www.bullying.org Alberta based interactive-private corporation

www.bullybuster.org Campaign against workplace bullying

www.safechild.org Safe Child program, coalition for children

www.bullybeware.com British Columbia based group
www.yorku.ca/lamarsh/bully.htm La Marche Centre for Research on Violence and Conflict Resolution
www.stopbullyingme.ab.ca Citizens against Bullying Association of Northern Alberta
www.prevention.gc.ca National Strategy on Community Safety and Crime Prevention
www.cssn.org The Canadian Safe Schools Network provides bullying resources, instructional information, safe schools certification and conferences
www.redcross.ca/respected Canadian Red Cross bullying, violence and abuse prevention
www.youthrestorativejustice.ca Restorative Justice with Youth
www.kidsareworthit.com Barbara Coloroso books, speaking engagements, summary talks, parent information
www.peacegames.org Interactive student games to promote peace and prevent bullying and violence
www.canadianredcross.org Facing Fear Lesson Plans-decision-making, ripple effect
www.transformingconflict.org Centre for Restorative Justice in Education
www.aadac.com Personal Resiliency Builder
www.aboutface.ca Tips For Teachers to help teachers create a comfortable and safe environment for the child with a facial difference.
www.eoccc.org Under Curriculum Support for Catholic schools, this sight offers a description for anchor concepts ;in religious Education and their connection to ethical issues such as the common good, the dignity of the person, living in community, solidarity, stewardship, and family.
www.tolerance.org a web-site for racism and bullying with student activities



Half the population are bullied ... most only recognize it when they read this

Bullies in the movies

Although physical violence is portrayed often on screen, few movies have yet conveyed the nastiness of a serial bully and what it's like to live with or deal with such a person.

An episode of Star Trek: Next Generation called *Violation* looks at the issue of mind invasion which has uncanny parallels with the way abusive people play mind games by getting inside your head and distorting your view of reality.

In the Simpsons episode *Bye Bye Nerdie*, Lisa Simpson discovers that the reason bullies are attracted to their targets is nerd sweat. [[More](#) | [More](#)]

In *Disclosure*, Demi Moore sexually harasses Michael Douglas who then has a hard time proving his innocence. Nice idea to make the harasser a female ... bullying is not a gender issues, as over 50% of 6000+ cases reported to the UK National Workplace Bullying Advice Line involve a female serial bully.

In September 1999, ITV screened *Walking on the Moon*, a chilling drama about a boy being bullied at school which showed the nastiness of bullying with its tragic and inevitable conclusion.

Alfred Hitchcock was a master of chilling suspense, with the Bates Motel in *Psycho* a classic in horror. In *Silence of the Lambs*, Hannibal Lecter is the archetypal psychopath, a chilling (and for Anthony Hopkins, Oscar-winning) portrayal.

The Crucible portrays the Salem witch trials.

You could be nearer to a psycho or seriously disordered person than you think ... who does this remind you of in your life? Jekyll & Hyde nature, always controlling, abusive, compulsive liar, provocative, immature, aggressive, constantly criticizing, manipulative, deceptive, refuses to communicate and cooperate, charming when s/he needs to be - click [serial bully](#) for the full description. DSM-IV, the psychiatrists' bible, estimates the prevalence of antisocial personality disorder (one of the main personality disorders for a psychopath) in the general population at 1 in 30 for males and 1 in 100 for females. I estimate the prevalence of personality disordered and sociopathic behaviour (people who are socialised and thus express their violence psychologically rather than physically) at 1 in 30 for both males and females.

I believe half the population are bullied or harassed or abused ... click [here](#) to see how you've been bullied during your life. If you have, this site provides insight and practical information to understand and deal with it. If you haven't been bullied yet, the information on this web site will enable you to spot it and deal with it early on before the damage is done.



Bullies In The Movies

By Tammy Ruggles, BSW, MA



Hollywood portrays bullies in a variety of ways: Sometimes the bullies are beaten at their own game. Sometimes they learn the error of their ways. Sometimes there is reconciliation and violence is averted. But usually bullying is presented in a white hat/black hat sort of way. Is there a bigger message Hollywood can send to audiences, about tolerance, prevention, and understanding? Little time is spent on exploring the dynamics of bullying and its consequences, and perhaps it isn't fair to suggest that a movie *should* double as a PSA.

Do filmmakers have a responsibility to dig deeper into the dynamics of bullying and present it as violence that cannot go un-addressed? Should they delve into the psyche of a bully and try to understand why he picks on the 'weak'? And what about the psyche of the bullied who harbors revenge fantasies against those he believes are out to get him, and even acts on them? Is Hollywood beholden to no one except entertainment? Take a look at these bully movies--some that may make you laugh, chew your nails, cry, or think--and you decide, "Is Hollywood its bully's keeper?"

Big Bully, starring Tom Arnold and Rick Moranis. A bully and his victim cross paths again when they become adults. 1996.

Bullies, starring Jonathan Crombie and Janet-Lane Green. A nice family moves into a new town where they are harassed by a family of long-time bullies. 1986.

The Corn Is Green, starring Bette Davis and Nigel Bruce. The story of a bully who becomes a prize student under a teacher's dedication and guidance. 1945.

D2: The Mighty Ducks, starring Emilio Esteves. A little hockey team is up against a bully hockey team. 1994.

First Kid, starring Sinbad and Brock Pierce. The president's son deals with the pressures of school, the press, and a bully. 1996.

Hearts In Atlantis, starring Anthony Hopkins, Anton Yelchin, Hope Davis, and David Morse. A confrontation between an eleven-year-old and a bully is pivotal for the characters in this story of self-discovery. 2001.

Joe Somebody, starring Tim Allen, Julie Brown, Kelly Lynch, Jim Belushi. When a father is bullied in front of his child at work, he sets out to reclaim his dignity, and regain respect from his child and co-workers. 2001.

The Magic Snowman, starring Roger More and Justin Freid. A snowman helps a little boy deal with a bully in a skating contest. 1988. (Fantasy)

Back To The Future, starring Michael J. Fox, Christopher Lloyd, Lea Thompson, Crispin Glover, and Thomas F. Wilson. Marty McFly's father has always had bully trouble. 1985.

Rocky V, starring Sylvester Stallone. In a subplot, Rocky's son confronts a bully. 1990.

Shockers: Parent's Night, starring Liam Barr, Bryan Dick. A bullied student is pushed over the edge by his tormentor in this extreme TV horror movie. 2001. (UK)

Since You've Been Gone, starring Lara Flynn Boyle, David Schwimmer. A young doctor who was humiliated at his high school graduation by a bully attends his tenth-year reunion. 1998. (TV movie).

A Soldier's Song, starring Gary Lydon. A young soldier deals with the bullying from his past, and the bullying he sees around him in his own barracks. 1997. (Ireland).

Three O'clock High, starring Casey Siezmaszko, Ann Ryan, and Richard Tyson. The class brain dreads 3 o'clock, because he's supposed to have a showdown with the school bully. 1987.

My Bodyguard, starring Christopher Makepeace, Adam Baldwin, and Matt Dillon. The new kid at school hires the meanest boy in town when he's picked on by a bully. 1980. (A Tony Bill film, highly recommended).

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Tammy Ruggles is a freelance writer and welcomes opportunities to place articles on social issues, general interest, and movie recs. Email tammyluggles@kih.net

Source: <http://www.bullyonline.org/media/movies.htm>

[top](#)