



## Bullying Prevention Grade 7

### UNIT OVERVIEW

**Duration:** *Activating Prior Knowledge* mini lessons; **4 Main Lessons**

#### Lesson Titles

- 1) *Activating Prior Knowledge*
  - a) *Mini Lessons*
- 2) *Each One Created in God's Image*
- 3) *The Biblical Norms*
- 4) *Diversity*
- 5) *On Human Dignity*

## 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."<sup>1</sup> 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.<sup>2</sup>

#### 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."<sup>3</sup> 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

<sup>1</sup> D. Olweus, (1993); US Department of Education, (2000).

<sup>2</sup> Pepler, Debra L Marche Centre of Research and Violence (2000)

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

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 more prevalent.”<sup>4</sup> 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.<sup>5</sup> “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).”<sup>6</sup>

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.”<sup>7</sup> 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.

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<sup>4</sup> *Canadian Public Health Association, May 2003.*

<sup>5</sup> Mellor, Andrew. *Anti-Bullying Network*. University of Edinburgh.

<sup>6</sup> *Shaping Safer Catholic Schools*, Catholic Principals’ Council of Ontario, 2006.

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

Sadly, no one is immune to this barrage of attacks on the dignity of persons that plagues our society. Catholic schools are not insulated from this ‘culture of meanness’<sup>8</sup>—this 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.<sup>9</sup>

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 years<sup>10</sup>. 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.”<sup>11</sup> 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.<sup>12</sup> Police report that up to 60% of bullies go on to have one criminal offence by the time they are 24 years of age.<sup>13</sup> “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.”<sup>14</sup>

### **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-

<sup>8</sup> Coloroso, Barbara (2004). *Orbit Magazine*, 34, 2.

<sup>9</sup> Hoover and Oliver, (1996).

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

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

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

<sup>13</sup> York Regional Police Put the Brakes on Bullying, CAYRE Video, © 2002

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

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 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.”<sup>15</sup> 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 reported having been bullied at school, and just under one-third reported having bullied someone.”<sup>16</sup> 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.<sup>17</sup>

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.”<sup>18</sup>

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.

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<sup>15</sup> 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.

<sup>16</sup> Shaping Safer Schools Ministry of Ontario, November 2005.

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

<sup>18</sup> *Shaping Safer Catholic Schools*, Catholic Principals’ Council of Ontario, 2006.

### **Adult Modeling And Intervention Are Critical**

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.”<sup>19</sup> 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.”<sup>20</sup>

### **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.<sup>21</sup> “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.”<sup>22</sup> 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

<sup>19</sup> Pepler and Craig, 2000.

<sup>20</sup> *Shaping Safer Schools*, Ministry of Education, November, 2005.

<sup>21</sup> Retrieved from website: SchwabLearning.org, (2003).

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

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 community members are welcomed.<sup>23</sup>

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.”<sup>24</sup>

## 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.<sup>25</sup>

### 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.<sup>26</sup>

### 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 girls<sup>27</sup>
- 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

<sup>23</sup> Focus on Bullying, B.C. Safe Schools Initiative.

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

<sup>25</sup> Ministry of Education: *Shaping Safer Schools*, November 2005

<sup>26</sup> Barbara Coloroso *The Bully, The Bullied and the Bystander*, Page 65.

<sup>27</sup> Wendy Craig and Debra Pepler-LaMarche Research Institute

behaviours as students end high school

- There is a small but significant correlation between parental aggression and bullying amongst children
- Youth incarcerated for crimes are more likely to have been identified as bullies in elementary schools<sup>28</sup>
- 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 about 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 blamed<sup>29</sup>

#### **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

<sup>28</sup> Glen DiPasquale Psychologist York Region

<sup>29</sup> Besag (1989) & Yoshikawa (1994)

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. 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 alley<sup>30</sup> 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

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<sup>30</sup> Swartz, Larry, *New Drama Themes*, 2004.

school communities in creating and sustaining positive conflict management agendas.<sup>31</sup>

## 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.”<sup>32</sup> 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.<sup>33</sup>

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.<sup>34</sup>

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<sup>31</sup> *Cycles of Harmony*, John O'Toole and Bruce Burton, Applied Theatre Researcher, Number 3, 2003.

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

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

In recognition of our shared human frailties, Catholic schools in Ontario strive to address 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”<sup>35</sup> 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 re: bullying are a small part of the broader scope of the Fully Alive Program to offer 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.”<sup>36</sup>

### **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.”<sup>37</sup> 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

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

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

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

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

kindness, consideration and compassion, attentive care, and tender love.”<sup>38</sup> To authentically embody this gospel reality, school communities must be liberated from the 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.<sup>39</sup>

### **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.”<sup>40</sup>

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

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

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

## ACTIVATING PRIOR KNOWLEDGE

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### 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.

| <b>WHAT’S THE DIFFERENCE BETWEEN BULLYING AND CONFLICT?</b>   |  |
|---|--|
| <b>Bullying</b>   | <b>Conflict</b>  |
| • 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     |
| <b>Most important, bullying results in one person feeling that he or she is in danger.</b>                                  |  |
| 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](http://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](http://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.

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## 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 meant 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.

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

**Student Product Activity**

Bullying Indicators:  INTENTION  POWER  DISTRESS  FREQUENCY

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

OF COMMON FORMS OF BULLYING

| TYPE OF BULLYING                                  | DIRECT BULLYING<br>(face-to-face) | INDIRECT BULLYING<br>(behind someone's back) |
|---|-----------------------------------|--|
| VERBAL BULLYING                                   |                                   |  |
| PHYSICAL BULLYING                                 |                                   |  |
| SOCIAL BULLYING                                   |                                   |  |
| ELECTRONIC<br>Commonly Known as<br>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**

| <b>Least worrying</b> |    |    |    |    | <b>Most worrying</b> |    |    |    |     |
|-----------------------|----|----|----|----|----------------------|----|----|----|-----|
| #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.

| <b>TARGET ANALYSIS</b>   |                  |                         |                        |
|--|------------------|-------------------------|------------------------|
| 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. |                  |                         |                        |
| <b>SITUATION</b>   | <b>This Week</b> | <b>This School Year</b> | <b>A Long Time Ago</b> |
| 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  |                  |                         |                        |
| <b>REFLECTION:</b><br>Draw a picture, write a poem or journal explaining how thinking about how you feel when you think about these things.                                |                  |                         |                        |

| <b>BULLY ANALYSIS</b>   |                  |                         |                        |
|---|------------------|-------------------------|------------------------|
| Consider each situation. Place a tick mark for every time you can remember experiencing this feeling or situation.                          |                  |                         |                        |
| <b>SITUATION</b>  | <b>This Week</b> | <b>This School Year</b> | <b>A Long Time Ago</b> |
| 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   |                  |                         |                        |
| <b>REFLECTION:</b><br>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?<br>Never <input type="checkbox"/><br>Once or twice a week <input type="checkbox"/><br>Once or twice a month <input type="checkbox"/><br>Once or twice a year <input type="checkbox"/><br>Hardly ever <input type="checkbox"/><br>Never <input type="checkbox"/> | 4. What are the ways that bullies usually bother their victims?    |
| 5. Have you ever witnessed others being bullied?<br>Lots <input type="checkbox"/><br>Not very often <input type="checkbox"/><br>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 7

### Lesson One

#### DIGNITY AND RESPECT~ EACH ONE CREATED IN GOD’S IMAGE

[top](#)

#### MATERIALS

- Chart paper-lined and unlined
- Markers, crayons
- Masking Tape
- Song-R.E.S.P.E.C.T. Aretha Franklin
- Bible
- Clean river stones
- Book-The Twelve Gifts of Birth by Charlene Costanzo
  - <http://twelvegifts.com/Index.html>
- Song and Book- Don’t Laugh at Me  
<http://www.operationrespectct.org/song.htm>

#### LESSON DESCRIPTION:

Through a series of activities students will grow in appreciation of the sacredness of life and the dignity of human beings created in the image and likeness of God, as revealed in the God-man Jesus. They will connect the relevance of this belief to the importance of a safe, caring and inclusive school community in which all persons, regardless of status, popularity, race, ability, gender, sexual orientation or age are valued. They will learn that their Catholic tradition acknowledges and celebrates that each person, self included, is known intimately by God, has been called by name, and has unique attributes that equip him/her for a special vocation in life with an eternal destiny. The notion that “God doesn’t make junk” will be pivotal in deepening their understanding of their inherent right to be treated respectfully and their obligation to similarly respect others. They will see that bullying behaviours contradict the foundation of Catholic social justice principles that every human being is created in God’s image and is of immeasurable worth.

#### NOTES TO TEACHER

“God has given every human being intrinsic dignity, freedom, and eternal importance.”  
 Sharing the Light of Faith, 1979 #95

“The child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity.” U.N. Convention on the Rights of the Child United Nations 1989

In order to foster respect for others we must begin by nurturing a healthy sense of self. Self-respect grows out of a sense of belonging, trust and harmony. Our fast-paced society often disconnects young people from their natural environment and

from their nuclear and extended family; and a barrage of noise and sensory stimulation prevents them from contemplating self and God, frequently exacerbating feelings of alienation and isolation. An emphasis on individualism and competition, and a movement away from community-based activities and face-to-face encounters to the surreal world of cyberspace further erodes a young person's sense of unity and integration. The search for peace in the world must be rooted in a fundamental affirmation of the dignity of persons. In order to effectively combat the negative impact of bullying behaviours in schools teachers must help students to better appreciate the importance of honouring human dignity by:

- **Reclaiming our Catholic belief that “the religious dimension makes a true understanding of the human person possible.** A human being has a dignity and a greatness exceeding that of all creatures: a work of God that has been elevated to the supernatural order as a child of God, and therefore having both a divine origin and an eternal destiny which transcend this physical universe.” *The Religious Dimension of Education in a Catholic School: Guidelines for Reflection and Renewal* Congregation for Catholic Education.
- **Recognizing that the sacredness of human life is deeply rooted in the Judeo-Christian tradition.** The sanctity of human life is first described in the Bible in Genesis 1:27: “So God created man in His own image; in the image of God He created him; male and female He created them.” Scholars (Cameron, O’Mathuna) note that being created in the image of God (imago Dei) means more than having certain abilities and attributes. It means that humans are the images of God, regardless of what they can and or cannot do. In God’s eyes we are endowed with a touch of divinity. Each human life exists as an expression of God and God’s nature. We are more than flesh and blood. Our existence is beyond that which is tangible. We are image-bearers of God. Human beings are mystery. The sacredness of life and the goodness of humanity are sometimes hard to recognize if God is not part of the equation.
- **Recognizing that human dignity is innate.** One’s dignity as a child of God is not dependent on intelligence, good looks, adherence to rules, wealth, power or accomplishments. It is not reserved to certain races, religions or genders. We do not lose our human dignity when we become sick, old or disabled. All human beings without exception are sacred and their dignity is worthy of protection. When persons who are in a weakened or vulnerable state are cared for their dignity is acknowledged and affirmed.
- **Admitting that we do violence to another’s dignity when we disrespect them in any way.** We are dishonouring a person’s name when we spread rumours, gossip, make fun, ridicule or deliberately exclude them from our circle of friends. When we show impatience with those who are less intelligent, make judgments about another’s appearance or lifestyle, and think ourselves superior to another (for any reason whatever) we are disrespecting their dignity.

- **Understanding that bullying is a particularly serious violation of human dignity because it is an intentionally hurtful act of aggression on a weaker member by someone who is more powerful.** Not only is bullying showing disrespect to another human being but it is a particularly vicious form of disrespect because it seeks pleasure in someone else's pain with utter disregard for the feelings of a weaker person who is being victimized.

### EXPECTATIONS

- Fully Alive Grade 7**-Theme 1, Topic 1-Uniqueness, complexity and mystery of each person created by God; Theme 1, Topic 3-Deep and realistic sense of self-concept; Theme 5 Topic 2-appreciation of the need to create groups that both respect and are open to each individual.
- CGE1e**-Speaks the language of life; **CGE5e**-Respects rights, responsibilities and contributions of self and others **CGE5f**- Exercises Christian leadership in the achievement of individual and group goals **CGE7d**-Promotes the sacredness of life **CGE2a**-Listens actively and critically to understand and learn in light of gospel values
- Ontario Curriculum Unit Planner-Subtask #7**- Students [They] develop attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity, and the common good.

### ANCHOR CONCEPTS-Catholic Social Justice Teachings

[taken from Curriculum Support for Catholic Schools: Enhancing the Religious Dimension of Catholic Education]

- Human Dignity**- The concept of human dignity is the foundation of all Catholic social justice work. The human person, created by God and fashioned in God's image has a supreme dignity which was fully revealed in the person of Jesus. There are inherent rights and responsibilities which flow out of this belief including respect for life from conception to natural death, the right to choose one's state in life, the right to food, to religious freedom, to meaningful work, education and shelter. Human dignity is not a means to achieve an end but has its own value because of the human person's purpose and destiny: to know and love God. People do not lose this dignity because of gender, sexual orientation, disability, poverty, age, misadventure, misfortune or sinful behaviour. Made in the image and likeness of God, all persons are sacred –this is the heart of human dignity.
- Justice**-Justice is a *moral virtue*—a habit of practicing the good. It consists in giving what is due to God and neighbour. Justice disposes one to respect the dignity of each individual and to protect the common good.

### ASSESSMENT OPPORTUNITIES

The activities include many literacy, physical education, religion and fine arts cross-curricular opportunities. Ministry rubrics to evaluate understanding in these domains would be appropriate. **Black Line Master #1** offers a generic rubric that could be applicable to the role play activity herein.

### **ADAPTATIONS & MODIFICATIONS**

These lessons are structured in a way that students of various language abilities may read silently, listen to others read, write answers, give oral responses or illustrate their understanding with drawings. There is ample opportunity for movement, tactile experience, large and small group discussion and role play. Students who are capable may be required to demonstrate their understanding by submitting comprehensive written responses.

### **CORE LESSON**

#### **Objectives:**

1. to recognize our God-give dignity and worth
2. to get to know ourselves and each other better
3. to respect our unique gifts and those of others
4. to realize that we are entitled to be treated with respect
5. to accept that we have a responsibility to respect others
6. to raise awareness about the various forms of disrespect
7. to consider how bullying can be combated by a strong sense of self-worth and a deep respect for others

#### **Content:**

##### **Respect for the Dignity of Human Beings- Rights and Responsibilities**

- Human beings are God's greatest creation
- All are made in God's image
- All share a common human nature
- Each person reflects God in a special way
- God called us by name giving each one unique characteristics-intellect, talents, appearances and personalities
- No two people are the same-even identical twins have unique souls and personality differences-this is part of God's plan
- Our talents/gifts may be hidden-others can help us to discover our gifts
- The Catholic sacramental consciousness recognizes the inherent goodness in each human being and the hope-filled possibilities for personal growth and for a better, more peaceful world
- God's grace works in our lives to help us to overcome weakness and become who we are intended to be (Isaiah 64:8)
- Each one because of his/her God-given dignity has the *right to be respected by others*
- Each one has the *responsibility to show others the respect they deserve*
- Bullying shows a complete disregard for the dignity of others because it uses an unfair power advantage to deliberately hurt another person

## Teaching Strategies:

### 1. Brainstorm -Humans are Special Creatures -15 minutes

On a Venn Diagram contrasting *Human Beings* and *Other Living Creatures* brainstorm, whole class, the ways in which human beings are the same as and distinctive from other living creatures. Through conversation help students to appreciate the attributes of humanity, some of which are shared with other species:

- sophisticated powers of communication and understanding
- a need to relate to others in community and the ability to engage in meaningful relationships
- the gift of free will and conscience
- the ability to dream, plan, inspire and be inspired
- the power of critical thinking, reflection and self-evaluation

### 2. A Person of Dignity-Rights and Responsibilities-60 minutes

The students will work in groups of 4 or 5. Before their small group work begins examine **Black Line Master #2** whole class. Discuss the paraphrased version of the United Nations Declaration of the Rights of the Child (1959). Using this as a reference document, invite students to choose their favourite scripture passage from among the choices available on **Black Line Master #3**. Ask them to choose the passage that they feel best illustrates their belief in the inherent dignity of human beings created in God's image. Using both the Scriptures and the U.N. Declaration as reference documents the students are challenged to write a script for a skit. The skit should show a bullying scenario that violates the principles that underpin the belief in the dignity of all persons. The scenario must end with a "transformation moment" in which those involved in the incident are empowered to do the right thing and stand up for the rights of others. Students are asked to write a reflection (**Black Line Master #4**) after their performance that answers these questions:

- What human right was violated in this scenario? How do you know?
- What action transformed a violent scene into one of courage or healing?
- What have you learned by this exercise?
- How has your faith impacted on your understanding of human rights?

## OPTIONAL ACTIVITIES

### 1. What's in my wallet/purse/knapsack?-40 minutes

Students are invited to take out 3 items that they think reflect something of importance about their identity. In small groups, students share the items (taking turns/ sharing one item at a time) by explaining what personal value it represents. e.g. house key-safety; photo-love of family; money-security; pen-education. Students are encouraged to listen attentively and respectfully to one another. De-brief this activity whole class by asking students to discuss the

different values that people hold, how these values reflect the uniqueness of each, and why it is important to respect another person's value system.

## 2. **Class Mosaic-45 minutes**

Ask students to brainstorm a title for a class mosaic that represents the unique giftedness of each person. (e.g. "We are all unique!" "Created Unique~ In God's Image") Divide a large circle of paper (the size of a large garbage can lid) as follows: First, sketch a religious symbol such as a cross or flame as the centre puzzle piece. Then, draw random puzzle pieces around the centre icon using up all of the circular space. Cut out a second identical circle of paper as the template on which to mount the completed mosaic. For ease in reassembly create a 'map' of jigsaw pieces that mirrors the first on this second circle. Number the puzzle pieces by matching the numbers with the template sketch. Display the puzzle pieces on a large table and invite students to choose a shape that suits their personality. Ask them to begin by printing their name on the front of the puzzle piece in creative print (e.g. bubble print) right side up for viewing. Then ask them to decorate around their name with symbols that represent their unique interests, talents and backgrounds, colouring them brightly. Collect the completed artwork and reassemble the puzzle pieces on the blank circular template. Glue the shapes into place. Mount the circular mosaic on the wall as a symbol of the unique persons that make up the Body and Christ, and as a sign of the mutual respect that is held for each person's individuality.

## 3. **R.E.S.P.E.C.T.**

### **Part A. Litany of Respect-30 minutes**

Print the word RESPECT on the blackboard. Discuss its meaning. Add the words TOLERANCE and ACCEPTANCE. Invite students to consider how acceptance is a more 'generous-hearted' virtue than mere tolerance which is a human rights terms that demands the minimum of us i.e. to put up with others. Now ask students to work in small groups to compile a list of sentences that reflect their desire to show RESPECT by being tolerant, accepting and even celebratory about their differences.

Use the sentence stem: *In our Class we...*

### **Part B Movement Activity-20 minutes**

In gym class play the song R.E.S.P.E.C.T. by Aretha Franklin. Spread students out so they have lots of room to move. Students spell out the word RESPECT with their whole bodies, concentrating on the shape of each letter and how it can be interpreted through body movement to create a fluid movement phrase. They can then experiment by manipulating each letter, exploring their curvy or angular shapes; differing the ways of traveling through space to execute the letter; exploring the speed, tempo or rhythm of its choreography; and analyzing the quality of the movement and the energy that is released. Play the song several times. After rehearsing individually

invite students to perform their movement piece for one another and/or to join up to create a collage movement piece with other students.

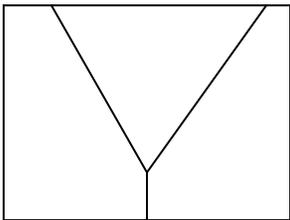
**Part C. Acrostic poem R.E.S.P.E.C.T. -30 minutes**

With an elbow partner, students brainstorm appropriate phrases to make an Acrostic Poem out of the word RESPECT. Each phrase should describe one aspect of what it means to respect the human dignity of all persons.

Encourage students to consider messages that promote a safe, caring and inclusive school ethos.

**4. PLACEMAT ACTIVITY- 40 minutes**

**Respect Looks like, Sounds like, Feels like**



Divide students into groups of three. Give each group a large sheet of unlined chart paper which is to be divided into three sections. Provide each group with pencils and a variety of crayons or colour markers. The overall title is RESPECTING HUMAN DIGNITY ...The three pieces read LOOKS LIKE...SOUND LIKE...FEELS LIKE... Students use words and/or images to silently communicate what *Respect for human dignity looks like, feels like and sounds like* from their perspective. When the first section has been completed, the paper is rotated and the students add to the second and then third section—building on what the previous person(s) has drawn. Completed images are posted on the wall and all groups take a **Gallery Walk** to preview the other charts. Discuss how this activity promotes a safe school where bullying is not acceptable.

**5. ROCK ART - 90 minutes**

**Part A.**

Bring clean river stones to class and display attractively on a fabric-shrouded table with a Crucifix and a bible at the centre. Open the bible on the passage from Isaiah 43:1 “I have called you by name you are mine”. Invite students to come up in small groups and examine the rocks by picking them up to discover the shapes, colour variations and textures. Help them to appreciate the intricate differences in each stone. Although all of them are stones each one is distinctive—like human beings. Ask students to return to their desks and sit quietly as you read the Isaiah passage from the bible. Discuss with students what it means to be “called by name.” Invite them to reflect on the reality that God has called them into existence, has known them intimately from the beginning, and has a “call” (unique plan) on their lives. Ask them to share the history of their own name—were they named after a parent or a deceased relative, a special saint, a favourite place, a song, a famous person?

**Part B.**

Draw two columns on the board. On the left side print RESPECT and under it “called by name”. On the right side print DISRESPECT “called names”. Ask students to discuss the differences between God’s loving action of “calling us by name” and the violence of making fun of, putting down or “name-calling”

that is so characteristic of bullying. Explain how showing disrespect for others dishonours God’s plan for each person’s life—a plan that calls us into a life that is fully human and fully alive in Christ.

### **Part C.**

Now ask students to consider the story of the *Woman Caught in the Act of Adultery* (John 7:53-8:11). After reading the passage distribute Black Line Master # 5 entitled “Sticks and Stones.” Consider the validity of the phrase “Sticks and stones will break my bones but names can never hurt me.” Invite students to brainstorm better ways to finish the phrase by explaining that name-calling can kill the spirit and has implications that may last longer than physical bruises.

### **Part D.**

Each person is asked to take a favourite stone from the table and decorate it with wax crayons. First, with their initials to symbolize being “called by name,” and then with a symbol that represents their uniqueness. Suggest that they press hard with the crayons to cover the rock with as much wax as possible. The rocks can be shone brightly with a soft cloth. Play the hymn “We Are Called” while each student reverently places his/her stone at the foot of the cross as a symbolic gesture to say that we agree to “put our stones down” and refrain from name-calling or put-downs in the future. The stones may be permanently displayed around the cross and bible as a sign of class solidarity.

## **6. MUSEUM WALK-40 minutes**

Each student is invited to bring an artefact from home that symbolizes something important about them. They are to bring this to class wrapped in a cloth or hidden in a bag or envelope. Give each student a tag to affix to the item. On one side place a number and on the other side the students name. Before going out for lunch or recess ask each student to slip the tagged item under a sheet on the table. While the students are out remove the sheet and turn all of the tags number side up. When the students return, distribute **Black line Master # 6** entitled **Museum Walk**. Invite students to try to match each artefact with a classmate. After they have finished guessing turn the tags over and have the students see how well they did. Discuss whole class how personal items often communicate messages about our personalities, interests and what’s important to us. Consider developing a time capsule for the class that can be stored in the school library or archives and re-opened at a future time (e.g. 10 year Class reunion).

## **7. TWELVE GIFTS OF BIRTH-120 minutes**

- Ask students to write the following Scripture in their notebooks:
- “Royal dignity was yours from the day you were born, on the holy mountains, royal from the womb, from the dawn of your earliest days.” Psalms; 110:3

- Brainstorm with students what it means to be royalty (heirs to a kingdom, respected by all, protected). Discuss the meaning of the word dignity. Brainstorm synonyms.
- Read the book “The Twelve Gifts of Birth” by Charlene Costanzo
- Discuss how these gifts of birth are respected or devalued when one is bullied by another (e.g. the gift of courage is misused when one abuses power by humiliating or hurting someone who is weaker)
- How can these gifts of birth empower us to stand up against the evil of bullying?
- Recreate the book using personal illustrations showing how the twelve gifts of birth are the perfect antidote to bullying and other disrespectful behaviours. Students write and illustrate their own books and share with a younger “book buddy.”

### 8. **DON'T LAUGH AT ME - 60 minutes**

- Locate the music and lyrics for the song “Don’t Laugh at Me.”
- You will need a large space for this activity—gym, forum or library.
- Distribute the lyrics **Black Line Master #7**. For now, tell the students this is a poem.
- Highlight one verse for each student—this method secretly groups students.
- Students walk in a clockwise direction around the perimeter of the large space. As they walk they read aloud the entire poem. Play the instrumental version (no words) of the song as they walk.
- Now ask them to read and re-read the highlighted verse only.
- As they continue to walk and read their assigned verse, ask them to listen for others who are reading the same verse. Eventually they will hook up with their group and begin to walk with them.
- Ask them to stop walking and practice reading the verse together in unison with their assigned group
- Invite them to work with this group to create a choral reading or interpretive movement piece that will showcase their particular verse
- Gather the students in a large open circle sitting with their group (Theatre in the Round)
- Students perform their verses in the order in which the poem is written.
- At the end, invite students to sit quietly. Play the song with lyrics. Some students will be surprised to learn the “poem” is a song!
- Learn the song and sing it together. If available, read the illustrated book.
- Discuss the relevance of the song to our Christian obligation to respect the human dignity of all. How did Jesus exemplify this message of respect?
- Discuss or write about how the message “Don’t laugh at me” is an antidote for the culture of meanness that is the breeding ground for bullying?

### 9. **GOSSIP KILLS (Harming another’s “good name”) 45 minutes**

- Divide half of the class into teams (4 students per team). The remainder of the class makes up the audience.

- All of the teams leave the classroom to wait in the hallway. Each team sends in ONE member to represent them.
- The team representative is given two minutes to study a black line drawing from a child's colouring book (e.g. 3 teams/3 different drawings)
- Under each picture tack up a blank piece of paper. Ask the team member to copy the drawing using a black marker provided.
- Remove the original picture and tack up the new drawing.
- Invite team representative #2 into the room. This person now has two minutes to study his/her team member's drawing before it is removed and she/he is given a blank paper and a marker with the task of replicating the drawing.
- This process is repeated until all four team members have entered the room and attempted to reproduce the drawing they see.
- Now the original colouring book drawing is hung up beside the latest version and the class is invited to compare. Which team has re-created the most accurate picture?
- How have the images changed? What has happened: Is one darker? Lighter? Bigger? Smaller? Fewer details? What INACCURACIES exist?
- How is this like gossip? As the story is spread the facts change. Much is embellished and a person's reputation is easily tarnished.
- Display all of the contrasting images on a bulletin board for future reflection.
- Invite students to suggest a caption for the bulletin board display.
- Discuss the expression "Sticks and stones will break my bones but names can never hurt me." Is this really true?

#### **10. AFFIRMATION STATEMENTS - 40 minutes**

Distribute a blank sheet of paper to each student. Ask them to print their name on the top. Circulate the papers and invite each classmate to write down one affirming statement about that student. The papers are passed around the room until everyone has recorded a positive comment for each person. Stress the importance of avoiding vague statements that would apply to anyone. Effort should be made to think of affirmations that accurately describe that person. e.g. Instead of "you are nice" try something like "I like the way you share your favourite snacks and open the door when I have an armful of books." Or "Your laugh is contagious!" or "You are really smart." The completed affirmation sheet is returned to its owner as a treasure to keep.

**APPENDICES**

**BLACK LINE MASTER #1: RUBRIC for ROLE PLAY- Skit**

| Level         | One  | Two   | Three   | Four  |
|---------------|--|---|---|---|
| Knowledge     | Shows limited knowledge of UN Document and Scripture   | Shows some understanding of UN Document and Scripture   | Effectively Integrates principles of human rights from UN document and theological principles into skit/role play | Profound insights demonstrated in the authentic integration of UN human rights and theological principles into real-life scenario                         |
| Inquiry       | Skit/role play only partially addresses some questions posed                                   | Skit/role play satisfactorily responds to most questions/concerns posed   | Skit/role play responds well to all questions posed from one or two perspectives                                  | Skit/role play responds to a range of issues/questions posed from several different perspectives  |
| Communication | Skit/role play makes limited use of narration, language, staging, gestures and voice and props | Skit/role play makes good use of narration, language, staging, gestures, movement and voice and props with some minor inconsistencies | Skit/role play makes consistent use of narration, language, staging, gestures, movement, voice and props          | Skit/role play makes sophisticated use of narration, language, staging, gestures, movement, voice and props   |
| Application   | Skit/reflection sheet demonstrate limited application of principles to real life               | Skit/reflection sheet demonstrate partial application of principles to real life  | Skit/reflection sheet demonstrate significant application of principles to real life                              | Skit/reflection sheet demonstrate profound application of principles to real life with the potential to inspire and transform both audience and performer |

**BLACK LINE MASTER #2****UNITED NATIONS DECLARATION OF THE RIGHTS OF THE CHILD 1959****Principle 1**

All children have the following rights regardless of race, colour, sex, language, religion, political or other opinion, where they were born, or what status they were born into.

**Principle 2**

All children have the special right to grow up and to develop physically and spiritually in a healthy and normal manner and in conditions of freedom and dignity.

**Principle 3**

All children have the right to a name and to a country.

**Principle 4**

All children have the right to special care and protection and to good food, housing and medical services.

**Principle 5**

All children have the right to special care if handicapped in any way.

**Principle 6**

All children have the right to loved and understanding, preferably from parents and family, and from the government when family is unable or unwilling to help.

**Principle 7**

All children have the right to go to school and to have an equal chance to develop themselves, and to learn to be responsible and useful citizens; expecting that their parents will assist them in getting an education and giving them guidance.

**Principle 8**

All children have the right to expect to be among the first to get help in troubled times.

**Principle 9**

All children have the right to be protected from cruel acts or exploitation that would hinder their health or moral and physical development.

**Principle 10**

All children should be taught peace, understanding, tolerance and friendship among peoples.

**BLACK LINE MASTER #3**

| <b>BIBLE PASSAGES ABOUT HUMAN DIGNITY</b> |   |
|---|---|
| <b>Genesis 1:27</b>                       | <b>“So God created humankind in his image, in the image of God he created them; male and female he created them.”</b>   |
| <b>Isaiah 43:1</b>                        | <b>“I have called you by name, you are mine.”</b>   |
| <b>Isaiah 49:5</b>                        | <b>“And now Yahweh has spoken, he who formed me in the womb to be his servant, to bring Jacob back to him, to gather Israel to him.”</b>  |
| <b>Isaiah 64:8</b>                        | <b>“Yet, O Lord, you are our Father; we are the clay, and you are our potter; we are all the work of your hand.”</b>  |
| <b>Psalms 110:3</b>                       | <b>“Royal dignity was yours from the day you were born, on the holy mountains, royal from the womb, from the dawn of your earliest days.”</b>   |
| <b>Psalms 139</b>                         | <b>“O Lord you search me and you know me...for it was you who formed my inward parts; you knit me together in my mother’s womb. I praise you, for I am fearfully and wonderfully made.”</b> |
| <b>Ephesians 5:1-2</b>                    | <b>“Therefore be imitators of God, as beloved children, and live in love, as Christ loved us.”</b>  |
| <b>Our other favourite passage</b>        |   |

## **BLACK LINE MASTER #4**

### **A PERSON OF DIGNITY SKIT**

**Student Name:**  
**Group Members:**

**Briefly describe the bullying incident that is the basis for your skit?**

**What fundamental human right is being violated in this bullying scenario?**

**Which scripture passage appropriately addresses this situation?**

**REFLECT on one or more of these questions:**

- What actions show a violation of human dignity?
- What action transformed a violent scene into one of courage or healing?
- What have you learned by this exercise?
- How has your faith impacted on your understanding of human rights?

**BLACK LINE MASTER #5**

**STICKS AND STONES**

**Complete the sentence in words or images in ways that reflect the harm caused by name-calling, put-downs and sarcasm.**

**Sticks and stones will break my bones but ....**

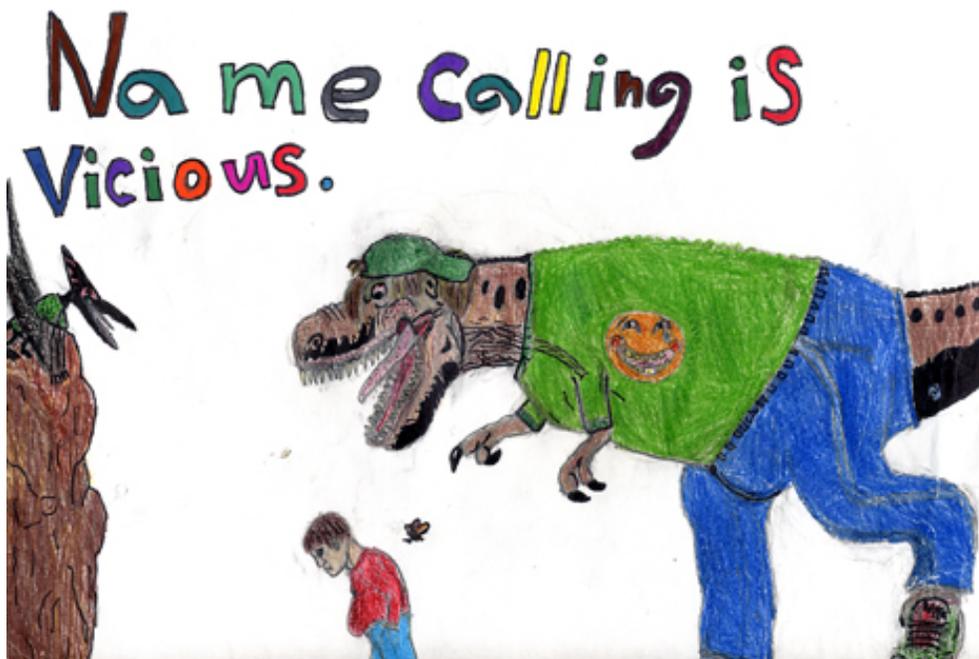


*“Let you who are without sin cast the first stone.” John 8:1-11*

## STICKS AND STONES

Complete the sentence in words or images in ways that reflect the harm caused by name-calling, put-downs and sarcasm.

Sticks and stones will break my bones but ....



*“Let you who are without sin cast the first stone.” John 8:1-11*



## Bullying Prevention Grade 7

### Lesson Two

#### HEALTHY RELATIONSHIPS~ The Biblical Norms

[top](#)

#### MATERIALS

Chart paper  
Black Line Master  
Card Stock  
Markers  
Masking tape  
Bibles

#### LESSON DESCRIPTION

Using the person and life of Jesus as the exemplar of a fully self-actualized human being, students will explore the fundamental attributes of healthy relationships from the Christian perspective of what it means to be fully human and fully alive in Christ. Since bullying represents the antithesis of healthy relationships in its imbalance of power, abusive dynamic, lack of empathetic concern for its victim and narcissistic focus, the goal of this lesson is to consider the practical steps that can be taken to create a more peaceful school by building up the body of Christ, one relationship at a time. Young people are very altruistic and often express a determination to tackle big issues such as global warming, homelessness or world poverty—an idealism that is often the envy of adults. However, the tougher challenges for youth may be in translating this visionary zeal for a better world to the grind of everyday life at home and in the classroom, where challenging relationships may test one’s patience and act as a sobering barometer for how seriously one is really committed to “peace on earth”. This lesson is an opportunity for students to self-evaluate how they are living up to the gospel call to “love one another” and a chance to work at developing insights and strategies that will move them closer to achieving the Christian ideal of loving service.

#### NOTES TO TEACHER

“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. Above all, clothe yourselves with love, which binds everything together in perfect harmony. And let the peace of Christ rule in your hearts, to which indeed you were called in the one body.” Col 3:12-14

**Peace has many different dimensions (“let the peace of Christ rule in our hearts.” Col 3:14).** It is not just about the way that nations get along with each other, how politicians interact or how neighbourhoods and communities function. We cannot expect to live in a world of peace if we are unable or unwilling to work at strengthening those relationships closest to us. The responsibility for peace begins with each person *in relationship(s)* and extends to the wider community. To effect change in attitudes we must reflect on the ways that each of us contributes to a culture

of violence where we live and work. Wars don't just happen. School-based bullying doesn't "just happen". Violence occurs in a context in which relationships have not been adequately nurtured. Bullying is a relationship problem with a relationship solution.

**One-on-one relationships, built on an ethic of care, are the fundamental ingredient for moral and psychologically healthy communities.** However, caring is not a one-way street. In order for communities to be vibrant and healthy this ethic of caring must be reciprocal. From this notion of shared commitment to the well-being of one another the notion of friendship emerges. "The art and the act of friendship is a way of building communities of diversity."(Cram, *Memories by Christian Adults of Childhood Bully Experiences: Implications for Adult Religious Self-Understanding*, Religious Education, Volume 98, Number 1, 2003)

**Catholic school communities built on an ethic of care require that individuals actively cultivate a posture and attitude of Christian friendship that extends beyond the secular understanding of friend.** Contemporary culture would have us believe that friendships are grounded in the give and take of like-minded individuals who share common interests and enjoy one another's company. Christian friendship requires "putting on Christ" and allowing the "peace of Christ to rule our hearts" by entering into relationship (regardless of personal attraction, likes or dislikes) for the sake of the community, to build up the Body of Christ. This religious worldview holds individuals to a standard of relationship that may seem impossible to those without the "eyes of faith."

**This goal of relationships based on friendship is particularly relevant in a Catholic school** where the understanding of an ethic of care is deeply rooted in the Christian value system. From our faith perspective it is not enough to simply acknowledge the progressively sophisticated understanding of the field of psychology that points to the importance of developing a care of ethic characterized by empathy and giving rise to a hospitality that celebrates human differences. Our tradition goes beyond this cultural norm to an embrace of the transcendent possibility that Christ can be encountered within the "other" and that we can look to the power of grace to assist us in the work of genuine self-giving. Thus it is through the life of the Spirit working in the hearts of ordinary people that Christian community is transformed.

**In order to combat the insidious effects of bullying, school communities must intentionally develop an ethic of caring. Central to this concept is the importance of cultivating empathy.** Persons who bully have little or no capacity for empathy and thus are able to inflict serious physical, emotional and psychological pain with less qualms of conscience. Thus, bullying prevention programs must intentionally focus on empathy-building activities. Lessons that connect to faith formation have the added advantage of tapping into the students' commitment to follow Jesus and to access the life of grace within.

**Empathy creates openness in relationship** where one feels safe to be vulnerable, express weakness, make mistakes and consider new and expansive ways of relating. Without empathy it is impossible to care deeply for another human being and by extension for the larger collective-- and it is this ethic of care which is the cornerstone of sustainable community living.

**Empathy is at the heart of the Christian story** and is the key to understanding who Jesus is and who we, as his followers, are to become. Empathy requires that we appreciate and accept that we are all different and that it is possible to become a better person by trying to understand and enter into someone else's world. Perspective-taking is a big part of empathy.

**Jesus is the exemplar of an empathetic friend.** The early Christian writer Irenaeus conveys what one might call a Christology of empathy when he said: "he became as we are in order that we might become as he is." (Jervis, L. *Ann Empathy and the New Testament*). God empathized with the human condition by breaking into our world in the person of Jesus. Jesus demonstrated over and over again that empathy is both the ability to understand the experience of another, and the desire to act on this "knowing" by compassionately reaching out to the one who suffers. Jesus' willingness to be with the sick, the dying, the outcast and the deformed, and his willingness to face the attacks of those who frowned upon his healing ministry, demonstrate his genuine empathy. Jesus was able to empathize with both the experience of God and the experience of humanity.

**Empathy offers hope and the promise of new life to the oppressed.** "In both Judaism and Christianity, God is regarded as one who understands human experience and who enters into it: either through prophets, kings and sages, or through Jesus Christ. Furthermore, both religions believed that when God enters the human story things change for the better. God's empathy with the human story results in *changing* the human story. Inherent in our faith context is the belief that empathy is central to religious faith and that empathy births new possibilities for those who are burdened, ill, oppressed, or dying. Empathy is the beginning of a story in which the sufferer feels new power and new life." Empathy offers communities both the hope and the way towards transformation. (Jervis, L. *Ann Empathy and the New Testament*).

**Empathy involves sympathetic listening**—both believing and entering into the story of another. As such, empathy involves risk. The listener risks feeling the pain and suffering of the "other," thereby moving out of his/her comfortable protective shell of "self" into an unknown world. This shift can be both uncomfortable and challenging because when we empathize with another we cannot help but change ourselves.

**Humility in Christ is another essential characteristic of Christian friendship** and is required of all persons who are hoping to create safe, caring and inclusive school communities, free of violence and bullying behaviours. This humility is

spoken about in Philippians 2:1-11 in which Paul, writing to the early Christian community, reminds the newly baptized that they must put on the mind and heart of Christ by exercising humility in their relationships with one another.

In his letter to the Christians at Colossae and Ephesus he stressed humility as a critical virtue in developing loving communities: “Put on then, as God’s chosen ones, holy and beloved, compassion, kindness, humility, meekness, and patience.” (Co 3:12); and, “Live a life worthy of the calling to which you have been called, with all humility and meekness, with patience.” (Eph 4:1-2)

In our culture competition, power and independence are touted as prerequisites to success and happiness. The notions of humility and meekness are hardly popular concepts and ones that could easily be dismissed by teachers and students as irrelevant and draconian. Students, therefore, need opportunities to consider the possibilities of living a life of humility by allowing the Scriptures to resonate within their hearts and by reflecting upon this wisdom. The Christian virtue of humility demands of us that we:

**Surrender attitudes of superiority and assume the lowly position.** Our stance towards others shifts dramatically when we embrace Jesus’ model of relationship. He was a humble servant who never sought power, prestige, worldly comforts or publicity. He was content to lead an insignificant existence and to associate with the marginalized. Paul reminds us to follow Jesus’ example and to “do nothing from selfishness or conceit, but in humility count others better than yourselves.” Paradoxically, from the Christian position, the lowly will be specially blessed by God. From God’s perspective the humble are most exalted. “God opposes the proud and gives grace to the humble.” (1Pt5:5)

**Turn our faces to God where we will be filled with the Spirit of Christ** to prepare us for the work of “spiritual friendship.” When we recognize our human frailty and admit to our incompleteness we begin to realize our dependence upon God. Once we acknowledge that we can’t do it alone God fills us with God’s love, joy, peace, patience, kindness, goodness, faithfulness and self control—the fruits of the Spirit that equip us to love as Jesus loved. (Gal 5:22-23)

**Appreciate that God gives different people different gifts and never gives one person all the gifts.** This is God’s way of keeping us humble and ensuring that we will remain dependent upon one another. What one does not have within him/herself can be found in another. In this way humility is preserved and the body of Christ is strengthened because of our need to lean on one another. In a very practical sense we have been created for one another.

**See the face of Christ in those who suffer.** Christian humility allows us to look up to those who society may have forgotten or rejected and discover the spark of divine within them. When we humble ourselves and search out the poor we find Christ.

**Reach out in service to others.** The lowliness of Christian humility propels us to service. Christ’s life was a life of loving service to the downtrodden, powerless and disadvantaged. Christ responded to the needs of the oppressed and even on the eve of his death washed the feet of his disciples and reminded them that “there is no greater love than to lay down one’s life for one’s friends”. Arrogance and pride distract us from the mission of service to the lowly.

**Respond to the inspirations and promptings of the Holy Spirit** which requires of us a prayerful receptivity and a commitment to a spiritual discernment process. God does not call us into abusive relationships, nor does he ask us to be doormats for those who would exploit our kindness and generosity. Thus, the importance of cultivating spiritual antennae that will help us to know God’s will in any given circumstance.

**Look within ourselves to discover the dark corners of our hearts and to celebrate our unique gifts.** A humble person invites God into this place of self reflection, unafraid to look at his/her own weaknesses and faults because God is present.

**Work at mutual understanding in our relationships** through open and honest conversations characterized by authentic personal story-telling and disclosure of emotions, thus revealing the inner landscape of one’s heart. This willingness to self-disclose offers pathways into intimate relationships that forge strong supportive communities.

#### 4. EXPECTATIONS

- a) **Ministry**-Health and Physical Education Healthy Living Unit 1 7p3,7p14,6p15 Harassment, personal safety; Unit 4 Growth and Development 7p11, 7p12, 7p13 Effective communication skills
- b) **Fully Alive Grade 7**-Theme 1 Topic 2-Different styles of personalities Theme 2, Topic 3, Loyalty, peer pressure Theme 4 Topic 1Responsibilities facing maturing adolescents, responsible decision-making Topic 2 Responsibilities towards self and others, including friends. Theme 5 Topic 2 Responsibilities of the members in a group
- c) **CGE**-CGE1i integrates faith with life CGE2a listens actively and critically; CGE3c thinks reflectively and creatively to problem-solve; CGE4a demonstrates a confident and positive sense of self and respect for the dignity and welfare of others; CGE5a works effectively as an interdependent team member; CGE7b accepts accountability for one’s own actions.
- d) **Ontario Curriculum Unit Planner**-Sub-task #7-harassment, attitudes and values founded on Catholic Social teachings and Biblical references re: Personal Safety

## **5. ANCHOR CONCEPTS-Catholic Social Justice Teachings**

### **INTERDEPENDENCE**

The notion of interdependence celebrates the giftedness of the individual in relation to others. St. Paul's doctrine of the Body of Christ helps us to appreciate that we are part of a greater whole and that our actions impact the well-being of others. Interdependence recognizes that we benefit as individuals and as a collective from the diverse talents and gifts of our friends and classmates.

### **CONFLICT**

Conflicts of a group arise when members of a group do not share the same view and must struggle to achieve justice. Human persons were created to live in community and conflict is a natural part of the process of striving to live a common life that is just for all. Conflict frequently evokes powerful emotional responses which are a natural part of our humanity. Very often, these responses help us to recognize problems and needs that demand to be justly addressed.

### **COMMUNITY**

The Christian community is 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 moments of weakness the community reaches out to help those who suffer.

## **6. ASSESSMENT OPPORTUNITIES**

A variety of activities have been provided that can engage students of all learning styles and academic competency. Opportunities for listening, reflecting, group process work, collaboration, writing, speaking and dramatic interpretation afford many pathways into the learning and many junctures for the teacher to assess learning. A rubric for the writing in role activity (to follow) is provided as a possible means of formal assessment.

**RUBRIC-Writing in Role and Thought-tracking**

| Criteria  | Level 1   | Level 2  | Level 3  | Level 4  |
|---|---|--|--|--|
| <p><b>Knowledge/Understanding</b></p> <ul style="list-style-type: none"> <li>• character’s point of view and attitudes</li> <li>• relationships among characters</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> few points of view, attitudes, and reactions expressed by the character are believable within the context of the scenario</li> <li><input type="checkbox"/> comments about other characters show limited understanding of motivations and bullying dynamics</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> some points of view, attitudes, and reactions expressed by the character are believable within the context of the scenario</li> <li><input type="checkbox"/> comments about other characters show some understanding of motivations and bullying dynamics</li> </ul>                                       | <ul style="list-style-type: none"> <li><input type="checkbox"/> most points of view, attitudes, and reactions expressed by the character are believable within the context of the scenario</li> <li><input type="checkbox"/> comments about other characters show considerable understanding of motivations and bullying dynamics</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> points of view and attitudes expressed by the character show thorough and insightful understanding of self and situation</li> <li><input type="checkbox"/> comments about other characters are insightful and may reveal unexpected (but believable) motivations and bullying dynamics</li> </ul>                                |
| <p><b>Thinking/Inquiry</b></p> <ul style="list-style-type: none"> <li>• creativity</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> shows limited creativity in imagining events and characters</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> shows some creativity in imagining events and characters</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> shows considerable creativity in imagining events and characters</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> shows a high degree of creativity in imagining events and characters</li> </ul>  |
| <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• audience appeal</li> <li>• organization</li> <li>• voice and personality</li> </ul>                    | <ul style="list-style-type: none"> <li><input type="checkbox"/> includes limited engaging detail and description for thought-tracking exercise</li> <li><input type="checkbox"/> organizes thoughts with limited logic (may not include clear beginning, middle, and end)</li> <li><input type="checkbox"/> created a voice and personality for the character with limited effectiveness</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> includes some engaging detail and description for thought-tracking exercise</li> <li><input type="checkbox"/> organizes thoughts into a somewhat logical beginning, middle, and end</li> <li><input type="checkbox"/> created a voice and personality for the character with some effectiveness</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> includes considerable engaging detail and description for thought-tracking exercise</li> <li><input type="checkbox"/> organizes thoughts into a coherent and logical beginning, middle, and end</li> <li><input type="checkbox"/> created a voice and personality for the character with considerable effectiveness</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> includes highly engaging detail and description for thought tracking exercise</li> <li><input type="checkbox"/> organizes thoughts into a highly effective and coherent beginning, middle, and end</li> <li><input type="checkbox"/> created a highly engaging and believable voice and personality for the character</li> </ul> |
| <p><b>Application</b></p> <p>To life experience</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> integrates faith and life experience into role play with limited effectiveness and limited evidence of personal growth</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> integrates faith and life experience into role play with some effectiveness and some evidence of personal growth</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> integrates faith and life experience into role play with considerable effectiveness and some evidence of personal growth</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> integrates faith and life experience into role play with some high degree of effectiveness and evidence of personal transformation</li> </ul>  |

## 7. CORE LESSON- 120 Minutes

### Objectives:

1. to raise awareness re: the biblical norms for positive life-giving relationships
2. to learn the value of empathy as the cornerstone of Christian relationships
3. to understand the value of humility as a Christian stance towards relationships
4. to rehearse attentive listening, empathic responses and conscience-driven decision-making in responding to everyday relationship struggles

### Content:

- **Human beings are created by God to be in relationship**-with self, God and others
- **Positive relationships don't "just happen"**- commitment and hard work are needed
- We can look to **role models and gospel norms** to get pointers on how to effectively be in relationship with others
- **Good communities are built one relationship at a time**-there is no easy road
- **Friendship** is more than a "feel good" relationship. It requires empathy and deep caring
- **Empathy** is the cornerstone of good relationships-Jesus is the best model
- **Perspective-taking** –A humble/empathetic person appreciates another's viewpoint and is willing to share in his/her pain and joy
- **Sensitivity**-A humble/empathetic person is "tuned into" others
- **Self honesty**-A humble/empathetic person knows there own strengths and weaknesses and is not snobby about them
- **Serving others**-A humble/empathetic person is willing to take a back seat and consider others first
- **Attentive listening**-A humble/empathetic person listens with their "eyes," "ears" and "heart"
- **Conscience-driven decision-making**-A humble/empathetic person consults God and responds to the promptings of the Holy Spirit
- Bullying behaviours will decline in a school if all persons commit to cultivating EMPATHY and HUMILITY

### Teaching Strategies

#### Introduction: Relationship Thermometer (Self-Test)-10 minutes

Introduce the activity in this way: None of us can survive alone. We are made to be in relationship-with ourselves, with God and with our friends and families. Let's stop for a moment and reflect on how healthy our relationship skills are. As I read each of these *True* or *False* statements place a tick mark  on your page for every true and an  for every false statement. Let's begin:

- I love to be in charge
- I think I am better than most people
- I like things done my way
- I usually have the best solutions to problems
- There are a lot of people in this school that aren't my kind of people
- I am tougher than most people my age

- I'm not afraid to tell people off if I'm mad
- It's important for me to look "cool" with my friends
- I'm the leader of my group
- Most kids are afraid to talk to me
- There are certain people in this class I can't stand
- I find it hard to control my irritation
- I find it hard to be accepting of people who are different than me
- I wish our society wasn't so multicultural
- My religion is the right religion
- Breaking rules is a challenge for me
- I fight with my family a lot
- When people disagree with me I get really frustrated
- I belong to a gang
- I enjoy teasing other people
- Some people deserve to be left out
- Some people are so "out of it" that I can't be bothered talking to them
- Rumours are the best way to find out what people are really like
- I'm not interested in other people's problems
- I can't be trusted with a secret
- When my friend asks me my opinion I tell the truth no matter what
- The less people know about my feelings the better
- If my friend is going through a hard time I want to clear out until it's over
- I refuse to forgive people who let me down
- I blame other people when things go wrong
- I think it's funny when other people make mistakes
- When I play a game I have to win
- I get jealous when others succeed
- I seek revenge when people hurt me
- If I'm not the best I worry what other people are thinking
- I like to tease people
- I keep my good ideas to myself
- I don't like to share my stuff
- I hold a grudge
- I don't trust anyone but myself

There were 40 statements. [Most statements were negative relationship traits.] How many "Trues" are on your sheet? If there are a lot you might want to seriously think about how you are treating others and what changes you could make. Do you need to talk to someone to sort out your relationship problems? Where's the best place to start? Consider the following scripture passages about right relationships. How many of your actions/attitudes directly contradict these Biblical norms?

“I, therefore, the prisoner of the Lord, beg you to lead a life worthy of the calling to which you have been called, with all humility and gentleness, with patience, bearing with one another in love, making every effort to maintain the unity of the Spirit in the bond of peace.” Eph: 4:1-2

“Live in harmony with one another; do not be haughty, but associate with the lowly; do not claim to be wiser than you are.” Romans 12:16

### Warm Up Activity-10 Minutes

#### Walk-walk-walk

Students gather in large open space like a gym. Teacher chooses fast-paced music (preferably *instrumental only* so students “listen” to their thoughts rather than the words of the song) to accompany students as they move around the open space. RULES: There is to be no talking whatsoever, no running, no pushing or no shoving. The object of the game is to keep moving at all times and to be aware of one’s feelings as the game proceeds. Instruct students to pay attention to their feelings and thought patterns and to stand quietly between “sets” of music to listen to the instructions for the next “walk”.

#### Teacher Instructions:

- **You are a playground bully.** Locate your target on the playground. Attempt to intimidate without talking or touching in any way. Stay on their tracks! PLAY MUSIC for 1 minute, then stop music.
- **Change. You are now a target of a playground bully.** In your mind identify the bully. DO NOT MAKE DIRECT EYE CONTACT but keep the bully in your line of vision. Stay as far away from the bully as possible. You are in danger of being hurt. There are no teachers or friends to help you. You must keep moving!! PLAY MUSIC for 2 minutes, then stop music.
- **Change. Now you will add a human shield to protect you.** Without identifying the person or making any visible contact, pick a second person who you will use as a human shield. Keep the human shield between you and the bully at all times. Avoid eye contact with either the “bully” or the “shield”. You must stay vigilant. The “bully” must never come between you and your “shield”. Keep moving—pay attention because now you need to keep track of two people! PLAY MUSIC for 3 minutes, then stop the music.

#### Debrief:

- How did it feel to be ‘stalking’ someone else? (bully)
- How did it feel to be afraid or intimidated by someone? (victim)
- Of what help was the addition of a human shield?

- How did you feel while you were trying to keep track of your bully?(This is the same hyper vigilance that is required by anyone who is being victimized at school)
  - Was it tiring? Was it scary? How long do you think it lasted? (3, 5, 15 minutes?)
  - How does Jesus call us to be “human shields” or “a circle of friends” for one another?
- Can you think of a bible story in which a victim of bullying is taken care of? (Good Samaritan) Read the story of the Good Samaritan. Explain that Samaritans were considered the “untouchables” in the Jewish culture yet this man “on the margins” was the one with the “heart” to reach out and help.

### CASE STUDY ANALYSIS -45 minutes

- In small groups of 3-4 students assign different case studies (**See Black Line Master#1**).
- Ask students to discuss if bullying is involved in their case study. Why or why not?
- Ask students to brainstorm “feeling words” to describe what they think the victim may be thinking or feeling through this experience.
- Now brainstorm “motives” of the person who is bullying. Try to imagine what the “pay off” is for the bully.
- Invite students to prepare a **tableau (Frozen Sculpture)** to reflect the emotion of the story. Only *after* the audience has an opportunity to see the tableau a narrator reads the case study.
- Ask the audience to consider: How effectively did the actors portray the case study? Could you see the “feelings”?

### WRITING IN ROLE & THOUGHT-TRACKING-30 minutes

#### An Empathy-building Activity

#### Part A: Narration and Tableaux

Choose one or more of the case studies in **Blackline Master #1** to extend in this way:

- All students return to their seats. The teacher collects the case studies and chooses one for deeper consideration. Ask for two volunteer readers--one to read the case study aloud; the other to read the scripture passage. Explain that you will be tapping various students to return to the open space and assume the posture (frozen statue) of any one of the characters in the case study (their choice). Ahead of time, ask for a volunteer to play the role of Jesus. Tell this volunteer that once the actors are on stage, he/she will wander amongst them and communicate Jesus’ *empathetic presence* by using facial expressions and gesturing.
- As the case study is read by the volunteer reader #1 the teacher taps several individuals who come to an open space in the classroom and assume a pose that reflects the feelings/mood of the story.

- As the story continues several other students are tapped to join the tableau. More than one student can represent any given character.
- The Scripture is read by volunteer reader #2:

|  |
|--|
| Romans 12:9-12 Marks of a True Christian |
|--|

- The teacher taps the student who is playing Jesus. “Jesus” walks amongst the statues and pauses briefly beside each one. With a facial expression or a touch Jesus acknowledges each one in a meaningful way.

### Part B: Writing in Role

- The teacher invites all students to return to their seats. Each student is asked to imagine that they are the person being victimized in the Case Study. In this role, the student is asked to journal (Writing in Role) his/her thoughts and feelings –it may be in relation to the presence of Jesus or not—leave this very open-ended. [Optional: Play the music *What if God were one of us...* while the students are writing in their journals]
- After 5-10 minutes of journaling the students are invited to place their heads on their desks. The teacher rotates around the room and taps one student on the shoulder. This student will begin to read his/her journal aloud. As a second person is tapped the first one gradually trails off reading (like lowering the volume on a radio) just in time for a third person to be tapped. This person begins to read while the second person is still reading (now more softly and trailing off), and so on. There should always be at least two persons reading simultaneously (one louder, the other trailing off softly). If the reader finishes reading the entire journal he/she may go back and re-read sections until it is time to trail off. It can also be effective if a short poignant passage is chosen from the journal entry and read over and over again. Students should be given the freedom to choose what part of the journal to read aloud. Students who do not wish to read their journal have the option to “pass”. Students who do read are encouraged to project loudly at the outset, to lower the volume and then to softly die down as the next person is tapped. TWO people are reading at all times.
- De-brief this activity by asking students to discuss:
  - How did this exercise help you to empathize with those who are bullied?
  - What was your feeling as Jesus entered into the scene?
  - What did body language of the tableau actors tell you about the emotional impact of bullying?
  - What did the activity teach you about the motives of those who bully?
  - Did this exercise change your ideas about what you will/will not do the next time you observe bullying happening?

**CONSCIENCE ALLEY-20 minutes****Preparation:**

- ✓ A large open space (gym, playground, hallway)
- ✓ Case study cards (**See Black Line Master #1**)

- **Teacher introduction:** Relationships are often messy. People don't always get along and sometimes other people will try to push us around or make us feel bad. If these people are more powerful or stronger than we are, and they make a habit of putting us down, this is BULLYING.
- Good friends look out for each other. They observe carefully, listen attentively, and are sensitive to how God speaks to them through the promptings of the Holy Spirit. When we ask God to guide our minds, our hearts and our actions we can count on God to speak. Sometimes it takes a lot of courage to stand up for what is right-either in defence of ourselves or of someone else, especially when bullying is involved.
- A good friend can help a person who is in trouble in three main ways. The ABC's of good friendship will be put to use in this activity called CONSCIENCE ALLEY designed to give the conscience exercise:
  1. **ADVISE-** Give the person helpful suggestions on how to work through the problem  
*"So do not be foolish, understand what the will of the Lord is." Eph 5:17*
  2. **BUILD-UP-**Encourage, support, give a helping hand  
*"Therefore encourage one another and build up each other." 1 Thess 5:11*
  3. **CORRECT-**Challenge your friend to STOP behaving badly and to do the right thing  
*"Exhort one another every day...so that none of you may be hardened by the deceitfulness of sin." Hebrews 3:13*

**A CONSCIENCE ALLEY (sometimes called Corridor of Voices)** is a drama structure used to provoke critical thinking skills and activation of one's conscience. Randomly divide the class into two equal groups. Form two parallel lines facing each other. The corridor or alley created by the two groups should be about 10 meters long and 1 meter wide, just wide enough for a person to walk through comfortably. Students volunteer to take turns walking down the conscience alley. The teacher stands at the opposite end of the alley and reads out one of the case studies used in the previous activity. NOTE: The person walking down the alley may be assigned either the role of BULLY or VICTIM in the story. Make sure everyone is clear about the role that has been assigned before the candidate "walks" down the alley/corridor. The teacher gives the students a minute to consider what kind of advice or support they can offer the person struggling with this situation. As the student walks slowly through the alley he/she must stop and make eye contact with each class member in turn. As she/he does so, the person in line offers one word or a short phrase of wisdom, support, guidance or encouragement to the person suffering with the dilemma. *The words of advice heard in the alley are meant to represent the thoughts of the "conscience" or "inner voice"*. Students may say "Pass" if they do not have anything to offer. As the person reaches the end of the alley he/she is invited to consider all of the advice given and then to announce his/her DECISION on

how to handle the situation. The rest of the class must listen carefully with no condemnation. This activity is repeated several times using different relationship situations as per case studies in **Blackline Master #1**. A CONSCIENCE ALLEY requires considerable trust and maturity but it is worth it!

### OPTIONAL ACTIVITIES

#### School Climate Check-up-Four Corners-30 minutes

Ask students to gather in a large space in the centre of a room. Two or three classes can come together to do this activity in the gym. The results can be a bit of an “eye opener” for everyone. All participants are encouraged to respond honestly to the questions that will be read (a microphone may be necessary). The students move to one corner of the room in response to each statement (**See Black Line Master #2**). The four corners of the Room are: No Opinion, STRONGLY AGREE-Most of the Time, AGREE-Sometimes, DISAGREE-Not true. De-brief with the large group: Any overall observations? Any recommendations on how we can create a more positive school climate?

#### Role on the Wall-60 minutes

This activity provides opportunities for students to consider whether or not there is a typical bully profile and a typical victim profile. Students will identify typical EXTERNAL behaviours/attitudes for each role (based on previous life experience); and then they will be asked to speculate on the INTERNAL MOTIVATIONS of the person in that role.

- Divide the class into two groups- the bully and the victim.
- Assign a discussion facilitator and recorder for each group.
- Provide each group with a large life-like androgynous outline of a person (like a large gingerbread shape).
- Label one group’s image **The Bully** and the other group’s **The Victim**. Label the body *inside* and the space around the shape *outside*.
- Gather the two groups in different locations (e.g. opposite sides of the room).
- Invite each group to brainstorm words that describe what they think is going on *inside* and *outside* the two types of individuals.
- After the discussion is exhausted the two groups join together and compare the charts.
- It is interesting to compare the Bully and the Victim charts. While the external behaviours are very different students will frequently identify that the inner motivations and fears have some words in common.
- This exercise points to the multi-dimensional aspects of the bullying phenomenon and the complexity of the causal factors in the bullying dynamic.
- Students frequently conclude that it is not as simple as a polarized “good guy” and “bad guy” phenomenon.
- **Closing Questions:** What is the role of the bystander in ensuring that both those who bully and those who are victimized get the help/support they need to transform their behaviours?

**Create a “famous” Quote-Think/Pair/Share-40 minutes**

Much has been written about relationships, and especially about friendship. See **Black Line Master#3** for some famous quotes. Invite students to read the list and pick their favourite. Then, turning to an elbow partner, share their “best pick.” Together the partners create another good quote and post it on the class chart. The class can come up with a title for the Quote wall. One example is: “Build a better world-one relationship at a time.”

**Another Empathy-Building Activity-60 minutes**

**Part A: Visualization Exercise:** Ask students to close their eyes and imagine a time when they felt left out, humiliated, put-down, harassed, teased, frightened or bad in any way.

**Part B: Word Web:** Invite students to “stay connected” to these feelings while they collectively brainstorm words that describe how a person who is victimized by bullying might feel. Some samples are listed in the box to follow:

| <i>Feelings Web</i> |             |           |             |           |
|---------------------|-------------|-----------|-------------|-----------|
| afraid              | bewildered  | gloomy    | hassled     | hesitant  |
| bitter              | cautious    | hurt      | inferior    | irked     |
| concerned           | confused    | sensitive | yucky       | miserable |
| depressed           | discouraged | restless  | anxious     | edgy      |
| apprehensive        | numb        | reluctant | exasperated | furious   |
| angry               | overwhelmed | alarmed   | weary       | disturbed |
| ashamed             | worried     | scared    | mad         | small     |
| terrified           |             |           |             |           |

**Part C: Miming:** Mirror, mirror on the wall...Using words from the Feelings Web students work in pairs to demonstrate one (or more) of the feelings. Students may employ facial expressions and body language but there can be no speaking. One student mimes and one guesses which word is being mimed. Then they switch roles.

**Part D: Tableau or Frozen Sculpture:** Two pairs combine to form a small group of four students. Students create a tableau in which each sculptor represents one of the “victim emotions” on the word web. The tableau scene should “tell a story” of exclusion or victimization. An extension of this activity would be to dissolve from one frozen frame into a second and then a third—each time the scene would change to show either an escalation of the victimization or movement to freedom/release from the bullying situation.

**Feelings Measure-30 minutes**

Using **BLACK LINE MASTER #4** provide students with an opportunity to get in touch with behaviours that make them feel bad about themselves or make them angry. In small groups ask them to compare their reactions. This exercise will illustrate that everyone has a different emotional response to situations depending on their personality make-up

and past experiences. These conversations will help to dispel the myth that we all have identical emotional responses and therefore must “know” what someone else is feeling—simply, not so!

### **Create a Welcome Kit - 60 minutes**

It is rare that a school year passes by without a new student moving into the community. New students are more likely to be accepted if a special effort is made to welcome him or her. Begin the lesson by asking students these questions:

- How would you feel if you had to change schools?
- How would you want your new class to treat you?
- What would you wish for in a “welcome” protocol/plan for new students?

With this background, ask students to brainstorm a “Welcome Kit” that could be prepared in advance in case a new student joins the class. The kit might include a checklist of courteous welcome procedures (e.g. make sure the new person has someone to eat lunch with) to tangible items such as a map of the school, information about clubs, or a small gift such as a school T-shirt or a coupon for the school snack bar. Work together to compile the kit, decorate it, and keep it in a special place—awaiting the day of a newcomer!

### **Badge of Honour-45 minutes**

Invite students to brainstorm words that reflect the kind of person who emulates gospel values in daily relationships (generosity, respect, care, understanding, empathy, advocacy, etc.) Ask students to think of someone in their own lives who exemplifies these virtues. Provide cardstock paper, felt markers, gold paint and any other “glitter” to create a BADGE of HONOUR for this special person. Each student will design, draw, label and colour his/her own badge. It may be a friend, relative, classmate, teacher, coach, support worker. Plan a ceremony with a liturgical focus in which the badges of honour are presented to these special guests. (Send the students on a scavenger hunt to find appropriate scriptures to highlight the virtues they are celebrating.) Alternately, a student may choose to acknowledge the virtuous life of a public figure, in which case the badge should be mailed to this person along with a covering congratulatory letter explaining how the person was chosen as a recipient.

### **“Best Friend” Interview-45 minutes**

Ask students to interview an older person—teacher, neighbour, employer or family member about a friendship that has stood the test of time. Ask them to profile these “best friends” by describing characteristics about that person and specific circumstances that reveal this person to be a true friend. Teachers may choose to link this activity to a media unit in literacy wherein students may film the interviews and use excerpts to create a composite media showcase of “Everyday saints—best friends in action.”

### **Create a Cartoon Strip-60 minutes**

Working in pairs or small groups, students begin this activity by brainstorming two lists:

| WAYS TO BE A FRIEND<br>(Friendly)  | WAYS TO HURT A FRIEND<br>(Unfriendly)  |
|--|--|
| Examples: <ul style="list-style-type: none"> <li>• Understanding</li> <li>• Trustworthy</li> <li>• Encouraging</li> <li>• Notice when you are sad</li> </ul> | Examples: <ul style="list-style-type: none"> <li>• Teasing</li> <li>• Blabbing secrets</li> <li>• Talking behind your back</li> <li>• Lying</li> </ul> |

Using this list as a reference point the pair/group develops a cartoon strip using “Friendly” and “Unfriendly” as main characters in the narration. The cartoons can form the basis for a skit, a children’s comic book or a story board for a media production.

**Friendship Poll-45 minutes**

Whole class, students brainstorm what they value most in a good friend. Together, they narrow down the list to their “Top 10.” Compile these ten words in random order. Distribute the list to each student. Individually, students are to rank order the “values”. In groups of 5-6 students share and compare their results and then problem-solve a creative way to illustrate their findings to the larger group. A graph, poster, poem, slogan, cheer or pledge are a few possibilities.

**Relationship Role-play-45 minutes**

Begin the lesson by reading from St. Paul the model for Christian love: Col. 3:12-14. Assign pairs of students scenarios that challenge them to respond in loving kindness to a friend, sibling, parent or teacher (**See Black Line Master#5**). Ask the students to role play the scenario several times experimenting with different types of interactions. Partners may switch roles back and forth in order to empathize with the two positions being portrayed. After a suitable time frame pairs may swap scenarios with another group. At the end of the activity de-brief whole class: What did you notice about the communication dynamic? What strategies helped to problem-solve the situation so that both people were happy? What attitudes caused one person to feel irritated? angry? unheard? Did your own personal opinion change as the activity progressed? Was it difficult to take the high road when there was a moral, legal or ethical dilemma?

**Friendship at Risk-30 minutes**

- Clear the desks to the perimeter of the room
- Run a long piece of wide masking tape down the centre of the room
- Print the Words “Friendship at Risk” on the tape
- At one end of the tape print LEAST HARMFUL and at the other end of the tape print MOST HARMFUL
- Ask students to stand either side of the tape and to listen carefully as you read Risk factors aloud. (**See Black Line Master #6**) Each factor is an attitude or an action that could potentially put a friendship at risk.

- As you read each risk factor students position themselves anywhere along the tape depending on the level of harm or hurt that they think would be caused to the friendship.

**Blackline Master #1****CASE STUDIES for Conscience Alley**

1. Matthew, a seventh grader. He has a medical condition that only his parents and classroom teacher have knowledge of. He is a really smart kid and gets good grades. However, whenever there is a lot of loud chatter or confusion he gets very agitated and will sometimes shout at his classmates to be quiet. If the teacher is angry with the class Matthew is very sensitive to the teacher's tone of voice and may start to cry or scrunch papers into a tight ball. If there is a change in routine, or an unexpected interruption, Matthew protests loudly. The class is fed-up with his moodiness and has begun to call him "cry baby" and "moody Matty." The teacher has asked the class to stop the name-calling but they insist that Matthew deserves it because he is so hard to get along with.
2. Mario and Raymond are the tough guys in the class. They like contact sports and really enjoy opportunities to get physical on the field. They have no use for guys who are "artsy." They especially dislike the small group of Grade 8 boys who are involved in the school choir and drama club. They are in the habit of walking behind them in the hall and whispering "drama queen" or "fag boy". If onlookers are present the tough boys mime a mock choir recital for the benefit of the audience. The role play brings peels of laughter from their peers and the real choir boys slink off in embarrassment. The Grade 8 teacher is a huge sports fan and also makes fun of the boys who opt for gentler pursuits.
3. Gloria is the last to be chosen for the baseball team in Grade 7 gym class. She is scared of fast moving balls. She finds the bat heavy and worries at the prospects of striking out again. The game is tied 5-5 when Gloria comes up to bat. As she stands at the plate waiting for the first pitch she hears taunts of "loser" from the opposing team. Her own team begs the teacher to allow a substitution for a better batter but the teacher refuses. It is Gloria's turn. After what seems an eternity Gloria strikes out-- just in time for the lunch bell to ring. She quickly escapes into the change room where she hides in a cubicle. She overhears the other girls complain about her. One girl remarks, "even if she hit the ball she's too fat to run to first base." Gloria stays in the cubicle until everyone has returned to the classroom. She walks straight outside without going back to her locker for lunch. She is too upset to eat.
4. George, the new boy in class is approached by Sammy to look at his graphic novel at lunch. George moves his chair over to Sammy's desk visibly pleased that someone has decided to talk to him. Before long a group of loud boys starts to taunt George calling him a "geek lover." George looks confused and hurt. He quickly flips through the rest of the novel and then says that he has some homework s to do to get ready for afternoon classes. Later in the day, when Sammy asks George to work with him on a science project, George glances over at the same group of boys who motion to him to leave Sammy and join their group. George crosses the room and begins to chat with his new friends. Sammy looks down and shifts his feet uncomfortably. The teacher asks for a

volunteer to work with Sammy. Finally a quiet girl who has trouble speaking English agrees to change groups and work with Sammy.

5. Joe and Susy are working with Georgia and Frank on a group presentation. The teacher has told them that everyone in the group will get the same mark and that they are all to pull their weight. Georgia has trouble reading and it takes her a long time to write even one paragraph. Susy and Frank are frustrated that Georgia is slowing them down. Joe defends Georgia by explaining that she is “special” and says that “we have to be nice to her because she isn’t smart like us.” When Georgia hears this she laughs nervously and reminds them that she is a good singer and an artist. In the end, they assign Georgia the job of creating a fancy title page for the project. The teacher is delighted and congratulates Georgia for making the project “real pretty.” Secretly, Georgia feels bad that her group never talked to her about the other parts of the project. They had a lot of fun amongst themselves and just stuck her in a corner with a paper and crayons.

6. The whole class decided they hated history class. The textbook was full of difficult terms, the assignments were too time-consuming and there were never any fun activities. The teacher’s heavy foreign accent added to the tediousness of the class. One of the more lively students began making spit-balls and whenever the teacher would turn her back he would aim for the back of her head. Every day a new student would join in the attack. At first the teacher pretended she didn’t notice but soon the spit balls were flying fast and furiously and she was forced to say something. Unfortunately the code of silence ensured that no one would confess or report on the others. Some of the kids felt sorry for the teacher but were afraid to speak up. They could see she was near the breaking point. One day she burst into tears and ran out of class.

7. A group of four girls are standing together at the Grade 8 graduation dance. They all had their hair done at the local salon and are wearing beautiful silky dresses with thin straps. Jane walks into the room wearing a long-sleeved flowered cotton dress. Her parents wanted to buy something sensible that Jane could wear again to church and family gatherings. As she walks by the group of popular girls she overhears one of them saying that “plain Jane” is going to win the “ugly Betty” award at the graduation ceremony. Jane rages inside not sure if she’s angry at her parents or her friends. Back at school on Monday the same four girls snicker and roll their eyes as Jane walks by—one of them dares to call out “another nice outfit Betty.”

8. Joe asks Martha to attend the regional basketball championships at a neighbouring school. Martha is a great athlete and loves to play and watch all sports. She thought that it would be fun to go with Joe. She doesn’t know him too well but he has been in her music class all year. He seems real nice and is kind of cute. The game is exciting, Joe is fun to talk to, and in the last minute of the game their school shoots the winning basket. On the walk home Joe suggests a short-cut through the park. Martha agrees but starts to worry when Joe makes sexual advances and doesn’t seem to want to take “no” for an answer. He pins her against a tree and aggressively kisses her despite her protest. She manages to get away and runs as fast as she can the rest of the way home. She is afraid to

say anything to her parents. For the rest of the year she avoids Joe's stares and is afraid to walk home alone.

9. Mr. Samson is a real math whiz. He loves numbers, formulas and problem-solving. Josephine is an A student overall but really struggles with Math. She has to work very hard to maintain a B in Math but has always been able to do so with the help of supportive teachers. This year is different. Mr. Sampson doesn't seem interested in helping the average to below-average student. He spends all of his time with three students who represent the school at regional Math competitions. He has no patience when students don't get it the first time and is known to throw chalk and blackboard brushes at students who give wrong answers or don't do their homework. Determined to do well, Josephine musters the courage to ask Mr. Samson to re-teach a concept that she still doesn't understand. He flew into a rage and told her that "anyone so stupid will never make anything of herself." Humiliated and frightened Josephine never asked another question all year. She managed to keep her B in Math but only because her parents paid for a tutor.

10. Liz was always picked on by her peers because she was very small and timid. When the other girls were developing into young women Liz remained very girlish in her body, interests and mannerisms. She had acquired the nickname "little lizard" which she had grown to hate. When the class was studying Theme Three in Fully Alive she was continually teased about the fact that she was a "late developer." One day at the mall a group of girls saw Liz examining a rack of sexy underwear. One of them shouted out—"heh Lizzy you won't need one of those anytime soon". What she didn't know was that one of them had taken her photo at the "bra counter" and posted it on the internet. By the time she got to school on Monday she was the target of a huge joke. Her locker was plastered with lingerie ads and the whole class was laughing hysterically. When she dissolved into tears her teacher took her aside and told her she needed to "lighten up and get a sense of humour."

**Blackline Master #2****SCHOOL CLIMATE CHECK UP**

**Instructions:** Move to one of the FOUR CORNERS in the room when the statement is read. The Four Corners are: No Opinion, STRONGLY AGREE-Most of the Time, AGREE-Sometimes, DISAGREE-Not true

- 1) In our school no one is an outsider
- 2) In our school everyone is welcome
- 3) In our school we treat others the way we want to be treated
- 4) Spreading rumours happens
- 5) Name calling goes on in our school
- 6) New students are made to feel specially welcome
- 7) It's okay to be different in our school
- 8) People rat on each other
- 9) If we see someone being bullied we tell
- 10) Kids who are having trouble with school get help from their friends
- 11) Kids who are having trouble at school get help from their teachers
- 12) Parents are welcome in the school
- 13) We stand up for ourselves and each other
- 14) It's cool to be kind here
- 15) Good manners are important here
- 16) There are many "geeks" and "losers" in our school
- 17) Some people are made fun of
- 18) There are "in" groups and "out" groups
- 19) Teachers have favourites
- 20) We cooperate with each other
- 21) Everyone is encouraged to do their best
- 22) People are treated fairly
- 23) School is a positive place to be
- 24) This school feels safe
- 25) I look forward to school
- 26) People respect each other at this school
- 27) We have the right to express our opinions here
- 28) We have the right to make decisions about our lives here
- 29) I dread coming to school
- 30) I'm happy at this school

**Blackline Master #3**

**FAMOUS QUOTES**

“A friend loves at all times.” Proverbs 17:17

“If you judge people you have no time to love them.” Mother Teresa

“A friend is a present you give yourself.” Robert Louis Stevenson

“Maturity begins to grow when you can sense your concern for others outweighing your concern for yourself.” John McNaughton

“Friendship is the only cement that will hold the world together.”  
Woodrow Wilson

“It is not simply enough to ‘live and let live’: genuine tolerance requires an active effort to try to understand the point of view of others.”  
Aung San Suu Kyi (1991 Nobel Peace Prize Laureate)

“Wherever there is a human being there is an opportunity for kindness.” Seneca

“The only way to have a friend is to be one.” Ralph Waldo Emerson

“The best way to destroy an enemy is to make him a friend.” Abraham Lincoln

“Who finds a faithful friend, finds a treasure.” Jewish saying

“A friend is one who knows us, but loves us anyway.” Cummings

“It is the weak who are cruel. Gentleness and kindness can only be expected from the strong.” Leo Rosen

“Kindness gives birth to kindness.” Goethe

“A faithful friend is the medicine of life.” Apocrypha

“Two are better than one...for if they fall, one will lift up the other.” Ecc. 4:9-10

“No one has greater love than this, to lay down one’s life for one’s friends.”  
1 John 15: 13-14

**FEELINGS MEASURE**

**Blackline Master #4**

Here is a list of statements about what makes people upset or angry. Check the one that is true for you and then rank it from 1 to 10 with 10 being the most severe reaction. Compare your results with a friend. How are your reactions similar? Different?

**I GET REALLY UPSET or ANGRY...**

**Rank 1(least) to 10 (most)**

- When people talk about me behind my back.....
- When other people won't include me in their group.....
- When I'm treated unfairly.....
- When I am shouted at.....
- When people interrupt me.....
- When people are rude about my family.....
- When people bully my friends.....
- When someone calls me a liar.....
- When I have to do something I don't want to do.....
- When people don't give me a chance.....
- When people don't listen to me.....
- When people tease me.....
- When people gossip about me.....
- When teachers nag me.....
- When teachers get into my stuff.....
- When teachers cut privileges.....
- When people don't understand me.....

**RELATIONSHIP ROLE-PLAY – Cut the scenarios into strips for pair work**

|  |
|--|
| <b>SCENARIO #1</b>   |
| You see someone you don't particularly like waiting at your locker to talk to you.   |
| <b>SCENARIO #2</b>   |
| Auditions for the school play are tomorrow. Your friend is also auditioning for the lead.  |
| <b>SCENARIO #3</b>   |
| You are at the mall with your cool friends. One of the "geeks" in the school approaches.   |
| <b>SCENARIO #4</b>   |
| Your young brother asks you to go to his hockey game at 6:00 a.m. You want to sleep in.  |
| <b>SCENARIO #5</b>   |
| Your Mom asks you to clean your room. You have other plans.  |
| <b>SCENARIO #6</b>   |
| Your elderly neighbour has just lost her husband. She is frequently outside working in the garden. You are in a hurry to get to your friend's house. She waves as you walk by. |
| <b>SCENARIO #7</b>   |
| A homeless person asks you for a toonie to buy a coffee.   |
| <b>SCENARIO #8</b>   |
| The principal approaches you to volunteer at the book fair. You did it last year and hoped not to have to do it again.   |
| <b>SCENARIO #10</b>  |
| The class bully is interested in dating your sister. You want to protect her.  |
| <b>SCENARIO #11</b>  |
| A cool kid in class invites you to come over to his/her house. He/she wants to spend the afternoon illegally downloading music off the internet.                               |
| <b>SCENARIO #12</b>  |
| Your friend wants you to post cell-phone photos of the "loser kid" on the internet.  |
| <b>SCENARIO #13</b>  |
| The teacher leaves the room. Tomorrow's science test is on her desk. You get tapped.   |
| <b>SCENARIO #14</b>  |
| You are picked for the basketball team. Your best friend is not. He isn't talking to you.  |
| <b>SCENARIO #15</b>  |
| Your friend loves to talk about other people. You think it's gossip. She says it's "news."   |

**Blackline Master #6****FRIENDSHIP AT RISK**

In response to each of the following RISK FACTORS place yourself along the Friendship-at-Risk line to indicate the extent to which the behaviour or attitude would jeopardize your friendship.

- 1) Your friend is always late
- 2) Your friend ignores you in a crowd
- 3) Your friend likes to be alone a lot
- 4) Your friend is really moody
- 5) Your friend never tells you what's wrong when she's mad or sad
- 6) Your friend teases you about dumb stuff
- 7) Your friend criticizes your clothes
- 8) Your friend criticizes your family
- 9) Your friend is too busy to get together much
- 10) Your friend lies to get out of sticky situations
- 11) Your friend gossips about other people
- 12) Your friend is really popular with everyone
- 13) Your friend is better looking than you are
- 14) Your friend is smarter than you are
- 15) Your friend can't take criticism without exploding
- 16) Your friend would rather give in than argue
- 17) Your friend wants you to make all the decisions
- 18) Your friend always interrupts when you talk
- 19) Your friend doesn't listen so communication gets mixed up
- 20) Your friend borrows your stuff without asking
- 21) Your friend doesn't care how you feel
- 22) Your friend rarely asks you for your opinion

To what extent do these behaviours match the biblical model of friendship?

How would your friend need to change in order to exhibit the Christian characteristics of the model friend:

- self-knowledge
- empathy
- service
- humility

## Bullying Prevention Grade 7

### Lesson Three Diversity

[top](#)

#### MATERIALS

Photocopy Blackline Masters  
Chart paper  
Markers  
Crayons  
Magazines  
Newspapers  
Books about Lives of the Saints  
Bibles  
Internet  
Library

#### 2.LESSON DESCRIPTION

The core lessons in this unit will familiarize students with the terminology of diversity and anti-discrimination education. Students will also have an opportunity to explore the complex motives of human behaviour and the significant impact of discrimination and stereotypic attitudes in contributing to the bullying phenomenon. Students will build a “feelings” vocabulary and engage in personal story telling to strengthen community ties and develop empathy with their peers of different backgrounds. The primary objective of these lessons is to illustrate through experiential learning that walls of fear and intolerance are built out of ignorance and fuelled by discrimination and prejudice. However through education and prayerful application of gospel values to contemporary challenges these walls of hatred can be transformed into inclusive communities that truly celebrate diversity. The key to change is both in the heads and the hearts of community members. Knowledge of differences removes fear and promotes acceptance. Understanding other persons’ worldview and empathizing with the feelings of those on the “margins” helps to break down barriers and promote unity amidst diversity—thereby reducing incidents of bullying that often grow out of stereotypic attitudes. Through the utilization of conscience-activating and faith inspiring activities students will imagine how Jesus might guide them through discriminatory life events.

#### 3. NOTES TO TEACHER

Bullying does not occur in a social vacuum. Bullying behaviours often grow out of an attitude of superiority stemming from a real or perceived differences that the bully(s) exploits to rationalize his/her attack of a target for whom he/she has no respect. Racism, sexism, ageism, homophobia, disdain for the physically disabled and mentally challenged, and/or an active dislike for certain cultural or ethnic groups are prejudices that often contribute to the bullying phenomenon. To counter these discriminatory attitudes bullying prevention programs promote tolerance and inclusivity by educating *against* bias and discrimination of individuals or groups with real or perceived

differences; and by promotion of an attitude of acceptance and appreciation of differences. Discrimination is difficult to combat because it is learned behaviour that begins with the very young. By the time students are in the intermediate grades their attitudes and feelings about certain groups or individuals tend to be fairly well established. One way to combat deeply entrenched prejudicial thinking is to demonstrate to students the fundamental injustice inherent in discrimination, and to show how this behaviour contradicts the core gospel values we hold dear as Christians.

### ***Diversity***

Catholic Christian values promote diversity, inclusion and tolerance-- principles that are central to Catholic Social Justice teachings. From the time of Jesus, Christianity has been a radically inclusive community. While Christianity was originally a religion of Jews, the people who followed Jesus came from diverse walks of life. “He called fishermen and tax collectors, pacifists and zealots. He met and ate with religious leaders, and also with people in the “red light” districts. During his ministry Jesus healed Jews and Gentiles alike. One of Christ’s most famous parables tells the story of “the good Samaritan,” who would have been outcast by the Jews. On another occasion He spoke with a Samaritan woman and shared the good news of the water that satisfies the soul. He commissioned His Apostles to teach in Jerusalem, in Judea, and throughout the world. No one was excluded from His life and his love. Even a shallow understanding of Christ teaches us that God’s love extends to every person everywhere. There is no broader definition of diversity.” (C.A.Radke, Diversity, Inclusion and Tolerance: Where do they fit in Christianity?) As the Christian Church grew it become increasingly diversified with the spread of the gospel message throughout the Middle East into Europe, Asia, the Americas and Australia.

We live in a very multicultural country. Students are enormously impacted by the modeling of inclusive and accepting behaviours of their teachers and parents, and by exposure to literature, customs and images that celebrate diversity in faiths, ethnicities and lifestyles. In our diverse classrooms it is important to help students appreciate that God loves and blesses people of all races, religions and ethnic origins. Although it is human nature to feel more comfortable with people who are like us, it is never a justification for superior, self-righteous or prejudicial attitudes/behaviours. Students can learn to recognize and admit to their own biases and can be lead to discover the richness of diversity in their midst and the power of an inclusive and welcoming community.

### ***Inclusion***

“For God so loved the world that He gave His only begotten Son, that *whosoever* believeth in Him should not perish, but have everlasting life.” John 3:16

Whosoever is very clear: Christ says no one is to be left out!

***Tolerance***

“For God sent His Son into the world not to condemn the world, but that the world through Him might be saved.” John 3:17

Christianity carries a message of reconciliation and salvation not one of intolerance and condemnation. Jesus challenged sinners to repent and to change their lives; however, this exhortation was always issued from a place of loving kindness and unconditional acceptance. He met people where they were at and loved them into wholeness. In this place of intimate personal encounter sinners were touched by Christ’s humanity and his unconditional love and mercy. This is what gave them the courage to change. The woman caught in the act of adultery was not condemned by Jesus. She was loved into transformation.

**4. EXPECTATIONS****Ministry:**

The learning activities used to teach the curriculum should be inclusive in nature, and should reflect diverse points of view and experiences to enable students to become more sensitive to the experiences and perceptions of others. Students also learn that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are essential components of responsible citizenship. Students are expected to demonstrate an understanding of the rights, privileges, and responsibilities of citizenship, as well as willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community and respect and responsibility towards the environment.

*(Ontario Curriculum History and Geography 7-8 – 2004 p.17)*

**Health and Physical Education 7p14, 7p15 Harassment**

**Fully Alive: Theme 1:** be encouraged to respect the mystery of each person as a reflection of God; **Theme 4:** explore their responsibilities toward themselves and others; **Theme 5:** examine the nature of groups; be encouraged to appreciate the need to create groups that both respect and are open to each individual.

**CGE- CGE 1d** Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good. **CGE 1dh** Respects the faith traditions, world religions and the life-journeys of all people of good will; **CGE3c** Thinks reflectively and creatively to evaluate situations and solve problems; **CGE4a** Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others; **CGE5e** Respects the rights, responsibilities and contributions of self and others; **CGE7e** Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society; **CGE7f** Respects and affirms the diversity and interdependence of the world’s peoples and cultures; **CGE7g** Respects and understands the history, cultural heritage and pluralism of today’s contemporary society

**Ontario Curriculum Unit Planner: Subtask # 7: Dealing with Harassment**

## **5. ANCHOR CONCEPTS**

### **a) Human Dignity**

The human person has a supreme dignity that surpasses all of God's creatures. Human rights flow out of this inherent dignity. Made in the image and likeness of God, all persons are sacred regardless of background, status, state of life, sexual orientation or country of origin.

### **b) Justice**

Justice disposes one to respect the dignity of each individual and seeks to promote harmony amongst all persons by transforming social and political structures that unfairly disadvantages an individual or a group.

### **c) Interdependence**

Interdependence celebrates the giftedness of the individual person or community in relationship with others. The whole community suffers when one component part is marginalized. Interdependence recognizes that we benefit as individuals and as a collective from the diverse talents and gifts of our neighbours.

### **d) Solidarity**

Solidarity is the necessary response to violations of human dignity wherever they occur and can bring about a more just social order.

**6. ASSESSMENT OPPORTUNITIES-Sample Rubric**

| <b>DIVERSITY IN THE LIVES OF THE SAINTS<br/>RESEARCH PROJECT</b> |   |   |   |   |
|--|---|---|---|---|
| <b>Assessment Categories</b>                                     | <b>LEVEL 1</b>  | <b>LEVEL 2</b>  | <b>LEVEL 3</b>  | <b>LEVEL 4</b>  |
| <b>Knowledge/ Understanding</b>                                  | Shows limited understanding of diversity images/ concepts as portrayed in the “Lives of the Saints” and in relation to anti-discrimination education/ bullying prevention | Shows some understanding of diversity images/concepts as portrayed in the “Lives of the Saints” and in relation to anti-discrimination education/ bullying prevention | Shows effective Integration of some of the principles of Anti-discrimination education and bullying prevention into an awareness of diversity images/concepts in the “Lives of the Saints.” | Demonstrates profound insights in the integration of many principles of anti-discrimination education and bullying prevention into awareness of diversity images/concepts in the “Lives of the saints.” |
| <b>Thinking/Inquiry</b>  | With assistance demonstrates limited ability in one research technique  | With guidance and supervision demonstrates reasonable ability in at least one research technique  | Independently utilizes internet and library materials to demonstrate considerable competency in researching the lives of saints   | Independently utilizes internet and library materials to demonstrate sophisticated skills in effectively researching the lives of the saints  |
| <b>Communication</b>   | Communicates learning with limited clarity with little or no examples   | Communicates learning with moderate clarity and a few examples  | Communicates learning with clarity and several examples   | Communicates learning with clarity, thoughtfulness, and many examples   |
| <b>Application</b>   | Demonstrates limited ability to make connections between the diversity concepts in the lives of the saints and everyday life  | Demonstrates moderate ability to make connections between the diversity concepts in the lives of the saints and everyday life.  | Demonstrates considerable ability to make connections between the diversity concepts in the lives of the saints and everyday life.  | Demonstrates profound ability to make connections between the diversity concepts in the lives of the saints and everyday life   |

## 7. ADAPTATIONS AND MODIFICATIONS

Drama activities lend themselves to differentiated instruction because they invite students to enter into the drama structure at whatever level they feel most comfortable. Students who lack verbal fluency can excel in expression and movement. Students who have difficulty sitting still have many opportunities to move about. Self-reflection can be contemplative, dialogic or interpretive (drawing, music, movement). In all of the following activities students can tap into one another's strengths and seek and receive the support of peers.

### CORE LESSON

#### Objectives:

1. To identify the ways in which each human being is similar and different
2. To recognize that God intended a diverse population so that each one would have a "giving" and a "receiving" role in the task of building God's reign on earth
3. To develop a working vocabulary of diversity/anti-discrimination terminology
4. To identify the diverse images of God and Jesus in the popular media and art over the centuries.
5. To uncover our own stereotypic images of God, self and others and to place them under the light of Christ for examination, reflection and revision
6. To identify how stereotyping and discrimination limit our extent to be "free;" and to identify how the gospel message and the lives of the saints, in particular, can liberate us from the bondage of oppressive social structures that blind us to accept and celebrate our diversity.

#### Content:

##### Anti-discrimination education and bullying prevention

- Many incidents of bullying rise out of discrimination
- Stereotypes grow out of discriminatory attitudes and beliefs
- We tend to fear and mistrust those we do not know and understand
- *Personal Story-telling*: Getting to know one another and appreciating/understanding differences can help to break down barriers of discrimination
- *Feelings Vocabulary*: Appreciating the feelings of others and learning to name our own feelings can help to develop a sense of unity amidst the diversity
- *Images of God, self and others*: We also have preconceived images of God and Jesus
- Unveiling this limiting images can help us to appreciate how dangerous it is to place God and other human beings into "boxes"
- The Body of Christ has always been comprised of many parts with a variety of gifts
- A study of the Lives of the Saints reveals that God's family comes in many sizes and shapes. It also reveals that bullying behaviour is not new. Over the centuries many have suffered humiliation and abuse at the hands of individuals who feel they have a right to "put down" those who are already weaker than they are.

- *Healing Past Hurts*: Inviting Jesus into these troubling places of powerlessness restores the power imbalance by inviting God's grace to enter in and restore the dignity of the oppressed.

## Teaching Strategies:

### 1. DIVERSITY BINGO-30 minutes

#### Read the Scripture Passage: One Body with Many Parts 1 Cor: 12-20

Give students one minute to reflect on the meaning of this passage in their lives. Tell students that they will have a chance to consider the many ways in which the school community is an interesting tapestry of unique individuals who work and play together.

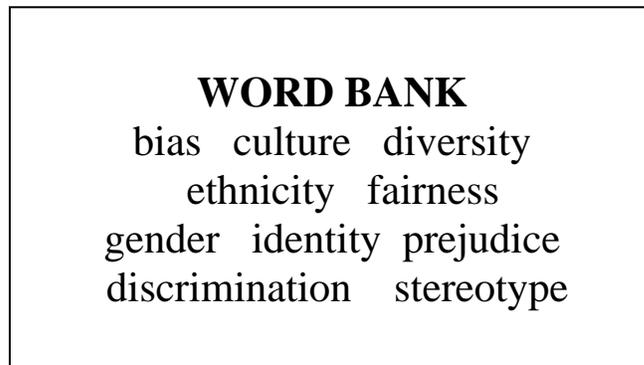
Using **Black Line Master #1** invite students to play the game of **Diversity Bingo** to highlight the many ways in which personal identities are shaped by myriad of distinctive characteristics that come together to create a unique one-of-a-kind irreplaceable person. After the activity is completed use a T-chart to brainstorm the ways in which human beings are the same yet different: Title the chart THE SAME YET DIFFERENT. Column ONE reads: *Same* and Column TWO reads: *Different*

### 2. A SHARED VOCABULARY- 60 minutes

In order to prevent bullying it is important that no one feels left out or alienated from the mainstream of the school community. Students and staff alike must guard against making snap judgements about people. Everyone must make an effort to accept people the way they are and to recognize that there are many benefits to living in a school/ community /world that has people with so many unique identifiable traits. Before students can enter into a meaningful conversation it is important that students have a common vocabulary of diversity terms to facilitate the dialogue.

#### Part A: Develop a Word Bank-Diversity Vocabulary-45 minutes

Begin your lesson by brainstorming words that communicate the ways in which people are different.



- This (or a similar) word bank offers a vocabulary that facilitates understanding of some of the ways that people think about, and react to, differences amongst people.
- Invite students to make up their own definitions for each of the words.
- Then ask them to check these definitions with dictionary definitions.
- Refine/re-work the definitions so that each one has meaning and relevance for the class.
- Brainstorm examples of behaviours that exist in your school, neighbourhood or city that might illustrate the meaning of each of the words in your class's word bank. **Black Line Master #2** may be a helpful aid as students compile the Word Bank.

### **Part B: Stereotypes in the Bible-45 minutes**

- Assign the scripture passages in **Black Line Master #3** to students in small groups of 3-4 students.
- Ask students to underline words or phrases in these passages that may suggest that someone is being discriminated against –perhaps due to a stereotype that was common during those times.
- Ask each group to rewrite one of the biblical narratives with a contemporary twist. Their version of the story, whether in song, poetry, skit, mime or tableau may be presented to the whole class.

### **Part C: De-brief?**

- What is Jesus' opinion of discrimination and stereotyping?
- What did he do to combat it?
- What can we learn from Jesus' example?
- *Personal Reflection*: What will I do, think or say differently after today's activity?

## **3. DIVERSITY in RELIGIOUS IMAGES**

Ask students to reflect on their understanding of what it means to be created in God's image. What images do they have of God? What images of God appear in the Bible? How do the images of God that individuals hold affect their perception/judgment of others? What images do they have of Jesus? Mary? the saints?

### **Part A: My Image of God-15 minutes**

Whole class brainstorm different images that students have of God. Prefix your discussion by reminding students that no one has actually "seen" God face-to-face but that we have evidence of God's existence and God's actions in the world. Since God is "pure spirit" we can brainstorm *attributes* or *actions* of God. Post the brainstorming word web on chart paper for all to see.

### **Part B: Bible Images of God-30 minutes**

In small groups, challenge students to a *Bible scavenger hunt* to find as many descriptions of God as they can. Ensure that they quote directly and reference their sources using book, chapter and verse.

### **Part C: My Image of Jesus-45 minutes**

Now, ask students to brainstorm the “historical Jesus.” How do they imagine Jesus looked? height? weight? hair colour? Colour of eyes? Invite students to do a library and internet search to attempt to uncover an accurate portrayal of what Jesus may have looked like. How different is their mental picture from the historically accurate representations?

Compare their research findings to famous artistic representations of Jesus over the centuries. How have we in the West created a “stereotypic” Jesus that fits our mental mould? What are the cultural/ethnic origins of this stereotype? How do you think this stereotype is received/ interpreted by Christians who do not fit the same stereotypic identity?

### **Part D: Saints-90 minutes**

- *Research the lives of the Saints:* In small groups, invite students to research and read about the lives of several Saints, noting points of intersectionality and points of diversity from amongst those selected. (Compare/contrast)
- *Analyze Similarities and Differences:* It is interesting to note that Saints come from all ages, social strata, ethnic backgrounds, gender, family histories, mental ability, etc. In what ways might we cluster or categorize these differences and similarities. In what ways were their spiritual journeys the same? Different?
- *Re-visit the Lives of the Saints:* This time watch out for evidence of bullying behaviours. Were any of the Saints targets of bullying during their lifetime(s)—where more powerful persons attempting to intimidate, harass or abuse them because of some limitation, weakness, or difference that was seen by certain individuals or groups as a threat? In what ways were some saints feared or misunderstood?

Is there any connection between the notion of martyrdom and victimization (as in bullying)?

- *Synthesis:* Is bullying really new to this generation? Can we learn anything from these saints about how to respond to bullying?

### **4. PERSONAL STORY-TELLING (with Artefact)-45 minutes**

This activity is based on the understanding that we *mistrust/fear what we do not know. Knowledge breaks down fear, builds trust and strengthens relationships.*

Often bullying occurs in group dynamics where relationships are superficial and judgements about others are made exclusively on visible differences –e.g. race, ethnic background, dress, status in the community, speech and language (accents/level of English), academic proficiency, physical agility, mannerisms, etc. Personal story-telling breaks down the walls of isolation by

inviting the listener to put a human face on the faceless masses that inhabit his/her world, allowing students to encounter one another on a different/deeper level. This activity must be structured to be as NON-THREATENING as possible.

- *Assign Artefact Task:* Students are given several days notice to bring an artefact to class that will help them to share an aspect of their lives that may be unknown to most people in the class. It may be something about their place of origin, their family background, their medical history, their hobbies, their hidden talents.
- *Prepare a Personal Story to Share:* They are advised that they will be given 2 minutes to share their personal story WITH A SMALL GROUP of classmates.
- *Allocate Groupings:* The teacher plans groupings that will ensure that the students feel comfortable sharing with one another-avoiding any personality matches that may result in put-downs, sarcasm or meanness of any kind. The key is to create a welcoming and safe situation for all.
- *Sharing Guidelines Established:* On the day of personal story-telling student desks and chairs are nested in groups. Students are assigned seating. Sharing rules are reviewed: No interrupting, no judgments or evaluations, affirmation and encouragement are helpful. Each group is given 30 minutes to share their artefacts and personal stories with one another. At the end of their conversation the group agrees on the most interesting things that they have learned about their classmates. This compilation of “story highlights” will be shared with the larger group—in an oral report, a poster, a skit or a poem.
- *De-brief:* At the end of the presentation the teacher will invite feedback:
  - What was good about today?
  - How have you changed your attitudes/opinions after today’s discussion?
  - How will this new information help to create a more inclusive classroom?
  - Without mentioning any names, ask students to consider how this activity helped to correct prejudices or preconceived notions that students had about each other?
  - Students will be asked to consider how this principle of “personal story telling” could be modified/ adapted to contribute to world peace? How?

## Optional Activities

### 1. ART COMPETITION – Discrimination: “That’s not fair!” 30 minutes

Before class prepare a set of envelopes marked with the letters A, B, C or D.

- Each student will receive an envelope. The distribution is to be entirely random.
- The **A** envelope includes 8 different colour crayons, the **B** envelope contains 6 different colour crayons, the **C** envelope 4 different colour crayons and the **D** envelope only 2 different colour crayons. Each student receives his/her own envelope—about 25% of the class will have a serious handicap in the competition.
- Distribute a template of an intricate butterfly shape to each student. See **Black Line Master #4**.
- Tell the student that there is a contest for the most decorative/creative butterfly.
- The only rule is that the students must use *only* the crayons provide them.
- There can be **NO SHARING** and **NO TRADING** of crayons.
- Do not entertain discussion, complaints or protests from the students.
- When the butterflies are complete invite someone from outside the class to choose the **FIVE** best butterflies. Do not tell the judge about the “handicap” of some contestants. Post the winning entries on the bulletin board and issue the prizes with great fan fare. Ignore protests of “not fair.”!!
- Later the same day, de-brief the activity as follow:
  - Discuss how the students with fewer crayons (fewer resources) felt about the experience.
  - Draw parallels with “real life.” (e.g. ESL students taking literacy exams; short students competing in basketball; students with learning exceptionalities taking EQAO tests; women trying to break in to typically male professions; poor countries competing with wealthy countries in the international market).
  - How does this activity speak to the bullying phenomenon? (e.g. a more powerful person or persons intimidating someone who is unfairly disadvantaged in some way-not part of the “in” group, a minority race or sexual orientation, etc.)
  - What can bystanders do to “top up” the resources of a person who is the target of bullying and has an unfair disadvantage against the more powerful bully?

### 2. STEREOTYPES

#### Part A: Warm-up-25 minutes

*Write one or more of the following stereotypic comments on the board:*

**Homeless people are dangerous**

**Teachers are out to stop all fun**

**Being smart isn’t cool**

**Old people are useless**

- Invite students to discuss these statements. What stereotypes do these statements represent? Are they true? most of the time? all of the time? How is stereotyping dangerous? Why do we do it? How can we guard against stereotyping?

**Part B: Visual Images-60 minutes**

**Which is it?**  
**You can't judge a book by its cover**  
**or ...**  
**A picture tells a 1,000 words**

**Advance Preparation:** Choose a diverse selection of “people photos” from magazines and newspapers. Advertisements are allowed but should not be used exclusively. Look for an array of real life images. Glue these onto poster boards. On the reverse side glue the corresponding trade name (if an ad) or the full article (if a story).

In small groups, ask students to examine these images. Ask them to observe that the photographs show people engaged in different activities and/or expressing different emotions. After the students brainstorm their first impressions (based solely on the photo) they are invited to flip the photo over and read about what was really going on in the story. Invite them to write a reflection or give a brief oral presentation in response to one or more of these two guiding questions:

*How accurate were their first impressions? What can be learned from this activity?*  
*Do actions necessarily reveal motives: Do facial expressions accurately portray feelings?*

**Part C: Role Play-60 minutes**

Ask students to consider the variety of situations that could be considered bullying (INTENT-DISTRESS-POWER-OVER-REPETITION). Now ask them to list bullying that has “stereotyping” and discrimination as its root cause. Invite students to create a mime, tableau or skit to illustrate one of these discrimination-based forms of bullying. You may wish to consider Drama in the Round –a technique wherein the actors improvise from a source.

**Preparation:**

- Locate visual representations of stereotypic images and/or acquire minimal scripts that reflect stereotypic biases (**See Black Line Master #5**)
- Students work in groups of four.
- One student is the bully
- One student is the victim
- Two students are bystanders

**Step #1:** Students use visual representations or minimal scripts to improvise a scenario that represents a situation involving bullying that has its roots in discrimination or prejudice.

**Step #2:** The group improvises their scenario using minimal dialogue (no more than 25 words total to be spoken by the group—a one line minimal script may be provided to get them going), movement and gesture to communicate the situation.

**Step #3:** The groups perform the scenario a second time. This time the teacher taps various individuals on the head. When tapped they say “out loud” what their character may be thinking at that moment in the situation. This technique is called “voices in the head.”

### **Drama Technique called “Voices in the Head”**

This strategy is useful in helping student reflect on the many facets that a character in a drama must face in making decisions as a situation is unfolding. Students represent the possible conflicting thoughts of the character at the moment a decision is being made. The voices become the character’s conscience that gives the person advice, forcing him or her to make moral or life-threatening choices. “Voices in the Head” helps students to become more aware of the complexity of problems and allows them to influence the imminent action. As students call out their thoughts, they slow down the action of the drama, adding tension to the moment.

Source: Drama Themes by Larry Swartz

**Step #4:** Students sit quietly in their small groups. Soft music is played and lights are dimmed. Students are invited to close their eyes and recreate the scene they have just improvised. In their faith imaginations they stay in the role that they have played, however, this time Jesus enters the imaginary scene. Students are invited to consider the following:

- **How do you feel when you see Jesus?**
- **What does Jesus say to you?**

**Step #5: Hot Seat:** All students who acted the “victim” role in the previous scenarios are invited to take the “hot seat” by forming a panel at the front of the class. The teacher and/or other students will ask those in the “victim” role to consider the following:

- What part did you feel *discrimination* played in the attack to your dignity?
- How did it feel to be the victim of *stereotyping*?
- What did you feel like in the presence of the bully?
- What was your greatest fear?
- What strategies did you consider for getting away?
- Did you expect help from the bystanders? Why? Why not?
- Did you feel stereotyped by the bystanders as well?

**Step #6 Post-activity (Reflection)**

Ask students to write a prayer or a letter to/from Jesus to reflect on the hurt resulting from stereotyping. *How helpful is the maxim “WWJD” in transforming stereotypic attitudes?*

## BLACKLINE MASTER #5 STEREOTYPIC IMAGES



### *Minimal Script*

(students will have lots to add)

“What a loser...”

“Who are you looking at?”

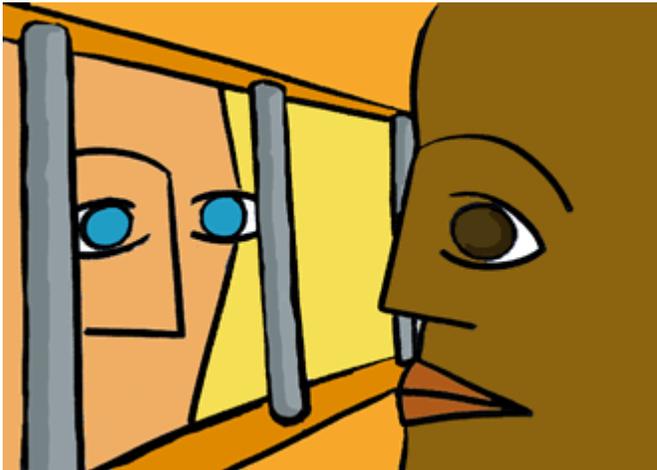
“I don’t remember inviting you.”

“Out of my way, punk.”

“Why don’t you go back where you came from...”

“That’s a *real* man’s job.”

“That was a blonde moment for sure...”



**BLACKLINE MASTER #1**

| <b>DIVERSITY BINGO</b>        |                              |  |  |                       |
|-------------------------------|------------------------------|--|--|-----------------------|
| Different colour eyes         | A secret wish                | Different favourite subject at school  | Different favourite movie                        | Different gender      |
| An unusual holiday            | Different favourite sport    | Different colour skin                  | Different favourite food                         | A special talent      |
| Different favourite T.V. Show | Different favourite number   | Different size nuclear family          | Different favourite music                        | Different gender      |
| A weird snack                 | An unusual friend            | One thing I want to do before I die... | Different family structure<br>e.g. single parent | A strange habit       |
| Different country of birth    | Any other difference...<br>☺ | Different mother tongue                | Any other difference....<br>☺                    | Different Colour Hair |

| <b>BLACKLINE MASTER#2</b>   |   |                              |                                       |
|-----------------------------|---|------------------------------|---------------------------------------|
| <b>DIVERSITY VOCABULARY</b> |   |                              |                                       |
| <b>WORD</b>                 | <b>COMMON UNDERSTANDING</b>   | <b>DICTIONARY DEFINITION</b> | <b>EVIDENCE OF THIS IN OUR SCHOOL</b> |
| <b>Diversity</b>            | All the ways people can be different-physical appearance, beliefs, abilities, ethnicity, culture, language, religion, gender, age |                              |                                       |
| <b>Culture</b>              | A way of living in community that makes a group of people distinctive-foods, music, housing                                       |                              |                                       |
| <b>Identity</b>             | Things that make people unique-age, gender, sexual orientation ethnic group, culture, physical appearance, intelligence, language |                              |                                       |
| <b>Ethnic Group</b>         | A group of people that shares a common heritage or culture  |                              |                                       |
| <b>Bias</b>                 | Treating people differently because of their identity and the judgements we make around it  |                              |                                       |
| <b>Fair</b>                 | Treating others in a way that is free of bias   |                              |                                       |
| <b>Gender</b>               | Male or female  |                              |                                       |
| <b>Prejudice</b>            | An opinion about individuals or groups based on limited or false information  |                              |                                       |
| <b>Stereotype</b>           | A fixed belief or opinion about how all people who belong to a particular group will look or act                                  |                              |                                       |
| <b>Harassment</b>           | Name calling, put-downs, physical violence or discrimination based on a stereotypic view  |                              |                                       |

**BLACKLINE MASTER #3**

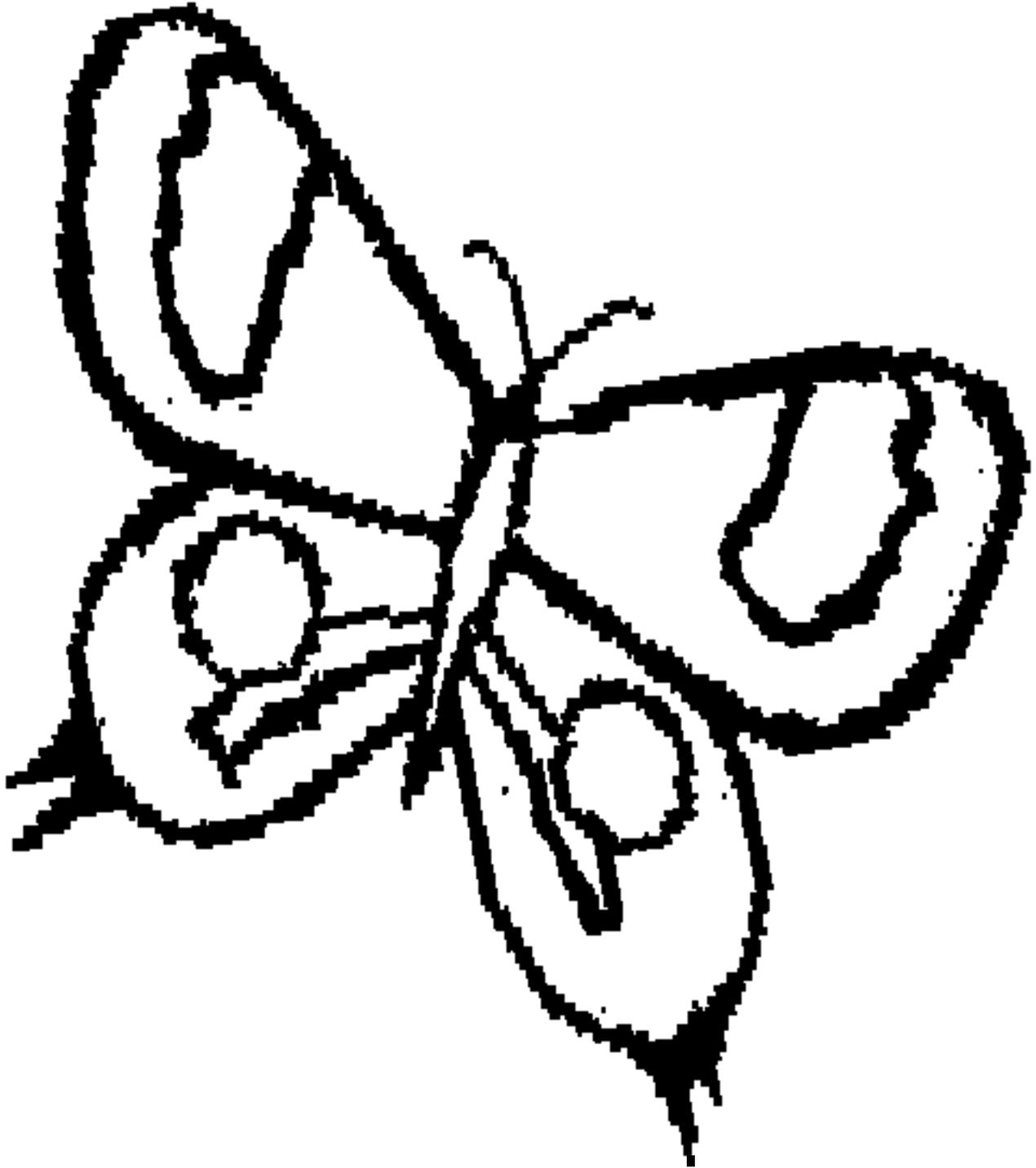
**STEREOTYPES IN THE BIBLE**

Jesus frequently met people who were being unfairly labelled and misjudged by others. He wanted to set the record straight by saying that everyone is loved by God and everyone is entitled to opportunities to love, to be loved, to grow and to change. He wasn't willing to put people in neat and tidy boxes and leave them there. Jesus gave everyone a chance for "new life" in the Spirit and wants us to do the same

- How are we guilty of stereotyping?
- How does this action prevent us and others from growing?
- How are victims of bullying frequently targeted because of stereotypic attitudes?
- Do we stereotype those who bully as well? Is this fair?

|   |  |                                    |
|---|--|------------------------------------|
| <p><b>Children Come to Jesus</b><br/><b>Luke 18:15-17</b></p> | <p><b>Paraphrase</b><br/>Children are present when Jesus is teaching a group of adults. Jesus' disciples try to send the children away b/c they are interfering with more important work. Jesus insists that the children are welcome too. He values everyone.</p>   | <p><b>Contemporary Version</b></p> |
| <p><b>Another Exorcist</b><br/><b>Luke 9:49</b></p>           | <p><b>Paraphrase</b><br/>Jesus' disciples are criticizing a person who is doing miracles in Jesus' name. They say he doesn't belong to their "in group". Jesus tells his disciples to stop bothering him and let him continue his work.</p>  | <p><b>Contemporary Version</b></p> |
| <p><b>Jesus calls Levi</b><br/><b>Mark 2:13-17</b></p>        | <p><b>Paraphrase</b><br/>In Jesus' time tax collectors were held in great contempt. They were considered rouses and thieves. Everyone criticized Jesus when he invited Levi a tax collector to become one of his disciples. Jesus answered sternly that: "I have come to call not the righteous but sinners." All are welcome.</p> | <p><b>Contemporary Version</b></p> |
| <p><b>Other Biblical examples of Stereotyping</b></p>         | <p><b>Paraphrase</b></p>   | <p><b>Contemporary Version</b></p> |

**BLACKLINE MASTER #4**  
**BUTTERFLY TEMPLATE**



**Bullying Prevention      Grade Seven****Lesson Four****ON HUMAN DIGNITY**[top](#)**DESCRIPTION**

This lesson will give concrete application of the Catholic social justice principle of the dignity of the human person to the human reality of homosexual persons.

**MATERIALS**

- Student Questions and Teacher Script.

**NOTES TO THE TEACHER**

- This lesson applies their learning on bullying and harassment to the issue of harassment of people with same sex attractions.
- There are many difficulties and insecurities with students at this age. They can be egocentric, willful, seemingly invulnerable and totally unaware of the needs or feelings of others.
- Often “homophobic” language can be little more than thoughtlessness and insecurity, often motivated by the need to fit in. Some, however, engage in quite deliberate harassment of people they perceive as gay or lesbian. This can lead to bullying or worse.
- Attitudes to persons with same sex attractions within the school and within the local community remain sensitive. Nevertheless, Catholic schools are required to provide a safe, caring environment for all students.
- The appendices offer some background resources from the teachings of the Catholic Church that affirms the principle of human dignity in general, and that of persons with same sex attractions in particular.

**Boundaries**

As with all topics related to sex and sexuality, the teacher must outline very clear boundaries as to what is acceptable and not acceptable in the classroom setting.

Family Life education is concerned with the human, moral, social, religious and justice aspects of this issue. Questions or comments related to sex acts, whether heterosexual or homosexual, are strictly off limits in the classroom.

This point should be made very clear, in a calm but firm manner, **before** the unit begins.

Establishing clear boundaries early in unit will help to avoid confusion by setting clear limits to the topic.

### **Answering Questions**

It is always a good pedagogical approach to receive student questions respectfully, acknowledging the value of the question. This demonstrates respects all students in the classroom and keeps the door open to further questions on any number of other issues.

Not all questions need to answered in a classroom context.

When you feel that the question goes beyond the maturity of the class, simply say that the question is sensitive and is best answered by their parents.

## **LEARNING EXPECTATIONS**

On Human Dignity: Fully Alive

The students will:

- deepen their understanding of the human person
- be encouraged to respect the mystery of each person as a reflection of God

## **LINKS TO FULLY ALIVE AND HEALTH AND PHYSICAL EDUCATION**

### **Grade 7 *Fully Alive* Student Text**

**This statement outlines a basic approach for students struggling with sexual orientation questions. It acknowledges these questions, but asks they not become a dominant developmental issue. Time, and emotional maturity will help to sort out one’s sexual orientation. Although information related to “gay bashing” or harassment is not included here, the text does encourage understanding for those struggling with orientation.**

“Sometimes young people also have very strong feelings about someone of the same sex. It is often someone they admire very much and want to be like. This is a normal part of development, especially in early adolescence. If this has happened to you, you might be wondering if it means that you are a homosexual. At your stage in life, having strong feelings for someone of the same sex does not indicate homosexuality. You are going through a period when you have intense feelings about many things. Your likes and dislikes are very strong, and you are just beginning to discover how overpowering your feelings about other people can be. This experience is part of maturing, and learning to be a man or woman.”

## ASSESSMENT OPPORTUNITIES

Students worksheets are collected and assessed for knowledge, thinking and communication expectations.

## TEACHING AND LEARNING STRATEGIES

Although this lesson might feel challenging, teachers are asked to make as little fuss as possible, present a few ideas, touch on a few basic facts and thoughts, but be firm in the position that challenges harassing or bullying language related to same sex attractions.

You may wish to inform students that their work during this lesson will be assessed.

1. Dictate **Student Questions** individually or have students copy from overhead or blackboard.
2. Students are to write their responses individually. Move through all five students questions one by one.
3. If there is a level of maturity, break class into small, mixed groups and have them share these responses. Give a little time for them to add to their own responses in light of the discussion. Be sure to move around the room to ensure students are on task.
4. Have students return to their desks and revise their answers based on small group discussion.
5. Read passages from the **Teacher Script** allowing for whole class discussion.
6. All time for students to add material to their answers.
7. All class time to edit their final statements.
8. Collect papers for assessment.

## Grade 7 Model Student questions

- **Sometimes we hear people using words like “gay” or “fag” or “lesbian”. What do you think these words mean?**
- **Why do people use words like “gay” or “fag” to put people down?**
- **How do you feel when you are put down with words like these?**
- **What’s your responsibility when you hear someone using words like these to tease or insult another person?**

## Grade 7 Model Teacher Script

**Sometimes I hear people using words like “gay” or “lesbian” or “fag” or “queer”. What do these words mean?**

Sometimes people call others “gay” or “lesbian” or “fag” or “queer” without really knowing what these words really mean.

“Gay” or “lesbian” are terms used to identify people who are attracted to others of the same sex. Gay refers to men, and lesbian refers to women who are homosexual in their orientation. These words can be used carelessly, since nobody knows who is attracted to whom.

“Fag” or “queer” or “dyke” are a words that usually indicate disrespect or hatred of that person.

If used intentionally to humiliate or to hurt others, these words are an example of harassment or even bullying. Harassment or bullying is not acceptable in a Catholic school.

**Why do people use words like “gay” or “fag” to put people down?**

When people who are not very confident in themselves, they could feel better when they put other people down.

If they were truly believed in themselves, they would not have a need to feel the need to dominate others.

Words can be used to insult and humiliate people. As you know, this is called harassment, which can easily lead to bullying. As you know, bullying is unacceptable in our school. It goes against everything that Jesus taught. It is just wrong to make another person suffer.

Some people think that words like “gay” or “fag” are effective because these terms relate to sexual identity. Our sexuality is a very special part of who we are; God created us sexual. As young people pass through puberty and enter adolescence, they are faced with the challenge of coming to terms with their sexuality.

To ridicule a person with a sexual term, then, is to attack a person in a very sensitive dimension of who they are as human beings. This is harassment, and it is unacceptable in schools, in the workplace, and in society. Some day, sooner or later, there will be consequences for using language like this.

**How should I react if words like this are directed at me?**

If you hear words like this, it is best ignore it and not react. People who use words like this are looking for a reaction. Don’t give them the satisfaction.

**What should I do if I hear people using these words?**

Often, bystanders allow bad things to happen. Good people should have the courage to stand up for what’s right.

If a friend of yours is using words like “gay” or “fag”, take an opportunity to tell him or her that you are not comfortable with that kind of language. It makes them look bad. Some days, you might catch yourself using these words yourself.

Whether the person turns out to be gay or straight, these words are disrespectful and hurtful. Words like this can become a bad habit, and you should try to eliminate them from your vocabulary.

**TEACHING/LEARNING STRATEGIES (continued)**

1. Teacher makes a few copies of student worksheet 3, cuts pages into strips that contain three quotations. This will give more variety to the discussion.

OR

2. the teacher can put three quotations on overhead, asking students to copy them out.
3. Or use OCCB quotation on overhead, or dictated to class as focus of reflection and discussion.

4. Ask students to apply these quotations specifically to the negative ways that society sometimes treats homosexual persons.
5. Divide the class into small, mixed groups and have them share their responses.
6. Give a little time for them to add to their own responses in light of the discussion. Be sure to move around the room to ensure students are on task.
7. Collect all the student work.
8. Without disclosing the name of the student, selectively read aloud some of the responses to the class. Ask the class “what do you think?” to open up a class discussion.

### **Optional Activities**

1. Ask students to write a statement:
  - a. “What I thought about the dignity of homosexual persons then (before this unit) and what I think now.”
  - b. If the teacher has concerns about homophobic attitudes and behaviours with the class, they might make this an anonymous exercise.

### **ADDITIONAL RESOURCES**

Although developed for the Catholic high school, the following guidelines are readily available and can be easily adapted for intermediate teachers.

**Guidelines for Staff From *Pastoral Guidelines for Students with Same Sex Attractions***  
Ontario Conference of Catholic Bishops

- Make it clear that harassment of and discrimination against students with a same-sex orientation will not be tolerated in staff rooms, classrooms, in hallways, or anywhere on school property. Respect the confidentiality of students.
- Ensure that the required lessons on homosexuality, chastity, and sexual morality outlined in educational curriculum documents for your grade are taught well. If

you are uncomfortable with, or not knowledgeable about the topic, seek help from department heads, board consultants and/or administration. Attend in-services/workshops that will help you to become more comfortable and knowledgeable.

- Inform yourself about the needs of and resources for the student.
- Do not assume that all students or their parents are heterosexual. Use inclusive language when referring to this relationship.
- Do not apply labels to students such as homosexual, gay or lesbian.
- During classroom discussions do not suggest that a youth should disclose their same-sex orientation to parents, family and friends. They need to do that at their own safe pace. Many students who reveal their same-sex orientation to their parents are forced to leave home. The decision to tell their parents must be their choice and they must be ready to live with the consequences.

## 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.

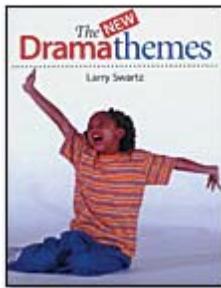
## Learning in Safe Schools: Creating Classrooms Where All Students Belong

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](http://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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Kids' Help Phone 1-800-668-6868

### **Web Sites:**

[www.bullying.org](http://www.bullying.org) Alberta based interactive-private corporation

[www.bullybuster.org](http://www.bullybuster.org) Campaign against workplace bullying

[www.safechild.org](http://www.safechild.org) Safe Child program, coalition for children

[www.bullybeware.com](http://www.bullybeware.com) British Columbia based group  
[www.yorku.ca/lamarsh/bully.htm](http://www.yorku.ca/lamarsh/bully.htm) La Marche Centre for Research on Violence and Conflict Resolution  
[www.stopbullyingme.ab.ca](http://www.stopbullyingme.ab.ca) Citizens against Bullying Association of Northern Alberta  
[www.prevention.gc.ca](http://www.prevention.gc.ca) National Strategy on Community Safety and Crime Prevention  
[www.cssn.org](http://www.cssn.org) The Canadian Safe Schools Network provides bullying resources, instructional information, safe schools certification and conferences  
[www.redcross.ca/respected](http://www.redcross.ca/respected) Canadian Red Cross bullying, violence and abuse prevention  
[www.youthrestorativejustice.ca](http://www.youthrestorativejustice.ca) Restorative Justice with Youth  
[www.kidsareworthit.com](http://www.kidsareworthit.com) Barbara Coloroso books, speaking engagements, summary talks, parent information  
[www.peacegames.org](http://www.peacegames.org) Interactive student games to promote peace and prevent bullying and violence  
[www.canadianredcross.org](http://www.canadianredcross.org) Facing Fear Lesson Plans-decision-making, ripple effect  
[www.transformingconflict.org](http://www.transformingconflict.org) Centre for Restorative Justice in Education  
[www.aadac.com](http://www.aadac.com) Personal Resiliency Builder  
[www.aboutface.ca](http://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](http://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](http://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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Source: <http://www.bullyonline.org/media/movies.htm>