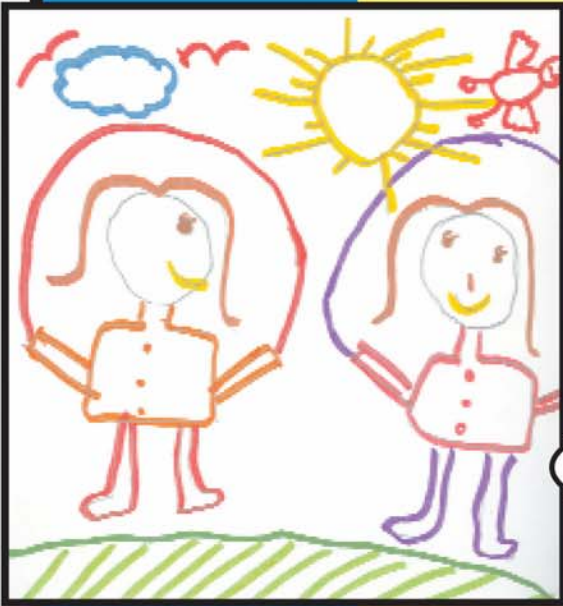


# Section 6: Resources



Grade 2 Student  
Manchester Public School



Grade 3 Student  
St. Joseph School



**Imagine... A School Without Bullying:  
A School Climate Approach to Bullying Prevention**





## RESOURCES

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### ABBREVIATIONS:

**WCDSB** = Waterloo Catholic District School Board

**WRDSB** = Waterloo Region District School Board

**ROWPH** = Region of Waterloo Public Health

### LIST OF ADMINISTRATORS EXPERIENCED IN WORKING WITH A SCHOOL CLIMATE APPROACH TO BULLYING PREVENTION

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The following people have agreed to have their names submitted as helpful contacts for those who are newly implementing a school climate approach to bullying prevention. They have been involved with the *Good Kid Sid* Pilot Project during their administrative role at the school.

**1. Wendy Brum**

Wendy\_Brum@wrdsb.on.ca

Wendy was principal at Manchester Public School for 18 months and led the School Climate Committee there.

**2. Rob MacQueen**

Rob\_MacQueen@wrdsb.on.ca

Rob was vice principal at Cedarbrae Public School for 18 months and gave administrative support to the *Good Kid Sid* Coordinating Committee.

**3. Rhonda Kran**

Rhonda\_Kran@wrdsb.on.ca

Rhonda has been involved with the project for 3 years, both as vice principal and principal at Alpine Public School and has served as administrative support to their *Good Kid Sid* Coordinating Committee.

**4. Mark Drummond**

Mark\_Drummond@wrdsb.on.ca

Mark was involved with the project as the vice principal at Cedarbrae Public School for six months and worked directly with *Good Kid Sid* Coordinating Committee.



## RESOURCES



### 5. **Martha Knowlton**

Martha\_Knowlton@wrdsb.on.ca

Martha was principal at Cedarbrae Public School for the third year of the *Good Kid Sid* pilot project and took the lead on organizing the student leadership development day.

### 6. **Judy Dunn-Keighan**

Judy.Dunn-Keighan@wcdsb.edu.on.ca

Judy was principal at St. Joseph's Catholic School for most of the third year of the *Good Kid Sid* pilot project and was very active in promoting the bullying prevention message and supporting the staff in their bullying prevention activities.



## COMMUNITY RESOURCES

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### Resources to Help Maintain Momentum in the School Climate Approach to Bullying Prevention

#### 1. Bachelor of Social Work Program at Renison College

The practicum coordinator can provide details on what kind of work a student can do for your school community and what is required from the school in return. *Good Kid Sid* pilot project schools received student services anywhere from 1 to 3 days per week.

**Call:** Renison College--University of Waterloo at 519-884-4400 and ask for the Practicum Coordinator for the Social Work Program

#### 2. Empowering our Children

In this 50 minute, participatory concert of story and song, children hear about bullying and are given examples and strategies on how to deal with bullying. Fun, energy and inspiration abound as storyteller Dorothy Bowman and musician Erick Traplin deliver clear messages that motivate and empower children and adults alike. The concert comes with a CD of songs, and stories, and pre and post concert activities.

**Contact persons:** Erick Traplin (519) 634-5627 and Dorothy Bowman (519) 634-8779

#### 3. Honourable Madame Justice Paddy Hardman

Justice Hardman is a supporter of the *Good Kid Sid* project. She may be contacted to speak to parents about bullying and related justice situations, time permitting with her demanding schedule.

**Contact person:** Jan Brown (secretary) 741-3366

#### 4. Power to Choose

The *Power To Choose Assembly Program* consists of motivation and entertainment as Mano Watsa, a motivational speaker, and the *Power to Choose Sports Stars* challenge some of the top students to a variety of competitions, including a dodge ball game and a tug of war competition. In between the exciting and wild 'n'wacky events, the student will listen to meaningful and challenging messages about respecting each other, setting positive attitudes, and achieving successes in life. The *Power to Choose* messages reflect the "Choices Into Action" teacher-advisor program.

**Contact person:** ManoWatsa 585-0264

#### 5. Social Services Program at Conestoga College

The Field Work Placement Coordinator for the Social Services Program can provide details on what kind of work a student can do for your school community and what is required from the school in return. *Good Kid Sid* pilot project schools received student services anywhere from 1-2 days per week.

**Call:** Conestoga College at 519-748-5220 and ask for the Field Work Placement Coordinator for the Social Services Program.



## RESOURCES



### 6. **TEAM-UP- University of Waterloo**

TEAM-UP is a community outreach program where Varsity student-athletes volunteer their time to go to schools and talk to students about “Keys to Success”. They may also involve them in activities or games.

**Contact person:** Chris Gilbert 519-888-4567 x 5694

### 7. **Waterloo Region Police Services**

Community police officers can visit assemblies or classrooms to support the anti-bullying message. Indepth work with a school community may be available.

**Contact person:** Constable Darlene St. John 519-653-7700 x 865



## INDIVIDUAL, FAMILY AND GROUP COUNSELLING RESOURCES

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**1. Cambridge Interfaith Family Counselling Centre**

Relational violence program (high school level) deals with bullying and emotional abuse education for males & females---also individual counselling offered.

**Call:** 622-1670

**2. Cambridge Memorial Hospital-Community Mental Health Clinic**

Individual case counselling within school setting

**Call:** 740-4900

**3. Catholic Family Counselling Centre**

“Mad Isn’t Bad” program for 6-8 year olds and 9-12 year olds

“Girl Power” program covers self esteem, body image, feeling better about self for 8-12 year olds. “Leader in Me” program covers leadership style and skills--may be appropriate for someone who was bullied

**Call:** 743-6333 (Kitchener)

**4. Family Services-Cambridge and North Dumfries**

Individual, family and group counselling. Anger management and family violence groups for those over 18 years old

**Call:** 621-5090

**5. Grand River Hospital-Psychiatric and Mental Health Programs**

Offers articles and resources related to bullying

**Call:** 749-4300, ext. 2643

**6. Interfaith Community Counselling Centre**

“Temper Taming” program for age 8-10 years--includes bullying, emotions and self esteem but content is flexible

“Responsibility Through Adventure” program covers conflict resolution and leadership skills

Video series and handouts on bullying

Individual, family and group counselling

**Call:** 662-3092 (New Hamburg)

**7. Interfaith Pastoral Counselling Centre**

Individual Counselling

**Call:** 743-6781 (Kitchener)

**8. John Howard Society of Waterloo-Wellington**

Adult programs and family violence prevention programs  
Crime Prevention Workshops--cover anger management, bullying, conflict resolution, empathy and peer pressure--for grades 4-8  
Bullying and Empathy Workshops for grade 3  
Power and Control and Decision-making programs for high school students  
Bullying Prevention Program for grades 5 and 6  
**Call:** 743-6071, ext. 222

**9. KidsLink/Notre Dame St. Agatha-Crisis Residence and Phone (up to age 12)**

Workshops for parents about children and behaviour  
Workers and consultants help adults work with children with behaviour issues  
Respite Program-offers parents within their programs a weekend break  
Summer Camps available  
**Call:** 746-5437(St. Agatha) 741-1122 (Kitchener)

**10. Kitchener-Waterloo Counselling Services Inc.**

“Please Don’t Feed the Dragon” temper taming program for ages 6-8 and 9-11  
“Taming the Dragon” emotions management ages 12-13 and 14-18  
“Supporting Temper, Emotions and Anger Management”-a school based group for ages 6-14  
**Call:**884-0000

**11. Lutherwood/Coda**

For ages 12-18--there are day treatment programs for social skills and emotion management.  
Often covers bullying as a subtopic  
**Call:** 884-1470

**12. Shalom Counselling Services**

Individual and family counselling  
**Call:** 886-9690

**13. Woolwich Community Health Centre**

Individual and family counselling available to patients of the centre  
**Call:**664-3794

**14. Woolwich Community Services**

Violence Prevention Family violence program in cooperation with Interfaith Counselling--  
covers bullying  
**Call:** 669-5139

**15. YMCA Immigrant Services**

Race relations, newcomer and settlement services, ethnicity issues  
**Call:** 621-1621





**Waterloo  
Catholic  
District  
School Board**







## RESOURCES AVAILABLE WITHIN THE WATERLOO CATHOLIC DISTRICT SCHOOL BOARD

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### Resources Available Onsite in Each Catholic Elementary School

65 Plus Friendly Lessons on Violence Prevention, Thames Valley District School Board (Gr. 4-8). Located in the Family Life and Human Sexuality Resource Bin in every Library.

- Peace Education Foundation Resources
  - Gr. 5 Creative Conflict Solving for Kids KIT 303.69 CRE
  - Gr. 6 Creating Peace, Building Communities KIT 303.69 CRE
  - Gr. 7 Creating Peace, Building Communities KIT 303.69 CRE
  - Gr. 8 Fighting Fair for Kids KIT 303.69.CRE

Divisional Resource Sheets for Family Life and Human Sexuality list all appropriate resources.

### Personal and Social Skills Building Programs

#### PLEASE NOTE:

- This list may not be totally all inclusive
- Each school chooses which of the following programs to implement, based on their school climate and culture. Not every school implements a program and some schools may implement more than one program.)

#### 1. **1-2-3 Magic: Effective Discipline for Children 2-12**

Created by Dr. Thomas Phelan P.H.D.

Behaviour management technique used in some classrooms as a classroom management tool. Also used by Educational Assistants in working with children with behavioural needs. The benefits of the program are that it is easy to use and easy for the child to understand as well as providing structure and boundaries for the child.

#### 2. **Bullying Prevention Program (Gr. 5&6) and Violence Prevention Program (Gr. 3-8)**

A speaker comes into the classroom and facilitates learning about decision-making and consequences of decision-making, with regard to bullying prevention and violence prevention. Presentations are free, but contributions are accepted.

**Contact:** The John Howard Society-Waterloo-Wellington Chapter 519-743-6071

Fax: 743-9632

**3. Coping with Conflict - A Timely Tools Approach**

The Coping with Conflict Program is often referred to as Timely Tools. The program focuses on teaching conflict resolution strategies in the areas of: Getting the Facts, Caring Communication, Madness Management and Timely Tools. The Timely Tools portion of the program offers 11 strategies that a child can use instead of physically striking out when they have a problem. This program is ideally delivered by youth workers to grades 4 to 6's. The program teaches rules for handling anger and refers to put downs as fouls. This program promotes taking responsibility for disagreements and gives insight into the body language and tone of voice that may also help or hinder a problem.

**4. Early Identification, Early Intervention (EIEI) Program Gr. (1-4)**

This partnership with KidsLink/Notre Dame of St. Agatha supports social skills development with early years students. Costs are shared between the school and KidsLink.

**Contact:** kidsLINK/NDSA 519-741-1122

**5. Supporting Temper, Emotions and Anger Management (STEAM)**

This program was jointly developed by KW Counselling Services and Waterloo Region Catholic District School Board, it is a comprehensive, interactive and early intervention emotions management group program designed to help children, families and teachers to better understand and respond more effectively to stressful situations. Designed to increase self-awareness, problem solving ability, self esteem and self confidence, the program is offered at 3 levels, primary, junior and intermediate. Sessions are 1.5 hours long, once per week for 12 weeks. There are costs associated with this program.

**Contact:** KW Counselling Inc.

Youth Program Co-ordinator

884-0000 Fax: 884-7000

[www.kwcounselling.com](http://www.kwcounselling.com)

**6. Kelso's Choice**

Kelso is a frog that is used to assist in teaching students the difference between 'big' and 'small' problems, which can help with 'big' problems and 9 strategies to solve 'small' problems. This program, comparable to the Peaceworks program featuring the 'I Care Cat', strongly promotes positive, independent problem solving in students and aims to decrease the incidents of tattling. It is ideally suited to the primary level; it provides concrete strategies and clear language and ideas. The Child and Youth Worker allocated to your school could deliver this conflict resolution program.

**7. Life Skills Training (LST) (Gr. 3, 4,5)**

This program has been extensively implemented, researched and evaluated in the United States and proven to be effective in achieving behaviour change, in building skills and in increasing self esteem when carried through in all three grades. The implementation model thus far is for the program to be taught by Public Health Staff in the first two years and then the classroom teacher teaches the third year (this model may change over time). The skills/behaviours addressed are: Personal Self Management, General Social Skills and Drug Resistance. There is some cost for LST workbooks.

**Contact:** Youth Health Program, Region of Waterloo Public Health, 519-883-2003

**8. Lion's Quest International Programs (Gr. K-12)**

The Lion's Quest programs focus on teaching essential life skills, character development and service learning within the community. They also focus on the prevention of negative behaviors— including drug use and violence. Local Lion's Clubs offer a two-day workshop to train board staff in the delivery of the Lion's Quest programs. The programs e.g. Skills for Growing (Gr.K-5), Skills for Adolescence (Gr.6-8), Working It Out (Gr. K-6), Promoting Peace and Preventing Violence (Gr. 7-12) include a series of lessons and activities for children. There is some cost for training and materials.

**Contact:** The WCDSB Family Life Consultant or Lions-Quest Canada directly at 519-725-1170 or [gbear@lions-quest.ca](mailto:gbear@lions-quest.ca)

**9. PEACEWORKS Program**

This is a complete school wide program for schools to teach conflict resolution skills to students JK to 12. Manuals and curriculum are available and provide guidance for program implementation in the classroom. This is a school wide approach to building a peaceful community.

**Contact:** Elementary school libraries in WCDSB (each one has JK-8 resources)

Peace Education Foundation can be researched at [www.peaceeducation.com](http://www.peaceeducation.com)

**10. Teen Esteem**

This is a six week lunch-time program of presentations and activities for grade 7&8 girls, run by volunteers that are organized and supported by a teacher and a Public Health Nurse.

Topics include self esteem, body image, getting along, decision making and goal setting.

**Cost:** Program costs are covered by the Region of Waterloo Public Health

**Contact:** Youth Health Program at 519-883-2003



## **RESOURCES RELATED TO BULLYING AVAILABLE FROM THE WCDSB MEDIA RESOURCE DEPARTMENT**

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### **PLEASE NOTE:**

This is simply a list of board approved resources available under the topic of bullying--these resources have not been previewed by the authors of this resource and therefore the information may not be entirely consistent with the content of “*Imagine...*”.

### **Videos About Bullying**

1. Bully Beware! Take Action Against Bullying (1997)  
Location: Resource Centre: Videorecording/VM10302
2. No More Bullying!: Strategies for Prevention Module Grades 2-5 (1994)  
Location: Resource Centre: Videorecording

### **Books About Bullying**

1. **Author Unknown. (1999). Bullying.**  
Location: Multiple: Nonfiction/371.58 POW
2. **Author Unknown. (1998). Dealing with bullying.**  
Location: Multiple: Nonfiction/Multiple
3. **Boatwright, B., Mathis, T. & Smith -Rex, S. (1998). Getting equipped to stop bullying: A kid’s survival kit for understanding and coping with violence in the schools. Educational Media Corporation.**  
Location: Consultants’ Offices: Nonfiction/371.782 BOA
4. **Bryant-Mole, K. (1995). Bullying. Hodder and Stoughton Children’s Division**  
Location: St. Paul: Nonfiction/371.5 BRY
5. **Charlis, A. (1997). We’re talking about bullying. Educational Media Corporation.**  
Location: St.Paul: Nonfiction/371.58 CHA
6. **Lajoie, G., McLellan, A., & Seddon, C. (1997). Take action against bullying. Coquitlam, British Columbia: Bully B’ware Productions.**  
Location: Consultants’ Offices : Reference/371.5 LAJ
7. **Powell, J. (1999). Talking about bullying. Raintree/Steck Vaughn.**  
Location: Multiple: Nonfiction/371.58 POW



8. **Rigby, K. (2001). Stop the bullying: A handbook for teachers. Markham, Ontario: Pembroke Publishing.**  
Location: St. Agnes: Professional/PRO 371.58 RIG
9. **Rigby, K. (1998). Bullying in schools and what to do about it. Markham, Ontario: Pembroke Publishing.**  
Location: Multiple: Nonfiction/Multiple
10. **Romain, T. (1997). Bullies are a pain in the brain. Minneapolis, Minnesota: Freespirit Publishing.**  
Location: Multiple: Juvenile Humour/Multiple
11. **Solomon, Yvette. & Coleman, J.(1994) Bullying. Hodder and Stoughton Children's Division.**  
Location: St. Joseph (K): Nonfiction/371.58 SOL
12. **Stones, R. (1993). Don't Pick On Me: How to Handle Bullying. Markham Ontario: Pembroke Publishing.**  
Location: Multiple: Nonfiction/Multiple
13. **Sullivan, K. (2002). The anti-bullying handbook Oxford: Oxford University Press.**  
Location: St. Anne (K): Professional/ 371.58 SUL
14. **Tattum, D. (1993). Understanding and managing bullying. Oxford: Heineman Books.**  
Location: Resource Center: Nonfiction/371.58 UND
15. **Thomas, P. (2000) (MYBees) Stop picking on me: A first look at bullying. Hodder and Stoughton Children's Division.**  
Location: Multiple: Nonfiction/302.34 THO







**Waterloo  
Region  
District  
School Board**







## RESOURCES AVAILABLE WITHIN THE WATERLOO REGION DISTRICT SCHOOL BOARD

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### Personal and Social Skills Building Programs

#### PLEASE NOTE:

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#### 1. **Bullying Prevention Program (Gr. 5&6) and Violence Prevention Program (Gr. 3-8)**

A speaker comes into the classroom and facilitates learning about decision-making and consequences of decision making, with regard to bullying prevention and violence prevention. Presentations are free, but contributions are accepted.

**Contact:** The John Howard Society-Waterloo-Wellington Chapter  
519-743-6071 Fax: 743-9632

#### 2. **Early Identification, Early Intervention (EIEI) Program Gr. (1-4)**

This partnership with KidsLink/Notre Dame of St. Agatha supports social skills development with early years students. Costs are shared between the school and KidsLink.

**Contact:** kidsLINK/NDSA at 519-741-1122

#### 3. **Supporting Temper, Emotions and Anger Management (STEAM)**

This program was jointly developed by KW Counselling Services and Waterloo Region Catholic District School Board. It is a comprehensive, interactive and early intervention emotions management group program designed to help children, families and teachers to better understand and respond more effectively to stressful situations. Designed to increase self-awareness, problem solving ability, self esteem and self confidence, the program is offered at 3 levels, primary, junior and intermediate. Sessions are 1.5 hours long, once per week for 12 weeks. There are costs associated with this program.

**Contact:** KW Counselling Inc., Youth Program Co-ordinator 884-0000 Fax: 884-7000  
[www.kwcounselling.com](http://www.kwcounselling.com)

#### 4. **Life Skills Training (LST) (Gr. 3, 4, 5)**

This program has been extensively implemented, researched and evaluated in the United States and proven to be effective in achieving behaviour change, in building skills and in increasing self esteem when carried through in all three grades. The implementation model thus far is for the program to be taught by Public Health Staff in the first two years and then the classroom teacher teaches the third year (this model may change over time). The skills/behaviours addressed are: Personal Self Management, General Social Skills and Drug Resistance. There is some cost for LST workbooks.

**Contact:** Youth Health Program, Region of Waterloo Public Health at 519-883-2003

**5. Lion's Quest International Programs (Gr. K-12)**

The Lion's Quest programs focus on teaching essential life skills, character development and service learning within the community. They also focus on the prevention of negative behaviours—including drug use and violence. Local Lion's Clubs offer a two-day workshop to train board staff in the delivery of the Lion's Quest programs. The programs e.g. Skills for Growing (Gr.K-5), Skills for Adolescence (Gr.6-8), Working It Out (Gr. K-6), Promoting Peace and Preventing Violence (Gr. 7-12) include a series of lessons and activities for children. There are some costs for training and materials.

**Contact:** Contact the WRDSB Guidance Consultant

or contact Lions-Quest Canada directly at 519-725-1170 or [gbear@lions-quest.ca](mailto:gbear@lions-quest.ca)

**6. PEACEWORKS Program**

This is a complete school wide program for schools to teach conflict resolution skills to students JK to 12. Manuals and curriculum are available and provide guidance for program implementation in the classroom. This is a school wide approach to building a peaceful community.

**Contact:** WRDSB Distribution Library has Peace Education materials

Peace Education Foundation can be researched at [www.peaceeducation.com](http://www.peaceeducation.com)

**7. Teen Esteem**

This is a six week lunch-time program of presentations and activities for grade 7&8 girls, run by volunteers that are organized and supported by a teacher and a Public Health Nurse.

Topics include self esteem, body image, getting along, decision making and goal setting.

**Cost:** Program costs are covered by the Region of Waterloo Public Health

**Contact:** Youth Health Program at 519-883-2003

**8. Bullying Proofing Your School (K-8)**

This is a guide to assist schools in the development of anti-bullying/bullying prevention programs. It is available through the WRDSB Education Library.

**9. Peacekeepers (Gr.1-6) and Peer Mediation**

These are programs designed to train students to assist in conflict management between peers. Materials are available from the WRDSB Distribution Library.

**10. Positive School Climate (Gr. K-8)**

A WRDSB resource designed to help schools understand positive school climate and develop plans for improving it. Available in school resource centres.

**11. Second Step (Gr.1-8)**

This is a program designed to help students develop skills in empathy, impulse control and anger management. Materials are available from the WRDSB Distribution Library.

**12. Seven Habits of Highly Effective Teens (Gr. 6-8)**

Teachers are trained to facilitate lessons and activities designed to teach student the 7 Habits of Highly Effective Teens: Be Proactive; Begin with the End in Mind; Put First Things First; Think Win-Win; Seek First to Understand then to Be Understood; Synergize; Sharpen the Saw. A significant cost is associated with training and materials

**Contact:** Franklin Covey Canada Ltd. at 1-866-742-2487

**13. Teacher Advisor Program (Gr. 7-10)**

Program facilitates student decision making about educational plans and future goals. Available centrally within the WRDSB.

**14. Together We Light the Way-The Respect Program**

An approach involving the whole school community, the program blends lessons and activities to, among other things, increase self-awareness and self-management skills, thereby promoting more respectful relations throughout the school community. The program entails a two-day staff training and purchase of numerous materials, the full cost being born by the school.

**Contact:** Sandra Dean at Together We Light the Way

905-666-6381 Fax: 905-666-6966 [www.togetherwelighttheway.com](http://www.togetherwelighttheway.com)

**15. VIP (Values, Influences, Peers) (Gr. 6)**

Helps students make informed choices related to values and the law, informs students of their rights and responsibilities and enhances student self-esteem. Resource binders are available to teachers who attend training sessions. Program is available through Program and Instruction, Guidance at WRDSB.

**16. Violence and Abuse Prevention (Gr.7&8)**

This program helps students builds skills to break the cycle of abuse, neglect and interpersonal violence with peer/dating relationships. Besides classroom presentations, inservice for staff and parents are recommended.

**Contact:** Red Cross at 519-742-2785

**17. Working Towards Peace(Gr.6-8)**

A program that teaches conflict management skill development. There is a cost associated with this program.



## **RESOURCES RELATED TO BULLYING AVAILABLE FROM THE WRDSB DISTRIBUTION LIBRARY**

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### **PLEASE NOTE:**

These are simply lists of board approved resources available under the topic of bullying--these resources have not been previewed by the authors of this resource and therefore the information may not be entirely consistent with the content of "Imagine...".

### **Videos About Bullying For Primary/Junior Grades**

#### **NOTE:**

To borrow these and other Distribution Library materials, please contact your school's Audio-Visual Booking Contact

**1. Be Cool, Be Safe (1996) Full Frame Productions ; Magic Lantern 115900**

This video is hosted by a diverse group of teens who recall, through dramatized vignettes, choices they made about personal safety. Themes discussed include the trusting of a one's own instincts, bullying and extortion, latch key kids, Block Parents, strangers, and finding used needles or condoms. 1 videocassette (22 min.). Grades 4,5,6,7,8,9

**2. Bullies and How to Help Them (1997) United Learning ; Marlin Motion Pictures 116324**

This video will help children to learn how to recognize bullies and bullying. Techniques for dealing with bullies are also discussed. 1 videocassette (23 min.). Grades 4,5,6

**3. Groark Learns About Bullying [Episode 4] (1996) Elkind & Sweet 114998**

Groark learns about bullying when Nubbs calls Groark a bully. 1 videocassette (29 min.). Grades JK,K,1,2,3,4,5

**4. No More Bullying! Strategies for Prevention; No More Teasing; Staff Development: Bullying at School; Respect Yourself and Others Too; How I Learned Not To Be Bullied (1996) King Squire Films/Toronto 222815**

Staff development: Bullying at school: strategies for prevention -- Respect yourself and others too -- How I learned not to be bullied -- No more teasing. 4 videocassettes, 4 sets of cards, 2 posters, 1 teacher's guide. Grades JK,K,1,2,3,4,5,6

**5. Sticks and Stones (Embarrassment) (1996) AIT ; Magic Lantern 118540**

Explores how it feels to be embarrassed, both for yourself and for others. Shows ways to cope, including making an 'I' statement, developing good communication skills, and asserting yourself. 1 videocassette (15 min.). Grades 4,5,6



## Videos About Bullying for Intermediate/Senior Grades

### NOTE:

To borrow these and other Distribution Library materials, please contact your school's Audio-Visual Booking Contact

- 1. Be Cool, Be Safe (1996) Full Frame Productions ; Magic Lantern, 1996. 115900**  
This video is hosted by a diverse group of teens who recall, through dramatized vignettes, choices they made about personal safety. Themes discussed include the trusting of a one's own instincts, bullying and extortion, latch key kids, Block Parents, strangers, and finding used needles or condoms. 1 videocassette (22 min.). Grades 4,5,6,7,8,9
- 2. Brother of Mine. (1993) Ottawa: Canadian Teacher's Federation. 361.1/BRO**  
Takes a comprehensive and far-ranging look at why younger kids are becoming more violent. 1 videocassette (50 min.)
- 3. Bullying at School: Strategies for Prevention.(1994). Pleasantville, New York: Sunburst Communications. 371.782/BUL**  
In this video, produced by the Toronto Board of Education, teachers talk to children in Toronto classrooms about how they feel when bullied and about its causes, such as racial discrimination.
- 4. Bullied, Battered and Bruised (2000) CBC Educational Sales 112586**  
Discusses school bullies and how different schools in Canada chose to deal with or not deal with the problems. Also, listen to what bullies, victims, parents and professionals in the field have to say about bullying. 1 videocassette (54 min.). Grades 7,8,9,10,11,12
- 5. Bully Beware! Take Action Against Bullying (1997) Bully B'Ware Productions ; Magic Lantern 118798**  
Bullying is an underrated problem in schools today. The effects can last a lifetime. Teachers, students, support staff, parents and administrators need to work as a team to take action against bullying. Video is comprised of four scenarios and offers practical advice. 1 videocassette (13 min.). Teacher Education.
- 6. Fight! Playing With Time, 1988. 11761**  
A series that portrays situations facing adolescents. The themes of this program are fighting, bullying, cowardice, peer pressure, flirting, and, humiliation. Episode 18. 1 videocassette (30 min.). Grades 7,8,9,10,11,12
- 7. Gossiping, Taunting, Bullying: It's All Harassment (2001) Kinetic 118942**  
With the encouragement of a school counselor, young teens share their own experiences coping with bullying, taunting and gossiping. They view and react to dramatic vignettes that show realistic situations of harassment. Dr. Michael Furlong, professor at UC Santa Barbara, lends expert advice to students about what they can do to handle these difficult situations. 1 videocassette (24 mins.) Grades 5,6,7,8,9, 10



- 8. How I Learned Not To Be Bullied (1996) Pleasantville, N.Y. : Sunburst Communications 371.782/HOW**  
This video helps children understand the common motivations of those who bully and use that information to develop ways to handle bullying behaviour.
- 9. Hurting With Words: Understanding Emotional Violence and Abuse (1997) McIntyre Media 118830**  
Discusses the difference between discipline and abuse and suggests strategies to overcome the cycle. 1 videocassette (27 min.). Grades 7,8,9,10,11,12
- 10. Jeux d'Enfants: Les Enfants Rejets (2001) CBC Radio Canada 117473**  
An adult recounts his personal story about bullying. Talks about attempted suicide. 1 videocassette (45min.). Grades 7,8,9,10,11,12
- 11. Set Straight On Bullies (1988) National School Safety Centre 114177**  
Presents a dramatization of a situation that involves bullying in school. 1 videocassette (18 min.). Grades 7,8,9,10,11,12, Teacher Education, Adult Education
- 12. Sticks and Stones (Embarrassment) (1996) AIT ; Magic Lantern 118540**  
Explores how it feels to be embarrassed, both for yourself and for others. Shows ways to cope, including making an 'I' statement, developing good communication skills, and asserting yourself. 1 videocassette (15min.). Grades 4,5,6
- 13. This Secret Shame (1996) CBC Educational Sales 115791**  
This video examines the terrifying ritual that at one time or another becomes reality in the life of so many Canadian youngsters - bullying. The all-too pervasive, often overlooked and seriously harmful behaviour of bullying is discussed, as is the case of Wesley Oleksuk, the constant target of vicious bullying, who committed suicide to escape this secret shame. 1 videocassette (29 min.). Grades 7,8,9,10,11,12





## BOOKS RELATED TO BULLYING AVAILABLE FROM THE WRDSB EDUCATION LIBRARY

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### NOTE:

To borrow these and other Education Library materials:

Phone 570-0003, ext. 4413 or 4412;

WaterWorks: Inta Guild or Kathryn Broadfoot

or visit the library, Monday to Thursday, 8:00-5:30, Friday 8:00-4:00.

- 1. Beane, A. (1999). The Bully free classroom : Over 100 tips and strategies for teachers K-8. Minneapolis, Minnesota: Free Spirit Publications. 371.58/BEA**  
Presents more than 100 prevention and intervention strategies to address teasing, intimidations, harassment and violence. All are easy to understand and simple to implement; most require little or no advance preparation and few or no special materials. Suggests how to create a classroom environment where everyone feels safe, accepted and valued; how to establish and communicate a zero-tolerance for bullying, and more.
- 2. Blauvelt, P. (1999). Making schools safe for students: Creating a proactive school safety plan. Thousand Oaks, California : Corwin Press. 371.78/BLA**  
Combining practical suggestions, techniques and strategies for creating a systematic approach, this comprehensive guide covers everything from violence prevention to crisis management. The plan engages the staff on a daily basis and prepares everyone to handle a myriad of safety challenges.
- 3. British Columbia. Ministry of Education/Ministry of the Attorney General. (1998). Focus on bullying: A prevention program for elementary school communities. Burnaby, British Columbia: B.C. Safe Schools Centre. 371.58/FOC**  
Provides practical ideas, activities, and strategies for developing a school-wide plan for bullying prevention, responding directly to bullying situations, and addressing bullying prevention through classroom lessons. A series of skill-building lesson plans, linked to the British Columbia career and personal planning curriculum, actively engage students in discussions about bullying and in devising solutions to stop bullying when it occurs. Lesson plans are presented by grade level. (Note: This is the resource that was adapted to create “Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention”.)
- 4. British Columbia. Ministry of Education/Ministry of the Attorney General. (2001). Focus on harassment and intimidation: Responding to bullying in secondary school communities. Burnaby, British Columbia: B.C. Safe School Centre. 371.58/FOC**  
Defines key concepts and processes associated with a safe learning environment, and describes a collaborative process of safe-school policy development. Provides suggestions for teaching those concepts and processes in the classroom. Offers guidelines for responding to incidents of harassment and intimidation.



5. **Coloroso, B. (2002). The bully, the bullied, and the bystander : from pre-school to high school; how parents and teachers can help break the cycle of violence. Toronto: HarperCollins, 371.58/COL**  
Examines the bully (what bullying is and isn't; the differences and similarities between boy and girl bullies; the short- and long-term impact on the bully) the bullied (who he/she is; when the bullied becomes the bully), and the bystander (peer, sibling or adult; how bystanders can be peacemakers).
6. **Garrity, C. (1994). Bully-proofing your school : a comprehensive approach for elementary schools. Longmont, Colorado: Sopris West. 371.58/BUL**  
Mobilizes the 85% of students who are neither bullies nor victims to help create a safe school environment and maintain the values of kindness and decency. Through their actions and influence, these students set the tone and dictate the operating environment, giving strength and support to victims and defusing the power of bullies. The book covers staff training, student instruction, victim support, intervention methods, and the development of a caring environment.
7. **Hoover, J. (2001). Teasing and harassment : The frames and scripts approach. Bloomington, Indiana: National Educational Service. 371.58/HOO**  
Based on social learning theory, this approach provides easy-to-learn language for working with children and youth to: unlearn the behavior that leads to teasing and harassment; change internal scripts during a situation that requires problem solving; and, learn a positive problem-solving sequence.
8. **Olweus, D.(1993). Bullying at school : What we know and what we can do. Oxford, UK Cambridge, USA : Blackwell. 371.58/OLW**  
Presents the facts about bullying, its causes and consequences, and offers a scientifically evaluated intervention program. Gives practical advice to school principals, teachers, and parents on how to implement a "whole school approach to bullying," and contains a guide to help teachers and parents recognize if a child is being victimized or bullies others.
9. **Rigby, K. (1998). Bullying in schools & what to do about it. Markham, Ontario: Pembroke Publishing. 371.782/RIG**  
Evaluates some proven strategies and outlines effective ways schools can diffuse potentially troublesome situations. Looks at the issues from the perspective of teachers, students and parents. Includes strategies for making victims more assertive and socially skilled and bullies more concerned about how their victims feel. Discusses the value of peer support programs, curriculum strategies, cooperative learning, and various other ways of creating healthy school ethos.
10. **Rigby, K. (2001). Stop the bullying : A handbook for teachers. Markham, Ontario : Pembroke Publishing. 371.58/RIG**  
Suggests how to find out what is really happening in school; develop sound and well-supported anti-bullying policies; work effectively with children in classrooms to gain their support in dealing with bullying; deal appropriately and constructively with children who bully; support and help children who are victimized by peers at school. Includes activities that help students recognize and deal effectively with a variety of issues related to bullying.



**11. Smith, P. (1994). School bullying : Insights and perspectives. London ; New York : Routledge. 371.58/SCH**

Examines the nature and extent of bullying in schools and gives a succinct account of research into ways of reducing the problem. Discusses five approaches to dealing with bullying.

**12. Stein, N. (1996). Bullyproof : A teacher's guide on teasing and bullying for use with fourth and fifth grade students. Wellesley, MA : Wellesley College Center for Research on Women ; [Washington, D.C.] : NEA Professional Library. 371.782/BUL**

Provides concrete answers to the dilemmas faced by targets, perpetrators, and so-called bystanders. Contains eleven lessons that will get students to think about the distinctions between playful and harmful behavior. Includes writing activities, reading assignments, class discussion questions, suggested role-plays, case studies, and homework assignments.

**13. Stones, R.(1993). Don't pick on me : How to handle bullying. Markham, Ontario: Pembroke Publishers. 371.782/STO**

Discusses why some people bully, why others are bullied, and what you can do about it. Presents fifty real life stories to show how others have dealt with bullying.

**14. Zarzour, K. (1994). Battling the school-yard bully. Toronto : HarperPerennial. 371.782/ZAR**

Examines the dynamics of bullying and offers suggestions on how to stop the cycle of bullying, how to prevent children from becoming either a victim or bully, and how to raise an assertive child in aggressive times.





# General Resources







## **GENERAL RESOURCES**

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### **PLEASE NOTE:**

The resources contained in these general lists do not necessarily represent the official position or policies of the Waterloo Region District School Board, The Waterloo Catholic District School Board or Region of Waterloo Public Health.

### **Resources for Children**

#### **Primary Division-Books of Fiction**

- 1. Berenstain, S. & Berenstain, J. (1995). The Berenstain Bears and Too Much Teasing. New York: Random House. (ISBN 0679877061)**  
Grade: 1/2/3/4/5  
Brother Bear likes to tease his sister, but when he's the one who is taunted at school, he understands why Sister gets so mad.  
Use: read aloud; good discussion sparkers with several places to stop reading aloud and ask questions
- 2. Berenstain, J. & Berenstain, S. (1993). The Berenstain Bears and the Bully. New York: Random House. (ISBN 0-679-84805-3)**  
Grade: 2/3/4/5/6  
Sister Bear is being bullied. Brother tries to help, but feels he cannot hit a girl (the bully) so teaches sister to fight, and does not involve the adults. When Sister does fight, she gets into trouble and we see that the school has concerns about the home life of the girl who bullied Sister.  
Use: in training, as an example of inappropriate strategies for dealing with bullying could be used with older students
- 3. Browne, A. (1995). Willy the Champ. New York: Knopf. (ISBN 0679873910)**  
Grade: 1/2/3/4  
Not very good at sports or fighting, mild-mannered Willy nevertheless proves he's the champ when the local bully shows up.  
Use: read aloud and discuss
- 4. Carle, E. (1977). The Grouchy Ladybug. New York: Harper and Row.**  
Grade: K/1  
All day the grouchy ladybug badgers and bullies until she meets her match.  
Use: for discussing grumpiness and its effect on others; to introduce bullying



- 5. Carlson, N. (1983). Loudmouth George and the Sixth Grade Bully. Minneapolis: Carol Rhoda Books, Inc.**  
Grade: K/1/2/3  
George is confronted by a bully. His friend Harriet helps George develop a plan to stop the bullying.  
Use: discuss various strategies for dealing with bullying; examine feelings caused by bullying behaviour
- 6. Christelow, E. (1998). Jerome Camps Out. New York: Clarion Books.**  
(ISBN 0395758319)  
Grade: 2/3/4  
When the swamp school gang goes away on a camping trip, Jerome Alligator conjures up a strategy for dealing with the bullying behaviour of Buster Wormly.  
Use: use to present many fairly realistic bullying situations and discuss various options for dealing with bullying
- 7. Cole, J. (1989). Bully Trouble. New York: Random House. (ISBN 0-394-84949-3)**  
Grade: 1/2/3  
Two young boys are bullied by a bigger boy until they strike back by playing a trick.  
Use: independent reading, or read aloud and discuss the wisdom of the strategy used in the book
- 8. Cosby, B. (1997). The Meanest Things to Say. New York: Scholastic Books.**  
(ISBN 0-590-95616-7)  
Grade: 1/2/3/4/5  
When a new boy in his second grade class tries to get the other students to play a game that involves saying the meanest things possible to one another, Little Bill shows him a better way to make friends.  
Use: read aloud and discuss, good portrayal of successful strategy to diffuse bullying
- 9. Elliott, M. (1991). Feeling Happy Feeling Safe. London: Hodder Children's Books.**  
(ISBN 0-340-55386-3)  
Grade: K, possibly 1  
This series of stories, including one about bullying, are aimed at teaching children strategies for staying safe.  
Use: read aloud and discuss, using the questions at the end of each story as a starting point
- 10. Fine, A. (1992). The Angel of Nitshill Road. New York: Methune.**  
(ISBN 0-7497-0974-X)  
Grade: 2/3/4/5  
An angel arrives at school and demonstrates a wide variety of strategies for dealing with bullying.  
Use to: read aloud to the class or for individual reading; discussion sparker for various strategies presented





- 11. Henkes, K. (1991). Chrysanthemum. New York: Greenwillow Books, a division of William Morrow & Co. Inc. (ISBN 0-688-14732-1 PA)**  
Grade: K/1/2/3  
Chrysanthemum's enthusiasm about entering school is dampened when she is teased about her name. A teacher intervenes in a sensitive way.  
Use: to discuss teasing and its effect on children; understanding differences
- 12. Henkes, K. Weekend with Wendell. New York: William Morrow & Co. Inc. (ISBN 0-688-140246)**  
Grade: 2/3  
Poor Sophie. What could be worse than spending the weekend with Wendell? When the children play house, Wendell is the mother, the father, and the five children—Sophie is the dog. The weekend is torture for Sophie—until she turns the tables.  
Use: independent reading or read aloud
- 13. Holabird, K. (1993). Angelina Ice Skates. New York: Crown Publishers. (ISBN 0517596199)**  
Grade: 1/2/3  
To keep a couple of bullies from ruining their New Years' ice skating ballet, Angelina and her friends invite them to become part of the event.  
Use: read aloud
- 14. Howe, J. (1996). Pinky and Rex and the Bully. New York: Alladin Paperbacks. (ISBN 0-689-80834-8)**  
Grade: 2/3/4  
Pinky learns the importance of identity as he defends his favourite colour, pink, and his friendship with a girl, Rex, from the neighbourhood bully.  
Use: independent reading or read aloud
- 15. Kasza, K. (1997). The Rat and the Tiger. New York: Paper Star. (ISBN 0698116046)**  
Grade: K/1/2/3  
A tiny rat becomes tired of his big companion Tiger's greedy, bullying manner and threatens to give up his friendship unless Tiger can mend his ways.  
Use: read aloud
- 16. Larson, K. (1996). Cody and Quinn, Sitting in a Tree. New York: Bantam Doubleday Dell. (ISBN 0-4440-41378-8)**  
Grade: 2/3/4  
Cody and Quinn are the best of friends. It's no big deal to Cody that Quinn is a girl. But it's a big deal to Royce, the class bully, who likes to tease.  
Use: independent reading or read aloud



- 17. Mayer, M. (1989). Just a Daydream . Racine, Wisconsin: Western Publishing Company, Inc. (ISBN: 0307119734)**  
Grade: K/1  
Little Critter is bullied by a child in his neighbourhood. He imagines ways out of the situation and in the end, befriends the child who bullies.  
Use: read aloud to the class
- 18. Naylor, P. (1994). King of the Playground. New York: Aladdin Books, MacMillan Publishing Company. (ISBN 0-689-71802-0)**  
Grade: K to 4  
With his dad's help, Kevin overcomes his fear of the "King of the Playground" who has threatened him in various ways.  
Use: shows intimidation as a form of bullying and gives the strategy of asking for support, being calm and doing the unexpected
- 19. Passen, I. (1991). Fat, Fat Rose Marie. New York: Henry Holt and Company. (ISBN 0-8050-1653-8)**  
Grade: 2/3/4/5  
The novel demonstrates the importance of one student taking a stand against bullying and others following the lead.  
Use: a good discussion sparker about peer pressure, taking a stand, and accepting differences
- 20. Pilkey, D. (1995). The Hallo-Weiner. New York: Scholastic. (ISBN 0-590-41729-0)**  
Grade: 2/3/4/5  
All the other dogs make fun of Oscar the dachshund until one Halloween when, dressed as a hot dog, Oscar bravely rescues the others.  
Use: read aloud for opportunities to discuss the impact caused by name-calling and teasing; good seasonal link to Halloween.
- 21. Silverman, M. (1984). The Get Along Gang Stories. (various titles). New York: Scholastic.**  
Grade: K/1  
Use: read aloud or independent reading
- 22. Suess, Dr. (1989). The Sneetches and Other Stories. New York: Random House**  
Grade: K/3  
The Sneetches, a rhyming story, demonstrates that no matter what the differences, everyone deserves respect.  
Use: read aloud or independent reading.



- 23. Wallace, I. & Wood, A. (1975). The Sandwich. Toronto: Kids Can Press.**  
(ISBN 0-919964-02-8)  
Grade: 2/3/4/5  
For lunch Vincenzo eats mortadella and provolone cheese sandwiches which the other children call “stinky meat.” He is able to stop the teasing without compromising his identity.  
Use: read aloud; use to demonstrate the importance of seeking adult advice and support; demonstrates the use of agreement or acceptance as a strategy to deal with teasing
- 24. Wells, R. (1973). Benjamin and Tulip . New York: The Dial Press.**  
Grade: K/1  
Tulip regularly bullies Benjamin until they form a truce.  
Use: the incidents, which occur over and over again, provide an excellent opportunity to discuss strategies children can use to deal with bullying
- 25. Wells, R. (1981). Timothy Goes to School. New York: The Dial Press.**  
(ISBN 0-14-054715-0)  
Grade: 1/2/3/4  
Timothy deals with taunting and jealousy by finding a friend who feels the same as him.  
Use: discuss teasing and the importance of making connections and having friends
- 26. Williams, K. (1992). First Grade King. New York: Clarion Books.**  
(ISBN 0-395-58-58-3)  
Grade: K/1/2/3  
Joey was looking forward to first grade, but Ronald’s bullying has him wishing he were back in Kindergarten.  
Use: read aloud and discuss who to talk to about bullying and how to deal with bullying

### Junior Division-Books of Fiction

- 1. Berenstain, S. & Berenstain, J. (1995). The Berenstain Bears and Too Much Teasing . New York: Random House. (ISBN 0679877061)**  
Grade: 1/2/3/4/5  
Brother Bear likes to tease his sister, but when he’s the one who is taunted at school, he understands why Sister gets so mad.  
Use: read aloud; good discussion sparker with several places to stop reading aloud and ask questions



- 2. Berenstain, J. & Berenstain, S. (1993). The Berenstain Bears and the Bully . New York: Random House. (ISBN 0-679-84805-3)**  
Grade: 2/3/4/5/6  
Sister Bear is being bullied. Brother tries to help, but feels he cannot hit a girl (the bully) so teaches sister to fight, and does not involve the adults. When Sister does fight, she gets into trouble and we see that the school has concerns about the home life of the girl who bullied Sister.  
Use: in training, as an example of inappropriate strategies for dealing with bullying could be used with older students
- 3. Browne, A. (1995). Willy the Champ. New York: Knopf. (ISBN 0679873910)**  
Grade: 1/2/3/4  
Not very good at sports or fighting, mild-mannered Willy nevertheless proves he's the champ when the local bully shows up.  
Use: read aloud and discuss
- 4. Brown, M. (1983). Arthur's April Fool. Boston: Little, Brown and Company. (ISBN: 0-316-11234-8)**  
Grade: 3/4/5  
While Arthur and his classmates are trying to prepare for an April Fool's Assembly and magic show, they are being harassed by another student. The story illustrates how the bullying affects Arthur and how he is ultimately able to deal with Binky through humour and distraction, and with the support of his friends.  
Use: to foster discussions regarding the impact of bullying and strategies students can use in bullying situations
- 5. Burgess, M. (2001). Billy Elliott. The Chicken House. (ISBN 9580462674)**  
Grade: 5/6/7  
Billy, a boy from a tough, coal mining town, pursues his interest in ballet, despite disapproval from family and friends and bullying from peers.  
Use: to foster discussions regarding the impact of bullying and strategies students can use in bullying situations
- 6. Christelow, E. (1998). Jerome Camps Out. New York: Clarion Books. (ISBN 0395758319)**  
Grade: 2/3/4  
When the swamp school gang goes away on a camping trip, Jerome Alligator conjures up a strategy for dealing with the bullying behaviour of Buster Wormly.  
Use: use to present many fairly realistic bullying situations and discuss various options for dealing with bullying



- 7. Cosby, B. (1997). The Meanest Things to Say. New York: Scholastic Books.**  
(ISBN 0-590-95616-7)  
Grade: 1/2/3/4/5  
When a new boy in his second grade class tries to get the other students to play a game that involves saying the meanest things possible to one another, Little Bill shows him a better way to make friends.  
Use: read aloud and discuss, good portrayal of successful strategy to diffuse bullying
- 8. Elliott, M. (1997). The Willow Street Kids: Beat the Bullies. London: MacMillan Children's Books. (ISBN 0-330-35185-0)**  
Grade: 3/4/5/6  
Gill and Charlie and their friends meet and deal with children who bully, with the help of teachers and parents. From Kidscape, a British organization whose aim is to increase children's safety.  
Use: excellent book to read aloud and discuss with the class, also for older students to read independently.
- 9. Elliott, M. (1986). The Willow Street Kids: Be Smart, Be Safe. London: MacMillan Children's Books. (ISBN 0-330-35185-0)**  
Grade: 3/4/5/6 This selection of stories focusses on issues affecting children's safety including bullying. From Kidscape, a British organization whose aim is to increase children's safety.  
Use: read aloud and discuss strategies suggested
- 10. Estes, E. (1944). The Hundred Dresses. New York: Harcourt Brace and Company.**  
(ISBN 0-15-642350-2)  
Grade: 4/5  
In this classic children's book, a young girl is excluded because of not speaking English well and because of her poverty. Her classmates learn an important lesson.  
Use: to demonstrate feelings created through exclusion and unfair judgments
- 11. Fine, A. (1992). The Angel of Nitshill Road . New York: Methune.**  
(ISBN 0-7497-0974-X)  
Grade: 2/3/4/5  
An angel arrives at school and demonstrates a wide variety of strategies for dealing with bullying.  
Use to: read aloud to the class or for individual reading; discussion sparker for various strategies presented
- 12. Howe, J. (1996). Pinky and Rex and the Bully. New York: Alladin Paperbacks.**  
(ISBN 0-689-80834-8)  
Grade: 2/3/4  
Pinky learns the importance of identity as he defends his favourite colour, pink, and his friendship with a girl, Rex, from the neighbourhood bully.  
Use: independent reading or read aloud



- 13. Larson, K. (1996). Cody and Quinn, Sitting in a Tree. New York: Bantam Doubleday Dell. (ISBN 0-4440-41378-8)**  
Grade: 2/3/4  
Cody and Quinn are the best of friends. It's no big deal to Cody that Quinn is a girl. But it's a big deal to Royce, the class bully, who likes to tease.  
Use: independent reading or read aloud
- 14. Moss, M. (1998). Amelia Takes Command . Berkeley, California: Tricycle Press. (ISBN 1-883672-70-8)**  
Grade: 3/4/5/6/7  
This is the latest in a series of fictional journals, in Amelia's own handwriting. After successfully completing a mission at space camp, Amelia returns to fifth grade where she deals with the bully who has been making her life miserable.  
Use: read aloud; good discussion sparker; excellent portrayal of social bullying and strategy for addressing the bullying; using a journal technique, it offers inspiration for writing assignments aimed at increasing empathy and exploring the issue of bullying
- 15. Naylor, P. (1994). King of the Playground. New York: Aladdin Books, MacMillan Publishing Company. (ISBN 0-689-71802-0)**  
Grade: K to 4  
With his dad's help, Kevin overcomes his fear of the "King of the Playground" who has threatened him in various ways.  
Use: shows intimidation as a form of bullying and gives the strategy of asking for support, being calm and doing the unexpected
- 16. Passen, L. (1991). Fat, Fat Rose Marie. New York: Henry Holt and Company. (ISBN 0-8050-1653-8)**  
Grade: 2/3/4/5  
The novel demonstrates the importance of one student taking a stand against bullying and others following the lead.  
Use: a good discussion sparker about peer pressure, taking a stand, and accepting differences
- 17. Pfeffer, S. (1995). Nobody's Daughter. New York: Bantam Doubleday. (ISBN 0-440-41160-2)**  
Grade: 5/6/7  
As orphans, Emily and her friends are taunted by the town girls. A tragedy occurs and Emily finds strength and resources in herself and her friends; set in the early 1900's.  
Use: read aloud or independent reading



- 18. Philbrick, R. (1993). Freak the Mighty. New York: Scholastic: The Blue Sky Press. (ISBN 0-590-47412-X)**  
Grade: 5/6/7  
Two boys, one small and physically disabled, one large and with learning disabilities, form a unique and strong friendship.  
Use: Read aloud or independent reading
- 19. Pilkey, D. (1995). The Hallo-Weiner. New York: Scholastic. (ISBN 0-590-41729-0)**  
Grade: 2/3/4/5  
All the other dogs make fun of Oscar the dachshund until one Halloween when, dressed as a hot dog, Oscar bravely rescues the others.  
Use: read aloud for opportunities to discuss the impact caused by name-calling and teasing; good seasonal link to Halloween.
- 20. Scribner, V. (1992). Gopher Takes Heart . New York: Viking Press. (ISBN 0-670-84-839-5)**  
Grade: 4/5/6  
Gopher is bullied until circumstances draw him and the child who bullied together.  
Use: start discussion about various bullying situations by reading excerpts aloud; discuss strategy of befriending the child who bullies
- 21. Shreve, S. (1997). Joshua T. Bates in Trouble Again. Toronto: Random House of Canada Ltd. (ISBN 0-679-89263-X)**  
Grade: 4/5/6/7  
After finally being promoted to the fourth grade in the middle of the year, Joshua is so worried about the bully who rules the fourth grade boys that he makes unwise decisions.  
Use: independent or read aloud; many points to use as discussion starters
- 22. Wallace, I. & Wood, A. (1975). The Sandwich . Toronto: Kids Can Press. (ISBN 0-919964-02-8)**  
Grade: 2/3/4/5  
For lunch Vincenzo eats mortadella and provolone cheese sandwiches which the other children call “stinky meat.” He is able to stop the teasing without compromising his identity.  
Use: read aloud; use to demonstrate the importance of seeking adult advice and support; demonstrates the use of agreement or acceptance as a strategy to deal with teasing
- 23. Wells, R. (1981). Timothy Goes to School. New York: The Dial Press. (ISBN 0-14-054715-0)**  
Grade: 1/2/3/4  
Timothy deals with taunting and jealousy by finding a friend who feels the same as him.  
Use: discuss teasing and the importance of making connections and having friends

**Junior Division-Books of Non-Fiction**

1. **Cohen-Posey, K. (1995). How to Handle Bullies, Teasers and Other Meanies: A Book That Takes the Nuisance Out of Name-Calling and Other Nonsense. Highland City, Florida: Rainbow Books, Inc.**  
Grade: 5/6/7 or adult resource book  
Good, realistic advice aimed at young people. Suggests using distraction and verbal means to stop teasing and bullying.  
Use: to present and discuss strategies for dealing with teasing and bullying
2. **Amos, J. (1995). Bully. New York: Cherrytree Press.**  
Stories about bullying situations provide questions for a discussion on bullying behaviours.  
Use: to initiate discussion
3. **Grunsell, A. (1990). Bullying. (Let's Talk About It) . New York: Aladdin Books Ltd.**  
Grade: 3/4/5  
Discusses bullying, why it happens, and how it can be handled.  
Use: read aloud and discuss or use as a resource book for students

**Intermediate Division-Books of Fiction**

1. **Adler, C. The Once in a While Hero. New York: Coward, McCann & Geoghegan, Inc. (ISBN 0-698-20553-7)**  
Grade: 6/7  
Pat is being bullied and the story tells about the lessons he learns about himself when dealing with bullying.  
Use: either individual or classroom use, for examining strategies to deal with bullying
2. **Ashley, B. (1983). High Pavement Blues . London: Julia MacRae.**  
Grade: 6/7  
This novel, by a popular British writer, tells the story of Kevin, who is bullied by another boy. As the story unfolds, Kevin tries several strategies to deal with Alfie.  
Use: to introduce and discuss strategies for dealing with bullying
3. **Burgess, M. (2001). Billy Elliott. The Chicken House. (ISBN 9580462674)**  
Grade: 5/6/7  
Billy, a boy from a tough, coal mining town, pursues his interest in ballet, despite disapproval from family and friends and bullying from peers.  
Use: to foster discussions regarding the impact of bullying and strategies students can use in bullying situations





- 4. Elliott, M. (1997). The Willow Street Kids: Beat the Bullies. London: MacMillan Children's Books. (ISBN 0-330-35185-0)**  
Grade: 3/4/5/6  
Gill and Charlie and their friends meet and deal with children who bully, with the help of teachers and parents. From Kidscape, a British organization whose aim is to increase children's safety.  
Use: excellent book to read aloud and discuss with the class, also for older students to read independently
- 5. Elliott, M. (1986). The Willow Street Kids: Be Smart, Be Safe. London: MacMillan Children's Books. (ISBN 0-330-35185-0)**  
Grade: 3/4/5/6  
This selection of stories focusses on issues affecting children's safety including bullying. From Kidscape, a British organization whose aim is to increase children's safety.  
Use: read aloud and discuss strategies suggested
- 6. Kemp, G. (1990). Just Ferret. New York: Puffin Books. (ISBN 0-14-034589-2)**  
Grade: 6/7  
A boy with learning problems enrolls in a new school.  
Use: independent reading or read aloud to the class
- 7. Moss, M. (1998). Amelia Takes Command. Berkeley, California: Tricycle Press. (ISBN 1-883672-70-8)**  
Grade: 3/4/5/6/7  
This is the latest in a series of fictional journals, in Amelia's own handwriting. After successfully completing a mission at space camp, Amelia returns to fifth grade where she deals with the bully who has been making her life miserable.  
Use: read aloud; good discussion sparker; excellent portrayal of social bullying and strategy for addressing the bullying; using a journal technique, it offers inspiration for writing assignments aimed at increasing empathy and exploring the issue of bullying
- 8. Pfeffer, S. (1995). Nobody's Daughter. New York: Bantam Doubleday. (ISBN 0-440-41160-2)**  
Grade: 5/6/7  
As orphans, Emily and her friends are taunted by the town girls. A tragedy occurs and Emily finds strength and resources in herself and her friends; set in the early 1900's.  
Use: read aloud or independent reading
- 9. Philbrick, R. (1993). Freak the Mighty. New York: Scholastic: The Blue Sky Press. (ISBN 0-590-47412-X)**  
Grade: 5/6/7  
Two boys, one small and physically disabled, one large and with learning disabilities, form a unique and strong friendship.  
Use: Read aloud or independent reading



10. **Scribner, V. (1992). Gopher Takes Heart. New York: Viking Press.**  
(ISBN 0-670-84-839-5)  
Grade: 4/5/6  
Gopher is bullied until circumstances draw him and the child who bullied together.  
Use: start discussion about various bullying situations by reading excerpts aloud; discuss strategy of befriending the child who bullies
  
11. **Shreve, S. (1997). Joshua T. Bates in Trouble Again. Toronto: Random House of Canada Ltd. (ISBN 0-679-89263-X)**  
Grade: 4/5/6/7  
After finally being promoted to the fourth grade in the middle of the year, Joshua is so worried about the bully who rules the fourth grade boys that he makes unwise decisions.  
Use: independent or read aloud; many points to use as discussion starters
  
12. **Skinner, D. (1995). The Wrecker. New York: Simon and Schuster. (ISBN 0-671-79771-9)**  
Grade: 7  
This story is about being new in a school, loyalty, children who bully, and children who are bullied. However, the resolution is fantasy and NOT a strategy to recommend.  
Use: illustrates bullying situations and provides opportunity to develop alternate strategies for resolution

### **Intermediate-Books of Non-Fiction**

1. **Cohen-Posey, K. (1995). How to Handle Bullies, Teasers and Other Meanies: A Book That Takes the Nuisance Out of Name-Calling and Other Nonsense . Highland City, Florida: Rainbow Books, Inc.**  
Grade: 5/6/7 or adult resource book  
Good, realistic advice aimed at young people. Suggests using distraction and verbal means to stop teasing and bullying.  
Use: to present and discuss strategies for dealing with teasing and bullying
  
2. **Amos, J. (1995). Bully. New York: Cherrytree Press.**  
Grade: 3/4/5/6  
Stories about bullying situations provide questions for a discussion on bullying behaviours.  
Use: to initiate discussion
  
3. **Grunsell, A. (1990). Bullying. (Let's Talk About It) . New York: Aladdin Books Ltd.**  
Grade: 3/4/5  
Discusses bullying, why it happens, and how it can be handled.  
Use: read aloud and discuss or use as a resource book for students



4. **Sanders, P. (1996). Bullying (What Do You Know About It) . Connecticut: Aladdin Books Ltd.**  
Grade: 5/6/7  
Discusses bullying, why it occurs, and how it can be dealt with.  
Use: read aloud and discuss or use as a resource book for students
  
5. **Solomon, Y. (1994). Bullying (Dealing With series) . Britain: Wayland Publishers.**  
Grade: 4/5/6  
Discusses bullying, why it occurs, and how it can be dealt with.  
Use: a resource book for students; read aloud and discuss
  
6. **Webster-Doyle, T.(1991). Why is Everybody Always Picking on Me? A Guide to Handling Bullies for Young People. Middlebury, Vermont: Atrium Society.**  
(ISBN 0-942941-22-5)  
Grade: 6/7  
Stories and activities show how to resolve conflicts non-violently. Constructive ways for young people to peacefully confront hostile aggression.  
Use: as a teacher resource, for a counsellor to use in small group work, or for reading aloud and discussing with senior students

#### **Internet Resources For Youth**

1. **“Let’s Talk About Bullying”**  
Ottawa, ON, CAN  
A site offered through Family Service Canada, this is an interactive place for youth to choose their own adventure with respect to bullying at school. Students can choose their character (bully, victim, or bystander) and their own scenario to see what happens, then learn how they could have done things differently.  
<http://www.talk-helps.com/>
  
2. **LaMarsh Centre for Research on Violence and Conflict Resolution**  
York, ON, CAN  
Quick tips for youth who are bullying others, or being bullied.  
<http://www.yorku.ca/lamarsh/bully.htm>



### 3. **bullying.org**

Taber, Alberta, CAN

A “collaborative attempt to help people help each other”. After bullying led to tragedy in Taber, Alberta, Bill Belsey brought together young people to contribute to a website where children could find help with bullying issues. Includes stories, films, drawings, poetry and music and other resources about bullying. Contributions to the site come from around the globe. Kid-friendly site.

<http://www.bullying.org>

### 4. **Youth Action Network**

Toronto, Ontario

YAN (Youth Action Network) is dedicated to helping youth become more informed and actively involved in order to move towards a just and sustainable society. The main functions of YAN (a national non-profit youth organization) are to provide information and promote action. Includes online resources, links, forums, and postings about events.

<http://www.youthactionnetwork.org/>





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# Resources For Educators

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## RESOURCES FOR EDUCATORS

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### Written Resources

1. **Beane, A. (1999). The Bully-Free Classroom: Over 100 Tips and Strategies for Teachers K-8. Minneapolis, Minnesota: Free Spirit Publishing Inc.**  
(ISBN 1-57542-054-6)
2. **Begun, R., Ed. (1995). Ready to Use Social Skills Lessons and Activities for Grades 1-3. New York: Center for Applied Research in Education.**  
One of four books in a series, this volume is designed to help classroom teachers teach social skills to students. Includes various topics, such as Respect for Others, Expressing Feelings, Dealing with Anger, and Dealing with Peer Pressure.
3. **British Columbia Ministry of Attorney General. (1996). 841 KOZ: Teacher's Guide. Victoria: Province of British Columbia Ministry of Attorney General**  
A guide for teachers to support the 841 KOZ Youth Group initiative, which involves a personal presentation by a group of young people, teaching students to take a stand against violence and crime. The program looks at issues of bullying and stereotyping, and highlights the importance of looking out for each other. Available from the Community Programs Division, 604-660-2605.
4. **British Columbia Ministry of Attorney General. (1998). TROO: Total Respect of Others: Elementary School Action Pack. Victoria: Province of British Columbia Ministry of Attorney General.**  
TROO provides a series of training workshops to young people in elementary and secondary schools. TROO's interactive presentation addresses issues of racism, prejudice, and discrimination. It highlights the importance of respecting each other and celebrating diversity. Additionally, the *TROO Manual for Elementary Schools* details many strategies to help students build positive attitudes within their communities. Available from the Community Programs Division, 604-660-2605.
5. **British Columbia Ministry of Education. (1990). Personal Growth. Victoria: Province of British Columbia Ministry of Education.**  
A series of lesson plans integrating the examination of children's literature with an exploration of topics such as self-esteem, assertiveness, and appropriate behaviour in relationships. Lesson plans for Primary (K to 3), Early Intermediate (4 to 7), and Late Intermediate (8 to 10).





**6. British Columbia Ministry of Health. (1996) Healthy Schools Project . Victoria: Province of British Columbia Ministry of Health.**

This project, originally developed by the B.C. Ministry of Health, and now accessible through the Ministry for Children and Families, details a simple and effective planning process that guides schools in the selection of school projects. This resource provides a step-by-step action plan and includes helpful tips for implementing the initiative. Contact the Ministry for Children and Families' Regional Operating Agency in your area for more information. The *Healthy Schools Resource Guide* will be posted on a website early in 1999, at <http://www.mcf.gov.bc.ca> Ministry of the Attorney General. 1996.

**7. Cech, M. (1991). Global Child-Multicultural Resources for Young Children Toronto: Addison-Wesley. (ISBN 0-201-29822-8)**

Globalchild is an approach which as it says in the introduction, "stresses commonalities rather than confrontations" and which uses experiences to change attitudes and perspectives. It's a programme which nourishes children's cultures through music, art and dramatic play. It is mainly for primary grades but could be adapted for junior grades.

**8. Garrity, C., Jens, K., Porter, W., Sager, N., & Short-Camilli, C. (1994) . Bullyproofing Your School: A Comprehensive Approach for Elementary Schools. Colorado: Sopris West.**

Based on the Olweus program, this resource provides a format for offering extra support sessions for children who are bullied. The book provides an outline and the reproducible handouts required for conducting each of six sessions. The goals of these sessions are to:

- increase the self-esteem of the children who are bullied
- empower children who are bullied
- assist children in making new friends
- decrease the isolation felt by children who are bullied.

**9. Hoover, J. and Oliver, R. (1996). The Bullying Prevention Handbook: A Guide for Principals, Teachers and Counsellors . Bloomington, Indiana: National Education Service.**

Aimed at counsellors, this book provides details about intervening with children who bully, children who are bullied, and their families. Contains a useful chapter on bibliotherapy with a list of books. Focuses on upper elementary and middle school aged students.

**10. Huggins, P. (1993). Helping Kids Handle Anger: Teaching Self-Control. Colorado: Sopris West.**

A very practical resource full of teaching ideas and reproducible pages. Part of the "Assist Program," which also includes the titles:

- Creating a Caring Classroom
- Teaching Friendship Skills (Primary)
- Teaching Friendship Skills (Elementary)
- Teaching Cooperation Skills



**11. Lajoie, G., McLellan, A. & Seddon, C.. 1997. Take Action Against Bullying Coquitlam: Bully B'ware Productions.**

Produced by Canadian educators, this book provides an overview of the issue and offers several useful appendices. A video and poster are also available.

**12. Nelsen, J., Lott, L. & Glenn, S. Positive Discipline in the Classroom. Prima Publishing: Roseville California. ISBN 0-7615-2421-5**

A primer for creating a classroom climate that fosters cooperation, problem-solving skills and mutual respect in children.

**13. Olweus, D. (1993). Bullying at School: What We Know and What We Can Do. Great Britain: Hartnolls Limited.**

The classic book on bullying prevention programs by the leading world authority on problems of bullying and victimization.

**14. Payne, L. & Rohling, C. (1997). We Can Get Along: A Child's Book of Choices. Minnesota: Free Spirit Publishing, Inc. (ISBN 1-57542-013-9)**

In a straightforward way, this book focusses on positive virtues in dealing with others. Note: There is also a Leader's Guide with reproducibles to use in the classroom and as letters home to parents. Grade: K/1/2/3 Use: read aloud and discuss or use with the Leader's Guide to teach an introductory course on conflict resolution and choice making

**15. Payne, L. and Rohling, C. (1997). A Leader's Guide to We Can Get Along: A Child's Book of Choices. Minnesota: Free Spirit Publishing, Inc. (ISBN 1-57542-014-7)**

This Leader's Guide is designed to accompany the child's book of the same name and be used to teach an introductory course on conflict resolution and making choices. Contains reproducibles to use in the classroom and letters home to parents.

**16. Second Step: A Violence Prevention Curriculum. Available through the Committee for Children, Seattle, Washington, (800) 634-4449, fax (206) 343-1445, internet: [www.cfchildren.org](http://www.cfchildren.org)**

This multi-media program designed to reduce impulsive and aggressive behaviour includes teacher's resource books, picture discussion cards, puppets, posters, audio cassettes, and video (components vary for each grade level). Through empathy training, interpersonal problem-solving, social skill training, and anger management, children learn how to raise their level of social competence. Available in three grade levels: K-3, 4-5, and 6-8.

**17. Simmons, R. (2002). Odd Girl Out-The Hidden Culture of Aggression in Girls. Harcourt, Inc. New York. ISBN 0-15-100604-0**

An indepth look at girls and relational bullying.



## RESOURCES



18. Sharp, S. & Smith, P., Eds. (1994). **Tackling Bullying in Your School: A Practical Handbook for Teachers**. New York: Routledge.  
Sections include establishing a whole-school anti-bullying policy, curriculum-based intervention strategies, methods for responding directly to bullying situations, and techniques for tackling bullying during breaks and lunch times. Each section is written by an acknowledged expert and all strategies have been tried and tested by teachers.
19. Sheridan, S. (1995). **The Tough Kid Social Skills Book**. Colorado: Sopris West.  
Practical ideas and resources for improving social skills.
20. Stein, N. (1996). **Bullyproof: A Teacher's Guide on Teasing and Bullying for Use With Fourth and Fifth Grade Students**. Wellesley College Centre for Research on Women and the NEA Professional Library. (ISBN 0-9641921-1-X)  
An excellent practical resource, which covers sexual harassment with bullying prevention.
21. Zarzour, K. (1994). **Battling the Schoolyard Bully: How to Raise an Assertive Child in an Aggressive World**. Toronto, Ontario: HarperCollins Publishers Ltd.  
A good overview with practical tips and ideas for parents and teachers. Offers information about stopping the bully/victim cycle, preventing bullying and victimization, and encouraging assertive behaviour.

### Internet Resources For Educators

1. **School-based violence prevention programs – a resource manual**  
(Alberta, CAN)  
This resource manual presents school-based violence prevention programs that are relevant for girls and boys, young women and young men. It provides practical research- and expert-based information on school-based programs to prevent interpersonal violence. It reviews 79 prevention programs (18 in the French version). Each has research evidence, addresses unique "at-risk" populations, such as children with disabilities, or uses innovative approaches to engaging youth.  
<http://www.ucalgary.ca/resolve/violenceprevention/English/reviewprog/bullyintro.htm>
2. **Court TV**  
(no location given)  
Curricula for Middle School and High School Educators. A series of programs which teaches students to become better decision makers. Each program is based on actual court cases in which the choices adolescents made had a profound effect on their future. Court TV provides video, learning materials and curricula to guide students and teachers in discussion. <http://www.courtTV.com/choices/index.html>

**3. LaMarsh Centre for Research on Violence and Conflict Resolution**

York, ON, CAN

Two articles by Debra Pepler about bullying: “Making a Difference in Bullying” and “Making a Difference in Bullying: Understanding and Strategies for Practitioners” (Acrobat Reader is Required to view the articles)

<http://www.yorku.ca/lamarsh/bully.htm>

**4. National Film Board of Canada**

CAN

Includes Canadian films about bullying and related violence issues.

<http://www.nfb.ca/e/>

**5. Bullying In Schools and What to Do About It**

South Australia

Dr. Rigby’s home page about bullying in schools. Provides information that will help people to understand more about bullying in schools and how it can be stopped. It is of special interest to educators, children and parents.

<http://www.indigenet.net/education/bullying/default.html> Organized by categories of students, parents/family, and educators, this is the link to many, many other websites about bullying. <http://www.indigenet.net/education/bullying/guide.html>

**6. Safe Child**

Colorado, USA

A child abuse prevention site from the Coalition for Children, Inc., with general information about bullying, and a school program launched in 2000, called “Take a Stand”.

<http://www.safechild.org/bullies.htm>

**7. Maine Project Against Bullying**

Maine, USA

Documents project (with introduction, report and executive summary), and also lists other links, bibliography of resources, and includes bullying survey for grade 3 students that can be completed online.

<http://lincoln.midcoast.com/~wps/against/bullying.html>

Affiliated site with very comprehensive website resource listing and tips and strategies:

<http://www.cary-memorial.lib.me.us/bullyweb/page3.html>

**8. The League of Peaceful Schools**

Bedford, Nova Scotia, CAN

The League of Peaceful Schools provides support and recognition to schools that have declared a commitment to creating a safe and peaceful environment for their students.

<http://www.leagueofpeacefulschools.ns.ca/>



## RESOURCES



### 9. Community Alliance for York Region Education (CAYRE)

Ontario, CAN

Describes the “Put the Brakes on Bullying” project of CAYRE, including accomplishments.

<http://www.yrdsb.edu.on.ca/page.cfm?id=IIC000005>

### 10. Ministry of Education – Policy and Reference

Ontario, CAN

This site outlines the government’s Code of Conduct for Ontario Schools.

<http://www.edu.gov.on.ca/eng/document/brochure/conduct/conduct.html>

### 11. Canadian Association for School Health

CAN

*A great place for information on Comprehensive School Health, Health Promoting Schools and Safe Schools.* Also includes a collection of web documents on preventing violence through

school-community action. This site provides links to over 2000 research and resource documents organized by topics.

<http://www.safehealthyschools.org/caringschools.htm>

## Internet Sites For Research

### 1. Blueprints for Violence Prevention

Colorado, USA

The following Blueprints Model Programs were selected from a review of over 450 violence prevention programs. The [criteria](#) for selecting the Blueprints programs establishes a very high standard - one that proved difficult to meet. We provide a brief overview and a video segment describing each program. Please note that the video segments are quite large and may take some time to load via modem connections.

<http://www.colorado.edu/cspv/blueprints/model/index.html>

### 2. Center for the Study and Prevention of Violence

Colorado, USA

Includes link to Colorado Anti-Bullying Project and Safe Schools ~ Safe Communities

“CSPV has a threefold mission. First, the [Information House](#) serves to collect research literature and resources on the causes and prevention of violence and provides direct information services to the public by offering topical searches on customized databases.

Second, CSPV offers [technical assistance](#) for the evaluation and development of violence prevention programs. Third, CSPV maintains a basic [research](#) component through data analysis and other projects on the causes of violence and the effectiveness of prevention and intervention programs.”

<http://www.colorado.edu/cspv/>

**3. Making Canada Safer for Children**

Ottawa, Ontario, CAN

A component of Child and Youth Friendly Ottawa, this site should be improved mid-August, 2002. Currently (July 24, 2002), this site cannot be accessed directly.

<http://www.cayfo.ca/bullying/firstpage.htm>

**4. National Crime Prevention Council**

CAN

General article on bullying – comprehensive, very easy to follow, cites current research and lists resources at end.

<http://www.crime-prevention.org/english/publications/children/violence/>

**5. European Conference on Initiatives to Combat School Bullying**

Europe

A very comprehensive site outlining different research and approaches from countries throughout Europe. Keynote addresses and workshop summaries from conference are included.

<http://www.gold.ac.uk/euconf/>

**6. The Nature and Prevention of Bullying**

London, UK (coordinating team) Also: Italy, Spain, Portugal and Germany

A cross-cultural research project about the causes and nature of bullying and social exclusion in schools, and ways of preventing them. Funded under the TMR initiative of the European Commission.

<http://www.gold.ac.uk/tmr/>





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# Resources For Parents

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## **RESOURCES FOR PARENTS**

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### Written Resources

**Fried, S. & Fried, P. (1996). Bullies and Victims: Helping Your Child Through the Schoolyard Battlefield . New York: M. Evans and Company.**

Aimed at helping parents, teachers, and counsellors understand the dynamics and act effectively when children are bullying or being bullied; gives practical steps to help children prevent and solve the problem

**McNamara, B. & McNamara, F. (1997). Keys to Dealing with Bullies. New York: Barrons Parenting Keys ISBN 0-7641-0163-3**

Profiles children who bully and children who are bullied, describes patterns, underlying causes and longterm effects. Offers specific suggestions for dealing with bullying.

**Pearce, J. (1989). Fighting, Teasing and Bullying: Effective Ways to Help Your Child to Cope with Aggressive Behaviour . London: HarperCollins Publishers. (ISBN 0-7225-1722-X)**

Aimed at parents, this book makes suggestions for activities parents can do with their children to prepare them to deal with bullying and teasing.

**Sheridan, S. (1995). The Tough Kid Social Skills Book. Colorado: Sopris West.**

Practical ideas and resources for improving social skills.

**Simmons, R. (2002). Odd Girl Out-The Hidden Culture of Aggression in Girls. Harcourt, Inc. New York. ISBN 0-15-100604-0**

**Zarzour, K. (1994). Battling the Schoolyard Bully: How to Raise an Assertive Child in an Aggressive World . Toronto, Ontario: HarperCollins Publishers Ltd.**

A good overview with practical tips and ideas for parents and teachers. Offers information about stopping the bully/victim cycle, preventing bullying and victimization, and encouraging assertive behaviour.



## Internet Resources For Parents

### 1. London Family Court Clinic

London, Ontario, CAN

This page of the LFCC site gives very helpful, practical information about bullying to parents and teachers. It is an excerpt from A.S.A.P., A School-based Anti-Violence Program.

<http://www.lfcc.on.ca/bully.htm>

### 2. Bully B'ware

Coquitlam, BC, CAN

Bully Beware website offers general information, tips & strategies, stories about bullying, media articles, materials for sale, and workshops.

<http://www.bullybeware.com/>

### 3. Live Violence Free

BC, CAN

Put out by the British Columbia Ministry of Education, this site outlines programs, and gives helpful tips to parents for what to do if their student is bullied, or is bullying others. Also gives facts about bullying, a chart of progressive bullying behaviours, and a violence continuum chart.

[http://www.bced.gov.bc.ca/live\\_vf/](http://www.bced.gov.bc.ca/live_vf/)

### 4. What Makes Kids Care?

Washington, DC, USA

An article from the American Psychological Association about promoting caring and altruism in children, mainly geared towards parents.

<http://www.apa.org/pubinfo/altruism.html>





# SAMPLE OF A SCHOOL-WIDE BULLYING PREVENTION PLAN

## SAMPLE OF COMPREHENSIVE SCHOOL WIDE BULLYING PREVENTION PLAN - YEAR 1

This plan includes actual activities that were implemented by schools participating in the *Good Kid Sid* Pilot Project. Some of the activities listed were in motion before the pilot project began but were carried on as part of the bullying prevention initiative. Though the framework of the ten steps may be much the same from school to school, the activities that schools choose to implement will vary according to each school's unique situation.

STEP	ACTIVITY	YEAR 1
<b>STEP 1:</b> <b>Engage</b> <b>Commitment of</b> <b>School Staff</b>	<i>Do Presentation(s) on bullying and benefits of a school wide bullying prevention initiative</i>	<ul style="list-style-type: none"> <li>• Try to include all staff, including support staff e.g. bus drivers, custodians, secretaries, educational assistants, volunteers, lunch room supervisors, hall monitors, etc.</li> <li>• Share the roles and responsibilities (e.g. classroom meetings) that will likely be involved with such an initiative</li> <li>• Discuss how staff will be supported to carry out this initiative</li> <li>• <b>Seek confirmation that staff are willing to put energy towards such an initiative</b></li> </ul>
	<i>Seek staff volunteers to work on establishing a School Climate Committee</i>	<ul style="list-style-type: none"> <li>• Outline what the commitment might entail</li> <li>• Describe any related benefits that might be associated with work on committee (e.g. training)</li> </ul>



STEP	ACTIVITY	YEAR 1
<p><b>STEP 2:</b> Establish a School Climate Committee</p>	<p><i>Recruit members from the many different groups within the school community</i></p>	<ul style="list-style-type: none"> <li>• Invite all staff. There may be some who have a particular interest in behaviour management, or may be looking for an opportunity to learn or participate</li> <li>• Invite parental involvement via Parent Council meetings, letters to parents, newsletters, etc.</li> <li>• Invite interested community partners to join committee</li> <li>• Invite students to join committee (staff may want to nominate students for this invitation based on their abilities and interests)</li> </ul>
	<p><i>Form Structure</i></p>	<ul style="list-style-type: none"> <li>• Create role descriptions for chairpersons and committee members</li> <li>• Elect chairperson(s)</li> <li>• Create a meeting schedule</li> <li>• Create an action plan that includes assignments (using checklists) and persons responsible</li> </ul>
<p><b>STEP 3:</b> Involve Parents</p>	<p><i>Parent Information Night</i></p>	<ul style="list-style-type: none"> <li>• Presentation on bullying given to parents (perhaps via Parent Council Meeting) with an outline of what a bullying prevention initiative might include. Invite participation on the school climate committee. Encourage discussion of the school climate approach to bullying prevention and how parents might contribute to this approach.</li> </ul>



STEP	ACTIVITY	YEAR 1
<b>STEP 4:</b> Involve Students	<i>Inform Student Council</i>	<ul style="list-style-type: none"> <li>• Inform them of the upcoming development of the bullying prevention plan for their school</li> <li>• Ask for student council representation on the school climate committee</li> <li>• Ask council to be a communication conduit between the student body and the school climate committee to ensure that students have input into the development of the plan and the later promotion and implementation of the plan</li> </ul>
	<i>Involve students in class</i>	<ul style="list-style-type: none"> <li>• Discuss bullying behaviour and how to deal with it in class (e.g. Use Module A, B and C Lesson Plans)</li> <li>• Conduct bullying survey annually using surveys included within Module A.</li> <li>• Move towards having classroom meetings at least weekly</li> </ul>
<b>STEP 5:</b> Create and/or Amend a School Statement for a Respectful School Environment (as part of the School Code of Conduct)	<i>Ask for input to construct draft school plan and approve final plan (this will be needed in steps 6, 7 &amp; 8 as well)</i>	<ul style="list-style-type: none"> <li>• Hold meetings so that all stakeholders are included e.g. if not everyone attends regular biweekly meeting. May be need to meet with some groups separately</li> <li>• Post plans in staff room and ask for input</li> </ul>
	<i>Ask for student input into draft plan (this will be needed in steps 6, 7 &amp; 8 as well)</i>	<ul style="list-style-type: none"> <li>• Use student council or classroom meetings to discuss draft and make recommendations for change</li> </ul>
<b>STEP 6:</b> Build a Supervision Plan	<i>Monitor, Record and Track Bullying Incidents and Situations</i>	<ul style="list-style-type: none"> <li>• Administrator keeps aware of cases and trends and patterns of bullying behaviour to use in taking actions to prevent further incidents or situations (e.g. If aware that bullying happens frequently over snow forts—behaviour can then be prevented/curbed)</li> </ul>



	<i>Weekly Friday Morning Staff Meetings</i>	<ul style="list-style-type: none"> <li>• Discuss any “hot spots” to watch for and take action to prevent bullying (<b>see Step 10 for more detail</b>)</li> </ul>
	<i>Bathroom and Hallway Passes</i>	<ul style="list-style-type: none"> <li>• Necessary for bathroom use or presence in hallways at recess and lunch time</li> </ul>
	<i>Increase playground supervision</i>	<ul style="list-style-type: none"> <li>• Have 3 playground supervisors (principal helps out regularly at lunchtime)</li> <li>• Supervisors wear vests and monitor different parts of the yard</li> </ul>
<b>STEP 7: Construct a School Climate Enhancement Plan</b>	Regularly Held Classroom Meetings	<ul style="list-style-type: none"> <li>• Provide information inservice for classroom staff</li> <li>• Hold class meetings at least once a week in every class</li> <li>• Discuss strategies in divisional meetings</li> </ul>
	<i>Inclusive Game</i>	<ul style="list-style-type: none"> <li>• First 10 minutes of each physical education period-set out different equipment each time with the following instructions: Everyone must be included and must adhere to safety rules. Demonstrate/teach a new game at each bullying prevention assembly.</li> </ul>
	<i>Resource Materials</i>	<ul style="list-style-type: none"> <li>• Designated bucket of resources on bullying prevention/intervention available in school library</li> </ul>
	<i>Student Recognition eg. Student of the Month, “Gotcha” Tickets, “In the Image of Jesus” acknowledgements</i>	<ul style="list-style-type: none"> <li>• Tangible recognition given for respecting school statement and rules e.g. recognition tickets that can lead to rewards, newsletter inserts, morning announcements, etc.</li> </ul>





STEP	ACTIVITY	YEAR 1
	<i>Bullying Prevention/ Conflict Management/ Social Skills Development Programs</i>	<ul style="list-style-type: none"> <li>• Continue with EIEI program</li> <li>• Continue with Peacemakers program</li> </ul>
<p><b>STEP 8:</b> Develop a Response Plan</p>	<i>Procedures Specific to Bullying</i>	<ul style="list-style-type: none"> <li>• Discipline Form is completed by teacher who first responded to incident (first responder)</li> <li>• Form goes to administrator (second responder) who fully investigates incident with both parties. If it is not obvious, he/she determines if incident is one in a series of incidents (thereby identifying a case of bullying)</li> <li>• Administrator determines what interventions are necessary based on frequency and severity of bullying</li> <li>• Administrator phones parents of child who bullied, and of child who was bullied (if deemed necessary)</li> <li>• Administrator tracks bullying behaviour for trends, patterns—compares with results of annual student survey</li> </ul>
	<i>Special Social Skills Building Opportunities for student who bullied and/or student who was bullied</i>	<ul style="list-style-type: none"> <li>• Opportunities are made available using available resources (e.g. youth worker, social worker, teacher, community agency) to help children involved in bullying e.g. may need self-reflective activities, empathy/sensitivity development, anger management, conflict resolution, self esteem, assertiveness, etc.</li> </ul>
	<i>School Statement, Classroom Rules or School Code of Conduct Made Visible</i>	<ul style="list-style-type: none"> <li>• In each classroom</li> <li>• In Front Pages of Planner</li> <li>• In Pamphlet for parents that goes home in September</li> <li>• In assemblies throughout the year</li> </ul>



STEP	ACTIVITY	YEAR 1
<p><b>STEP 9:</b> Promote and Implement the School Plan</p>	<p><i>School Assemblies</i></p>	<ul style="list-style-type: none"> <li>• Assemblies focusing on bullying prevention every September, January and April</li> <li>• Each division takes a turn planning one assembly</li> <li>• Skits and songs are performed by students and/or teachers to give students full understanding of the rules, to model appropriate behaviour e.g. What to do if they are a witness or are being bullied, what will happen if they bully or are bullied</li> <li>• Students who displayed exemplary behaviour in the previous months are awarded certificates/treats</li> <li>• Guests with programs that promote respectful behaviour were invited to do assemblies to reinforce the bully prevention message.</li> </ul>
	<p><i>Student Promotion of School Statement and Rules</i></p>	<ul style="list-style-type: none"> <li>• Two student council students per room to promote school statement and rules within their classroom</li> </ul>
	<p><i>Bulletin Board</i></p>	<ul style="list-style-type: none"> <li>• One bulletin board devoted to school plan and updates</li> </ul>
	<p><i>Announcements</i></p>	<ul style="list-style-type: none"> <li>• May include reminders re: rules, updates re: plans and activities, as well as recognition of students displaying respect for the plan</li> </ul>
	<p><i>Pamphlet and Pledge Sheet</i></p>	<ul style="list-style-type: none"> <li>• Information pamphlet about bullying prevention plan and pledge sheet to support plan go home at beginning of year, parents and child(ren) to sign and return to school</li> </ul>
	<p><i>Presentation to Parent Council and School Council</i></p>	<ul style="list-style-type: none"> <li>• The plan will be outlined and any updates given during the first meeting of the year</li> </ul>



STEP	ACTIVITY	YEAR 1
<b>STEP 9</b> <b>Promote and Implement the School Plan (continued)</b>	<i>Monthly Newsletter and School Website</i>	<ul style="list-style-type: none"> <li>• Updates on the plan given</li> <li>• Include School code of Conduct and Bullying Prevention Plan/Policy</li> </ul>
	<i>Intentional Adult Modeling of Appropriate Use of Power</i>	<ul style="list-style-type: none"> <li>• Adults in the school take every opportunity to talk about and model appropriate use of power e.g. Adults refrain from using bullying behaviour, adults model assertive statements.</li> </ul>
<b>STEP 10:</b> <b>Monitor and Reassess the School Plan</b>	<i>Friday Morning Meetings</i>	<ul style="list-style-type: none"> <li>• 15 minutes every Friday to discuss plan- what’s working, what’s not, any “hot spots” to watch for, general school climates issues/ activities and remediation</li> </ul>
	<i>End of Year Review</i>	<ul style="list-style-type: none"> <li>• School Climate Committee meets in June to review and reassess plan for next year</li> </ul>





## SAMPLE OF COMPREHENSIVE SCHOOL WIDE BULLYING PREVENTION PLAN - YEAR 2

STEP	ACTIVITY	YEAR 2
<b>STEP 1:</b> Re-engage Commitment of School Staff	<i>Update staff and orientate new staff to issues re: bullying, comprehensive school-wide prevention plan and classroom meetings</i>	<ul style="list-style-type: none"> <li>Staff meeting early in year includes inservice re: bullying, and review of prevention plan</li> </ul>
<b>STEP 2:</b> Re-Establish a School Climate Committee	<i>Recruit members</i>	<ul style="list-style-type: none"> <li>Seek volunteers to fill spots that may be vacant i.e. From teachers or students leaving the school, or if there were gaps in representation from parts of the school community (especially parents), try to fill them this year</li> </ul>
	<i>Form Structure</i>	<ul style="list-style-type: none"> <li>Elect chairperson(s)</li> <li>Create a meeting schedule</li> <li>Create an action plan with assignments and persons responsible (using checklists)</li> </ul>
<b>STEP 3:</b> Involve Parents	<i>Parent Information Night, Curriculum Night, and Kindergarten Registration Times</i>	<ul style="list-style-type: none"> <li>Post a display about bullying and the school's prevention plan, including an invitation for involvement</li> </ul>
<b>STEP 4:</b> Involve Students	<i>Involve students in class</i>	<ul style="list-style-type: none"> <li>Discuss bullying behaviour and how to deal with it in class (e.g. Use Module A, B and C Lesson Plans)</li> <li>Conduct survey of bullying behaviour yearly at same time</li> <li>Have students participate in weekly classroom meetings</li> </ul>



STEP	ACTIVITY	YEAR 2
<b>STEP 5:</b> Create and/or Amend a School Statement for a Respectful School Environment	<i>Not Generally Applicable in Year 2 (since completed in year 1)</i>	
<b>STEP 6:</b> Build a Supervision Plan	<i>Monitor, Record and Track Bullying Incidents and Situations</i>	<b>Continue as in Year 1</b> <ul style="list-style-type: none"> <li>• Administrator keeps aware of cases and trends and patterns of bullying behaviour to use in taking actions to prevent further incidences/situations (eg. If aware that bullying happens frequently over snow forts. Behaviour can then be prevented/ curbed)</li> </ul>
	<i>Weekly Friday Morning Staff Meetings</i>	<b>Continue as in Year 1</b> <ul style="list-style-type: none"> <li>• Discuss any “hot spots” to watch for and take action to prevent bullying (see Step 10 for more detail)</li> </ul>
	<i>Permission Passes for Bathroom and Hallway Use During Recess/Lunch</i>	<b>Continue as in Year 1</b> <ul style="list-style-type: none"> <li>• Need to request these at recesses</li> </ul>
	<i>Increase playground supervision</i>	<b>Continue as in Year 1</b> <ul style="list-style-type: none"> <li>• Have 3 playground supervisors</li> <li>• Supervisors wear vests and monitor to different parts of the yard</li> </ul>
	<i>Classroom Meetings</i>	<ul style="list-style-type: none"> <li>• Have guest speaker address new staff re: conducting classroom meetings</li> <li>• Put classroom meetings on weekly timetable</li> <li>• Continue to discuss at regular divisional meetings</li> </ul>
	<i>Monitor Change Rooms</i>	<ul style="list-style-type: none"> <li>• Have a student from the gym class monitor the change room behaviour for their class and rotate the assignment (grades 6 &amp; up)</li> </ul>



<b>STEP</b>	<b>ACTIVITY</b>	<b>YEAR 2</b>
<b>STEP 7</b> Construct a School Climate Enhancement Plan (continued)	<i>Inclusive Game</i>	Continue as in Year 1 <ul style="list-style-type: none"> <li>• First 10 minutes of each physical education period. Set out different equipment each time with the following instructions: Everyone must be included and must adhere to safety rules</li> </ul>
	<i>Resource Materials</i>	Continue as in Year 1 <ul style="list-style-type: none"> <li>• Designated bucket of resources on bullying prevention/intervention available in library</li> </ul>
	<i>Student Recognition eg. Student of the Month, “Gotcha” Tickets, “In the Image of Jesus” acknowledgements</i>	Continue as in Year 1 <ul style="list-style-type: none"> <li>• Tangible recognition given for respecting school statement and rules eg. recognition tickets that can lead to rewards, newsletter inserts, morning announcements, etc.</li> </ul>
	<i>Bullying Prevention Program</i>	Continue as in Year 1 <ul style="list-style-type: none"> <li>• Continue with EIEI program</li> <li>• Continue with Peacemakers program</li> </ul>
	<i>Train Peer Mediators</i>	<ul style="list-style-type: none"> <li>• Principal plus college co-op social work students to train and set up peer mediator program for playground supervision (for information on obtaining a co-op student, see Resources Section, list entitled Community Resources to Help Maintain Momentum)</li> </ul>



STEP	ACTIVITY	YEAR 2
<p><b>STEP 8:</b> Develop a Response Plan</p>	<p><i>Procedures Specific to Bullying</i></p>	<p><b>Continue as in Year 1</b></p> <ul style="list-style-type: none"> <li>• Discipline Form is completed by teacher who first responded to incident (first responder)</li> <li>• Form goes to administrator (second responder) who fully investigates incident with both parties and determines if incident is one in a series of incidents (thereby identifying a case of bullying)</li> <li>• Administrator determines what interventions are necessary based on frequency and severity of bullying</li> <li>• Administrator phones parents of child who bullied, and of child who was bullied (if deemed necessary)</li> <li>• Administrator tracks bullying behaviour for trends, patterns and compares with results of annual student survey</li> <li>• Computerized database developed and introduced to staff.</li> </ul>
	<p><i>Special Social Skills Building Opportunities for the Child Who Bullied and/or the Child Who Was Bullied</i></p>	<ul style="list-style-type: none"> <li>• Opportunities are made available using available resources (e.g. youth worker, social worker, teacher, community agency) to help children involved in bullying e.g. may need self-reflective activities, empathy/sensitivity development, anger management, conflict resolution, self esteem, assertiveness, etc.</li> </ul>





STEP	ACTIVITY	YEAR 2
<p><b>STEP 9:</b> Promote and Implement the School Plan</p>	<p><i>School Statement and Classroom Rules Posted</i></p>	<p><b>Continue as in Year 1</b></p> <ul style="list-style-type: none"> <li>• Statement and Rules posted in each classroom</li> <li>• Statement and Rules in Front Pages of Planner</li> <li>• Pamphlet for parents goes home in September</li> <li>• Statement and Rules referred to in three assemblies/year</li> </ul>
	<p><i>School Assemblies</i></p>	<p><b>Continue as in Year 1</b></p> <ul style="list-style-type: none"> <li>• Assemblies focusing on bullying prevention every September, January and April</li> <li>• Each division takes a turn planning one assembly</li> <li>• Skits and songs are performed by students and/or teachers to give students understanding of the rules, to model appropriate behaviour e.g. What to do if they are a witness or are being bullied, what will happen if they bully or are bullied</li> <li>• Students who displayed exemplary behaviour in the previous months are awarded certificates/treats</li> </ul>
	<p><i>Student Promotion of School Statement and Rules</i></p>	<p><b>Continue as in Year 1</b></p> <ul style="list-style-type: none"> <li>• Two student council students per room to promote school statement and rules within their classroom</li> </ul>
	<p><i>Bulletin Board</i></p>	<p><b>Continue as in Year 1</b></p> <ul style="list-style-type: none"> <li>• One bulletin board devoted to school plan and updates</li> </ul>
	<p><i>Announcements</i></p>	<p><b>Continue as in Year 1</b></p> <p>Reminders re: rules, updates re: plans/ activities and recognition of students displaying respect for plan are given</p>



STEP	ACTIVITY	YEAR 2
<b>STEP 9:</b> Promote and Implement the School Plan (continued)	<i>Pamphlet and Pledge Sheet</i>	<b>Continue as in Year 1</b> <ul style="list-style-type: none"> <li>Information pamphlet about bullying prevention plan and pledge sheet to support plan go home at beginning of year, parents and child(ren) to sign and return to school</li> </ul>
	<i>Presentation to Parent Council and School Council</i>	<b>Continue as in Year 1</b> <ul style="list-style-type: none"> <li>Plan will be outlined and any updates given during first meeting of the year</li> </ul>
	<i>Monthly Newsletter</i>	<b>Continue as in Year 1</b> <ul style="list-style-type: none"> <li>Updates on the plan given and parents invited to attend bullying prevention-focused assemblies</li> </ul>
	<i>Intentional Adult Modeling</i>	<b>Continue as in Year 1</b> <ul style="list-style-type: none"> <li>Adults in the school take every opportunity to talk about and model bullying prevention eg. adults refrain from using bullying</li> </ul>
<b>STEP 10:</b> Monitor and Reassess the School Plan	<i>Friday Morning Meetings</i>	<b>Continue as in Year 1</b> <ul style="list-style-type: none"> <li>15 minutes every Friday to discuss plan- what’s working, what’s not, any “hot spots” to watch for, general school climates issues/activities</li> </ul>
	<i>End of Year Review</i>	<b>Continue as in Year 1</b> <ul style="list-style-type: none"> <li>School Climate Committee meets in June to review and reassess plan for next year</li> </ul>



## SAMPLE OF COMPREHENSIVE SCHOOL WIDE BULLYING PREVENTION PLAN - YEAR 3

STEP	ACTIVITY	YEAR 3
<b>STEP 1:</b> Re-engage Commitment of School Staff	<i>Update staff and orientate new staff to issues re: bullying, comprehensive school-wide prevention plan and classroom meetings</i>	<ul style="list-style-type: none"> <li>Staff meeting early in year includes inservice re: bullying, and review of prevention plan</li> </ul>
<b>STEP 2:</b> Re-Establish a School Climate Committee	<i>Recruit members</i>	<ul style="list-style-type: none"> <li>Seek volunteers to fill spots that may be vacant i.e. From teachers or students leaving the school, or if there were gaps in representation from parts of the school community (especially parents), try to fill them this year</li> </ul>
	<i>Form Structure</i>	<ul style="list-style-type: none"> <li>Elect chairperson(s)</li> <li>Create a meeting schedule</li> <li>Create an action plan with assignments and person responsible</li> </ul>
<b>STEP 3:</b> Involve Parents	<i>Parent Information Night and Kindergarten Registration Times</i>	<ul style="list-style-type: none"> <li>Post a display about bullying and the school's prevention plan, including an invitation for involvement</li> </ul>
<b>STEP 4:</b> Involve Students	<i>Involve students in Class</i>	<ul style="list-style-type: none"> <li>Discuss bullying behaviour and how to deal with it in class (e.g. Use Module A, B and C Lesson Plans)</li> <li>Conduct survey of bullying behaviour yearly at same time</li> <li>Have students participate in weekly classroom meetings</li> </ul>



STEP	ACTIVITY	YEAR 3
<b>STEP 5:</b> Create and/or Amend a School Statement for a Respectful School Environment	<i>Not Applicable in Year 3</i>	
<b>STEP 6:</b> Build a Supervision Plan	<i>Hot List in administrator's Office</i>	<b>Continue as in Year 2</b> <ul style="list-style-type: none"> <li>• Administrator keeps aware of cases and trends and patterns of bullying behaviour to use in taking actions to prevent further incidences/situations</li> </ul>
	<i>Weekly Friday Morning Staff Meetings</i>	<b>Continue as in Year 2</b> <ul style="list-style-type: none"> <li>• Discuss any “hot spots” to watch for and take action to prevent bullying (see Step 10 for more detail)</li> </ul>
	<i>Bathroom and Hallway Passes</i>	<b>Continue as in Year 2</b> <ul style="list-style-type: none"> <li>• Need to request these at recesses</li> </ul>
	<i>Increase Playground Supervision</i>	<b>Continue as in year 2</b> <ul style="list-style-type: none"> <li>• Have 3 playground supervisors</li> <li>• Wear vests and assign to different parts</li> </ul>
<b>STEP 7:</b> Construct a School Climate Enhancement Plan	<i>Classroom Meetings</i>	<ul style="list-style-type: none"> <li>• Have experienced staff mentor new staff</li> <li>• Put classroom meetings on weekly timetable</li> <li>• Continue to discuss at regular divisional meetings</li> <li>• May want to discuss further in-depth the “bystander” role in bullying</li> </ul>
	<i>Monitor Change Rooms</i>	<ul style="list-style-type: none"> <li>• Have a student from the gym class monitor the change room behaviour for their class and rotate assignment (grades 6 &amp; up)</li> </ul>



<b>STEP</b>	<b>ACTIVITY</b>	<b>YEAR 3</b>
	<i>Inclusive Game</i>	<p><b>Continue as in Year 2</b></p> <ul style="list-style-type: none"> <li>• First 10 minutes of each physical education period-set out different equipment each time with the following instructions: Everyone must be included and must adhere to safety rules</li> </ul>
	<i>Resource Materials</i>	<p><b>Continue as in Year 2</b></p> <ul style="list-style-type: none"> <li>• Designated bucket of resources on bullying prevention/intervention available in library. Use it to supplement Catholic Family Life Curriculum which deals with bullying</li> </ul>
	<i>Student of the Month</i>	<p><b>Continue as in Year 2</b></p> <ul style="list-style-type: none"> <li>• For respecting school statement and rules--- put in prizes, newsletter, announcements, give colour house points</li> </ul>
	<i>“Seeing the Image of Jesus” recognition or Gotcha tickets</i>	<p><b>Continue as in Year 2</b></p> <ul style="list-style-type: none"> <li>• Continue with recognition tickets and treats</li> </ul>
	<i>Bullying Prevention Program</i>	<p><b>Continue as in Year 2</b></p> <ul style="list-style-type: none"> <li>• Continue with EIEI program</li> <li>• Continue with Peacemakers program</li> </ul>
	<i>Deploy Peer Mediators</i>	<ul style="list-style-type: none"> <li>• Peer Mediators don vest and do walkabouts at recess</li> <li>• Help to promote the bullying prevention plan</li> <li>• Help to promote positive peer interaction and relationships</li> </ul>
	<i>Rolodex of Students</i>	<ul style="list-style-type: none"> <li>• Have names and pictures so that teachers can better recognize and connect with all students--not just the ones in their division</li> </ul>



STEP	ACTIVITY	YEAR 3
<p><b>STEP 8:</b> Develop a Response Plan</p>	<p><i>Procedures Specific to Bullying</i></p>	<ul style="list-style-type: none"> <li>• Discipline Form is completed by teacher who first responded (first responder)</li> <li>• Form goes to administrator then coordinating teacher (when process completed)</li> <li>• Administrator (second responder) fully investigates incident with both parties and determines if incident is one in a series of incidents (thereby identifying a case of bullying)</li> <li>• Child who bullied receives whatever administrator deems appropriate</li> <li>• Administrator phones parents of child who bullied, and possibly of child who was bullied (if appropriate)</li> <li>• Administrator tracks bullying behaviour for trends, patterns and compares with results of annual student survey</li> </ul>
	<p><i>Lunchtime Social Skills Workshops for the Child Who Bullied or the Child Who Was Bullied</i></p>	<p><b>Continue as in Year 2</b></p> <ul style="list-style-type: none"> <li>• A teacher works with children who have been involved with bullying. May involve self-reflective activities, sensitivity/empathy training, anger management, conflict resolution, self esteem, assertiveness, etc.</li> <li>• assistance given to teacher by a college coop social work student</li> </ul>
<p><b>STEP 9:</b> Promote and Implement the School Plan</p>	<p><i>School Statement and Classroom Rules Posted</i></p>	<p><b>Continue as in Year 2</b></p> <ul style="list-style-type: none"> <li>• Statement and Rules posted in each classroom with colourful border to draw attention</li> <li>• Statement and Rules in Front Pages of Planner</li> <li>• Pamphlet for parents goes home early in year</li> <li>• Statement and Rules referred to in three assemblies/year</li> </ul>



STEP	ACTIVITY	YEAR 3
	<i>School Assemblies</i>	<ul style="list-style-type: none"> <li>• First Friday afternoon of each month will have a spirit assembly</li> <li>• Responsibility for organizing will rotate between divisions</li> <li>• Skits and songs may be performed by students and/or teachers to give students understanding of the rules, to model appropriate behaviour eg. What to do if they are a witness or are being bullied, what will happen if they bully or are bullied</li> <li>• Students who displayed exemplary behaviour in the previous months are awarded certificates/treats</li> </ul>
	<i>Student Promotion of School Statement and Rules</i>	<p><b>Continue as in Year 2</b></p> <ul style="list-style-type: none"> <li>• Two student council students per room to promote school statement and rules within their classroom</li> </ul>
	<i>Bulletin Board</i>	<p><b>Continue as in Year 2</b></p> <ul style="list-style-type: none"> <li>• One bulletin board devoted to school plan and updates</li> </ul>
	<i>Announcements</i>	<p><b>Continue as in Year 2</b></p> <ul style="list-style-type: none"> <li>• Reminders re: rules, updates re: plans/activities and recognition of students displaying respect for plan are given</li> </ul>
	<i>Pamphlet and Pledge Sheet</i>	<ul style="list-style-type: none"> <li>• A sheet will be send for parents to sign and return with the mandatory package in September to inform them of program and expectations of student behaviour</li> </ul>
	<i>Presentation to School Council and Parent Council</i>	<p><b>Continue as in Year 2</b></p> <ul style="list-style-type: none"> <li>• first meeting of the year—plan will be outlined and any updates given</li> <li>• planned a community celebration for parent involvement with the initiative</li> </ul>



STEP	ACTIVITY	YEAR 3
<b>STEP 9</b> Promote and Implement the School Plan (continued)	<i>Monthly Newsletter</i>	<b>Continue as in Year 2</b> <ul style="list-style-type: none"> <li>• Updates on the plan given</li> <li>• Student of the Month celebrated</li> </ul>
	<i>Intentional Adult Modeling</i>	<b>Continue as in Year 2</b> <ul style="list-style-type: none"> <li>• Adults in the school take every opportunity to talk about and model bullying prevention e.g. adults refrain from using bullying</li> </ul>
<b>STEP 10:</b> Monitor and Reassess the School Plan	<i>Friday Morning Meetings</i>	<b>Continue as in Year 2</b> <ul style="list-style-type: none"> <li>• 15 minutes every Friday to discuss plan- what’s working, what’s not, any “hot spots” to watch for, general school climate issues/activities, share resources and strategies</li> <li>• may have a theme for discussion</li> </ul>
	<i>End of Year Review</i>	<b>Continue as in Year 2</b> <ul style="list-style-type: none"> <li>• School Climate Committee meets in June to review and reassess plan for next year</li> </ul>





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