

# Teachers' Handbook

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



Grade 8 Student  
St. Joseph School, Cambridge



Region of  
Waterloo  
PUBLIC HEALTH



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# TEACHERS' HANDBOOK

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## PURPOSE OF THE SCHOOL CLIMATE APPROACH TO BULLYING PREVENTION

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The intention of the school climate approach is to prevent bullying situations/episodes/cases from developing. However, it is hoped that it will also help to decrease the amount of bullying incidents that happen, since pro-social behaviour will be reinforced and students will have increased opportunities and support to develop better social skills.

## USEFUL DEFINITIONS FOR MONITORING BEHAVIOUR

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### **A Bullying Incident is...**

When an adult observes or is told about a **one time intentional, aggressive action** by one or more students against another student or group of students where a **power imbalance is already evident**, for example: an older child targeting a younger child; a student targeting another who has differing abilities; a child of the dominant culture targeting a child of a minority culture; a popular child targeting a child with few friends. It can also be considered a bullying incident if it is likely to create an imbalance of power over time, for example, when one student is outwardly hypercritical of peers or uses putdowns on other children. Over time, this can create a negative atmosphere where children become afraid of becoming a target. When fear of another is created in a child, there is an imbalance of power. (Visual Clue: Is one child far more upset about the incident than the other child? If so, the balance of power is affected.).

### **A Bullying Situation, Case or Episode Is...**

When an adult observes or is told about a series over time of intentional, aggressive actions by one or more students against another student or group of students where a power imbalance is likely or evident. Note that the person or group being bullied remains the same, but the aggressors may differ, especially if a group takes turns tormenting the targeted person (people)--this kind of action is often seen in clique or gang behaviour.

**Aggressive Behaviour Is...**

When an adult observes or is told about negative behaviour by one student against another student and there are not clues to determine whether there is an imbalance of power. Note: If there is a group of children using aggressive behaviours against one child, there is always an imbalance of power and that can always be considered a bullying incident (or a bullying situation/episode/case if it happens more than once).

## SUMMARY

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Aggressive Behaviour + Power Imbalance + Intent to Harm = **Bullying Incident**

**Bullying Incident x 2 (or 3 or 4 or 5 etc.) = Bullying Situation/Episode/Case**

**It is this second equation that defines what the research and literatures speaks of as “bullying”. This is what the school climate approach to bullying prevention is trying to reduce.**



# Bullying Myths and Facts

MYTHS	FACTS
“Bullying” is just typical aggressive behaviour.”	“A person is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons. (Olweus, 1991). The four hallmarks of bullying behaviour are: an imbalance of power between the parties; the intent to harm the target; distress in the child who is targeted; and frequent, repeated attacks (Pepler & Craig, 1998).
“Bullying situations happen when there is unresolved anger or conflict between children. It’s just part of being a kid.”	“Bullying is not about anger. It’s not even about conflict. It’s about contempt---a powerful feeling of dislike toward somebody considered to be worthless, inferior, or undeserving of respect” (Coloroso, 2002, pg.20). It is not a normal part of childhood--it is an intentional act of violence. Bullying is learned behaviour and it can be unlearned.
“Physical bullying is the most common form of bullying.”	Physical aggression is the most direct form of bullying but verbal aggression and emotional alienation are far more commonly used. For boys, who tend to value physical dominance, power and status, bullying is more likely to take physical, cognitive and social forms---kicking, hitting, threatening, making dares, and derogatory remarks. Girls generally value relationships and their bullying behaviours are more likely to involve acts of emotional alienation--spreading rumours, withdrawing friendship, and ignoring (Bosacki & Marini, 2002).
“Teachers usually notice and intervene in bullying situations involving students.”	Teachers and other adults are relatively unaware of individual student involvement in bullying situations (Olweus, 1991, Pepler, Craig, Ziegler and Charach, 1993, Sharpe & Smith, 1994). Children know that adults would not approve of bullying behaviour--therefore it is kept “under the radar” and targets are often kept silent by threats. This is demonstrated by a 1994 Toronto study, where 71% of the teachers indicated they usually intervene in bullying problems, while 25% of the students reported that teachers usually intervene (Charach, Pepler & Ziegler, 1995).



## Bullying Myths and Facts

MYTHS	FACTS
<p>“Kids will figure out how to solve the problem of bullying on their own.”</p>	<p>Because bullying involves a power imbalance between the child who is bullying and the target, adult intervention is needed to rebalance the power in the social setting. Adult awareness of the extent of bullying and adult involvement in counteracting bullying problems are key to stopping and preventing bullying (Olweus, 1993). Because of their classroom and playground supervisory duties, teachers are presented repeatedly with opportunities not only to halt ongoing bullying situations, but to identify bullying behaviour amongst children and help to stop it before it becomes a bullying situation.</p>
<p>“It is mainly the responsibility of the parents and administration to take action on the problem of bullying.”</p>	<p>One of the primary responsibilities of a teacher is to create a positive learning environment for students. Bullying creates a climate of fear---for the person being bullied and for those who witness it. Given that many children who bully have also been bullied, and that 85% of bullying incidents are witnessed by other children (Craig &amp; Pepler, 1997), it is clear that <b>bullying affects the environment for all children in a school</b>. Children feeling unsafe or uncomfortable find it difficult to put their energy into learning and therefore academic achievement is negatively affected, along with social and psychological development as well. By taking action on bullying, teachers facilitate better academic achievement.</p>
<p>“The whole issue of bullying has been blown out of proportion---kids get over it and forget about it.”</p>	<p>The severity, frequency, pervasiveness (# of contexts) and chronicity of the bullying affect the impact of the bullying on the child. Of children who have been bullied, 70-80% who receive minor intervention and support will have problems that will pass; 10-15% will have problems that are more enduring and will need significant help to recover and 5-10% will need very intense, prolonged and comprehensive intervention (Pepler &amp; Craig, c2003). Some children who have been bullied go on to complete “bullicide” or attack or kill their tormentors.</p>





MYTHS	FACTS
“Bullying has always been around and nothing we do is likely to change that.”	Bullying occurs within a social context. Therefore change must occur at all levels within that context---the children directly involved, the witnesses, the adults responsible for supervising the children in all situations, the institutional policies. Systemic change is possible, as evidenced by the changes in the acceptability of other forms of violence e.g. racism, domestic assault, child abuse, etc.



# What to Look for When Supervising Children

<b>BEHAVIOURAL CATEGORIES</b> (Identified by Marini, Fairbain & Zuber, 2001)	<b>BEHAVIOURS OF CONCERN</b> (Note: these may also fit under the second column, depending on the circumstances)	<b>BEHAVIOURS OF SERIOUS CONCERN</b>
<b>Physical Aggression</b>	<ul style="list-style-type: none"> <li>• pushing</li> <li>• shoving</li> <li>• spitting</li> <li>• kicking</li> <li>• hitting</li> <li>• making obscene or derogatory gestures</li> </ul>	<ul style="list-style-type: none"> <li>• threatening with a weapon</li> <li>• defacing/destroying property</li> <li>• stealing</li> </ul>
<b>Cognitive Aggression</b>	<ul style="list-style-type: none"> <li>• mocking/laughing at</li> <li>• name-calling</li> <li>• taunting</li> <li>• mimicking</li> <li>• insulting</li> <li>• bossing</li> <li>• making sarcastic remarks</li> <li>• making derogatory noises</li> <li>• swearing at</li> <li>• ethnic/racial slurs</li> </ul>	<ul style="list-style-type: none"> <li>• intimidating telephone calls</li> <li>• racist, sexist, or homophobic taunting</li> <li>• verbal threats against property or relatives/friends</li> <li>• verbal threats of violence or inflicting bodily harm</li> <li>• coercion</li> <li>• extortion</li> </ul>
<b>Emotional Aggression</b>	<ul style="list-style-type: none"> <li>• gossiping</li> <li>• ignoring/shunning</li> <li>• sending derogatory notes</li> <li>• embarrassing</li> <li>• spreading rumours</li> <li>• excluding from group</li> <li>• telling lies about person or their friends/relatives</li> </ul>	<ul style="list-style-type: none"> <li>• inciting hatred</li> <li>• alienation due to prejudice of any kind (e.g. due to race, gender, sexual orientation, culture, ability, appearance, etc.)</li> <li>• malicious rumour spreading</li> <li>• public humiliation</li> </ul>
<b>Social Aggression</b> (involves groups, cliques or gangs)	<ul style="list-style-type: none"> <li>• making a person the object of group jokes</li> <li>• setting up a student to look foolish in front of a group</li> </ul>	<ul style="list-style-type: none"> <li>• daring another to do something dangerous</li> <li>• setting up someone to take the blame</li> </ul>



# The Four Hallmarks of Bullying Behaviour

## Power

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

## Intent to Harm

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

## Distress in the Child Being Bullied

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

## Frequency

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

# Differences Between Normal Conflict and Bullying

NORMAL CONFLICT	BULLYING BEHAVIOUR
Is an occasional happening	Is a repeated happening
Accidental	Premeditated, on purpose
Genuine upset to both parties	Child being bullied is more upset
Trying to work things out	Trying to gain power or control
Not trying to get something	Trying to gain power or possessions
Both parties admit some responsibility	Blame is laid on the child who is targeted
Effort to solve the problem	No effort to solve the problem

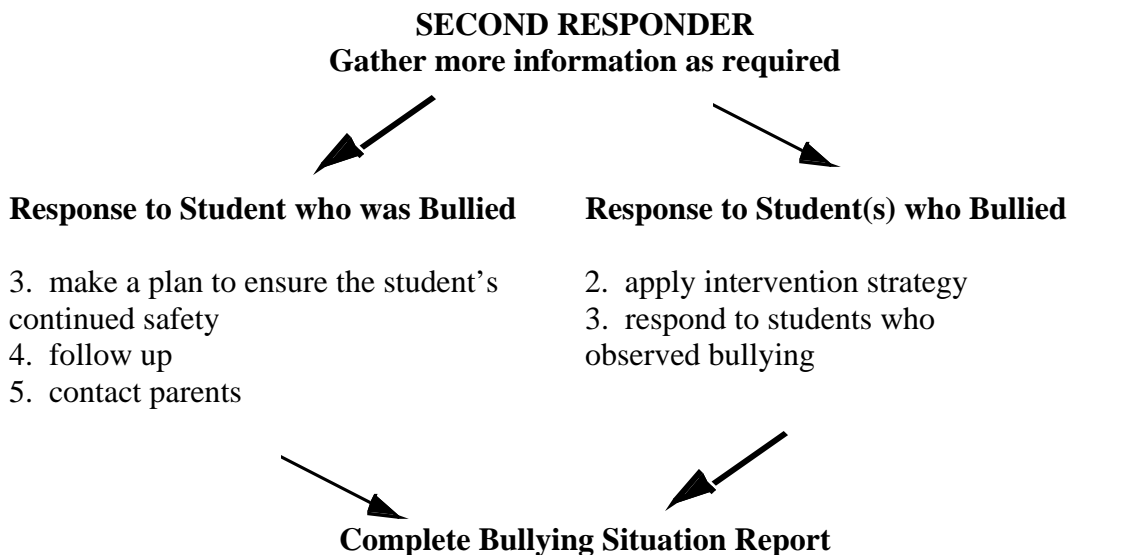
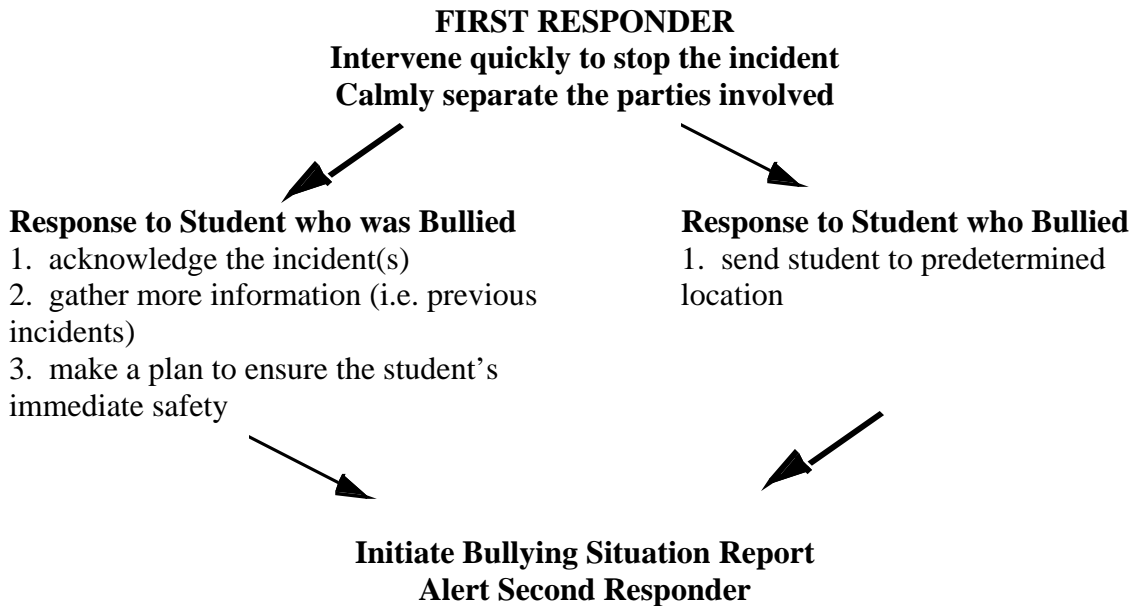
Summarized from Olweus, 1993



# STEPS TO RESPONDING TO BULLYING INCIDENTS/ SITUATIONS

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The following steps form a comprehensive and shared response to the student who has been the target of bullying behaviour. First responders begin steps 1 to 3, while second responders will complete steps 3 to 5.





## HOW TO RESPOND TO BULLYING INCIDENTS/SITUATIONS

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### 1. Acknowledge the Incident

“You were right to tell me.”

“I understand how hard it was for you to tell me.”

“I’m sorry this has happened to you.”

### 2. Gather Information

“What else happened?”

“Who is hurting you?”

“Has this person or others from his/her group bothered you before?”

“What has been done about it by you or anyone else?”

“Who else have you told about it?”

### 3. Make a Plan to Ensure Safety

Help the student to brainstorm solutions and make a plan for staying safe. This plan should include:

- How to avoid further encounters with students who bullied
- What he or she can do if bullying continues.
- Who the student will tell if there is another incident

For each aspect of the plan consider:

- Is it safe?
- How might people feel?
- Is it fair?
- Will it work?

(adapted from the problem-solving model used in *Second Step: A Violence Prevention Curriculum*, United States National Institute for Justice and the Committee for Children, 1998)

**Assure the student that action will be taken with the student(s) responsible.**



#### **4. Follow-up**

Check in with the student within a few days to determine the success of the plan and the student's vulnerability to further bullying:

“Have you been able to put the plan we made together into practice?”

“How well did it work?”

”Has any more bullying occurred?”

Note: The type of bullying could have changed but bullying behaviour continued e.g. physical bullying may have changed to verbal bullying. If so, further intervention with student who bullied will be required.

“If the plan hasn't worked, what else could be tried?”

- ▶ Remind the student to seek adult help if the bullying reoccurs.
- ▶ Let the student know you will continue to check in with her or him from time to time.
- ▶ Tell the student, in general terms, that there have been consequences for the student(s) who was bullying him or her.
- ▶ Consider the use of restorative intervention strategies (see page xx in the master document) as a means for bringing the two parties together to resolve the issue and restore or strengthen the relationship between the students involved in the incident(s) if the student who was bullied is in agreement with the idea.

If there is concern that this student may continue to be vulnerable to bullying by other students, it may be prudent to involve other supports (e.g. Youth workers, behavioural team, community agencies) to work with her or him individually or in a small group. Children who are chronically bullied may benefit from opportunities to build their self-esteem, practise assertive responses and other self-protective strategies, and enhance their friendship skills.

If this situation involved elements of discrimination based on race, color, gender, ability, sexual orientation, etc., it may be advisable to assess the school or classroom climate in terms of inclusivity and equity. Does the school environment welcome diversity, celebrate differences and strive to make sure that every student can see parts of him/herself and his/her culture reflected somewhere within the school and its personnel? Resources to help support inclusive teaching (e.g. “We're Erasing Prejudice for Good” from the Elementary Teacher's Federation of Ontario) are available from the board resource centre or may be available in some school libraries. For more information contact the consultant from your board :

**Waterloo Catholic District School Board**

Faith Formation, Religion,  
Family Life and Human Sexuality,  
Equity, Race Relations and Ethnocultural Consultant  
Waterloo Catholic District School Board  
(519) 578-3660 Fax (519) 578-9967

**Waterloo District School Board**

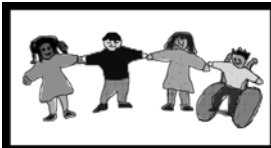
English as a Second Language Consultant  
Waterloo Region District School Board  
(519) 570-0003 Fax (519) 742-1364

**5. Contact Parents**

**If this is one in a series of bullying incidents or a very serious incident, contact the student's parents to inform them of the incident and the school's plan for supporting their child. Inform them of the school's plan for intervening with the students responsible for the bullying.** Make a plan for any further contact that may be required.

In cases of more entrenched or problematic bullying, the school may choose to have a meeting with the parents. If such a meeting is called, the second responder may:

- ▶ inform the parents of the school's efforts to support their child
- ▶ discuss the plan made with the student and ask the parents for input and/or to support the plan at home
- ▶ listen to the parents' concerns and answer any questions
- ▶ provide strategies or resources that the parents may use at home to reinforce the school's efforts (see master document, Resource section, page xx)
- ▶ offer school-based support for their child if available (e.g. youth worker)
- ▶ consider referral to community-based support services
- ▶ encourage parents to inform the school if the bullying continues.



## BUILDING A PEACEFUL COMMUNITY USING CLASS MEETINGS

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### Classroom Meetings are Grounded in Conflict Resolution

Class meetings need to be used in conjunction with the teaching of conflict resolution. Teaching and practicing the following guidelines will increase the chances of successfully resolving conflicts.

### Helpful Hints to Resolving Conflicts

- ▶ Ask “What is the problem you are trying to solve? Is it the real problem or only a symptom of the problem?”
- ▶ Express your feelings using I-Statements:  
“I feel...when you...because...”
- ▶ Ask questions: Could you tell me what you mean by that?  
What is your side of the story?
- ▶ If you are trying your best to solve the conflict, assume that the other person is also. Be respectful. This is not a contest you must win.
- ▶ Admit when you are mistaken and accept responsibility for your part in the conflict.
- ▶ Remember you are looking for a solution to the problem. Is what you are doing helpful? Are you focusing on the problem?

### Things to Avoid in Conflict Resolution

Using the following will decrease your chances of successfully resolving a conflict:

- Put downs
- Blaming
- Entering the other’s personal space
- Refusing to listen
- Touching or hitting the other person
- Name calling
- Not offering solutions
- Threatening
- Bringing up items from the past
- Yelling





- Not willing to compromise
- Swearing
- Using your power to try to control or hurt someone (ie. bullying)
- Trying to get even

## **GENERAL GUIDELINES FOR CLASS MEETINGS**

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The expectation for classroom meeting agenda items is that students will try to solve a conflict on their own before bringing the problem to a class meeting. Instead of a teacher directed solution, these meetings give students another way to solve a problem. Class meetings also build community by providing a healing, supportive environment for students, and they normalize conflict and its peaceful resolution. Class meetings can deal with general issues such as class management, programming, trips, celebrations and special occasion days or they can deal with specific issues, such as conflict between two students, conflict between a student and the teacher, and personal problems being experienced by a student.

Besides informing school administration, parents should be made aware of the implementation of classroom meetings through a newsletter, which identifies to them that one of your classroom goals is conflict resolution and problem solving using class meetings. Students have reported that after participating in class meetings they have started family meetings at home.

Students must agree that what takes place in a class meeting is confidential, with the following exceptions. First, if there is an issue of safety (eg. weapons, drugs, suicide or abuse) it must be reported. Second, students are free to discuss any issue with their parents. They are not free to report what another student said, but only what they themselves said. The main concern about confidentiality is that they not repeat what has happened or been said out on the playground.

Issues can occur at class meetings where the teacher's rights and responsibilities override the students' wishes. For example, students may not bring personal family matters to the class meeting. It is important that the reasons for a decision be explained, but as a teacher, you should never abdicate your responsibility.

Class meetings often deal with situations of inappropriate or unacceptable school behaviour. This is also an area for the teacher to maintain ultimate responsibility for approving of any consequences for student behaviour. If the focus is on finding a positive solution to a problem, consequences are seldom needed. Once trust is established, students feel freer about bringing problems to the meeting because they realize that the goal is not to punish students, but solve problems.

It is helpful to do community-building activities before beginning agenda based class meetings. The first session should have students practice giving compliments and



appreciations. Other sessions can involve neutral topics such as: "What is your favourite TV show, sport, food?" "What topics would you like to learn more about this year?"

Class meetings should be regularly scheduled and on the timetable. As a teacher you will spend time dealing with problems. Class meetings are an efficient use of time because a number of problems can be solved, and the entire class is learning problem-solving skills and participating in the process. In addition, the sharing of compliments and appreciations creates a classroom climate that reduces conflicts. With younger children, meetings can be short and daily. Because of curriculum demands for older students, it is more realistic to have a class meeting once a week. Meetings should be no longer than one hour, and if possible, scheduled before a natural break (recess, lunch or end of school day). Bring an end to the session if students begin to get restless or have difficulty focusing. Carry forward to the next meeting any items not discussed.

If you are going to use class meetings to deal with conflicts, realize that students may bring you, the teacher, up for discussion. Although you may have to "encourage" it the first time, it is a measure of the success of community when students feel free to include issues they have with the teacher. It can be uncomfortable being on the hot seat, as it is for anyone, but it greatly increases your empathy for those in the class who have to experience the same thing. It allows you to feel the difference when the *problem* is attacked rather than the person. Ultimately, it creates an incredible level of openness and trust if you admit that what you did was wrong or that you did not make the best choice. It can be helpful even if you just explain your position with as little defensiveness as possible. Students have said how much they respect this honesty in a teacher.

One of the rules for class meetings is that items from the "Things to Avoid" list are not allowed.

## **CONDUCTING CLASS MEETINGS**

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### **Forming a Circle**

Students need to practice getting into a circle for class meetings and then returning to the regular room setting. Younger children can sit on the floor since meeting time is usually short. Have older students move desks to the outside of the room and put the chairs in a circle. It is important to do the set-up quietly, quickly and safely. Having a student time this during practice is motivating.

### **Giving and Receiving Compliments and Appreciations**

Start each class meeting with appreciations and compliments. Appreciations may be such things as helping with schoolwork or a problem, sharing a treat, doing a chore or volunteering to do a task without being asked. Use an appreciation sheet (Resource Sheet #18) so students and the teacher can write down items between class meetings. The teacher can appreciate individuals or the whole class. It is amazing how students enjoy receiving appreciations.



The person chairing the meeting begins by asking the first person on the sheet to give his or her compliment/appreciation. Remind students to say thank you after receiving one. It is important that as much time as needed is given to appreciations because this sets a positive tone before dealing with conflicts or problems. In addition to the appreciations on the sign up sheet, “give-get-go” can be done at the beginning or end of the class meeting. Give-get-go involves going around the circle with each student either giving a compliment, asking for a compliment or passing. The risk is that a student may ask for a compliment and none will be offered. As the teacher, you should have a compliment ready that could be given to any student. However, in my experience, some student has always given one. The student asking should pick one person from those wanting to give compliments. If you see that a few students are receiving the majority of the compliments, raise this as a discussion item at one of the class meetings. In the beginning, compliments may seem superficial, but they are important. With time, compliments and appreciations tend to be more meaningful.

### **Developing an Agenda**

A sign up sheet (see Resource Sheet #19) is available for students or the teacher to list an item for the next classroom meeting. Topics will be name-calling, rumour spreading, stealing and every other typical classroom problem. It is critical that students list a topic as the problem, not a person, because the person is not the problem, their behaviour is. This list becomes the agenda for the class meeting. With younger students, a formal agenda is not necessary, but if needed, the students and teacher can develop it together. Students should make a good effort to solve problems on their own before signing up.

### **Dealing with Agenda Items**

Begin with the person who signed up the first item for the class meeting. Have them state the problem or item. Sometimes students will have solved the problem by themselves. They should be acknowledged for doing so.

If the problem involves a specific person, students should speak directly to that person, always remembering to confront the problem not the person. This is where conflict resolution skills are valuable. Items from the “Things to Avoid” list must not be allowed, and if they occur, the student should apologize. There is a tendency for students to talk to the teacher. It is necessary to be alert to this and remind them either to speak to the person or to the group.

Appropriate listening and communicating skills should be stressed. Do not allow shouting out and side conversations. Discussion about respecting others usually solves the problem. However, a student may be asked to leave the circle or to trade seats with someone if he or she does not follow these rules. Sometimes the student presenting a problem will laugh or joke. It is necessary to point out that it is hard for the group to take the problem seriously if the student is laughing.



Anyone is free to respond once the problem has been presented. However, students should raise their hands and wait for their turn to speak. When emotions get high, they find this difficult and may require reminding. Some teachers prefer to use a talking stick or talking piece, which comes from the aboriginal tradition. A talking piece is passed around the circle and only the individual holding the piece is allowed to talk. This works very well when a general problem is being discussed and many in the group want to comment or share their experience. Name-calling would be an example.

Try to allow everyone who wants to speak a chance to do so. Simultaneously keep the process moving by making certain that the problem is being identified and that repetition is not occurring.

Should a student become extremely angry over an issue, postpone dealing with it until the student or students have had an opportunity to calm down.

Sometimes a student will cry. Avoid the temptation to rescue them. Generally, the group will take care of it. Most students are very caring and compassionate. You may have to convey the message that there is nothing wrong with crying even though in our society it can be interpreted as a weakness. Discussion of this issue with the students is very worthwhile.

Try to remain neutral when dealing with conflicts. It may be necessary to balance a situation if you feel it is required - for example, if a student is a victim or scapegoat. Someone in the group usually speaks up before it is necessary to intervene. It is also important to examine yourself and how you have been responding to the student to make certain that you are modelling the behaviour you want students to display. As one becomes more experienced, one begins to trust the process and feels less need to be controlling.

### **Focusing on Positive Solutions**

As with mediation, the goal is to reach a win-win solution:

- Clearly identify the problem and feelings involved
- Brainstorm for solutions
- Choose the best solution

Once the problem has been identified, ask students to brainstorm solutions to the problem. Often the solution is as simple as one student apologizing to another. Comments at this point should be restricted to solutions and not restatements of the problem. Take all the solutions and see if the person or persons involved accept any of them or are willing to try one of them until the next class meeting. For problems involving the whole class, try to see if the group can reach a consensus. Use voting sparingly because it sets up a win-lose situation. Most importantly, avoid making it a trial with a judge and jury.



Role-playing can be a useful technique. Other students role-play a problem so the students who are having a conflict can see the problem from another perspective.

It is extremely beneficial for students to learn three things:

- 1) There is often more than one solution to a problem;
- 2) Everyone makes mistakes;
- 3) We can learn from our and others' mistakes.

When the focus is on a solution to a problem, consequences are seldom needed. However, if a consequence is needed, it should be measured against the following:

- Will the consequence solve the problem?
- Is the consequence related to the misbehaviour?
- Does the consequence avoid humiliation?
- Is the consequence excessive or intended to make the student “pay”?

The issues raised for discussions at class meetings and the level of trust may be surprising. Students have dealt with problems of stealing, thumb sucking, teasing, having no friends, being picked on and bullied, learning problems, and interpersonal conflicts. As a teacher, after discussion with a student, I have brought their behaviour up at a class meeting. As a community, we arrived at solutions that were better than I would have done on my own. I have seen students grow in self-esteem, confidence and compassion because of class meetings.

At times the discussions can be draining, time consuming and exhausting, but the rewards are immeasurable. Class meetings provide a format for diffusing hostility and conflict, for eliminating bullying, for enhancing problem solving, and for teaching future adults that problems can be solved peacefully and democratically.

Bill Blair is an educator with over thirty years experience working as a classroom teacher, special education teacher, behaviour consultant, family life consultant and consultant for gifted education. Prior to retirement, he focused on implementing effective playground management, doing conflict resolution, training student mediators, and developing positive problem solving in the classroom through class meetings. Besides training teachers in conflict resolution, he presented “Creating a Peaceful Classroom Using Class Meetings” at conferences in Canada, and the United States. He is associated with the Peace Education Foundation, Miami, Florida.







## TOP TEACHER RECOMMENDED RESOURCES ON BULLYING PREVENTION FOR CLASSROOM USE

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1. Beane, A.(1999). The Bully Free classroom : Over 100 Tips and Strategies for Teachers K-8. Minneapolis, Minnesota: Free Spirit Publications. ISBN 1-57542-054-6. For Educators. Available in many school libraries and from resource centres in both boards of education.

Presents more than 100 prevention and intervention strategies to address taunting, 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 and how to establish and communicate a zero-tolerance for bullying.

2. Burgess, M. (2001). Billy Elliott. The Chicken House. (ISBN 9580462674)  
Grades 5-7

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.

3. Canada Safety Council. (2001). Bully Dance. Toronto: National Film Board of Canada.

**Available from [www.nfb.ca](http://www.nfb.ca) for a nominal fee or can be borrowed from the Resource Centre of Region of Waterloo Public Health, 519-883-2000.**

Grades JK-8.

Uses animation and original music with no words so it lets kids explore the issue. It opens up their minds to think about the experiences of all parties involved in a bullying situation.

4. 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.

5. Fox, M. (1997). Whoever You Are. New York: Harcourt Publishing.  
Grades JK-3.

Talks about how people can be different but how everyone underneath the differences, experiences what it's like to be human.





6. Henkes, K. (1991). Chrysanthemum. New York: Greenwillow Books, a division of William Morrow & Co. Inc. (ISBN 0-688-14732-1 PA)  
Grades JK-3

Chrysanthemum's enthusiasm about entering school is dampened when she is teased about her name. A teacher intervenes in a sensitive way. Use for discussing taunting and its effect on children, as well as for understanding differences.

7. Nelsen, J., Lott, L. & Glenn, S. (2000). Positive Discipline in the Classroom, Revised 3rd Edition. Roseville, California: Prima Publishing. ISBN 0-7615-2421-5  
For Educators. Available in many school libraries and from resource centres in both boards of education.

Gives excellent instruction in how to facilitate the adoption of classroom meetings as an integral part of a classroom management plan.

8. Magic Lantern Productions, (1993). Bully on the Bus. Toronto: Magic Lantern Productions. **Videocassette: 14 minutes. Can be borrowed at no cost from the Resource Centre of Region of Waterloo Public Health, 519-883-2000.**  
Grades 5-8.

Katie is finding her way through the maze of adolescent emotions. With thoughtful self-reflection, conscious decision-making, and renewed self-esteem, she is able to confront Bridget (a one time friend who is now bullying her), and takes a step forward on the road to maturity.

9. McNamara, B. & McNamara, F. (1997). Keys to Dealing with Bullies. New York: Barrons Educational Series. ISBN 0-76410-163-3.  
For Adults. Available from public libraries and bookstores.

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

10. Naylor, P. (1994). King of the Playground. New York: Aladdin Books, MacMillan Publishing Company. (ISBN 0-689-71802-0)  
Grades K-4.

With his dad's help, Kevin overcomes his fear of the "King of the Playground" who has threatened him in various ways. Shows intimidation as a form of bullying and gives the strategy of asking for support, being calm and doing the unexpected

11. Philbrick, R. (1993). Freak the Mighty. New York: Scholastic: The Blue Sky Press. **(ISBN 0-590-47412-X)**  
Grades 5-7.

Two boys, one small and physically disabled, one large and with learning disabilities, form a unique and strong friendship.



12. Suess, Dr. (1989). The Sneetches and Other Stories. New York: Random House .  
Grades K-3

The Sneetches, a rhyming story, demonstrates that no matter what the differences, everyone deserves respect. Use for reading aloud or independent reading.

13. Thomas, P. (2002). Stop Picking On Me: A First Look at Bullying. New York: Barron's Educational Series.  
Grades JK-2.

Explains what bullying is, what it is about, and what children can do to protect themselves. The focus is on dealing with feelings.

14. Wallace, I. & Wood, A. (1975). The Sandwich. Toronto: Kids Can Press.  
**(ISBN 0-919964-02-8)**  
Grades 2-5.

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 to demonstrate the importance of seeking adult advice and support; demonstrates the use of agreement or acceptance as a strategy to deal with taunting.

15. Walt Disney Video, (2001). Remember the Titans. California: Walt Disney Video.  
**Videocassette: 1 hour, 54 minutes. Available at video rental stores.**  
Grades 6-7.

A mixed-race high school football team works through their prejudices to become a true team. Though entertaining, it gives an uplifting message as well.



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**Waterloo  
Region  
District  
School Board**

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## RESOURCES AVAILABLE WITHIN THE WATERLOO REGION DISTRICT SCHOOL BOARD

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### 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. 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 Program (STEAM)**

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

#### **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 is some cost 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

#### **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

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

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

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

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 students practical advice. 1 videocassette (13 min.). Teacher Education.
- 6. Fight!** (1988) Playing With Time 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 taunting, 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 taunting 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, ON : 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 Publishing. 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.

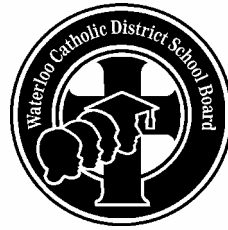




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**Waterloo  
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## RESOURCES AVAILABLE WITHIN THE WATERLOO CATHOLIC DISTRICT SCHOOL BOARD

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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 your anger and refers to put downs as fouls. This program promotes responsibilities for the disagreement 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 Program (STEAM)**

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

Bully Beware! Take Action Against Bullying (1997)

Location: Resource Centre: Videorecording/VM10302

No More Bullying!: Strategies for Prevention Module Grades 2-5 (1994)

Location: Resource Centre: Videorecording

### Books About Bullying

1. Bullying (1999)

Location: Multiple: Nonfiction/371.58 POW

2. Bullying (1992) Karen Bryant-Mole; consultant, John Hall

Location: St. Paul: Nonfiction/371.5 BRY

3. Bullying(1994) Yvette Solomon, John Coleman.

Location: St. Joseph (K): Nonfiction/371.58 SOL

4. Bullies are a Pain in the Brain (1997) Trevor Romain

Location: Multiple: Juvenile Humour/Multiple

5. Bullying in Schools and What to Do About It (1998) Ken Rigby

Location: Multiple: Nonfiction/Multiple

6. Dealing with Bullying (1994)

Location: St. Joseph (K): Nonfiction/371.58 SOL

7. Dealing with Bullying (1998)

Location: Multiple: Nonfiction/Multiple

8. Don't Pick On Me: How to Handle Bullying (1993) Rosemary Stones

Location: Multiple: Nonfiction/Multiple



9. Getting Equipped to Stop Bullying: A Kid's Survival Kit for Understanding and Coping with Violence in the Schools (1998) Becki H. Boatwright, Teresa A. Mathis, Susan J. Smith-Rex  
Location: Consultants' Offices: Nonfiction/371.782 BOA
10. Stop Picking On Me: A First Look at Bullying (2000) Pat Thomas  
Location: Multiple: Nonfiction/302.34 THO
11. Stop the Bullying: A Handbook for Teachers (2001) Ken Rigby  
Location: St. Agnes: Professional/PRO 371.58 RIG
12. Take Action Against Bullying (1997) Gisele Lajoie, Alyson McLellan, Cindi Seddon  
Location: Consultants' Offices : Reference/371.5 LAJ
13. Talking About Bullying (1999) Jillian Powell  
Location: Multiple: Nonfiction/371.58 POW
14. The Anti-Bullying Handbook (2002) Keith Sullivan  
Location: St. Anne (K): Professional/ 371.58 SUL
15. Understanding and Managing Bullying (1993) Delwyn Tattum et. al  
Location: Resource Center: Nonfiction/371.58 UND
16. We're Talking About Bullying (1997) Anne Charlis  
Location: St.Paul: Nonfiction/371.58 CHA

