

concrete

T H E A T R E

The Bully Project

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Fall 2018 Teacher Study Guide

Grades 4 – 6

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Section 1: About the Play

Dear Teachers:

I am very excited about Concrete Theatre's new play, *The Bully Project*. The impact of bullying on students' welfare is wide-reaching and schools are increasingly being called on to help students develop strategies to reduce bullying. Watching and participating in live theatre offers teaching and learning opportunities for students to develop experience with the intricate contextual variables inherent in bullying situations, and apply them in their own lives. A play's fictional dilemmas expose students to the complex, and often unpredictable dimensions in interpersonal situations, enabling them to develop strategies to empower themselves when they face bullying situations in real life. Through theatre, students can practice possible solutions to their own questions and difficulties. This guide includes ideas and activities that you can use before and/or after the play to help develop students' ability to manage interpersonal situations that lead to bullying. Feel free to adapt the lesson plans to suit the needs and levels of your students.

Tracy Muth

Notes from the Playwright - Mieko Ouchi

This play grew out of years of repeated requests from teachers and educators for Concrete to find a theatrical way to help address the ongoing issue of bullying. Fifteen years of touring Jane Heather's revolutionary participatory play *Are We There Yet?* to Junior Highs across Alberta and Canada has helped us understand the deep roots that bullying has in this age group. As awareness of this issue has grown, the more society has struggled with the complexities that bullying brings to the table. It is not a simple black and white issue. The fears, emotions and feelings this issue brings up are things that we not only grapple with as youth, but throughout our lives. These fears can often stop us from doing what we know we should, or want to do.

Theatre is a uniquely powerful tool that can help address these kinds of emotional obstacles. Beyond simply arming young people with deeper knowledge about this issue, theatre can help them learn empathy and understanding for others by walking in the shoes of characters much different than themselves. It can give them the opportunity to practice new ideas and skills through the safety of the proxy characters on stage. And it can model and explore potentially scary ideas like telling responsible adults and reaching out for help in front of students' through scenes and improvisation. These are the goals of this project.

This play would not be here without the support of many artists & organizations. First, thanks to the Edmonton Community Foundation for their generous and meaningful support of this project, to Tracy Muth with Elk Island Public Schools for her help with this Study Guide as well as bringing her deep knowledge of the issue to the project and to our other wonderful partner schools: Tami and Greg Dowler-Coltman at Victoria School and Nicole Andrews at A. Blair McPherson School. Thanks to Mary-Ellen Perley for her work pulling together the curriculum links. Thanks to Caroline Howarth for her excellent feedback and dramaturgy of the project. And finally deep thanks to the actors on this premiere pilot: Sheldon Elter, Jenny McKillop and Carmela Sison and Stage Manager Dawn Friesen for their generous help and support as we developed the script.

Mieko Ouchi

Basic Facts about Bullying

Bullying is Wrong and Hurtful

Bullying is a form of abuse at the hands of peers that can take different forms at different ages. Bullying involves the intent to harm by using aggression when there is an imbalance of power. Bullying exposes both children who bully, and those who are targeted, to a number of social and mental health problems and a lifetime pattern of abuse.

Bullying is a Relationship Problem

When children bully, they learn to use power and aggression to control and hurt others. The children who are being hurt become increasingly powerless and find themselves trapped in relationships in which they are being abused. The children who watch bullying happen learn how power is gained by intimidation, and how control is gained through fear.

Adults must intervene and teach children how to connect with people respectfully, in positive, healthy ways. Without healthy relationships, children cannot develop in healthy ways. The responsibility to protect children from all forms of abuse, including bullying, is the responsibility of parents, teachers, and other adults in the community who are in contact with children and youth. At home, parents are responsible for their children's safety and well-being. Adults in school, on sports teams, and in community activities are all responsible for the safety and well-being of children and youth in their care.

By promoting healthy relationships, we can prevent bullying and support children and youth in developing social skills, understanding and respect, social responsibility, and citizenship. These attributes are the foundation for a cohesive, productive, and peaceful society.

Bullying Requires Relationship Solutions

Bullying can best be understood as a relationship problem that requires relationship solutions. Labels such as: “bully” “victim” and “bystander” limit how we see children and how they see themselves: as a product of their actions and nothing more. To truly understand bullying as a relationship problem, we need to focus on children's and youths' strengths and challenges, their environment *as well as* their relationships within the family, peer group, school and community.

- To stop bullying, children and youth need clear and consistent messages about what it means to relate to another person in a positive and healthy way.
- To stop bullying, children and youth need to understand social responsibility and the importance of standing up for themselves, and for others.
- To stop bullying, we all need to work together to promote healthy relationships and eliminate violence.

Helping Students Who are Bullied

Teach Social Skills

Students who are bullied often find it difficult to stand up for themselves. Encourage students who are bullied to be assertive: use role-playing and coach students on how to act (looking people in the eye) and say confidently that bullying behaviour is not okay. Help them determine if there is anything they are doing to make the problem worse.

Build Self-Esteem

Encourage students who are bullied to participate in activities they enjoy or are good at to help them build self-esteem. Highlight their talents for other students to see; this can help them change their reputation in the peer group and reduce their chances of being bullied.

Encourage Children to Report

Children need to be encouraged to report bullying and be given multiple strategies on how to make these reports. Responsible adults must convey the message that they want to know about children's experiences and that it is an adult's job to help make the bullying stop.

Make sure your students know that it is a teacher's job to deal with bullying and all incidents should be reported. Clarify the difference between tattling and telling: tattling is what you do to get someone in trouble; telling is what you do to get someone out of trouble.

Teach Children Assertive Responses to Bullying

Encouraging children who are victimized to fight back can make the bullying interaction worse. Research shows that when children use aggressive strategies to manage bullying situations, they tend to experience prolonged and more severe bullying interactions as a result. Children should be encouraged to be assertive, not aggressive, and to tell a trusted adult about what has happened to them. To be assertive means that the child who feels bullied sends the message that the bullying behaviour is not OK and that he or she will report it to a responsible adult if it doesn't stop. An assertive message is clear and respectful. It does not put down or insult the person who is bullying. Coaching and role playing can help children learn assertive responses.

Teach Bystanders How to Intervene Safely

In Pepler and Craig's (1998) observational research about bullying, 85-88% of bullying incidents observed on the school playground, peers were present and were watching the bullying happen. Peers spent 54% of the time watching the child who was bullying, 21% of the time joining in and only 25% of the time watching the victimized child. Children are drawn to bullying episodes, even though the majority of children say they don't like to see another child being hurt. Children who are bystanders learn about the negative use of power and aggression in relationships. Overtime, bullying behaviour becomes "normalized". With a captive audience, a child who is bullying receives the attention of peers and this brings social status. Peer attention and status reinforces the bullying behaviour (making it more likely it will be repeated). Yet, Pepler and Craig's (1998) research demonstrated that when peers had the confidence and courage to intervene, the bullying ended within 10 seconds in the majority of playground episodes.

Teach bystanders to intervene. Children need help understanding their social responsibility to do something when they know someone is being bullied. Adults can coach kids to collectively take a stand and step in assertively. When more than one child steps in, it helps to shift the power imbalance. Children will benefit from role-playing and need scripts for what to say and do to intervene in a positive way. When children do not feel safe or comfortable standing up to those who bully, they should be encouraged to report the bullying to an adult.

Helping Students Who Bully

Children who bully need help in understanding the impact of their actions. Consequences should send that message that bullying is unacceptable while providing support for children who bully to learn the social skills and empathy they may lack. Consequences can provide an opportunity to educate and support children and youth who are experiencing difficulties. When children bully, their privileges can be withdrawn and replaced by an instructive activity.

To Encourage Empathy

- Help students learn the language of emotions to identify their own feelings and those of others (e.g., shame, embarrassment, anger, fear, sadness, etc.)
- Have students who bully create a drawing or comic strip of what it must feel like to be bullied. Talk about the feelings that children who are bullied might experience.
- Have the students who bully complete 'a think paper' (e.g. What did you say or do? Why is what you said or did a problem? What should you do next time?)
- Have students who bully interview an adult or older student about their bullying experiences and the impact it had on them.
- Read a story about bullying to students and discuss the situations in the story.
- Have the students watch a movie about bullying. Encourage them to focus on the feelings of the victimized character. Help them to identify these feelings by looking for facial expressions, body posture, and tone of voice.
- With a partner, have students identify instances of bullying in their daily lives (e.g. in the classroom, on the playground, on the bus, by a sibling) and do a 'Think Pair Share' activity. Have some of the groups share ideas with the class.
- Talk with your students about their own strengths and weaknesses and how they can use power to help, not hurt, others.
- Show students pictures of powerful people (Mandela, Hitler, Ghandi, Obama, Khadafi) and talk about how power can be used for positive or negative outcomes

To Make Amends

Bullying is a relationship problem that requires a relationship solution. The goal is to repair the relationship in a way that is genuine and caring and restore the relationship to a respectful foundation. If children aren't able to restore a relationship, at the very least, he or she needs to find ways to be respectful of other students and their rights to feel safe.

If students can restore the relationship in a genuine way, without being forced, they may need help to find a way to make amends:

- If they are sorry for their behavior and genuinely want to make amends, have the students write a letter or card of apology to the children who were targeted
- Encourage the students to make a verbal apology that includes taking responsibility for the behavior and indicating what they will do to ensure the children who were victimized feel better. It is important that the children who were victimized want to participate and that the apology is given privately rather than publicly.
- Encourage your students to repair or restore property or personal belongs that were damaged as a result of the bullying.

To help associate power with kindness and pro-social activities

- Encourage the students who bully to perform three to five acts of kindness and describe how they felt after completing each act
- Encourage the students who bully to observe others and look for acts of kindness. Have the students describe what they observed and how they think the people felt.
- Have the students accompany a teacher or playground supervisor during recess and lunch and assist in resolving disputes among students.
- Identify strengths and abilities possessed by the students who bully and provide them with opportunities to highlight these skills in ways that help others.

Section 2: Teaching Resources & Exercises

Alberta Education Curriculum Links

Health and Life Skills Kindergarten to Grade 9 Program of Studies:

GENERAL OUTCOMES

Wellness Choices: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Relationship Choices: Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Life Learning Choices: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

WELLNESS CHOICES

Safety And Responsibility

Grade 4 - 4.7 describe and demonstrate passive, aggressive and assertive behaviours; e.g., assertive strategies for use in dealing with bullies

Grade 5 - 5.7 identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture

Grade 6 - 6.7 identify and communicate values and beliefs that affect healthy choices

Grade 4 - 4.8 expand practices that provide safety for self and others; e.g., develop guidelines for safe use of technology/chat lines

Grade 5 - 5.8 promote safety practices in the school and community

Grade 6 - 6.8 analyze how laws, regulations and rules contribute to health and safety practices
6.9 evaluate the impact of personal behaviour on the safety of self and others

RELATIONSHIP CHOICES

Understanding And Expressing Feelings

Grade 4 - 4.4 demonstrate respectful communication skills; e.g., describe behaviours that show respect for the feelings of others

Grade 5 - 5.4 practise effective communication skills; e.g., active listening, perception checks

Grade 6 - 6.4 identify, analyze and develop strategies to overcome barriers to communication

Interactions

Grade 4 - 4.5 identify changes in friendships, & explore strategies to deal with changes

4.6 identify and describe ways to provide support to others;

English Language Arts:

1.2 Clarify and Extend

Grade 4 Consider the ideas of others

- identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts

Grade 5 Consider the ideas of others / Combine ideas / Extend Understanding

- seek the viewpoints of others to build on personal responses and understanding
- use talk, notes, personal writing & representing to explore relationships among own ideas/experiences, those of others & those in oral, print and other media texts
- search for further ideas and information from others and from oral, print and other media texts to extend understanding

Grade 6

- select from the ideas and observations of others to expand personal understanding
- use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding
- evaluate usefulness of new ideas, techniques & texts in terms of present understanding

2.1 Use Strategies and Cues

Grade 4 Use comprehension strategies

- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions

Grade 5 Use prior knowledge

- describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information

Fine Arts: Drama: Grades 4 – 6:

General Speaking Skills

Develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories.

Develop the following interpretive skills:

- communicate the meaning of a piece of literature
- express mood
- explore natural rhythm
- phrase for meaning
- colour individual words
- develop skills of presentation by becoming aware of the importance of face, voice & body

Specific Storytelling Skills

- develop and extend the ability to recall and sequence events
- develop an awareness and understanding of differentiation of character within a story

Dramatization

Develop role-playing skills:

- accept role playing as a positive learning experience
- take on the attitude of another
- assume the physical attributes of another
- emphasize the situation of another
- use role playing as a problem-solving tool
- recognize and use dramatic form
- appreciate and use the possibilities of a story line in sequence
- recognize and incorporate structure; i.e., beginning, middle and end
- respond in language appropriate to different situations – recognize dramatic elements; e.g., conflict, tension, resolution, characterization, environment
- develop an appreciation of the art form of acting out literature
- be motivated to extend the dramatization experience into other subject areas

Pre and Post Show Activities & Discussion

Here are a series of activities and ideas to spark discussion, some active and on their feet, others reflective and text based that you can use to further and expand the learning before and after students experience *The Bully Project*.

Exercise #1: Bullying Myths and Facts

At the very beginning of the play, the actors play out some of the common myths children have about bullying: that they know “everything” already and they have nothing new to learn, that bullying is a normal part of growing up, that if it doesn’t directly affect them, that they don’t need to know about it.

Although many people continue to believe bullying is a normal part of childhood, the facts tell us this is a myth. We also know that despite having a lot of information about bullying, children still struggle with how to deal with the issue. Finally, we know that everyone is affected by bullying.

The truth is... bullying is a complex problem that requires a multitude of approaches.

Objectives

To learn that facts we know about bullying and the various solutions that must be implemented.

Materials

Bullying myths and facts quiz and key

Activities

Have students complete the Bullying Myths and Facts quiz and review their responses.

BULLYING MYTHS AND FACTS

There have long been many misconceptions about the nature of bullying. Below is a brief quiz that presents some common questions and ideas that many people still have about this complicated problem.

Complete the following quiz by writing True or False for each question.

1. Bullying is just a part of growing up – it is not a serious problem for children.
2. Most bullying occurs in high school because older students pick on others more easily.
3. Bullying usually involves saying mean things about someone, rather than pushing or hitting.
4. Bullying happens more with boys than girls.
5. A bully usually attacks when no one else is watching.
6. Most bullying happens at school.
7. Most children who are bullied tell a teacher or other adult at school when it happens.
8. Bullying often goes away by itself if you ignore it.
9. Teachers know if bullying is a problem in their classes.
10. Cyber-bullying is online so it does not harm victims.
11. Cyber-bullying is usually done by strangers.
12. Bullying is not the same thing as conflict.
13. Most children who see bullying happen don't want to get involved.

Bullying Quiz Answers

1. **False.** In addition to the social, emotional, and physical torment of the actual bullying experience, victims are also more likely than non-victims to suffer from physical illnesses, academic troubles, and enduring mental health problems.
2. **False.** Some studies indicate that bullying is most prevalent during the elementary school years, while other studies indicate that it increases and peaks during the middle school years. However, it is clear that bullying – though certainly present in high school – is more prevalent among younger students.
3. **True.** While bullying can be physical, verbal or relational in nature, verbal bullying – including name-calling – is the most common form.
4. **False.** Both boys and girls bully, just in different ways. Male bullies are more likely than female bullies to engage in physical bullying; female bullies typically use verbal and emotional tactics.
5. **False.** Other students are watching as bystanders during most bullying incidents. In contrast, adults — such as teachers and parents — rarely observe bullies victimizing others.
6. **True.** Bullying most often occurs in and around schools — specifically in those areas where there is less adult supervision (e.g., playground, hallways, the classroom before the lesson begins).
7. **False.** Many children do not report bullying to school staff. Older students and boys are less likely than younger students and girls to report being bullied. Once a bullying relationship is established, students who attempt to make bullying stop on their own are usually unsuccessful and may make the bullying worse. Adult intervention is required to correct the power imbalance. Children and parents may have to report the bullying to more than one responsible adult before an effective intervention is implemented to stop the bullying. When no one reports the bullying, children who bully feel they can carry on without consequences. Secrecy empowers children who bully. Children need to be encouraged to report bullying and be given multiple strategies on how to make these reports. Responsible adults must convey the message that they want to know about children’s experiences and that it is an adult’s job to help make the bullying stop.
8. **False.** Bullying reflects an imbalance of power that happens again and again. Ignoring the bullying teaches students who bully that they can do so without consequences and often the level of bullying increases if the behavior is not addressed by adults. Adults and other students need to stand up for children who are bullied, and to ensure that they are protected and safe.
9. **False.** Bullying behavior usually takes place out of the sight of teachers. Most victims are reluctant to report bullying for fear of embarrassment or retaliation, and most bullies deny their behavior.
10. **False.** While most of the harm associated with cyber-bullying is emotional, relational or psychological (all important harms to prevent) there are many examples where cyber-bullying has resulted in very serious physical consequences for victims. The most extreme example of this is the several cases reported in the media of adolescents committing suicide

after experiencing cyber-bullying. While the cyber-bullying alone probably did not cause the suicide, it clearly was an important contributing factor in several incidents.

11. **False.** According to Hinduja and Patchin (2009), 21.1% of victims said the cyber-bully was a friend, 20% said it was an ex-friend, and 26.5% said it was someone else from school. Only 6.5% said the cyber-bully was a stranger.
12. **True.** Bullying occurs when aggression is used with the *intent* to be harmful and when there is an imbalance of power, where one person has a hard time defending him or herself. Conflict involves antagonism among two or more people.
13. **False.** Most children do not believe that bullying is cool and want to do something to help targets of bullying.

Exercise #2: Conflict or Bullying?

During Part Two of the play, the actors explore the difference between conflict and bullying through a series of three scenes:

Robin and Zooz in the Library during Library Time

Jay and Lee at the Corner Store near the School

Terry, Nick and Az at Recess

Here is a related exercise that explores the differences between bullying and conflict.

Objective

To explore the difference between bullying and conflict

Background

Recognizing the complexities of bullying and preventing it are far from simple matters. Conflict is a disagreement or a difference of opinion or interests between equals. The people involved in a conflict may disagree vehemently and emotions may run high. When conflict is badly managed, it may result in aggression. In a conflict, both parties have power to influence the situation. That is their goal.

Conflict may be an inevitable part of group dynamics, but bullying is not. In each, a different response is required. When schools consider implementing a peer conflict resolution model, it is important to ensure that the selected model is not applied in bullying situations, and that it does not replace adult support. Knowing how to resolve conflicts without resorting to aggression is an important skill for students and adults. Various models for conflict resolution in school environments exist. Peer mediation, and other methods are aimed at cultivating dialogue between the students involved in the conflict. Unfortunately, these methods for conflict resolution are sometimes mistaken for bullying intervention strategies. This can lead to damaging and even dangerous situations. Imagine, as a student who has been bullied, being required to face your tormentor to explain the impact of the bullying, then having to listen to the perspective of the tormentor. We would never expect this of an adult.

When the elements that characterize bullying are present in a situation where there is aggression, conflict resolution is *not* a recommended response. Instead, adults need to ensure the safety of the student who is targeted and ensure that the student (or students) who has bullied, or encouraged the bullying, takes responsibility for his or her actions.

Materials

Bullying and Conflict Chart
Bullying and Conflict Scenarios and key

Activities

Have students complete the Bullying and Conflict scenarios and discuss

Conflict versus Bullying

Conflict	Bullying
<p>Normal peer conflicts involve the following factors:</p> <ul style="list-style-type: none"> • Freedom of expression – peers do not insist on getting their way • Willingness to communicate – peers give reasons when they disagree • The relationship is valued – peers apologize or try to find win-win situations • Negotiation is an option – peers will bargain and negotiate to get their needs met • Disengagement is an option – peers can change the topic or walk away 	<p>Characteristics of bullying behavior:</p> <ul style="list-style-type: none"> • Intent to harm – bully finds pleasure in trying to dominate • Intensity and duration – continues over a long period of time and is damaging to the target's self-esteem • Power of the bully – age, strength or size used to overpower the target <p>Effects on victim</p> <ul style="list-style-type: none"> • Vulnerability of the victim – cannot adequately defend • Lack of support – target feels isolated, fears retaliation • Long-term consequences – damage to self-esteem is often long lasting

Conflict or Bullying

Read the following scenarios and decide whether they are examples of conflict or bullying.

Circle your response beside each one.

1. Nyra and Ayla - Conflict or Bullying

Nyra and Ayla, two girls in Grade 5, are very competitive with each other. Recently, during art class, one of the girls accused the other one – in front of a group of other girls – of copying her art project. Later that day, the accused girl talked about what had happened and started crying because she felt so humiliated.

2. Athia and Tarandeep - Conflict or Bullying

Two children – Athia in Grade 3 and Tarandeep in Grade 5 – were playing together when they both spotted, at the same time, a very popular toy left behind by someone in the playground. This lost toy was announced in the school over a period of several days, and no child came forward to claim it. Both children want to keep the toy.

3. Dennys and Tyler – Conflict or Bullying

Dennys, a very popular boy in Grade 6, organizes different games at noon every day in the playground. All the children play, if they wish, except one boy. This boy, Tyler, is small for his age and very shy. Dennys says he doesn't want to play with Tyler, and he gets to choose who plays. Tyler sits all alone during the games and looks very sad and unhappy.

4. Grade 4 boys – Conflict or Bullying

A gang of boys in Grade 4 harass a boy in their class on a regular basis. They call him gay and they push him around. He is obviously terrified of these boys. He avoids them whenever he can – he doesn't even look at them if he can avoid it.

5. Grade 3 girl and boy – Conflict or Bullying

A girl in Grade 3 has accused a boy in her class of stealing the dessert from her lunch. She told him off for this in front of all the kids in the lunchroom and he argued back that he hadn't stolen it. Then she went to tell the teacher.

6. Amit and Deepak – Conflict or Bullying

Amit, a boy in Grade 1, was approached by another boy, Deepak, in his grade and invited to play. Amit told Deepak that he did not want to play with him. Since that time, Deepak has asked Amit every day for two weeks to play. Deepak has few friends and seems desperate to make friends with Amit. Amit doesn't like Deepak bothering him.

7. Angela and Talia – Conflict or Bullying

A group of five close-knit girls in Grade 4 spend a lot of time together at recess. Talia finds out that she is not invited to Angela's birthday party because Angela's mom says she can only invite three friends to the party. After the party, the other girls in this circle of friends refuse to speak with or look at Talia. Over the course of the following week, the group of girls band together to ignore and freeze out this girl. Talia becomes increasingly quiet and withdrawn and begins to miss days at school.

Conflict or Bullying key

- 1. Nyra and Ayla** - Conflict since
 - the girls seem fairly equal in terms of power, as evidenced by their competitiveness;
 - the incident occurred only once; there is no pattern and no repetition;
 - the girl who felt her science project was copied didn't (necessarily) intend to humiliate the other girl; she seemed to intend to express & vent her anger & gain support for her plight;
 - the accused girl cried & said that she felt humiliated, so clearly the incident had a negative impact; however, there's no evidence that she is afraid of the girl who made the accusation.
- 2. Athia and Tarandeep** - Conflict since
 - although there is an age difference between the two children, there is no evidence to indicate that there is a power imbalance;
 - both children are equally entitled to the toy, as they both spotted it at the same time.
- 3. Dennys and Tyler** – Bullying since
 - there is clearly intentional exclusion going on – and the excluded boy is very upset about it, so two criteria have been met: intent to harm, and distress experienced by the bullied child;
 - there is repetition, since the exclusion has occurred during several games;
 - there seems to be a power imbalance, as evidenced by the social status of the two children: one is popular and outgoing, showing leadership; the other is shy and physically smaller.
- 4. Grade 4 boys** – Bullying since
 - there is a power imbalance based on numbers (a gang versus an individual)
 - there is repetition, since the harassment occurs on a regular basis;
 - there is an intent to harm, since the aggression is overt & direct (physical & name-calling);
 - the bullied student is experiencing great distress and terror.
- 5. Grade 3 girl and boy** – Conflict since
 - there is no evidence of a power imbalance: that the boy argued back indicates that he feels fairly confident in the situation; that the girl accused the boy directly indicates that she also feels confident;
 - it seems to be a one-time occurrence and although the girl is upset enough to get help from a teacher, there is no indication that she is afraid and distressed.
- 6. Amit and Deepak** – Conflict since
 - while there is a power imbalance, based on the fact that one of the two boys has few friends and few social skills, there is no intent to harm;
 - Amit, who has refused Deepak's friendship, has not done so in order to hurt him (he has not told others, he has not tried to humiliate or hurt the boy additionally). He is simply honouring his own feelings and his right to choose his friends.
- 7. Angela and Talia** – Bullying since
 - while this relationship started out as a peer relationship, it has evolved into a power imbalance, as a group of girls are excluding one girl;
 - Talia's reaction (becoming quiet and withdrawn, missing school) indicates that the situation is causing her some distress;
 - a dynamic of rejection & exclusion has developed, based on daily repeated incidents;
 - Angela, the girl who instigated the exclusion, intends to hurt the other girl, as she has mobilized the whole group to act against her.

Exercise #3: Using Assertive Communication to Stop or Prevent Bullying

During two scenes: the one involving Terry, Nick and Az at recess, and the last scene involving Jace, Sadie and Van, two bystanders are identified and allow us to hear many of their conflicting emotions. During these scenes, often times students will encourage the characters to stand up to a bully, without fully understanding how challenging that can be for a young person, or knowing constructive ways to go about doing that. This exercise is designed to help students gain a stronger understanding of the power of Assertive Communication.

Objectives

Students will learn the difference between assertive, aggressive, and passive communication. Students will practice using assertive communication to stop or prevent bullying.

Background

Communication is key to dealing with any kind of conflict & a necessity for preventing or resolving bullying situations. Reviewing assertive communication is one step in helping students develop skills that allow them to be effective in dealing with bullying situations (whether it's happening to them or they are bystanders). As they continue to develop skills, it is important to reinforce with students the need to continue reporting bullying to adults, particularly in ongoing or dangerous situations.

Assertive communication skills can help students

- Deal independently with conflict
- State what they need in a positive manner rather than becoming aggressive
- Refuse to be bullied
- Stand up for others who are being bullied

Assertive Behaviour can be defined as that which shows ability to stand up for oneself, express feelings, and exercise rights while respecting the rights of others. Assertive people respect themselves and others, equally.

Aggressive Behaviour can be defined as that which seeks to meet one's goal by hurting others. Aggressive people behave as if their rights matter more than those of others.

Passive Behaviour can be defined as that which allows others more control and doesn't meet one's own goals. Passive people behave as if other people's rights matter more than theirs.

Students need to practice refusing bullying by being assertive. Focus on verbal language, body language & facial expression. Students should be taught basic practices that communicate assertiveness: stand tall; hold head high; look straight at the person's face; maintain eye contact but don't stare; speak respectfully in a strong, clear voice; use the person's name if you know it, label the bullying behaviour; say what you want the person to do; remain calm; walk away.

Steps for Being Assertive

- Stay calm
- Stand tall (shoulders back, head high)
- Maintain eye contact (but don't stare)
- Speak respectfully
- Say the person's name (if you know it)
- Say what they're doing
- Tell them that you don't like it
- Tell them to stop

Activities

1. Explore with students the differences between aggressive passive and assertive language/behaviour

- a. Ask students to define the difference between aggressive, passive and assertive behaviour
- b. Record responses on chart paper or the board in 3 columns
- c. Include intent, emotions, verbal language and body language
- d. Provide a definition of each (use chart below)

ASSERTIVE	AGGRESSIVE	PASSIVE
<ul style="list-style-type: none"> • Self-confidently and positively states feelings and opinions in an honest and direct way • Clearly, consistently and actively states goals/reasons • Describes versus judges others behavior <p>BEHAVIOR</p> <ul style="list-style-type: none"> • Direct eye contact • Conversational tone of voice • Clear speech • Firm gestures • Confident posture 	<ul style="list-style-type: none"> • Defensive • Violates others’ rights and ignores others’ feelings by attacking or blaming • Demanding from others without giving to others • Arrogant, judgmental, and/or hostile <p>BEHAVIOR</p> <ul style="list-style-type: none"> • Wide-eyed and glaring or looking down on partner • Loud/yelling voice • Leaning into person • Pointing finger at person • Emphasizing “you” 	<ul style="list-style-type: none"> • Denies or gives away own rights • Avoids conflict by accommodating others’ goals or demands • Submissive or meek <p>BEHAVIOR</p> <ul style="list-style-type: none"> • Downcast eyes • Soft voice • Hesitation in words • Helpless gestures • Slumped posture

2. Have students complete the “What would You Do?” scenarios

- a. Have them circle the answer that best reflects how they would react
- b. Take up the scenarios and identify the communication type for each option
- c. Discuss how easy or difficult each option would be to carry out
- d. Divide the class into pairs and assign one scenario to each
- e. Have each pair role play their scenario for the class, using an assertive, an aggressive, and a passive response

3. Remind students that being assertive doesn’t work every time and it is still important to report bullying to adults.

Exercise #4: What Would You Do?

1. Your friend George is heavier than a lot of guys his age. One day at recess, a group of girls your grade make rude comments about his weight. You can see he's upset. Do you:
 - a. Rub the ringleader's face with sand?
 - b. Walk away, so no one knows you're friends?
 - c. Tell George to ignore them and walk him away from there?
2. Your younger sister is in a wheelchair. One day when you're on the bus with her, you notice two boys making fun of her. Do you:
 - a. Pretend you don't notice?
 - b. Go up to them and quietly ask them to stop?
Begin making fun of them in a loud voice?
3. You've got tons of homework tonight plus a big math test tomorrow. You know you should go straight home and hit the books, but your best friend wants you to play at the park. Do you:
 - a. Go with her – after all, she's your best friend?
 - b. Tell her to stop bugging you?
 - c. Tell her you'd love to play at the park, but your parents will be mad at you if you don't do well on the math test?
4. Steve likes to hassle your friend Nick every chance he gets. Lately, he's started body checking Nick whenever he passes him in the hall at school. Do you:
 - a. Avoid Steve?
 - b. Ask your older brother and his friends to beat Steve up?
 - c. Talk to Nick about what you can do to help?
5. You see two girls writing stuff on the walls in the washroom at school. They're writing really nasty things about a girl you know. Do you:
 - a. Keep quiet? It's not your problem.
 - b. Tell a teacher what you saw, but ask her to keep the source of information confidential?
 - c. Wait until they leave and then write messages about them?
6. In French class, your teacher mocks your accent, tells you 'you should know this – we learned it yesterday', and goes on and on about how you're going to fail his course. Do you:
 - a. Tell him off? He deserves it.
 - b. Pretend you're sick on days when you have French?
 - c. Take a deep breath and ask your parents for help.
7. A couple of students at your school say mean things every time Hardev walks by. You hardly know her, but you still think their behavior is totally un-cool. Do you:
 - a. Tell yourself they're jerks, but it's none of your business?
 - b. Tell the two that they're losers and find some way to make fun of them?
 - c. Tell a teacher?

Exercise #5: Strategies for Bystanders

Objectives

Students will be able to...

1. Define the role of a bystander in a bullying situation.
2. Evaluate conflicting emotions regarding bystander interventions.
3. Generate a list of proactive solutions for a bystander in a bullying situation and role play using the solutions.

Background

Students who observe peer aggression are bystanders or “kids in the middle.” They witness or know about acts of physical, verbal or relational aggression; they may want to help, but often do not know how to respond. Kids in the middle may worry that if they intervene they will become the aggressor’s next target.

Research tells us that bystanders experience many of the same physiological responses as targets. Research also suggests that when bystanders take actions that support targets, they have a good chance of being successful in shifting power away from aggressors. The role of the bystander is critical when aggression occurs.

Materials

Bullying Scenario Handouts

Activities

1. Read aloud the first scenario, “What’s a Girl to Do?” story. Review the terms bully and target and identify who fills those roles in the story. (Christine is the aggressor and Whitney is the target. Students may also feel that Kim is an aggressor because she laughs along with Christine.)

2. Introduce the term **bystander**. Reread the story and ask students to identify the bystanders in the story. Kim is actually a bystander. She is not actively targeting Whitney, but instead is just supporting Christine’s aggression through her laughter. Jeanette is a bystander who is scared, stuck, and at the end of the story, silent. She wants to help Whitney but also does not want to go against Christine.

3. Tell students that bystanders have the power to help targets. Bystanders can stand up for targets or seek ways to help them. There are three options for bystanders to talk to and help a target: the bully, the target, and other bystanders.

4. Distribute the scenario story sheets and have groups fill out the boxes for bully, target, and bystander(s). Have students list things that bystanders can do to help improve the situation. Remind students that revenge or acts of aggression are not permitted – the responses must empower the target and reduce aggression in a positive manner. Students could choose one of their options to present as a role play for the rest of the group.

6. After students have completed their group work, bring everyone back together and have groups present their role play.

7. Lead a discussion using the following processing points:

- Do bystanders have options other than talking to people?
 - Stand closer to the target
 - Walk away with the target
 - Don't laugh
 - Tell an adult
 - Say, "That's not funny"
- What prevents bystanders from taking action?
- Is it easy to be a proactive, positive bystander?
- Who can bystanders seek for help? (other friends, adults, teachers, coaches)

Closure

4. Lead a discussion using the following processing points:

- Can you remember a time when you wanted to help, but didn't?
- What may stop a bystander from taking action?
- Which of the strategies seem to be ones that you use might use? What strategies would you avoid?
- Is there an adult at school you could talk to about bullying?
- Does a bystander have to take action?

5. Have students journal in response to the following prompt: "Do you have a responsibility as a bystander to help a target? When would you get involved? When would you seek out additional help? When would you avoid becoming involved at all?"

What's a Girl to Do?

Christine, Kim, and Jeannette are sitting together in their classroom talking about a birthday party that Kim will be having that weekend. Christine says loudly, "Well at least we know it will be fun because Whitney won't be there." Whitney is sitting not too far away, and could easily hear what Christine was saying. Kim laughs, but Jeannette feels bad. Jeannette likes Whitney, but she also wants to go to the party.

Bully

Target

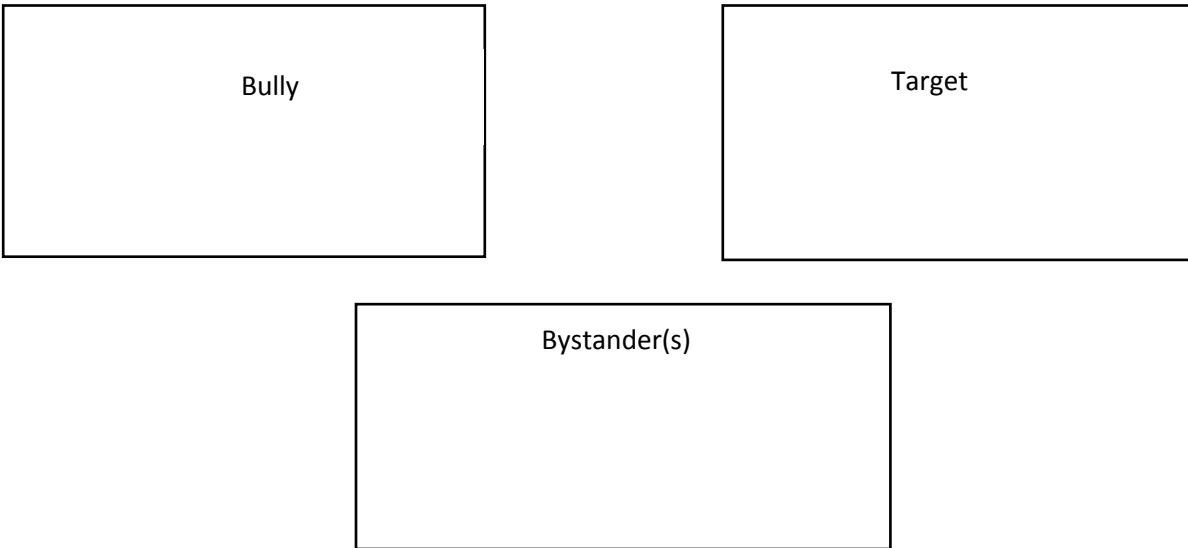
Bystander(s)

What are some ways bystanders could help in this situation?

Social Studies Project

Doug and four friends—David, Eddie, Scott, and José—have just started working together on a project for Social Studies class. One day, as they are meeting to start planning, the teacher asks them to have Brad join their group.

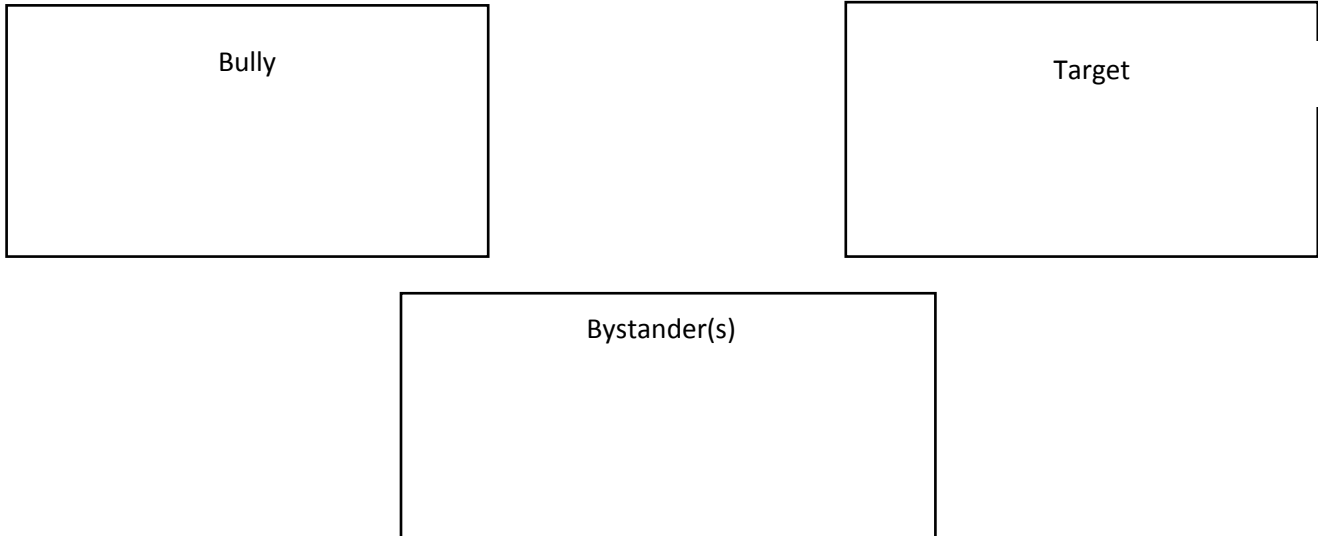
Brad is new at school and Eddie is the only one in the group who knows him. When the teacher cannot hear them, David laughs and says, “We already have everything planned. There isn’t a part for Brad. Sorry.” Scott laughs and nods his head. Doug is good friends with these two; he looks down and doesn’t say anything. José seems very uncomfortable and maybe annoyed; he looks at Eddie, but also doesn’t say anything.



What are some ways bystanders could positively intervene in this situation to help?

The New Kid

At recess, Ben, Julio, Steven, Scott, and Marcus are getting ready to play soccer. Ben sees Lawrence walk over and invites him to join them. Marcus, who is organizing the game, says to Lawrence, "I'm sorry, we have enough players. You could be a cheerleader, though." He laughs, and Julio starts to laugh also. Steven looks down; he's not sure this is right, but he's good friends with Marcus and Julio and doesn't want to rock the boat. Scott is very uncomfortable; he looks at Ben but neither of them says anything.



What are some ways bystanders could positively intervene in this situation to help?

Exercise #6: Cyber-bullying

While many children are not allowed to go online at this age, especially unsupervised, they are well aware of social media, email and different forms of online communication.

This exercise further explores the complexities of online bullying.

Objectives

Students will be able to

1. Define anonymity.
2. Define cyber-bullying.
3. Create a list of Cyber Rules for safe Internet usage.

Background

Cyber-bullying is the use of modern communication technologies (e.g., Internet and cell phone) to embarrass, threaten, hurt, or intimidate. Examples of cyber-bullying include creating forums for harassing an individual on a website; sending harassing or hurtful messages via texting, emailing, or instant messaging; digitally editing someone's image and posting it online to embarrass him or her; and spreading rumours on a social networking site.

Computers and cell phones are wonderful tools, but children are frequently not taught guidelines to use them safely for social networking. Teaching these guidelines is extremely important, as social networking through technology is an important part of the social lives of most children.

Anonymity is a key concept in cyber-bullying. While technology users leave a "footprint" that allows their identities to be traced, bullies often assume that their messages and postings are anonymous. Kids in the middle who forward hurtful texts or comment or mean posts may or may not realize the impact of their actions on targets.

Materials

Cyber-bullying Cards

YouTube videos: Google Talent show delete cyber-bullying and kitchen delete cyber-bullying from the Ohio Ad Council

Activities

Cyber-bullying and Anonymity

1. Define the vocabulary terms **cyber-bullying** and **anonymity**.
2. Break students into three groups and distribute three Cyber-bullying Cards to each group.

Ask the groups to answer the following questions for each card:

Why is this considered cyber-bullying?
Who is the bully? The target? The bystanders?
Can this act be carried out anonymously?

3. Have each group share their answers. Lead a discussion using the following points:
What are the benefits of a bully thinking that their identity is not known when they are online?
Is it worse or better for the victim to know who is doing the bullying?
Are there ways to find out who is being a cyber-bully? (Let students know that school and law enforcement officials have ways to track e-mail, Internet posts, and text messages)
4. Tell students that they may feel that their actions online are without consequence, but cyber-bullying is just as harmful as “real life” bullying. Parents, school officials, and even law enforcement can enforce consequences for online actions.
5. Break students into three or four groups, and ask each group to come up with five rules they think they could follow that can prevent cyber-bullying, or stop it once it has started. Once each group has five rules, bring groups together to share what they have come up with. Then, create a master list on chart paper or poster board that can be hung in a public area.

Examples of cyber rules can include:

- a. Do not forward harmful e-mails or text messages.
- b. Do not post inappropriate pictures online or with your cell phone.
- c. Do not provide an “honesty box,” “anonymity box” or other such apps on a Facebook or Instagram page.
- d. Only represent yourself online – never pretend to be someone else.
- e. If you witness cyber-bullying, tell someone – a friend, an adult, or even the target.
Sometimes cyber targets don’t even know they are being bullied online!

Closure

1. Lead a discussion using the following processing points:
How can you tell the difference between a joke & cyber-bullying? Is there a difference?
How is cyber-bullying different from bullying in “real life?”
How does the role of a bystander change in a cyber-bullying situation as opposed to bullying in person?
2. Have students write a personal mission statement to reduce cyber-bullying and help cyber-targets. Examples:
I will not take part in cyber-bullying. If I witness acts of cyber-bullying I will report it to a parent, teacher, or if necessary to the police.
I will not allow myself or my friends to be cyber-bullies. I will seek help if I am Cyber-bullied or see my friends become targets of cyber-bullying.

Cyber-bullying Cards

<p>Saying mean things on Facebook</p>	<p>Text messaging rumours about a friend</p>
<p>Photo-shopping a picture of another person so that they are in an embarrassing situation</p>	<p>Taking a cell phone picture of someone without their permission and forwarding it to the whole class</p>
<p>I-Messaging a classmate using a fake screen name to tell her that no one likes her</p>	<p>Tweeting insults under a false screen name</p>
<p>Creating a webpage dedicated to embarrassing a classmate</p>	<p>Creating an embarrassing meme of someone in your class and posting it on social media</p>

Teaching Resource Materials

Web

www.b-free.ca
www.bullyfreealberta.ca
www.cyberbullying.org
www.prevnet.ca

Books For Teachers and Parents:

The Bully, the Bullied and the Bystander by Barbara Colorosa. First published in 2003 and updated in 2008 this book is a detailed exploration of bullying behavior with focusing on how parents and teachers can break the cycle of violence.

Bully Prevention: What Parents Need To Know by Dr. Wendy Craig, Dr. Debra Pepler and Dr. Joanne Cummings. This is a brand new research-based book at bullying for the parents of students of all age and school levels. Written by the creators of prevnet.ca

The Leader in Me by Stephen Covey. Published in 2008 this book looks at the application of Covey's principles to school settings.

The Heart of the Matter: Character and Citizenship Education in Alberta Schools. This 275-page resource provides an overview of character and citizenship education and offers a sample framework for building and sustaining a culture of character. The full resource can be downloaded from the Alberta Education Website.

For Students 9-12 years old:

Stitches by Glen Huser published by Groundwood Books Ltd. in 2003. This book, set in rural Alberta tells the story of Travis and his best friend Chantelle as they deal with bullies and following their own paths. The book won the Governor General's Award.

Bullies, Bigmouths, and So-called Friends by Jenny Alexander, published by Hodder Children's Books, 2006. Jenny Alexander's approach is to develop readers' psychological defences. Through an entertaining mix of exercises, quizzes and fictional scenarios, she combines common sense with simple cognitive therapy techniques, to build up children's self esteem.

Blubber by Judy Blume, published by Macmillan Children's Books, 1974. A classic young adult novel. The antagonist is Jill, a fifth-grader who joins her classmates in ostracizing and bullying Linda, an awkward and overweight girl. Blume wrote *Blubber* to encourage children who see bullying taking place as well as victims, to tell someone they trust rather than keep it a secret.

Movies

Apples and Oranges – is a 2003 short film that explores the adventures of Anta, Habib and Jeroux as they deal with homophobia and bullying at school. Apples and Oranges challenges young viewers to think about their responses to people and families different from their own. Directed by Lynne Fernie. Written by Lynne Fernie and Laura Kosterski. Produced by NFB/OFN (17 minutes)

Glasses – is a short 2001 puppet animation film that explores what it's like for a little boy who doesn't see things quite the way other children do but longs to fit in. Discussion of issues that affect many young children: peer pressure, fear of feeling left out, friendship, and acceptance. Directed by Brian Duchsherer, Produced by NFB/OFN (23 minutes)

Section 3: Theatre Resources

The Players

Director:	Mieko Ouchi	The Cast:	Hayley Moorhouse
Dramaturg:	Caroline Howarth		Rico Pisco
Stage Manager:	Heather D Swain		Morgan Yamada

About the Playwright

Actor, writer, director and filmmaker, Mieko Ouchi received her professional training through the U of A BFA Acting Program. Mieko's first full-length play as a playwright *The Red Priest (Eight Ways To Say Goodbye)* was a finalist for both the Governor General's Award for Drama and the Edmonton Book Prize, winning the Carol Bolt Prize for Drama in 2005. Her second play *The Blue Light* has enjoyed productions across the country and has been translated into French, Japanese and Russian. A founding Artistic Director of Concrete, Mieko has directed award winning productions of *Consent, Bello, The Antyssey, I Am For You, Smokescreen, Under Cover, Routes, Apples and Oranges, Nami Namersson, The Incredible Adventures of Mary Jane Mosquito, Are We There Yet?, The Plum Tree* and *Naomi's Road*. In 2018, Mieko's new play *The Silver Arrow: The Untold Story of Robin Hood* premiered at the Citadel Theatre.

About the Dramaturg

Caroline is a founder of Concrete Theatre directing numerous projects including *The Early Bloomer, The Shape Of A Girl, Are We There Yet?, Sprouts* and the original production of *Paper Song*. She is currently working with Dave Clarke and Mieko Ouchi on *Songs My Mother Never Sung Me-* a new opera for families in song and ASL, which will premiere at the Sound Off Deaf Theatre Festival in 2019. She is Chair of Fine Arts at Concordia University of Edmonton where she teaches acting, directing and Theatre for Young Audiences. She has directed many productions for Concordia including *The Glorious 12th, The Resistible Rise of Arturo Ui, Unity (1918)*, the musical *Seussical*, the opera *Dido and Aeneas*, and the Edmonton premiere of Mieko Ouchi's *The Dada Play*.

About Concrete Theatre

Concrete Theatre is an award-winning professional theatre company committed to creating, developing and producing artistically excellent and culturally diverse Theatre for Young Audiences that explores issues relevant to the lives of young people and their families. Nationally recognized and critically acclaimed, the company is known for its work tackling challenging issues facing young people in honest, creative and imaginative ways. Concrete Theatre is a member of the Professional Association of Canadian Theatres (PACT) and is a non-profit organization and a registered charity.

About the Author of this Study Guide Tracy Muth

Tracy Muth is a registered psychologist with Elk Island Public Schools in Sherwood Park. Tracy has over 25 years' experience working with students in the school system as a teacher, Jr & Sr high school counsellor and consultant. She is a graduate of the University of Alberta earning BEd, MEd, and PhD degrees. Her PhD research focused on how schools and parents can work together to support students who encounter bullying. Tracy's research has been presented at meetings of the Alberta Teachers' Association Guidance Council, the Canadian Society for Studies in Education, the American Educational Research Association, the International School Psychology Association, and the National Association of School Psychologists.

Preparing Your Students for Live Theatre

Before the Performance

Some students have never attended a live theatrical performance before, and may need some guidance as to what standards of behavior apply and how best to enjoy the experience. Others may simply need a quick refresher. The important point to emphasize is that when they are watching the play they are in a partnership. They contribute as much as to the overall enjoyment and power of the performance as the performers do. And with a participatory show like **The Bully Project**, this is even truer! The performers appreciate audience response. Laughter, sighs, thoughtful silence and listening, and applause all let us know we're reaching you. This respectful back-and-forth communication of thought and feeling is what theatre is all about.

In the Performance Space

Even though the play may be performed in your school's gym, classroom or drama room, the set and performers have transformed it into a theatre.

Some things to remind the students of:

Please respect the performance space and equipment. That means not walking behind the set or stage manager's desk, where the actors and stage manager may be preparing.

Sound carries. While this show is participatory, speaking aloud to friends during the performance disturbs others, and distracts the performers. They rely on your focus, attention and respect to do what they do best.

There is no photography or recording permitted during the performance.

This is because of our agreements with our unions. The company would be happy to pose for a photo on our set after the show for students or for your school to include in a newsletter etc.

No use of cell phones, pagers, iPods, MP3 players allowed during the performance.

Please remember to ask students to turn off watch alarms as well. You can imagine why!

Texting during a performance is absolutely not allowed. Texting is extremely distracting for both the students and the performers. We ask that teachers supervising the performance also refrain from texting. Thanks so much for your help on this one!

Behavior Issues. We rely on you as teachers to manage your students' behavior, in the highly unlikely event they are disruptive. Should any students be continuously disruptive, the Stage Manager may ask that they be removed. We ask for your cooperation in helping to remove them from the performance so that the rest of the students may enjoy the full performance.

Post Performance Wrap-up:

Like a good meal, theatre should be digested. Create a time and a comfortable environment to review the production with your class. Follow up on the issues raised in the pre-show prep. Take advantage of the activities and discussion points suggested in the study guide and feel free to use them as a jumping off point to create your own customized follow-up.

We'd love to hear from You:

We love to get feedback. We invite you and your students to share their thoughts about the play and the experience of having Concrete in your school. The final page of this package is a Feedback form that you can drop in the mail or fax to us. We will also be following up with an online survey. Please feel free to comment on our Facebook page or on twitter @ConcreteYEG