

concrete

T H E A T R E

The Bully Project

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Fall 2018 Teacher Study Guide

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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 support of this project, to Tracy Muth with Elk Island Public Schools for her help with this Teacher's Package 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. Also 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 young people 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 young people bully, they learn to use power and aggression to control and hurt others. The youth who are being hurt become increasingly powerless and find themselves trapped in relationships in which they are being abused. The youth who watch bullying happen learn how power is gained by intimidation, and how control is gained through fear.

Adults must intervene and teach young people how to connect with people respectfully, in positive, healthy ways. Without healthy relationships, youth cannot develop in healthy ways. The responsibility to protect young people 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 youth in their care.

By promoting healthy relationships, we can prevent bullying and support 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 youth 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 youths’ strengths and challenges, their environment as *well* as their relationships within the family, peer group, school and community.

- To stop bullying, youth need clear and consistent messages about what it means to relate to another person in a positive and healthy way.
- To stop bullying, 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 Youth to Report

Youth 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 young people'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 Youth Assertive Responses to Bullying

Encouraging youth who are victimized to fight back can make the bullying interaction worse. Research shows that when youth use aggressive strategies to manage bullying situations, they tend to experience prolonged and more severe bullying interactions as a result. Young people 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 student 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 youth 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. Young people are drawn to bullying episodes, even though the majority of youth say they don't like to see another youth being hurt. Young people who are bystanders learn about the negative use of power and aggression in relationships. Overtime, bullying behaviour becomes "normalized".

With a captive audience, a youth who is bullying receives the attention of peers bringing 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 courage to intervene, bullying ended within 10 seconds in the majority of playground episodes.

Teach bystanders to intervene. Youth 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 youth steps in, it helps to shift the power imbalance. Students will benefit from role-playing and need scripts for what to say and do to intervene in a positive way. When youth 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

Young people who bully need help in understanding the impact of their actions. Consequences should send the message that bullying is unacceptable while providing support for students who bully to learn the social skills and empathy they may lack. Consequences can provide an opportunity to educate and support youth who are experiencing difficulties. When young people bully, their privileges can be withdrawn and replaced by an instructive activity. This list below provides some suggestions:

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 poster or drawing 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 learn about the prevalence, nature, and consequences of bullying and write a paper or make a presentation about their findings.
- Have students who bully interview an adult or older student about their bullying experiences and the impact it had on them.
- Have the students read a novel about bullying and write a character study
- 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.
- Have students identify instances of bullying in the media and talk with them about their reactions to these instances.
- 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 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 young people aren't able to restore a relationship, at the very least, they need 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, they may need help to find a way to make amends:

- If they are sorry for their behaviour and genuinely want to make amends, have the students write a letter or card of apology to the youth who were targeted
- Encourage the students to make a verbal apology that includes taking responsibility for the behaviour and indicating what they will do to ensure the youth who were victimized feel better. It is important that the students 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 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: K - 9

WELLNESS CHOICES

Responsible & informed choices to maintain health & to promote safety for self and others.

SAFETY AND RESPONSIBILITY

W-7.7 analyze the definition, effects & possible consequences of various forms of harassment

W-8.7 determine the signs, methods and consequences of various types of abuse

W- 7.11 identify characteristics of resiliency: e.g. problem-solving, self-esteem, social bonding

W-8.11 identify and develop personal resiliency skills; e.g. planning skills, social competence

W-9.11 use personal resiliency skills; e.g. seek mentors, purpose, clear standards for behaviour

UNDERSTANDING AND EXPRESSING FEELINGS

R-7.2 analyze need for short & long-term support for emotional concerns; e.g. family, friends, schools, professionals

INTERACTIONS

R-7.5 examine healthy relationships, & develop strategies to build & enhance them

R-7.7 evaluate and personalize the effectiveness of various styles of conflict resolution

R-8.7 develop and demonstrate strategies for promoting peaceful relationships;

R-9.7 refine personal conflict management skills; e.g. negotiation, mediation strategies

R-8.5 develop strategies for maintaining healthy relationships

R-9.5 describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships

R-8.6 describe and provide examples of ethical behaviour in relationships; e.g. integrity

R-9.6 model integrity and honesty in accordance with ethical principles; e.g. develop strategies

GROUP ROLES AND PROCESSES

R-7.8 analyze the potential effects of belonging to a group, team, gang

R-8.8 describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team

R-9.8 analyze skills required to maintain individuality within a group

LEARNING STRATEGIES

L-7.3 differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept “no” from others

L-8.3 identify components of ethical decision making, & apply these concepts to personal decision making

L-9.3 use decision-making skills to select appropriate risk-taking activities for personal growth; e.g. increasing freedom means increased responsibility for consequences of choices

R-9.2 analyze why individuals choose not to express or manage feelings in situations; e.g. using anger to manipulate others, avoid others, feel powerful

ENGLISH LANGUAGE ARTS

Grade 7:

1.1 Discover and Explore

- express personal understanding of ideas based on prior knowledge, experiences with others
- reflect on own observations & experiences to understand & develop oral, print & other texts

1.2 Clarify and Extend

Consider others' ideas

- listen and respond constructively to alternative ideas or opinions

Combine ideas

- use talk, writing and representing to examine, clarify & assess understanding of ideas, information & experiences

Extend understanding

- talk with others to elaborate ideas, and ask specific questions to seek helpful feedback

2.2 Respond to Texts

Construct meaning from texts

- compare the choices/behaviours of characters portrayed in texts with those of self & others
- identify and explain conflict, and discuss how it develops and may be resolved

Appreciate the artistry of texts

- identify/explain the usefulness, effectiveness and limitations of various forms of texts/media

4.3 Present and Share

Present information

- present ideas and opinions confidently, but without dominating the discussion

Grade 8:

1.1 Discover and Explore

Express ideas and develop understanding

- revise understanding and expression of ideas by connecting new and prior knowledge and experiences

1.2 Clarify and Extend

Combine ideas

- exchange ideas and opinions to clarify understanding and to broaden personal perspectives

Extend understanding

- reconsider/revise initial understandings in light of new ideas, info & feedback from other

2.2 Respond to Texts

- interpret the choices and motives of characters & examine how they relate to self and others
- identify/describe characters' attributes/motivations, using evidence from text/personal experiences

Grade 9:

1.1 Discover and Explore

- Explore/explain how interactions with others and with texts affect personal understandings
- Extend understanding by taking different points of view when re-reading/reflecting

Experiment with language and forms

- develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms

1.2 Clarify and Extend

- integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts
- assess whether new info extends understanding by considering diverse opinions/ambiguities

Use prior knowledge

- discuss how interpretations of same text may vary, according to prior knowledge & experience

Experience various texts

- compare and contrast own life situation with themes of oral, print and other media texts

2.2 Respond to Texts

- analyze how choices/motives of characters provide insight into those of self & others
- discuss character development in terms of consistency of behaviour and plausibility of change

2.4 Create Original Text

- generalize from own experience to create oral, print and other media texts on a theme

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 students have about bullying: that they know “everything” already and they have nothing new to learn, that bullying is a normal part of growing up and finally, 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, students 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. The effects of bullying on victims are short-term and minor.
2. Bullying is not a serious problem for the bullies; they eventually grow out of this behavior.
3. Most bullying occurs in high school because older students are more confident and willing to pick on others.
4. Bullying is usually verbal, not physical, in nature.
5. Bullies are usually insecure loners with low self-esteem. They pick on others to make themselves feel more important.
6. Bullying is almost exclusively male behavior.
7. Bullies don't usually pick on passive students; instead, they bully in response to some sort of provocation from their victims.
8. A bully usually attacks when no one else is watching.
9. Bullying affects the majority of our children.
10. Most bullying happens at school
11. The vast majority of students who are bullied tell a teacher or other member of the school staff.
12. Bullying often resolves itself when you ignore it.
13. Most bullying occurs on school grounds.
14. Teachers know if bullying is a problem in their classes.
15. Targets of cyber-bullying are at an increased risk for traditional bullying, victimization, and school problems.
16. Cyber-bullying does not result in physical harm to victims because it occurs online.
17. Victims report that they are primarily cyber-bullied by strangers.
18. Research has shown that utilizing blocking and filtering software decreases the likelihood of experiencing cyber-bullying.
19. Bullying is not the same thing as conflict.
20. Most children and youth who observe bullying 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.** Studies have established a strong correlation between bullying other students during the school years and experiencing legal or criminal troubles with violence as adults.
3. **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.
4. **True.** While bullying can be physical, verbal or relational in nature, verbal bullying – including name-calling – is the most common form.
5. **False.** Bullies are likely to have both friends and followers – in fact, they tend to be rather popular in the early school years. Furthermore, research indicates that bullies typically have average or above average levels of self-esteem and self-confidence. Often, they have aggressive temperaments and a lack of empathy for others.
6. **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.
7. **False.** Only 10-15% of victims actually provoke bullies into action. 85-90% of victims are passive, with many not even reporting that they have been bullied.
8. **False.** Other students are watching as bystanders during most bullying incidents. In contrast, adults — such as teachers and parents — rarely observe bullies victimizing others.
9. **True.** Studies suggest that in a classroom of 35 students, between 4 and 6 people are bullying and/or are being bullied. Many more students observe bullying and know that it is going on. At some point, a majority of youth will engage in some form of bullying and experience some form of victimization. A small minority of young people will have frequent, long-lasting, serious, and pervasive involvement in bullying and/or victimization. To ensure that youth have healthy and productive relationships, bullying prevention programs and strategies must include and support all students, whether they are bullying, are being bullied or are witnessing bullying.
10. **True.** Bullying most often occurs in and around schools — specifically in those areas where there is little or no adult supervision (e.g., playground, hallways, cafeteria, the classroom before the lesson begins).
11. **False.** Many students 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. Youth 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, youth who bully feel they can carry on without consequences. Secrecy empowers students who bully. Youth 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 young people's experiences and that it is an adult's job to help make the bullying stop.

12. **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 behaviour is not addressed by adults. Adults and other students need to stand up for youth who are bullied, and to ensure that they are protected and safe.
13. **True.** Although some bullying occurs outside of school or on the way to and from school, most occurs in classrooms, in hallways and on playgrounds. Cyber-bullying often occurs outside of school time, but affects students who attend school together. We know that bullying is a community problem, not just a school problem. As the primary institution in young people's lives, schools can play a leadership role in addressing bullying problems.
14. **False.** Bullying behaviour 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 behaviour.
15. **True.** Research shows victims of cyber-bullying were more likely to report experiences with traditional bullying, to use illicit substances, and to have other problems at school.
16. **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.
17. **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.
18. **False.** According to an article published in Journal of Child Psychology and Psychiatry, using filtering software is not significantly related to a decreased chance of Internet harassment victimization. Some adults believe that by simply purchasing and installing such software, they have "done their part" in safeguarding their child's participation online. This is naive and unwise. It is really important to actively participate in your child's online experiences, establish rules, and informally monitor their activities. Software solutions only go so far in controlling certain actions in cyberspace, and can be circumvented by a motivated adolescent.
19. **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.
20. **False.** Most youth 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

Jay and Lee at the Bus Stop

Terry, Nick and Az at the Lockers

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 behaviour:</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 8, are very competitive with each other. Recently, during the school science fair, one of the girls accused the other one – in front of a group of other girls – of copying her science project. The next day, during a class discussion about the fair, 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. Shamar and Cosmin – Conflict or Bullying

A student in Grade 9, Shamar, tells you that his friend's money is stolen by another student on a regular basis. The next day he comes with his friend, Cosmin, who reluctantly admits that this is true and begs you not to get him into trouble with the student who is stealing, as he is scared of the consequences. You approach the accused student who vehemently denies the accusation, asserting that the other was lending him money and that this was an agreement between them. He will pay him back the money and he wasn't stealing it.

4. Dennys and Tyler – Conflict or Bullying

Dennys, a very popular boy in Grade 6 initiates and 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. The boy who organizes the games says he doesn't want to play with this child, and they're his games, since he organizes them, so he gets to choose. Tyler sits all alone during the games and looks very sad and unhappy.

5. Grade 9 boys – Conflict or Bullying

A gang of boys in Grade 9 harass a boy in their class on a regular basis. They call him a "fag" and they beat him up. 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.

6. 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.

7. 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 approached Amit every day for two weeks to ask him to play. Deepak has few friends and seems desperate to make friends with Amit. Amit is beginning to feel harassed by Deepak.

8. Grade 8 boy – Conflict or Bullying

One day a boy in Grade 8 does not return to class after lunch. School staff is sent out to look for him and he is discovered tied up to a tree in the school yard. He is angry and upset, but he refuses to divulge the names of the students who did this to him. However, witnesses inform school staff who did it. When staff members attempt to discuss the matter with him, he claims it was a joke and that the perpetrators are friends of his.

9. Angela and Talia – Conflict or Bullying

A group of about eight close-knit girls in Grade 4 spend a lot of time together, playing together at recess and having sleepovers on the weekend. During a recess conversation, Andjela becomes furious about a comment made by Talia, which she perceives to be an insult. The next day, Angela and all 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 bands together to ignore and freeze out this girl. Talia becomes increasingly quiet and withdrawn and begins to miss days at school.

10. Michael and Lazar – Conflict or Bullying

Michael and Lazar, two boys in Grade 10, are good friends – they hang out together on weekends and generally spend a lot of time together. One day the two boys have a verbal fight when Michael borrows Lazar's leather jacket and does not return it. Lazar decides he no longer wishes to be friends with Michael. Seeing that Lazar has rejected him and will no longer talk to him or interact with him, Michael becomes furious. He begins a campaign of revenge, vandalizing Lazar's locker, jumping on him on his way home from school and fighting him, and writing graffiti about him. Lazar retaliates and the level of aggression gradually escalates until school staff steps in.

Conflict or Bullying key

1. **Nyra and Ayla** - Conflict since
 - the girls seem fairly equal in terms of power, as evidenced by their competitiveness with each other;
 - the incident occurred only once; there is no pattern and no repetition;
 - the girl who felt her science project was copied did not (necessarily) intend to humiliate the other girl; she seemed to have the intention to express and vent her anger and gain support for her plight;
 - the accused girl cried and said that she felt humiliated, so clearly the incident had a negative impact upon her; however, there is 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. **Shamar and Cosmin** – Bullying since
 - there seems to be a power imbalance between the two students, since Cosmin seems afraid of the consequences of telling on the student who is stealing his money, and also since his friend, Shamar, thought the situation was serious enough to tell a teacher;
 - there is repetition, since the incidents occur on a regular basis;
 - although the other student denies the accusation, there is a power imbalance, and Cosmin is upset and fearful.
4. **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.
5. **Grade 9 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 and direct (physical assault and name-calling);
 - the bullied student is experiencing great distress and terror.
6. **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.

7. **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.
8. **Grade 8 boy** – Bullying since
 - this violent incident has had a negative impact and caused distress for the boy who was the target;
 - the actions directed against the targeted boy represent physical violence. Whether it was a joke or not, it is not acceptable;
 - the targeted boy's refusal to divulge the names of the perpetrators and his defence of their actions may be loyalty but there is a good chance that it is due to his own fear and distress;
 - it would be important to explore to find out if this is a pattern of behaviour, and if there are other signs of a power imbalance.
9. **Angela and Taia** – 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 and exclusion has developed, based on repeated incidents on a daily basis;
 - Angela, the girl who instigated the exclusion, intends to hurt the other girl, as she has mobilized the whole group to act against her.
10. **Michael and Lazar** – Conflict since
 - while there is repetition, there is no power imbalance, as both boys are participating equally in the aggressive incidents;
 - although Michael might be more responsible than Lazar for the initial conflict (not returning the leather jacket), both are responsible for escalating the violence.

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

During the play, often times students will encourage characters in the participatory scenes 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 and 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 is 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 as well as body language and facial expression. Students should be taught some 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 behaviour <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.

What Would You Do?

1. Your friend George is heavier than a lot of guys his age. One day in the local restaurant, a group of girls from school make rude comments about his weight. You can see he's upset. Do you:
 - a. Rub the ringleader's face in a piece of pizza?
 - b. Walk away, so no one knows you're friends?
 - c. Tell George to ignore them and steer him out of there fast?
2. Your younger sister has Down's Syndrome. One day when you're on the bus with her, you notice two guys doing offensive impressions of her. Do you:
 - a. Pretend you don't notice?
 - b. Go up to them as you are about to leave and quietly ask them to stop?
 - c. 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 go to the mall. Do you:
 - a. Go with her – after all, she's your best friend?
 - b. Tell her to stop bugging you – getting pressured all the time is a real drag?
 - c. Tell her you'd love to go shopping, but your parents will kill you if you fail the math test?
4. Steve likes to hassle your friend Nick every chance he gets. Lately, he's started body checking Nick into the lockers 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. You're tempted to ignore them then you notice 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 say, but ask her to keep the source of information confidential?
 - c. Wait until they leave and then write messages about them?
6. Your French teacher goes out of his way to humiliate you in class. He mocks your accent, your lack of vocabulary, and goes on and on about how you're going to fail his course. Do you:
 - a. Tell him off? Getting suspended from French would suit you just fine.
 - b. Start skipping French class?
 - c. Take a deep breath and ask your parents for help.
7. A couple of students at your school say racist things every time Hardev walks by. You hardly know her, but you still think their behaviour 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 #4: Strategies for Bystanders

During two scenes: the one involving Terry, Nick and Az at the lockers, and the last scene of the play involving Jace, Sadie and Van, two bystanders are identified and allow us to hear many of their conflicting emotions around their involvement in a bullying situation. They are given advice by the students on how to help the situation.

These exercises are meant to give students an opportunity for further exploration for these ideas.

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 the 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

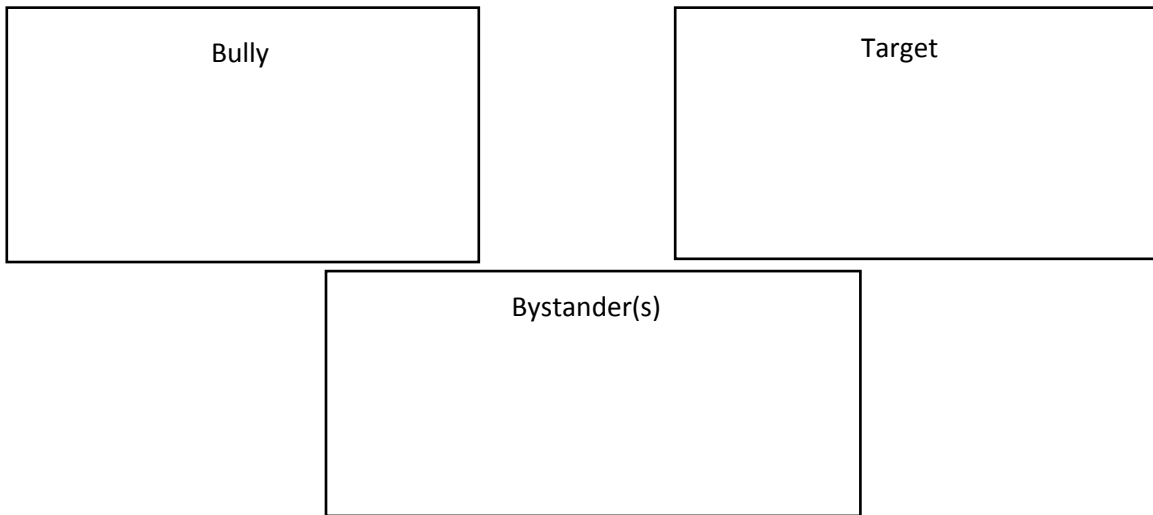
1. Lead a discussion using the following processing points:

- 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 peer aggression?
- Does a bystander have to take action?

2. Have students journal in response to the following prompt for three minutes: “Do you have a responsibility as a bystander to help a target? When would you intervene? 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 homeroom talking about a 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.



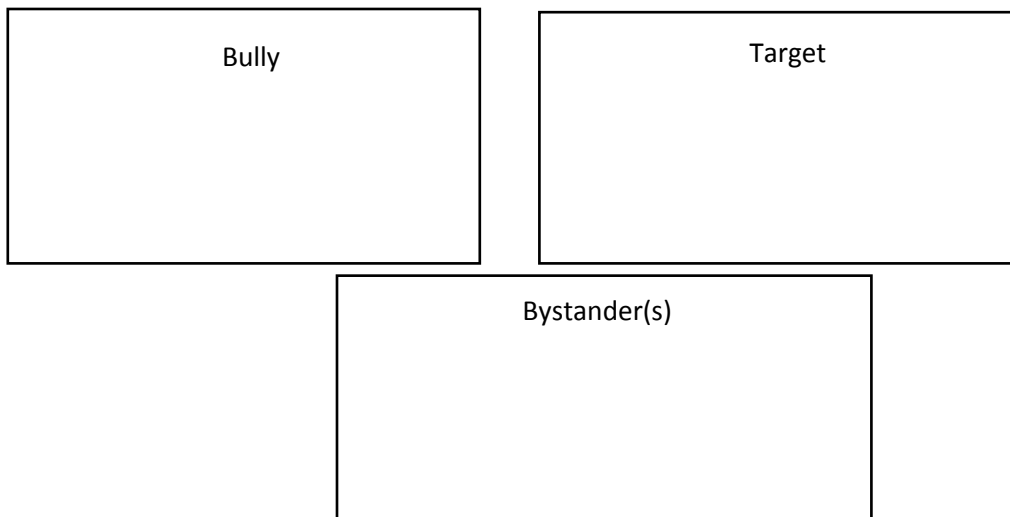
What are some ways bystanders could positively intervene in this situation to help?

Lunch with Jenny and Sarah

Jenny and Sarah were best friends since grade three. They lived next door to each other and spent a great deal of time together. In grade seven, they begin to sit at a lunch table with some new people. Jenny and Slojanna, another girl at the table, became really good friends. Sarah did not get as close with other people at the table, but she still got along with everyone. After a while however, other people at the table started talking about Sarah while she was getting her lunch. They would say some pretty mean things about her. Jenny was new to the table, so she did not feel like she could say anything about how the other girls at the table were talking about Sarah. It went on for a while, and some girls began talking more and more about how they did not like Sarah. Soon, there was talk about kicking Sarah out of the table.

One day, Sarah went to get her lunch. The two “heads of the table” talked about how this was going to be the day that they vote for Sarah to leave the table. As Sarah sat down, everyone at the table got very quiet. Jenny and Slojanna did not know what to do. The heads of the table said, “Sarah, we have something to tell you. No one at this lunch table wants you to sit here, and I think we’re going to kick you out.” They then proceeded to lead a vote. The two heads of the table raised their hands high. Some other girls at the table raised their hands just a bit, but Jenny and Slojanna did not raise their hands – they were shocked at what was going on. Sarah looked around at everyone raising their hands, and the entire lunch room was watching what was going on. Sarah got up and walked away. She looked at Jenny and asked if she was coming. Jenny looked away. She did not do or say anything, and Sarah went to the other table.

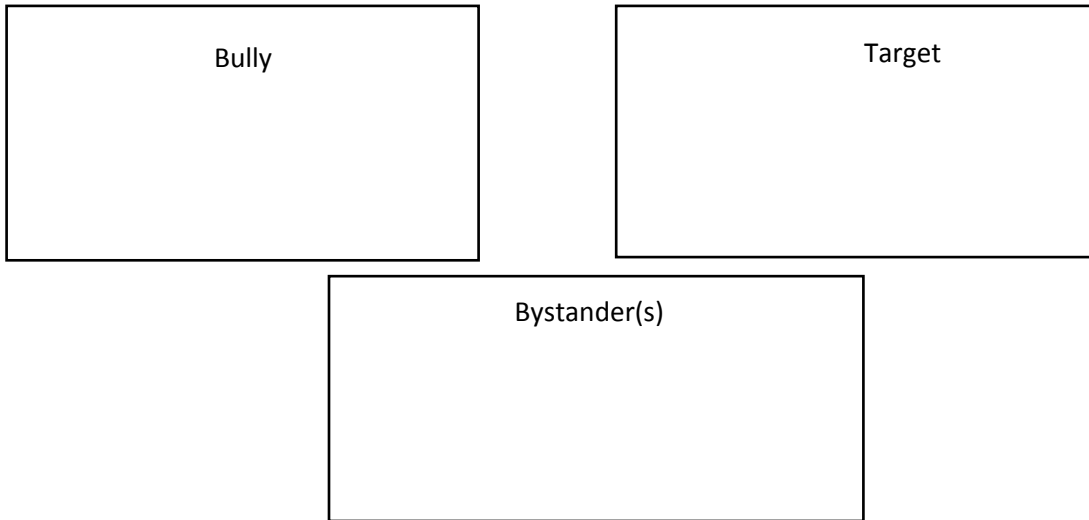
Now, Jenny says that was the day that Sarah walked out of her life. The girls are now seniors, and Jenny still has not apologized to Sarah. She regrets that she did not stand up for Sarah that day and let someone else’s actions and influence take away her best friend.



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, Eddie brings Brad to the group.

Brad is new at school and Eddie is the only one in the group who knows him. When Eddie says that Brad is going to work on the project with the group, David laughs and says, “No, I don’t think so. We already have everything worked out. 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 speak.

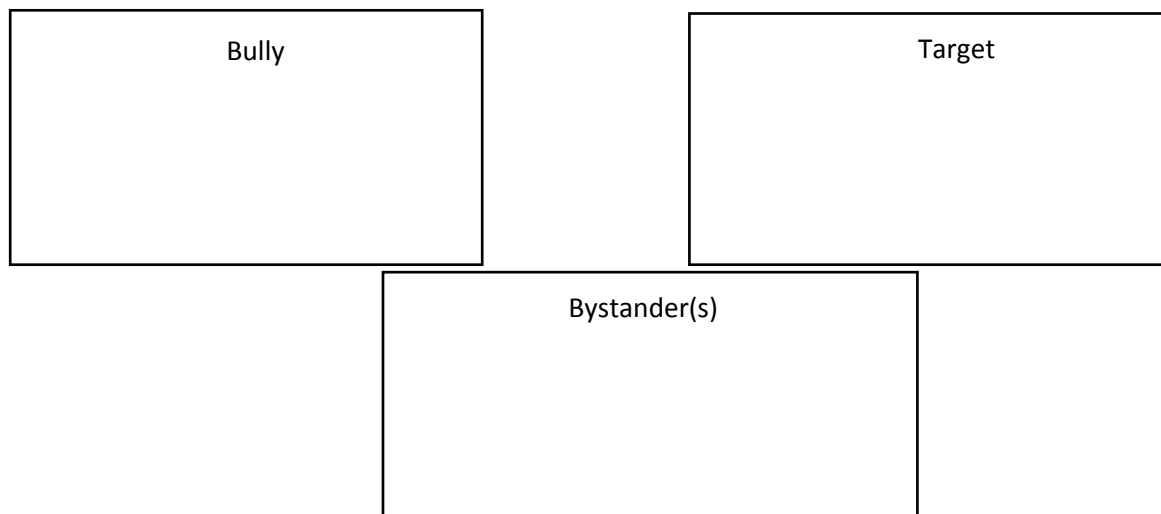


What are some ways bystanders could positively intervene in this situation to help?

Rumours and Girls

Victor, Andre, Jahmal, Brad, and Scott are all in the same class. Victor is good friends with Andre, who sometimes has a temper. Victor happens to be angry with Jahmal, because Jahmal did something he didn't like.

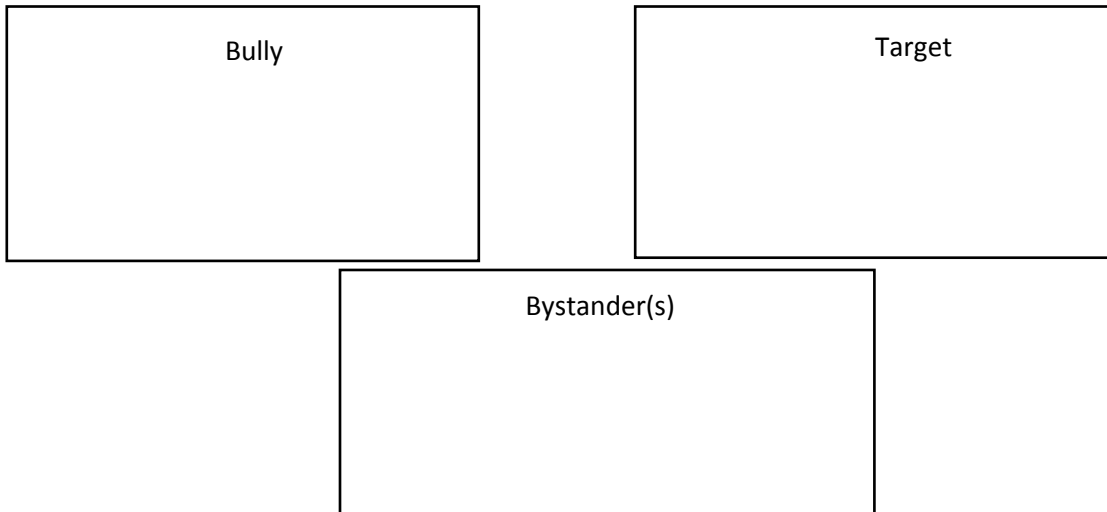
Brad tells Victor about a rumour he heard that Jahmal is interested in Andre's girlfriend, and may have already gone out with her; Victor repeats this to Andre. He knows it will get him riled up. Brad and Scott hear the whole exchange. Brad says, yes, that's what he heard; Scott says it may be true, but maybe not. When Andre says they should "do something" about Jahmal, no one says 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 basketball. Ben sees a new kid walk over. His name is Lawrence, and Ben invites him to join them. Marcus, who is organizing the game, says to Lawrence, "I'm sorry, man, we have who we need for a game. 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 #5: Cyber-bullying

In the final scene of the play we see a secret photo taken of Sadie blow up online. Sadie and Van explore ways they could deal with this difficult cyber-bullying situation.

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 young people 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 teenagers.

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 anonymity online for aggressors?

How does anonymity affect targets? Is it worse or better to not know your aggressor?

Are there ways to find out who is being a cyber-aggressor? (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>Pasting racial slurs on the Facebook wall of an exchange student</p>	<p>Text messaging rumours about a friend</p>
<p>Photoshopping a picture of another person so that they are in an embarrassing situation</p>	<p>Taking a cell phone picture of someone getting dressed in the locker room 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>Blogging about the best and worst dressed girls in school</p>

Teaching Resource Materials

Web

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

Books

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 behaviour with focusing on how parents and teachers can break the cycle of violence.

Queen Bees and Wannabees: Helping your Daughter survive cliques, gossip, boyfriends and the realities of girl world by Rosalind Wiseman. This is a 2002 Self Help book, updated in 2009 and published by Three Rivers Press.

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.

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.

Movies/Plays

Bully – This eye-opening 2011 documentary tracks the stories of five different families whose children are struggling to defend themselves on a near-daily basis. Directed by Lee Hirsch.

Mean Girls – is a 2004 feature film written by Tina Fey, directed by Mark Waters, starring Lindsay Lohan & Rachel McAdams. Based on *Queen Bees & Wannabees* - Rosalind Wiseman.

Cyber-bully – is a 2011 made for TV Movie. The film tells the story of a teenage girl who was bullied online. Directed by Charles Biname, screenplay by Teena Booth starring Emily Osment.

Billy Elliot – is a 2011 feature film that explores the story of a young man growing up in Northern England who bullied for his love of ballet. Directed by Stephen Daldry, screenplay by Lee Hall.

The War – is a 1994 feature film about a war vet who helps his son face a group of bullies, starring Elijah Wood, Kevin Costner and Mare Winningham.

The Fat Boy Chronicles - is a 2010 feature film about an overweight high-school student who deals with bullying and trying to lose weight. The film was inspired by a true story about an obese 9th grader in Cincinnati. Directed by Jason Winn.

The Shape of A Girl – is an award winning one woman play by Canadian playwright Joan McLeod that explores the 1997 killing of Reena Virk by a group of teenage girls in Victoria. Published by Talon.

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. Concrete Theatre is a member of the Professional Association of Canadian Theatres (PACT) and engages professional artists who are members of the Canadian Actors' Equity Association. Concrete Theatre is a non-profit organization and a registered charity.

About the Author of this Study Guide

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, junior and senior high school counsellor & consultant. She is a graduate of the University of Alberta earning BEd, MEd, & 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 behaviour 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 more true! 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 where the actors 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!

Behaviour Issues. We rely on you as teachers to manage your students' behaviour 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.