

# TEACHER'S GUIDE

FOR GRADES 4 TO 6

ADDRESSING BULLYING FROM THE  
BYSTANDER'S POINT OF VIEW



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An Educational Resource for Bullying Awareness Week

**NOVEMBER 14 to 20, 2005**

# Teacher's Guide For Grades 4 to 6: Addressing Bullying From the Bystander's Point of View

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## Acknowledgements

This guide is an initiative of The Family Channel, Inc. (Family), a specialty television network popular with kids across Canada. An extension of the network's annual campaign in partnership with Bullying.org Canada and the Canadian Initiative for the Prevention of Bullying (CIPB) to help raise awareness for the part that bystanders can play to diffuse bullying situations, this guide utilizes thought-provoking Public Service Announcements (PSAs) to facilitate classroom discussion on the topic of bullying.

Consultation in the development of this guide was provided by the Canadian Initiative for the Prevention of Bullying (CIPB), an organization of leading researchers and stakeholders who share a common goal to help reduce bullying and promote healthy relationships among children. The *Bystander Checklist*, *Bullied Checklist* and *Bullying Checklist* used in Lesson Three are CIPB materials and are used with permission.

Bill Belsey of Bullying.org Canada contributed to the additional suggested activities for Bullying Awareness Week (Appendix B).

## PSA Credits

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## DVDs of the PSAs

***In the first week of November 2005, a comprehensive list of over 8,500 English-language schools across Canada that have a grade 4, 5 or 6 class will receive a DVD of the PSAs by mail. Additional copies will not be available as quantities are limited, however the PSAs may also be viewed at [www.family.ca/takethepledge](http://www.family.ca/takethepledge) from November 14, 2005, to June 30, 2006.***

## INTRODUCTION

### **An educational resource for Bullying Awareness Week**

This guide is for teachers of grades 4, 5 and 6. It is meant to provide the teacher with quick and easy lesson plans that use several short Public Service Announcements (PSAs) to get kids thinking – from the point of view of the bystander – about how they interact with one another and how they can act differently to help reduce bullying.

This is simply a guide. It is our hope that you will use it during the third annual national Bullying Awareness Week, November 14 to 20, 2005, and beyond. Not only will your students enjoy watching the PSAs, the lesson plans are simple and easy to incorporate into your existing curriculum.

### **What is Bullying Awareness Week?**

Bullying Awareness Week is an annual campaign initiated in 2003 by Family Channel and Bullying.org Canada to show and tell kids that they have the power to do something about bullying.

The message of Bullying Awareness Week is directed at the bystander – kids who witness bullying but may not do anything about it. The decision to focus on the bystander was made in consultation with two of Canada's leading experts in the field of bullying, Drs. Debra Pepler and Wendy Craig, whose research has shown that bullying stops within 10 seconds 57% of the time when peer bystanders intervene on behalf of children who are bullied.

The message of Bullying Awareness Week is, **"When you see someone being bullied, let them know they're not alone."**

This message is delivered in a series of PSAs that encourage kids to reach out to peers who are bullied rather than standing by and doing nothing. The PSAs provide kids with examples of bystanders doing something to make a positive difference in the life of a peer who is bullied.

A highly motivational PSA called *The Pledge* reinforces the "bystander" message by challenging kids to take a pledge to stick-up for kids who are picked on. This challenge resulted in 50,000 pledges taken in the first year of the campaign and 175,000 in the second. The goal for the third year is to have 250,000 Canadian children take the pledge at [www.family.ca/takethepledge](http://www.family.ca/takethepledge). (The "Take the Pledge" campaign launches at the outset of Bullying Awareness Week, November 14 to 20, 2005, and goes until the end of the 2005-2006 school year.)

### **Why is BAW important to teachers/administrators/parents?**

Kids need the support of the influential adults in their lives to gain the confidence to take a stand against bullying. Support should be consistent at school and at home, drawing on a common understanding of both the problems and solutions that have been shown to work. Knowing that bullying often stops when kids intervene on behalf of peers who are being bullied, adults can help kids think about their actions and identify how they could act differently to help reduce bullying.

As educators, we have both an opportunity and an obligation to teach children how to deal with the issue of bullying. As a resource to supplement your school's existing bullying program, the PSAs and suggested activities in this guide may help you to deal with this issue in your classroom/school.

### **How can the PSAs and suggested activities help?**

*The Cool Table* is a PSA that is already familiar to most students. It is live-action and rich with facial expressions and body language that children can identify with. It shows the shunning of an individual and what a bystander can do to improve the situation and reach out to the individual being bullied.

New this year is a PSA called *Alone*. It uses animated paper sculptures to tell three stories that children can relate to – being scared, bored and sick – that demonstrate how much better it feels in these situations when they're not alone. These stories are then juxtaposed with a bullying scenario to associate the "it feels better when you're not alone" message to how it feels for kids who are bullied.

Together, the PSAs and activities in this guide will help engage kids in discussions about bullying, which will allow educators to reinforce the messages and help shape kids' understanding of the issue and what they can do about it.

### **Overview of lessons and how to use this guide and have fun with it!**

This guide contains four lessons. The lessons are targeted for a 30 to 40 minute class, however, you may find it beneficial to continue a lesson into a second session. The timing can be as flexible as your schedule allows.

The lesson topics, which consist of suggested teaching strategies and activities as well as blackline masters for you to reproduce for your students, are as follows:

1. What is bullying?
2. Viewing the PSAs and responding to the themes presented
3. Ways to make a difference
4. Using the arts to respond and create a message about bullying

Your students can be creative with the suggested activities and you will find that when you allow them the time to create and present their ideas, they will have fun. You will enjoy gaining insight into how your students feel about and deal with this issue. You may be surprised at what you find out about what is happening in their "sub culture" in your school!

***It is imperative that the teacher view the PSAs prior to showing them to the class. By doing this, you will become familiar with the content of each PSA and be able to pause them at the appropriate teaching and discussion points as indicated in the lessons.***

## Lesson One: What is Bullying?

Suggested time: 30 to 40 minute period

Materials Required: Chart paper  
Markers

### Teaching Strategy

As this is an introductory lesson, it is a good idea to get the students involved immediately. Divide the class into groups of four or five students each. Give each group a piece of chart paper and a couple of markers. The challenge for each group is to brainstorm together what they think bullying is. (You may want to review your rules for brainstorming, e.g., no idea is off limits, everyone contributes, work together.) They can write the word "Bullying" in the middle of the paper and then write phrases, words or draw pictures around it. Each child has to contribute an idea.

Choose one child as the reporter for the group. Each reporter has an opportunity to present the group's ideas by referring to the chart paper. Once every reporter has presented, the next challenge is for the class to, cooperatively, come up with a class definition of bullying.

If you have space in your classroom, it would be a good idea to display the chart paper and record the class definition on another piece of paper and display it as well. If you are short of space, you could have one member of each group record the brainstorming chart paper on a computer and print it out. Do the same with the class definition. This makes a great bulletin board display!



## Lesson Two: Viewing and Discussing the PSAs

Suggested time: 30 to 40 minute period

*(This lesson may take up to two classes. Don't rush the lesson as the students need to see these PSAs several times to be able to understand everything that is taking place.)*

Materials Required: DVD of the PSAs (see page 1)  
TV and DVD player

### THE COOL TABLE

1. View *The Cool Table* with the whole class without interruption.
2. Ask for thoughts from the students, initial reactions.
3. View *The Cool Table* again, but **pause it** at the following points to facilitate discussion:
  - **When the girl with the dark hair gets her lunch and looks around for somewhere to sit.**  
*What is she thinking? How is she feeling?*
  - **After the girl in the green dress throws her books on the empty seat.**  
*What is the dark-haired girl thinking now?*  
*What was the message that was directed at her?*  
*What would you do if you were sitting at that table when that happened?*
  - **When the dark-haired girl turns and walks away.**  
*What were the reactions of the other girls at the table?*
  - **After the blond girl says, "Hi, is this seat taken?"**  
*What should the dark-haired girl say?*  
*How is she feeling now?*  
*Should she trust this girl?*  
*What would you do?*
  - **When the "group leader" with the blond hair and dark dress comes in and sees all her friends sitting with the dark-haired girl.**  
*What is her reaction to her friends being nice to the dark-haired girl?*  
*What does she do about it?*  
*How does the dark-haired girl feel?*  
*Do you think what the girls did was good? Did it repair the damage they had done the day before?*  
*What does "Rise Above the Rest, Don't Be a Bystander" mean?*  
*Was this a good way to show how a bystander can make a difference? Why or why not?*
4. At this point, the students will probably ask to view *The Cool Table* one more time. This is a great thing to do as they need to see it several times to catch all the body language and facial expressions that are happening.





## Lesson Two: Viewing and Discussing the PSAs (cont'd)

### ALONE

1. View *Alone* with the whole class without interruption.
2. Ask for thoughts from the students, initial reactions.
3. View *Alone* again, but **pause it** at the following points to facilitate discussion:

- **Once the little boy has gotten into bed with his sister.**

*What scared the little boy?*

*Why would he not want to be alone on a night like this?*

*Why did he climb into bed with his sister?*

*How did she let him know that he wasn't alone?*

- **After the two boys play with a ball in the car.**

*How did the boy act before he had someone to play with?*

*Have you ever been bored and felt alone with no one to play with?*

*What did you do?*

*How did the boy feel when a friend came to play with him in the car?*

*How did his mood change when he felt he was no longer alone?*

- **After the dog hops up into bed with the sick boy.**

*Why was the boy in bed by himself? What was wrong with him?*

*How did he feel being in bed?*

*What made him feel better?*

- **After the child has formed out of the crumpled paper.**

*What was going on in the playground?*

*What could you hear or see that helped to figure out what was happening?*

*How do you feel when you are all alone in a playground?*

*What does it feel like to have someone come and play with you or be with you so you are not alone?*

*Did you know that you can help someone who is being bullied just by being with them so they are not alone?*

4. At this point, show the PSA again. You may want to ask the students how effective they thought the use of the medium (paper) was.

As an option, you may wish to give your students the challenge of creating a similar kind of message using "paper dolls." They will need to work in groups for this challenge. It may be one composition or a series of images made out of blank, white paper. A caption or sentence may be useful on the composition.



### Lesson Three: Ways to Make a Difference in Your School

Suggested time: 30 to 40 minute period

Materials Required: Blackline Master: *Bystander Checklist (Appendix C)*  
Blackline Master: *Bullied Checklist (Appendix C)*  
Blackline Master: *Bully Checklist (Appendix C)*  
Blackline Master: *The Pledge (Appendix C)*  
DVD of the PSAs (see page 1)  
TV and DVD player

#### Teaching Strategy:

1. Give each student a copy of the Bystander, Bullied and Bully Checklists.
2. Go over these with the class.
3. View *The Pledge* PSA with the whole class
4. Hand out *The Pledge* to each student and review the following questions:
  - What would it take to help change things? Will it be an easy thing to do? Do you think it can be done at all?
  - Is this a good pledge to take? Would you take it?
5. Encourage your students to take The Pledge online at [www.family.ca/takethepledge](http://www.family.ca/takethepledge)

#### Suggested Activities/Support

- If you have a buddy system in your school, an older grade class paired with a younger grade class, you could have the older children share the checklists with the younger children.
- If you don't have a buddy system, consider initiating one. It's great for the younger children to feel that they have a big buddy looking out for them so that they are never feeling alone.
- If you have a school calendar, you could have the checklists and *The Pledge* put into the calendar for students and their parents to read.
- Make sure that each staff member has a copy of these checklists. These could be presented at a staff meeting.
- Encourage staff to circulate when on yard duty. Proximity to a child who intends to bully can stop the bullying from happening.
- Keep in mind that adults have the responsibility to model positive social interactions for children.



## Lesson Four: Using the Arts to Create a Message About Bullying

Suggested Time: 2 to 3 classes, 30 to 40 minute periods

Materials Required: Blackline Master: *PSA Guidelines (Appendix C)*  
Lined Paper  
Drawing Paper  
Markers, Pencil Crayons

### Create a PSA

1. Review what your students have learned about bystanders making a difference and the content of *The Cool Table* and *Alone*.
2. Divide the class into groups of four or five people each.
3. Review the *PSA Guidelines* and give each group a copy.
4. Instruct the students to create a PSA of their own to act out for the class. This may take a class or two for them to write, rehearse and then perform their skits.

Note: For those who are really shy, puppets might be easier for them to work with. Skits that are particularly good could be presented to other classes during Bullying Awareness Week. This is a highly effective way to get students to teach each other about making a difference in their school.

### Create a Poster

Have students create a poster about "Making a Difference." They could do this individually or in pairs. It should be colourful and easy to understand. A sentence or word could be added to the poster for clarity. These could be displayed around the classroom or in hallways during Bullying Awareness Week. Even a foyer display case would be a great place to house these wonderful works of art. Posters can also be submitted to the [www.bullying.org](http://www.bullying.org) website to be posted for others to see.

### Film Your Own PSA:

So much can be done with personal video cameras and computer editing software. Consider selecting a PSA to produce into video format. It could be shot using real people like *The Cool Table* or animated like *Alone*. Submit your PSA to Family Channel by January 31, 2006, and it could air on the network (visit [www.family.ca/takethepledge](http://www.family.ca/takethepledge) for details). Videos can also be submitted to the [www.bullying.org](http://www.bullying.org) website.



## APPENDIX A

### What is Bullying?

Bullying is a form of aggression in which there is an imbalance of power between a child who bullies and a child who is victimized. Bullying is intentional, causes distress and is repeated over time. It can be physical or verbal, direct or indirect.

Depending on the context, any one child may play any of the roles that play out in a bullying situation. Therefore, rather than label children “bullies” or “victims,” it is preferable to consider them as “children who bully,” “children who are victimized” and “bystanders.”

### Why Worry About Bullying?

Bullying is a problem that occurs in all countries around the world. According to the World Health Organization (WHO), high proportions of Canadian students who reported involvement in bullying confirms that this form of behaviour is an important social problem in our country. Bullying can occur while on yard duty and while teaching our classes. It happens on the way to school, in hallways, during lunch times, at recess and during class work times. It can negatively affect a child's academic performance and self esteem. There are a whole host of other health outcomes associated with bullying that may be significant enough to last well into adulthood.

It is also important to realize that adults in positions of authority sometimes bully children or other adults. Children are aware of this and adults need to sharpen their awareness of it as well. Teachers and other adults are very significant role models for children of all ages and they need to be conscious of their behaviour at all times.

Bullying problems need to be addressed and dealt with before children feel alone and helpless to deal with it. The onus is on adults to empower kids and urge bystanders to make a difference.

### How Do Teachers Recognize Bullying?

Due to the wide range of maturity levels and behaviours in any classroom, it can be difficult to identify a child who bullies others or a child who has been bullied. If you are concerned that a child might be bullying others, look for these signs:

- aggressive and manipulative behaviour with other students
- aggressive and manipulative behaviour towards adults in a position of authority
- newly acquired possessions (e.g., toys, money, pens, pencils)
- bragging about exploits
- cruelty to class pet or other animals
- lack of empathy
- troubled friendships
- aggressive, deviant friends

If you think a child might be having some problems as a result of being victimized, here are some signs to look for:

- constant complaints of headaches, nausea
- fear of going to school
- school work problems
- not participating in extracurricular activities
- missing possessions
- injuries
- quiet, sullen, lack of concentration
- depression
- temper tantrums
- gets frustrated easily
- being difficult and argumentative
- low self esteem

#### **How Can Teachers Help?**

Teachers have a primary role in addressing the problems of bullying and victimization. With your students you have the responsibility to:

- establish a warm and trusting relationship
- provide clear and consistent consequences
- model the positive use of power rather than bullying
- protect and support kids who are bullied
- promote positive skills and reduce aggressive behaviour for children who bully
- express concerns to parents and work with them to improve the situation
- teach children that telling is not tattling
- stand up for children who are bullied

#### **How Can We Help the Child Who Bullies?**

- Try not to be punitive – this needs to be a learning experience for the child. Instead, have the child write about how they made the other child feel; read a chapter from an age and subject appropriate book and do a book report on it; write an apology letter to the victimized child; or organize a plan to replace damaged possessions.
- Help deter children from bullying by establishing rules in your class/school to ensure your students understand why bullying will not be tolerated and what the consequences will be.

## APPENDIX B

### Additional Suggested Activities for Bullying Awareness Week

- **BLUE DAY** – Encourage kids to wear blue one day during Bullying Awareness Week to help get everyone motivated and excited.
- **WRITING** – Students can write their own personal stories, poetry or news stories for local newspapers about your school’s anti-bullying activities.
- **EVENTS** – Hold a school or community bullying awareness walk, dance, etc. and invite local media to help spread the messages of Bullying Awareness Week.
- **MURAL #1** – Paint a large white mural paper with a red brick background and have students write anti-bullying slogans on the “brick wall.”
- **MURAL #2** – Make a large poster or mural of the anti-bullying pledge. Invite students, teachers, principals, parents, coaches, bus drivers and others to sign it. Display it in a prominent place in your school or community.
- **SUPPORT** – Have students visit [www.bullying.org](http://www.bullying.org), a Canadian website where kids can safely share their bullying experiences online and view the stories, poetry, drawings and videos submitted by others.
- **PEER POWER NETWORK** – Encourage the secondary schools in your system to join the Bullying.org Peer Power Network of youth presenters (ages 13-18) who can make presentations to younger kids (ages 8-12) during Bullying Awareness Week and throughout the year. Bullying.org will provide a multimedia presentation for the youth presenters to use. (Visit [www.bullying.org](http://www.bullying.org) for information on this program and additional materials and resources.)

## APPENDIX C – BLACKLINE MASTERS

The following pages contain an assessment/evaluation tool and lesson handouts as follows:

### Assessment/Evaluation Tool

A short quiz is provided to help assess the impact of this guide. To participate, please administer the quiz before AND after completing the lessons, then visit [www.family.ca/BAW2005survey](http://www.family.ca/BAW2005survey) to complete a short online survey to report the results of the quiz along with any feedback you may have.

### Lesson Three Handouts

- *Bystander Checklist*
- *Bullied Checklist*
- *Bullying Checklist*
- *The Pledge*

### Lesson Four Handout

- *PSA Guidelines*

## Bullying Awareness Week Quiz

To answer this quiz, circle the number that best describes how you feel about the statements below.

What the numbers mean:

**5 = Agree Strongly**

**4 = Agree Somewhat**

**3 = Neither Agree nor Disagree**

**2 = Disagree Somewhat**

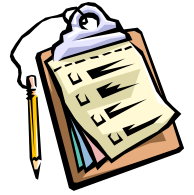
**1 = Disagree Strongly**

**0 = Don't Know**

1. Bullying is one person trying to hurt another with words, hitting or by excluding someone. 0 1 2 3 4 5
2. Bullying makes the person who is being bullied feel alone. 0 1 2 3 4 5
3. Everyone has the right to feel safe and expect others to help them. 0 1 2 3 4 5
4. Silently watching when someone is being bullied is like saying "I accept bullying." 0 1 2 3 4 5
5. Doing nothing when you see someone being bullied adds to the problem. 0 1 2 3 4 5
6. I know what to do to help put an end to bullying. 0 1 2 3 4 5
7. It takes courage to speak out against bullying, but if we all try, we can put an end to bullying. 0 1 2 3 4 5
8. Telling someone who can help such as a teacher, principal, coach or parent is a good way to take a stand against bullying. 0 1 2 3 4 5
9. You can help someone who is being bullied by going up to them and starting a conversation. 0 1 2 3 4 5
10. The best thing to do for someone who is being bullied is to be their friend. 0 1 2 3 4 5
11. The point of sticking up for someone who is being bullied is to let them know that they are not alone. 0 1 2 3 4 5
12. We all need to take care of one another, kids who bully included. 0 1 2 3 4 5



# Bystander Checklist



What should you do if you see someone being bullied?

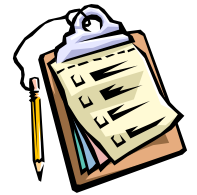
- ✓ Talk to someone who can help:
  - an older student, your friends, classroom teacher, guidance counsellor, school principal, sports coach, parents, or any adult you trust
- Remember...*telling* is not the same as *tattling*  
*Telling* is what you do to get someone *out of* trouble  
*Tattling* is what you do to get someone *into* trouble
- ✓ Tell kids who bully to back off...Bullying is NOT cool!
- ✓ If it's hard for you to speak out against bullying on your own, ask a friend to do it with you
- ✓ Help kids who bully, don't hurt them...speaking out helps, hitting and name-calling doesn't
- ✓ If you walk away and get help, you are part of the solution...if you stay and watch, you are part of the problem
- ✓ Stand up for kids who are bullied...they can't do it themselves
- ✓ Invite kids who are bullied to play with you somewhere else
- ✓ Comfort the person who was hurt and make it known that what happened was not fair or deserved
- ✓ The best thing you can do for kids who are bullied is to be their friend
- ✓ YOU help to make your school a better place by doing your part to stop bullying
- ✓ If these tips work for you, pass them on to others

Bullying is something a lot of kids have to cope with.  
The more we talk about it, the faster we will stop it

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# Bullied Checklist



What should you do if you are being bullied and can't stop it yourself?

- ☑ Talk to someone who can help:
  - an older student, your friends, classroom teacher, guidance counsellor, school principal, sports coach, parents, or any adult you trust

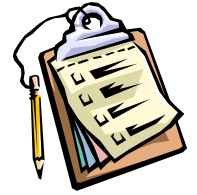
*It really does work when you talk to someone and get help.  
You may have to tell more than one person...Don't Give Up!*
- ☑ If you're scared to talk to an adult on your own, ask a friend to go with you
- ☑ Try not to show that you are upset when being bullied
- ☑ Don't get mad, get funny...humour shows you're not bothered
- ☑ Stay calm...Fighting back often makes the bullying worse
- ☑ Look confident and tell the child who bullies to back off...Bullying is NOT cool!
- ☑ If it's hard to stand up for yourself, ignore the bullying and walk away...then tell someone who can help
- ☑ Stay close to students you can count on to stick up for you
- ☑ Stay away from areas where you know bullying happens
- ☑ Don't blame yourself...no one deserves to be bullied
- ☑ YOU help to make your school a better place by seeking help to stop bullying
- ☑ If these tips work for you, pass them on to others

Bullying is something a lot of kids have to cope with.  
The more we talk about it, the faster we will stop it.

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# Bullying Checklist



What should you do if you bully and are ready to stop?

- ☑ Talk to someone who can help:
  - an older student, your friends, classroom teacher, guidance counsellor, school principal, sports coach, parents, or any adult you trust

*They can help you find ways to get along with other children.*
- ☑ Put yourself in other kids' shoes. Would you want to be picked on, beat up, or excluded?
- ☑ Appreciate kids' differences...different doesn't mean worse or better than you
- ☑ Know that if other kids watch and laugh, it doesn't mean they like it when you bully
- ☑ Resist peer pressure to bully...keep your cool
- ☑ Be a real leader...real leaders treat others with respect
- ☑ Ask a friend to help you stop if you start to bully others
- ☑ Understand that you may not like everyone around you, but you do have to treat them with respect.
- ☑ Apologize to the kids you have bullied
- ☑ Set goals each day to make it easier not to bully (e.g., Today I'll help others rather than hurt them)
- ☑ YOU help to make your school a better place by being a positive leader and not someone who bullies
- ☑ If these tips work for you, pass them on to others

Bullying is something a lot of kids have to cope with.  
The more we talk about it, the faster we will stop it.





This is for me  
My friends today  
And my friends tomorrow  
I think being mean stinks  
I won't watch someone  
get picked on  
Because I am a do  
something person  
Not a do nothing person  
I care  
I can help change things  
I can be a leader  
In my world there is  
no bullying allowed  
Bullying is bad  
Bullying bites  
Bullying bothers me  
I know sticking  
up for someone  
is the right  
thing to do  
My name is \_\_\_\_\_  
And I won't stand by  
I will stand up!

**TAKE**  
THE **PLEDGE**  
AT **family.ca**

[www.bullying.org](http://www.bullying.org)  
"Where You Are NOT Alone!"



**family**

## GUIDELINES FOR CREATING YOUR OWN PSA

In groups, create a PSA similar to *The Cool Table* or *Alone* that involves letting someone who has been bullied know they're not alone.

1. The rules are:
  - No names are to be used
  - No physical contact is allowed
  - Try to tell your story in one to two minutes
2. Decide who will:
  - write the lines (script writer)
  - say the lines (actors/narrator)
  - give the actors suggestions on how to say the lines (director)
3. Together, brainstorm the idea for your PSA. It is the script writer's job to write down the idea (Where? Who? What?) and the actors' lines.

**Where** does it take place?

Example: in *The Cool Table* it takes place in a cafeteria.

**Who** is involved?

Example: in *The Cool Table* there is a group of girls sitting at a table and a new girl looking for a place to sit.

**What** happens to make someone feel alone?

Example: in *Alone*, someone is picked on, and in *The Cool Table*, the new girl is excluded from sitting with the group of girls.

**What** does a bystander do to let the person know they're not alone?

Example: in *Alone*, the bystander reaches a hand out to the person who was bullied. In *The Cool Table*, the girl who feels bad about what happened later makes friends with the new girl.

4. Rehearse the PSA. It is the director's job to lead the rehearsal.
5. Perform the skit.

### Optional: Film your PSA and send it to Family Channel

If you have access to a video camera or computer animation software, consider filming or animating your PSA. Submit it to Family Channel by January 31, 2006, and it could be selected to air on the network (visit [www.family.ca/takethepledge](http://www.family.ca/takethepledge) for details). Videos can also be submitted to the [www.bullying.org](http://www.bullying.org) website.

