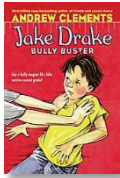




WITS LEADS PROGRAM BOOK LIST AND LESSON PLANS

Below is the list of children’s books recommended for use in the WITS LEADS Program with children in Grades 4 to 6. These books can be used in two ways:

- **Independently** – Use the lesson plans in any order as stand-alone lesson plans. Go to the page number in the far right column to find the book’s associated lesson plan. Each includes a summary of the book, pre- and/or post-reading discussion questions and suggested activities. For a list of provincial and territorial learning outcomes satisfied by these lesson plans, see page 188.
- **As part of the WITS LEADS Training Program** – You can also work through the WITS LEADS book list by teaching the WITS LEADS Training Program. The program consists of five training sessions that teach children in Grades 4 to 6 problem solving strategies in order to become WITS Leaders. The training sessions include important information and definitions for teachers as well as classroom activities and use lesson plans for the books listed below to support their messages. Proceed to page 65 for the WITS LEADS Training Sessions.

	Title	Author	Illustrator	Publisher	Page
	BLUBBER	Judy Blume	--	Simon & Schuster	91
	BY GOLLY, MOLLY, YOU'RE RIGHT	Bobby Hawley	--	Publish America	101
	THE ENGLISH ROSES	Madonna	Jeffrey Fulvimari	Callaway	69

	Title	Author	Illustrator	Publisher	Page
	THE GIRLS	Amy Goldman Koss	--	Puffin	88
	JAKE DRAKE, BULLY BUSTER	Andrew Clements	Amanda Harvey	Simon & Schuster	85
	MR. PEABODY'S APPLES	Madonna	Lorne Long	Callaway	74
	MY WORST BEST SLEEPOVER PARTY	Anna Morgan & Rachael Turkienicz	Heather Castles	Second Story Press	99

ABOUT THE WITS LEADS PROGRAM

The WITS LEADS Program builds on the success of the WITS Primary Program by providing students in Grades 4 to 6 developmentally appropriate learning activities to extend and apply their understanding of peaceful peer conflict resolution strategies. The WITS LEADS Program encourages children to identify and solve peer conflict situations using five problem solving steps:

1. **L**ook and listen
2. **E**xplore points of view
3. **A**ct
4. **D**id it work?
5. **S**eek help

Students in the WITS LEADS Program are recognized as WITS Leaders – older students who act as role models for younger students and who children in junior grades can turn to for help in conflict situations.

ABOUT THE TRAINING SESSIONS

The WITS LEADS Program is implemented through five training sessions – one for each problem solving step. The sessions are presented in a standardized format, first identifying the session’s objectives and required materials, followed by a review of the LEADS strategies explored in earlier training sessions. The session’s featured LEADS strategy is then introduced and a variety of classroom activities to further explore it are suggested. Most of the sessions also feature lesson plans based on easily accessible multimedia and widely available children’s books.

Optimally, the sessions should be completed sequentially; however, the WITS LEADS Program is meant to be flexible so the lesson plans included in the training sessions may also be used independently and in any order.

Throughout the training sessions, you will encounter the icons below. Read their descriptions to learn more about what they signify and then use them to enhance your understanding and implementation of the WITS LEADS Training Sessions.



WHAT KIDS SAY: Actual responses provided by students in the WITS LEADS Program about WITS LEADS strategies and resources.



IMPORTANT IDEAS: Information and definitions for teachers that provide context for WITS LEADS strategies and activities.

1

Look and Listen

Objectives

1. To develop an understanding of what can be learned about others' feelings, intentions, and inner thoughts by carefully observing their behaviours and nonverbal expressions, and by listening to others
2. To learn basic looking and listening skills

Introduction

Welcome to the first WITS LEADS Training Session. During these training sessions, you will discuss five steps to help children solve peer conflicts peacefully. To begin, print off a copy of the WITS LEADS poster (see page 196) and review the acronym with your students: **L**ook and listen, **E**xplore points of view, **A**ct, **D**id it work? and **S**eek help.

This session will explore the first part of the LEADS acronym: **L**ook and listen. You will use the questions and activities below to explore this problem solving skill.

Activities



1. COMPARING EVERYDAY SEEING TO REALLY LOOKING

Exercise

- Group children in teams of three or four.
- Pick one child volunteer to stand at the front of the room for one minute while the others observe him or her.
- Ask the child volunteer to leave the room and then give the students two minutes to write down as many observations about the child as they can.

Examples include:

- *What colour is the child's hair?*
- *What kind of clothing is the child wearing?*
- *What colour are his or her eyes?*
- *Was the child wearing any accessories? (bracelet, necklace, watch, etc.)*
- *What kind of shoes did the child have on?*
- *How was the child feeling? (angry, scared, happy, excited, etc.)*



WHAT KIDS SAY: Why is looking important?

- "We can see how they're feeling."
- "To actually hear them."
- "Eye contact and paying attention."
- "To concentrate on what they are saying."
- "When looking, we know how serious they are in telling us information."



2. LISTENING MEANS REMEMBERING WHAT YOU HEAR

Discussion

Talk with students about how we listen, discussing the advantages of facing the speaker and maintaining eye contact and explaining the difference between listening and hearing words. *Hearing involves only hearing words someone has spoken while listening involves understanding and remembering the meaning of what was said.*

Exercise

- Organize students in pairs. Each student should be paired with a classmate he or she doesn't know very well.
- One partner will listen as the other student shares three pieces of information he or she would like other people in the class to know (*e.g. hidden talents, favourite music group, favourite sport*).
- Ask the listening partners to introduce their partners to the class, seeing how many of the three things they can remember to tell everyone.
- Have students switch roles and repeat the activity.



3. REFLECTIVE LISTENING EXERCISE

Exercise

- Organize students in partners and have them sit opposite to one another at arm's length.
- One partner will listen as the other describes a conflict between two people their age. The listener will keep his or her arms folded and will not look or pay attention to their partner.
- After one minute, stop students and have the listeners repeat back to their partners what they heard.
- Begin the exercise again but ask the listeners to have an open posture, maintain eye contact, use occasional "Mm-hmms" and nod their heads.
- After one minute, stop the students and have the listener repeat what they had heard.
- Reverse the roles and repeat the same process

Discussion

Discuss with students about which way of listening was more effective. Use the following questions as prompts:

- How did you feel when the listener wasn't paying attention to what you were saying? What were your inner thoughts?
- Was it helpful to have the listener look at the speaker while they were talking or nod their head? Why or why not?



WHAT KIDS SAY: Why is listening important?

- "If we don't listen first, we don't know what's going on."
- "By listening carefully, you will understand the problem better and how to fix it."
- "We need to understand both sides of the story to avoid misquoting people."

2

Explore Points of View

Objectives

1. To understand others' points of view
2. To see how words, thoughts and feelings can vary for different people
3. To look and listen to words, thoughts and feelings
4. To learn to understand indirect or relational aggression

Materials

- *The English Roses* by Madonna
- *Mr. Peabody's Apples* by Madonna

Introduction

REVIEW

To begin, show students the WITS LEADS poster (see page 196) and review the acronym: **L**ook and listen, **E**xplore points of view, **A**ct, **D**id it work? and **S**eek help. Ask students to explain what they learned about the first part of the acronym, **L**ook and listen, in the last training session.

EXPLORE POINTS OF VIEW

This session will explore the second part of the LEADS acronym: **E**xplore points of view. You will read aloud two books with your class and use their associated lesson plans to explore this problem solving skill. See page 69 for *The English Roses* lesson plan and page 74 for the *Mr. Peabody's Apples* lesson plan.



IMPORTANT IDEAS: What new skills have children in Grades 4 to 6 developed that help them understand others' points of view?

The increasing complexity and sophistication of children's conflict negotiation strategies reflect their increasing competence in:

1. Differentiating and coordinating the social perspectives and interests of themselves and others
2. Generating multiple alternative strategies for responding to conflicts
3. Anticipating potential immediate and longer term outcomes of solutions

These developmental advances can orient children toward pursuing social goals that preserve peer relations and prevent conflicts from escalating in the long term. Variations in children's emotion processes (including the ability to regulate their own emotions, share others' emotions and understand that one person may experience multiple emotions at a time) may also affect children's self-awareness, interpersonal understanding and bullying behaviours. Whereas younger children expect that bullies feel only happiness at achieving a social goal, older children can understand more complex points of view (e.g. that bullies may also feel sadness or guilt for having harmed the victim).



THE ENGLISH ROSES

By Madonna

The English Roses are a group of girls who do everything together, including snubbing Binah – a neighbourhood girl they envy because she appears to live a charmed life. As the girls soon find out, however, appearances can be deceiving. A fairy godmother offers them the opportunity to see inside Binah's home where they discover her life is much harder than they ever expected.



WITS LEADS Connection: Explore points of view

Questions



PRE-READING QUESTIONS

1. The author of this book is Madonna. Who is Madonna? Has anyone heard of or read any other books by this writer?
2. Take a look at the cover of the book. What is the setting? What are the nonverbal messages we can "see" by looking at the cover?
3. Who do you think the English Roses are?



POST-READING QUESTIONS

Understanding Others' Feelings

1. What does the expression "glued together at the hip" mean? Are they actually glued together? *No, this is a metaphor for inseparable.*
2. What does it mean to feel jealous?
3. What might cause the English Roses to be jealous? *They may worry about others liking them and feel insecure or dissatisfied with their own appearances.*
4. What kind of behaviours might feeling jealous generate? *Exclusion, isolation, shunning, covert aggression, bullying.*

Literary Devices

1. On page 12, it says: "Her skin was like milk and honey." What qualities of milk and honey are compared to her skin? *Colour.* What figure of speech is this statement? *Simile.*
2. What does "green with envy" mean? Do other colours symbolize feelings? What are some examples? *Black=rage, red=love, blue=depression, yellow=happiness.*
3. On page 14, it says: "Now stop interrupting me." Who is the writer talking to? *The audience.*



IMPORTANT IDEAS: What is relational aggression?

Relational aggression involves the manipulation of relationships through hurtful measures such as rumour spreading, intentional social exclusion and the threat of withdrawing one's friendship if the friend does not comply with the instigator's demands. [Crick, N.R., & Bigbee, M.A. (1998). Relational and overt forms of peer victimization: A multiinformant approach. *Journal of Consulting and Clinical Psychology*, 66, 337-347.]

Explaining Types of Bullying

1. On page 17, it says the English Roses "wanted to be friendly but they could not bring themselves to be nice." What was stopping them from being friendly and causing them to isolate Binah? *Thoughts of themselves, one point of view, no understanding of her feelings.* How is it possible to feel more than one way about one thing? *By seeing it from multiple perspectives.*
2. On page 17, it says: "Let's push her into the lake." Are the English Roses bullying Binah through this pretending action? Why or why not? *Yes, ignoring, isolation, relational aggression, covert bullying.*
3. How do the actions of the English Roses make Binah feel? *Lonely.*

Understanding Relational Victimization

1. What reasons do the English Roses give for excluding and isolating Binah? *They said she thought of herself as "God's gift" and "stuck up."*
2. Why do you think the English Roses excluded Binah? *The girls may have been unhappy about themselves.*
3. To effectively solve problems, we must gather all the information and evaluate it. How skilled were the English Roses at doing this? What evidence have they gathered to support their claims? *Not much: judged by looks instead.*
4. If you were Binah, what would you say to the English Roses' accusations of being stuck up and full of yourself?

Conclusions

1. The English Roses looked at Binah from a certain perspective before the visit from the fairy godmother and then changed their view afterwards; yet, Binah's circumstances and character remained the same. How might the girls have changed their view of Binah without the visit? *They could have talked to Binah before judging her on her appearance and what others said about her.*
2. What was the symbolism of the English Roses dreaming the same dream? *Perhaps their consciences were reminding them they should not judge others so quickly and without all the information. They were envious until they had all the information and realized their envy was unfounded.*
3. How did the solution make everyone feel? What lessons did the girls learn?

Activities



1. WORDS, FEELINGS AND THOUGHTS FROZEN TABLEAU

Discussion

Before reading the book, explain to students that you are going to do an activity to help them understand the characters' thoughts. Remind them that the characters' internal thoughts or feelings may match what they say or could be different from or even opposite of what they say publicly.

Exercise

- Show the cover of *The English Roses* and point out the four girls standing under an umbrella together while Binah stands under an umbrella by herself.

- Select five students to role play the illustration keeping in mind what the characters are saying but also what their feelings and thoughts are.
- Say "ACTION" to bring the tableau to life, with students playing the scene based on what they think it is about.
- Say "FREEZE" to stop the action and select a student in the tableau to share what his or her character is thinking and feeling.
- Repeat the exercise with different groups.



2. WHAT ARE INNER THOUGHTS?

Discussion

Explain that inner thoughts are things we say to ourselves as we go about our daily activities. They can be encouraging or discouraging, kind or mean, funny or not. Ask students to consider the following questions:

- What is the difference between saying something and thinking something?
- Can you say something and think something else?

Exercise

- Distribute the *Speech and Thought Bubble* handout (see page 72) to students.
- Have students write down an example of when they might say something different from what they are thinking.



3. MAKE YOUR OWN COMIC STRIP

Discussion

Explain that narrative stories often use illustrations to show characters' thoughts and feelings so it is important to look at the pictures as well as the words.

Exercise

- Distribute the *Comic Strip* handout (see page 73) to students.
- Share the example below to demonstrate how speech bubbles can tell us one story while thought bubbles show us different information.
- Have students create a comic strip that tells a story using speech and thought bubbles.



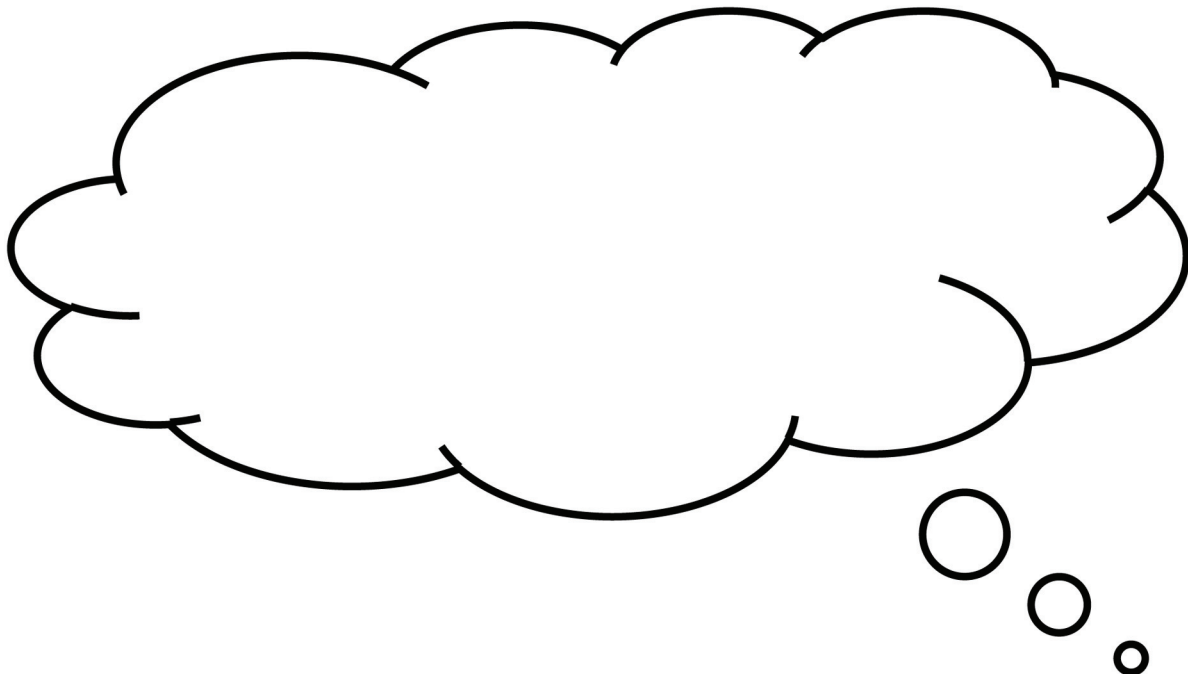
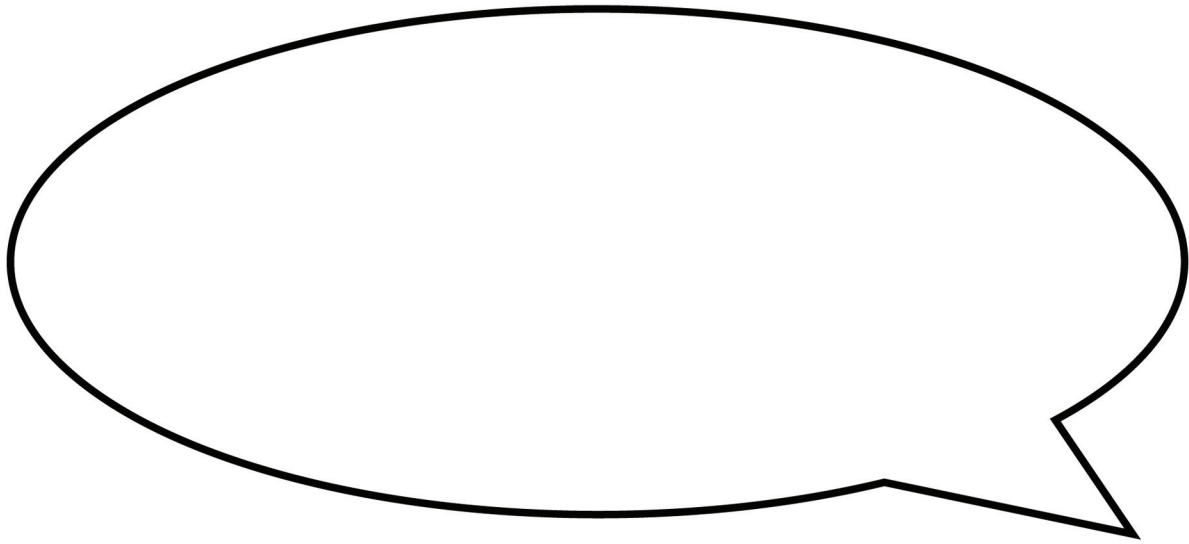
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The English Roses: Speech and Thought Bubbles Handout

Name: _____

Speech and Thought Bubbles

What is the difference between SAYING something and THINKING something? Can you say something when you are thinking something else? Give an example below of how what you say and what you think might be different.



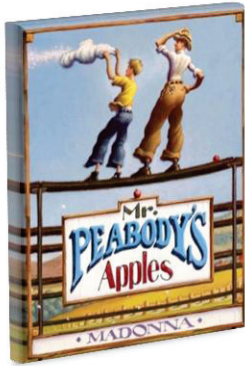
The English Roses: Comic Strip Handout

Name: _____

Make Your Own Comic Strip

Make a comic strip that tells a story using speech and thought bubbles. The speech bubbles could be telling us one story while the thought bubbles could be showing us more information about what is going on. Put the story in a sequence.

1	2
3	4



MR. PEABODY'S APPLES

By Madonna

One Saturday, Mr. Peabody, a beloved teacher and baseball coach, finds himself alone on the ball field. He wonders where everybody is until the bat boy, Billy Little, shows up. Billy tells him that another student, Tommy Tittlebottom, saw Mr. Peabody taking apples from the market and spread a rumour he was a thief. Mr. Peabody then shows Tommy that what matters is the truth — not how things appear —and that we must choose our words carefully to avoid hurting others.



WITS LEADS Connection: Explore points of view

Questions



PRE-READING QUESTIONS

1. Take a look at the cover of the book. What do you notice about it? What is the setting? Who is involved?
2. What do you think *Mr. Peabody's Apples* is about?
3. What does it mean to say that words have power? What kind of power do they have? *Good, bad, depends on how they are used.*
4. Have each student say one thing they like about the student to their right. Discuss how these positive powerful words made students feel.



POST-READING QUESTIONS

Literary Devices

1. What adjectives would you use to describe Mr. Peabody's character? *Begin by giving an example on the board, such as generous, inclusive, kind, friendly, encouraging, dedicated, considerate or well-liked.*
2. The feather pillow is a metaphor. What does the pillow represent? *Mr. Peabody's integrity, truth, reputation, etc.* What about the feathers? *People, gossip, etc.*
3. What do you think the illustration on the last page symbolizes? *There are a few feathers still out which means that most, but not all, people in Happville know Mr. Peabody is not a thief. Although the pillow is together, the stitching shows it is still damaged just as the power of words damaged Mr. Peabody's reputation.*

Perspective Taking

1. How did the perspectives of the children and Mr. Peabody differ in the situation?
2. On page 28, what did Tommy understand? *He had to tell people he was wrong and Mr. Peabody was not a thief.*

Problem Solving

1. Problem solving was weak in this story. Where did it need improvement?
2. Identify a bystander who took action in the story. What were the actions of the bystander?

Comparing The English Roses (see page 69) and Mr. Peabody's Apples

1. On page 20, it says: "It doesn't matter what it looked like. What matters is the truth." How can you apply this statement to *The English Roses*? In *Mr. Peabody's Apples*, an action was judged. In *The English Roses*, a person was judged. In both cases, the judgment was made without knowing all the information. Looking at a situation from a different point of view can change it drastically.
2. What were the differences between people's perceptions and the truth in *The English Roses* and *Mr. Peabody's Apples*? In *The English Roses*, Binah was perceived as living a charmed life. In truth, Binah had no mother and worked hard. In *Mr. Peabody's Apples*, when someone thought he didn't pay for an apple, they jumped to the conclusion that he stole the apple. In truth, Mr. Peabody had paid for the apple. In both cases, problems occurred due to a lack of information.
3. How are both stories similar? Not enough information was known to make a judgment and so characters were misinterpreted. When the situation was looked at from a different perspective, feelings and thoughts about the characters changed. Both books also show forms of bullying. *The English Roses* showed relational bullying with the isolation of Binah while *Mr. Peabody's Apples* showed verbal bullying with the spoiling of Mr. Peabody's reputation.

Activities



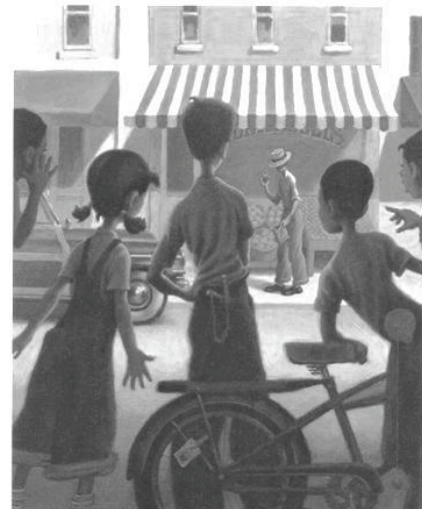
1. WORDS, FEELINGS AND THOUGHTS FROZEN TABLEAU

Discussion

Before reading page 12 of the book, stop and explain that you are going to do an activity to help students get inside the characters' thoughts by recreating the illustration through role play. Remind them that the characters' internal thoughts or feelings may match what they say or could be different from or even opposite of what they say publicly.

Exercise

- Show students the illustration on page 12 of the book where Mr. Peabody is seen taking an apple without paying for it (see right).
- Select four students to play the roles of Tommy, his two friends and Mr. Peabody, keeping in mind what the characters are saying but also what their feelings and thoughts are.
- Say "ACTION" to bring the tableau to life with students playing the scene based on what they think it is about.
- Say "FREEZE" to stop the action and select a student in the tableau to share what his or her character is thinking and feeling.
- Repeat the exercise with different groups.





2. PREDICTING WHAT WILL HAPPEN

Exercise

- Stop reading after page 13 of the book when the rumour about Mr. Peabody gets out and give students a piece of paper and five minutes to write down how they think the story will end. What are Mr. Peabody, Tommy and Billy going to do?
- Finish reading the story before asking students to share their responses.



3. POWER OF WORDS

Exercise

- Divide students in groups of three and give them five minute to role play a scenario that demonstrates the “power of words” to make people feel good about themselves.

Discussion

After the role playing exercise discuss the positive and negative power of words. Remind students that a very common form of bullying is relational aggression.

Notes:



WHAT KIDS SAY: What did you like about the story *Mr. Peabody's Apples*?

- “It told us what some kids do by accident. They think others do things that are opposite.”
- “If you see someone do something, don’t judge or prejudge their first move. You’re not always right!”
- “When you do something wrong, you have to pay the price.”
- “Not everything is as it seems or looks.”

3

Act

Objectives

1. To identify conflicts that involve direct aggression (hitting, pushing, threatening) or relational aggression (excluding people, ignoring, spreading rumours, teasing) by looking and listening
2. To brainstorm and act out solutions to identified conflicts

Materials

- *The Recess Queen* by Alexis O’Neill
- *The Bully Dance* produced by the National Film Board of Canada (available at www.nfb.ca/film/bully_dance/)

Introduction

REVIEW

To begin, show students the WITS LEADS poster (see page 196) and review the acronym: **L**ook and listen, **E**xplore points of view, **A**ct, **D**id it work? and **S**eek help. Ask students to explain what they learned about the first two parts of the acronym, **L**ook and listen and **E**xplore points of view, in the last two training sessions.

To reinforce the review, read aloud the book *The Recess Queen* and go through the lesson plan (see page 56) with your students. In addition to the questions and activities included there, discuss the following with your students:

- How do the children expect Mean Jean to behave? What is her reputation? *They expect she might hurt them. She is known as an aggressive bully.*
- How do these expectations change over time? Why? *She played with Katie Sue and the children treated her differently. She started to feel welcome.*

ACT

This session will explore the third part of the LEADS acronym: **A**ct. Begin exploring this problem solving skill by completing the activities suggested on the following page. Next, you



IMPORTANT IDEAS: Why do inner worlds matter?

Assuming that socially competent behaviours are incompatible with disruptive behaviours in younger children may be problematic. The awareness of multiple and different perspectives and emotional responses to the same events can be used to advance interpersonal understanding and empathy, but can also provide the needed understanding to manipulate others’ emotions. Socially dominant and popular children can and do use relational aggression effectively to maintain their status.

Children are aware of each other’s reputations for aggression, leadership, helping behaviours, etc. and expect their peers to act in ways that are consistent with these reputations. It may be hard for children who are trying to change their behaviours to be recognized for these changes.

will view a short film called *The Bully Dance* with your class, using questions and activities in its associated lesson plan to further explore the video.

Activities



1. PREVIEWING THE SCENARIO

Exercise

- Describe the following scenario to the students:
 - Student A is playing with a ball against the school wall.
 - Two other students, B and C, are watching.
 - Student D brushes up against A as if by accident.
 - A slumps down, not sure what to do.
 - B looks away while C laughs.
 - D shoves A and grabs the ball.
 - B walks away, but C joins the bully to taunt A.
- Choose four students to role play the scenario and ask students to observe the roles played by each actor.

Discussion

Discuss the scenario with students. Use the following questions as prompts:

- What do you think Student A was thinking and feeling? What about Student B? Student C? Student D?
- What does it mean to be a bully? To be bullied? To be a bystander? Who played these roles in the scenario?
- Could the characters have chosen different actions? Give an example.
- What are examples of bullying behaviour? *List ideas on the board and categorize these examples into three groups: Verbal bullying, physical bullying and relational bullying.*



2. BULLYING SURVEY

Exercise

- Distribute the *Bullying Survey* handout (see page 79) to students.
- Ask them to discuss the questions with their parents or guardians and fill in the answers.

Discussion

Discuss the survey in class the next day, going over the answers with students:

1. *False. Girls bully almost as much as boys on the playground.*
2. *True. Bullies like to show off. Bullying happens in the classroom, in the hallways and on the playground.*
3. *True. Children who are continually left out of a group feel bullied.*
4. *True. Sometimes getting help from a teacher or a parent is the only thing that will stop the bullying. A bully has too much power. He or she needs someone who is really in power to intervene.*
5. *True. Kids who bully can learn to have positive relationships and be more sensitive to others' feelings.*
6. *False. Anyone can be bullied.*
7. *True. In a survey, 90 per cent of children said they find it unpleasant to watch bullying.*

Bullying Survey Handout

Student Name: _____

Bullying Survey

As part of the WITS LEADS Program to prevent peer victimization, your child has been asked to discuss the following statements with a parent or guardian.

True or False? *Circle the letter of the answer you believe is correct. (T = Truth, F = False)*

- | | |
|--|--------|
| 1. On the playground, boys bully far more than girls. | T or F |
| 2. Bullying usually happens when other people are around. | T or F |
| 3. Always leaving someone out of a group is a type of bullying. | T or F |
| 4. Going to the teacher to help deal with a bully always makes things worse. | T or F |
| 5. Children who bully can change the way they behave. | T or F |
| 6. Children who are "cool" will not be bullied. | T or F |
| 7. Most children find it unpleasant to observe bullying. | T or F |

Comments:



THE BULLY DANCE

Produced by the National Film Board of Canada

A community is disrupted when a bully victimizes a smaller member of the group. Eventually, the whole community becomes involved in dealing with the bully, who is himself a victim in his own house. This short animated film examines the roles of peer pressure, accountability and power struggles in bullying.



WITS LEADS Connection: Act

Questions



PRE-VIEWING QUESTIONS

1. Based on the title, what do you think this video is about?
2. In this animated video, the characters are personified animals. What does that mean? *Animals who act like people.*
3. The video has no dialogue. What is dialogue? *Conversations.* How will you know what is happening without it? *By reading body language to learn about the characters and their feelings. By observing what they do and what that reveals about them.*



POST-VIEWING DISCUSSION QUESTIONS

1. What problem was faced in the video? *One of the characters was targeted by a bully and his friends. He was injured before the problem was solved.*
2. What did the bystanders do when they saw the character being bullied? *Some joined in and laughed at the character. Others ran away when the bully intimidated them, leaving the character alone to be beat up.*
3. What did the adults do? *When the character was being excluded from the circle, they eventually made the others let him in. One of the bully's parents appeared to be abusive to him (i.e. parent curled his fist when confronted).*
4. What is a role model? What is a "good" role model?
5. Refer to the list of bullying behaviours the class created before the viewing (see the Previewing the Scenario activity on page 78). Which of these did you observe in the video?
6. How did the bully take responsibility for his actions and make amends to the character he bullied – or did he? Who might be the next target? What other solutions might there be?
7. Do you think the title *Bully Dance* is appropriate for this film? Why or why not?
8. What are bystanders? *Introduce the Bully Circle poster (see page 197) and show students how bystanders can ignore, join or help those being bullied.*

WATCH *THE BULLY DANCE* A SECOND TIME, ASKING STUDENTS TO FOCUS ON THE ROLE BYSTANDERS PLAY IN THE VIDEO.



SECOND POST-VIEWING DISCUSSION QUESTIONS

- Who were the bystanders? *Teachers, parents and students.*
- Why do you think the bystanders did not help? *They were afraid of getting hurt, afraid of being the new target, afraid they'd make it worse, did not know what to do, etc.*

Activities



1. ROLE PLAY

Discussion

Talk with students about the important role bystanders can play and how students can use WITS and LEADS strategies to recognize, refuse to accept and report bullying. Discuss the importance of being assertive or calling for help.

Exercise

- Stop the video at the lunchroom scene (3:33) and have the students play the roles of the bystanders but change their actions in order to stop the bullying.
- Repeat for the gym scene where the character is hit from behind (5:22) and the playground scene where he is beat up (6:02).



2. LETTER WRITING

Exercise

- Introduce or review with your students how to format a personal letter.
- Assign students to write a letter to the bully in *The Bully Dance*, advising him to take responsibility for his actions and make amends to his victim.



3. THE PERFECT PLAYGROUND

Exercise

- Have children close their eyes and imagine the perfect playground filled with kids of all ages. Everyone is happy and doing different activities.
- Ask children to imagine taking a look around the perfect playground and then make a list of what they don't see.
- Ask children to share their answers with the class.

Discussion

Ask students to identify typical conflicts that happen on the playground and how these problems get handled. Discuss other ways of handling them and what would happen if these solutions were put into action instead.



WHAT KIDS SAY: What do you see when you imagine the perfect playground?

- | | | |
|----------------------|---|--|
| ▪ "No unhappy kids." | ▪ "No crying." | ▪ "No one using violence to solve problems." |
| ▪ "No one fighting." | ▪ "No one is hurt." | ▪ "No bad language." |
| ▪ "No bullying." | ▪ "No one is left out for being different." | ▪ "No ignoring people." |
| ▪ "No bickering." | | |



4. WHAT IS RELATIONAL BULLYING?

Exercise

- Organize students in groups of three or four.
- Have each group create a 20-second skit about bullying someone without hitting or touching. *For example, teasing someone about their clothes, ignoring/leaving someone out, spreading rumours about someone.*
- Ask groups to share their skits with the class.



5. EXPLORING REAL LIFE CHOICES

Discussion

Brainstorm with students examples of real conflict situations that happen on the playground and examples of solutions to the problem. *For example, someone is playing tetherball and won't give anyone else a turn.*

Exercise

- Select one of the conflicts to role play.
- Ask a student to pretend that he or she is the WITS Leader on the playground and act out how he or she would handle the conflict. *For example, suggest students line up and take turns.*
- Ask a different student to role play the same conflict and offer a new solution. *For example, get the playground supervisor to help.*

Notes:

4

Did it Work?

Objectives

1. To identify the short- and long-term consequences of actions chosen to deal with a conflict
2. To identify those factors that suggest a solution has worked
3. To demonstrate social responsibility by solving problems and resolving conflicts in peaceful ways
4. To learn to exercise democratic rights and responsibilities
5. To recognize different types of bullying and the roles of bystanders in refusing and reporting it
6. To learn effective leadership skills

Materials

- *Jake Drake, Bully Buster* by Andrew Clements
- *The Girls* by Amy Goldman Koss
- *Blubber* by Judy Blume

Introduction

REVIEW

To begin, show students the WITS LEADS poster (see page 196) and review the acronym: **L**ook and listen, **E**xplore points of view, **A**ct, **D**id it work? and **S**eek help. Ask students to explain what they learned about the first three parts of the acronym, **L**ook and listen, **E**xplore points of view and **A**ct, in the last three training sessions.

DID IT WORK?

This session will explore the fourth part of the LEADS acronym: **D**id it work? Begin exploring this problem solving skill by completing the activity suggested below. Next, conduct small group novel studies in your class with one or more of three books, using their associated



IMPORTANT IDEAS: How to effectively conduct a novel study as part of the WITS LEADS training

- Focus on examining points of view and expectations of bullies and victims in the novels.
 - Discuss what the characters do in response to bullying. When do their actions work? When don't they? How can you tell? Encourage students to provide evidence from the story to support their responses.
 - Conduct literary discussions in small groups to give students greater opportunities to participate. Try dividing your class into three groups. Have each group discuss the questions in the book's lesson plans and then have the groups share the results of their discussions with the class.
-

lesson plans to explore them further. See page 85 for the *Jake Drake, Bully Buster* lesson plan, page 88 for *The Girls* lesson plan and page 91 for the *Blubber* lesson plan.

Activities



1. SOLVING REAL CONFLICTS

Exercise

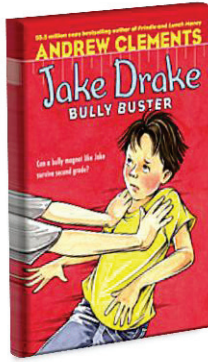
- For each of the conflict situations below (or using alternate conflicts suggested by the class), brainstorm what WITS Leaders could do to help:
 - One group of students wants to play tag on the playground equipment, but another group just wants to sit on the monkey bars and chat. *Possible solution: Split the playing times (one recess time is reserved for tag; another is reserved for just playing on the equipment).*
 - Some students are playing a private game and have a fort/clubhouse on the field. Another student is standing alone, looking really sad and tells you that the other children won't play with him or her. *Possible solutions: Help the student find something else to do. Start a group game and invite the student to play in the group game. If the group in the fort always hurts people's feelings, ask the playground supervisor or your teacher for help.*

Discussion

Discuss the consequences and justifications for each suggested solution. Use the following questions to guide your discussion with students:

- What would happen if you did that action?
- Why would that be a good thing to do?
- What clues would tell you that your solution worked? *The conflict stops and doesn't keep happening, children feel happy, the playing or game continues, children think the solution is fair for everyone, the playground feels like a safe place.*
- How can you tell if your solution didn't work? *The conflict happens again, children feel afraid or angry, someone gets hurt or has their feelings hurt, someone gets into trouble, the playing or game stops.*

Notes:



JAKE DRAKE, BULLY BUSTER

By Andrew Clements

This story describes how Jake changed from being a 'bully magnet' to a 'bully buster.' When Jake is in second grade he meets a boy called Link Baxter who exhibits bullying behaviours. Jake is struggling to avoid being Link's target until one day the teacher assigns Jake and Link to work together on a class project. Through this experience Jake learns strategies to stop bullying when it happens.



WITS LEADS Connection: Did it work?

Questions



POST-READING QUESTIONS

Conflict and Feelings

1. What is the conflict in the story? *Jake has been bullied in all his years of school and is still bullied by Link Baxter.*
2. How does Jake feel? *He experiences different feelings such as anger, meanness, and embarrassment. He is hurt, not having fun and powerless. At times he feels confident because he can think. He is also scared, intimidated, and threatened.*
3. Jake used a variety of strategies to deal with his bully problems. What were they? *Ignored; laughed it off; made fun of himself; confronted Link; shared knowledge with his sister; fought back; stood up for himself; did not bully; used his head; realized he had power and became assertive in his actions and words.*
4. What worked and what didn't work? What else could he have done?
5. In the book, it says: "If there is no one to bully, a bully isn't a bully, right?" What does this quote mean?

Expectations

1. What expectations did Jake have for Link? Why does he think Link will bully him?

Identifying Solutions

1. What was Jake's final solution to his problem? *He stood up for himself in refusing to do all the work for the project. He got the courage to face Link just as he got courage to look under the bed when he was afraid of monsters. When the occasion arose for him to have power over Link he did not use it. He chose to help Link by reading the report. He also realized that Link was covering up some of his weaknesses by acting like a bully.*
2. How did this solution make Jake and Link feel? *Jake felt empowered and Link felt thankful. There was no longer an imbalance of power. Both were able to see good qualities in the other.*
3. How did Jake know he had solved the problem? *Although he and Link were not friends, Link no longer bullied him and neither did anyone else because Jake learned to have the confidence to stand up for himself. He was no longer bullied by anyone because he understood he could control how he responded.*
4. What else could Jake have done to solve the problem?

Activities



1. WHAT WOULD YOU HAVE DONE?

Exercise

- Distribute the *What Would You Have Done?* handout (see page 87).
- Ask students to complete it, thinking about what they would do if faced with the situations outlined there.



2. BULLYING VOCABULARY

Exercise

- In their discussion groups, have students list and define all the words from the story that relate to bullying. *Word lists could include:*
 - *bully magnet*
 - *bullies*
 - *target*
 - *bully*
 - *bullied*
 - *bump*
 - *pick*
 - *making fun*
 - *target*
 - *ignore*
 - *take things*
 - *push*
 - *hit*
 - *tattle tale*
 - *destroy*
 - *shove*

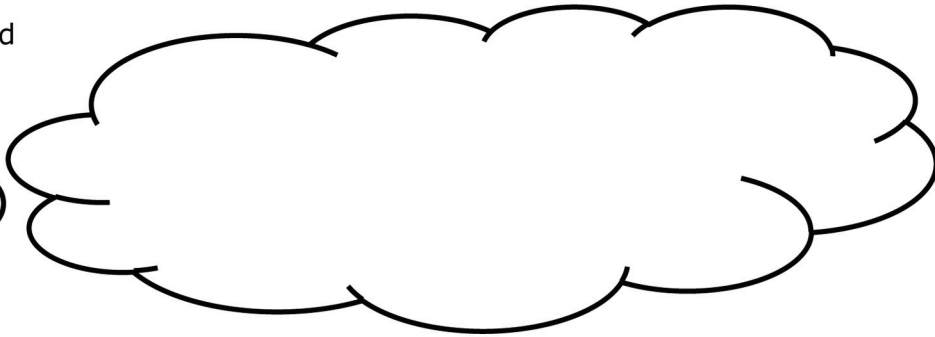
Notes:

Jake Drake: What Would You Have Done? Handout

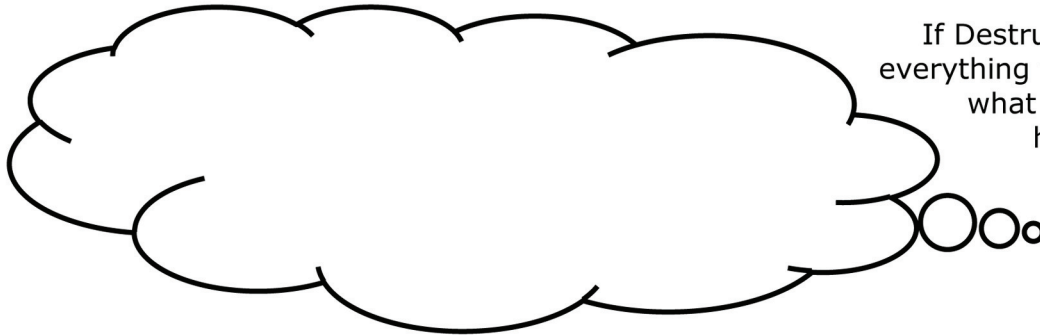
Name: _____

What Would You Have Done?

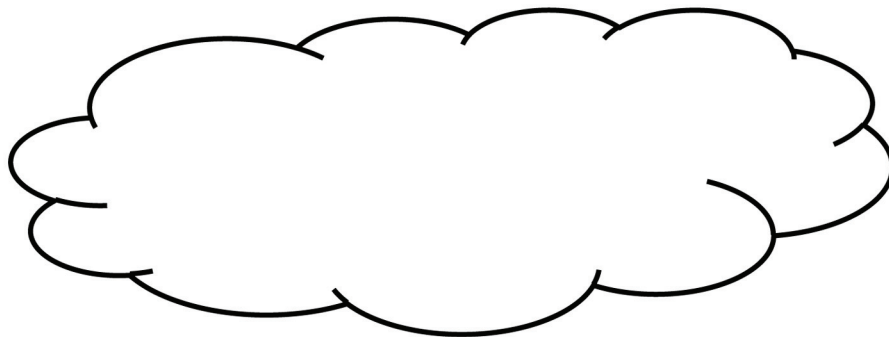
If Nose Boy ruined your snack, what would you have **done**?



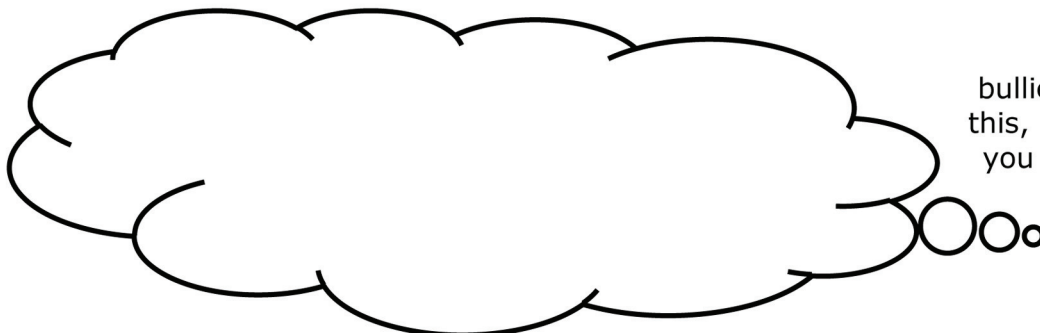
If Destructo ruined everything you made, what would you have **said**?

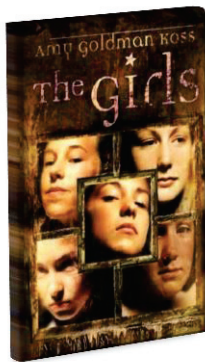


If King Bump wouldn't leave you alone, what would you have **thought**?



If the Fist bullied you like this, how would you have **felt**?





THE GIRLS

By Amy Goldman Koss

A group of friends decides to ostracize Maya. Maya is shocked and has no clue what she could have done wrong. Neither do her friends because it's Candace, the self-assured leader, who decides who's in and who's not. The story is told from several perspectives, creating a picture of social status and peer pressure among young people who are struggling to discover who they are, where they belong and what is right.



WITS LEADS Connection: Did it work?

Questions



POST-READING QUESTIONS

Perspective Taking and Point of View

1. Through the use of metaphors, each girl is compared to an animal. Are the attributes of these animals positive? Do you think the characters were comfortable with them? *Use the descriptions below of the characters, their animal metaphors, their attributes (characteristics evident from descriptions in the novel) and implied attributes (characteristics evident from reading between and beyond the lines of the novel) to help guide the discussion:*

Character Name	Animal Metaphor	Character Attributes	Implied Character Attributes
Darcy	Whippet	Pointy little dog with rat's tail and ribs showing; skinny; fast	Dishonest; mean; insecure; executioner; obedient like a dog; afraid and fierce; no conscience; makes excuses; blameless; irresponsible
Renée	Sloth or Tortoise	Feminine; blonde; pale; slow; careful; watchful; not stupid or lazy	Thoughtful; considerate; reflective; follower; has a conscience (onlooker); afraid; compassionate; leader; empathetic; responsible for actions; takes a long time but does the right thing
Brianne	Sparrow	Common; boring; stupid; big beak	Cheerleader; lacked courage; regretful; afraid; responsible; feeding chicks
Maya	Cockroach	Pest to be squashed	Embarrassed; courageous; responsible; a leader
Candace	Panther	Powerful; graceful	Bully; inconsiderate; insecure; fearful; queen; misunderstood; unhappy; irresponsible
Nicole	?	?	?

2. What prevented the girls from disagreeing?
3. How important is it to belong to a group or clique even if it means you have to act differently than who you are?

4. Why do you think the author chose to use a first person narrative to tell the story? *Emphasizes the characters' different perspectives and points of view.*
5. Can you think of a situation where you acted differently from the way you were feeling? Why did you choose to do this?

Did It Work?

1. What did the girls do in response to the bullying?
2. Why didn't it work to stop the bullying?
3. What else could they have done?
4. There is a metaphor in the story comparing bullying to death on the gallows (hanging). Based on this metaphor, which character is the queen? The executioner? The cheerleader? The onlooker? The person dying? How do you feel about this comparison?

Conclusions

1. You always have a choice about your friendships. Candace chose people to be in her clique, but was she a friend to them?
2. Which girls demonstrated friendship? How?
3. What are the characteristics of a good friend? *Some that could be included are:*
 - *Shows kindness and respect*
 - *Sticks up for others*
 - *Tells the truth in a kind way*
 - *Keeps promises*
 - *Puts effort into a friendship*
 - *Accepts friends for who they are and does not try to change them*
 - *Is supportive when friends need help*

Activities



1. ATTRIBUTES AND EXPECTATIONS

Discussion

Sometimes characters in a story are animals. Often these animals are chosen because they represent certain human physical and emotional traits. For example, the fox is clever and sneaky. Brainstorm with students some other examples. *The frog is ugly, the swan is beautiful.* Also include negative connotations in the discussion, such as calling police "pigs." What attributes are implied here? What about "people are sheep?"

Exercise

- Ask students to think about themselves and their own character, including physical and emotional traits.
- Ask them to write down which animal would best reflect who they are, including the reasons why they selected that animal.
- Have students share and discuss their responses with the class.



2. CHARACTER SKETCH

Discussion

In the novel, six perspectives or points of view are presented. Each chapter is narrated by a different character using the literary technique of first person narrative. Discuss with students different ways we can learn about the characters both by reading what is written and reading between and beyond the lines.

Exercise

- Ask students to develop a character sketch of each girl based on their thoughts, actions, what others say about them and any other information they are able to gather from reading what is written and reading between and beyond the lines.
- Include the animal metaphor for each girl and its implication.



3. THE BULLY CIRCLE

Exercise

- Distribute a copy of the Bully Circle poster (see page 197) and a blue and red pencil crayon to each discussion group.
- Ask students to use the blue pencil crayon to fill in the characters' names beside the roles they played at the beginning of the story.
- If students feel the characters changed their roles at the conclusion of the story, use the red pencil crayon to fill in the characters' names beside their new role.
- Students should also support the change of role using evidence from the story.

Notes:



BLUBBER

By Judy Blume

Wendy is an intelligent and popular girl, but she leads her classmates in bullying Linda. The story describes the behaviour of preteen group dynamics and observes the ease with which bullying shifts targets, especially late in the story when another girl becomes the focus of harassment after standing up for Linda.



WITS LEADS Connection: Did it work?

Questions



PRE-READING QUESTIONS

1. What do you think "Blubber" refers to?
2. What do you think the character in the story will be bullied about?



POST-READING QUESTIONS

Dialogue

1. Dialogue is an important element of the story. What is it? What is its function? *It can help readers discover how characters think and feel by what they say and what others say about them.*
2. Some of the characters in *Blubber* use curse words in their conversations. Why? *Sometimes children use this kind of language so the author includes it to make the conversation realistic. That doesn't mean this language should be used.*

Problem Solving and Perspective Taking

1. What is the problem in the story? *Wendy, the leader of a clique, uses her power to bully others. Linda (Blubber) is the first target, followed later by Jill who is a member of the group.*
2. From whose point of view is the story told? Who is the "I"? *"I" refers to Jill. "I" is a first person pronoun; therefore, the story is told in the first person narrative.*
3. What types of bullying do Wendy and the other children use? *Both overt and covert bullying. They exclude her, humiliate her, control her words and behaviour, threaten her, trip her, put her in the cupboard and tease her.*
4. Why doesn't Linda get help?
5. Tracy's mother says to ignore bullying and to laugh it off. Does that work? Why? Why not?
6. Jill's thoughts and actions don't always match. Below are some examples from the story. Why do you think Jill's thoughts and actions are different?
 - In the book, it says Jill would never smash a carved pumpkin or steal loot from little kids; yet, she throws eggs at Mr. Machinist and puts toilet paper and silly string on Linda's house. These actions don't match her other thoughts. Why does she do it? *She rationalizes that "they deserve it."*
 - In the book, Jill has to sit in the corner because she was smiling in class. She thinks: "Damn that Blubber! It's all her fault. She's the one who made me smile with her disgusting smell." Why is Jill blaming Blubber when it was her

own actions that caused her to be punished? *She is embarrassed and feels bad that she is sitting in the corner so she blames Blubber to make herself feel better and rationalize her behaviour towards Blubber. This is called "generating alternative strategies."*

Bystander Roles

1. What role do Tracy, Jill and Caroline play in Linda's bullying? *Supporters in bullying Linda in the bathroom and classroom at lunch. Why do they play this role?*
2. What role do the boys at lunch play in Linda's bullying? *Passive observers. Sometimes they laugh. How do they contribute to the bullying?*
3. What role does Rochelle play in Linda's bullying? *Doesn't usually pay attention to the rest of the girls but sometimes looks like she's enjoying the show. Why might it be fun for her to watch someone else being bullied?*
4. What role does Jill play when she becomes the target herself? *She begins to speak up for Linda and for herself. Jill puts to action the feelings she had about Wendy: that she is a bully who needs to be confronted. She changes from a bystander who is a bully to a bystander who uses her WITS to LEAD. She acts on her feelings which helps her and others.*
5. What can bystanders do to stop bullying?
6. Do you think Wendy will stop being a bully at the end of this book?

Effective Leadership

1. Who leads the group in bullying Linda?
2. Why do people like Wendy? How does she control the other children? Why do they do what she says? Why are the children afraid of Wendy?
3. Why does Jill think the following: "I smiled not because the note was funny but because Wendy was watching me"? *Jill knew that Wendy had power as a leader and the head of many clubs. Jill wanted to belong to her group.*
4. Why did Jill say: "Everyone knows you don't cross Wendy"? *Wendy called herself Queen Wendy because she ran the social network of the class, deciding who was in and who would be the subject of ridicule, whispers, ostracism and physical violence. The price of being in was to be actively involved in the bullying.*
5. Do the teachers know what Wendy is doing? Why does the principal believe Wendy's lie about Linda saying that she was forced to eat a chocolate ant? *Because Wendy participates in class, is smart and is good at telling the teachers what they want to know.*
6. Why does Tracy stop doing what Wendy says?
7. What are the characteristics of a good leader? *Speaks out, suggests fun things to do, is fair in picking a group, works hard on group projects, is reliable and a "self-starter," etc.*
8. What are some different aspects of life where children can be leaders? *Sports, service, friendship groups, etc.*
9. Who are the leaders in your class? In your school? What are you good at?

Activities



1. DON'T LAUGH AT ME

Exercise

- Read the poem below aloud to students:

Don't Laugh At Me

Don't laugh at me, don't call me names.
Don't take your pleasure from my pain.

I'm a little boy with glasses,
the one they call the geek.
A little girl who never smiles,
'cause I've got braces on my teeth.
And I know how it feels,
to cry myself to sleep.

I'm that kid on every playground,
who's always chosen last.
A former angry bully,
trying to overcome my past.
You don't have to be my friend,
but is it too much to ask...?

Don't laugh at me, don't call me names.
Don't get your pleasure from my pain.

I'm fat, I'm thin, I'm short, and I'm tall...
I'm deaf, I'm blind; hey, aren't we all?

Adapted from lyrics written by Steve Seskin and Allen Shamblin

Discussion

Discuss the poem with students using the following questions:

- Why would kids feel they have a right to disregard, scorn, or hate another kid simply because the child is different in some way from themselves?
- Why would kids take pleasure in another's pain? *They feel a need to put someone down in order to feel superior; they need to humiliate someone to feel strong.*

Notes:

5

Seek Help

Objectives

1. To learn when to seek help from an adult and when to handle a problem independently
2. To learn to use the WITS LEADS problem solving skills together
3. To learn to identify and solve problems

Materials

- *My ~~Worst~~ Best Sleepover Party* by Anna Morgan and Rachel Turkienicz
- *By Golly, Molly, You're Right* by Bobby Hawley

Introduction

REVIEW

To begin, show students the WITS LEADS poster (see page 196) and review the acronym: **L**ook and listen, **E**xplore points of view, **A**ct, **D**id it work? and **S**eek help. Ask students to explain what they learned about the first four parts of the acronym, **L**ook and listen, **E**xplore points of view, **A**ct and **D**id it work?, in the last four training sessions.

To reinforce the review, ask students to share briefly about a time when they had or observed an argument or conflict with another person. The conflict can be physical or relational (e.g. being blamed for something, getting your feelings hurt, misunderstandings, sibling conflicts, retaliation, and exclusion). Remind students not to reveal the names of those that were involved since the goal is to avoid blaming or embarrassing others.

Ask the students to use their WITS LEADS skills to identify and solve the problems by posing the following questions.

1. Look and Listen

- What happened?
- Where did the conflict occur?
- How did you know what happened? Is your information based on rumours? Reputations? Seeing and hearing what happened? Being involved yourself?
- Were there other people around?
- What were the bystanders doing?
- How were they feeling?

2. Explore Points of View and Act

- What did you do?
- What else could you have done? Does anyone else have any other ideas of what could have been done?

3. Act and Did it Work?

- What might be the best thing to do?
- Why was that the best thing to do?
- What would likely happen if you did that?
- Evaluate the consequences: Did it work?

SEEK HELP

This session will explore the final part of the LEADS acronym: **S**eek help. Begin exploring this problem solving skill by completing the activities suggested on the following pages. You will then conduct small group novel studies in your class with one or two books, using their associated lesson plans to further explore them. See page 99 for the *My Worst Best Sleepover Party* lesson plan and page 101 for the *By Golly, Molly, You're Right* lesson plan.

Activities



1. THE GUESSING GAME - WHY SEEK HELP?

Exercise

- Have students sit down with their hands behind their backs and choose a volunteer to step out of the room.
- Place a small object in the hands of one of the students. Everyone will know who is holding the object except the volunteer.
- Ask the volunteer to return to the room and stand at the front of the class. The volunteer can make three guesses of who they think is holding the object. It is important that the other students stay quiet.
- After three guesses, stop the volunteer and explain that for the first part of the game, the students (bystanders) were not allowed to help. This time, however, the bystanders will be able to help by answering the volunteer's yes or no questions about the object's whereabouts. *E.g. Is the student holding the object a girl? Does the student holding the object have glasses?*
- If the volunteer is still unable to guess correctly after asking five questions, he or she can ask someone in the class to help by suggesting a new question. After the volunteer has guessed who the student is, have him or her return to sit with the other students.

Discussion

Discuss the game with the students. Ask the volunteer the following questions:

- Was it difficult to guess who was holding the object in the first part of the game? Why?
- How was it different the second time when you were allowed to ask the other students questions?

Involve the entire group in discussing the following questions:

- What does it mean to "seek help"?
- Who should we seek help from? *E.g. teacher, friends, playground supervisor, principal, vice-principal and parents.*
- What usually happens when you ask for help?
- Why is seeking help a good thing to do? *Adults may be able to solve a problem and stop it from recurring. It could stop someone from getting hurt.*

- Why might people not want to ask for help? *They might think it won't make a difference and the teachers won't do anything anyway. They might worry about getting into trouble or that a bully will retaliate for getting them in trouble.*
- Is seeking help tattling? *No. When you tattle, you have the intention of getting someone in trouble. When you seek help, you have the intention of helping someone in trouble.*



2. WHEN TO SEEK HELP

Discussion

Discuss with students when they should seek help when confronted with bullying. Share the following four questions and explain that if they answer yes to any of them, they should seek help from an adult:

- Could you or someone else get hurt?
- Does the situation make you feel afraid or uneasy?
- Is this something you can't handle alone?
- Did your attempts to deal with the situation not work?

Exercise

- Share the following conflict situations with students:
 - *Tetherball Game:* During recess, you see someone who is dominating the tetherball game. As a WITS Leader, you suggest to the students to take turns. The student who is dominating the game does not listen to your suggestion and becomes very angry.
 - *Marbles:* Some students are playing marbles on the pavement during recess. You notice that one student is upset that another student has taken one of his or her marbles. The student who is upset reacts by throwing a marble at the other student.
 - *A Game of Tag:* A group of students are playing tag during recess and you notice that some students are pushing other people around. As a WITS Leader, you ask the students to stop since others could get hurt, but the students do not listen.
 - *Lunch Time:* It is raining outside so you are having lunch inside the school. Two students start to have a physical fight in the lunchroom.
- For each situation, ask students to answer the four discussion questions in the above section.
- For each situation, ask students to discuss how they would solve the problem and if they think they need help. If students decide they need help, ask them to explain why and identify who they would go to for help.



3. WHO TO SEEK HELP FROM

Exercise

- Ask students to share a situation where they sought help from a friend, an adult at school or their parents.
- For each situation ask students to explain what happened, who was involved and why they decided to seek help.
- Ask students to reflect on whether or not seeking help was the best thing to do and provide their reasoning.

Discussion

Discuss with students how they decide who to go to for help, using the following questions:

- What problems are friends best at solving? What about parents, brothers, sisters, teachers or playground supervisors?
- Who are other people that help you? What do they help you with? *Doctor with your health, dentist with your teeth, coach with your sports team, parents with your homework, etc.*
- Who helped characters solve their problems in *The English Roses*, *Mr. Peabody's Apples* and *Jake Drake, Bully Buster*?
- Who are the people you help?



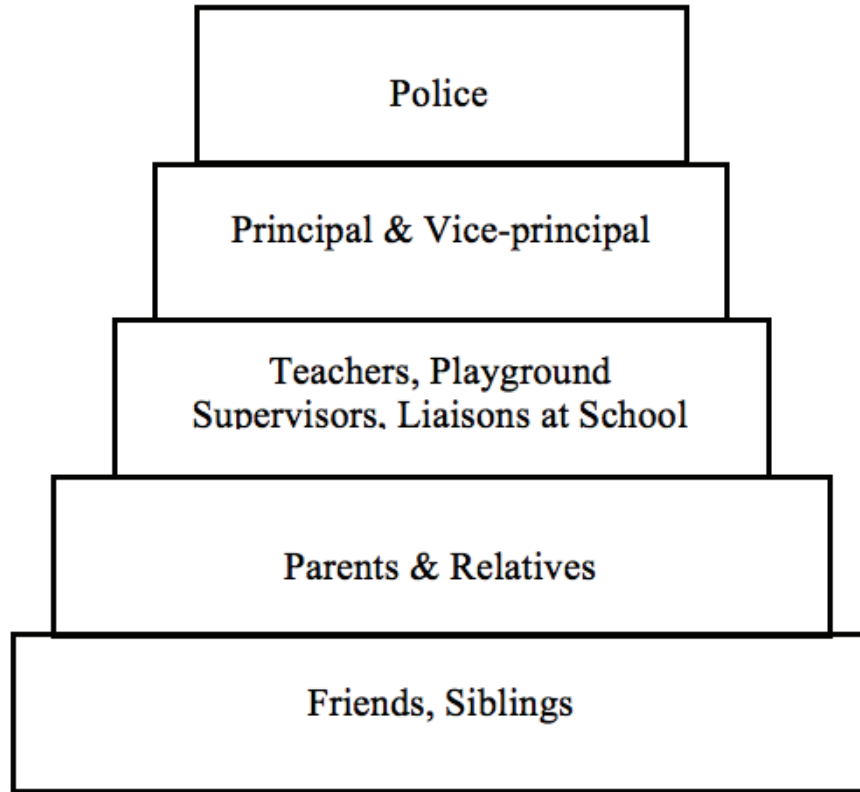
4. WHAT IF YOU DON'T GET THE HELP YOU NEED?

Discussion

Brainstorm ideas with students about what they can do if they seek help but don't get the help they need. Emphasize that it's important to keep asking different people for help until they get the help they need.

Exercise

- Distribute the *Who Can Help Me?* handout (see page 98) to students and ask them to fill it in with people they can seek help from, as per the example below.



Who Can Help Me? Handout

Name: _____

Who Can Help Me?

A pyramid-shaped diagram consisting of five horizontal rectangular boxes stacked on top of each other. The boxes decrease in width from the bottom to the top. Each box is empty and outlined in black, intended for writing names of people who can provide help.

**If at first you don't get the help you need,
keep asking different people until you do!**



MY WORST BEST SLEEPOVER PARTY

By Anna Morgan and Rachael Turkienicz

Rose is excited to have her friends over for a sleepover party to celebrate her birthday. All is going well until two popular girls, Hailey and Bailey, tell Rose to un-invite her best friend Stacey or they will not attend. Rose tries to resolve the problem herself and by talking with her mother. This story explores how to independently solve a problem and when to seek help.



WITS LEADS Connection: Explore points of view, Seek help

Questions



POST-READING QUESTIONS

1. Hailey and Bailey tell Rose that they won't come to her party if Stacey is invited. Do you think a real friend would make such a request? Why does this request put Rose in an awkward position?
2. Looking at the Bully Circle poster (see page 197), what role does Bailey play? What about Hailey? What roles do the other girls play? What role does Stacey play?
3. What could the other children in the class do to stand up for Rose?
4. Rose has already invited Stacey. How might she be feeling when she thinks about asking her not to come?
5. Why are Hailey and Bailey able to tell the other girls what to do? Why are they popular?
6. Are Hailey and Bailey friends you would like to have? Why or why not?
7. What kind of friend would you say Rose is? *Loyal, kind, thoughtful, trustworthy, understanding, etc.*
8. Why does Rose not want to tell Stacey what really happened with Hailey and Bailey? *Because it would hurt her feelings.*
9. After the meeting with Hailey, Bailey, Rose, her mother and Mrs. Sharpe, the other girls in the class begin ignoring Rose and Stacey. Why do they do this? *Hailey and Bailey start a rumour that Rose lied to try to get them in trouble.*
10. How else do you think the situation could have been solved by the teacher? Do you think it would have been different if Mrs. Sharpe had spoken with Hailey and Bailey separately?
11. On page 63, when Mrs. Sharpe tells Rose to resolve the problem by apologizing to Hailey and Bailey, Rose says she feels sick. Is she really sick or is there something else going on?
12. Do you ever feel "sick" when you're anxious or nervous about something? What else do you feel when you are anxious? *Sweaty palms, fast heartbeat, headache, weak legs, etc.*
13. On page 82, what do you think about Rose not telling anyone that she likes picture books? Why would she do that? Have you ever kept quiet about

something you really liked because you were worried about what other people would think?

14. On page 103, Rose’s mom gives her the following advice: “With any problem, you should ask yourself if you know how to try and solve it. If you do, then you should try, but if you feel you just can’t figure it out or it’s just not working, then you should come and speak to me so we can solve it together.” What do you think of this advice? Is it true? Who do you feel comfortable asking for help from? Why is that?
15. On page 121, Rose offers the following advice to the reader: “One thing I learned is you make your decisions on your own without anyone else being the boss and telling you who to be friends with.” When is it important to be your own boss? *When others try to get you to do things you don’t think are right.* Do you ever feel like someone else is bossing you around? How do you deal with that? What could you do to be your own boss?

Activities



1. PLAN A CLASS PARTY

Exercise

- Plan a class party that will include everyone and celebrate people’s strengths and talents, cultural diversity and inclusiveness.
- Randomly assign students to small groups to plan an activity for the party. *Random assignment gives students the opportunity to think and act outside of their usual friendship cliques.*



2. CREATE A CLASSROOM CODE OF CONDUCT

Discussion

Talk with students about the meaning of “random acts of kindness.” Brainstorm some examples that could be used to make the classroom a better place. *E.g., pick up garbage, help a classmate with a project, pick up something when someone drops it, share and say thank you.* Ask students to discuss how they feel when someone is kind to them.

Exercise

- As a class, write a code of conduct for welcoming, safe, respectful behaviours for your classroom that includes some of the acts of kindness discussed earlier.
- Have students make posters showing the most important of these behaviours.



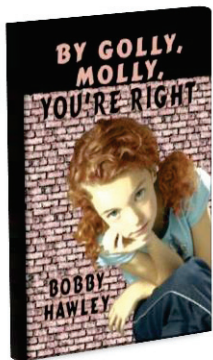
3. WRITE A LETTER

Discussion

Discuss with students which character from the story they would like to have as a friend and why. Ask them to list qualities that make somebody a good friend.

Exercise

- Have students write a letter to the character they chose, telling them why they would like to be their friend.



BY GOLLY, MOLLY, YOU'RE RIGHT

By Bobby Hawley

Molly is shy and changes schools often. She has been bullied for many years. The story begins with Molly going to her new school to start Grade 5. Here, just like in past years, Molly finds herself being bullied by several girls. As the story proceeds, Molly realizes that she has a voice and begins to use it.



WITS LEADS Connection: Seek help

Questions



POST-READING QUESTIONS

1. Molly has several insights throughout the story. What does Molly mean by the following insights? Do you agree or disagree? Why?
 - Page 21: "Bullies don't need reasons."
 - Page 23: "Likely, as kids get older, they also know how to be meaner."
2. How does Molly feel about going to school? Why?
3. On page 25, Jessica is careful that no one else sees her show Molly an ugly picture she's drawn of Molly. Why would Jessica not want anyone but her close friends to witness this act?
4. Looking at the Bully Circle poster (see page 197), what role does Jessica play? What about her friends, Mary and Emily? When the others watch Jessica bullying Molly, what role do they play? What role does Paul play?
5. What could the other kids in the class do to stand up for Molly so she would feel safe and welcomed?
6. What reasons does Molly have for not asking her parents for help? *She thinks there is no solution to her problem and is too discouraged.*
7. Why did Molly run away? Was it a good solution to her problems at school?
8. What strategy finally worked? *Molly found her voice. She wrote a letter and spoke up and the other kids supported her.*
9. What about Jessica? How can she be welcomed back into the class and feel safe? *She could apologize and do something positive for the class or school. She could make friends with Molly and promise to stop bullying.*
10. Molly sees several situations that bother her: the rude driver on page 30, the dismissive woman in the grocery store on page 31 and the man who parks in the restricted area on page 31. Have you ever witnessed or observed a situation involving kids or adults that bothered you? What happened? How could you deal with what happened? *Talk about it with your parents, try to understand why the adult is frustrated or angry, talk about how others feel when we behave in an angry or entitled manner.*
11. The old man in the park describes Molly as "his miracle". What does he mean by that?
12. How would you define a miracle? Have you ever experienced one?

13. On page 35, Molly remembers watching *American Idol* and being saddened by what the judges said to a contestant. Do you think shows like *American Idol* spread the message that it is ok to insult and belittle others? Why or why not?
14. On page 14, Paul says: "Molly, I think you have become your own hero." What do you think he means?
15. What qualities does a hero possess? Who in your life is a hero? What makes that person a hero?
16. Could you be a hero like Molly?

Activities



1. WRITE A LETTER

Exercise

- Have students write a letter to Jessica, Emily or Mary from Molly's perspective at the beginning of the story.
- Next, have students write a letter to the same character from Molly's perspective at the end of the story.

Discussion

Talk with students about how Molly's demeanor or personality changes throughout the book. Discuss the reasons for these changes.



2. ROLE PLAY

Exercise

- Have students choose a scene from the book and re-enact it in character.
Possible scenes include:
 - Page 14: Molly meeting Jessica, Mary, and Emily
 - Page 20: Paul standing up to Jessica during group work
 - Page 32: Molly meeting the old man in the park
 - Page 39: Molly standing up for herself in front of her classmates



3. WRITE A POEM

Exercise

- Review the author's poems in the book.
- Have students write their own poems about standing up for yourself or for a friend who is being bullied.

Notes: