

# TURN OFF THE VIOLENCE

*High School Activities*  
*Grades 10-12*  
*Turn Off the Violence Week*  
*November 3-9, 2003*

Presenting Sponsor:



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*Exploring Stereotyping, Discrimination and Language*  
Adapted from [www.teachervision.com/lesson-plans](http://www.teachervision.com/lesson-plans)

*Objective*

- Students will consider how their language affects others.

*Materials*

- Note cards (one for each student)

*Procedure:*

1. Place 3' x 5' note cards on the students' desks before they arrive.
2. Ask students to list their "hot buttons" (discriminating names/labels that they don't want to be called) on note cards.
3. Discuss the way in which or clothes, language, jokes can offend people.
4. Collect the cards and list the names that students perceive negatively on the chalkboard.
5. Ask students if there are any surprises on the chalkboard. Ask the students to consider if they would consider all of the names discriminating. Discuss implications of the "hot buttons" for members of minority groups.
6. Ask students to break into pairs and share experiences they have had or observed when someone offended a member of a group by using an offensive name.
7. Ask pairs of students to volunteer to share their discussion.
8. Discuss what can be done to increase acceptance and cultural awareness of all students.

*Conclusion*

1. What did you learn as a result of this activity?
2. Is there anything that surprised you that classmates are offended by?
3. Is there anything that you'll change as a result of this activity?
4. Is there anything you are hoping someone else will change?

## *Volley Hoop*

Adapted from: 104 Activities That Build by Alanna Jones, Rec Room Publishing, 1998.

### *Objective*

- To have students understand the importance of team work and positive communication.

### *Materials*

- Beach ball
- Volleyball court
- 4 more hula hoops than players

### *Description*

1. Set up the volleyball net as you would for a regular volleyball game and divide the group into two equal teams.
2. Place the hula-hoops (or what ever you use to make circles) on the ground on each side, spread out. There should be two more circles than there are players on each side.
3. Ask each team to go to its side and each person to select a hula-hoop to stand in. One team serves the ball to begin the game.
4. During the game everyone must be in hula-hoop at all times, but only one person may occupy a given hula hoop at a time. During the game any player may move to an unoccupied hoop to help his/her team get the ball over the net. Play as you would for a regular volleyball game, but you may wish to allow more than three hits per side to start.

### *Follow up Discussion*

1. Did you have to use communication in this game?
2. Is communication important for teamwork? Why?
3. Did you have to think about your team-mates more or less in this game than in regular volleyball? Why?
4. How did you do at using teamwork? Were you successful?

## *Conflict Resolution*

Adapted from [www.crnetwork.ca](http://www.crnetwork.ca)

### *Objective*

- To recognize that there are at least two sides in every conflict
- To understand that conflicts can be reduced by consideration of various perspectives

### *Materials*

- High School Conflicts Scripts (see page 7)

### *Description*

1. Have students choose one of the three conflicts provided on the "High School Conflicts" handout.
2. Set up a scripted role-play, using scripts provided.
3. Assign volunteers roles and allow them a few moments to read their roles and imagine what they will say next.
4. Conduct the role-play. The actors begin with the scripts you have provided and then continue on for several sentence exchanges. End it at a time you deem appropriate; do not let it drag on or deteriorate into an inflamed situation.
5. Debrief the role-play. Ask the actors to speak about how they felt in the role; be non-judgemental in your responses. Ask for responses from the other students. What did they observe? What made the situation turn out the way it did? What did people say or do that made the conflict worse? Better?
6. If the students do not initiate the concept of perspective, initiate it. Emphasise that the people in the conflict had different perspectives, which affected how they responded to each other, how they talked about the conflict. Ask them to consider how the conflict might have been different if the parties were able to see each other's perspective.
7. Ask them to reflect on their own conflicts. What happens to them when someone refuses to listen to their point of view? What happens to them when their point of view is welcomed/considered? What makes it more difficult for them to hear another's point of view? What makes it easier for them to listen to other's? Conclude by asking for their concluding statements i.e. "One conclusion I draw from today's lesson is..." or "One thing I've decided about perspective in conflict is..."

### **Discussion Prompts**

1. What will make this conflict worse? What will make it better?
2. Who "owns" the conflict? Who are the "stakeholders?"
3. What is the perspective of each of those individuals/groups?

## **Variations**

- Students select a conflict from the local newspaper or describe a conflict they are experiencing or witnessing, personally or in their community. (Examples-- friendships, theft, smoking, boyfriend/girlfriend, parents, native land claims, local pollution, parents' workplace disputes)
- Have students write a scenario, which resolves this conflict in a realistic manner and would satisfy the people who are in conflict.

## *High School Conflicts*

### **1. Student/Teacher**

#### ***Mr. or Ms. Thesbian***

You are a new drama teacher. You are excited about your first year of teaching and passionate about drama. Although it's been an extremely demanding and challenging year, you are committed to bringing the best to your teaching and to your students. You are one week away from performance of the school's major drama. You have had numerous conflicts with the cast, and have struggled with their regular rehearsals. You are very concerned that the play will not be ready on time.

Yesterday one of your more consistent students informed you that he/she had a conflict with the dress rehearsal. You barely heard his excuse because of your high level of frustration. You informed him that if he could not make the rehearsal, you would have to replace him in the play. You gave him 24 hours to think about his choice. You know that you are in a bind if he does not come to the rehearsal; you need him to be in attendance, and you will have difficulty following through on your threat to replace him because you don't have another actor ready to step in to the role.

You are ready to pull your hair out. You spend a sleepless night hoping that he will reconsider and come to the dress rehearsal. The scene begins when he comes to tell you his decision.

#### ***Dana***

You are in a tough spot. You've been excitedly preparing for the school play when your parents inform you that they are taking a spontaneous vacation and leaving town for a week. They've arranged for your grandmother to stay with you and your younger brother. You're a little disappointed that they are going to miss your performance, but you can live with it.

What's most difficult is that they will miss your little brother's performance in his school play. It falls on the same night as your dress rehearsal, and you feel that it's absolutely essential that you go to represent the family.

Grandma is from out of town and although she's happy to stay in your house and look after you and your brother, she is uncomfortable driving around a strange town at night. She'll go to your brother's play but only if you go with her. You have no other close family or friends in town that you can turn to for help. The only solution you can see is to miss your dress rehearsal, which you agree is unfortunate. But you have attended all the other rehearsals, you know your lines well, and you'll be there for the performances.

You tried talking to the drama teacher who directs the play, but he/she did not seem to listen to you and gave you an ultimatum, "Either be there or you're out of the play." She/He sent you away for 24 hours to think it over, but you don't know

what else you can do. You believe you have to talk to him/her again today, explain your dilemma and hope that the teacher will not follow through on the threat. This scene begins when you approach the teacher to raise the matter again.

*Dana:* Ms./Mr. Thesbian...

*M. T.:* Hello, Dana.

*Dana:* You told me to go home and think about my commitments. I did. My family is the most important thing to me in the world. I'm sorry, but I believe I need to be there to support my brother. I won't be at the dress rehearsal, but I've made all the other practices, and I'll continue to be responsible.

*M. T.:* You're not being responsible when you miss the dress rehearsal, Dana. When you were accepted into the cast, you committed yourself to being here for all the practices. The dress rehearsal is the most important practice! How can you miss it?

*Dana:* I'm sorry. I realise this puts pressure on you, but I have to support my brother.

*M. T.:* Pressure on me? That's not the point. I don't see how we can get the play ready if you are not available for the dress rehearsal. You're putting me in a very difficult position, Dana. I don't see how you can stay in the play if you are not going to be at the dress rehearsal.

## **2. Boyfriend/Girlfriend:**

*(These roles can be reversed)*

***Ali***

You and Shana have been going out for 9 months; you are both 18 years old. Initially, it was great. You really clicked, shared similar interests, laughed a lot, and had great talks. You spent a lot of time together, and began to talk about a shared future.

Lately you've not been so happy. You aren't certain about your future, and think Shana

is taking some things for granted and making plans for you without checking what you think. You also notice that since you've been going out, you spend less time with the guys and you're missing those friendships. You've tried raising the topic with Shana, but either she doesn't seem to be listening or you're having a hard time putting words to your feelings.

Yesterday you overheard Shana telling one of her friends that you were planning to marry (or attend the same university, or settle into her parents' business) and you were surprised and troubled that she spoke as if this were a foregone conclusion--you know you hadn't made that commitment. The scene begins when you raise the subject with Shana. You've picked a quiet place where you can focus on what you want to say. ***Shana***

You and Ali have been going out for 9 months. He's terrific, everything you could want in a boyfriend. What makes you especially happy is how similar your interests and goals are. You seem to be in sync nearly all the time. Lately he's been a bit cool or pulled back, but you know he just needs some space once in a while and you're happy to provide it. You talk more than he does, but that's okay. You understand

that he's the quiet type. The scene begins when you and Ali are alone together in one of your favourite places.

*Ali:* Uh ... I've been doing some thinking, Shana. I'm not so sure about where we're heading.

*Shana:* What?

*Ali:* Well, we've done a lot of talking and making plans and lately, I'm just not so sure about where I want to go.

*Shana:* What are you talking about?

*Ali:* Yesterday, you told Lisa that we were going to get married. I'm not so sure about that, and I didn't like your telling her that as if it were all settled

*Shana:* It's not settled? I thought we had agreed that we would get married after some other things had gotten settled. You remember?

*Ali:* I remember our talks, Shana. But now I'm telling you I'm not so sure.

*Shana:* Sure, Ali, everybody has doubts once in a while. This is just a little blip. Would, you like some chips?

### **3. Parent/Child:**

*(Change genders if that works better with your class.)*

#### **Dad**

You are proud of your sixteen-year-old son's soccer ability and attend most of his games. Sometimes the tournament schedule is demanding particularly when it's out of town, but you have been quite supportive.

You also value family commitments, and are proudly looking forward to celebrating your parents' 50th wedding anniversary. You have put considerable energy into planning the event; one of the most significant things is the arrangement that have been made for a large family photo to be taken.

Your son has just learned that his team has qualified for a major tournament to take place the same weekend as your parents' anniversary celebration. The scene begins as you and your son discuss the dilemma.

#### **Son**

You live, breathe and eat soccer. School, friends and family round out your life, but they pale in comparison next to soccer. After an up-and-down season, your team has qualified for a major tournament. If they win in the tournament, they go on to another one or two tournaments and may become champions. Best of all it gives you a chance to do what you love best, play more soccer.

Unfortunately, the tournament conflicts with your grandparents' anniversary celebrations, which you know your Dad is really wrapped up in. You like your grandparents and were looking forward to going, but it's nowhere near as important as soccer.

The scene begins as you and your Dad discuss the schedule conflict.

*Dad:* Pretty excited about qualifying for the tournament, aren't you?

*Son:* yeah, it means more soccer, and although it's a wild shot, we still have a chance at the championship.

*Dad:* But there is this problem with your grandparents' anniversary...

*Son:* Aw, Dad, you know how important soccer is to me.

*Dad:* yes, I do. And you know how important this party is to your grandparents and to me, and I think it's important to you too, although you might not recognize it right now.

*Son:* Are you saying I can't go to the tournament?

## *Thinking about Friendship*

Adapted from: [www.lessonplanspage.com/printables/POPESelf-EsteemLesson9.htm](http://www.lessonplanspage.com/printables/POPESelf-EsteemLesson9.htm)

### *Objectives*

- To explore how we view others and ourselves
- To identify our feelings about ourselves and others
- To identify what makes a good friend
- To discuss social "klicks" and the importance of belonging.

### *Materials*

- 1 lb. dried beans

### *Activity*

1. Give each student 5 dried beans. Ask them to examine the beans and choose the "Best" bean. Don't give them any other information. After 2 minutes, have some or all of the students explain how they chose the "Best" bean. Relate the beans to people by asking the following questions:
  - Are all of your beans the same on the outside?
  - Are all people the same on the inside?
  - When we eat the beans, do all the beans taste the same?
  - Imagine you are hanging off a cliff and are desperately clinging to a few blades of grass that are pulling loose from the ground. Suddenly, a hand appears from above to rescue you. Would you wait to see what that person looked like before you reached for help?
  - Is one bean better than another?
  - Is one person better than another?
2. Have students fold a piece of paper in half, length-wise. On one side, ask them to list the qualities of their friends.
3. Have students engage in a discussion about what it feels like to belong or not belong in a group. Encourage students to empathise with others and to break down social norms.
4. Have students consider the courage it would take to welcome a new student into a group of friends.

## *Racism in Canada*

Adapted from [www.teachervision.com/lesson-plans](http://www.teachervision.com/lesson-plans)

### *Objective*

- To define culture and recognize that some differences among people stem from culture and that some stem from personal traits and preferences.

### *Materials*

- Hate Crime in Canada Worksheet (see page 12).

### *Description*

1. Have the students brainstorm the definitions of the following words:

**Discrimination:** unfair treatment of a person, racial group, minority, etc.; action based on prejudice; subtle appreciation in matters of taste.

**Prejudice:** An opinion formed beforehand, especially an unfavourable one based on inadequate facts; the act or condition of holding such opinions; intolerance of or dislike for people of a specific race, religion, etc.

**Racism:** The belief that races have distinctive cultural characteristics determined by hereditary factors and that this endows some races with an intrinsic superiority over others; the ability to see fine distinctions and differences.

**Bigotry:** the attitudes, behaviour, or way of thinking that is intolerant of any ideas other than his or her own, especially on religion, politics, or race.

2. Hand out the "Racism in Canada" article and worksheet and instruct the students to read the article and answer the questions. Discuss the answers with the students when they are finished. Pair up the students to share with their partner any kinds of discrimination they have experienced. Ask volunteers to share their stories.

### *Discussion Prompts*

1. Which of the four definitions do you find are used in the assaults in the article?
2. How could these actions be prevented?
3. How often do you see or hear examples of discrimination? Racism? Prejudice? Bigotry?
4. How tolerant are your parents to people of different religion, race or ethnicity?
5. How tolerant are you to people of different religion, race or ethnicity?
6. Is racism learned from our parents?

### *Hate Crime in Canada*

## **RECOGNIZING AND REACTING TO HATE CRIME IN CANADA TODAY**

### **What is hate crime?**

Hate crime is a criminal offence committed against a person or property that is motivated by the victim's race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, or any other similar factor. Hate crimes differ from other criminal acts because they are usually more assaultive, more violent, more traumatic to the victim, and they are prone to increases in severity. They are offences that can terrorise entire communities and threaten community stability. Hate speech or hate propaganda is also a criminal offence in Canada, as well as a violation of human rights.

### **Is there a problem with hate crime in Canada?**

According to the recently released annual report of the Hate Crime Unit of the Toronto Police Service, the number of reported hate crimes in Toronto rose dramatically in 2001, jumping to a record 338 occurrences, compared to 204 the year before. The report states that "the 66% increase in reported hate crimes was largely a result of the September 11, 2001 terrorist attack in the United States.... Throughout history, crimes of hate have generated imitation, repetition and retaliation."

In the aftermath of September 11th, hate crimes soared in Canada. Anger and frustration allowed ignorance and racism to emerge, as some people lashed out against fellow Canadians merely because of their looks, national or ethnic origins and/or religious beliefs. In just the first three weeks following the bombing of the World Trade Centre, the Canadian Race Relations Foundation noted:

- Sixteen bomb threats towards mosques in Canada, and three known acts of arson – in Montreal, St. Catherines, and the burning of a Hindu temple in Hamilton, Ontario.
- Muslim students at Laval University in Quebec were harassed and threatened, and similar reports came in from campuses and schools across the country.
- A 15-year old Arab boy in Ottawa was beaten by 12 teenagers and left unconscious.
- Female staff members of an Islamic school in London, wearing the traditional hijab, were taunted by passing motorists.
- There were 11 reported incidents in Toronto, and 7 in Montreal of harassment, vandalism and bomb threats against Jewish individuals and institutions, and many additional hateful messages on the Internet.
- A Surrey BC Aboriginal man and his fiancée, mistaken for Sikhs, were viscerously attacked by teens armed with a crowbar.

Hateful incidents against Muslim, Arab and South Asian Canadians continued to escalate throughout last fall, as well as ongoing scapegoating of Jews, immigrants and refugees. Criminologists concur that approximately one in ten of such incidents is ever reported to the police, school personnel, government authorities or the media, for fear that nothing will be done or for fear of attracting further harm. Hate crime is indeed a serious problem in Canada today, confirmed by reports in Halifax, Montreal, Toronto, Calgary and Vancouver and affecting local communities coast to coast. Recognizing what hate crime is and knowing what to do about it are important first steps in taking action against hate and against racial and religious intolerance in this country.

Source: [www.crr.ca/EN/Publications/EducationalTools/RecognizingandReacting.htm](http://www.crr.ca/EN/Publications/EducationalTools/RecognizingandReacting.htm)

## Hate Crime in Canada Article Questions

Imagine that you are the Arab boy in Ottawa who was attacked and a local TV station is interviewing you on your reaction to the bigotry being displayed toward yourself, and Middle-Eastern Canadians.

**Interviewer:** Good evening sir. We are here to record your reaction to the brutal assault on you by 12 teenagers.

**You:**

**Interviewer:** How would you describe the atmosphere at your school since September 11? Specifically, what kinds of comments are being made towards Arab-Canadians and what is the response?

**You:**

**Interviewer:** Would you say the people who have exhibited this bigotry have a clear understanding of you and your Arab Canadian family and friends?

**You:**

**Interviewer:** Are you surprised that the assault on you and other assaults and threats has taken place across Canada?

**You:**

## *Bullying Brainstorming*

Adapted from *Anti Bullying Curriculum Materials* by Stephen Brown, Project Ploughshares  
Calgary

### *Objective*

- To provide a list of key characteristics of the bully, victim, bystander and peacemaker that can become part of classroom language and used as a conflict resolution tool.

### *Materials*

- Research findings sheet (next page)

### *Description*

1. Brainstorm a list of characteristics that describe bullying behaviour.
2. Add the words in the research findings below to the students' list.
3. Show research findings about bullying used by males and females.
4. Have the students make their own definition of bullying.

### *Discussion Prompts*

1. Ask students if they agree with the research findings about females and males. Do any of the behaviours overlap in their experience?
2. Have students explore their own attitudes, thoughts, feelings and behaviours based on these discussions.
3. Have students break into 4 groups to discuss the following:

#### Group 1 Discussion

- What characteristics does a dictator demonstrate? e.g. Adolf Hitler, Saddam Hussein, and many others.
- When students think of a nation that appears to be extremely powerful, which characteristics does a powerful nation use in its relationships with other countries?
- What behaviours do large corporations show in trying to control new markets? e.g. Microsoft, Oil companies, Nike and many others.

#### Group 2 Discussion questions:

- Have your students think of any countries/companies in the world that they would classify as potential victims of larger powers, past or present. Ask them to explain their answer by using the language of the victim. E.g. Canada and the USA, Palestinians and Israelis, Microsoft and small software producers, mom and Pop corner stores and Safeway.
- Ask what these national victims actually did to protect themselves, e.g. develop a network of friends, fight back, run-walk away, yell for help, talk to the bully in a friendly manner, stay isolated, or get media coverage.
- What other solutions could the victimized county/company have chosen that might have been better with our historical hindsight?

### Group 3 Discussion

- Ask the students why the bystander doesn't help the victim?
- Ask the students if sitting around doing nothing contributes just as much to the problem as the bullying behaviour itself.
- Consider the ways in which countries who do not react to international conflicts contribute to the resolution.

### Discussion 4

1. Name institutions and people who have displayed characteristics of a peacemaker (historically and present day).
2. Ask students to name organizations that are set up to promote world peace.
3. Ask students if these organizations are always supported. Why or why not?
4. Ask students to think about news stories, TV show, movies, and media headlines. Who gets the coverage? Is the media coverage balanced - bully, victim, bystander, and peacemaker?

## *Bullying Research Findings*

## **Bullying (Conflict Generating) Characteristics**

- defiant
- repetitive
- blusterer
- swaggers
- brawler
- little empathy for victims
- impulsive
- negative
- psychological intimidation
- harassment
- anti-social: lies, steals
- little anxiety
- exploits power imbalance
- provokes quarrels
- rule breaker
- highly manipulative
- racist, sexist
- aggressive
- needs power
- positive attitude towards violence
- oppositional
- blames the victim
- exploits power differences
- tormentor

Synonyms: tyrant, villain, and dictator

### **Bullying behaviour used by females**

- spreading rumours
- damaging relationships
- verbal put downs
- withdrawal of friendships
- peer group ostracism
- threats of expulsion
- severing of ties

### **Bullying behaviour used by males**

- hitting, verbal aggression
- name calling
- teasing
- taunting
- threatening
- physical aggression
- sadistic behaviour

### **Victim Characteristics**

- weaker in power position
- fewer social skills
- easy targets
- feels insecure for a reason
- lack of social emotional development for this situation
- less assertive personality
- lonely
- lack of friends or social group

- cautious
- quiet
- passive
- fears retaliation
- little trust in adults
- low self esteem

- cultural minority
- new immigrant
- anxious
- fear going to school
- feels the pain of the bully
- abandoned

### **Bystander Characteristics**

- insecure
- anxious
- looks away
- fearful
- fears retaliation

- voyeurism
- cheerleader
- fascinated
- withdraw

### **Peacemaker Characteristics**

- Assertive skills
- empathic
- fairness-justice orientation
- inclusive
- bridge builders
- creates inclusive social context
- takes responsibility
- honest
- good self-concept
- skilled in debate, deals with problems by inclusive discussions

- models positive, respectful, supportive behaviour
- deals in fact and hard evidence
- promotes positive values
- emphasises friendship, cooperation dialogue
- does not need control
- tells victims' stories
- promotes intervention in power imbalance
- promotes effective consequences
- promotes good communication

*Resources for Teachers and Administration*

*12 Things Students Can Do  
Help stop school violence with this starter list of ideas*

1. Take a stand against bullying.
2. Report any crime immediately to school authorities or police.
3. Report suspicious or worrisome behaviour by other students or talk to a teacher or counsellor at your school. You may save someone's life.
4. Learn how to manage your own anger effectively. Find out ways to settle arguments by talking it out, working it out, or walking away rather than fighting.
5. Help others settle disputes peaceably. Start or join a peer mediation program, in which trained students help classmates find ways to settle arguments without fists or weapons.
6. Set up a teen court, in which youths serve as judge, prosecutor, jury, and defence counsel. Courts can hear cases, make findings, and impose sentences, or they may establish sentences in cases where teens plead guilty. Teens feel more involved and respected in this process than in an adult-run juvenile justice system.
7. Become a peer counsellor, working with classmates who need support and help with problems.
8. Mentor a younger student. As a role model and friend, you can make it easier for a younger person to adjust to school and ask for help.
9. Start a school crime watch. Consider including a student patrol that helps keep an eye on corridors, parking lots, and groups, and a way for students to report concerns anonymously.
10. Ask each student activity or club to adopt an anti-violence theme. The newspaper could run how-to stories on violence prevention; the art club could illustrate costs of violence. Career clubs could investigate how violence affects their occupational goals. Sports teams could address ways to reduce violence that's not part of the game plan.
11. Welcome new students and help them feel at home in your school. Introduce them to other students. Get to know at least one student unfamiliar to you each week.
12. Start (or sign up for) a "peace pledge" campaign, in which students promise to settle disagreements without violence, to reject weapons, and to work toward a safe campus for all. Try for 100% participation

<http://128.121.17.146/ncpc/ncpc/?pg=2088-6162> National Crime Prevention Council

## *Bullying Resource List*

### **For Children and Youth:**

Webster-Doyle, Terrence. (1991) Why is everybody always picking on me?

Cohen-Posey. (1995) How to handle bullies, teasers, and other meanies.

Romain, Trevor. (1997) Bullies are a pain in the brain.

McCain, Becky Ray. (2001) Nobody knew what to do.

Palomares, Susanna. (2001) How to handle a bully.

Stones, Rosemary. (1993) Don't pick on me

❖ [www.bullying.org](http://www.bullying.org)

❖ [www.stopbullyingme.ab.ca](http://www.stopbullyingme.ab.ca)

❖ [www.bullies2buddies.com](http://www.bullies2buddies.com)

### **For parents:**

Voors, William (2000). The parents's book about bullying.

McCoy, Elin (1997). What to do when kids are mean to your child.

Sullivan,Keith (2000). The anti-bullying handbook

Thompson, Michael (2002) Mom, they're teasing me.

Sheras, Peter L. (2002) Your child.

### **For teachers:**

Beane, Allan L. (199) The bully free classroom. Free Spirit Publishing

Besag, Valerie E. (1995) Bullies and victims in schools.

Coloroso, Barbara. (2002) The bully, the bullied and the bystander.

McNamara, Barry E. (1997) Keys to dealing with bullies.

Pearce, John. (1989) Fighting, teasing and bullying

Tillman, Diane. (2000) *Living Values Activities for Children*.

Zaraour, Kim. (1994) Battling the school-yard bully.

Take action against bullying (2003) Bully B'ware Productions <[www.bullybeware.com](http://www.bullybeware.com)>

## FAMILY ACTIVITY TO BE INSERTED IN SCHOOL NEWSLETTER

### *Family Game: The Cost of Sarcasm*

Adapted from: 104 Activities That Build by Alanna Jones, Rec Room Publishing, 1998.

#### *Objective*

- To understand how sarcastic and negative comments affect others and to realize how often we make negative comments without even realizing that others may be hurt or offended by what was said.

#### *Materials*

- Board games involving money such as Monopoly<sup>®</sup>, Payday<sup>®</sup>, or Life<sup>®</sup>.

#### *Description*

Play the board game as per usual rules. However, whenever anyone makes a negative or sarcastic comment during the course of the game they lose \$100 (or any significant denomination decided upon before hand). Even the slightest roll of the eyes can be a penalty! Whenever such a comment is made, the first person to call out that person's name may take the money away from them and keep it. If the owner of the comment wishes to appeal his penalty, a family vote must be taken.

#### *Variations*

- Use play money alongside a game that does not ordinarily use money. For example, If you were playing Scrabble<sup>®</sup> each person could start the game with \$500 play money and lose/win money as the game is played. The winner of Scrabble<sup>®</sup> would win \$500, but may not be the overall winner if another member collected more money during the game, by catching sarcastic comments.
- If you do not have play money or do not wish to use it, you could change the rules so that negative comments result in a loss of points or missing a turn.