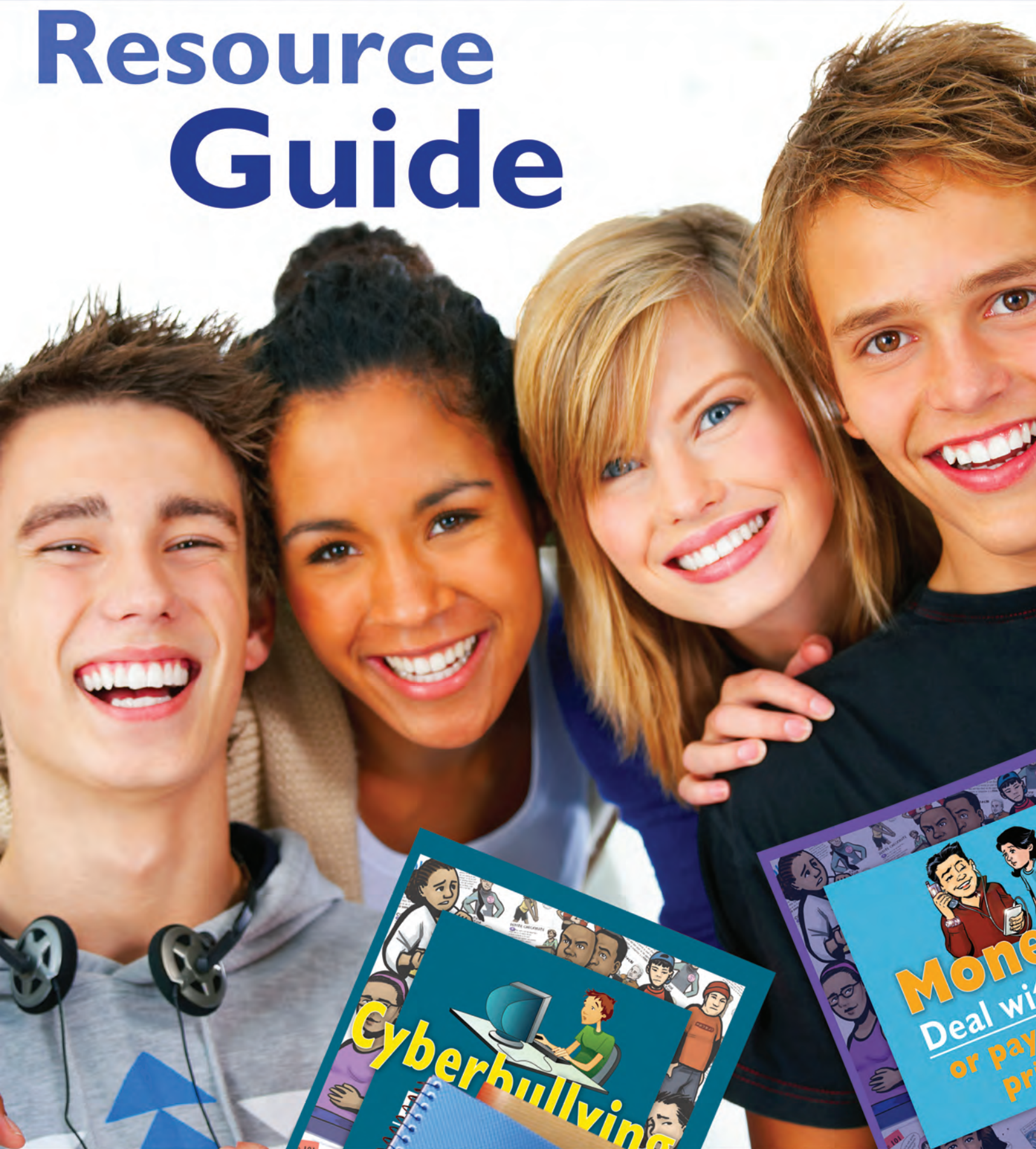


Deal With It Series

Resource Guide



Edited by Tricia Carmichael

Deal with it

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**James Lorimer & Company Ltd., Publishers
Toronto**

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James Lorimer & Company Ltd. acknowledges the support of the Ontario Arts Council. We acknowledge the support of the Government of Canada through the Book Publishing Industry Development Program (BPIDP) for our publishing activities. We acknowledge the support of the Canada Council for the Arts for our publishing program. We acknowledge the support of the Government of Ontario through the Ontario Media Development Corporation's Ontario Book Initiative.



Canada Council
for the Arts

Conseil des Arts
du Canada

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Toronto, Ontario
M5V 1P9
www.lorimer.ca

Distributed in the United States by:
Orca Book Publishers
PO Box 468
Custer, WA USA
98240-0468

Printed in Canada

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Introduction

Every day, in every school, students are faced with conflicts. As an educator, this guide will help you plan lessons that empower students to deal with these conflicts. This hands-on approach to the exploration of everyday issues will encourage students to think critically about these topics and find their own voice so that they can play a key role in creating safer schools and safer communities.

For each topic, the guide offers a number of informative and enjoyable discussion questions and teaching activities that allow for in-depth coverage of the issues of conflict from every angle. This not only encourages students to analyze their own behaviors and reactions to conflict, but to also look at a situation from the viewpoint of others.

Guide Map

This resource guide covers all of the topics in the *Deal With It* series. You will see that the topics are arranged alphabetically. The material for each topic stands alone, and can be used without reference to the others. However, you may want to consider consulting aspects of other topics which deal with common themes.

The **Before You Begin** section on the first page of each topic will provide suggestions to help you consider the specific needs and interests of your class. The material in the *Deal With It* books and this guide is of value to students ages 9+. Educators should be aware of the needs and interests of the age group of their students. The **Before You Begin** section of each topic will outline any particular scenarios presented in the books that may be sensitive to younger students.

The large number of discussion questions and teaching activities allow for you to choose those that will be most relevant to your students. Activities can also be altered according to the age group and amount of time you have for a unit — some activities can be completed in a matter of minutes, and some provide an extension to follow up on the students' progress on projects over the unit or school year.

Consider the diversity of your class and be aware of sensitive issues. Think of how the students interact and choose questions and activities that will allow each student to be heard.



Think of the interests of your students and how they can be worked into the discovery of these topics. If your students are tech savvy, choose activities that let them present the information they have learned online, or through new media presentations. If they're movie buffs or book lovers, have them bring in materials that relate to the topics, and have them speak about what these materials have helped them to learn.

Encourage a network of professionals that can help students look at conflicts from different angles, and encourage fellow educators to discuss lesson plans and utilize activities in the subject areas that they cover.

The organization of this guide corresponds with that of the *Deal With It* books. Each topic is split into four sections:



- A **101** section, which focuses on introducing students to a topic;
- An **instigator** section, where the focus is on students who instigate issues;
- A **victim** section, which focuses on kids who feel victimized by the issue;
- A **witness** section, with tips for those caught in between.

Each section encourages students to understand their own emotions and actions as well as to understand the emotions and actions of others. Feel free to jump to sections or spend more time on sections that you feel will be of most value to your students.

In each of these four sections, you will find **Highlights**, **Discussion Questions**, and **Teaching Activities**.



Highlights

The **Highlights** section briefly captures the main points that you will want to review with students.

Discussion Questions

The **Discussion Questions** are designed to introduce students to the topics and encourage them to think critically about the topics at hand. Feel free to pick and choose the discussion questions that you feel will be most valuable to your class.

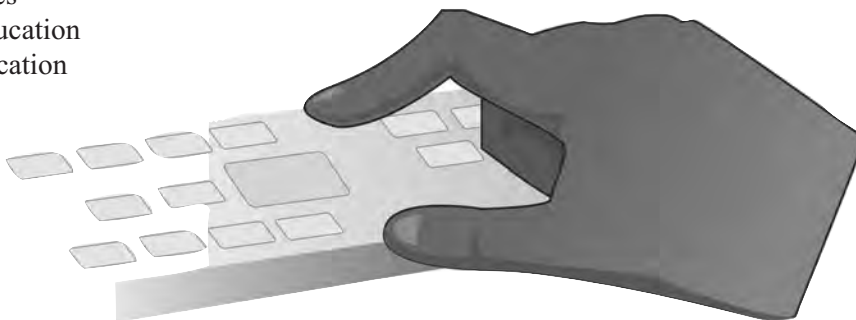
Teaching Activities

The **Teaching Activities** are arranged by corresponding page number, and designated as activities for Individuals (**I**), Pairs (**P**) or Groups (**G**). Subject Area(s) for each activity is also listed in the **Teaching Activities** charts. Beyond allowing for a range of diverse activities, this list of subject areas allow for flexibility in connecting topics across multiple areas of study, which will help students think about these issues in new ways and to find connections in school classrooms and at home. It also encourages students with different interests to explore issues in mediums and contexts that they are interested in and enjoy. Where possible, research activities focus on Canadian examples.

Teaching Activities		
I = Individual P = Pair G = Group		
Section	Subject Area	Activities
pp 20-21	Language Arts The Arts (visual) Guidance and Career Education (I)	Have students think about a time when they were upset with an authority figure. Ask them to draw or write a dialogue to represent the situation. Encourage them to think about how both people might have felt and to include this in their character or dialogue. Ask volunteers to present their drawings or dialogues to the class and discuss the emotions that the people in the situation might have felt.
pp 22-23	The Arts (dance) Health and Physical Education (G)	Have students take the quiz and think about the three responses to authority. Ask them to think about how they would feel if they were bullies, foster leaders, and tyrants in training. Have students think about their reactions as a class. Encourage them to pose levels (e.g., standing, lying down, etc.), facial expression, and body language to demonstrate the three responses. Ask them to observe what other students are doing and discuss why they portrayed the responses in this way.
pp 25-26	Language Arts (G)	In small groups, read the scenarios in the quiz and list adjectives that best describe the characters and the situations. Compile a complete list with the entire class and post the adjectives for future use in writing activities.
pp 24-25	Canada and World Studies Social Studies (G)	Ask students to think about what it means to be a good citizen. Have them work in small groups to brainstorm a list of responsibilities that they have as good citizens. Encourage them to think about how they cooperate with people in authority in order to keep their school and community a safe and fair place. When they are finished, have them share their ideas with the class and record them on a chart or poster that can be displayed in the classroom and added to as the theme develops.
pp 24-25	Media Literacy Language (I)	Have students think about a Co-opener character from a TV show, musical, or movie/book. Ask them to decide if their character is a professor, foster leader, or tyrant-in-training and to give examples to explain their thinking. Have students create the tips on how to be a better Co-opener. Then ask them to write a persuasive letter to their instructor, explaining how he or she might use these tips to deal with authority in a more positive way. Ask volunteers to share their letters with the class and discuss.

Subject areas covered:

- Arts (visual, music, drama)
- Canada and World Studies
- Guidance and Career Education
- Health and Physical Education
- Language Arts
- Mathematics
- Media Literacy
- Science
- Social Responsibility
- Social Studies



Additional Resources

The guide concludes with a list of **Additional Resources** specific to each topic.

Arguing: Deal with it word by word

Conflict is inevitable. As children grow up and expand their social circles, they encounter more situations in which disagreements can occur. It is important for students to understand the difference between a disagreement and an argument. Young people need guidance to make the distinction between the two and recognize that arguing is a counterproductive way to deal with disagreements.

Teaching kids that differences can be resolved in positive ways can be challenging. ***Arguing: Deal with it word by word*** was created to give young people the tools and strategies they need to successfully meet this challenge. This resource guide uses real-life examples and activities to help show students how to disagree constructively without arguing, while improving their social skills and giving them the power to deal with adverse situations.



Before You Begin

Here are some tips and suggestions to help you plan your arguing unit:

- Gather materials from a variety of sources, including the Guidance Office, social services organizations, articles from magazines and newspapers, and age-appropriate books.
- You may wish to invite a guest speaker to talk to your class. Having an expert on the issue of arguing or conflict resolution will signify to the students that this is a serious topic and that there are professionals out there who can help.
- Create a pre-test or use an on-line survey (such as PollDaddy.com or SurveyMonkey.com) to introduce the topic and vocabulary terms. This activity will also help you and your students to gauge their level of knowledge and experience in dealing with conflict.
- As a class, brainstorm a list of words students associate with arguing. You may need to prompt them to include positive terms such as compromise, resolution, negotiation, etc.). Post this list in the classroom and use it as a reference throughout your unit.
- Be aware that class discussions may be painful for some students as they touch on personal issues in their families. Some students may reveal more about their home life than can be dealt with in a classroom setting. You may want to alert your guidance counsellor or involve him or her in some of your class discussions.
- Students need to be aware of the subtle and more obvious differences between sharing a valid opinion and being argumentative or defiant. Try to guide the Challengers in your classroom by letting them know when it is appropriate to offer an opinion and how to do so in a sensitive and respectful manner. This approach will benefit the student and create an environment for exchanging ideas in a positive, constructive way.

Arguing 101

Highlights

- All people get into disagreements because everyone has their own personal point of view and opinion. You cannot agree with everyone all of the time.
- Disagreements can turn into arguments when:
 - ☛ someone's feelings get hurt or he or she takes it personally
 - ☛ a lot of emotion is involved or you worry about the issue for a long time
 - ☛ they involve misunderstandings, ongoing feuds, or revenge
- Conflict and arguing can lead to stress, health problems, and violence.
- People deal with arguing in different ways. You might be a Challenger who needs to win every argument, a Dodger who will avoid arguing at all cost, or a Peacemaker who acts like a referee to resolve conflicts.



Discussion Questions

- What are some words you associate with arguing? What do they mean? Why do you connect them to arguing?
- What emotions do you feel when you are in an argument? What could you do to change these feelings so that you do not lose your temper?
- How do you act during an argument? What physical sensations do you have in your body? How might you act differently to prevent an argument?
- How is arguing portrayed in the media, especially television? Why do you think that conflict is such an important part of drama?
- What does an argument look like? What does it sound like? What does it feel like?
- What is the difference between a disagreement and an argument? Explain your thinking.
- How can conflicts be resolved without arguing? What are some things you could do to prevent an argument in the first place?
- Do you think issues get resolved during an argument? Why or why not?
- With whom do you argue the most? What do you argue about?

Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts (I)	After students have brainstormed a list of words they associate with arguing, have them use these words to create a crossword puzzle. (You may wish to have them search the Internet to find and use a crossword-puzzle maker.) Encourage them to look up the definitions of these words to help them write their clues. When they are finished, have them challenge another student to solve their puzzle.
pp. 2–5	Social Studies/ Canada and World Studies (G)	Have students research to find out about a conflict in Canada. Encourage them to discover how and why these conflicts started and how they were or might be resolved. You may wish to have them include information on peacekeepers, negotiators, and treaties. Have students prepare a report and present their findings to the class.
pp. 6–7	The Arts (visual)/ Guidance and Career Education (I)	Ask students to read the comics and think about the four reasons for arguments presented. Encourage them to think of another reason for arguing and to create their own comic to show how the argument might be resolved in a positive way. Finished comics may be displayed in the classroom or compiled into a class book.
pp. 8–9	Language Arts (P/G)	In pairs, have students come up with three more quiz scenarios and possible responses. When they are finished, have pairs switch their questions and answer the new quiz questions. As a class, discuss the responses of the Challenger, the Dodger, and the Peacemaker and the possible outcomes in each situation.
pp. 10–11	Media Literacy/ Guidance and Career Education (I)	Have students create their own “Dear Conflict Counsellor” message or bulletin board. Ask them to write letters from the point of view of a character from a TV show or movie asking for advice about an argument they have had with another character. Have them post their letters on the board and encourage other students to respond, offering suggestions on how the situation could be resolved in a positive way. Review the responses and compare them to how these problems are solved on the TV shows or in the movies. Discuss the differences as a class.
pp. 12–13	Science/Health and Physical Education (I/G)	Ask students to review the “Did You Know?” section. Have them research to find out more about these facts and how people can help prevent health problems by dealing with anger and negative feelings in a positive way. Have students use their findings to create a poster, brochure, or slideshow to give other students tips on how to manage their feelings and avoid health problems.

The Challenger

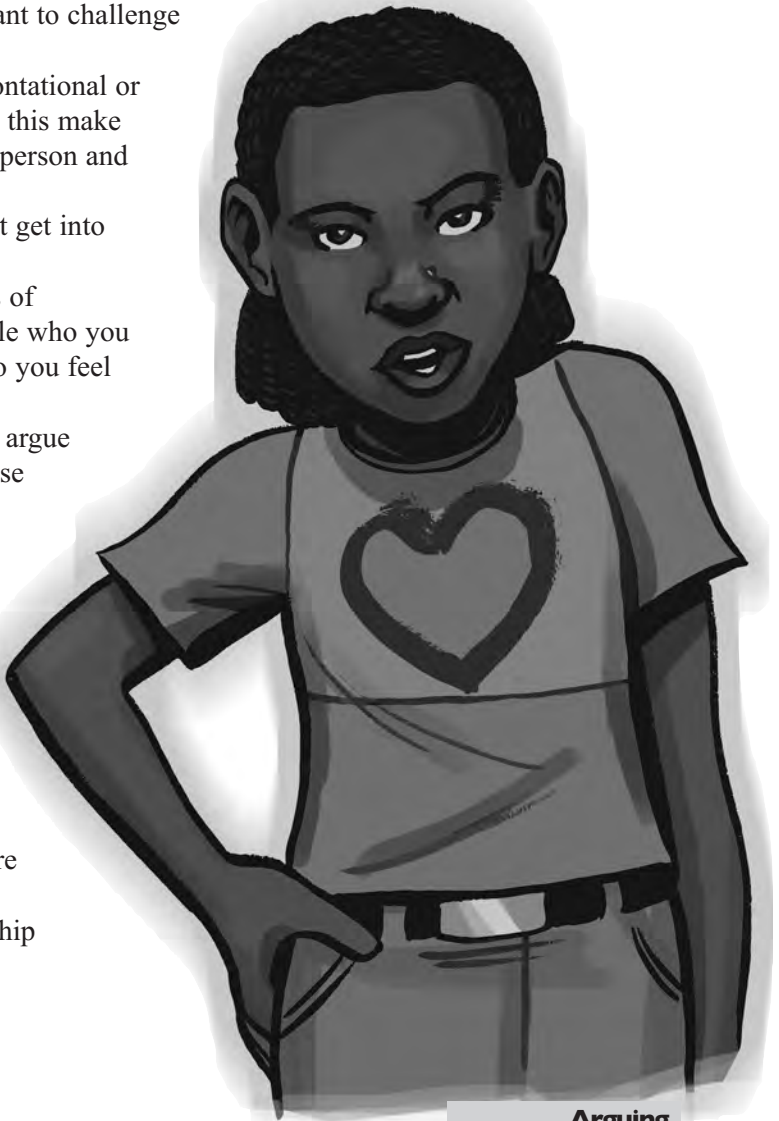
Highlights

The Challenger is someone who picks arguments or always has to win them once they start. Challengers may have trouble controlling their emotions or feel the need to control other people.

- The Challenger might start or continue an argument by:
 - ☛ bulldozing over other people's feelings and opinions by trying to intimidate them
 - ☛ bringing up old issues and problems
 - ☛ attacking his or her opponent's personality, views, or values
 - ☛ dismissing a problem or issue as not worth his or her time or energy
 - ☛ blowing an issue or problem out of proportion
- You can help resolve conflicts instead of perpetuating them by trying to:
 - ☛ calm down and not take your anger or frustration out on others
 - ☛ understand other people's points of view to reach a mutual agreement
 - ☛ talk to a trusted adult about why you might be getting into arguments

Discussion Questions

- Why do you think someone might want to challenge everything everyone says?
- Do you know someone who is confrontational or often gets into arguments? How does this make you feel? How do you deal with this person and your feelings?
- Why do you think some people might get into arguments more often than others?
- Do you find yourself getting into lots of arguments? Are there particular people who you argue with more than others? How do you feel during an argument?
- What do you, or people close to you, argue about? How do discussions about these topics turn into arguments? Does arguing ever solve the problem?
- List some situations where voicing an opinion may be desirable and appropriate. What is the difference between having an opinion and being opinionated? How might you express your opinion in such a way that you don't offend anyone?
- What traits might the Challenger share with a good leader? How could these traits be used to help develop leadership skills?



Teaching Activities

I = Individual

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Section	Subject Area	Activities
pp. 14–15	Science/Guidance and Career Education (I)	Have students research to find out about a scientist who challenged conventional thinking (e.g., Frederick Banting and Charles Best, Wilder Penfield, etc.). Encourage them to find information about the conventional thinking of the times and how this scientist challenged society with their ideas. Have students present their findings to the class, including information on how the scientist found a way to present their ideas so that others would understand and accept them.
pp. 14–15	Language Arts (G)	Have students work in small groups to review the letters and responses. Ask them to choose one of the scenarios and write a letter to the characters involved, giving them suggestions on what they might say to help avoid arguments in the future. Ask groups to present their ideas and discuss them as a class.
pp. 16–17	Language Arts/ Guidance and Career Education (I)	Have students take the quiz and think about their responses. Ask them to write a journal entry about how they feel when they are in an argument and to include strategies for how they might deal with conflict in a more positive way. Encourage students to revisit their strategies and add to them as they learn more throughout the unit.
pp. 18–19	Media Literacy (I/G)	Tell students that they are going to investigate the role of the Challenger in the media. Have them use the descriptions on pp. 18–19 as a guide for the kinds of behaviours they will be looking for. Ask them to create a chart on which they will record the name of the TV program, the character, the role of the character in the program, how they act during confrontations, and whether their actions are portrayed in a positive or negative way. Have students complete the chart over the course of a week. Ask students to share their findings with the class and discuss whether or not characters in the media are good role models for resolving arguments.
pp. 18–19	The Arts (visual) (I/G)	Have students create a poster or slideshow encouraging people to follow the “Do’s and Don’ts” on p. 19. Ask them to present their posters or slideshows to the class, encouraging them to explain how they will convince others to avoid arguments.

The Dodger

Highlights

- The Dodger is the person who will do almost anything to avoid arguments or who always backs down and does not express his or her opinion.
- The Dodger might bottle up his or her emotions or need support to express them.
- Instead of fighting back or giving up, you can learn to resolve disagreements and avoid confrontations by:
 - ☛ making eye contact and keeping an open posture
 - ☛ encouraging other people to state their opinion in their own words
 - ☛ clarifying to make sure you understand the other person's perspective
 - ☛ restating or summarizing the problem to make sure you are on the same page
 - ☛ reflecting and showing that you understand how the other person is feeling

Discussion Questions

- Do you know someone who is the Dodger? What does he or she do to avoid confrontation? How do you think he or she feels when someone picks an argument with him or her?
- Do you offer your opinions during class discussions? How does it feel when you speak up in class? Does everyone feel the same way? Why might some people avoid giving their opinions in class?
- Why would someone choose to avoid an argument rather than telling someone else how they feel? Explain your thinking.
- Do you have friends or family members that never disagree with you or anyone else? What is it like to talk with to them? Do you ever get frustrated that they do not stand up for themselves?
- Do you feel comfortable voicing your opinion if you disagree with someone? Why or why not?
- What might you do if you express an opinion and the other person insists that they are right without really hearing you? How could you avoid a confrontation without fighting back or giving up?
- How might you tell if someone is agreeing with you just to avoid an argument or if he or she actually shares your opinion?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 20–21	Language Arts/ The Arts (visual) (I)	Have students read and discuss the “Do’s and Don’ts” section. Ask them if they can add any more tips to this list. Have each student create a PowerPoint® presentation to encourage other students to follow these tips to deal with confrontation in a positive way. Encourage students to enhance their presentations with photos, sound effects, or even short video clips. Have them present their slideshows to the class.
pp. 20–21	Language Arts/ The Arts (visual) (I/G)	Have students create brochures, flyers, or bookmarks to illustrate the “Do’s and Don’ts.” Ask students where they think the best places would be to display their brochures to make sure their message reaches as many students as possible. Make copies of their brochures and place them in these locations.
pp. 22–25	The Arts (drama)/ Guidance and Career Education (P)	Have students work in pairs to choose one of the situations in the quiz to role-play for the class. Ask each pair to demonstrate two perspectives on the situations: the first one illustrates a mishandled situation, and the second one shows how the situation could be handled in a more constructive manner. After each play, discuss the results with the class.
pp. 22–25	Language Arts/ The Arts (drama) (I)	Have students work in small groups to take the quiz. Encourage them to think about how the different characters might feel during the situations. Have them choose one of the scenarios and write a dialogue in which one of the characters attempts to resolve the conflict without an argument. Students may wish to act out their dialogues for the class.
pp. 22–25	Language Arts/ Mathematics (I/G)	Have students use the quiz questions as the basis for a survey. Ask them to add a fourth option, so that the respondents can offer their own solutions. Have each student survey at least three people from outside their classroom. Once they have their surveys complete, ask them to compile their data in a spreadsheet for analysis and graphing. Have them present their findings and discuss them as a class.
pp. 26–27	The Arts (drama)/ Guidance and Career Education (I/G)	Have students brainstorm situations that could result in an argument. Write down the students’ suggestions on pieces of paper and have students randomly choose one and act it out. Ask students to volunteer suggestions on how they might resolve the situation before it turns into an argument.
pp. 26–27	Language Arts/ Canada and World Studies (I)	Have students research to find out about famous pacifists, such as Mahatma Ghandi, Leo Tolstoy, Martin Luther King Jr., Te Whiti-o-Rongomai, or Thich Nhat Hanh. Ask them to write a short biography of their pacifist and what actions he or she took to change other people’s thinking. Encourage them to include a list of strategies that their pacifist used that other students could apply to other situations to resolve conflict in a positive way and avoid arguments.

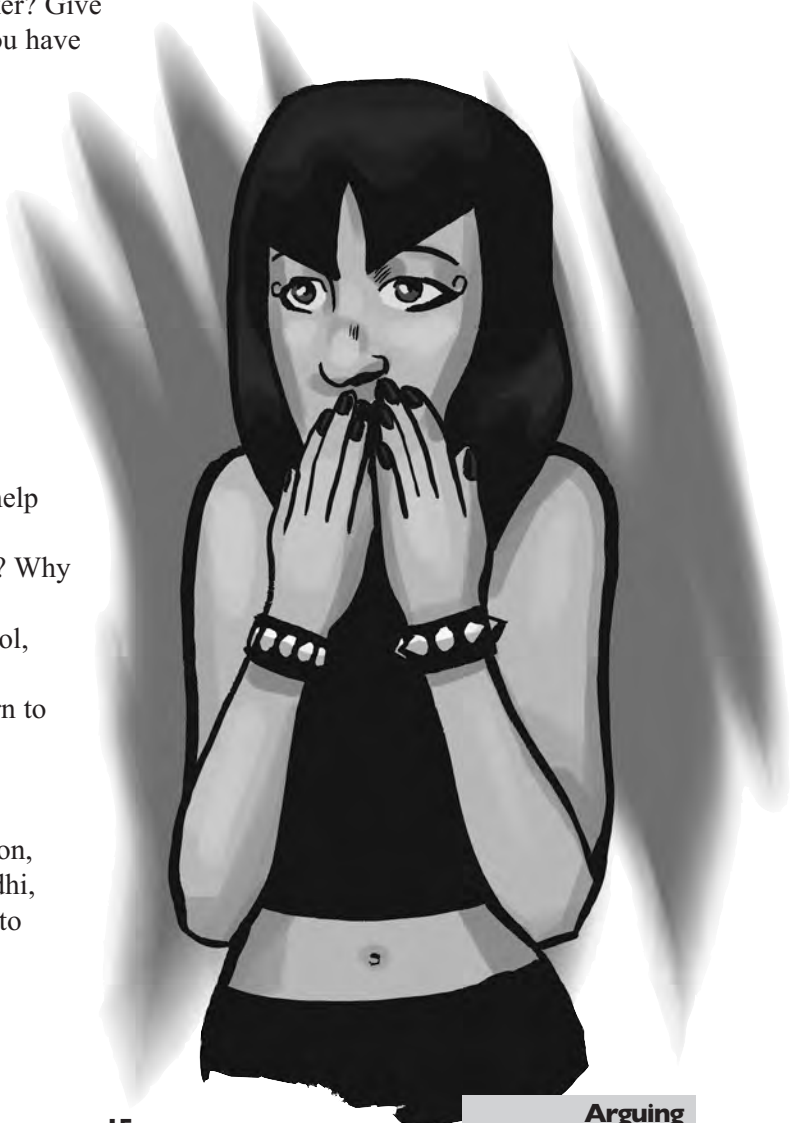
The Peacemaker

Highlights

- The Peacemaker is a witness to arguing who has the opportunity to help mediate the situation.
- Effective Peacemakers see conflict as an opportunity to improve relationships, find solutions, and make sure everyone's needs are met.
- You can be an effective Peacemaker by:
 - ☛ setting a good example for others by treating people with respect
 - ☛ helping people who are arguing to calm down
 - ☛ being an empathetic listener and offering support
 - ☛ trying to identify the problem and the emotions behind it
 - ☛ offering lots of solutions and trying to find a compromise that works for everyone

Discussion Questions

- How would you define peacemaker? What do you think are some of the qualities of a Peacemaker? Explain your thinking.
- Do you know anyone who seems to be a Peacemaker? What makes him or her a Peacemaker? Give some examples of behaviour that you have seen that would belong to a Peacemaker.
- Do you think that everyone has to choose to be a Peacemaker, a Dodger, or a Challenger all the time? Why or why not? What other options do you have to avoid arguments?
- Is it possible to have every conflict resolved by a Peacemaker? Which types of situations might require a Peacemaker? In which types of situations might a Peacemaker not help resolve the issue?
- Would you like to be a Peacemaker? Why or why not? How might being a Peacemaker help you at home, school, or work?
- Do you think that anyone could learn to be a Peacemaker? How might they achieve this?
- Can you think of any famous Peacemakers? (e.g., Lester B. Pearson, Martin Luther King, Mahatma Gandhi, Nelson Mandela) What did they do to help resolve conflict?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 28–29	Language Arts / Guidance and Career Education (G)	Have students work in small groups to find out about peer mediation or conflict resolution programs that are available in their school or community. Ask students to create a flyer or brochure to tell other students about these programs and how they can get involved. Encourage students to present their findings to other classes.
pp. 28–29	Social Studies/ Media Literacy (I/G)	Play the Peacemaker Radio Minute from Histori.ca for students. Ask them to think about how the producer used the dialogue to establish the situation and explain the history. Have students listen to it again and see if the Peacemaker in the Radio Minute followed the “Do’s and Don’ts” on p. 29. If time permits, have students script their own Radio Minute dramatizing a situation in which a Peacemaker uses the “Do’s and Don’ts” to help resolve an argument.
pp. 30–31	Language Arts (G)	Point out to students the first bullet in the “Did You Know?” section. Divide the class into two groups and have them debate the statement: Disagreements are the same as arguments. Give students time to discuss and establish their position and then have the two groups debate the issue. When they are finished, encourage students to discuss what techniques they used to express their opinions without getting angry and resorting to arguing.
pp. 30–31	Language Arts/ Guidance and Career Education (I/G)	Have students write a journal entry about how a Peacemaker might resolve a situation. Ask students to think of a situation that might result in an argument, using the ones presented in the quiz as a starting point. Have them write out steps on how they would make sure they understood both sides of the issues and then brainstorm a list of possible solutions that would work for everyone involved. Encourage students to use this entry as a reference when they find themselves in conflict situations.

Authority:

Deal with it before it deals with you

Each of us would like to be in control of our own destiny. Imagine growing up without hassles: being able to make our own choices and decide for ourselves what to wear, when to go to bed, and how long to talk on the telephone. Reality sets in when we realize that there will always be someone to whom we need to answer — our parents, our teachers, our employers, etc. ***Authority: Deal with it before it deals with you*** was created to give students suggestions on how to deal with authority figures and the responsibility of being in a position of authority.

In this resource guide, teachers are given valuable discussion topics and activities to help students as they read ***Authority: Deal with it before it deals with you***. This topic is particularly important to young adults as they begin to question authority and their position in society. While developing a strong sense of self is essential to teenagers' healthy development, it is also important that they realize that authority figures are there to guide them and watch out for their best interests. This guide was created to help generate classroom discussion and give students the chance to explore different aspects of authority. It will also help them learn to respect authority when it is used in a positive way and question those that abuse their power.



Before You Begin

Here are some tips and suggestions to help you plan your unit on conflicts with authority figures:

- Gather as much material as you can about feeling safe and helping individuals who are experiencing difficulties interacting with authority figures, including ***Authority: Deal with it before it deals with you***. (See More Help on page 32 of ***Authority*** for a listing of materials.)
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Decide on the amount of time that you plan to spend on this theme.
- Note that this book includes some examples of real-life situations that deal with sexuality and abuse that may not be appropriate for younger students. It is important that teachers preview the book to select material and content that is appropriate for their students' maturity levels. You may wish to include the school counsellor or nurse in your class discussion to address students' concerns and feelings and discuss resources in their community.

Authority 101

Highlights

- Authority figures have the power to make choices and decisions for you. They have the authority to set limits and enforce punishments when you break the rules.
- People in authority help to make your home, school, and community safe and fair. They include:
 - ☛ parents, grandparents, friends' parents, older siblings
 - ☛ doctors, religious or community leaders
 - ☛ police officers, bus drivers, crossing guards
 - ☛ coaches, captains
- Someone might be given authority because he or she is responsible, trustworthy, or experienced.
- It is important to distinguish between authority and power. People obey authority out of respect; they obey power out of fear.



Discussion Questions

- What do you think the word “authority” means? Who are some authority figures in your life?
- How do they help make your home, school, or community safe and fair?
- Why do you think we need laws or rules? Why do we need people to help enforce laws and rules?
- Do you have older siblings that have authority over you? Do you have authority over younger siblings? How does it feel to be told what to do by someone who is close to your age? How does it feel to be responsible for someone younger than you?
- What do you think might make a person who has control over you take advantage of his or her authority? How would it make you feel if people in authority were abusing their power? What might you do to help the situation in a positive way?
- Have you ever had a disagreement with someone in a position of authority? How did you deal with it? Who can you go to for help if the problem becomes too big?
- Have you or someone you know ever broken a rule and had to answer to an authority figure for it? How did you handle it? If you were in the same situation again, would you handle it differently?
- Think about the phrase “rules are made to be broken.” Do you agree or disagree with this statement? Explain your thinking.

Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Guidance and Career Education (G)	Have students work in groups to brainstorm a list of authority figures in their community. Record their lists on a T-chart. For each authority figure, list ways in which this person helps make the community safe and fair.
pp. 2–5	Social Responsibility/ Language Arts (I)	Have students select an authority figure and write a journal entry from his or her perspective. Encourage students to think about what this person does each day to look out for their best interests and how he or she uses authority in a positive way. Ask volunteers to share their entries and discuss how each authority figure might enforce the rules so that people respect his or her power.
pp. 6–7	Language Arts (G)	As a class, brainstorm attributes of people in authority (e.g., responsible, trustworthy, etc.). Have students select a descriptive adjective and create an acrostic poem that explains why that individual is an authority figure.
pp. 6–7	Language Arts/ Guidance and Career Education (I)	Have students select one of the comic strips and write a letter to the person in authority stating whether or not they agree with how he or she handled the situation. They should include reasons why they agree or disagree with how the person enforced his or her authority and to suggest ways to deal with the situation in a positive way.
pp. 8–9	Language Arts/ Social Studies/ Canada and World Studies (I/G)	Ask students to think about the terms “authority” and “power”. Have them work in small groups to take the quiz and then brainstorm ways that each situation might be resolved in a positive way. As an extension, have students think about what might happen if someone in a position of authority abused his or her power. Encourage them to research to find examples from Canada and around the world and present their findings to the class.
pp. 8–9	Health and Physical Education/ Guidance and Career Education (G)	Have students work in teams to complete a task, such as an obstacle course, where several people are blindfolded and the one person who can see gives directions. Afterwards, hold a class discussion about what it was like to give up their power and trust someone in authority. Encourage them to think about how this experience might help them deal with authority figures in a positive way.
pp. 10–11	The Arts (visual) (G)	In small groups, students develop a board game based on real-life situations involving authority figures. When they are finished, have them play their games as a class.
pp. 12–13	The Arts (visual)/ Social Studies (G)	Have students work in groups to review and discuss the myths. Have them choose one myth and create a poster that gives examples of how it is untrue and what might be the consequences of believing it.

The Rebel

Highlights

- The Rebel is the person who stands up to and challenges authority figures. Being a Rebel does not necessarily mean you are bad, but problems with authority could get out of control if being rebellious risks the safety of others.
- The Rebel might challenge authority because he or she:
 - ☛ has had a negative experience with someone in authority misusing their power
 - ☛ is looking for attention or concerned about something
 - ☛ has gotten away with being a smart-mouth or is following the example of another Rebel
- You can learn to deal with authority in a reasonable manner by:
 - ☛ exploring your feelings to find out why you act out against authority figures
 - ☛ being honest with yourself and acknowledging inappropriate behaviour
 - ☛ examining the consequences of fighting people in authority
 - ☛ using your voice wisely by choosing to stand up for just causes
 - ☛ thinking before you act and keeping your cool

Discussion Questions

- What are some reasons why people might be Rebels? What are some possible consequences for demonstrating a lack of respect for someone in authority?
- Have you ever rebelled against an authority figure? How did it make you feel? What were the consequences?
- Have you ever been accused of something that you did not do, but the person in power did not want to hear your side of the story? How did that make you feel? How did you handle the situation?
- Imagine that your coach always plays the same people. How might you respectfully convince your coach that you and others should get to play?
- Have you ever seen someone rebel against an authority figure? How did it make you feel? How did the authority figure react?
- Is there a Rebel in your class or school? How does he or she rebel? Do you respect him or her? Why or why not?
- If you see a police car at your school, do you assume that something bad has happened? Explain your thinking.



Teaching Activities

I = Individual

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Section	Subject Area	Activities
pp. 14–15	The Arts (music)/ Guidance and Career Education (G)	As a class, brainstorm situations in which students acted as Rebels. Have them work in small groups to create a rap song or poem about how they felt when they were rebellious. Encourage volunteers to share their rap or poem with the class and discuss how they dealt with their feelings.
pp. 14–15	Media Literacy (I)	Have students think about TV shows or movies they have seen that feature Rebels. In small groups, have them compare and contrast how the characters in authority and the Rebels are portrayed. Have them present their findings and discuss as a class why the Rebel is a popular character in the media.
pp. 16–17	Media Literacy/ Guidance and Career Education (G)	Have students work in small groups to select a Rebel character from TV or a movie and role-play him or her taking the quiz. Encourage students to think about how their character behaves and why he or she reacts to authority in this way. When they are finished, ask them to think about what techniques were used to make their character appear as the Rebel and how this helps the story develop. Have them present their findings to the class.
pp. 16–17	Canada and World Studies (I)	Have students research to find out about a Rebel with a cause. Encourage them to think about people from Canada and around the world who stood up to authority in order to improve the lives of others. You may wish to give them examples, such as Nellie McClung, Harriet Tubman, and Laura Secord. Have students present their findings to the class.
pp. 18–19	Media Literacy/ Social Responsibility (I)	Have students create a public service announcement (PSA) to show younger students how appropriate behaviour will get them farther than negative behaviour. Ask them to create a script or storyboard for their PSA, including what the characters will say, camera position, lighting, music, and sound effects. (You may wish to have them review the Concerned Children’s Advertisers PSAs on their website for ideas.) As an extension, students may create their PSAs and present them to younger students.
pp. 18–19	Guidance and Career Education (I)	Have students use the sentence starter, “One thing I learned about dealing with my emotions is ...”, to write a journal entry. Upon completion, students may share and discuss their ideas in small groups.

The Co-operator

Highlights

- The Co-operator is someone who always obeys the rules and does what others expect him or her to do.
- Being the Co-operator can become problematic if you are holding back your own thoughts and feelings to avoid confrontations, or you are imposing what you want on others because you are following the rules.
- You can be a better Co-operator by:
 - ☛ using your voice to challenge authority figures (in a polite way) when you feel they are being unjust
 - ☛ examining your feelings about people in authority to better understand your reactions
 - ☛ building your self-esteem so you do not feel like a push-over or need to be in control of other people
 - ☛ being a good leader by showing respect in order to gain respect from others
 - ☛ learning from authority figures to find out how to be a good leader

Discussion Questions

- Which one of these three roles (the pushover, the future leader, and the tyrant-in-training) could you fill that might make you feel good about yourself? Explain your thinking.
- Why do you think someone might be a “pushover”? How might people react to a pushover? How could pushovers change their behaviour in a positive way?
- Why do you think someone might be a “tyrant-in-training”? How do people react to tyrants? How could tyrants-in-training change their behaviour to become better Co-operators?
- Imagine being in a situation where someone in authority says something inappropriate about one of your family members. How would this make you feel? How might you handle this situation without making the other person angry?
- Have you or has someone you know ever been in a situation where you felt pressured by an authority figure to do something you were not comfortable with? How did you feel? How did you handle the situation? What were the results?
- Who could you turn to if you were in an uncomfortable situation with an authority figure? Brainstorm a list of people who might help you.
- How do you think the media — television, Internet, advertisements, music videos, etc. — affect how we view people in authority, such as policemen, principals, and parents? How do the media influence the way you react to people who are in authority?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 20–21	Language Arts/ The Arts (visual)/ Guidance and Career Education (I)	Have students think about a time when they were upset with an authority figure. Ask them to draw or write a dialogue to represent the situation. Encourage them to think about how both people might have felt and to include that in their illustration or dialogue. Ask volunteers to present their drawings or dialogues to the class and discuss the emotions that the people in the situation might have felt.
pp. 22–23	The Arts (drama)/ Health and Physical Education (G)	Have students take the quiz and think about the three responses to authority. Ask them to think about how they would look if they were pushovers, future leaders, and tyrants-in-training. Have students mime each of these reactions as a class. Encourage them to use levels (e.g., standing, lying down, etc.), facial expressions, and body language to demonstrate the three responses. Ask them to observe what other students are doing and discuss why they portrayed the responses in this way.
pp. 22–23	Language Arts (G)	In small groups, read the situations in the quiz and list adjectives that best describe the characters and the situations. Compile a complete list with the entire class and post the adjectives for future use in writing activities.
pp. 24–25	Canada and World Studies/ Social Studies (G)	Ask students to think about what it means to be a good citizen. Have them work in small groups to brainstorm a list of responsibilities that they have as good citizens. Encourage them to think about how they co-operate with people in authority in order to keep their school and community a safe and fair place. When they are finished, have them share their ideas with the class and record them on a chart or poster that can be displayed in the classroom and added to as the theme develops.
pp. 24–25	Media Literacy/ Language Arts (I)	Have students think about a Co-operator character from a TV show, movie, or comic book. Ask them to decide if their character is a pushover, future leader, or tyrant-in-training and to give examples to explain their thinking. Have students review the tips on how to be a better Co-operator. Then ask them to write a persuasive letter to their character, explaining how he or she might use these tips to deal with authority in a more positive way. Ask volunteers to share their letters with the class and discuss.

The Witness

Highlights

- The Witness is the person who sees someone rebelling against authority or an authority figure abusing his or her power.
- The Witness can get involved and help the situation by:
 - ☛ learning more about authority and speaking up in an appropriate manner to help diffuse the situation
 - ☛ finding out about choices and being decisive
 - ☛ not following bad examples or encouraging smart-mouths
 - ☛ setting a good example and being community minded
 - ☛ getting help and talking to a trusted adult

Discussion Questions

- Is it ever right to stand up to authority figures? How could you support someone who is being mistreated by an authority figure? How could you help a friend who challenges anyone who tries to exert authority over him or her?
- Have you ever witnessed someone being pressured by someone in authority or someone rebelling against authority in a destructive way? What was the situation? How did it make you feel? Did you get involved?
- What might you do if you witness a situation in which someone is taking advantage of their authority? Explain your thinking.
- Imagine that your coach never praises anything you or your teammates do, but is quick to criticize any mistakes that you make. You dread going to practice. What are some steps you might take to help rectify the situation? How could you deal with the situation in a positive way to make it better for everyone involved?
- Imagine that your best friend has suddenly started behaving differently when you are with a group of people. She always seems to want her own way and throws a tantrum when she does not get what she wants. What might you do to help your friend?
- Do you prefer individual activities or team activities? Do prefer to lead or follow? Explain your thinking.



Teaching Activities

I = Individual

P = Pair

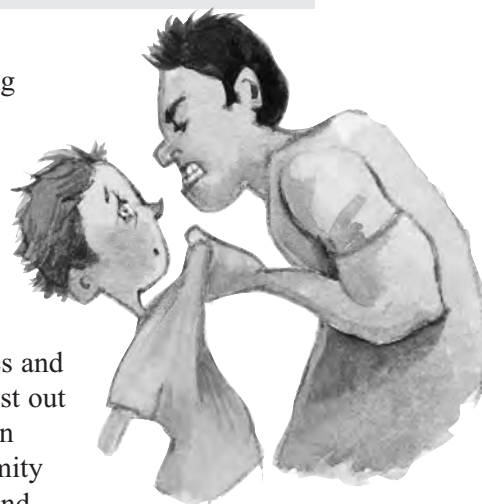
G = Group

Section	Subject Area	Activities
pp. 26–27	Guidance and Career Education/ The Arts (visual) (I)	Have students brainstorm a list of situations in which authority figures might abuse their power. Ask them to think of support services that are available to them in these situations and how they can access those services. Encourage them to research to find out more information and create a poster or brochure to encourage others to get help if they need it.
pp. 30–31	Language Arts (G)	Using “Did You Know...?” as sentence starters, have students create a big book of facts about dealing with people in authority. Have them share this book with younger students in their school.
pp. 28–31	Health and Physical Education (I)	Have students review the situations in the quiz and identify ones that are potentially dangerous to their personal safety. Ask them to suggest ways that the people involved might calm down and diffuse the situation before it escalates. Have them share their ideas with the class.
pp. 28–31	Guidance and Career Education (P)	Have students work in pairs to choose one scenario from the quiz. Ask one student to be the “Guidance Counsellor” and the other to be one of the people in the scenario. Have them talk about the situation, discuss possible solutions, and come up with a strategy for dealing with the scenario in a positive way. Have pairs share their ideas with the class.
pp. 28–31	Media Literacy/ Guidance and Career Education (I/G)	Ask students to prepare a five-slide PowerPoint® presentation on ways in which they can deal with authority figures in a positive way. Encourage them to use the strategies presented in the book. Have students present their slideshows to the class and discuss them as a group.
pp. 28–31	The Arts (drama) (G)	Have students work in groups of three to dramatize an interview of a person in authority and someone who answers to him or her. One student plays the reporter, one plays the authority figure, and the third student plays the person under his or her authority. Assign different situations from the quiz to different trios. Have students script the interview, including questions, responses, and the reporter’s suggestions on how to resolve the situation. Have students present their interviews to the class and discuss other ways to resolve the situation in a positive way.

Bullying: Deal with it before push comes to shove

Almost everyone has felt bullied at one point in his or her life. Bullying is when someone purposely seeks to scare or hurt another person. Bullying tends to occur repeatedly. It can have negative, long-lasting effects on the person who is bullied, as well as those around the bully and the victim. ***Bullying: Deal with it before push comes to shove*** was created to give students suggestions on how to handle diverse situations in which they may experience bullying directly (i.e., being bullied themselves) or indirectly (i.e., seeing others being bullied).

In this resource guide, teachers are given valuable discussion topics and activities to help students as they read ***Bullying***. In order to get the most out of your class discussions and activities, it is important to create an open atmosphere and a positive classroom community. Building trust and amity within the classroom, by allowing students to openly voice questions and concerns about everyday issues, will create an atmosphere of support and understanding. It is within this context that rich discussions can unfold and help students identify their values and strengths. In turn, this confidence in their own beliefs will empower them to make conscious, responsible decisions.



Before You Begin

Here are some tips and suggestions to help you plan your bullying unit:

- Gather as much material as you can about bullying, including ***Bullying: Deal with it before push comes to shove***. (See More Help on page 32 of ***Bullying*** for a listing of materials.)
- Consider using ***Cyberbullying: Deal with it and ctrl alt delete it*** in conjunction with this unit, or as a follow-up to this unit.
- Speak to your principal about implementing a whole-school bullying initiative to help all students recognize incidents of bullying and take steps to prevent it.
- Prepare a classroom bulletin board to display posters, pictures, words, and, as the theme develops, your students' work.
- Determine the amount of teaching time you will spend on the bullying unit and integrate the activities into various subject areas to help maximize teaching time.
- Include videos to help stimulate conversations by giving students something objective to discuss, rather than asking them to share personal experiences. Preview videos to ensure that the content is appropriate for your students' age and maturity level.
- You may wish to inform parents that you will be discussing the topic of bullying in the classroom. Encourage them to follow-up with discussion at home to ensure that students feel safe and confident to talk to them about situations they witness or are involved in.
- Note that ***Bullying: Deal with it before push comes to shove*** includes a variety of sensitive issues and situations (e.g., physical, sexual, emotional, and racial bullying) that are important to address, but may not be appropriate for all grade levels. It is important that teachers preview the book to select material and content that is appropriate for their student's maturity level.

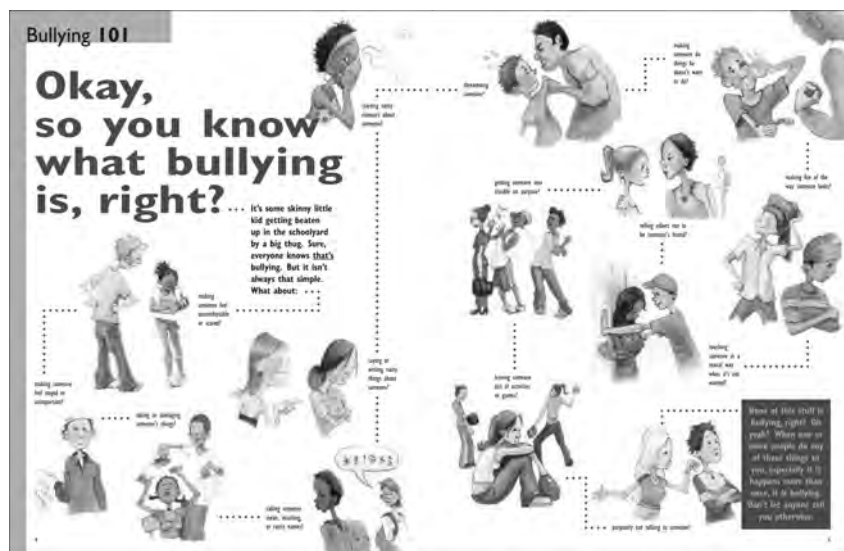
Bullying 101

Highlights

- Bullying is when someone frightens or hurts another person deliberately (on purpose) and repeatedly (again and again).
- The three basic types of bullying are:
 - ☛ physical
 - ☛ verbal
 - ☛ emotional
- Bullying may be:
 - ☛ direct (e.g., physical contact, teasing, taking items from the victim)
 - ☛ indirect (e.g., gossiping, leaving people out of social settings, using derogatory comments about races, religions, gender, sexual orientation)

Discussion Questions

- What does bullying look like? What words or actions might you see when bullying is happening?
- Have you ever seen someone being bullied? Have you ever seen a bullying act on a television show? Who was being bullied? Who was the bully?
- What happens to people who are bullied? How do you think a bullied person feels?
- How would you describe a bully? Can we tell who is a bully just by looking at him or her? (NOTE: Discussions should lead to the idea that bullies are not always physically bigger or stronger than their victims. Rather, a bully can be anyone who uses his or her power to make someone else feel inferior.)
- What is the difference between bullying and teasing? How do you feel when someone teases you?
- Does bullying happen in your school? What types of bullying happen in your school? Where does bullying take place in your school or in your community?
- Do you think that bullying is accepted in our society? What role should parents and peers play in bullying situations?
- How do the media (television, the Internet, music videos, commercials) play a role in bullying? Do you think it encourages or discourages bullying acts? Why?



Teaching Activities

I = Individual

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Section	Subject Area	Activities
pp. 2–5	Social Studies/ Language Arts/ Mathematics (G)	Have students work in groups to brainstorm examples of bullying. Ask them to create a Venn diagram to sort their examples into direct and/or indirect forms of bullying, and to indicate which type of bullying (e.g., physical, social, emotional, etc.) their examples represent. Encourage students to display and explain their charts to the class.
pp. 2–5	Social Responsibility/ Language Arts (G)	Have students work in small groups to think about situations in which people might be bullied at school. Have them brainstorm ideas on how they might deal with each of the situations in a positive way. After students have shared their ideas, ask each group to write a contract for acceptable behavior. Bring groups together and invite them to share their ideas to create a class contract for acceptable behaviour.
pp. 4–5	The Arts (drama) (G)	Students work in small groups to create tableaus illustrating the different forms that bullying might take. Encourage students to think about how they can convey the emotion of each situation using their body language, facial expressions, and simple props. During each tableau, invite students in the audience to identify the type of bullying taking place and how they think each person in the tableau might feel during the scene.
pp. 6–7	Language Arts (I)	Have students choose one of the comic strips. Ask them to write a persuasive letter to the school principal, convincing him or her to take action on bullying. In their letters, students should explain the situation and suggest solutions on how to prevent this form of bullying from taking place.
pp. 8–9	Language Arts (G)	Divide students into groups of two or three. Give each group one of the quiz scenarios. As a group, students read the scenario, decide whether or not it is an example of bullying, and why they think so. Have each group present their scenario and decision to the class, encouraging other groups to discuss their presentation.
pp. 10–11	Language Arts/ Media Literacy (I)	Have students create a “Dear Bully Counsellor” message board in the classroom. Ask each student to anonymously write to the Bully Counsellor, asking for advice on a situation (either real or imagined). Have them post their messages on the board. Students then choose a message (not their own) from the board and write a response to it, indicating why the bullying behaviour is inappropriate and some advice on how to deal with the situation.
pp. 12–13	Media Literacy/ The Arts (visual) (I)	Ask students to look for images that depict different forms of bullying. Have them use these images to create posters that encourage people to take a stand against bullying. Encourage students to include a slogan to help get their message across (e.g., Just Say No To Bullying). Display posters around your classroom and/or school.

The Target

Highlights

- The Bully may pick their Target for any number of reasons. They often choose someone who is:
 - ☛ really nice, because they are easier to pick on or scare
 - ☛ perceived to be different in some way (e.g., smaller, heavier, weaker, younger, less assertive, has a physical or learning disability, or is of a different race, nationality, religion, sexual orientation)
- Targets should remember that there is nothing wrong with them — it is the bullies who may feel bad about themselves or angry about something. Bullies look for someone to pick on to make themselves feel better.
- Targets can help themselves by:
 - ☛ being assertive when they speak with a bully
 - ☛ seeking assistance from a parent, teacher, or trustworthy adult
 - ☛ staying with friends (there is safety in numbers)
 - ☛ not trying to solve the situation on their own
 - ☛ not blaming themselves

Discussion Questions

- Have you ever been in situations where you felt bullied? What did you do? What steps did you take to help yourself?
- Who are the people in your school and/or community that you can ask for help if you are feeling bullied?
- Think about the different ways you can respond to a bully — passively, assertively, or aggressively. What is positive about each response? In which situations might these responses work best? Are there times when these responses might not be appropriate?
- Research indicates that Targets often report low self-esteem. Why do you think Targets might feel badly about themselves? What are some ways in which a Target might develop better self-esteem?
- “Bullying is just a normal, unavoidable part of life. Being bullied builds character.” Do you agree or disagree with this statement? Explain your thinking. Why do you think someone might say this?
- Is there anything that peers can do to help in bullying situations?
- How do you think schools might help those who are targeted by bullies? What does your school do well to combat bullying? What other strategies would you like to see your school put in place?



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Section	Subject Area	Activities
pp. 14–15	Social Studies (G)	NOTE: This activity requires some prep work. Generate a list of five to ten examples of bullying in the form of “Cross the line if...” statements (e.g., “Cross the line if you have ever been made fun of for wearing glasses.” Or, “Cross the line if you or someone you know has ever been pushed or shoved on purpose.”). To begin the activity, put a piece of masking tape along the floor. Have students stand in a straight line, side-by-side, with feet touching the line. Tell students that this is a silent activity. Read off the “Cross the line if...” statements one at a time. Students step over the line if the statement applies to them. Continue reading statements until most or all of the students have stepped over the line. Ask students to return to their seats and discuss the activity. Encourage them to think about how many of the examples applied to them and how bullying affects everyone.
pp. 16–17	Language Arts (I)	Have students draw a chart with the headings “Passive,” “Assertive,” and “Aggressive” down the left side and “Definition,” “Examples,” “Pros,” and “Cons” along the top. Ask them to fill out the chart. When they are finished, encourage students to share and discuss their charts with other classmates.
pp. 16–17	Language Arts (P/G)	Divide students into pairs or small groups. Give each group one of the scenarios from the quiz and ask them to discuss how they would respond to the situation (e.g., passively, assertively, and aggressively) and why. When they are finished, have two groups share their scenarios and discussions.
pp. 18–19	Language Arts (I)	Write the following sentence starters on the board: <ul style="list-style-type: none"> • I have experienced bullying when... • The bully made me feel... • Places in my school/community where I feel safe... • Places in my school/community where I don’t feel safe... • If I were bullied, some of the strategies I would use are... Have students use these sentence starters to write a journal entry about being the Target.
pp. 18–19	Science/Health and Physical Education/The Arts (visual) (I)	Ask students to review the “Did You Know?” section. Have them research to find out more about these facts and how people can help prevent health problems by dealing with negative feelings in a positive way. Have students use their findings to create a poster, brochure, or slideshow to give other students tips on how to manage their feelings and avoid health problems.
pp. 18–19	Health and Physical Education/ Language Arts (G)	Divide the class into groups of boys and girls. You may wish to have the groups work in different areas of the classroom to give students a more comfortable climate in which to share their ideas and experiences. Lead focus-group discussions on the topic of “sexual bullying.” You may choose to begin the discussion with a topic statement, such as: “It is normal for boys to tease girls when girls dress provocatively.”

The Bully

Highlights

- The bully is someone who:
 - ☛ may have been bullied
 - ☛ may not be able to deal well with feelings of anger, sadness, etc.
 - ☛ may have poor self-esteem and want others to feel the same way
 - ☛ may like to show off and get attention from audiences
- Engaging in bullying behaviours as a young person may lead to problems as an adult, such as crime, drug/alcohol abuse, spousal and/or child abuse, and trouble in jobs and relationships.
- Bullies can change their behaviours by:
 - ☛ talking about their own issues and feelings
 - ☛ learning strategies to deal with anger and frustration in appropriate ways
 - ☛ walking away from situations in which they feel challenged
 - ☛ asking for help to change behaviours
 - ☛ joining positive social groups
 - ☛ apologizing to Targets and demonstrating new respect
 - ☛ praising themselves for good choices

Discussion Questions

- Describe a time when you said or did something that hurt another person. Did you do this on purpose? Why? How did you feel about the situation?
- Have you ever been involved in a situation when a group of your friends was picking on, making inappropriate comments about, or isolating another person? Why did your group decide to do that? How did it make you feel?
- Are there times when it is okay to pick on another person? When or why?
- Do you find it hard to control your temper sometimes? What do you do when someone makes you angry or hurts you?
- Who are the people in your school and/or community that you can ask for help if you are feeling angry or frustrated?
- Do you think that boys and girls experience the same types of bullying? How might male and female bullies act differently towards their Targets?
- What does your school do to help bullies modify their behaviours? How might bullies go about changing their behaviours in your school and/or community? What information is available to help bullies make changes to their own behaviours? Who can help?



Teaching Activities

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Section	Subject Area	Activities
pp. 20–21	The Arts (visual) (I)	<p>Have students create a collage coat of arms for themselves using a variety of materials. Their coat of arms should have four sections, each representing different aspects of their personalities. Encourage students to think about the following as they create their crests:</p> <ul style="list-style-type: none"> • Things I am interested in and/or do well • Things I admire about others • Things I would like to be better at • Words I would like people to use to describe me <p>When they are finished, have students present them to the class and discuss how being more self-aware and taking pride in yourself could help prevent you from becoming the Target.</p>
pp. 20–21	Media Literacy (G)	<p>Have students work in small groups to create a magazine ad for bullying-prevention services that Dr. Shrink-Wrapped might offer to bullies seeking to change their behaviours. Encourage them to think about their target audience and how they might appeal to them.</p>
pp. 22–23	Guidance and Career Education (I)	<p>Have students work independently to complete the quiz. When they are finished, ask them to reflect on the number of statements they identified as true, and to look back over the quiz to see if there is a pattern. Have students write a journal entry about the quiz. Encourage them to think about whether or not they were surprised by some of their answers and how they feel about their score. Ask students to identify a behaviour or attitude they wish to change and describe a strategy they could use to help modify it.</p>
pp. 22–23	Media Literacy (G)	<p>Have students search through teen magazines or websites to find photos and/or advertisements that depict different forms of bullying. Students then repeat the search process, seeking pictures that depict anti-bullying behaviours (e.g., people working side-by-side; positive body language, etc.). Have students work together to create two collages — one depicting negative images of bullying and the other showing images of how to stop or prevent bullying. Display the two collages side-by-side in the classroom.</p>
pp. 24–25	Mathematics (I)	<p>Ask students to look at the survey results across the bottom of the page. Have students create their own survey about bullying in their school. Encourage them to review all the information on pp. 20–25 to help them come up with survey questions. They should poll their classmates as well as other classrooms and grades (if possible). When they have gathered their data, ask students to graph their results and present them to the class.</p>
pp. 24–25	The Arts (drama/music) (I)	<p>Have students review the “Do’s and Don’ts” on p. 25. Ask them to write a short poem or rap that helps illustrate how a bully can make better choices about his or her own behaviours. Students could perform their pieces for the class or younger students in the school.</p>

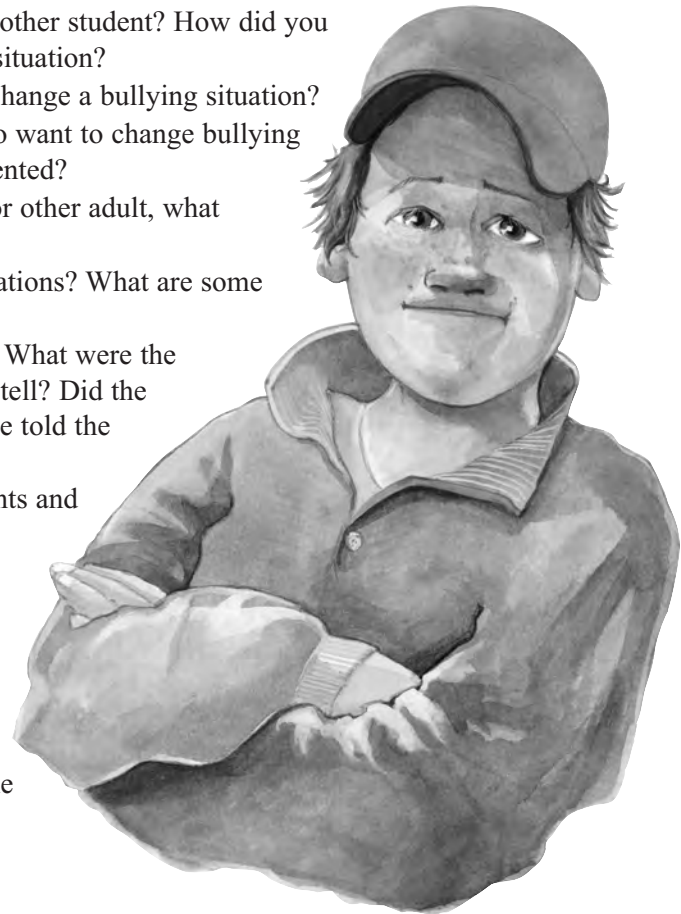
The Witness

Highlights

- Witnesses (also known as bystanders) play an important role in bullying situations. Many Witnesses do not speak up or take action because they:
 - ☛ fear losing friends
 - ☛ may be seen as an informer
 - ☛ fear becoming the bully's next Target
 - ☛ may admire or respect the Bully
 - ☛ may use the Bully as protection and join in on the behaviours
- Witnesses can make a big difference for Targets by:
 - ☛ seeking help from a trustworthy adult on behalf of the victim
 - ☛ setting a good example by treating others with respect
 - ☛ speaking up against bullying
 - ☛ asking the Target what they can do to help him or her
 - ☛ offering the Target support and friendship
 - ☛ discouraging the Bully's actions (e.g., don't take the Bully's side, tell the Bully to stop what he/she is doing) and refusing to hang out with the Bully

Discussion Questions

- Have you ever witnessed someone being bullied by another student? How did you feel during the situation? What did you do during the situation?
- What are some strategies that a Witness might use to change a bullying situation?
- What can you do in your school to help Witnesses who want to change bullying situations? What strategies or ideas should be implemented?
- If you thought a friend was being bullied by a parent or other adult, what might you do to help your friend?
- Should Witnesses always get involved in bullying situations? What are some different ways that a Witness can help the Target?
- Have you every watched a news story about bullying? What were the reporter's feelings about the incident? How could you tell? Did the story tell if the situation was resolved? Would you have told the story differently?
- Recently, people have posted videos of schoolyard fights and other bullying incidents on the Internet. Do you think they should be allowed to post these types of videos? Why or why not? How might people react to seeing these videos? Do you think that this might encourage bullying behaviours?
- Have you ever watched a scene in a movie or on a television show that showed bullying and wished that the characters had made different choices? Describe the situation and what would you have done differently.



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Media Literacy/ The Arts (visual)/ Social Responsibility (I)	Ask students to review the “Do’s and Don’ts” on p. 27. Have them create a poster that compares and contrasts the Do’s and Don’ts of being a proactive Witness. Students may choose one Do and one Don’t to illustrate in side-by-side scenes, or they may create a collection of small scenes.
pp. 26–27	Media Literacy (G)	Encourage students to examine newspapers or the Internet for articles about bullying incidents that involve witnesses. Ask them to think about the roles of the Bully, the Target, and the Witness in the events. Have students work in groups to discuss the Witnesses’ choice and what they might have done differently. When they are finished, groups can present their findings to the class.
pp. 28–31	The Arts (drama) (G)	Have students work in small groups to role-play characters in the scenarios described in the quiz. Encourage students to demonstrate one or two ways that the situation could be handled by a Witness as the answers suggest. Students may perform their plays for the class or for younger students.
pp. 28–31	Mathematics (G)	Have students work in small groups to create a survey to find out the types of bullying incidents and where they occur in their school. Ask students to graph the data and use their findings to suggest ways they might make their school safer for students.
pp. 28–31	Language Arts/ The Arts (drama) (I)	Have students choose one of the scenarios in the quiz and write a monologue from the perspective of one of the characters — the Bully, the Target, or the Witness. Students may share their monologues orally in short presentations.

Competition:

Deal with it from start to finish

It is natural for people to be competitive. Each day, students compete in a variety of ways: when they play sports or try to get good grades; when they vie for attention in class, at home, and in social circles; and even when they strive to stay ahead of the latest electronic or fashion trends. Teachers should be sensitive to how they treat competition in the classroom because it can have a direct influence on how students initiate and respond to competition in their own lives.

Competition: Deal with it from start to finish presents students with a variety of real-life situations that can trigger a person's competitive instincts, and gives them tools to make them more aware of their personal reactions and to help them deal with competition in a positive way. The resource guide is designed to facilitate discussions based on your students' personal experiences, enabling them to grow and to develop skills that will help them identify their personal competition style and any hurdles they may need to overcome.



Before You Begin

As you plan this unit, consider the following suggestions:

- Gather together a collection of age-appropriate materials to supplement your unit and provide a variety of points of view on the topic. In addition to ***Competition: Deal with it from start to finish*** (See More Help on p. 32 of ***Competition*** for a listing of materials), try to include any relevant materials that the class is already familiar with, such as books they are reading in Language Arts.
- You may wish to send a letter home, outlining your program to parents and encouraging them to follow-up with their children to reinforce what they learn in this unit.
- Review your school's Character Education program to see if you can connect your lesson plans to the program.
- Share your lesson plans with other staff and community members to see if they have suggestions or are aware of situations that you can integrate into your discussions. You may wish to invite a guest speaker to address your class.
- Consider how you might integrate this topic into other subject areas and current class projects.
- Be aware that this book deals with subject matter that may not be appropriate for all students, including steroid use, and sexual and dangerous competition. Teachers should review all the material before presenting it to their students. You may wish to create a "Word Wall" or glossary for junior grades to help them understand the materials being presented.

Competition 101

Highlights

- Competition is when people or groups try to perform better than anyone else at a specified task.
- Everyone feels the pressure of competition from time to time. Some of us feel pressure when we play sports, some in academic situations, and some in social situations.
- Competition may inspire a mix of anticipation and fear that can cause physical symptoms such as a rush or discomfort. Learning how to deal with these feelings and channelling them into a healthy response will help us deal with competition without letting it dictate how we do things and interact with others.
- Competition occurs in the classroom and social situations, and during sports and recreational activities.
- Competition can result in cooperation, having fun, sportsmanship, improving your skills and celebrating success. These are healthy responses that make us feel good.
- It may also result in cheating, anxiety, bragging, engaging in dangerous/reckless activities and behaviours, selfishness, bullying, and aggression. These are unhealthy responses that can negatively affect us emotionally and physically.

Discussion Questions

- Competition means something different to each of us. What does it mean to you? Do you think it is a negative or a positive thing? Explain your thinking.
- How does competing make you feel? Has competition made you feel better about yourself? Has it ever made you feel badly about yourself?
- Have your ideas about competition changed as you've gotten older? Do you think you handle competition better than you used to or do you think it's gotten harder because you are competing for more important things now?
- Have you heard the phrase "healthy competition"? What do you think might make competition healthy or unhealthy? Have you ever been involved in an unhealthy competition? What feelings do you associate with unhealthy and healthy competition? What are some of the possible outcomes of both types of competition?
- Have you ever encountered the types of situations shown in the comic strips on pp. 6–7? Do you recognize these behaviours in yourself or other people? How do you feel when you are around people who have these reactions to competition?
- What other myths about competition can you think of in addition to those on pp. 12–13? Where do you think these myths come from? Is there any truth in them? Explain your thinking.
- Who do you think puts the most pressure on people to compete and succeed: parents, friends, teachers, or yourself? Why do you think someone might pressure another person to succeed? How does it feel to be pressured to compete?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts/ Guidance and Career Education (I/G)	Have students brainstorm a list of competitive situations that they might encounter on a daily basis and post it on the wall for everyone to see. Ask them to keep a journal for one week, noting how they react when they encounter these situations. Ask volunteers to share their findings and discuss them as a class. Encourage students to explore their feelings around competition by asking if they were surprised by how many situations came up and how they reacted.
pp. 2–5	Language Arts/ The Arts (visual) (P)	Have students work with a partner. Ask them to write positive and negative aspects of each of the following types of people: Loser, Cheater, Winner, and Teammate. Bring the class together to brainstorm a list of competitive situations, such as tests; sports, art, drama, or music tryouts; being the first to have the trendiest gadgets or clothes; and risky behaviour. With their partner, have students create their own comic strip about one of the four types of people in one of the suggested competition scenarios. Encourage students to make a clear connection between the character's attitude and behaviour and the result. Have students present their strips to the class, asking others to suggest positive ways to resolve the situation.
pp. 6–7	The Arts (visual) (I)	Have students create a collage to represent what “healthy” or “unhealthy” competition looks like. Students may choose to focus on one aspect or they can divide their paper in half and show healthy competition on one side and unhealthy competition on the other side. When students are finished, display the collages in the classroom and ask other students to describe what feelings the images inspire.
pp. 8–9	Language Arts (G)	Divide the class into groups and have them complete the quiz. Ask each group to come up with a list of Do's and Don'ts for dealing with competition in a positive way based on what they learned from answers given. Bring the groups together and create a class list of Do's and Don'ts for dealing with competition in a positive way.
pp. 10–11	Language Arts/ Guidance and Career Education (I)	Have students write an anonymous letter to “The Competition Counsellor” asking for advice about a situation involving competition. Put all the letters into a box and have students randomly draw one. Ask students to identify which personality they are dealing with (Competitor, Underdog, or Spectator) and review the tip sheets for that personality before preparing their answer. Letters and responses can be displayed on a class message board.
pp. 10–11	Mathematics/ Language Arts (G)	Have students work in pairs to create a survey to find out how their peers feel about competition. Questions might include: <ul style="list-style-type: none"> • Do you ever feel nervous before a test? • Do you feel pressure from other people to get good grades? • Do you feel pressure to buy the same toys or gadgets that your friends do? • Do you think that the point of competition is to win? Have students survey their classmates and then tally and graph their results. Ask them to present their findings to the class and discuss how they might encourage their peers to deal with competition in a positive way.

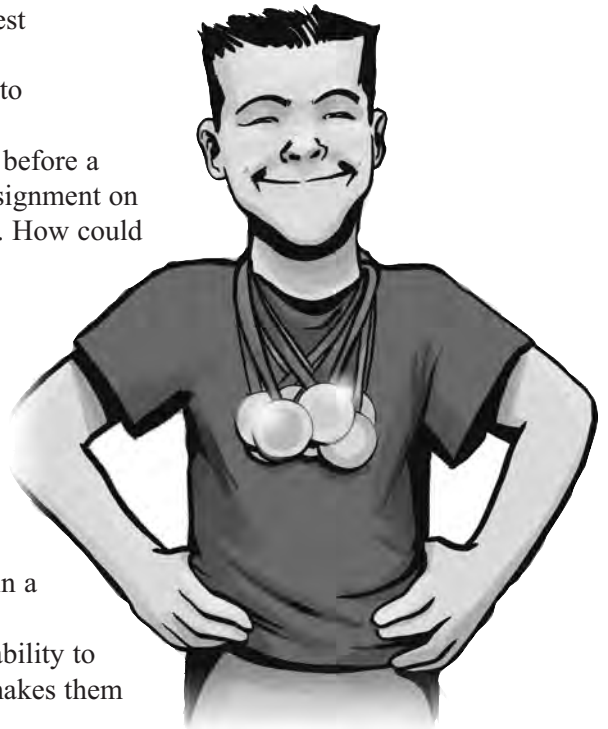
The Competitor

Highlights

- The Competitor is someone who loves the rush of winning and doesn't like to lose. To the Competitor, winning means everything.
- It's important to realize that, although winning is nice, you can learn valuable lessons from losing.
- You can prepare for and deal with competition in a positive, healthy way by
 - ☛ learning and practicing to win and lose gracefully: always shake hands and celebrate your efforts
 - ☛ learning from your mistakes
 - ☛ being humble about your success
 - ☛ playing and acting cooperatively by sharing responsibilities in a group task and trusting that everyone will contribute and try their best
 - ☛ always playing fair by respecting and following the rules
 - ☛ keeping a realistic perspective on the task or event
 - ☛ demonstrating a positive and enthusiastic attitude by focusing on cooperation, playing fair, and having fun

Discussion Questions

- Do you know anyone who has taken extreme measures to win? What makes you think that they took competition too far? How did the situation make you feel? How might you have dealt with the situation in a positive way?
- Can you think of examples of situations in which someone was a graceful loser? How did others react? How did it make you feel to see someone act this way?
- Imagine that you are assigned a group task and are placed in a group with a fellow student who is determined to get the best mark in the class. How would you deal with his or her competitive nature? Do you think this would motivate you to work harder? Explain your thinking.
- Imagine having an important family commitment the night before a homework assignment is due. You want to complete the assignment on time but, you'll be busy most of the night with your family. How could you balance your competing priorities? How might you deal with the tension that this situation causes?
- Have you ever known someone who cheated in order to win? How did it make you feel? What did you do? Would you change your actions the next time if you're placed in a similar position? Why or why not? Would it make a difference if the cheater were on your team and helped you to win? Explain your thinking.
- How do you handle the stress of competition? What tips would you give others to help them deal with competition in a positive way?
- Are there any athletes or role models you admire for their ability to keep a cool head during competition? What do you think makes them good competitors?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 14–15	Language Arts/ Guidance and Career Education (I)	Have students assume the role of a counsellor to write a response to “Confused About Competing” on how to deal with his parents’ attitude towards competition and winning. Encourage them to include information about the positive and negative effects of competition and tips on how to have a healthy attitude towards competition. Ask volunteers to share their letters with the class.
pp. 14–15	Language Arts/ Physical Education (G)	Have students work in groups of three or four. Ask them to think of games or sports that they play and what makes them competitive. Have students create a co-operative game by either modifying the rules of one they know or creating a new game. Ask students to write out the instructions for their game and present them to the class. Allow them to try playing one or two games and follow up by discussing the similarities and differences between competitive and co-operative games.
pp. 16–17	Language Arts/ Physical Education (G)	Divide the class into two groups. Ask one group to brainstorm a list of positive things that they could say or do to acknowledge a losing team’s efforts. Ask the other group to do the same for a winning team’s efforts. Have each group present their lists to the class. Ask students to try at least one suggestion from the lists the next time they are in a competitive situation and to report back to the class on the reaction they get from other players.
pp. 16–17	Guidance and Career Education (I)	Have students work through the quiz independently, recording their responses. Based on their answers, have students write a journal entry about their strengths and weaknesses when dealing with competition. As part of their entry, ask students to include three goals to help them improve their attitude and behaviour in competitive situations. Encourage students to refer to this list throughout the year to see if they are able to achieve their goals.
pp. 18–19	The Arts (visual) (I)	Ask students to choose one “Do” and one “Don’t” from the list on p. 19. Have them create a poster that encourages other students to be healthy competitors by following the “Do” and avoiding the “Don’t”. Have students present their posters and display them around the classroom.
pp. 18–19	Language Arts/ Social Studies (G)	Have students work in small groups to create a “Healthy Competitor Award” to honour people in their school or community who demonstrate good sportsmanship. Ask them to create a list of criteria for their award based on what they think it means to be a good sport and design a trophy that represents their award.

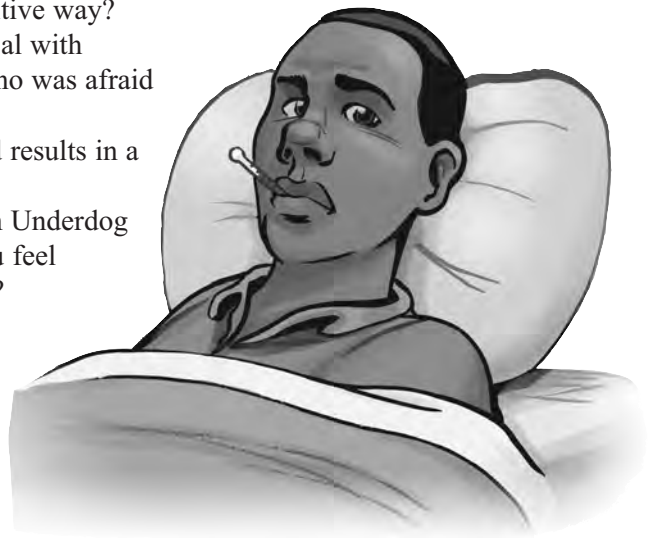
The Underdog

Highlights

- The Underdog is someone who would rather avoid than face competition.
- The Underdog may want the rush that the Competitor thrives on, but is afraid to take the risks that could get them there. This fear can affect him or her both mentally and physically and make him or her a master of avoidance.
- If you think you are an Underdog, you can try:
 - ☛ making small changes and taking on manageable challenges
 - ☛ asking someone to support you and remind you of your strengths
 - ☛ to understand that we can't be winners at everything and that we lose more by not trying at all
 - ☛ asking a friend to help you or try new activities with you
- You can learn to deal with competition in a positive way by
 - ☛ not pretending to be "too cool" for or ridiculing anything that someone else has worked hard to accomplish
 - ☛ having realistic goals that give you a good chance of succeeding
 - ☛ visualizing yourself doing well to help boost your confidence
 - ☛ keep your cool by studying or practising to be sure you are prepared
 - ☛ let a trusted friend or adult know if you are feeling overwhelmed

Discussion Questions

- Have you ever avoided trying something new because you were worried you wouldn't be able to do it as well as your peers? How did this make you feel? What might happen if you did try and you weren't as good as or you were better than your peers? Explain your thinking.
- How might you feel if your friends had the newest, coolest things and you didn't? What emotions would you associate with this situation? Why?
- Has anyone ever made you feel discouraged by not supporting you? What do you wish you could say to that person to make them understand how you feel?
- Have you ever used an excuse to avoid a challenge? How did you feel? How might you deal with the same situation in a more positive way?
- Has anyone ever given you good advice on how to deal with competition? What advice would you give a friend who was afraid of competition?
- How could being prepared affect your confidence and results in a competition?
- Have there been times when you thought you were an Underdog in a competition but came out a winner? How did you feel before the competition? How did you feel afterwards? How might your success help you in future competitions?
- What are some positive things you have learned from failing or losing?
- What is your favourite underdog movie? Why do you think there are so many movies about underdogs? What messages do these movies give?



Teaching Activities

I = Individual

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Section	Subject Area	Activities
pp. 20–21	Language Arts/ The Arts (drama) (G)	Have students work with a partner to write a short skit about a Competitor and an Underdog. Ask them to choose a scenario, such as after a game or looking at report cards. Encourage students to think about how both the Competitor and the Underdog might learn from each other to bring the chosen scenario to a positive conclusion.
pp. 20–21	Language Arts/ The Arts (visual) (I)	Ask students to read the “Do’s and Don’ts” on p. 21 and use them to come up with an inspirational slogan to encourage Underdogs to do their best. Have students create posters for their slogans and display them in the classroom.
pp. 22–23	Language Arts (G)	Have students work in groups of two or three to create two new quiz questions based on their own experiences. Have groups exchange their questions with another group and suggest how to resolve the situations in a positive way. Compile all the questions and solutions into a class quiz. As an extension, students may wish to present their quiz and solutions to younger classes to help them deal with competition in a positive way.
pp. 24–25	Language Arts/ Media Literacy (I)	Ask students to collect media stories about competition, including sporting events, business, <i>Guinness World Records</i> attempts, contests, etc. Ask students to write a journal entry about how the winners and losers are portrayed in these articles. Encourage students to include their thoughts on how the subjects of the articles might feel after they read them and to include advice they would give the subjects.
pp. 24–25	Language Arts/ Media Literacy (I)	Read and discuss the statement about “Consumer competition” on pp. 25. Ask students to record the details (music, sound effects, characters, wardrobe, camera position, etc.) of three commercials that encourage people to compete as consumers. Have students compare and discuss their findings in small groups, including how the different elements of the commercials helped create their impression of the product and the target audience. Have each group present their findings to the class and discuss their feelings about consumer competition.
pp. 24–25	Language Arts/ The Arts (drama) (G)	Read and discuss the statement about “Group competition” on pp. 25. Ask students to brainstorm a list of movies, TV shows, and novels that deal with gangs and group competition (e.g., <i>Mean Girls</i> , <i>The Outsiders</i> , etc.). Using this list as a starting point, have students work in groups of three or four to write a skit or short story about a Spectator who witnesses an Underdog being encouraged to join a gang by a Competitor. Encourage students to think about the choices each character makes and how they might be able to reach a positive outcome.

The Spectator

Highlights

- The Spectator is a witness to other people having a hard time dealing with competition. He or she has the power to help them learn to handle it in a healthier way.
- A Spectator can help someone who takes competition too seriously by staying calm, being a good example, and letting cheaters and gloaters know that their behaviour is unacceptable.
- A Spectator can help someone who has a hard time dealing with competition by being the cheering section and reminding them of their successes, helping them prepare for competition, and encouraging them to have fun.
- You can be a positive role model by:
 - being a good sport
 - letting cheaters know that you don't approve of their behaviour
 - offering your support to kids who struggle with the pressures of competition
 - suggesting cooperative activities instead of competitive games

Discussion Questions

- Do you recognize yourself in any of the scenarios on pp. 28–31? What might you do to resolve these situations in a positive way?
- Which competition style do you think is the healthiest? Why? How might Underdogs, Competitors, and Spectators learn from each other?
- Look at the “Do’s and Don’ts” on p. 27. How many times have you witnessed people using one of these approaches in the last few days? Do you use any of these techniques to deal with competition? How do people react? How do you feel about their reactions?
- What do you think it means to be a good Spectator? What behaviours do you think a good Spectator might exhibit? How might a Spectator encourage others to deal with competition in a positive way?
- Do you think there are other types of competitors that are not mentioned in this book? What characteristics might they have? How do they deal with competition?
- How could you help a friend to feel more confident in a competitive situation?
- How could you use what you have learned in this unit to deal with competition in a healthy way? Has your attitude towards competition changed? In what ways? What changes could you make in your own attitude towards competition to help others handle it in a positive way?



Teaching Activities

I = Individual

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Section	Subject Area	Activities
pp. 26–27	Media Literacy/ Social Studies (I/G)	Have students collect news stories about spectators behaving badly. As a class, review the stories and select one on which to base a mock court. Have the students play the roles of defendant, defence counsel, prosecution, judge, and jury. Allow students to prepare for their roles and conduct the mock trial. After the trial, have the class hand down a sentence that would encourage the Spectator to improve his or her attitude and behaviour.
pp. 26–27	The Arts (visual)/ Guidance and Career Education (G)	Divide students into groups of three and assign each student the role of Competitor, Underdog, or Spectator. Ask them to review the list of “Do’s and Don’ts” for each of their roles (see pp. 19, 21, and 27). Ask each student to come up with one suggestion for how his or her role could make the class a positive place for all students to safely compete. Have each group make a poster with their suggestions and display them around the classroom.
pp. 28–31	Language Arts (G)	Ask students for examples of competitive situations they encountered in the past week. Have students anonymously describe some of their reactions to these situations. Collect all the reactions and read them to the class, having students identify whether or not the responses were positive or negative and recording their ideas in a T-chart. Then, using the descriptions on pp. 14, 20, and 26, decide as a class if they most encourage the behaviours of Competitors, Underdogs, or Spectators. Have the students write a journal piece reflecting on the nature of the classroom.
pp. 28–31	Language Arts/ The Arts (drama) (P/G)	Have students work with a partner to identify the personalities (Competitor, Underdog, and Spectator) involved in each of the quiz scenarios. Have pairs choose one scenario and write a dialogue that <ul style="list-style-type: none"> • Sets the scene • Demonstrates the reactions of each character to the situation, based on the descriptions given in the “Do’s and Don’ts” sections • Resolves the situation in a positive way When each pair has finished, have them present the dialogue as part of a drama.
pp. 28–31	Language Arts/ Guidance and Career Education (G)	Have students create a class Appreciation Book or Wall. To do this, each person writes an anonymous compliment for every other person in the class about the way that he or she deals with competition. For example, a student might admire the way another student tries lots of different types of competition or that another student shows up to all of the basketball team’s games and always cheers. Gather the compliment pages together into a book or display them on an “Appreciation Wall.”

Cyberbullying:

Deal with it and ctrl alt delete it

Bullying often reoccurs over time and has a very serious impact on all involved. With the increased use of technology, cyberbullying is becoming commonplace, and it is a phenomenon that children and adults are struggling to understand and prevent. Bullying that takes place in emails, instant messaging, text messaging, online chat rooms, blogs, and bulletin boards can seem impossible to escape. Online, information spreads to a large number of people, and it spreads quickly. *Cyberbullying: Deal with it and ctrl alt delete it* was created to give students suggestions on how to handle diverse situations in which they may bully, be bullied, or see others being bullied online.



The exercises in this resource guide encourage students to communicate with fellow students and trustworthy adults about their attitudes and behaviors online. Activities are designed to help students understand that cyberbullying is wrong and that it can be stopped. They also encourage students to educate others, including their own parents, on how to stop cyberbullying.

Before You Begin

Here are some tips and suggestions to help you plan your cyberbullying unit.

- Gather as much material as you can about cyberbullying, including *Cyberbullying: Deal with it and ctrl alt delete it* (See More Help on page 32 of *Cyberbullying* for a listing of materials.)
- Consider supplementing this unit or using it in conjunction with *Bullying: Deal with it before push comes to shove*, *Privacy: Deal with it like nobody's business*, and *Gossip: Deal with it before word gets around*. See the guides to these topics for related discussion question and teaching activity ideas.
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students. The students' experiences will shape the amount of teaching time spent on this topic.
- Arrange for computer lab time in your school to adequately allow students time to work on various activities.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Encourage the whole school to get involved in this topic. Work with your school librarian, technology specialists, administrators, and school councils to create a safe school environment that is proactive in its approach to safe Internet use and cyberbullying.
- Understand that students may find it difficult to talk with their classmates about personal situations where they have been bullied. Include videos to help stimulate conversations by giving students something objective to discuss, rather than asking them to share personal experiences. Preview videos to ensure that the content is appropriate for your students' age and maturity level. Create a supportive environment and let students know that they have sources of support in the school for issues that they do not feel comfortable sharing in the classroom environment.
- Note that *Cyberbullying: Deal with it and ctrl alt delete it* includes a variety of sensitive issues and situations that are important to address, but may not be appropriate for all grade levels. It is important that teachers preview the book to select material and content that is appropriate for their student's maturity level.

Cyberbullying 101

Highlights

- Acts of bullying may include:
 - ☛ name calling
 - ☛ spreading rumours
 - ☛ making threats
 - ☛ taking someone's property
 - ☛ making inappropriate, hurtful comments
- It is bullying regardless of whether it's face to face, or online.
- Cyberbullies use technology to bully others through:
 - ☛ creating hate or rumour-filled sites
 - ☛ changing photos of people to embarrass them
 - ☛ pretending to be someone else and using their identity to hurt others
 - ☛ asking others to ignore or block someone
 - ☛ sending files that harm another's computer
- Cyberbullies may bully to entertain, to exclude others, to get revenge, or to scare.

Discussion Questions

- What is bullying? What does it look like face to face? Have you ever experienced a bullying situation?
- What is cyberbullying? What does it look like? Who gets cyberbullied? Have you ever experienced bullying online?
- Do you think cyberbullying is as serious as face-to-face bullying? Why or why not? Do you think cyberbullying has the same effects on the victim as face-to-face bullying? How might the victim feel after being bullied online?
- What is the difference between gossiping online and cyberbullying? What behaviours are acceptable and what are not? Where do you draw the line?
- Which sites do you feel safe using? Have you ever been on a website where you felt unsafe, and if so, what did you do?
- Do you speak with your parents about the sites you visit? Why or why not? Where is your computer located in your house? How could changing the location of your computer at home make you feel safer?
- Do you know your school board's policies on cyberbullying? Is cyberbullying illegal? How do you know if bullying that you are experiencing, or are doing to others, is against the law? Where can you go for more information?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts (I/G)	Ask students to write a short paragraph about a situation from their own lives in which they have been either bullied face to face or cyberbullied. Write their stories on the blackboard anonymously and have the class sort them into two categories: “face-to-face bullying” and “cyberbullying.” Discuss the similarities and differences in the stories, bullies and cyberbullies, and the victims’ feelings.
pp. 6–7	Media Literacy (G)	Have students watch one film or several short videos on cyberbullying (see the Resources in Cyberbullying and in this guide for suggestions). Ask them to discuss as a group how these are examples of using cyberbullying to entertain, to scare, to exclude, or get revenge. Ask them whether the characters in the videos made them think differently about the stereotypical Bully and the stereotypical Target. Have them write a script for a 3-minute film on how cyberbullying is used for these purposes, and have them present the scripts to the class.
pp. 8–9	Language Arts (P/G)	Have students work in pairs to create a Concept Map in which they brainstorm examples of cyberbullying (e.g. a blog with rude comments about a classmate) and examples of online conflicts that are not cyberbullying (e.g. getting kicked off a site by a moderator for using inappropriate language.) Discuss, in pairs and then as a class, any examples that are hard to categorize.
pp. 10–11	Mathematics/ Media Literacy (G)	Using an online survey site such as SurveyMonkey, have students create a survey that asks other students about what types of cyberbullying they have witnessed or experienced themselves. Students from other classes could be asked to complete the online survey. As a class, read and analyze the results. What types of cyberbullying are commonly being experienced by students in your school? Did the data indicate anything of particular interest or concern?
pp. 10–11	Language Arts/ The Arts (visual) (G)	Using the results from any of the above activities, have students work in groups to create posters for display in the computer lab. The posters should indicate types of cyberbullying that are frequently experienced by students and provide tips for dealing with these situations.
pp. 12–13	Social Responsibility/ Media Literacy (I/G)	Ask students to research newspaper articles about incidents of cyberbullying in their city, province, or country. Have them write an opinion piece about their found article discussing the details of the incident and whether or not they agree with the consequences given to the bully (if consequences are indicated) and what they think the appropriate consequences should be.
pp. 12–13	Canada and World Studies/ Media Literacy (P/G)	Ask students to work in pairs to search online for more information about Canadian laws on Internet privacy and cyberbullying (such as Bill 81 and Bill 212). Conduct a follow-up discussion for students to share their results with each other.

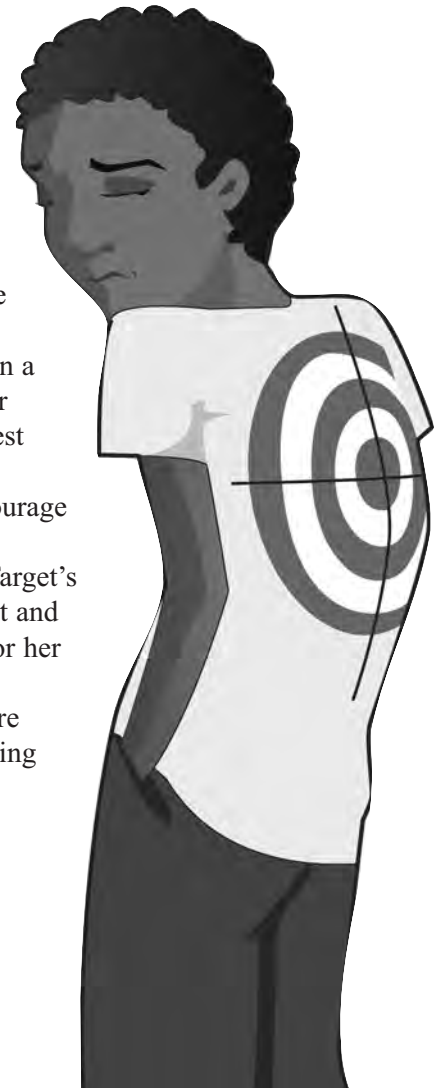
The Target

Highlights

- A Target may be someone that the bully feels is:
 - ☛ popular or happy, and this intimidates the bully
 - ☛ different (differences may be physical, or based on interests, beliefs, etc.)
 - ☛ part of a group that is seen as weak and easy to target
- Targets should report incidents of cyberbullying to trusted adults and online site moderators. They do not have to go through this alone.
- Targets who have experienced cyberbullying in the past should surf only with people they trust who will help them if situations of bullying occur.
- Targets should not attempt to “bully” back. This may aggravate the situation.
- All Internet users should keep personal information private and confidential. Never share passwords, addresses, etc.

Discussion Questions

- How often do you use sites that have a moderator? How often do you use sites that do not have a moderator? What are the advantages of a site moderator?
- Are you aware of the “Terms of Agreement” on any of the sites you use? How would you go about finding this information?
- What strategies do you use to keep your identity private online?
- What do you do when you receive information from someone you don’t recognize?
- When a Target is bullied, it effects their self-esteem. What can a Target do to increase his or her self-esteem? Discuss ideas for things a Target can do to reclaim a positive self image. Suggest the idea of having them write down a positive thought about themselves every time they have a negative thought and encourage students to do this throughout the unit.
- Discuss how telling someone and getting help can raise the Target’s self-esteem. Discuss how sharing their story can help a Target and help others. What are some ways that a Target can share his or her story?
- What advice would you give to a friend if you knew they were being cyberbullied? Has anyone ever given you helpful bullying advice that you would like to share?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 14–15	Language Arts (G)	Students are asked to work in small groups to create a simple oral presentation for students in a younger grade (e.g. primary or junior level) that includes safety information they should know about using the Internet. Students should refer to and include the “Dos and Don’ts” on the double page spread. Book presentation times for groups to visit other classrooms in the school to present their information.
pp. 14–15	Language Arts/ Media Literacy (G)	Ask students to brainstorm as a class the characteristics of a stereotypical Target. Encourage them to think of the examples in the book and discuss how kids from every social group, with any interests, any style, could be a victim of cyberbullying.
pp. 16–17	Language Arts (I/G)	Ask the students to complete the quiz on the double-page spread independently. Ask the students to discuss their answers in small groups, and then discuss the trends they noticed in their answers. Are they more likely to stand up to bullying situations, leave an inappropriate situation, or allow themselves to be bullied? Ask students to discuss what they can do to better handle such situations, and to write down their own answers on a bookmark that they can refer to at any time.
pp. 16–17	Language Arts/ Media Literacy (I/G)	Present the following situation to the students: “You are part of a social networking site that meets often online to discuss the plot of your favourite television series. Usually everyone is very friendly on the site and uses appropriate language and follows net courtesy. Then one evening a new member joins the site and quickly becomes argumentative and rude in their comments. There is a moderator for the site, but the moderator does not appear to be asking the new member to adjust his/her behaviours. Some of your online friends are considering abandoning the site, but you have always enjoyed the site and do not want to leave it.” Have them compose an email message that they could send to the moderator of the site asking them to deal with the situation. Discuss the students’ messages as a group.
pp. 18–19	Language Arts/ Social Responsibility (G)	As a class, read and discuss the school’s current code of conduct/discipline policy and identify what the consequences are for incidents of cyberbullying. Ask students if they agree with the consequences stated, and/or if there is a need for further development of a specific cyberbullying policy to be created. If the class agrees that there is a need for a new policy, encourage students to brainstorm ideas that could be presented to school administrators and have them submit or present their ideas.
pp. 18–19	Language Arts/ Technology (G)	Help the students create a Web 2.0 tool (e.g. a bulletin board, threaded discussion etc.) linked to the school’s website that allows for incidences of cyberbullying to be reported to school staff.

The Bully

Highlights

- Bullies may pick on others for a variety of “reasons.” They may:
 - ☛ have been bullied themselves
 - ☛ feel bad about themselves and want others to feel the same way
 - ☛ have an “audience” that encourages bullying behaviour
 - ☛ be following the actions of the crowd they are hanging around with
 - ☛ not have a “reason.” They may just think that it is fun, and that no harm will come of it
- Bullies should be aware of the consequences of their actions, and realize that without help, behaviours can escalate.
- Bullies should seek help from a trusted adult to help change their behaviours.
- It is important to trust our own instincts and not “go along” with friends who are making poor choices, such as bullying another person.

Discussion Questions

- Have you ever spread a rumour online, participated in a “rating” game, or deliberately blocked someone on a chat site to be hurtful? How did you feel about doing this? How do you think the “target” felt?
- Who would you seek help from if you felt your actions online could become bullying?
- Statistics show that 60% of boys who bully in school have criminal records later on in life. Why do you think that this is such a common occurrence? How does bullying behaviour predict more severe behaviours in the future?
- Would you feel safer cyberbullying than bullying in real life? What consequences are you aware of that cyberbullies have received at school or at home for their behaviours? What consequences do face-to-face bullies receive?
- Think about some of your favourite television shows and movies. Have any of the plotlines included cyberbullying? Did the show/movie glamorize, or normalize the behaviours in its depiction? Did it include consequences for the bully?
- What are some strategies you have used in the past to stop yourself from sending messages that could be perceived as cyberbullying? Have you learned any new strategies through our class discussions? What would you do to stop yourself in the future if you ever wanted to cyberbully someone?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 20–21	The Arts (visual) (I)	Ask students to create posters depicting some of the characteristics of a “cyberbully” in order to create awareness around what behaviours are considered bullying online (e.g. spreading rumours, blocking someone from participating in a chatroom, encouraging others to make inappropriate comments about a person).
pp. 22–23	Language Arts/ Media Literacy (I)	Upon completion of the quiz, ask students to reflect on their results and then write a journal entry about what they have learned about themselves. Were they surprised or disappointed by anything they learned? What behaviours may they need to change about their online choices?
pp. 22–23	Language Arts (I)	Have students write an apology letter, either to someone that they have bullied in the past, or to themselves from the point of view of a bully who has harassed them in the past. Encourage students to reach out to someone that they have bullied and to apologize.
pp. 22–23	The Arts (drama) (G)	In small groups of 4 or 5, students are asked to create a short role play that depicts a case of cyberbullying on a familiar website. Students should be encouraged to set the scene of the incident, and then address what the next steps should be for the Target and the Bully (e.g. how both people should seek help and from whom). The skits could be presented to other classrooms, or in an assembly.
pp. 24–25	Language Arts/ Media Literacy (G)	Have students work in small groups to create lists of commonly used abbreviations in instant messaging and cell phone messaging. Ask students to sort their lists into two categories: 1) “safe and appropriate” and 2) “unsafe and inappropriate” abbreviations. Students may find they will have a third list of abbreviations that are easily confused, or misunderstood. Ask them to list such terms in a third category and discuss how hurtful these terms can be and what they can do to avoid hurting others through their use. Then have them brainstorm alternatives to the abbreviations that are inappropriate and cross off the inappropriate terms and replace them with appropriate ones.
pp. 24–25	Language Arts/ Social Responsibility (G)	As a whole class, brainstorm a list of professionals (e.g. guidance counselors, police officers, etc.) who may work with students who are bullies, and discuss with them the ways that these professionals can help. As an extension, arrange opportunities for some of the professionals to come into the classroom and participate in a round-table discussion in which the groups can ask questions.

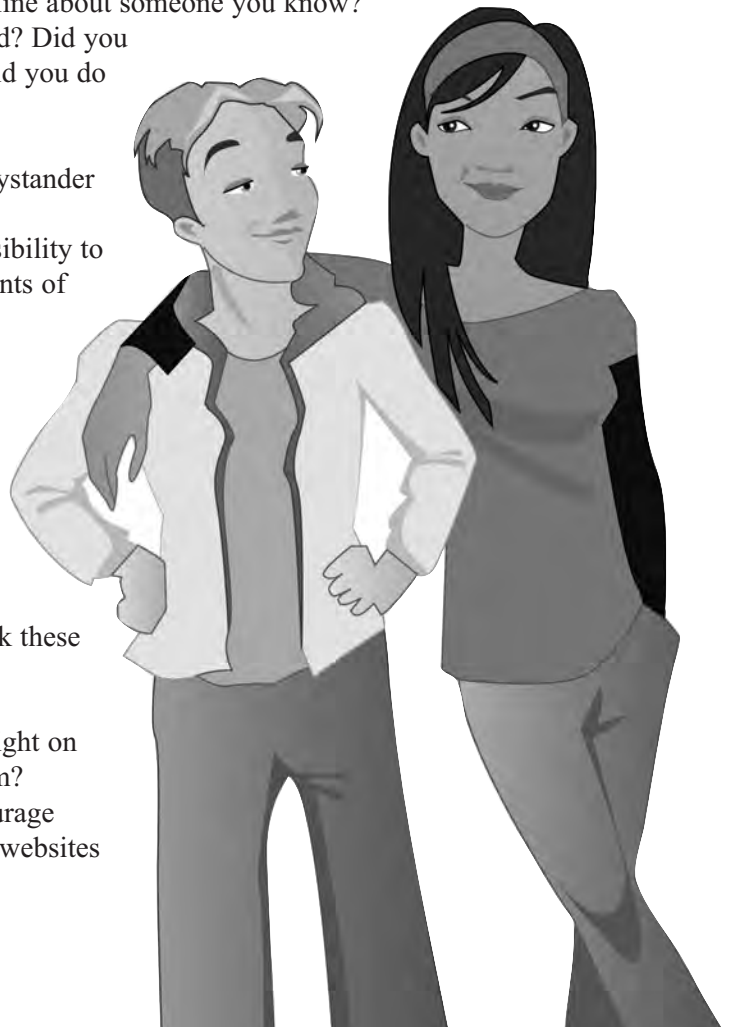
The Bystander

Highlights

- Bystanders may feel afraid to speak up because:
 - ☛ they are afraid of attracting the cyberbully's attention
 - ☛ they are worried it may make the situation worse for the target and/or for others
 - ☛ they may be accused of being a “rat” or tattle-tale
 - ☛ they may be afraid of getting blocked or banned from groups or websites
- Bystanders have the power to help others in a variety of ways. They:
 - ☛ can speak up about situations if they feel safe enough to do so
 - ☛ can seek adult assistance to help the target
 - ☛ can be a friend and be supportive to the target
 - ☛ should avoid joining in on the bullying behaviours or encouraging it

Discussion Questions

- Would you let a friend be bullied in real life? What would you do if a bully came face to face and threatened a friend? What would you do if this happened online?
- Have you ever read false information online about someone you know? Did you tell the person who was involved? Did you correct the false information? What would you do differently now?
- How can a bystander encourage bullying behaviour? What are some ways that a bystander can avoid joining in?
- Do you think that schools have a responsibility to have policies in place to deal with incidents of cyberbullying? Why or why not?
- Do you think that parents are ultimately responsible for the choices their kids make online? At what age do you think that kids should be held completely responsible for their own behaviour?
- Do you think that school boards should allow access to all websites (e.g. Facebook, My Space, MSN Messenger)? Why do you think that some boards block these sites? Why do some school boards allow student access to the sites from schools?
- Does watching a video of a schoolyard fight on the Internet make you part of the problem? How would watching such a video encourage the bully? Does visiting celebrity gossip websites encourage bullying?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Language Arts (G)	Create a “Help the Bystander” bulletin board in the classroom. Students are asked to reflect on an experience in which they have been a witness to a cyberbullying incident, and are asked to write down their incident on paper and post it on the wall anonymously. Students then choose another person’s posting to read and create a response to, that includes suggestions about how the bystander could have helped out the target in the situation. The incidents and proposed solutions could be shared aloud upon completion.
pp. 26–27	Language Arts (G)	Have students work in small groups to create a Cyberbullying Tip Sheet for parents with 10 tips to help kids who are Targets, Bullies and Bystanders. Have students take the tip sheets home and encourage them to talk about the tips with their parents.
pp. 28–31	Language Arts (I/G)	As a class, discuss the responsibilities that Bystanders have to stop cyberbullying. Brainstorm ways that people can help prevent cyberbullying before it starts. Have students write an article for their student newspaper on the importance of the Bystander’s actions. Encourage students to submit their articles and talk to the school paper about a special cyberbullying issue.
pp. 28–31	Language Arts (P)	Present the statistic “74% of teachers have heard about more than one incident of cyberbullying” to the class. Ask students to work in partners and choose a staff member to conduct a mini-interview with. They should ask the teacher to reflect on any incidents of cyberbullying they have heard about, and what strategies they have used and plan to use in order to help students. As a class, have students create a list of strategies that teachers can use to help students, and create a display for teachers in the staffroom.
pp. 28–31	Language Arts/ Media Literacy (G)	As a class, have students create an online bulletin board where students can post up-to-date articles, podcasts, book reviews, and links about cyberbullying to share with each other and with invited guests to the site. As a class, create a “terms of use” agreement that all students will agree to abide by when using the site. Encourage the students to visit often, and to share their own ideas. Ask for volunteers to help you monitor the site.

Fighting: Deal with it without coming to blows

All of us have aggressive feelings at one time or another, but fighting is never the right way to solve our problems. As we get older, we need to find ways to accept our aggressive feelings and make smart choices to solve problems in a positive way. ***Fighting: Deal with it without coming to blows*** gives students suggestions on how to handle diverse situations and deal with issues without fighting.

This resource guide provides a variety of situations in which young people may find themselves, and offers suggestions on how they can deal with their problems without resorting to aggressive behaviour. As you work through the different sections of ***Fighting***, encourage students to think about their own experiences and how they can apply the strategies in their own lives. Giving students the tools to deal with fighting and aggression in a positive way will help empower them to make smart choices.



Before You Begin

Here are some tips and suggestions to help you plan your fighting unit:

- Gather as much material as you can about fighting, including ***Fighting: Deal with it without coming to blows***. (See More Help on page 32 of ***Fighting*** for a listing of materials.)
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- You may wish to post tips on peer mediation in your classroom and use them during your discussion of ***Fighting***.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Decide on the amount of time that you plan to spend on this theme.
- To ensure sensitivity to home and school issues that might impact your students, please take the time to find out as much as possible about their interpersonal relationships before addressing the subject of ***Fighting*** and some of the role-play activities. You may wish to consult the office's behaviour logs and student OSRs before beginning this unit. Ensure that your school support team — including social workers, police liaison officers, or community support workers — knows you are addressing ***Fighting*** in your class. You may wish to have one or more of these people speak to individuals or the class about fighting.

Fighting 101

Highlights

- Fighting is when someone acts aggressively towards other people. It can be a conscious attempt to hurt/intimidate, or it can be an uncontrolled, impulsive reaction.
- Some might turn to aggressive behaviour or fighting if they feel:
 - ☛ angry or annoyed
 - ☛ jealous or paranoid
 - ☛ scared or stressed out
 - ☛ confused or frustrated
 - ☛ blamed or criticized
 - ☛ put down or embarrassed
 - ☛ hurt or rejected
- Fights may start because of:
 - ☛ rivalry or playing dirty
 - ☛ bullying
 - ☛ feuds or taking revenge
 - ☛ misunderstanding
 - ☛ dissing someone, making a low blow, or blowing someone off
 - ☛ carrying weapons



Discussion Questions

- Can you think of a time when you felt really angry? Do you remember what caused these feelings? Are there certain situations that make you angry? What do you do when you get angry?
- Have you ever had someone get angry with you? How did it make you feel?
- Can you think of any situations where it might be okay to feel angry? Explain.
- Do you think fighting is wrong? Can you think of a situation in which fighting would be acceptable?
- How do you think fights get started? What could you do to avoid getting into a fight?
- Are there different types of disagreements? Do different people fight or argue differently? Why do you think so?
- How is fighting treated in the media? Are fights on TV or in the movies realistic? Why or why not?
- What does your school's Code of Conduct say about fighting? What are your school board's policies on fighting? How could you find out?

Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Media Literacy (I/G)	Ask students to watch one TV program and record the number of fights, the reason for each fight, and the effect of each fight on the different characters. Have students work in small groups to share and summarize what they discovered. Ask each group to elect one person to present their findings the class.
pp. 2–5	Language Arts/ Guidance and Career Education (G)	Make a three-column chart with the following headings: “Feelings,” “Positive Choices,” and “Negative Choices.” Have students fill in the first column with the feelings listed on p. 4. Ask them to work in small groups to brainstorm different choices someone might make when they deal with these feelings. Have them fill in the rest of the chart and then discuss their ideas as a class.
pp. 2–5	The Arts (visual)/ Health and Physical Education (I)	Have students draw faces that express aggressive emotions. Encourage them to focus on how features, such as eyebrows, eyes, and mouths, help convey emotion. Students can work with a partner or use mirrors to note how to express different emotions.
pp. 6–7	Language Arts (I/G)	Photocopy the four comic strips. Cut them into frames and put the pieces of each comic strip into an envelope. Distribute the envelopes to students and ask them to put the pieces in order. When they are finished, ask them to draw or describe what might happen in the next frame. Have students present their comic strips to the class.
pp. 6–7	Language Arts/ Social Responsibility (I)	Have students choose a character from one of the comic strips. Ask them to describe what happened from their character’s perspective, including their intentions, whose feelings were hurt by their actions, what they can do to make things better.
pp. 8–9	Mathematics/ Guidance and Career Education (G)	Divide the class in to six groups, and assign each group one of the ways to start a fight. Have students create a Venn diagram, labelling one circle “Instigator’s Feelings” and the other “Defender’s Feelings.” Each group completes the diagram, ensuring that they include feelings that both parties share in the overlapping section. Have each group present their findings and discuss them as a class.
pp. 8–9	Mathematics (I)	Over a specific period of time, have students tally the number of times they witness each of the ways to start a fight at school, at home, or in the media. Have them graph their data and discuss their findings.
pp. 10–11	The Arts (drama) (G)	Using the quiz as a starting point, students work in small groups to create a skit about how to deal with fighting in a positive way. Have students present their skits to the class.
pp. 10–11	Language Arts (G)	Have students choose a question from the quiz. Use a Think-Pair-Share strategy to discuss various responses and to explain their answers to the question in greater detail.

The Instigator

Highlights

- The Instigator is the person who starts the fight by verbally or physically challenging another; by not trying to solve the problem; or by trying to make the problem bigger.
- The Instigator may start fights because he or she:
 - ☛ has been exposed to violence, neglected, or abused at home
 - ☛ has low self-esteem and is looking for acceptance or respect
 - ☛ needs to feel in control
 - ☛ needs to release feelings of anger, frustration, or revenge
 - ☛ feels peer pressure
- You can avoid being the Instigator by:
 - ☛ burning off your aggression with physical activity
 - ☛ doing something that helps you relax
 - ☛ taking a few minutes to calm down
 - ☛ talking to someone you trust
 - ☛ walking away from arguments or situations that make you feel aggressive

Discussion Questions

- Does it matter who starts a fight? Why or why not?
- Do you think that fighting is normal for boys? Is it normal for girls? Is there a difference in what is acceptable for boys and girls? Explain your thinking.
- Can another person make you angry? If so, who is in control of your emotions?
- What are “logical consequences”? Can you think of some examples?
- Does fighting always bring the same consequences? What might the different consequences be in instigating a fight with a principal, peer, or parent?
- What do you think might be some characteristics of an Instigator? Are there any other names we might use instead of Instigator (i.e., Bully)?
- Has there ever been a time when you were the Instigator? How did you feel in that situation?
- How do you think the other people involved might have felt? What were the results of this situation? How might you have handled things differently?
- Imagine that you are caught between two friends who are fighting each other. What might you do to help resolve the situation?



Teaching Activities

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G = Group

Section	Subject Area	Activities
pp. 12–13	Science (G)	Have students work in small groups to find out about fighting and aggression in animals (i.e., territory, dominance, etc.). Based on their findings, the groups create visual and oral presentations about the reasons why animals display aggressive behavior and how it is the same or different from people.
pp. 12–13	Language Arts/ Guidance and Career Education (I/G)	Ask students to match Dr. Shrink-Wrapped’s eight reasons why people may turn to fighting with the sure-fire ways to start a fight on pp. 8–9. Ask students to explain why they think people might act out their feelings in these ways. Have volunteers present their ideas to the class.
pp. 12–13	Media Literacy/ Social Studies (I)	Have students collect news articles on instigators causing conflict in their community. Ask them to summarize the reports, noting the causes, actions, and reactions. Have them write a paragraph explaining what they might do to help resolve the problem.
pp. 14–15	Mathematics/ Social Studies (I/G)	Have students work through the quiz. When they are finished, ask them to work together to brainstorm three positive solutions to each situation described. Have students rework the quiz into a survey, using their solutions as choices a, b, and c. Ask them to survey students in other classes and record the results. Have students graph and discuss their findings.
pp. 14–15	The Arts (visual) (I)	Have students choose one of the ten situations from the quiz and create a “What To Do If...” poster. Their posters should outline the situation and what they can do to deal with it in a positive way. Display the posters around the classroom.
pp. 16–17	Language Arts/ The Arts (visual) (G)	Ask a volunteer to lie down on a large piece of bulletin paper and trace his or her outline. As a class, brainstorm what people think when they are in aggressive situations or fights and record the ideas in the head section. Then brainstorm a list of how people feel in these situations and record the ideas in the body section. Based on the other lists, come up with actions people might take to solve the problem and record them in the leg section. Display your finished poster in the classroom as a reference for future discussions.
pp. 16–17	Language Arts/ Guidance and Career Education (I)	Have students read through the six strategies given and choose which would best for them. Encourage them to write letters to themselves outlining the steps they will use to avoid getting into fights.

The Defender

Highlights

- The Defender is the person being harassed by the Instigator.
- The Defender may avoid fighting by:
 - ☛ avoiding arguments and staying away from bullies or people who get into fights
 - ☛ apologizing or talking to the Instigator to try to understand his or her point of view and find alternative solutions
 - ☛ letting people know when something is bothering you and how you would like to be treated
 - ☛ asking a teacher, counsellor, parent, or other trusted adult for help
 - ☛ finding strength in numbers to avoid being alone with the Instigator

Discussion Questions

- Is there a difference between a fight and a conflict? Explain your thinking.
- When is it important to stand up for yourself? What are some ways that you might defend yourself without getting into a fight?
- Do you think it possible to always avoid fighting? Is there ever a time why it might be okay to fight?
- How can you avoid becoming the target of an aggressive person?
- What are the characteristics of the Defender? Are there some negative names that people call the Defender? Do you think it is okay to call them these names? Why or why not?
- Would you defend yourself from a peer differently than you would from an adult? Why?
- Does there always have to be someone who is right and someone who is wrong? Does the Defender have to be right to win?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 18–19	Social Responsibility/ Media Literacy (I/G)	Have students use the Internet to find out more about conflict resolution. Have students use their findings to create a “Top 10 Tips to Avoid Fighting” poster. Ask students to present their posters to the class.
pp. 18–19	The Arts (drama) (G)	Ask students to work in pairs to dramatize a conflict situation using one of the “Don’ts.” Then have them repeat the drama using one of the “Do’s.” As a class, discuss how making positive choices turned each conflict into a win-win situation.
pp. 20–21	Mathematics (G)	Divide the class into groups of five and assign each group one of the tricks. Over the course of a week, have students tally the number of times they see other students utilize the trick. Encourage them to make notes about the incidents they observe, including whether or not the trick worked. Have students graph and draw conclusions from their results. Ask each group to present their findings. As a class, use the data to decide which trick works best and why.
pp. 20–21	Language Arts (I)	Have students write a story from a Defender’s point of view. Encourage them to think about how their character might use one of the tricks to resolve the situation. Students may present their stories to the class or to a group of younger students.
pp. 20–21	The Arts (music) (I)	Have students use the tricks on pp. 20–21 or the “Do’s and Don’ts” on p. 19 to write a poem or song lyrics about how to avoid fighting. Encourage them to share their songs or poems with younger students.
pp. 22–23	Language Arts (I/G)	Ask students to imagine they are a conflict counsellor or peer mediator. Have them choose one of the scenarios and write a dialogue demonstrating how each party feels and giving suggestions on how to create a positive solution. Students may wish to act out their dialogues for the class.
pp. 24–27	Language Arts (P)	Have students work in pairs to draw a web for one of the situations in the quiz. The situation should go in the centre, and there should be a branch for each option. Have students brainstorm for possible outcomes for each option and record them on their webs. Ask each pair to present their web to the class.
pp. 24–27	Language Arts (I)	Have students write a choose-your-own-adventure story based on one of the situations in the quiz. Ask them to think about what the consequences might be if the characters chose each of the options listed. Have them write brief stories for each of the options, describing what happens to the characters when they choose that response. Students can share their stories in small groups, or they can be compiled into a class book.

The Witness

Highlights

- The Witness is the person who sees a fight and has a responsibility to help ensure people don't get hurt.
- The Witness may be able to help by:
 - ☛ offering support to someone who is being picked on
 - ☛ seeking help when a fight breaks out
 - ☛ talking to someone if a fight has upset you
 - ☛ telling a responsible adult if someone is carrying a weapon
 - ☛ thinking about the alternatives to fighting

Discussion Questions

- Have you ever witnessed a fight? What did you do?
- When do you leave people alone to sort out their own problems? How do you tell when it is time to get involved?
- What is the difference between someone who tells and someone who is a tattler?
- Is there a difference between witnessing a friend get into a fight than when it is a stranger?
- Have you ever lied to protect a friend who has been fighting? How did you feel?
- Do you think more fights are caused by conflicts between two individuals or by conflicts among groups of people? Why?
- Do you think a Peer Mediation program would work at your school? Why or why not? Could we try it in our classroom?
- How can you be an honest witness and not get stuck in the middle of a conflict situation?



Teaching Activities

I = Individual

P = Pair

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Section	Subject Area	Activities
pp. 28–29	Language Arts/ Media Literacy (I)	Review acrostic poetry with students. Have them write an acrostic poem about a Witness' experience. You may wish to have students look for examples on the Internet to help them get started.
pp. 28–29	Language Arts (I/G)	Have students research to find out about local kids' help services, such as Kids' Help Phone and guidance counsellors. Ask them to create brochures that would encourage other students to use these services. Ensure that they highlight key services and contact information.
pp. 28–29	Language Arts/ The Arts (visual)/ Social Responsibility (G)	Have students work in small groups to create a Snakes and Ladders game based on the "Do's and Don'ts" section on pp. 17, 19, and 29. Use the "Do's" for the ladders and the "Don'ts" for Snakes. Ensure that students include instructions for their games. Have groups exchange games and follow the instructions. You may wish to have groups complete peer reviews of the games and give feedback on how they might improve the instructions. Encourage students to play their games with their families or share them with younger students.
pp. 30–31	The Arts (drama) (G)	Have students work in small groups. Ask them to choose one of the five scenarios and the solution that they think would be the best way to resolve the conflict. Have them role-play the situation and what might happen if the Witness followed their selected solution. Students may perform their plays for the class or a group of younger students.
pp. 30–31	The Arts (visual) (I)	Ask students to create a poster outlining the steps witnesses should follow to help resolve a conflict. Display the posters in the classroom.
pp. 30–31	Media Literacy (I)	Ask students to think about how they feel when they see a fight during a telecast of a sporting event, such as hockey or baseball. Have them write an opinion piece about whether or not they think that fighting should be allowed in sports. Ask them to provide examples to help support their arguments. Students may wish to read their reports to the class, or you may wish to have a classroom debate about the issue.

Girlness: Deal with it body and soul

Growing up has its share of challenges. For girls in today's society, it can be especially difficult to balance one's own feelings, hopes, and dreams with parental expectations, peer pressure, and influence from the media. Often, girls are held up to impossible standards of physical appearance, clothing, behaviours, and values. When girls in our society are judged and treated differently solely based on their gender, it is discrimination. ***Girlness: Deal with it body and soul*** helps girls develop strategies to tackle situations in which they might face gender discrimination and sexism.



In this resource guide, teachers will find discussion topics, teaching activities, and strategies to help them approach issues surrounding “girlness” with female and male students. It is important to create a safe classroom environment in which students feel comfortable and secure talking about issues affecting their emotional and social development. Teachers should ensure that students have opportunities to share their feelings through a variety of oral, dramatic, and written activities, and that students demonstrate respect for the topic and for the experiences shared by their peers.

Before You Begin

Here are some tips and suggestions to help you plan your Girlness unit:

- Create a classroom library of books, videos, posters, and magazines from a variety of sources that depict females in a variety of “traditional” and “non-traditional” roles. Consider planning this unit in conjunction with ***Guyness: Deal with it body and soul***.
- Provide opportunities for female students to work in single-sex groups to allow for safe and in-depth sharing of experiences.
- Create a set of classroom norms and/or commitments that establish an environment that allows for open, non-judgmental discussions of ideas and feelings.
- Consider inviting a successful female figure who has broken the mold of traditional femininity to speak to the class.
- Note that ***Girlness: deal with it body and soul*** includes a variety of sensitive issues and situations that are important to address, but may not be appropriate for all grade levels. The language used throughout the book reflects the language more commonly used by middle-school students. It is important that teachers preview the book to select material and content that is appropriate for their students' maturity level.

Girlness 101

Highlights

- People have different ideas about what it means to be feminine. Discrimination is the act of treating people differently based on beliefs about a group of people. Gender discrimination is also called “sexism,” and it can take many forms.
- “Girlness” is another word used to describe “femininity.” There are many traditional views about what makes someone feminine. This can be based on:
 - ☛ appearance
 - ☛ likes and dislikes
 - ☛ abilities
 - ☛ behaviour
- Stereotypes are pre-set ideas about groups of people. It is important to think about your own ideas about femininity in order to make sure you don’t treat people in a certain way because of their gender.

Discussion Questions

- Have you ever been told that you can't do something or be involved in an activity for no other reason than because you are a girl? Where, when, and who said it? How did you feel?
- Have you ever excluded someone from playing with you based on how "girly" you felt he or she was? How did you feel in this situation? How do you think the other person felt?
- What is your definition of "feminine"? How would your parents define "feminine"? How are your views similar to and different from your parents'? Why do you think your opinions differ?
- Do you think our school treats girls and boys differently? Explain your thinking.
- What images of "girliness" do you see in the media? Do you see role models in the media that contrast the typical view of what is "feminine"? How do they do this?
- Do you think that males or females face more gender discrimination in today's society? In what ways are females discriminated against? In what ways are males discriminated against?
- Have you ever benefited from a situation in which you were treated differently because you were a girl? What was the situation? Do you think this is fair or unfair? Explain your thinking.



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts (G)	As a whole class, have students create a T-chart that lists traditional roles and views of women on one side and non-traditional roles and views of women on the other side. Encourage students to compare and contrast the two lists. Have them explain their thinking and discuss what they think makes a role, job, or characteristic “male” or “female.”
pp. 6–7	Language Arts/ Guidance and Career Education (I/G)	Ask each student to anonymously write a journal entry detailing an experience that he or she has had in which someone was judged based on her “girlness.” Read selected entries to the class and have students discuss the experiences and how they think the people involved would have felt.
pp. 8–9	Language Arts/ Guidance and Career Education (G)	Assign one of the scenarios on the double-page spread to partners or small groups. Have students read the scenario and the answer given. Ask them to discuss whether they agree or disagree with the answers given and how the situation might be interpreted differently. Have them present their ideas to the class and discuss how easy or difficult it is to tell if someone is being discriminated against because of their gender.
pp. 8–9	Media Literacy/ The Arts (visual) (I/G)	Have students brainstorm a list of words and images they associate with “femininity.” Ask them to use this list to create a poster to display their idea of “femininity.” (You may wish to have students use tools such as wordle.net to create their posters.) Have students present their posters to the class, explaining their thinking. Encourage class discussions about where their concepts of femininity come from and how they are influenced by the media.
pp. 10–11	Language Arts/ Guidance and Career Education (I/G)	Have students create a “Dear Girlness Counsellor” advice board. Ask them to post anonymous letters asking for advice about experiences they have had or have heard about. Encourage other students to prepare a counsellor’s response to each posting.
pp. 10–11	Social Studies/ Language Arts (G)	Divide students into two groups and have them debate the statement: “Students learn better in single-sex schools than in co-ed schools.” Give students an opportunity to research and prepare their arguments. Have students conduct their debate. (You may wish to invite other students to moderate and judge the debate.) When the debate is over, encourage students to discuss their ideas and what stereotypes they uncovered in their research.
pp. 12–13	Language Arts/ The Arts (visual) (G)	Ask the class to think about the statement: “Gender discrimination can contribute to low self-esteem, depression, and eating disorders in girls.” Discuss the statement as a class, encouraging students to explain why they think gender discrimination might have this effect on girls. Have students work in small groups to create brochures or a storyboard for a website that will help girls withstand gender discrimination and build their self-esteem. Encourage students to present their brochures and storyboards to the class and display them around the classroom.

The In-Girl

Highlights

- It is important to question all stereotypes about gender and not let them take away from your own sense of self-esteem or influence the way you treat people who do not follow the gender rules.
- Girls can choose to lead by example. They should try not to judge others based on appearance or preconceived stereotypes and treat others the way they want to be treated.
- You can help fight gender discrimination by
 - ☛ refusing to join groups that exclude girls for no good reason
 - ☛ being aware of the words you use and avoiding language that helps promote stereotypes
 - ☛ looking at situations in different ways to see if they are fair or if they discriminate because of gender
 - ☛ staying aware and thinking about what is happening around you so you understand if discrimination is happening
 - ☛ sharing your thoughts and feelings and listening to other people's points of view
- Girls should think critically about what they see in the media and question what messages they are being told. It is important to be aware of the images and portrayals of women in the media and how these images affect how we think about ourselves.

Discussion Questions

- What are some of the stereotypes about males and females that we currently see, promote, and/or accept in our society? How might these stereotypes change as we get older? What do your current ideas about being a boy or girl compare to what you believed when you were younger? What stereotypes about being a man or woman do adults in your life portray? Explain your thinking.
- Have you been hurt by any words, images, and/or actions linked to gender stereotypes? Give an example.
- Do you think males or females face more gender discrimination? Why? How are women discriminated against differently than men?
- What do you think this phrase means: "What's good for the goose is good for the gander"? Do you think this is a fair statement? Why or why not?
- Have you discussed gender roles with adults in your life? Have they influenced the way you see gender roles? How do you feel about their thoughts, values, etc.?
- How do the media help to shape our ideas about "girliness" and "guyness"? How are males and females portrayed in the media? Why do you think men and women are portrayed in these ways?
- What might schools do to help prevent gender discrimination? What does our school do well to combat discrimination? What other strategies would you like to see the school put in place?



Girliness

Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 14–15	Language Arts/ Guidance and Career Education (P/I)	Have students work in pairs or small groups to create a two-column chart. In one column, students will describe themselves as they think others see them, including physical, intellectual, social, and emotional traits and characteristics. In the other column, ask students to describe how they see themselves. Encourage students to reflect on both descriptions and note the similarities and differences. Have students write a journal entry on if they think they show their “true” selves to their peers or if they try to meet other expectations.
pp. 14–15	The Arts (visual) (I/G)	Have students create posters that promote what feminism means to them. Encourage them to research to find out more about the history of feminism to help them generate ideas. You may also wish to display images of women working in what are viewed as “masculine” professions, such as mechanics or construction to help get them started. Have students present their posters to the class and display them in the classroom or around the school.
pp. 16–17	Language Arts/ Guidance and Career Education (I)	Ask students to complete the quiz independently. Then have them complete a self-reflection about what they learned about their own definition of “girliness.” Promote discussion by asking if they were surprised by their findings and what they learned about themselves.
pp. 18–19	Language Arts/ Social Studies (I)	Have students write a persuasive letter to a person in a position of authority, such as their principal, mayor, MPP, or a community leader, outlining an area in which he or she feels “sexism” is present (e.g., the school has a boys’ basketball team, but not a girls’ team). Encourage students to provide reasons why they believe the situation is “sexist” and suggest possible solutions to change the situation. You may wish to have students edit their peers’ work and collect the letters into a class book.
pp. 18–19	Media Literacy (G)	Working in small groups, have students examine teen magazines and decide on what messages these magazines are sending through their portrayal of girls (e.g., “thin is in,” you need fashionable clothes to be attractive, how to attract a guy, smart girls aren’t pretty, etc.). Ask students to create a collage of ads, titles, images, headlines, etc. that demonstrate examples of one message they see in the magazines. Have students present their posters to the class, explaining what message they saw and how they magazine created this message.
pp. 18–19	Media Literacy/ Mathematics (I/G)	Read aloud the first fact from the Did You Know? box on p. 19. Have students watch TV for two hours to conduct a survey of commercials. They should track how many commercials are viewed, whether they have male or female voiceovers, and the products advertised. Have students graph and display their results. As a group, discuss why advertisers might use male and female voiceovers for different types of products and what stereotypes these ads promote.

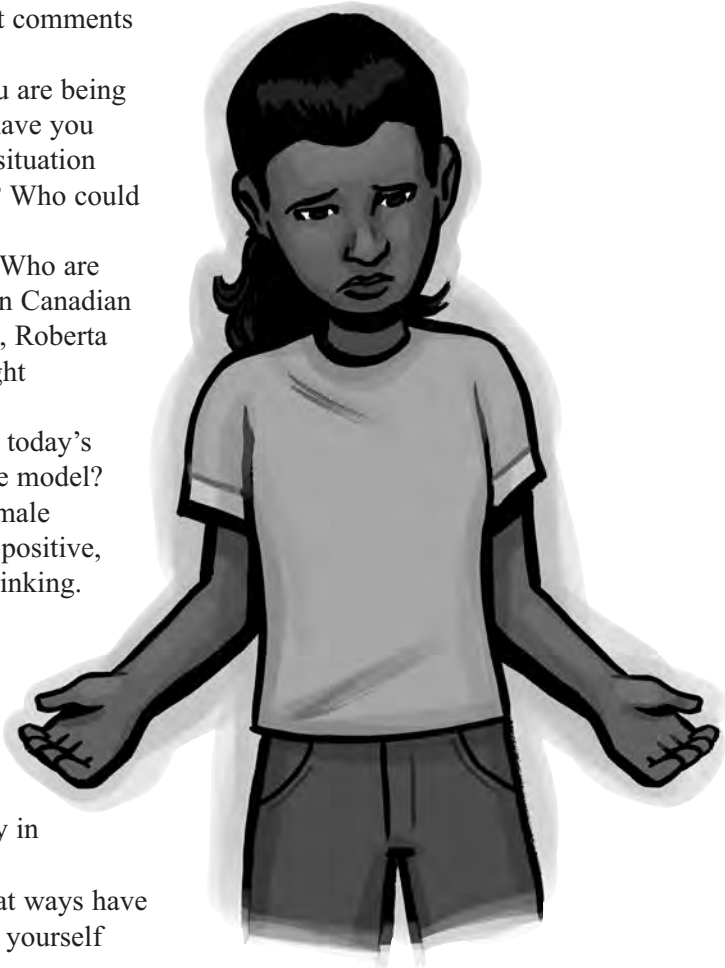
The Out-Girl

Highlights

- Because of the mixed messages she receives about her role as a female, the Out-Girl may feel that she falls short of people's expectations of her. External influences may affect how a girl sees herself and may affect her self-esteem.
- People who tease others and/or engage in discriminatory behaviours based on gender may:
 - ☛ feel insecure about their own identity
 - ☛ try to make themselves feel better by making fun of others
 - ☛ envy the person they're making fun of
 - ☛ make fun of other people's gender identity because they are not sure of their own
- Learning to stand up for yourself and telling people how you feel are empowered ways to react to sexism.
- You can help combat sexism by developing the following skills:
 - ☛ being assertive and standing up for your rights and the rights of others
 - ☛ getting support from trustworthy adults during situations
 - ☛ having respect for yourself and others

Discussion Questions

- Why do you think that insecure people might make fun of others? What could you do to help friends who make sexist comments about others?
- When faced with a situation in which you think you are being discriminated against based on your gender, what have you done in the past? How might you handle the same situation differently now? What strategies have you learned? Who could you ask for help?
- What do you know about the history of feminism? Who are some important females to challenge gender roles in Canadian history? (e.g., The Famous Five, Jennie Kidd Trout, Roberta Bondar) How do you think these women helped fight sexism?
- Who do you see as a current role model for girls in today's society? Why would you consider that person a role model?
- Do you speak with your friends and peers about female experiences? Do your friends support and promote positive, strong females in your peer group? Explain your thinking.
- Do you know anyone who has tried to change her physical appearance (e.g., dieted, exercised, etc.) to try to attract a boy's attention? Do you think that girls should pay attention to advertisements for beauty enhancing products? Do you think that it's possible not to? Are there any beauty campaigns that you think represent women's beauty in a positive way?
- What does the word "empowerment" mean? In what ways have you felt empowered in the past? How can you help yourself develop skills of empowerment?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 20–21	The Arts (visual)/ Guidance and Career Education (I)	Ask students to create a self-portrait in the medium of their choosing. Then, have them write a brief paragraph or an essay about what they see in their reflection. Ask volunteers to present their portraits to the class and discuss how these images show their strengths and personality.
pp. 20–21	Language Arts (I/G)	Have students create a classified ad seeking the “perfect female role model.” Specify that the ad should include the various characteristics, values, and ideals that the student thinks a female role model should have.
pp. 22–23	The Arts (drama) (G)	Have students work in small groups. Assign each group one of the scenarios from the quiz and ask them to read and then role-play the scenario choosing one of the solutions given. After they have presented their plays, ask students to reflect on the scenario and other ways they could resolve the situation in a positive manner.
pp. 22–23	Language Arts (I/G)	Have students work independently or in partners to choose one of the scenarios that interests them or that they feel a personal connection to. Ask them to write a short newspaper article, including a headline that details the incident and indicates what steps should be taken in order to solve the situation. Encourage volunteers to present their articles to the class.
pp. 24–25	Language Arts/ Social Studies/ Canada and World Studies (I)	Ask students to choose a Canadian woman who challenged gender roles (e.g. Fanny “Bobbie” Rosenthal, Emily Stowe, Julie Payette, Michaele Jean). Have students prepare a short biography about the role the Canadian woman played in the development of “feminism” or the progress of women in a particular industry. Display biographies on a bulletin board in the classroom.
pp. 24–25	Mathematics/ Media Literacy (I/G)	Read the following fact from p. 25: “Young girls and teens who read fashion magazines are twice as likely to diet and three times as likely to exercise to lose weight than those who don’t.” Provide a variety of teen magazines for students to browse through and ask them to identify the target audience for each magazine. Have students survey the magazines to count the number of advertisements, articles, photos, captions, etc. that promote dieting, exercising, and/or tips for changing physical appearance. Have students tally and graph their findings. As a whole class, discuss how the number of articles and images might have a significant influence on the readers of the magazines.

The Witness

Highlights

- The Witness is someone who sees a girl being bullied, teased, or excluded because of ideas about girliness.
- Witnesses can make a big difference in situations of discrimination by:
 - seeking help from a trustworthy adult on behalf of the victim
 - setting a good example for others by treating everyone with respect
 - speaking up against behaviours that discriminate on the basis of gender
 - offering the target support and friendship
 - discouraging the bully's actions by refusing to take the bully's side, telling the bully to stop what he or she is doing, and refusing to hang out with the bully

Discussion Questions

- Have you ever witnessed a peer or friend being discriminated against on the basis of gender? How did it make you feel? How do you think the person being discriminated against felt? What did you do? Would you handle the situation differently now? What strategies might you use to resolve the situation in a positive way?
- Why is it important for the Witness to speak up and “start the change”? What does this tell the bully? How do you think people might react to you if you speak out against sexism?
- Do you feel confident to correct friends' behaviours if they are acting in sexist ways? What strategies could you use? When might you not feel confident in correcting a friend?
- Who are some trustworthy adults that you would speak to about situations you have witnessed or been involved in? Do you discuss experiences with your parents, other family members, or school staff? If not, how might adults in your life be more approachable?
- What would you do if you read a book or textbook that depicted sexist values in it? Who could you speak to about your concerns?
- What do you think our society or community could do to encourage girls to take on “less traditional” roles in society? Do you think it is important for girls to take on non-traditional roles? Explain your thinking.



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Media Literacy/ The Arts (visual) (I/G)	Ask students to create posters or brochures to share with the whole school that encourage Witnesses to stand up and speak out about gender discrimination and sexism. Encourage students to present their posters or brochures to the class.
pp. 26–27	Social Studies/ Canada and World Studies (I/G)	Have students explore the Canadian Human Rights Commission’s information about women’s rights on their “Human Rights in Canada: A Historical Perspective” website (www.chrc-ccdp.ca/en/browse/Subjects/womenRights.asp). Have students use this information or research further to create a timeline illustrating some of the key events for women’s rights in Canadian history.
pp. 28–31	Language Arts (G)	Ask students to work through the quiz independently, then reflect on their answers. As a whole class, discuss the questions and ask students to share their answers, feelings, and thoughts. Encourage them to suggest other possible ways of resolving each situation in a positive way.
pp. 28–31	Language Arts (I/G)	Have students research to find a picture book that depicts a female character challenging traditional roles and/or taking on a non-traditional role in the story. Ask students to read the story and then perform an oral retelling of the story to the class, including a reflection on whether or not they think the book would be a positive influence on young readers.
pp. 28–31	Media Literacy (I)	<p>Have students choose one or two television shows to watch during an evening at home. Ask them to act as a Witness to the storyline and record how the female and male characters are portrayed in the television show. Encourage them to ask themselves these questions:</p> <ul style="list-style-type: none"> • Do the characters portray traditional roles? • Do any of the characters portray non-traditional roles? • Did you notice any incidences of gender discrimination? • Was there something a bystander on the show did do or could have done to improve the situation? <p>Have students present their findings to the class and discuss how these shows might influence both boys’ and girls’ concepts of “girlness” in positive or negative ways.</p>

Gossip:

Deal with it before word gets around

People spread gossip everyday. It can be as simple as dishing the latest on celebrities or as hurtful as spreading a nasty rumour or someone else's personal secrets. Because gossip is so pervasive in our society, it is often difficult for adolescents to know how harmful it can be. ***Gossip: Deal with it before word gets around*** was created to help students tell the difference between sharing information and gossiping and to give them suggestions on how to deal with gossip before it gets out of hand.

In this resource guide to ***Gossip***, teachers are given a range of discussion questions and activities to help students transfer the skills they learn in the classroom to their own lives. To get the most out of your class discussions and activities, it is important to create an open atmosphere and a positive classroom community where students feel comfortable sharing their experiences and opinions.



Before You Begin

Here are some tips and suggestions to help plan your Gossip unit:

- Gather as much material as you can about gossip, including ***Gossip: Deal with it before word gets around*** (see More Help on page 32 for a listing of materials).
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures and, as the theme develops, your students' work.
- Decide on the amount of time that you plan to spend on this theme.
- Have students brainstorm a list of emotions that they have felt because of gossiping and post the words on the bulletin or on a poster in the classroom. At the end of the unit, ask students to brainstorm a list of words that describe feelings that they have when they handle gossip well.
- Be aware that some of the subject matter covered in the book and resource guide may not be suitable for all students. Carefully review the content and be aware of any sensitivity before presenting it in your classroom.

Gossip 101

Highlights

- Gossip is talking or spreading rumours about someone else. It can range from talking about people because we care or are concerned about them, to sharing a good story, to digging up and spreading nasty information about them.
- Rumours and gossip can include:
 - ☛ speculation
 - ☛ secrets
 - ☛ slander
 - ☛ insinuation
- Gossip can be started by:
 - ☛ telling someone else's secret
 - ☛ making up a story or lying about someone
 - ☛ criticizing people behind their backs
 - ☛ sharing news that may not be true
 - ☛ starting or spreading a rumour
 - ☛ guessing something might happen and telling people it already has
- Gossip can happen to anybody anywhere: at school, in the workplace, and at home. It is important to think about what you say about other people to make sure that you are not causing harm with your words.

Discussion Questions

- How would you define gossip? What are some of the reasons why people might gossip? How is gossip different from talking to a mutual friend about someone you care about? Explain your thinking.
- Have you ever participated in gossip at your school? How did it make you feel? How do you think the target of the gossip would feel if he or she knew about it? Did this gossip have consequences for the people who were spreading it or the person they were gossiping about?
- What do you do when you hear gossip about someone? Do you tell the story to someone else or do you ignore what you heard? Does it depend on the people and the story involved? Explain your thinking?
- Do you think adults are affected by gossip as much or more than children? Why or why not?
- What role do the media play in encouraging gossip? Have you ever visited celebrity gossip Web sites or watched entertainment TV shows? Why do you think so many people are interested in the lives of celebrities?
- What might some of the negative effects of gossip be on the person being talked about? What negative effects might gossip have on the person spreading it?
- How could you let a Gossiper know you weren't interested in hearing the rumours without offending or hurting them? How else might you deal with gossip in a positive way?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts/ Guidance and Career Education (G)	Have students demonstrate how a story can be distorted as it is passed around by having them play a game. Tell one student a story and have him or her whisper it to another student. Continue this until the story has made its way through all the students. Ask the last person to hear the story to repeat it to the entire class and discuss how stories can become distorted as they are passed between people.
pp. 2–5	Media Literacy/ Social Studies (G)	Have students visit the PBS Kids website (http://pbskids.org/itsmylife/quiz/rumors.html) and take the Raging Rumours quiz. As a class, discuss the reasons given for some of these rumours being so enduring: fear and the “yuck factor.” Have students share their thoughts on why some urban legends stick around so long they are taken as fact and the influence of the Internet on spreading gossip.
pp. 6–7	Language Arts (G)	Write the headings “Speculation,” “Secrets,” “Slander,” and “Insinuation” on four sheets of chart paper and post them around the room. Divide the class into groups and have each group write an example of gossip under each heading. Discuss the examples given as a class and brainstorm ways to deal with each example in a positive way.
pp. 8–9	The Arts (drama) (G)	Working in small groups, have students choose a question from the quiz and role-play a positive solution to the problem. When each group is finished, discuss the situation and solution as a class, asking for other ways they might bring the situation to a positive resolution.
pp. 8–9	Language Arts/ Media Literacy (I)	Create a class blog for students to share their thoughts and ideas about gossip. Encourage them to discuss topics they address in class as well as examples of gossip they see in the media. Remind students that this is a forum for them to use to help them deal with gossip in a positive way and not a place for them to spread their own gossip.
pp. 10–11	Language Arts/ Social Studies (I/G)	Divide the class into two groups to debate the statement: “Girls gossip, boys don’t.” Allow each group time to research and prepare their arguments. Conduct the debate (you may wish to invite another class to moderate and judge the debate). After the conclusion, discuss how students might combat this and the other myths given about gossiping.
pp. 12–13	Language Arts/ Guidance and Career Education (I)	Ask students to write a recipe for gossip. Encourage them to think about what gossip is and why people might gossip. Have them include a list of ingredients and instructions on how to make gossip really juicy. Ask them to include a description of what their recipe will yield, including the negative consequences. Gather the recipes into a class Gossip Cookbook and use it as a reference for examples of gossip’s negative effects.

The Gossiper

Highlights

- Gossipers are people who love to be the first to know all the gossip. When they hear something really juicy about someone, even if they're not sure it's true, they itch to tell someone else.
- The Gossiper might not think there is any harm in telling his or her friends the rumours going around.
- You can help stop the spread of gossip by:
 - ☛ avoiding people who gossip and letting them know you aren't interested in their rumours
 - ☛ thinking before you speak. Question who the information might harm, why this rumour is being spread, why you would want to pass this information on, if this gossip will hurt someone else, and would the person be hurt if they knew what was being said about them
 - ☛ putting a stop to rumours and harmful gossip by refusing to pass it on
 - ☛ respecting other people's privacy
 - ☛ not listening to gossip that is mean or harmful
 - ☛ standing up to gossip bullies by telling them you think it is wrong to use their words to try to hurt others

Discussion Questions

- Do you like to hear a good story about someone even if it is gossip? How does hearing or spreading gossip make you feel? Why do you think gossip gives you these feelings?
- Do know someone who passes on information even though he or she knows it may hurt someone? How might you encourage someone not to gossip without hurting their feelings?
- Have you ever heard gossip about one of your friends? How did it make you feel? How did you respond to it? Did you tell your friend? Why or why not?
- Imagine that you were spreading gossip and you were confronted about the rumour you were spreading? How would it make you feel? How would you feel about the person asking you to stop spreading gossip?
- Do you think it is all right to tell someone else's secret if you think it is good news? Why or why not? Can you think of a situation in which spreading good information about someone would get you or the other person into trouble?
- Imagine that one of the popular groups at school likes to gossip about people outside of their group. Do you think that this would be a good group to join? Would you join in on gossip to be popular? How might you deal with this group in a positive way?
- How can you tell if information you hear is gossip or not? What are the signs that someone is gossiping? How could you make sure you avoid gossiping about others?



Teaching Activities

I = Individual

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G = Group

Section	Subject Area	Activities
pp. 14–15	Language Arts/ Guidance and Career Education (G)	Have students work in small groups to read and discuss the “Dear Dr. Shrink-Wrapped” letters and responses. Encourage them to discuss why their responses might be different than those given. Using this as a starting point, have students create a Top Ten Tips list of ways to deal with gossip in a positive way. Compile the lists into a class book or have students present their tips to younger students.
pp. 14–15	Language Arts/ Guidance and Career Education (G)	As a class, have students draft a pact to cut down on gossiping. Ask them to write out the goals of the pact and the steps they will take to help each other curb the amount of gossip they spread. Encourage all students to sign the pact and display it in the classroom. Check in with students periodically to see if they are following the pact and which of their behaviours they are finding most difficult to curb.
pp. 16–17	Language Arts/ The Arts (drama) (G)	Divide students into small groups and ask them to play charades using the situations found in the quiz. Have each group act out a different situation and ask the rest of the class to guess what they represent. After each group is finished, discuss the positive and negative affects that the situation might have on the people involved.
pp. 16–17	Language Arts (P/G)	Have students work with a partner to read through the quiz and determine which of the categories from p. 6 each statement falls under. Ask volunteers to present their ideas to the class and discuss as a group.
pp. 18–19	Media Literacy/ Social Studies (P)	Have students work in pairs to research news stories about Internet gossip and cyberbullying. Have them write a brief summary of one example and give suggestions on what the people involved might do to resolve the situation in a positive way. Ask volunteers to present their findings to the class.
pp. 18–19	Language Arts/ Media Literacy (G)	Ask students to work in small groups to find out more about a gossip or tabloid magazine, or an entertainment news TV show. Encourage them to find out their format and philosophy, what types of stories they feature, and the stories behind some interesting headlines. Based on their findings, have them create their own magazine or news show devoted to preventing gossip and rumours. Have students present their magazine or show to the class.
pp. 18–19	Language Arts (I)	Have students write a newspaper editorial on the effects of gossip. Encourage them to consider the negative affects gossip might have, how to stop the spread of gossip, and examples to support their argument. Compile the articles into a class paper.

The Subject

Highlights

- The Subject is the person who is being gossiped about.
- The Gossiper usually picks a victim who they know others will be interested in chatting about, such as:
 - ☛ popular kids
 - ☛ unpopular kids
 - ☛ smart kids
 - ☛ disadvantaged kids
 - ☛ kids who are different in any way
- If you find yourself the subject of gossip, you can:
 - ☛ investigate the cause to try to find the source and the reason for the gossip
 - ☛ stay cool and don't let the bully get to you
 - ☛ avoid resorting to revenge to solve the conflict
 - ☛ protect your privacy to make sure that your private information stays private
 - ☛ don't gossip about others
 - ☛ keep your good friends close and treat them with respect

Discussion Questions

- How would you feel if you were the Subject of gossip? What could you do to help protect yourself from gossip? How might you stop gossip once it has started?
- Why do you think someone might pick on people because they are different in some way? How do you think the Gossiper feels when they spread a juicy story about someone else? How do you think the Subject feels?
- Imagine that you heard a member of the popular group gossiping about your best friend. What might you say to the Gossiper? What would you say to your friend?
- What are some ways in which gossip is spread? How could you minimize your chances of becoming the Subject of gossip spread in these ways?
- How might technology be used to spread gossip? How could you use technology to tell people about the negative effects of gossip and encourage them to avoid gossiping?
- Who could you talk to if you were the Subject of gossip? How might they help you?



Teaching Activities

I = Individual

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Section	Subject Area	Activities
pp. 20–21	The Arts (visual) (G)	As a class, discuss the “Do’s and Don’ts” section. Have students work in small groups to choose one Do and one Don’t. Ask them to create a poster demonstrating how to use this Do and Don’t to deal with being the Subject of gossip.
pp. 20–21	Language Arts/ Guidance and Career Education (I)	Have students write a journal entry about how they deal with gossip now and how they could deal with gossip in a more positive way. Ask them to include three steps that they will take to help them achieve their goal.
pp. 22–23	Language Arts (G)	As a class, review the letters to Dr. Shrink-Wrapped and discuss the responses. Have students write their own anonymous letter asking for advice on dealing with gossip. Collect the letters and redistribute them. Have students write a helpful response to the letter they receive. Gather all the letters and responses together in a class scrapbook.
pp. 22–23	Language Arts/ Media Literacy (G)	As a class, discuss the ways that technology can help spread gossip faster than word of mouth. Then, discuss ways that students can help protect themselves from gossip spread using technology. Have students create a brochure for younger students, warning them about the hazards of Internet gossip and cyberbullying and giving them tips on how they can protect themselves.
pp. 24–25	The Arts (drama) (G)	Have students work in small groups to role-play one of the ways they can deal with being the Subject of gossip. When each group has presented, ask students to suggest ways they can incorporate these tips into their own lives.
pp. 24–25	Language Arts/ Media Literacy (G)	Have students work in small groups to find a scene in a movie or TV shows that deals with gossip. Ask students to rewrite the scene so that the characters deal with gossip in a positive way following suggestions given in this book. Students can create a storyboard for their scene or act it out for the class.

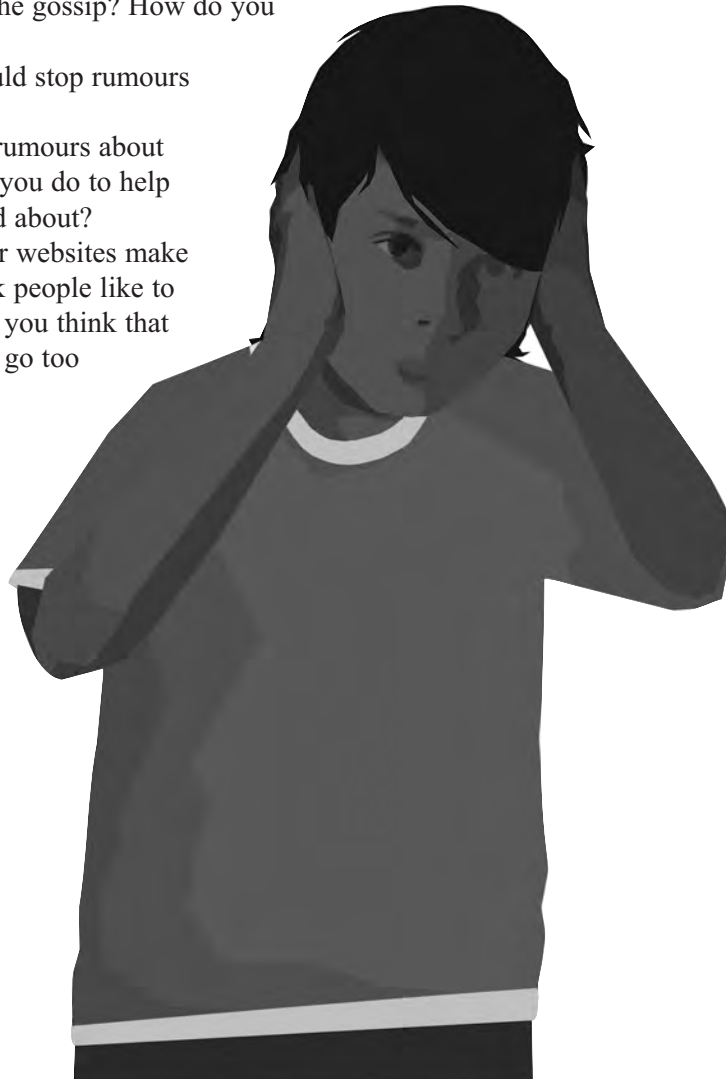
The Witness

Highlights

- The Witness is a person who hears gossip. He or she might not know if what they have heard is true or what to do with the information.
- When you witness gossip, you have can chose to:
 - ☛ spread the stories you have heard and propagate the gossip
 - ☛ tell your friends to stop gossiping until they know what really happened.
 - ☛ find out what really happened and get the facts straight
 - ☛ ignore the gossip and rumours

Discussion Questions

- Have you ever been around when someone told a story about another person? What did you do? How did it make you feel?
- Have you ever stood up to someone spreading gossip? What happened? How did you feel?
- Imagine that a new student comes to your school and people start gossiping about him and what happened at his old school. How do you think that might make the new student feel? What might you do to help stop the gossip? How do you think people might react to you?
- What are some ways that you could stop rumours that you hear?
- How do you feel when you hear rumours about someone you know? What could you do to help support the person being gossiped about?
- Does reading gossip magazines or websites make you a Witness? Why do you think people like to read gossip about celebrities? Do you think that these magazines or websites ever go too far? What might some of the consequences be for the celebrity involved or for the magazine or website?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Language Arts/ Guidance and Career Education (G)	Have students draft an agreement with their friends and family members to deal with gossip in a positive way. Ask them to include tips on how to avoid gossiping. Encourage them to get as many friends and family members as they can to sign the pact to stop gossiping.
pp. 26–27	Language Arts/ Guidance and Career Education (G)	Have students work in groups of five to prepare a presentation about gossiping for a younger class. Encourage them to create games or skits that would appeal to younger students. Ask groups to perform their presentations for the class for feedback and then present them to a younger class.
pp. 28–31	Mathematics (G)	Using the quizzes in this book as a guide, have students create a survey to find out how their peers feel about and deal with gossip. Encourage them to think about what questions they can ask to find out how students deal with gossip and what kind of initiatives they think might work to help reduce gossip in your school. Have students conduct their surveys and record their results. Ask them to present their findings and discuss them as a class.
pp. 28–31	Language Arts/ Guidance and Career Education (I)	Have students write a persuasive letter to their principal encouraging him or her to help stop gossip in your school. Encourage students to include at least three reasons why they think the principal should try to reduce gossip and suggest one or two ideas on what could be done. Have students peer edit their classmates' letters and then submit them to the principal.
pp. 28–31	Guidance and Career Education (I/G)	Have students write three things that they want to make sure they do when they find themselves Witnesses to gossip. Encourage students to keep their lists handy and try to implement them. Revisit the lists occasionally throughout the year to see if students are implementing their changes, how they feel about gossip, and how people react to them when they avoid gossiping.

Guyness: Deal with it body and soul

Boys are constantly being bombarded with conflicting messages about how they should act and behave, as well as how they should view themselves and others. Ideas about what it means to be a “guy” are changing, and it can be difficult for male students to sift through all of the information they receive in order to become the person they are meant to be. Boys also receive a variety of conflicting messages about how to treat and interact with females in their lives. Educators play an important role in helping our students make sense of all of the information they receive and the expectations they are trying to meet.

This resource guide for *Guyness: Deal with it body and soul* is intended to provide educators with information surrounding the topic of “guyness” as well as strategies and lessons to help students cope in today’s society. It is important to create a safe classroom environment in which students feel comfortable and secure discussing issues affecting their emotional and social development. This guide provides teachers with a variety of activities that will allow students to reflect on their own experiences and feelings about the topic. In order to get the most out of this book, it is important to create a classroom environment that promotes respect for the topic and allows students to share their thoughts, feelings, and experiences in a safe, non-judgmental way.



Before You Begin

Here are some tips and suggestions to help you plan your Guyness unit:

- Consider planning this unit in conjunction with *Girlness: Deal with it body and soul*.
- Organize a classroom library of books, videos, posters and magazines from a variety of sources that allow boys to see a diverse selection of traditional and non-traditional roles, and how these roles have changed over time.
- Provide opportunities for male students to work in single-sex groups to allow for safe and in-depth sharing of experiences.
- Create a set of classroom norms and/or commitments that establishes an environment that allows for open, non-judgmental discussions of ideas and feelings.
- Consider inviting a successful male figure who has broken the mould of traditional masculinity to speak to the class.
- Note that *Guyness: deal with it body and soul* includes a variety of sensitive issues and situations that are important to address, but may not be appropriate for all grade levels. The language used throughout the book reflects the language more commonly used by middle-school students. It is important that teachers preview the book to select material and content that is appropriate for their student’s maturity level.

Guyness 101

Highlights

- “Guyness” is another word for masculinity. There are many traditional views about what makes someone masculine. These can be based on:
 - ☛ appearance
 - ☛ likes and dislikes
 - ☛ feelings
 - ☛ behaviour
- Stereotypes are pre-set ideas about groups of people. Discrimination is the act of treating groups of people differently based on pre-set ideas. Gender discrimination is the act of discriminating against someone based on his or her gender.
- Families and communities often have different rules for their boys and girls, usually based on traditional values.
- It is important to examine your own ideas about masculinity and gender roles in order to ensure that you don’t treat people in certain ways because of their gender.



Discussion Questions

- How do you define masculinity? Who do you look up to as a “masculine” person — a family member, a teacher, a community leader, a celebrity? Why do you see this person as an example of “guyness”?
- What are some qualities and characteristics that you, your friends, and your family consider to be “male”? What are some qualities and characteristics you consider to be “female”? Where do you think these ideas of masculine and feminine come from?
- Do you know anyone who has been teased about his physical appearance because he wasn’t “male” enough? How do you think that made him feel? How did you feel? Did you speak up about how you felt?
- Are there movies, books, and/or TV shows that make you feel emotional? Have you ever cried when watching a movie or reading a book? Why do you think crying isn’t considered “manly”? Are there other physical reactions or emotions that we identify as typically “male” or “female”? Why do you think this might be?
- Do you think that telling sexist jokes is acceptable? Why or why not? If the audience laughs, is it still wrong to tell the joke?
- Do you think organizations that separate boys and girls, such as The Boys Scouts or Girl Guides, are sexist? Should we still have separate male and female sports teams? What might be some of the positives and negatives of single sex groups? Explain your thinking.
- Do you think that different cultures have different definitions of what is masculine and feminine? Can you think of any examples? Why might these differences exist?

Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts/ Social Studies (I)	Have students work independently to create a web for the word “Guyness.” Ask them to write “Guyness” in the middle of the web, then add as many connections as they can think of from this word. Ask volunteers to share their webs with the class. Discuss why some students chose different words and where their ideas of guyness come from.
pp. 6–7	Language Arts/ The Arts (Drama) (I/G)	Have students choose one of the comic strips and assume the role of one of the characters. Ask them to write a short monologue about the character’s feelings about the situation and what he or she might do to create a positive outcome. Have students present their monologues in small groups or to the whole class.
pp. 8–9	Language Arts/ Guidance and Career Education (G)	Have students work as a class to define and give examples of “gender discrimination.” You may wish to have them conduct research to help them write their definition and find examples. Using their definition as a guide, have students complete the quiz as a class, justifying their answers. As an extension, you may wish to have students create posters to illustrate their understanding of gender discrimination and how to prevent it.
pp. 10–11	Language Arts/ Media Literacy (I/G)	Ask students to choose a superhero or comic-book character that has been around for several generations (e.g., Superman, Batman, Spiderman, Captain Canuck, etc.) Have them research to find examples of how the character’s appearance and personality have changed over time. Encourage students to think about actors who have played these roles as well as how they have appeared in print. Ask students to create a timeline showing how their character has developed over time, including images to demonstrate the changes and some suggestions for why the character may have developed in this way. Have students present their timelines to the class and encourage them to discuss the reasons behind these changes.
pp. 12–13	Language Arts/ Media Literacy (I)	Have students review the myths presented, along with the “Boy, It’s Not Easy Being One” Public Service Announcements (PSAs) on the Concerned Children’s Advertisers website. As a class, discuss how pre-set ideas about guyness might affect boys growing up in our society. Have students create their own storyboard for a PSA that addresses stereotypes about guyness and encourages people to think differently about it. Have students present their storyboards and discuss them as a class.

Mr. Nice Guy

Highlights

- Gender stereotyping may prevent people from doing what they want to do and can lead to people (both boys and girls) feeling:
 - ☛ embarrassed
 - ☛ left out
 - ☛ discouraged
 - ☛ pressured
 - ☛ depressed
 - ☛ jealous or resentful of others
 - ☛ bullied or teased
- When dealing with conflict, guys may take on one of the following roles:
 - ☛ the fall guy, who shoulders all the responsibility
 - ☛ the tough guy, who pushes others around
 - ☛ the good guy, who finds a compromise that works for all
- You can avoid being trapped by gender stereotypes by:
 - ☛ being proud of yourself
 - ☛ defining “guyness” based on your own values, beliefs, and likes and dislikes
 - ☛ accepting others for being different
 - ☛ standing up for yourself in every situation
 - ☛ questioning all stereotypes about guys
 - ☛ not allowing others to make you feel bad for liking different things



Discussion Questions

- What do you think the phrase “it’s a guy thing” mean? How would you define “guy things”?
- What gender stereotypes do you see around you? In your community, how are boys viewed differently from girls? Are they viewed or treated differently in your school? How?
- “Boys will be boys” is a phrase commonly used to explain behaviours such as rough play and getting dirty. Have you heard the term used before? What was the situation? Who used the phrase? Do you think it’s a fair statement? Why or why not?
- Have you ever experienced gender stereotyping from a teacher or parent? What was the situation? How did it make you feel? Who might you ask for help in dealing with a similar situation in the future?
- Do you think of yourself as the “fall guy”, the “tough guy,” or the “good guy”? Why? Is it fair to categorize guys in this way? Can you be all three types? Are there other types of males? Are there equivalent categories for girls? What might we call them?
- There are many famous male artists, actors, singers, and dancers. Do men with these talents face more gender stereotyping and discrimination than other guys? Why or why not? Do you think people’s attitudes towards stereotypes about masculinity are changing? Explain your thinking.

Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 14–15	Media Literacy (G)	Have students work in small groups to create a television or radio ad to promote a product called “Boys Will Be Boys.” Ask students to decide what the product is, does, and who the target audience will be. Have students create a storyboard or script for their ad, including characters, dialogue, music, and sound effects. Have students present their ads to the class, explaining their product and why they think their ad will be effective on the target audience.
pp. 14–15	Language Arts/ Mathematics (G)	As a whole class, ask students to brainstorm a list of “masculine” traits (e.g., taking risks, liking sports, getting dirty, etc.) and “non-masculine” traits (e.g., artistic, liking reading, etc.). Have students work in pairs or independently to create a Venn Diagram that will sort the traits into one of three categories: “Masculine,” “Feminine,” or “Both.” As a whole class, discuss how students would sort the traits. Encourage debate about why students assign traits to certain categories and ask students to explain their reasoning.
pp. 16–17	Language Arts (I/G)	Students are asked to take the Quiz on the double page spread independently. Students rate their answers to determine what “kind of guy” their responses indicate they are most like. As a whole class, ask students to reflect on their answers — what did they find out about themselves? Were they surprised by any of their answers? Have they had any similar experiences? Did any of the scenarios relate to themselves?
pp. 16–17	Media Literacy/ Visual Arts (I/G)	Ask students to choose one of the eight scenarios included in the “Mr. Nice Guy” Quiz, as well as one type of response to the scenario (i.e. tough guy, fall guy, good guy). Students create and design a short comic strip based on the scenario and the one outcome. Display the comic strips on a bulletin board in class — the teacher may want to divide the display into 3 columns — each column representing one of the “Guy” response types.
pp. 18–19	Language Arts/ Media Literacy (I)	Ask students to think about an activity or hobby that is of interest to them and is not traditionally thought of as being masculine. Have students design an advertisement for a class on the activity that could be offered at the local community centre. Their ads should encourage guys to come out and try this activity and should outline some of the information they will learn in the class. Have students present their ads to the class and discuss why they thought guys would be interested in their class and how they will encourage them to sign up.
pp. 18–19	Social Studies/ Canada and World Studies (I)	Ask students to research to find out about a famous man from history who challenged traditional gender roles (e.g., artists such as Van Gogh; activists such as Gandhi, Mandela, etc.). Have them prepare a brief biography of the person, indicating why this historical figure is a strong role model for boys in today’s society. Teachers may want to provide a list of historical figures for students to choose from.

The Wise Guy

Highlights

- Gender stereotypes can affect everybody, even those who seem to be “typical” guys or girls.
- You can help combat gender stereotypes by:
 - ☛ questioning stereotypes about gender and looking at people as individuals, not just as a member of a gender
 - ☛ considering the similarities between boys and girls, rather than focusing on the differences
 - ☛ being a leader for your peers by modelling appropriate language and attitudes when speaking with them
 - ☛ being confident in your own views, interests, and abilities
- You can protect yourself from gender discrimination by
 - ☛ having confidence in yourself
 - ☛ making a joke to defuse confrontation, making sure not to put yourself or the other guys down
 - ☛ researching your interests and sharing them with others
 - ☛ talking to older guys about guyness
 - ☛ challenge stereotypes
- Developing media literacy skills and questioning sexist messages you see in the media will also help you avoid stereotypes and develop your own sense of guyness.



Discussion Questions

- What are some of the ways we might judge others? How could you avoid making or using preconceived ideas about groups of people?
- When you are with your peers, do you make discriminatory or sexist comments? Do your friends? What might you do to stop people from making sexist comments about others without causing bad feelings? Why is it important to address sexist language and attitudes with people around you?
- Are there interests or talents that you have that would be considered “unmanly” by your friends? Do you share your talents or keep them to yourself? What would make it easier for you to showcase your abilities? Would you consider joining an organized group with similar interests or talents?
- How might humour play a role in dealing with situations involving gender discrimination? Do you think that humour is a good way to deal with these types of situations? Can you think of any situations in which humour would not be appropriate? Explain your thinking.
- How do you think the media might influence our views of “guyness”? How are males and females portrayed in the movies and TV shows you watch? Do you think these portrayals are fair? Why or why not?
- Do you think that boys are disciplined more than girls in your school? Are teachers stricter with boys or girls at your school? Who could you turn to if you felt you were unfairly disciplined simply because of your gender?

Teaching Activities

I = Individual

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G = Group

Section	Subject Area	Activities
pp. 20–21	Language Arts/ Media Literacy (I/G)	Have students look through a variety of magazines that are targeted to boys and others that are aimed at girls. Ask them to find images that exemplify “guyness” and “girlness” stereotypes. Then, ask them to find images that challenge male and female stereotypes, showing girls and boys in non-traditional ways. Have students create a classroom display of the two sets of images. As a class, discuss which type of image was easiest to find and what these images tell the reader about gender roles in society. Ask students what they might do to help change the types of messages that magazines are giving their readers.
pp. 22–23	Language Arts/ Social Studies (G)	Divide the class into two groups and have them debate the statement: “Men make better leaders than women.” Allow the teams time to gather information and prepare their arguments. (You may wish to invite other students to moderate and judge the debate.) When the debate is over, encourage students to discuss their ideas and what stereotypes they uncovered in their research.
pp. 22–23	Language Arts (I)	Read various statements from the quiz aloud to the class (e.g., 12, 14, 16, and 17), pausing to ask if they think they represent stereotypical guy thinking. Ask volunteers to explain their answers. Read a few more statements, replacing the male terms with female ones (e.g., guys need girls to protect them). Ask students to explain how these changes affect the meaning or the stereotype. Have students write a journal entry about how society might be different if one of these statements was typical of “girlness” rather than “guyness.”
pp. 24–25	Media Literacy/ Language Arts (I)	Have students visit the Media Awareness Network Web site and explore the game “Allies and Aliens: A Mission in Critical Thinking”. Explain that this interactive activity is designed to increase students’ ability to recognize bias, prejudice, and hate propaganda on the Internet and in other media. When they have finished, ask students to write a journal entry about how they can use what they have learned to recognize bias and prejudice based on gender. NOTE: Due to content, this game is intended for students in the intermediate grade levels. While the game does not solely focus on gender discrimination, the examples in the game aptly demonstrate a variety of biases and discriminatory behaviours.
pp. 24–25	Media Literacy (G)	Have students work in small groups to examine two or three newspapers or newscasts to determine gender representation in the media. Have students find stories that depict males and/or females in traditional and non-traditional roles. Have groups present their findings to the class, explaining any biases they found and giving alternative ways of representing the story to eliminate the bias.

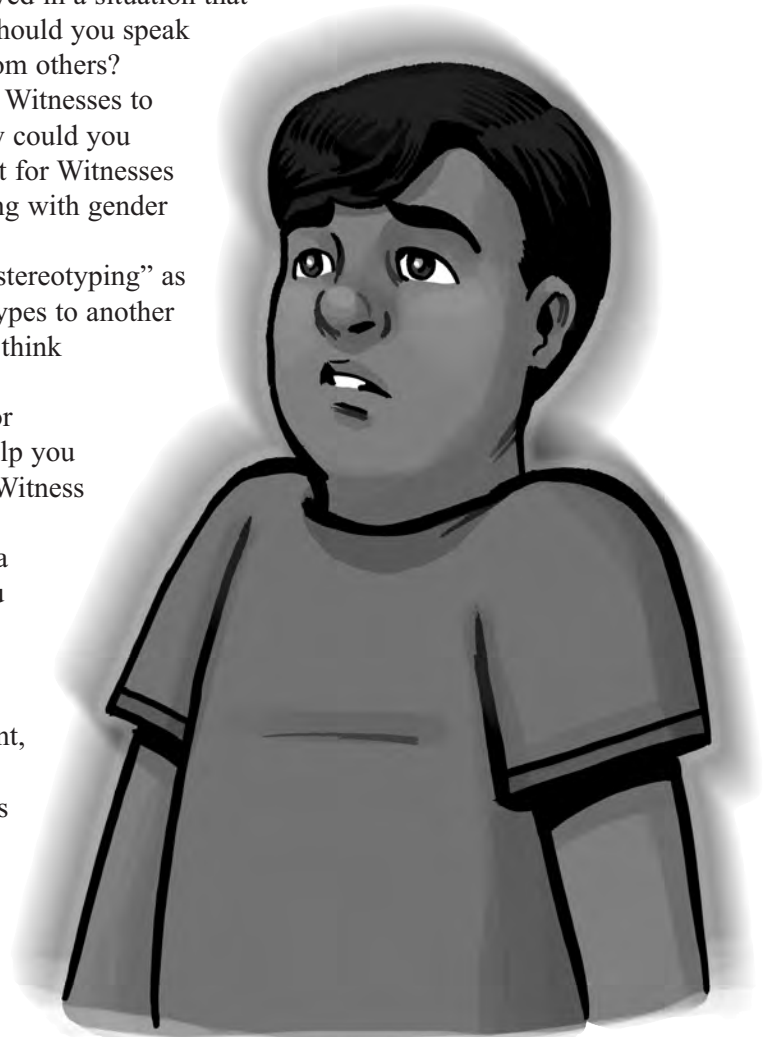
The Witness

Highlights

- Witnesses to other guys getting into trouble because of ideas about guyness are often afraid to speak up because they are afraid of being teased, getting told off, or getting someone else into trouble.
- Speaking up to gender discrimination lets people know how you feel and can help change the way other people think.
- If you are a Witness to gender discrimination, you can do the following to help make a change:
 - ☛ find a trustworthy adult to tell about the situation you've witnessed
 - ☛ offer friendship and support to those around you who are different
 - ☛ keep an open mind about "guyness" and be true to yourself
 - ☛ avoid using sexist language about males or females
 - ☛ remember that your concept of guyness has to include how you treat girls and women

Discussion Questions

- Why is it important to speak up when you witness a situation involving gender discrimination? Should you get involved in a situation that doesn't directly involve you? When should you speak up and when should you seek help from others?
- Do you think your school encourages Witnesses to speak up about sexist situations? How could you make your school a safer environment for Witnesses to take a more proactive role in dealing with gender discrimination?
- Have you ever experienced "gender stereotyping" as a guy? Have you ever applied stereotypes to another guy? How did you feel? How do you think the other person felt?
- Who are some adults in your school or community that you would trust to help you in a situation where you've been the Witness to discriminatory behaviour?
- Could "gender stereotyping" ever be a good thing? Why or why not? Do you think you've ever benefited from gender stereotyping?
- What would you do if your group of friends began picking on a new student, using sexist language and discriminating the person based on his or her gender? What are some of the strategies you would use to resolve this situation in a positive way?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Language Arts/ Guidance and Career Education (P/G)	Have students read and discuss the “Do’s and Don’ts” on p. 27. Using these as a guide, ask students to work in partners or small groups to create a rap song that would encourage younger students to speak up when they witness gender discrimination. Students may present their rap songs to the class or to younger students in their school.
pp. 26–27	Language Arts (I)	Have students collect a variety of fairy tales. Ask them to choose a traditional fairy tale (e.g., Cinderella) and rewrite it to demonstrate more contemporary views about gender roles. Encourage students to illustrate their fairy tales and share them with their classmates.
pp. 28–31	Language Arts (I)	Have students read “Favourite Ferret” on p. 28. Ask them to write a persuasive letter to the classroom teacher identifying the issue is and suggesting solutions to the problem. Encourage students to give reasons to support their arguments.
pp. 28–31	Language Arts/ Physical Education (G)	Have students read “B-Ball Blues” on p. 29. Ask them to brainstorm a list of possible ways to deal with parents who behave aggressively or inappropriately at their children’s sporting events. Then, ask students to work in small groups to create a brochure for parents that outlines the rules of conduct for participants and spectators. Encourage them to include tips on how to avoid gender bias when dealing with children in sport and on how parents can be supportive of their children’s competitions, successes, and failures. Have students present their brochures to the class.
pp. 28–31	Media Literacy/ Mathematics (I)	Ask students to keep a log of the TV shows they watch, including the number of male and female characters, and the number of violent incidents that occur. As a class, tally the results and discuss the data, including whether violent shows seem to be targeted to males or females; if males or females seem to initiate different types of violence; and how the students feel when watching the shows. Encourage students to discuss their feelings about violence on TV and what they think should be done about it.
pp. 28–31	Visual Arts (G)	Have students design a Safe Schools campaign to remove “sexist language and behaviours” from the school. As a whole class, have students choose a theme, slogans, and design concepts for the campaign. Divide students into groups and assign them different aspects of the campaign, such as designing posters, writing announcements and school assembly information, and creating parent–teacher information sheets that encourage a whole community approach. Upon completion, the class may want to invite the school administration to a presentation of the campaign.

Image:

Deal with it from the inside out

Educators can help adolescents build a strong, confident self-image. Their image of themselves is at its lowest point during these formative years. One of our goals as educators is to assist students to feel comfortable and confident with who they are, not who they (or others) think they should be. Adolescents are especially vulnerable to the influences of others: we cannot underestimate the impact of their peers and the media. The pressure to conform to an unattainable ideal can prevent young people from becoming confident adults and reaching their potential.

This resource guide to *Image: Deal with it from the inside out* assists educators by providing suggestions on how to develop and foster students' confidence in their own image. Being happy with their self-image will make them less susceptible to the suggestions of their peers, the media, and negative influences. It is difficult for young people to resist these external influences until they firmly establish and have confidence in their own identities.

Before You Begin

Here are some tips and suggestions to help you plan your image unit:

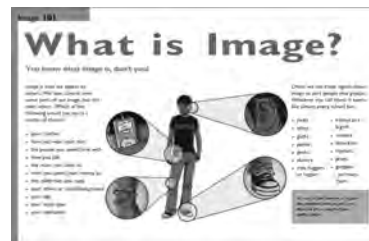
- Gather materials from a variety of sources, including the Guidance Office, social services organizations, articles from magazines and newspapers, and age-appropriate books.
- You may wish to invite a guest speaker to talk to your class.
Having an expert on the issue of arguing or conflict resolution will signify to the students that this is a serious topic and that there are professionals out there who can help.
- In order to prepare for incorporating this topic into your units, you may want to do a pre-evaluation with the students to gauge their level of awareness of image. Creating a standard pre-test to assess what kinds of information and misinformation students may have about image — including media manipulation; identity; cliques, and body image — will enable teachers to plan units that are relevant to their age and level, and help you decide where emphasis is needed. Planning a before and after assessment will help determine if changes have occurred in your students' awareness and attitude towards their perception of self and others, and will be helpful in planning follow-up units.
- Image is a critical issue. Approaching it in a variety of ways and within different subject areas will help students understand some of the underlying issues. It would be constructive to explore some of these issues using a team approach to ensure that there is not too much overlap and redundancy.
- During discussions, try to be aware that some students will feel self-conscious and embarrassed that they participated in negative behaviour at one time or another. Reassure them that everyone gets caught up in group mentality at some point in time. Explain that being able to trust one's own judgment comes with experience and maturity. This support will go a long way to fostering open and meaningful discussions.



Image 101

Highlights

- Image is how we appear to others.
- We can control some aspects of our image, but not everything.
- People often label others and try to sort them into groups; this is how conflicts may begin.
- Labels can be used to:
 - ☛ include
 - ☛ exclude, leave out, or limit
 - ☛ tease
- Some of the myths about image include the following:
 - ☛ if it walks and talks like a duck, it must be a duck
 - ☛ image is everything
 - ☛ what you see is what you get
 - ☛ birds of a feather flock together
 - ☛ it's the package, not the contents
 - ☛ fitting in is the most important thing
 - ☛ if I look perfect everyone will like me
- Adolescents are often insecure about their self-image. As a result they are often not confident enough to express their individuality and sometimes fall into groups that may not be a positive influence.



Discussion Questions

- What are some of labels used to describe different groups in your school? What assumptions do people make about each group? List the positive and negative traits of the three to five of the main groups.
- To which group(s) would you say that you belong? If none, which group do you identify with the most and why?
- Do you think others might put you in different groups? Why do you think so?
- If you could design your own group, what traits would you include and exclude?
- Why do you think groups are so important to people? Do you think that teenagers in particular feel that they need to belong to a group? Why?
- Is there any downside to being part of a group? Do you think that being in a group brings out the best in everyone? Why or why not?
- Do you think that you have to agree with everything that your group says and does? What would the consequences be if you didn't go along with a particular idea or activity?
- How are teenagers portrayed in the media? Do you think that they are realistically represented in magazines, on TV, and on the Internet? If not, what would a more realistic representation be?
- Based only on what you see in magazines, on TV, and on the Internet, how would the average teenager look and act? What would his or her relationships with parents, teachers, other adults, friends, and peers be like?

Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–3	Language Arts (I/G)	As a class, complete a KWL chart to determine prior knowledge and decide which aspects of image they would like to focus on. Have students define image and then describe their own image before doing any exploring on the topic. Encourage them to utilize resources and research to learn more about this topic and why it is important to have a strong self-image.
pp. 4–5	Language Arts (G)	Using the parts of image listed on p. 4 as a starting point, have students brainstorm other elements that reflect image. Ask students to list the groups that they know of in their school. Have them describe the characteristics and traits of people that they would put in each group. As a class, discuss the positive and negative aspects of sorting people into groups.
pp. 4–5	Media Literacy (I/G)	Have students watch a TV program, including the commercials. Ask them to keep track of how teenage characters are portrayed, including clothing, interests, talents, relationships, etc. As a group, have students think about the traits and stereotypes for the groups listed on p. 5 and then sort the characters into these groups. As a class, discuss how the media's portrayal of teenagers might influence students' self-image.
pp. 6–7	The Arts (visual)/ Guidance and Career Education (I)	Have students create a comic strip to reflect their self-image and things that they like about themselves. Encourage them to include speech bubbles and other elements. Have students present their comics to the class and explain how it represents their image.
pp. 6–7	Media Literacy (G)	Have students review public service announcements about self-image, such as Concerned Children's Advertisers' "Boutique" or Dove's Campaign for Real Beauty film "Evolution." (Note: Both of these videos are available on their websites.) Ask students to think about who created these PSAs, who is the target audience, and what their messages are. Have them write a journal entry about whether or not they think these campaigns are effective and how they might get people to think critically about images in the media.
pp. 8–9	The Arts (drama) (P/G)	Have students work in pairs or small groups to act out one of the situations in the quiz. Ask the rest of the class to suggest ways to deal with the situation. The group then chooses one of the suggestions and improvises the rest of the scene.
pp. 10–11	Language Arts (I/G)	Have students write their own Dear Conflict Counsellor letter, signing them with a pen name. Put all the letters into a box and have each student select someone else's problem and write a possible solution for it. The letters and responses can be compiled in a class booklet.
pp. 12–13	Language Arts (P/G)	Have students choose a myth, then use a Think-Pair-Share strategy to discuss the myth and how it might affect someone's self-image in a positive and negative way. Encourage them to think of examples to explain their thinking and share their thoughts with other pairs.

The Cool Kid

Highlights

- The Cool Kids are the people that everyone knows, admires, and who set the standards. They may happen to have personality traits that include being charismatic, confident, decisive, and intelligent. Many of these traits are not bad traits as long as they are not being used to exploit, pressure, or manipulate others.
- Before you follow a trend, ask yourself the following questions:
 - What's the message?
 - What's in it for them?
 - Who's getting hurt?
 - Who are you, really?
 - What's the cost?
- To avoid falling under the spell of The Cool Kid, or at least to help them be aware of the potential pitfalls, try to:
 - think about what makes someone "cool"
 - reflect on why we want to be like them or part of their group
 - learn about ourselves in terms of our own unique strengths and abilities

Discussion Questions

- What makes someone or something "cool"? Who defines cool?
- What might the Cool Kid have that the others don't? What makes others want to hang out with the cool people?
- How are popular kids portrayed on television and in magazines? How is this different from reality?
- Why do you think some people would change aspects of themselves to be considered cool or to join the popular crowd?
- What is the opposite of cool? Why might some traits be considered cool while others are considered uncool?
- Can you think of some positive traits that are considered uncool and some negative traits that are considered cool? Why do you think this is?
- Who are some of the people you respect? What traits do they have that make you respect them? Do you think these people would they have been considered cool as teenagers? Why or why not?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 14–15	The Arts (visual)/ Language Arts/ Media Literacy (I/G)	Have students create a collage to represent what they think is cool or popular. They may wish to present their collage as a poster or a slide show, or in another format that can be shared with the class. Encourage students to use their collages to start a discussion and analysis of what is cool, who decides what is cool, and why some things are cool while others are not.
pp. 14–15	Media Literacy (I/G)	Ask students to imagine that they are in charge of producing a TV show for teens about image. Have them create a storyboard for an ad for their show, including details on the topics they will address and the main features of the show. Have students present their storyboards to the class and discuss why they thought the issues they included were important to teens.
pp. 16–17	Language Arts/ Health and Physical Education (I)	Have students work through the quiz. When they are finished, ask them to look at the statements that they identified as true. Have students write a journal entry about these statements and how they make them feel about themselves.
pp. 16–17	Language Arts/ The Arts (drama) (G)	Have students work in small groups and choose one statement that is particularly significant to them. Have them create a skit based on the statement that demonstrates some of the emotions of the people involved. Ask students to perform their skits and discuss them as a class.
pp. 18–19	Media Literacy (G)	Have students work in small groups to read and discuss the five questions. Ask them to brainstorm a list of commercials they have seen on TV or the Internet (alternatively you can ask them to make a list of commercials they see while watching a TV program). For each commercial, students answer each of the five questions. When they are finished, each group nominates a spokesperson to present their findings to the class.
pp. 18–19	Language Arts (I/G)	Write the “Do’s and Don’ts” on p. 19 on a piece of poster paper. Using this list as a starting point, have each student add a Do or a Don’t to the list. Keep this list prominently displayed in the classroom and add to it as you work through this book and other activities about self-image.

The Invisible Kid

Highlights

- The Invisible Kid is the one that doesn't stand out as much as the Cool Kid. Being invisible can allow students to do what they want as no one will notice them. But sometimes being invisible means being ignored, unappreciated, and/or not being liked.
- Sometimes the Invisible Kid will try to change his or her image in order to fit in or become more popular. It is important to focus on positive aspects of changing yourself — such as becoming more fit and healthy — rather than trying to fit into the mold of the Cool Kid.
- To feel more confident in yourself and your image, you can try the following:
 - ☛ don't assume that the coolest kids are the happiest. Look for signs that show how a person really feels on the inside
 - ☛ take time to figure out who you are and who you want to be when you get older
 - ☛ figure out what you value and don't let people or the media decide what is important to you
 - ☛ try to be understanding of others — they may be acting out because they are unhappy about themselves
 - ☛ once you have figured out who you are, show it off

Discussion Questions

- What do you think some of the characteristics of the Invisible Kid might be? Could there be any positive aspects of being invisible? Explain your thinking.
- Do you think that some kids choose to be invisible? Why or why not?
- How can you help The Invisible Kid develop a more positive self-image? Why might this be important?
- Have you ever felt invisible? What were the circumstances? How did it make you feel? Were you able to change the situation to make it more positive?
- What kinds of healthy changes can you make to improve your self-image (ie, attitude, self-respect, etc.)? What might be some changes that may not be as healthy (i.e., wearing more makeup or shorter skirts, swearing, etc.)?
- Think about some of the reality shows about changing people's images. Do you think that these are healthy changes? Why or why not? Why do you think happens when the people on these shows go back to their normal lives?
- How hard would it be to smile or make a pleasant comment to another student who may be new, shy, or really quiet? What do you think might happen if you tried to be friends with people outside of your clique?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 20–21	Language Arts (G)	Ask students what they think it might be like to be the Invisible Kid. After a brief discussion, have students work in small groups to elaborate on the “Do’s and Don’ts” on p. 21. Encourage them to think about the list from the Invisible Kid’s perspective and come up with concrete actions for each Do and Don’t. You may also wish to have students add to the class Do and Don’t list.
pp. 20–21	The Arts (drama) (G)	Have students work in small groups to create skits about someone being invisible and others intervening to make them feel like they are part of the group.
pp. 22–23	Language Arts (G)	Have students work in small groups to brainstorm three positive outcomes for each of the nine scenarios presented on these pages. Each group can then exchange and discuss their outcomes with another group. Alternatively, groups can use the situations as a model to create their own set of situations. Groups exchange their new scenarios and write three positive outcomes. They then trade their responses to see how other groups dealt with the situations.
pp. 22–23	Language Arts (I/G)	Ask students to make a list of aspects they like about themselves and their image. Ask that each time they have negative thoughts about themselves over the next week, they think about the things they like about themselves instead. At the end of the week, ask volunteers to share their experiences and discuss how this exercise helped improve their self-image.
pp. 24–25	The Arts (drama)/ Media Literacy (G)	Divide students into groups of five and assign each group one of the back to basics suggestions. Tell students that they are going to present their suggestion to the rest of the class. Have each group decide how they would like to present it (i.e., as a skit, a visual representation, a newscast, a commercial, etc). Give students time to prepare and then have them present their suggestions to the class.
pp. 24–25	Media Literacy (I/G)	Using the “Behind the Image” list on p. 25 as a starting point, have students brainstorm a list of stereotypes they have heard about people their age. Encourage them to think about what they see on TV, in magazines, or on the Internet. Ask students to think about what effect these stereotypes might have and how they could deal with them in a positive way. Have students choose one stereotype that they would like to change and have them create a poster or brochure convincing people that this stereotype is unfair.

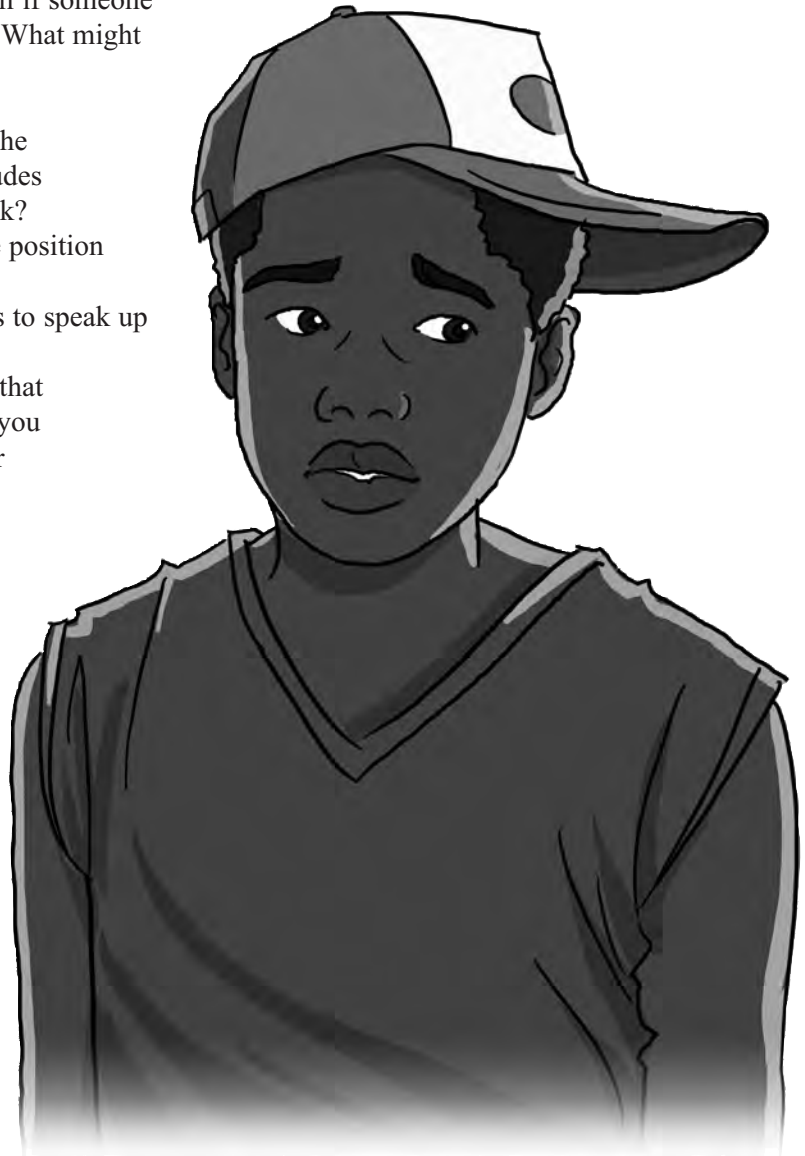
The Witness

Highlights

- The Witness is the person who sees what is going on, but isn't necessarily a participant. These people are the ones who are on the periphery of the "action" and avoid conflict by watching from a safe distance.
- You can help others by:
 - ☛ learning to get beyond image and practising being the real you
 - ☛ knowing yourself and setting a positive example
 - ☛ talk about what image means to you and the impact you see it having on people's lives
 - ☛ alerting a trusted adult when you see someone who is being teased, pressured, excluded, or bullied

Discussion Questions

- What are some examples of what the Witness might see? How can the Witness tell if someone needs to improve their self-image? What might the Witness do to help?
- Do you think that being a Witness can be considered as bad as being the person who teases, bullies, or excludes people because of the way they look?
- Why might someone take a passive position and not get involved?
- How might you convince a Witness to speak up and get involved?
- Who would you go to if you knew that someone needed help? How could you find out about the resources in your school or community?
- Can you think of any situations that you have encountered yourself or that you saw on the news in which someone was teased or bullied because of how they looked? Did anyone do anything to help? What might have been done to help prevent the situation from escalating?
- How do you think the media influence people's self image? Do you think it is possible to be a Witness to the messages the media tell us about image without being influenced by them? Explain your thinking.



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Language Arts/ Guidance and Career Education (G)	Write the following words on separate sheets of poster paper: self-image, clique, stereotype, harassment, confidence. Divide students into groups and assign each group a word. Ask students to come up with a definition for the word and to include it on the sheet of paper. Have them draw a picture or create a collage to represent their word. Display the posters around the room and use them as references when you encounter these words during your lessons.
pp. 26–27	Language Arts (G)	Have students work in small groups to make a board game based on the “Do’s and Don’ts” section on p. 27. For example, students could write the “Do’s and Don’ts” on different spaces. If players land on a “Do,” they move forward; if players land on a “Don’t,” they move backward. Encourage students to share and play their board games with the class.
pp. 26–27	Media Literacy (I/G)	Have students research to find news items about people who were victimized because of the way they looked. Ask them to summarize the events — who, what, where, when, how — and have them write a journal entry about what the people involved might have done differently to create a positive outcome.
pp. 26–27	Media Literacy (G)	Have students create TV ads based on the “Do’s and Don’ts” on p. 27. Encourage them to storyboard their commercials, including dialogue, jingles, music, and slogans. Have students present their storyboards to the class and then display them in the classroom.
pp. 28–31	The Arts (visual) (I)	Have students recreate the scenarios as a comic, poster, or slide show. Encourage them to present their scenarios to younger students and ask them for suggestions on what the characters should do. (Be sure to have students tell the younger kids the solutions given in the book.)
pp. 28–31	Language Arts/ Health and Physical Education (I)	Have students review the “Did You Know?” section. Ask students to pick a topic such as gangs or eating disorders and research to find out more about it. Have them prepare a report on their findings to share with the class.

Lying: Deal with it straight up

All of us have probably lied at one time or another. Most of us want to tell the truth, but sometimes it is easier to lie to avoid a conflict or to hide something we don't want others to know. Conflicts may arise when other people are harmed by our lies or when expectations are created that cannot be fulfilled. *Lying: Deal with it straight up* was created to give students suggestions on how to handle diverse situations in which they find themselves wanting to lie, being lied to, and witnessing the damage lies can do.

As you work through the different sections of *Lying*, encourage students to think about their own experiences and how they can apply the strategies in their own lives. Try to engage students in classroom discussions to allow them to express their opinions and learn from each other. Giving students the tools to deal with lying in a positive way will help empower them to make smart choices and constructively deal with the consequences of lying.

Before You Begin

Here are some tips and suggestions to help you plan your lying unit.

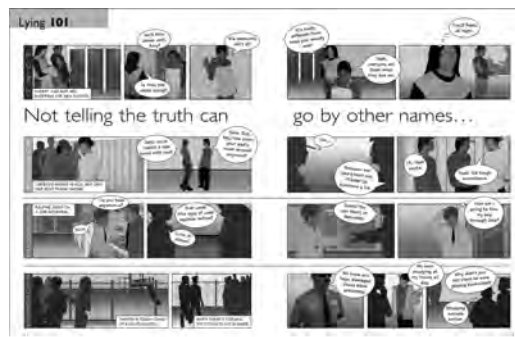
- Gather as much material as you can about lying, including *Lying: Deal with it straight up*. (See More Help on page 32 of *Lying* for a listing of materials.)
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Decide on the amount of time that you plan to spend on this theme.



Lying 101

Highlights

- Lying is when you tell someone something that you know is untrue. There may be many reasons for lying, including avoiding conflict or hurting someone's feelings.
- Different forms of lying include:
 - ☛ spreading rumours
 - ☛ white lies
 - ☛ cheating
 - ☛ exaggeration or embellishment
 - ☛ stealing
 - ☛ pretending to agree with or understand something when you don't
 - ☛ denying that you did something
- People might lie to:
 - ☛ be tactful
 - ☛ protect their or someone else's privacy
 - ☛ protect themselves or others from getting into trouble



Discussion Questions

- What do you think about lying? Do you find that you lie occasionally? To whom and why?
- Is there a difference between lying and hiding the truth? Do you feel badly if you say something that is untrue? Does the type of lie you tell make a difference in how you feel about it?
- Do you trust that other people tell the truth? Are there people you trust more than others? Why?
- What is the difference between exaggeration and lying? Do you exaggerate or change the facts to feel important? Do you know other people who do?
- Is there ever a good reason for lying? Why or why not? Explain your thinking.
- When do you think lying could be a positive activity? How could lying to someone help? Do you think lying is ever justified?
- How far can white lies go before they have a negative effect on people? Does the truth ever have to come out?
- Sometimes, advertisements exaggerate to try to convince people to buy their products. Do you think this is a form of lying? Do you think they should be allowed to exaggerate? Why or why not?
- People learn a lot just by working at a job. Is it okay to exaggerate your experience to get a job and hope that you'll be able to figure it out quickly?
- Have you ever been caught in a lie? How did you feel? How do you think the other people involved felt?

Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts/ Social Responsibility (G)	Ask students to brainstorm a list of the different types of lies, recording their suggestions on the board or poster paper. As a class, work with students to divide the list into positive and negative types of lying. Post the list prominently in the classroom. Try to refer and add to the list as you work through the lying unit.
pp. 2–5	The Arts (drama) (G)	Have students work in groups of three or four to invent outrageous statements about themselves, their school, events they have seen, etc. Encourage them to make each statement more outrageous than the last. Have students present their statements to the class, encouraging them to emphasize the exaggeration. When the presentations are complete, discuss them as a class, asking students to think about what some of the repercussions of these exaggerations might be.
pp. 6–7	The Arts (visual)/ Social Responsibility (G)	Have students work in small groups to create a comic book or short graphic novel in which the main character is caught up in a lie. Encourage them to think about what the consequences of the lie might be for the protagonist as well as the other characters and how the situation can be resolved in a positive way.
pp. 6–7	Language Arts (I)	Have students choose one of the comics and write a journal entry from the point of view of the main character, agonizing over the consequences of the lie.
pp. 8–9	The Arts (drama)/ Guidance and Career Education (G)	Have students work in groups of three or four to write a skit about how lying to help a friend might backfire. Encourage them to think about the Dear Conflict Counsellor examples and how lying to protect the people in these scenarios might have negative results.
pp. 10–11	Language Arts (G)	Have students work in small groups to create a poster giving ten reasons to tell the truth. Display the finished posters in the classroom.
pp. 10–11	Media Literacy (I/G)	Ask students to collect different types of ads from a variety of media. Have them develop presentations about the messages in the ads and their views on whether or not the messages in them are true.
pp. 12–13	The Arts (drama)/ Guidance and Career Education (G)	Have students role-play situations in which the characters hide information or their feelings to avoid hurting others. Encourage them to explore the possible consequences for each situation. As a class, discuss the negative or positive implications.

The Liar

Highlights

- The Liar is the person who stretches the truth, invents information, or tries to fool others for his or her own advantage. Some lies can be ignored, some can be helpful, but most are harmful.
- How can you avoid lying?
 - ☛ take responsibility for your actions
 - ☛ think about the consequences of telling a lie
 - ☛ learn how to be honest but tactful
 - ☛ reflect on the groups you belong to and whether or not your friends tell lies
 - ☛ talk with your parents or teachers about lying
 - ☛ volunteer for activities that help others so that you feel good about yourself
 - ☛ give yourself a chance to learn new habits

Discussion Questions

- Have you ever lied to cover up something you did that you knew was wrong? How did it make you feel?
- Have you ever lied to gain some advantage over someone else? Did you regret it later?
- Do you exaggerate to make yourself look good in other people's eyes? Has anyone ever caught you exaggerating? What did you say?
- Have you ever told a lie to make someone else feel better or to spare them some disappointment?
- Have you ever lied to protect a friend who was doing something wrong? Did you talk to your friend about what they did and about the consequences?
- Are there situations in which it is a good choice to follow a group? What if the group is involved in illegal activities, such as stealing or doing drugs?
- Have you ever admitted that you lied? How did telling the truth make you feel?
- Have you ever been in a situation where you knew someone was lying? Did it make you feel uncomfortable? What did you do?
- Think of a person you know who manages to stay calm even in tough situations. What do you notice about their body language? What strategies do you think they might use to remain calm and clear headed?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 14–15	The Arts (visual)/ Guidance and Career Education (I/G)	Using the list in the first Dear Dr. Shrink-Wrapped letter to help them come up with scenarios, have students write their own letters asking for advice. Post the letters on a classroom message board and have students add their comments and advice to the letters.
pp. 14–15	Social Studies/ Health and Physical Education (I/G)	Have students research to find out the signs that someone might be lying. Ask students to work in small groups to see if they can tell if someone is lying. One group member says something and the rest of the group tries to decide if it is true or not based on his or her body language, facial expressions, and tone of voice. When all the group members have had a chance, regroup and discuss their findings as a class.
pp. 16–17	Guidance and Career Education (I)	Have students work through the quiz and then hold a class discussion about lying and the types of lies that people tell. Ask students to write a journal entry expressing their feelings about lying and liars. Encourage them to think about their past behaviour and how they might improve their relationships and progress in school by setting goals to change their habits. Schedule a follow-up session during the year so that students can monitor their progress.
pp. 18–19	Social Studies (G)	Have a classroom discussion about accountability and the consequences of not staying true to your word. Ask students to work in small groups to research election promises about school funding or the environment from websites or brochures published by political parties. Have them find out if the elected party followed through on its promises. Hold a class discussion about their findings.
pp. 18–19	Mathematics (I/G)	Ask students to collect a variety of ads from newspapers, magazines, flyers, etc. Have them create a table in which they record data about these ads, including the frequency of key words (such as new, improved, great, etc.) and the types of products that these words are applied to. Have students graph their results and present their findings to the class. As an extension you may discuss how the frequent occurrence of these words in ads affects their belief that the advertisers are telling the truth.
pp. 18–19	Language Arts (I)	Ask students to choose one of the ways to stop lying. Have them write a journal entry about a time that they used one of these strategies and what were the outcomes.

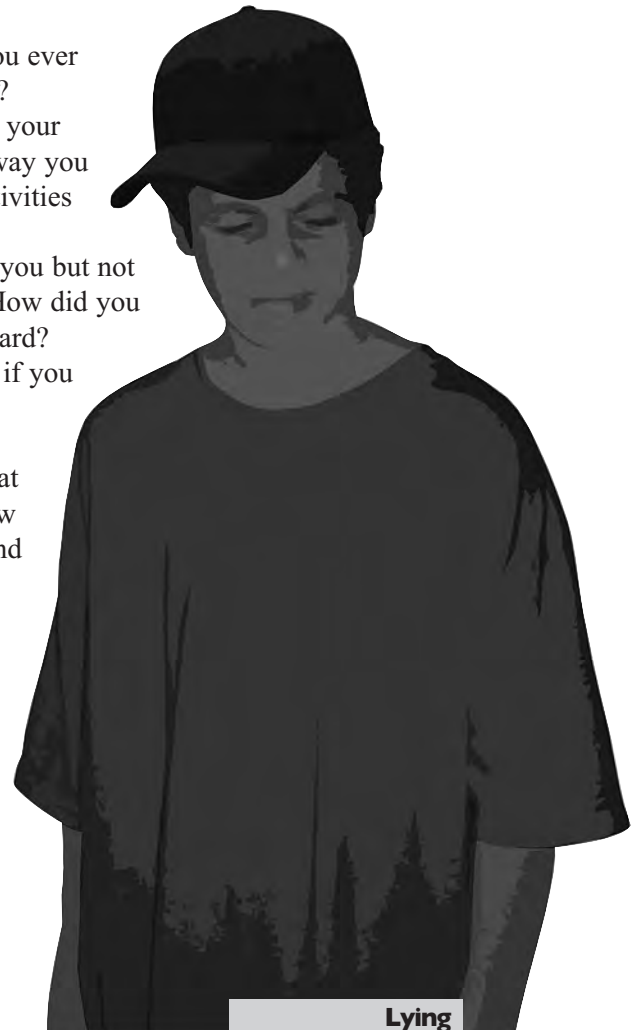
The Duped

Highlights

- The Duped is the person to whom a lie has been deliberately told. Sometimes it makes you feel as if you can't trust anyone.
- The Duped can react in a variety of ways, including being the:
 - ☛ victim and watching the Liar get away with it
 - ☛ co-conspirator and supporting the lie
 - ☛ defender of truth and confronting the Liar
- If you feel you have caught someone in a lie, you can:
 - ☛ start with sympathy by asking yourself why the person told the lie
 - ☛ confront the Liar to let them know you know the truth
 - ☛ control the damage by setting the record straight
 - ☛ talk about how you are feeling with your friends, loved ones, or a trusted adult
 - ☛ set a good example

Discussion Questions

- Have you ever discovered that someone was lying to you? How did you feel when you found out?
- Why do you think the person who duped you lied? Do you think their actions could be justified in some way?
- Do you have friends who you know lie to you? Have you ever talked to them about why they do it? What did they say?
- Imagine a situation in which you find out that people in your group lie to you regularly. How would this change the way you feel about them? Would you consider changing your activities and looking for new friends?
- Have you ever discovered that someone else is lying to you but not exposed it because that person might get into trouble? How did you feel? Were there any consequences for not coming forward?
- Do you have a trusted friend or adult you could consult if you find that you have been duped or betrayed by someone else's lie?
- What would you do if a product you buy doesn't do what it claims that it can do? Do you take it back or just throw it away? What would you do if the store refuses to refund your money?



Teaching Activities

I = Individual

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Section	Subject Area	Activities
pp. 20–21	Mathematics/ Social Studies (G)	Have students compile a list of categories of lies (you may wish to have them look back over <i>Lying</i> for ideas). Based on their list, have students create a survey to find out which kinds of lies are told most often, why people tell these lies, and if people think that some “lies” are excusable. Students then graph their results and present them to the class. Discuss their findings as a class.
pp. 22–23	The Arts (drama) (G)	Have students work in groups of three or four to create a scene in which one person is deliberately duped and he or she finds out. Encourage them to explore the feelings of the characters involved. Have groups present their scenes to the class and discuss.
pp. 22–23	Guidance and Career Education (I/G)	Ask students to think about applying for jobs and résumés. You may wish to have them explore some sample résumés on job sites such as Workopolis.com or Monster.ca. As a class, discuss the difference between putting your best foot forward and padding the information to make your qualifications seem more impressive. Encourage them to think about ways they frame themselves in the best light without going beyond the truth. Have students write a sample cover letter describing their best attributes.
pp. 24–25	Language Arts/ Guidance and Career Education (I/G)	Have students write a creative piece of fiction or a poem about the value of truth in friendship. Encourage students to share their work with others and display it in the classroom.
pp. 24–25	Language Arts/ Social Responsibility (I)	Ask students to write a journal entry about a time when they were duped because someone wanted to spare their feelings. Encourage them to think about how they felt when they found out the truth and how they feel about the person who lied to them. Have them include suggestions on how they might have handled the situation differently and what they will do if they ever find themselves in a position where they consider lying to spare someone else’s feelings.

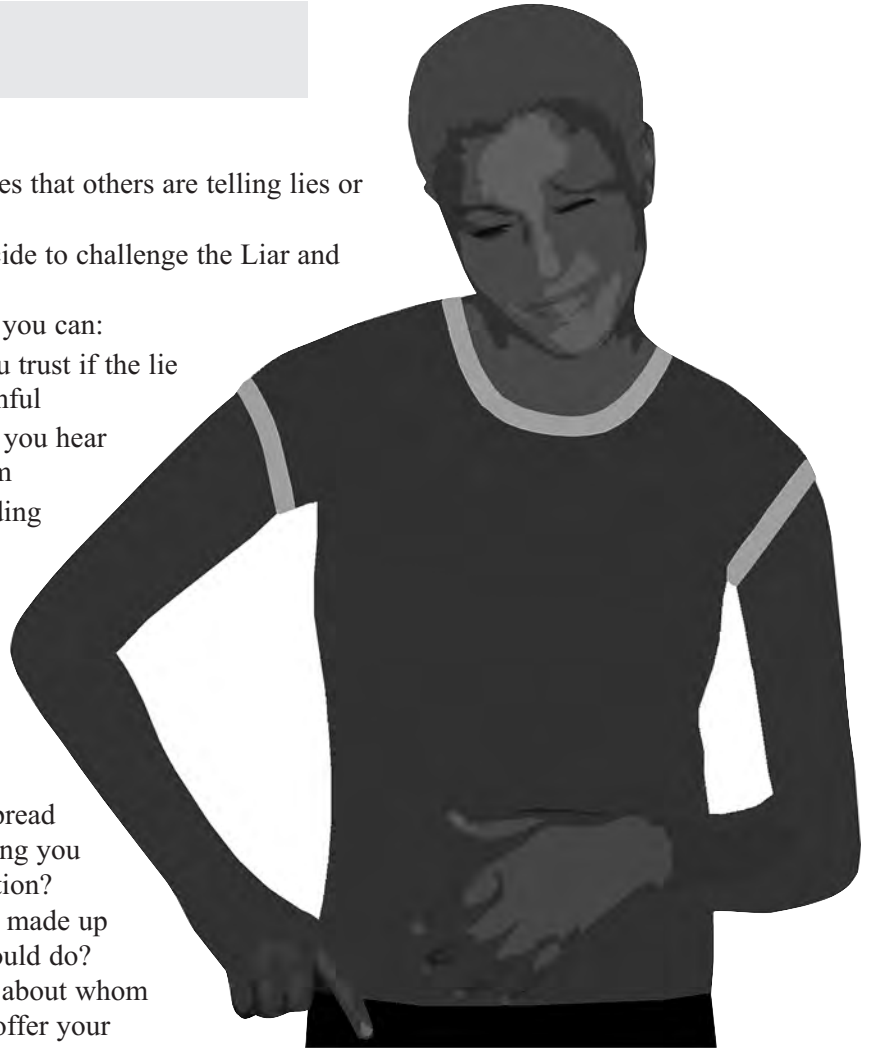
The Witness

Highlights

- The Witness is the person who sees that others are telling lies or being duped.
- The Witness has the power to decide to challenge the Liar and stand up for the truth.
- If you feel that someone is lying, you can:
 - ☛ tell an adult or someone you trust if the lie is mean, dangerous, or harmful
 - ☛ tell and support someone if you hear lies being spread about them
 - ☛ let the person who is spreading lies or stories know that you're not interested in hearing them
 - ☛ do your best to make honesty your best policy

Discussion Questions

- Have you ever heard lies being spread about someone? Was there anything you could have done to help the situation? Could you talk to the person who made up the story about the harm that it could do?
- Have you ever talked to a person about whom lies were being spread? Did you offer your sympathy and support? How did the person react?
- Have you ever seen someone cheat on a test or take something from a store without paying? Did they lie about it? What did you do?
- Have you ever known that a friend's boyfriend or girlfriend was cheating? Did you tell your friend? Did you tell his or her girlfriend or boyfriend that you knew? What if they are both your friends? Should you risk losing one as a friend to tell the other one the truth? Explain your thinking.
- Have you ever had a friend who lied to his or her parents and teachers about using drugs or alcohol? What did you do? Who could you ask for help in this situation?
- Have you ever been pressured to keep quiet about the truth? What were the consequences of keeping quiet or of telling someone about it?
- Do you have a trusted friend or adult who can help you figure out what to do when you have been witness to a lie?
- How can you help someone who is a habitual liar? Should you speak to him or her directly about it or get someone else to help you?



Teaching Activities

I = Individual

P = Pair

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Section	Subject Area	Activities
pp. 26–27	The Arts (visual)/ Social Responsibility (I/G)	Have students create two comic strips based on the “Do’s and Don’ts” list on p. 27. The first comic strip shows what happens when a Witness follows one of the “Do’s.” The second comic script shows what happens in the same situation if a Witness chooses one of the “Don’ts.” Have students present their comics to the class and then display them in the classroom.
pp. 26–27	Language Arts (G)	Have students work in small groups to write a song about a Witness’ reaction to seeing someone harmed by the power of a lie. Students may wish to perform their songs to the class or to younger students.
pp. 28–31	The Arts (drama) (G)	Have students work in small groups to create a skit based on one of the scenarios in the quiz. Ask them to choose one of the suggested solutions or come up with one of their own to bring a positive solution to the dilemma. Have students perform their skits for the class or a group of younger students.
pp. 28–31	Language Arts/ Guidance and Career Education (G)	Ask students to write a journal entry about an experience they had as a Witness to a lie or deceitful action. Have them describe the events, their feelings, and what the other people involved may have been thinking. Ask them to think about what they did or could have done to resolve the situation in a positive way.
pp. 28–31	Social Studies (G)	As a class, discuss the issue of being Witnesses to injustice. Encourage them to think about situations that they know about in which someone was hurt by a lie and how the people involved — the Liar, the Duped, and the Witness — acted and felt. From your discussion and your reading of <i>Lying</i> , generate a list of the top ten best ways to deal with lies. Post this list in the classroom and use it as a reference during future discussions.

Misconduct:

Deal with it without bending the rules

Rules are everywhere. From the strictest laws to the general societal guidelines that everyone inherently knows, there are all kinds of limits to your conduct. Rules can seem like bad news for kids, but imagine what our homes or society at large would be like if there were no rules. No matter how silly a rule may seem, there is usually a good reason behind it. Most people will break the rules at one time or other. If you decide to break a rule, you must be ready to face the consequences.

This resource guide offers teachers discussion topics and activities that will help to create a positive classroom atmosphere as they read *Misconduct*. This topic is especially significant to adolescents as they are testing their boundaries and developing their personalities and individual beliefs. Students need to feel that they can share their experiences without being judged or getting into trouble. It is important to explore the reasons why people misbehave and break the rules, and when opposing rules in a positive way is acceptable. Open classroom discussions will help to build your students' confidence and empower them to make conscious, responsible decisions.



Before You Begin

Here are some tips and suggestions to help you plan your misconduct unit.

- Gather as much material as you can about misconduct, including *Misconduct: Deal with it without bending the rules*. (See More Help on page 32 of *Misconduct* for a list of materials.)
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Consider inviting a police officer to come in and talk with the class about misconduct.
- Draw up a letter for the students' parents outlining your plans for the theme and noting that they may want to discuss the topic with their children and follow up on the activities they are doing in class.
- Note that misconduct is often part of children's and adolescents' development: they begin to question and test the rules as they learn more about their social environment and themselves. It is important to look at the reasons behind misconduct and explore alternative ways that students can express themselves. Challenging unfair rules can bring about positive change, but misconduct for its own sake can be self-destructive over the long term.

Misconduct 101

Highlights

- Misconduct is breaking the rules, whether they're clear and well known to everyone or not.
- Rules separate doing the right thing from doing the wrong thing.
- Rules are in place to uphold laws, agreements, safety and manners.
- Almost everyone breaks the rules at one time or other.
- Consequences for breaking the rules range from fines and jail sentences to disappointing others or yourself.
- Guidelines are not as stringent as rules and laws. It is up to the individual whether or not they choose to follow a particular guideline for behaviour.



Discussion Questions

- What kinds of rules do you have at home? How would you categorize these rules (i.e., safety, conduct)? What are the consequences for breaking these house rules?
- What is the relationship between breaking a rule and breaking a law? Explain your thinking.
- What are some of the unwritten rules (those that everyone knows implicitly, even though they are not written down anywhere) that you've discovered as you've gotten older? How do you think you learned these rules?
- What do you think is the most important unwritten rule at your school? What would be the most important written rule at your school? Are they the same? Why or why not?
- Imagine that a new student arrives at your school from another country and it is up to you to show her around and help her settle in. Which rules at your school are the most important for her to know? Why do you think so? What about outside the school (i.e., at the mall or a sporting event)?
- Have you ever seen someone in authority, such as a parent, teacher, or coach break a rule? How did witnessing this misconduct make you feel?
- Think about your typical day. How many sets of rules do you need to follow at home, on your way to school, at school, after school, etc? What are some of the consequences for breaking these rules?
- What is your school's policy on cell phones? Are these rules fair? Why or why not?
- Do the different social groups at your school have rules about who can belong? Who creates these rules? How are these rules enforced?

Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Social Studies/ Guidance and Career Education (I)	Ask students to write out the rules for their favourite game. As they are writing, encourage them to think about which rules are most important and why. When they are finished, ask them to imagine what the game would be like if players did not have to obey the most important rule. Would the game still be fun? Why or why not?
pp. 2–5	Language Arts/ Guidance and Career Education (I/G)	Have students complete the following sentence starters as a journal entry: <ul style="list-style-type: none"> • I have broken rules before because... • Seeing other people break the rules makes me feel... • I think that rules help me... • I don't like rules when they... Ask volunteers to share their entries with the class and discuss their thought process when they are thinking about whether to break a rule or not.
pp. 6–7	Social Responsibility (G)	Divide the class into four groups and assign each group one of the comic strips. Ask the groups to read through their comics and identify the moment where the characters decide to break the rules. Have groups brainstorm alternative ways that the characters could have dealt with the situation to create a positive solution. Ask volunteers from each group to present their group's ideas to the class.
pp. 8–9	Language Arts/ Social Studies (G)	Ask students to work in small groups to write a list of classroom rules. Have them organize the rules in a chart that includes the rule, the reasons for it, the consequences for breaking it, and the rewards for following it. When they are finished, have the groups present their lists to the class and talk about why these are rules to follow rather than break. Compile all the rules into a class list and display it in the classroom.
pp. 6–7	Language Arts/ Guidance and Career Education (G)	As a class, discuss the differences is between voicing your opinion and “giving attitude.” Divide the class into small groups and have them brainstorm a list of situations in which it is important to give your opinion and stand up for yourself. For each item on their list, ask them to think of ways that they could give their opinions without offending anyone else or having a bad attitude. Have each group share their list with the rest of the class and discuss them as a group.
pp. 12–13	Social Studies/ Canada and World Studies/Language Arts (I)	Have students research a rule that has changed over time, such as women's right to vote in Canada, or mandatory seat belt or helmet use. Ask them to prepare a brief report on their findings and present it to the class.

The Troublemaker

Highlights

- The Troublemaker is the one who breaks the rules and may be constantly punished for their misconduct.
- When he or she breaks the rules, it seems as though the Troublemaker gets to:
 - ☛ think only of him- or herself
 - ☛ be his or her own boss
 - ☛ be seen as brave and free-spirited
 - ☛ have fun
 - ☛ be noticed
 - ☛ get out of class sometimes
 - ☛ do whatever he or she likes
 - ☛ take whatever he or she wants
 - ☛ challenge injustices
- You can manage misconduct by:
 - ☛ exploring your feelings and think about why you break the rules
 - ☛ reviewing the rules to figure out what or who you are acting out against
 - ☛ examining the consequences and deciding if breaking the rules is worth it
 - ☛ finding fun alternatives
 - ☛ being a leader and find positive ways to question rules that you think are unfair
- Sometimes Troublemakers break rules just to get back at someone or to avoid responsibility, in which cases their natures simply lead them into trouble rather than positive change.

Discussion Questions

- Do you know someone who got into trouble for breaking a rule? What were the consequences? Do you think they were fair? Why or why not?
- Have you ever broken a rule? Why did you break the rule? How did you feel before you broke the rule? How did you feel afterward? If you were in the same situation again, would you do things differently?
- Has a rule that you have broken ever effected someone else in a negative way? Have you ever gotten in trouble or been upset by someone else breaking a rule?
- Have you ever been tempted to break a rule but you didn't? Why did you want to break the rule? How did you handle the situation? How did you feel afterward?
- Do you know anyone who worked to change a rule in your school or community? How did they go about it? Were they successful?
- Why do you think that adults who have gotten into trouble with the law often report that they had trouble following the rules when they were young? Do you see a connection? Explain your thinking.
- Is there a rule that bothers you right now? Why do you think it is unfair or hard to follow? What could you do to make the rule more acceptable?



Teaching Activities

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Section	Subject Area	Activities
pp. 14–15	Health and Physical Education (G)	Have students think about how they feel when they think a rule is unfair or they are about to break a rule. Ask volunteers to describe their thoughts and feelings. Have students work in small groups to research ways they might practice self-control, such as taking a deep breath or stopping to think about the situation. Ask them to create posters listing ways they might practise self-control and avoid becoming the Troublemaker. Display their posters around the classroom.
pp. 14–15	Social Studies/ Canada and World Studies (I)	Have students conduct research to find out about a person or group of people who challenged rules they thought were unjust (e.g., The Famous Five, Justine Blainey, Asmahan Mansour, etc.). Ask them to prepare a brief biography about the person or group, including their background, why they thought the rule was unfair, how they got involved and tried to change it, and what were the outcomes. Have students present their biographies to the class and collect them in a class book.
pp. 16–17	Language Arts (I)	Have students research and write a persuasive letter to their principal explaining why a change they feel is needed should be made in the school. Encourage students to include at least three arguments to support their case. Letters can be shared in class or posted on a class message board where students can respond to each other's letters. You may also want to follow up with a class discussion about how expressing your disagreement with certain rules by writing letters or similar actions can be more effective than misconduct.
pp. 18–19	The Arts (visual)/ Social Studies (G)	Have students work in small groups to find some funny or outrageous Canadian laws. (Note: you may wish to do an Internet search for "funny Canadian laws" and then refer students to selected websites.) Ask them to choose the law that appeals to them as the most outrageous and present it, including the reasoning behind the law or details on how the law was changed. Display their posters around the classroom.
pp. 18–19	Guidance and Career Education/ The Arts (visual) (G)	Divide students into five groups and assign each group one of the suggestions on pp. 18–19. Have groups brainstorm lists for each of the suggestions. For example, they would brainstorm a list of feelings they associate with rules they think are unfair. When they have generated their lists, have them create posters for each suggestion using images to represent the feelings they listed. Have groups present their posters to the class and display them around the classroom.

The Follower

Highlights

- The Follower:
 - ☛ spends a lot of determining what the rules are so that he or she does not break them
 - ☛ may be teased for being a “goody two-shoes”
 - ☛ never questions or tries to negotiate changes in the rules
- Being the Follower can be a problem if:
 - ☛ following the rules all the time makes you feel powerless or angry
 - ☛ you are following rules that you know are unfair
- You can choose your own conduct and don’t need to follow along with friends who are breaking rules. You can:
 - ☛ suggest other activities
 - ☛ negotiate compromises
 - ☛ walk away
 - ☛ get help if you are worried about your or someone else’s safety
- It is good to follow fair rules, but it is also important to think for yourself and try to revise unfair rules.

Discussion Questions

- Who are your role models at school? Do they always obey the rules?
- Think about this statement: Successful people make more mistakes than unsuccessful people. Do you think this statement is accurate? Why or why not?
- What are the rewards for following school rules? Are there any rewards for following traffic rules or laws? Are there rewards for following the unwritten rules?
- Are there rules in your home for when you can use, how long you can use, and what you can do on the Internet? Why do you think these rules are in place? Do you think they are fair? What sorts of changes would you like to make to these house rules? Why?
- Is there a house rule that you think is unfair? How might you convince your parents that this rule should be changed? What compromises could you make that might make this rule easier for you to follow?
- Imagine that you are told that you can only be in a certain group if you’re not friends with kids from another group. You want to be accepted, but you don’t want to be mean. What should you do?



Teaching Activities

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Section	Subject Area	Activities
pp. 20–21	Media Literacy (G)	Working in small groups, have students brainstorm a list of all the Followers they can think of from popular TV shows and movies. Have them think about the characteristics they share and what makes them different. Ask volunteers to present their findings to the class. As a class, discuss the role of the Follower and why this character might reappear in different shows and movies.
pp. 20–21	Language Arts (I)	Have students brainstorm a list of books they have read in which the Follower voices his or her opinion and gains respect from the Troublemaker and the Witness because of it. Ask students to choose one of the books and write a journal entry on how they might learn from this book and apply the ideas in their own lives.
pp. 22–23	Media Literacy/ Social Studies/ The Arts (visual) (G)	As a class, have students brainstorm a list of ten rules to make sure that everyone is included and respected. Divide the class into ten groups and assign each group a rule from the class list. Have each group create a poster or webpage to illustrate their rule. Gather the posters together into a class rule book that could be shared with other classes, or compile the webpages together and include them on your school website.
pp. 24–25	Social Studies/ Canada and World Studies (I/G)	Have students research to find out about rules and laws that have caused injustice in Canada and around the world. Encourage them to find out more about The Indian Act, the internment of Japanese Canadians during World War II, or other unfair rules. Have them write a report about the rule, its effects on people, and how people worked to change it. Ask students to present their findings to the class. Then, as a group, discuss how these injustices were perpetuated and how it might have felt to live under these rules.
pp. 24–25	The Arts (visual/ music)/Social Studies/Canada and World Studies (I)	Have students design a CD of songs that challenge unfair rules or champion human rights. Ask them to create a song list, a title for their collection, and cover art. Display completed CD covers on the bulletin board.
pp. 24–25	Language Arts (P)	Have students work in pairs to discuss some dangers of the Internet, including personal safety and privacy. Ask them to develop a list of rules that young people should follow to ensure their safety on the Internet. Have them create a brochure to encourage younger students to follow these rules.

The Witness

Highlights

- You have a choice to make when you witness rules being broken. You can:
 - ☛ speak up
 - ☛ follow along
 - ☛ tell someone in authority
- Sometimes the Witness becomes part of the problem by:
 - ☛ being silent
 - ☛ doing nothing when someone might get hurt
 - ☛ accepting the benefits of misconduct, such as taking and using stolen goods
 - ☛ admiring a person who breaks a rule
 - ☛ pretending they are also breaking the rule
- Witnesses may not think there are any real consequences for breaking a particular rule, or they may fear a harsh consequence for taking a stand. They are afraid they might:
 - ☛ lose friends
 - ☛ look like a coward
 - ☛ interfere in something that's none of their business
 - ☛ make a mistake
 - ☛ misinterpret a person's intentions
 - ☛ get someone in trouble

Discussion Questions

- Have you ever witnessed someone breaking the rules and not known what to do? How did you feel? Were you worried about getting yourself or someone else into trouble? What happened? How might you deal with a similar situation in the future?
- Most adults are reluctant to interfere in other people's business even when they witness rules being broken. Have you ever witnessed an adult intervening when rules were broken? How did they handle the situation? Was there something else that could have been done?
- What sort of misconduct situations might you get involved or get help? Review the comic strips on pp. 6–7 of *Misconduct*. Would you intervene if you had witnessed any of these scenarios? What would you do to try to help?
- What is the difference between being a tattletale and speaking up as a Witness? Explain your thinking.
- Why do you think young people who break laws are treated differently than criminals over the age of 18? Do you think this is fair? Are there any circumstances where you think young offenders should be treated as adults? Explain your thinking.



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Media Literacy/ Social Responsibility (I)	Have students create a slideshow to illustrate the “Do’s” of being a responsible Witness listed on p. 27. They may wish use software such as PowerPoint® or Photo Story 3.0 to create their slideshow. Encourage them to add comments and speech bubbles to help explain the images. When they are finished, have students present their slideshows to the class.
pp. 26–27	Language Arts/ Media Literacy/ Guidance and Career Education (I)	Ask students to write a reflective paragraph about rule breakers in the media. Encourage them think about how people who break the rules are characterized on TV and in the movies. Have them include their thoughts on what role — the Troublemaker, the Follower, or the Witness — they play most often and why. Encourage them to compare their response to the characters they see in the media.
pp. 26–27	Language Arts/ Social Studies (G)	Divide the class into two groups to debate the statement: Witnesses who do nothing should be punished. Give groups time to discuss their ideas and develop their arguments. After the debate, have students discuss the results and decide which groups had stronger arguments and why.
pp. 28–31	The Arts (drama)/ Social Responsibility (G)	Divide the class into groups of three or four and assign each group one of the situations from the quiz. Have each group act out each of the possible solutions (or some of their own) to show how they can be resolved in a positive way. When each presentation is complete, the class can vote on the best solution for each situation.
pp. 28–31	Social Responsibility/ Canada and World Studies/ The Arts (visual) (I)	Have students research to find out about rules for conduct and social responsibility in different cultures or religions. They may wish to use the Internet or conduct interviews as part of their research. Encourage them to compare these rules across cultures to find similarities. Based on their findings, have them create a poster of the Top Ten Rules for Social Conduct and display it in the classroom.
pp. 28–31	Language Arts/ Guidance and Career Education (I)	Have students write a journal entry about how they might better deal with misconduct as a Troublemaker, Follower, or Witness. Encourage them to include steps on how they might achieve their goal of dealing with misconduct in a positive way. Ask them to review their entries over the course of the year to see if they have implemented changes to better deal with misconduct.

Money: Deal with it or pay the price

We all run into money troubles at one time or another. Conflicts can arise when we think we don't have enough money or when other people think we have too much. Adolescents feel pressure to have the latest gadgets and wear the hottest fashions, which puts a strain on their wallets and their sense of self. That is why it is important to give them the tools to handle their money in a responsible way. *Money: Deal with it or pay the price* was created to give students suggestions on how to handle money issues and cash conflicts.

This resource guide provides a variety of scenarios and offers teachers tips and discussion topics to help students deal with conflicts involving money in a positive way. Through reading *Money: Deal with it or pay the price*, working through the activities, and talking honestly about their thoughts and feelings, students will gain confidence in themselves and their ability to handle conflicts involving money. This self-assurance will be invaluable to them as they expand their social circle and enter the workforce.



Before You Begin

Here are some tips and suggestions to help you plan your unit on conflicts about money.

- Gather as much material as you can about spending money wisely, including *Money: Deal with it or pay the price*. (See More Help on page 32 of *Money* for a listing of materials.)
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students. Decide on the amount of time that you plan to spend on this theme.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- While it is important to encourage open discussions in order to help students deal with conflicts that can arise around money, it is essential that they understand that certain details about their families' and friends' finances should be kept private. During class discussions, remind students that they don't need to share all the details, but rather should focus on their feelings and how they can handle difficult situations in a positive, responsible way.

Money 101

Highlights

- Money can take the form of coins, bills, credit or charge cards, debit cards, gift cards or certificates, coupons, cheques, traveller's cheques, Internet currency, or the balance in a bank account or an investment.
- Pressure to spend money can come from a variety of places, including:
 - ☛ friends
 - ☛ the media
 - ☛ the in-crowd
 - ☛ yourself
- You might run into money conflicts whether you have it or not. If you have money, some people might think you are spoiled. If you do not have money, you might feel that you cannot fit in because you cannot afford the same gadgets and clothes as other people your age.
- It is important that you can be rich in other things besides money, including love, friendship, knowledge, and talent.



Discussion Questions

- How do you earn and spend your money? Are you an impulse shopper who buys things on a whim? Or do you think about what you want to buy and shop around for the best deals?
- Do you and your friends ever talk about money? Do you see money as a positive thing? Have you ever had a conflict over money? How did you resolve it?
- Have you ever felt pressured to buy something? Where did that pressure come from? If you bought it, how did it make you feel? If you didn't buy it, what happened?
- Have you ever felt jealous of a friend who bought something — music, clothes, electronics — that you really wanted, but were not able to have? What other feelings do you associate with this experience?
- Who can you talk to about money? Is there someone you can trust that will help you become money smart?
- How do you think the media might influence the ways we spend our money? Can you think of a time when you were persuaded by the media to purchase something? How did it feel when you bought the item? What might have happened if you didn't buy it?
- Have you ever felt left out because you didn't own something expensive that your friends had, such as a laptop computer or the latest video game console? How did this experience make you feel?

Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts/ Social Studies (G)	Have students make a T-chart, labelling the columns “Positive” and “Negative.” Ask students to work in small groups to fill in the chart with examples of how peer pressure may be positive and negative when it comes to money matters. When they are finished, have them present their charts to the class and discuss their ideas as a group.
pp. 2–5	Language Arts/ Guidance and Career Education (I)	Have students write a journal entry in which they define wealth for themselves. Encourage them to think about all the elements that enrich their lives, including friends, family, knowledge, talent, and other things that money cannot buy. You may wish to have volunteers share their definitions with the class, or ask students to add to their definitions as they work through the rest of the text.
pp. 6–7	The Arts (visual) (I)	Ask students to choose one of the scenarios and add frames to the comic strip to show how it could be resolved in a positive way. Encourage students to share their comics with the class and display them in the classroom.
pp. 8–9	The Arts (drama)/ Guidance and Career Education (G)	Have students choose one of the quiz questions as the basis for a skit about how to deal with money issues in a positive way. Ask students to perform their skits for the class and discuss the strategies they used.
pp. 10–11	Language Arts (I)	Have students create a circular diagram that shows how they make decisions about spending money. Have them draw a circle on a piece of paper. At the top of the page, ask students to write about something they would like to buy. Then, a quarter of the way around the circle, have them write down the emotions they feel when they think about the item and spending money on it. At the bottom of the circle, ask students to write about what motivates them to purchase the item. At the three-quarters mark, have them write about how having or not having the item would affect their lives. Then ask students to consider how realistic their wants and expectations really are, and to write down the advice that they think Dr. Shrink Wrapped would give them to think about money in a more positive way. Ask students to submit the assignment or discuss as a class.
pp. 10–11	Language Arts/ Guidance and Career Education (I)	Ask students to imagine they are Conflict Counsellors. Have them select one of the letters and write a response offering another way to resolve the situation positively. Ask students to share their suggestions with the class and discuss.
pp. 12–13	Media Literacy (P)	Working with a partner, have students review and discuss the myths. Ask students to choose one and create a storyboard for a Public Service Announcement (PSA) explaining why they think people should be aware of this myth. Encourage them to include details about the characters, dialogue, music, and sound effects they will include in their PSA. Have students present their storyboards to the class, explaining their choices and how their PSAs will help people deal with money in a positive way.

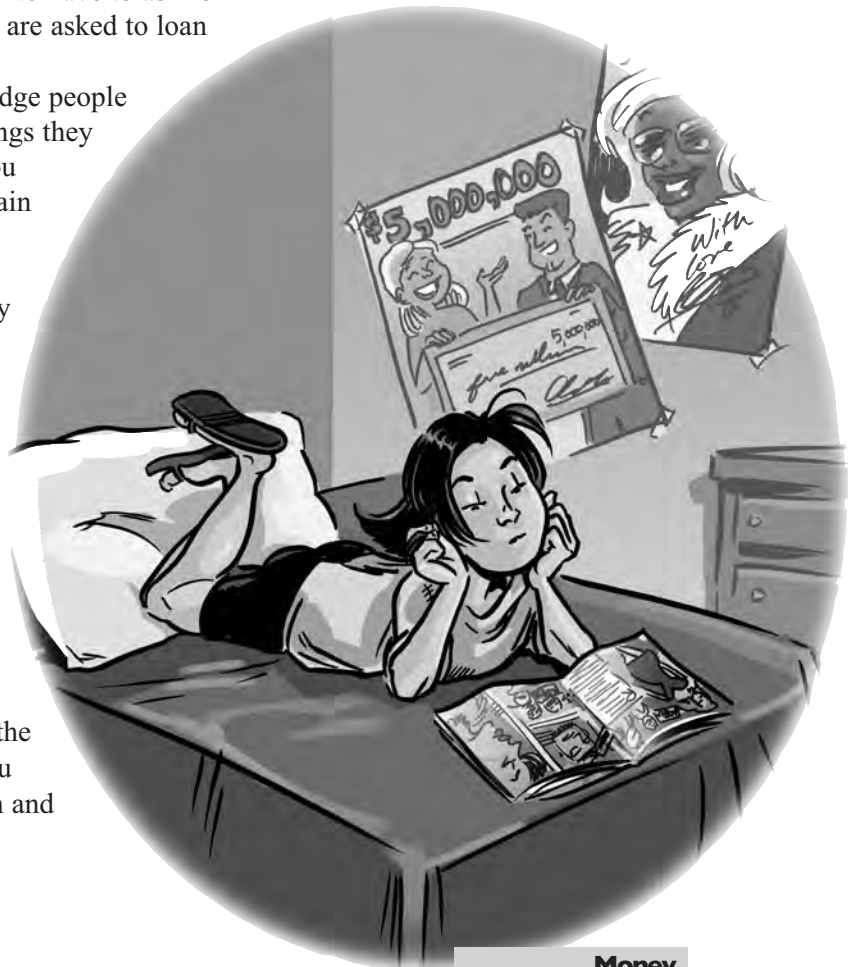
The Money Master

Highlights

- The Money Master is the person who knows who has it, how to make it, and what to do with it. The Money Master believes that money equals power and people who have money get treated very well.
- You can take charge of money by:
 - ☛ trying to think and worry less about money
 - ☛ putting it in perspective and thinking about all the things that money cannot do or buy
 - ☛ looking beyond the cash to see the true value of people
 - ☛ learning good spending and money-management skills
- You can avoid money conflicts by realizing that everyone has different values and realizing that money is only worth the good it can do.

Discussion Questions

- Do you spend a lot of time thinking about money and planning how to spend it? How do you feel when you think about money?
- What do you think some possible consequences of bragging about having lots of money and expensive gadgets might be? How do you think other people might react? Why do you think they might react this way?
- Have you ever spent your entire allowance and thought about borrowing money from a friend or family member? How might it feel to have to ask for money? How might it feel when you are asked to loan someone money?
- Why do you think someone might judge people based on the money they have or things they buy? What sorts of friendships do you think these people might have? Explain your thinking.
- How do you think donating food, money, or time might change the way people think about wealth? What are some charitable groups in your community? How might you support them?
- Have you ever judged a person by how much money they have? Were you impressed that this person was throwing money around? How did this person treat others?
- Before you shop, do you compare prices to ensure that you are getting the best deal? How do you feel when you know that you've done your research and you are getting a good deal?



Teaching Activities

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Section	Subject Area	Activities
pp. 14–15	Media Literacy/ Health and Physical Education (I/G)	Collect images of affluent and disadvantaged people from magazines, newspapers, and the Internet. Present the images to the class and ask students to discuss the emotions they feel when they look at each image. Then display the images in context (i.e., as part of an ad or with the headline) and have students select one to write a journal entry about how the image was used to help sell a product or tell a story.
pp. 16–17	Language Arts (I)	Have students complete the quiz independently. When they are finished, ask them to think about the statements they said were true and the reasons why they answered this way. As a follow-up activity, have students write a journal entry about where they learn their values about money (i.e., family, friends, the media) and how they can learn to deal with money in a positive way.
pp. 16–17	Guidance and Career Education (I/G)	Have students work through the quiz. When they are finished, ask them to look at the statements that they identified as true. Have them think about how they might evaluate the way they think about money using a “Pros” and “Cons” list. Encourage them to write out some steps that might help them deal with money issues in a positive way. You may wish to revisit these steps and conference with students to discuss their feelings about money throughout the year.
pp. 18–19	The Arts (visual) (I)	Have students create a collage of images that represent positive thinking about money. Encourage them to write captions for the images to help emphasize the emotions they represent. Display the collages and discuss them with the class.
pp. 18–19	The Arts (music)/ Media Literacy (I/G)	Have students listen to “If I Had a Million Dollars” by Barenaked Ladies. Ask them to write their own lyrics about what they would do if they had a million dollars, keeping in mind their personal values and beliefs about money. Encourage students to perform their songs for the class or a group of younger students.
pp. 18–19	Guidance and Career Education (G)	Ask students to think about the types of groups/activities that they like being a part of that do not require any money. As a class, have students work together to create a T-chart that lists these activities and what makes them enjoyable. When they are finished, discuss what makes these activities fun and how they could find out more about other activities that do not require money.
pp. 18–19	The Arts (visual) (G)	Encourage students to review this section for ideas about how to deal with judging people by how much money they have. Have them work in small groups to design a front and back cover for a book about dealing with pressure to spend money. Ask them to include a title, images, and a blurb on the back cover that will “hook” readers and get them to read the book.

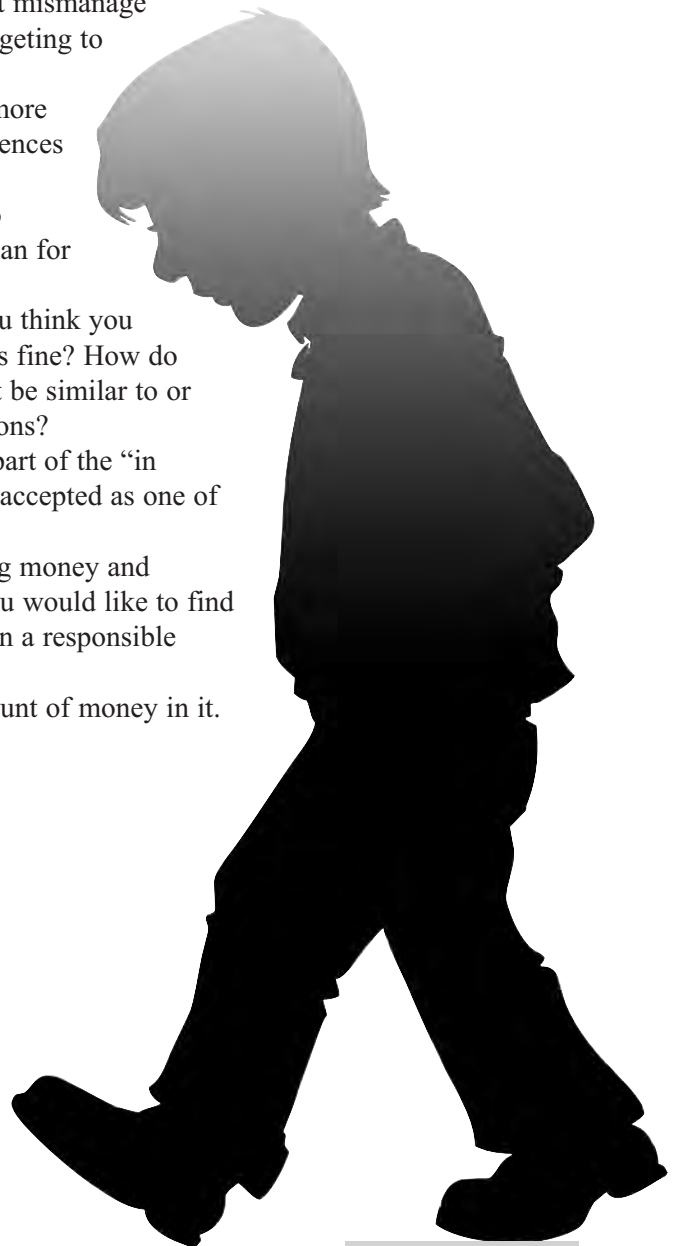
The Out-cashed

Highlights

- The Out-cashed is someone who feels left out because of money. He or she may feel left out by wealthy peers or may feel guilty about having more money than others.
- You can improve your situation by:
 - ☛ improving your money smarts
 - ☛ deciding what is important to you
 - ☛ learning how to budget
 - ☛ realizing that money means different things to different people and learning to deal with these differences

Discussion Questions

- What are some examples of how people might mismanage money? How could you learn more about budgeting to avoid making the same mistakes?
- Why do you think some people might spend more than they have? What might be some consequences of spending more money than you have?
- How can you ensure that you will not run into trouble with your finances? How could you plan for future purchases?
- Imagine that you are in a money crisis. Do you think you might panic or try to pretend that everything is fine? How do you think the way you deal with money might be similar to or different from the way you act in other situations?
- How important is it for you to be considered part of the “in crowd”? What role does money play in being accepted as one of the popular kids?
- Where can you get information about spending money and investing money? Who could you talk to if you would like to find out more about earning and spending money in a responsible way?
- Imagine that you find a wallet with a fair amount of money in it. What would you do?



Teaching Activities

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G = Group

Section	Subject Area	Activities
pp. 20–21	Mathematics (G)	Ask students to survey their classmates to find out their feelings about and experiences with getting allowances. Encourage them to create survey questions to find out if their fellow students spend or save their allowances, and if they believe that objects earned are more valuable than those they received without hard work. Have students present their findings to the class and discuss how this activity affected their own feelings about allowances and how they spend their money.
pp. 20–21	Guidance and Career Education/ Language Arts (I/G)	Have students research to find out about Junior Achievement or similar programs and discuss the students' research as a group. Encourage them to follow up by joining one of these groups and sharing their experiences with their classmates.
pp. 20–21	Language Arts (I)	Ask students to write a journal entry about an object that they treasure that cost very little or nothing at all. Encourage them to describe the meaning the object holds and why it is so valuable to them, including the feelings that they associate with the object. Have students review their entries and encourage them to compare these feelings to how they feel when they spend money.
pp. 22–23	Guidance and Career Education (I/P)	As a class, brainstorm a list of jobs that they might take on to earn money (i.e., chores, babysitting, dog walking, etc.). Have students choose one of the jobs and write a persuasive letter to convince someone to give them the job. Encourage them to include at least three skills that they have that they think will make them strong candidates for the job. Ask students to exchange their letters with a partner for peer editing and feedback. Students may wish to present their letters and try to get the job they are interested in.
pp. 24–25	Social Responsibility (G)	Have students research to find out about organizations in their community that help those in need. Ask them to work in small groups to create a campaign to encourage other students to support one of these organizations. Their campaign could include posters, brochures, morning announcements, etc. Encourage students to follow through on their campaign and support their group with food, clothing, and/or small-change drives.

The Witness

Highlights

- The Witness is the person who sees other people dealing with money conflicts.
- The Witness should be aware that money issues:
 - ☛ can occur whenever people disagree about how money should be spent or judge others according to their wealth
 - ☛ don't come out of the blue and usually happen more than once
 - ☛ are based on values and attitudes that might be difficult to change
- You can help by sorting out your own feelings about money and realizing that not everyone thinks about money in the same way.

Discussion Questions

- Have you ever witnessed someone dealing with a crisis involving money? How did it make you feel? How do you think the other people involved felt?
- How might you help someone dealing with a money conflict? Can you think of tips and tricks that you use to stay within your budget that might help someone else?
- Do you agree or disagree with the phrase, "Money can't buy happiness"? Explain your thinking.
- If you thought a friend was in trouble because of overspending, who would you suggest he/she should talk to about their problem? Why?
- When is it important to get an adult involved in situations involving money? Have you ever asked an adult to help others dealing with a money conflict?
- How do you let your friends know that you don't judge them by how much money they have? What are some emotions that you might feel if you are worried about money? How might these feelings affect your relationships with friends and family members?
- Why is it important for you to be impartial when you learn that people you know are having financial difficulties?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Social Studies/ Canada and World Studies (G)	Have students work in small groups to find out about the currency systems used by in the past (i.e., wampum, bartering, pre-decimal British pound, etc.). Ask them to prepare a brief report, including some of the values of items then and their modern equivalent. Have students present their findings to the class and discuss how the value of money and items has changed along with values in society.
pp. 26–27	Language Arts (G)	Have students work in small groups to make a board game based on the “Do’s” and “Don’ts” presented on p. 27. For example, students could write the “Do’s” and “Don’ts” on different spaces. If a player lands on a “Do,” they move forward; if a player lands on a “Don’t,” they move backward. Encourage students to share and play their board games with the class.
pp. 28–31	The Arts (drama) (G)	Have students work in groups of three or four to create a skit showing what might happen if a Witness chooses not to get involved when he or she sees a friend being pressured to keep up with the rich crowd. Then have students create an alternate ending to their skit showing what might happen in the same situation when a Witness gets involved in a positive way. Encourage students to present their skits to the class.
pp. 28–31	Mathematics/ Guidance and Career Education (I/G)	Invite a speaker into your classroom to talk to students about managing their money responsibly. Encourage students to do some background research and prepare questions for the guest speaker before he or she arrives. Ask students to create their own personal plan based on what they learn and encourage them to follow it and track the results.
pp. 28–31	Language Arts (I/G)	Have students research to find interesting facts about money, spending habits, and currencies from around the world. Ask them to create a “Did You Know?” fact sheet based on their findings. Encourage them to use images to illustrate their fact sheet. Collect all the sheets into a class reference book.

Peer Pressure: Deal with it without losing your cool

All of us feel peer pressure at one time or another. Most of us want to be acknowledged and accepted by those around us. Conflicts arise when other peoples' demands and actions clash with our own values and we fear being rejected if we speak out about what we believe. ***Peer Pressure: Deal with it without losing your cool*** was created to give students suggestions on how to handle diverse situations in which their peers may challenge their values.

In this resource guide, teachers are given valuable discussion topics and activities to help students as they read ***Peer Pressure***. In order to get the most out of your class discussions and activities, it is important to create an open atmosphere and a positive classroom community. Building trust and amity within the classroom, by allowing students to openly voice questions and concerns about everyday issues, will create an atmosphere of support and understanding. It is within this context that rich discussions can unfold and help students identify their values and strengths. In turn, this confidence in their own beliefs will empower them to make conscious, responsible decisions.



Before You Begin

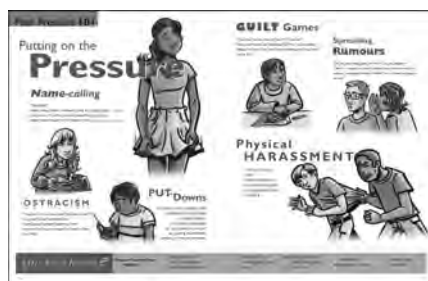
Here are some tips and suggestions to help you plan your peer pressure unit.

- Gather as much material as you can about peer pressure, including ***Peer Pressure: Deal with it without losing your cool***. (See More Help on page 32 of ***Peer Pressure*** for a list of materials.)
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- Decide on the amount of time that you plan to spend on this theme.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Note that peer pressure affects elementary children, middle-school students, adolescents, and even adults. ***Peer Pressure: Deal with it without losing your cool*** includes a variety of sensitive issues and situations (e.g., drinking, sex, gangs, drugs, etc.) that are important to address, but may not be appropriate for all grade levels. It is important that teachers preview the book to select material and content that is appropriate for their students' maturity level.

Peer Pressure 101

Highlights

- Peer pressure is when people your age — your peers — try to get you to look or act a certain way. Peer pressure can be positive or negative.
- Peer pressure can come from a variety of places, including:
 - ☛ friends
 - ☛ media
 - ☛ in-crowd
 - ☛ yourself
- Different forms of peer pressure include:
 - ☛ name-calling
 - ☛ ostracism
 - ☛ put-downs
 - ☛ guilt games
 - ☛ physical harassment
 - ☛ spreading rumours



Discussion Questions

- When have your friends been a positive influence on you? When have your friends been a negative influence on you?
- Name a time when a friend had something — toys, clothing, electronics — that you really wanted, but were not able to have. How did you feel?
- What do you think makes a good friend?
- When you have problems with your friends, how do you solve them? Who could you go to for help if problems with friends become too big?
- Can you think of some problems that friends may have with each other? Think of a time when you had a conflict with a friend. What was it about? How was it resolved?
- Are you a member of a group or club? Does belonging to this group make you feel proud? Why or why not?
- What is gossip? Have you ever heard gossip in your school? How did it make you feel? How do you think the target of the gossip felt? Did this gossip have consequences for the people who were spreading it or the target?
- How do you think the media — television, the Internet, advertisements, music videos, etc. — affects how we view ourselves? How does the media influence your decisions?
- Do you think adults are affected by peer pressure? Why or why not?
- Think about a time when a friend pressured you to do something that made you feel uncomfortable. How did you handle it? If you were in the same situation again, would you handle it in the same way or differently?
- Have you ever felt left out? How did you feel? How did you solve the problem?

Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts/ Social Studies (G)	Have students work in small groups to make a T-chart, labelling the columns “Positive” and “Negative.” Ask them to fill in the chart with examples of how peer pressure may be positive and negative. Discuss their ideas as a class.
pp. 2–5	The Arts (drama)/ Social Studies (G)	In groups of three or four, have students make a tableau to show an example of negative peer pressure (e.g., a group of students pointing fingers and sneering at someone who is left out). After eight seconds, ask students to slowly transform into a new tableau showing a positive example of peer pressure (e.g., a group of students congratulating each other). Alternatively, you might have students role-play the scenarios from this section of the book.
pp. 6–7	The Arts (visual) (I)	Ask students to choose the scenario on these pages that they relate to the most and continue the comic to depict a positive outcome.
pp. 6–7	Language Arts/ Guidance and Career Studies (I)	Have students write a journal entry or a letter to one of the characters, giving them advice on what they might do to resolve the situation in a positive way.
pp. 8–9	Language Arts/ Guidance and Career Education (P)	Have students choose a question from the quiz. Ask them to work with a partner to use a Think-Pair-Share strategy to discuss various responses and to extend their answers to the question.
pp. 10–11	Language Arts/ Social Responsibility (I)	Have students write a recipe for a good friendship. Include at least ten to twelve ingredients and four to five steps or tips. Encourage students to display their recipes and share with their friends.
pp. 10–11	Guidance and Career Education/ The Arts (visual) (I/G)	Encourage students to think about what makes a relationship positive. Have them create a collage of images that show positive relationships. Students can work in groups to discuss what their collages represent.
pp. 12–13	The Arts (drama)/ Guidance and Career Education (G)	In small groups, have students role-play a positive response to one form of peer pressure as identified in the book. Encourage groups to present their skits to the class and discuss their responses as a group.

The Insider

Highlights

- The Insider is the person who is putting pressure on others, whether he/she is aware of it or not. There is a fine line between encouraging someone and pressuring someone to do something.
- You can avoid pressuring people if you:
 - ☛ take responsibility for the past
 - ☛ think about the consequences, talk to yourself, and solve the problem
 - ☛ learn how to control your anger towards others
 - ☛ reflect on the groups you belong to and whether or not they treat people in a positive way
 - ☛ join a club that interests you
 - ☛ volunteer for work that interests you
 - ☛ give yourself a chance to learn new habits

Discussion Questions

- Have you ever been pressured to do something? How did it make you feel?
- What are some possible consequences of putting pressure on other people?
- Imagine being in a situation where someone doesn't agree with you. How could you handle it without pressuring them?
- When you're feeling angry, what are some ways that you can keep yourself and others safe?
- Think about a time when you treated someone with respect and kindness. How did you feel? How did the other person respond?
- Are there situations in which it is a good choice to follow a group? When might it be a poor choice to follow a group?
- Think about a time when somebody offered you a genuine apology. How did you feel? How did you respond to it?
- How can you tell if you're being too pushy? List some body language signals that might suggest someone is being pushy or aggressive. What signals might suggest that someone feels they are being pressured?
- Think of a person you know who manages to stay calm even in tough situations. What do you notice about their body language? What strategies do you think they might use to remain calm and clear headed?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 14–15	The Arts (visual) (I/G)	Ask students to choose a “Do” and a “Don’t” from the book. Have them use pictures and words to create a poster that contrasts the “Do” with the “Don’t.” Display and discuss the posters with the class.
pp. 14–15	Media Literacy/ Health and Physical Education (I/G)	Have students collect images of people displaying different emotions through their body language (non-verbal expression). Display each image and have students indicate which emotions it shows and why they think so. Ask them if they think the image shows someone pressuring or being pressured and how it makes them feel. After you have reviewed all of the images, follow up with a discussion about what students might do when they catch themselves displaying the same emotions.
pp. 16–17	Guidance and Career Education/ Social Responsibility (I/G)	Have students work through the quiz. When they are finished, ask them to look at the statements that they identified as true. Have them think about how they might better treat people in these situations. Encourage them to write out some steps that might help them meet these goals. Teachers can revisit goals and conference with students to discuss their progress throughout the year.
pp. 18–19	Guidance and Career Education/ The Arts (visual) (I)	Ask students to think about the types of groups that they like being part of and that make them feel good about themselves. Have students create illustrations that represent positive groups. Encourage students to write captions for the images to help emphasize the emotions they represent. Display the students’ pieces and discuss them with the class.
pp. 18–19	Guidance and Career Education/ The Arts (visual) (I/G)	Encourage students to review this section for ideas about how to deal with the urge to pressure people to do something they don’t want to do. Have them design a bookmark displaying “tips” on what to do when they feel angry. Have students share their bookmarks with classmates.
pp. 18–19	Language Arts (G)	Have students write an entry in their journal that begins, “One thing I learned about peer pressure is...” When students have finished writing their entries, encourage them to share their ideas in small groups.

The Outsider

Highlights

- The Outsider is the person being pressured. Sometimes it's easy to tell if you're being pressured, and other times it is not as obvious.
- If you feel you are being pressured, you can:
 - ☛ make up your mind
 - ☛ stay away
 - ☛ say no
 - ☛ talk it out

Discussion Questions

- What are some examples of peer pressure? Can you think of any situations in which peer pressure might be positive?
- Why do you think people might give in to peer pressure? What might be some consequences of giving in to peer pressure?
- Imagine being in a situation where someone wants you to do something that goes against your values or beliefs. How might you handle it without making them angry?
- Think of a time when you felt you were being pressured to do something you didn't want to do. How did you feel? How did you handle the situation?
- Who could you turn to if you were in an uncomfortable situation with your peers? Brainstorm a list of people that might help you.
- What makes a decision good? How can you tell when you've made a good decision?
- What might happen if you say "No" to peer pressure? What factors might affect your decisions?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 20–21	Mathematics/ Social Studies (G)	<p>Ask students to survey their classmates to find out their feelings about and experiences with peer pressure. Have them write eight to ten survey questions, such as</p> <ul style="list-style-type: none"> • Have you ever felt pressured by your friends? • What is the most important quality of a friend? • What factors influence your decisions? • How do you normally deal with pressure (i.e., walk away, ignore, confront, or yield eventually)? <p>Have students display the results in a graph or chart and discuss their findings with the class.</p>
pp. 22–23	The Arts (drama)/ Guidance and Career Education (G)	<p>Have students work in groups of three or four to brainstorm a list of scenarios in which they might feel peer pressure. Encourage them to review the scenarios presented in the quiz to help them get started. Have students select one scenario and discuss what might be the most positive solution to the problem. Once they have come up with a positive solution, have them role-play the situation. Encourage students to present their play to the class. You may wish to videotape the skits or present them to another class.</p>
pp. 24–25	Language Arts/ Guidance and Career Education (I/G)	<p>Place posters around the room with the following sentence starters:</p> <ul style="list-style-type: none"> • I believe in... • I don't believe in... • My friends are... • My friends are not... • I say "yes" when... • I say "no" when... • When I'm pressured, I feel... • When I feel pressured, I can talk to... <p>Allow five to ten minutes for students to write a response to each sentence starter. Afterwards, review the responses with the class to discuss the words, messages, and feelings that students have given.</p>
pp. 26–27	Language Arts/ Social Responsibility (I)	<p>Have students review the letters to "Dear Dr. Shrink-Wrapped." Encourage them to write their own questions about peer pressure and to sign it with a pen name. Have them place their questions in a class mailbox. Students then pick a question from the box and write a response to it. They may wish to research, interview, or share personal experiences to give their best response to the question selected. The questions and responses may be shared as a class or collected in a FAQ book.</p>

The Witness

Highlights

- The Witness is the person who sees peer pressure happening to someone else. They might feel that they are not part of the problem, but there may be opportunities for them to positively influence the situation.
- If you feel that someone is being pressured, you can:
 - ☛ let him/her know that you are there to be his/her friend and not to judge him/her
 - ☛ talk to him/her about the issue and let him/her know he/she has choices
 - ☛ encourage him/her to talk to a trusted adult

Discussion Questions

- Have you ever witnessed someone being pressured by someone else? What was the situation? How were you involved?
- Have you ever stood up for something you believed in? What would you be willing to stand up for?
- What are the traits of a good listener? How could you be a good listener to a friend that was feeling pressured?
- Do you think witness and bystander mean the same thing? How are they the same or different? Explain your answer.
- If you thought a friend was being pressured, who would you suggest he/she should talk to about their problem? Why?
- Has someone ever helped you out of a situation in which you felt pressured to do something? What happened? How did the people involved feel?
- Imagine that a friend starts hanging out with a new crowd. He/she begins talking and dressing differently. Then he/she doesn't seem to care about school or your feelings. What do you think might be happening? How might you feel? What might you do?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Social Responsibility/ Media Literacy (I/G)	Have students select one of the “Do’s” listed on p. 27. Ask them to think about how they might encourage other people their age to adapt that strategy to help a friend. Have them create a storyboard for a TV advertisement to promote that strategy. Share the advertisements with the class.
pp. 27	Language Arts/ Guidance and Career Education (G)	Have students work in small groups to make a board game based on the “Do’s” and “Don’ts” presented on p. 27. For example, students could write the “Do’s” and “Don’ts” on different spaces. If a player lands on a “Do,” they move forward; if a player lands on a “Don’t,” they move backward. Encourage students to share and play their board games with the class.
pp. 28–31	The Arts (drama)/ Social Responsibility (G)	Have students work in groups of four to create a skit showing what might happen if a Witness chooses not to get involved when he/she sees a friend being pressured. Then have students create an alternate ending to their skit showing what might happen in the same situation when a Witness gets involved in a positive way. Encourage students to present their skits to the class.
pp. 28–31	Canada and World Studies/Social Responsibility (G)	As a class, brainstorm local and global issues that matter to the students. For example, students may be concerned about environmental issues, poverty, or social justice. Have students select one issue and discuss why it is important to them. Challenge students to list several actions that they could take to make a difference. Encourage them to research ways they might help and how they might get involved. For example, students could campaign, write a letter, or make a short video to raise awareness about the issue.
pp. 28–31	Language Arts/ Social Responsibility (G)	Have students create a class “Appreciation” book. To do this, each person writes a compliment for every other person in the class. Then the compliment pages are gathered together into a book. Alternatively, the compliments could be displayed on an “Appreciation Wall.”

Privacy:

Deal with it like nobody's business

All of us feel the need for privacy at one time or another. Most of us have issues we may want to share only with certain people, or not at all. Conflicts arise when other people interfere with our right to privacy or share information that we have asked them to keep private. ***Privacy: Deal with it like nobody's business*** was created to help students understand issues around privacy and give them suggestions on how to handle diverse situations in which their privacy might be invaded.



Many students may find this a difficult subject, as it is often difficult to tell when you are invading other people's privacy if your intention is to get to know them better or help them. The discussion topics and activities in this resource guide to ***Privacy*** will encourage students to think about what they consider to be private and how they might feel if they were in the other person's place. The better students understand themselves and their concept of privacy, the better equipped they will be when they encounter difficult situations in the real world.

Before You Begin

Here are some tips and suggestions to help you plan your privacy unit.

- Gather as much material as you can about privacy, including ***Privacy: Deal with it like nobody's business***. (See More Help on page 32 of ***Privacy*** for a listing of materials.)
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work. You may wish to include cloak-and-dagger and spy images to enhance the display.
- Before beginning this unit, have students play "I've Got a Secret," in which students guess something they don't know about the "host" (played by students). Encourage students to invent humorous information in order to help students relax and feel comfortable talking with one another.
- Decide on the amount of time that you plan to spend on this theme.
- Note that privacy can be a sensitive issue for middle-school students and adolescents. As they discover more about themselves and the world around them, they begin to shape their own beliefs and personality. Part of this process often involves keeping secrets from certain family members and friends. It is important for students to feel that they can keep their thoughts and feelings private, but it is also essential that they know when to share and ask for help with serious issues.
- This resource guide includes information on privacy and the media, which is an important topic to discuss with adolescents. Encourage students to think about what information they share on the Internet and how safe they think it is. Be sure that they understand that their information may be sold or distributed without their permission.

Privacy 101

Highlights

- Privacy is important. You have the right to decide what personal information you want to keep to yourself or with whom you chose to share it.
- Your decision to keep a secret or share information can be positive or negative, so it is important to consider the possible consequences of invading someone else's privacy.
- You may want to keep the following private:
 - ☛ personal journals, diaries, letters, and e-mails
 - ☛ keepsakes and your feelings about someone
 - ☛ personal information such as your name, age, address, or phone number
 - ☛ your family's financial information
 - ☛ information about your health or the health of a family member
 - ☛ creative things like songs, poems, or drawings
- Privacy helps protect secrets, ideas, actions, and feelings.

Discussion Questions

- Do you have personal information that you want to keep private? Why is this information important to you?
- Have you ever kept information private even though you wanted to share it? How did it feel to keep it private? Was it the right thing to do?
- Do you have certain people you can trust with your private information? Do they share their private information with you?
- Do you ask people about their private issues? How much do you think you should know about a friend's personal life? Explain your thinking.
- Do you know people who are always looking for information about others or gossiping? How do you feel when someone tries to invade your privacy?
- Have you ever shared information with others so that you would feel like part of the in-crowd? How did it make you feel? Do you think it was the right thing to do? Why or why not?
- Have you ever shared information on the Internet? What might happen if you share private information like your name, age, and phone number on the Internet?
- There has been a lot of discussion about privacy and security since the attacks on 9/11. What do you know about Canada's privacy laws? Why do you think the government would be concerned about your privacy? What can you do to protect your privacy in your everyday life?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts/ Guidance and Career Education (I)	Have students write a journal entry on whether or not they have been tempted to look through someone else's private belongings without permission. Encourage them to think about what they wanted to find out and how they felt. Ask them to include what the other person might have felt about the incident.
pp. 2–5	The Arts (drama)/ Social Responsibility (G)	Have students work in groups of three or four to create a tableau or skit about someone who spreads information about another person's private life. Encourage them to explore how everyone involved would feel and react. Have students present their skits to the class and discuss the outcomes.
pp. 6–7	The Arts (visual)/ Language Arts/ Guidance and Career Education (I)	Ask students to create an image, poem, or song to represent privacy. Encourage them to think about what information is important to them and why they want to keep it private. Have volunteers share their creation with the class and discuss.
pp. 8–9	Media Literacy (G)	Have students create a brochure to tell younger students why it is important to protect their privacy when they use the Internet. Encourage them to think about where they might be asked to share their information, such as in chat rooms or when they register for games. Have students present their brochures to the class or a group of younger students.
pp. 10–11	Media Literacy/ Social Studies (I/G)	Divide the class into two groups to debate the statement: People have the right to know about the personal lives of celebrities and politicians who choose to be in the public eye. Ask students to think about how the media reports on celebrities and politicians and what information they share about them. Allow them time to prepare their arguments and then hold the debate. Afterwards, have them discuss their own opinions on what information the public has a right to know and what should remain private.
pp. 12–13	Social Studies/ Canada and World Studies (G)	Ask students to review the information in the “Did You Know?” section. Have them research to find out more about Canada's privacy laws and how they help protect us. You may wish to have them visit the Privacy Commissioner of Canada's website (www.privcom.gc.ca) to find out more. Have students make jot notes on what they find interesting. As a class, ask students to discuss their findings and discuss their opinions on whether or not Canada's privacy laws affect them in a positive way.

The Exposed

Highlights

- The Exposed is the person whose private information has been revealed without their permission. The person may be embarrassed and angry that people who were trusted to keep something private have shared it with others.
- You can avoid having your private information shared by:
 - ☛ thinking carefully about what information you want to share or keep private
 - ☛ thinking about who you share information with and the consequences of it being known by others
 - ☛ remembering that everyone, not just your friends, can see information or pictures posted on Internet sites
 - ☛ being respectful of information you hear from or about other people. If you haven't been given permission to share it, keep it to yourself
 - ☛ telling people who spread private information about others that you aren't interested in listening
 - ☛ finding a trusted friend or adult who can give you advice on private issues
 - ☛ getting someone help if they have revealed private information that is serious

Discussion Questions

- Have you ever shared private information that was then broadcast to others? How did you feel when people asked you about it? Did this incident affect your relationship with your friends or what information you choose to share with other people?
- Have you ever found out that someone you trusted, such as a parent, has read your journal or e-mails? How did that make you feel? How did you resolve it?
- Does talking to a trusted friend or adult about private issues help you solve problems? How might this help you to solve problems on your own?
- Have you ever told a friend something really personal (e.g., that you were attracted to another person), only to have your friend tell others? How did this make you feel? How did this incident affect your relationship with that friend?
- Do you visit social networking sites? Have you noticed the warnings about posting personal information? Do you pay attention to them? Have you ever regretted posting pictures or information that you only wanted a few people to see?
- Has a friend ever shared a secret with you, hoping you would keep it private? How did it feel to know something private about someone else? Did you keep the secret? Why or why not? What were the consequences of not keeping the information a secret?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 14–15	The Arts (visual) (I/G)	Have students create a collage to illustrate the emotions listed on p. 14. Encourage them to use vivid colours and descriptive labels to help explain the images. Display completed collages in the classroom.
pp. 14–15	Media Literacy/ Guidance and Career Education (P)	Have students work in pairs to interview each other about the issue of privacy. Ask them to compile a list of interview questions about what they think is private, who they share information with and why, and what they might do if someone betrayed their trust. Interviews could be written out as transcripts, recorded, or acted out for the class.
pp. 16–17	Guidance and Career Education/ Social Responsibility (I/G)	As a class, invite students to discuss their views on privacy. Encourage them to think about how sharing private information in the workplace might be the same or different from what happens in the classroom or at school. Ask them what they think might happen if someone's private information was shared among classmates or coworkers. As a follow-up, have students write a journal entry about when and how to prevent their private information from being shared and what they would do if someone tells them another person's secret.
pp. 18–19	Media Literacy/ Social Studies (I)	Have students research and write a report on identity theft. Encourage them to find out what it is and how people can protect themselves. Ask them to collect news stories to include in their report. Ask volunteers to present their findings and discuss them as a class.
pp. 18–19	Social Studies/ Language Arts/ Canada and World Studies (I/G)	Have students debate the statement: Every person has the right to privacy no matter what the circumstances. Encourage them to think about privacy laws that prevent personal information from being revealed, video cameras at banks and on streets, baggage searches at airports, etc. After the debate, discuss students' reaction and thoughts about privacy.
pp. 18–19	Media Literacy/ Social Studies (G)	Ask students if they are familiar with Google Earth™ and have volunteers share their knowledge and experience. You may wish to give students a chance to explore this program on their own or in small groups. Explain that this program has a “street view” option that lets people see photos taken at street level in different cities. Tell them that this feature is not allowed in Canada because of our privacy laws. Have students write an opinion piece on whether or not they think this feature should be allowed or if they believe it represents an invasion of privacy.

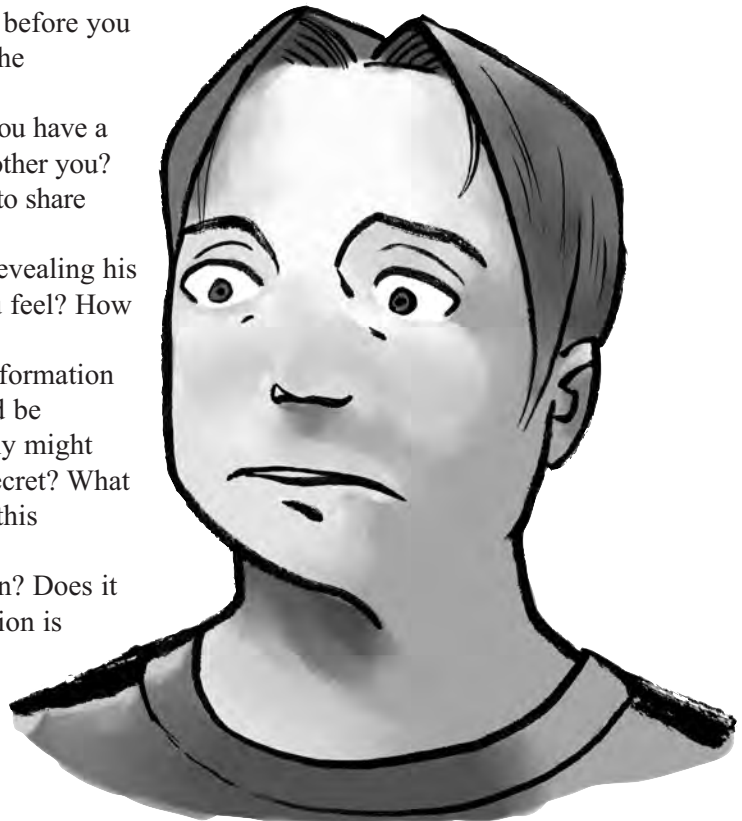
The Intruder

Highlights

- The Intruder is someone who tries to find out about other people's private information. He or she might intrude by reading someone's journal or e-mail, or by sharing someone else's private information or secrets.
- You can learn to respect other people's privacy by:
 - ☛ listening to others to find out how they define privacy
 - ☛ asking questions to find out whether or not what you are told should be kept secret
 - ☛ stopping to think about the consequences before you read or say anything that might be private
 - ☛ thinking about your own definition of privacy
 - ☛ avoiding gossip
 - ☛ questioning your own nosiness and thinking about why you are so interested in other people's business

Discussion Questions

- Do you get you excited when you hear rumours about other people? Do you repeat them before you check out the truth? Do you care about the consequences if the rumours are untrue?
- Do people avoid talking to you because you have a reputation for being snoop? Does that bother you? Why do you think others might not want to share their private information with you?
- Has anyone ever confronted you about revealing his or her private information? How did you feel? How do you think they might have felt?
- What would you do if you discovered information about another person that you felt should be revealed to protect his or her safety? Why might someone keep this sort of information secret? What might be the consequences of revealing this information?
- Do you have someone you can confide in? Does it bother you when your personal information is revealed without your permission?
- What is your definition of friendship? Would a true friend betray a confidence? Are there any situations in which it might be okay to share someone else's secrets? Explain your thinking.
- Think about a time when you kept the confidence of a friend who revealed private information. Did you feel proud of yourself? Did your friend feel better knowing he or she could talk to you and trust that you wouldn't tell anyone else his or her secrets?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 20–21	Guidance and Career Education/ Social Studies (G)	Have students conduct a survey to find out what kinds of information people consider private and how this information should be treated. Encourage them to brainstorm a list of survey questions and then canvass their classmates, friends, and family members. Have students graph the results and present their findings to the class.
pp. 20–21	Social Studies/ Guidance and Career Education (I)	In personal journals, have students create charts listing times when they have intruded into the privacy of others vs. times they have had others intrude in their personal lives. Encourage students to compare the two lists and have them write about how they can use their personal experiences to help respect other people's privacy.
pp. 22–23	Social Responsibility (G)	Have students work in groups of three or four to brainstorm a list of scenarios in which someone might intrude into the private lives of their friends or family members. Encourage them to think about scenarios in which revealing information might cause harm or help (e.g., situations involving violence, sexual abuse, drugs, etc.). Use these scenarios as the basis for a class discussion about when it might be acceptable to reveal personal information in order to help someone.
pp. 22–23	Social Studies/ Media Literacy/ Language Arts (I)	Have students think about scenes in movies or on TV that involve police, customs officials, or soldiers infringing on people's privacy. Encourage them to think about how the characters react to being searched and how they might feel in the same situation. Have students write a journal entry about the importance of balancing laws protecting the rights of individuals with those that protect the community. Encourage volunteers to share their ideas and discuss them as a class.
pp. 24–25	Language Arts/ Guidance and Career Education (I/G)	Have students write a letter to someone they believe is snooping in their personal belongings. They should explain to The Intruder how it feels to have someone invade their privacy. Encourage students to use this exercise to think about how they define privacy and how they might show respect for other people's private information.
pp. 24–25	Social Studies/ Canada and World Studies (I)	Have students research current news stories to find out about the issue of privacy in Canada, such as identity theft or protecting your privacy while online. Have them write their own opinion piece about the balance between personal privacy and national safety. Encourage them to include their thoughts on how much information the government should be allowed to know about someone and what rights people should have if they don't want to share information with the police or the government. Encourage students to share their opinion pieces with their classmates and discuss.

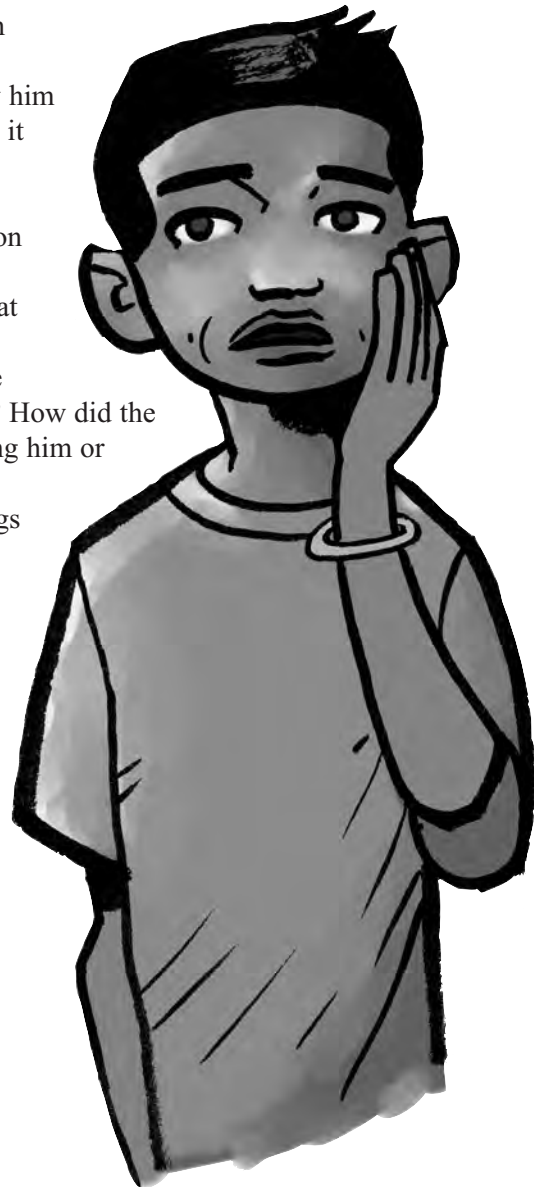
The Witness

Highlights

- The Witness is the person who sees an Intruder looking for information or who hears information they know was supposed to be kept private. Witnesses might think that they are not part of the problem, but there may be opportunities for them to positively influence the situation.
- If you feel that someone's privacy is being violated you can:
 - ☛ tell the person whose private information is being spread
 - ☛ talk to the person who is spreading the information about the negative consequences
 - ☛ talk to a trusted friend or adult for advice

Discussion Questions

- Have you ever witnessed someone invading another person's private information? How did this make you feel? What did you do? Did you tell the person whose privacy was being invaded?
- Have you ever told someone to stop when you saw him or her invading another person's privacy? How did it make you feel? Do you think that other people respected you for taking a stand?
- Have you ever seen a friend's private information on a social networking site? What might be the consequences of posting pictures or information that could be accessed by anyone?
- Have you ever told someone that you heard private information about him or her from another person? How did the person react? What were the consequences of telling him or her what you heard?
- Imagine you have witnessed your friend doing drugs or stealing something. Do you think this a private matter? Should you tell a parent or teacher? Why might you keep this information to yourself? Explain your thinking.
- Do you care what other people think about you? Do you ever talk to your friends about what friendship and keeping confidences mean to you?
- Do you have a trusted friend or adult that you can speak to about difficult issues that involve privacy come up? How might you handle the pressure of being a Witness?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Media Literacy/ Social Studies/ Language Arts (I/G)	Have students research to find out how journalists investigate their stories. Encourage them to think about how journalists might discover secrets and how they decide what information should or should not be made public. Have students write an opinion piece about journalism and how much information the public has a right to know.
pp. 26–27	Language Arts/ Social Studies (G)	Have students review the “Do’s and Don’ts” on pp. 17 and 27. Based on this list, ask them to create a poster for the top 10 rules for privacy. Encourage them to think about their own definition of privacy and how they can encourage others to respect people’s private information. Have students present their rules to the class and display the posters around the classroom or school.
pp. 28–31	The Arts (drama)/ Guidance and Career Education (G)	Have students work in groups of three or four to create a skit showing what happens when someone from “the in-crowd” turns on a Witness who tries to stop them from spreading gossip about someone else. Encourage students to think about what The Witness might do to stand up for a friend without risking being ostracized by others. Have students present their skits to the class and then discuss.
pp. 28–31	Social Studies/ Canada and World Studies (G)	Divide the class into two groups. Have one group research Canada’s Privacy Act and prepare graphic and oral representations to explain what information falls under federal legislation. Have the other group research your province’s Access to Information legislation and prepare a report about the types of information that can be discovered, how it can be discovered, the costs, issues, etc. Have each group present their findings to the class. Hold a class discussion about these laws and how they are designed to protect Canadians.
pp. 28–31	Language Arts/ Guidance and Career Education (I)	Have students write a journal entry about a time when a friend or trusted adult helped with an important private issue. Tell students that they do not need to share the issue itself, but should write about how they felt before and after they shared their secret and how talking to someone they trusted helped the situation.

Procrastination:

Deal with it all in good time

All of us put off doing tasks from time to time. Most of us want to get the job done, but might not want to face the time and effort that we need to exert to complete it. Conflicts can arise when we don't do what we promised or complete jobs that we started. ***Procrastination: Deal with it all in good time*** was created to give students suggestions on how to accept responsibility for jobs they need to do and use their time well.

Procrastination is an important topic for adolescents. As they begin to take on more responsibility, students need to learn how to manage their time and balance competing priorities. School work, part-time jobs, and social activities all vie for their time and attention. This resource offers teachers discussion topics and activities to help students see patterns in their own behaviour and learn strategies to help them combat the temptation to procrastinate (or the drive to be a perfectionist). Learning to manage their time productively and positively will help them in their school work, in their social lives, and when they enter the workforce.

Before You Begin

Here are some tips and suggestions to help you plan your procrastination unit.

- Gather as much material as you can about procrastination, including ***Procrastination: Deal with it all in good time***. (See More Help on page 32 of ***Procrastination*** for a listing of materials.)
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- In the week before beginning the unit, have students keep journals in which they record how often they avoid something they should be doing. At the beginning of the unit, ask volunteers to share some examples and encourage a light-hearted discussion about things they tend to put off.
- Decide on the amount of time that you plan to spend on this theme.



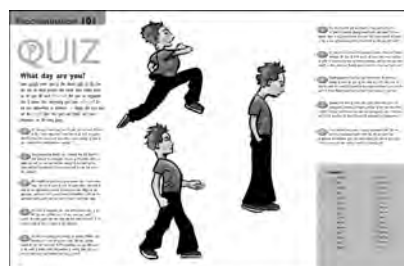
Procrastination 101

Highlights

- Procrastination occurs when you put off doing something.
- You might procrastinate in order to avoid dealing with something that is emotional, challenging, boring, or for someone else.
- Procrastination can take many forms, including:
 - ☛ ignoring the needs of others
 - ☛ avoiding challenging assignments and hoping a rushed job will suffice
 - ☛ delaying your contribution to group work
 - ☛ not doing something that you promised to do
- Different forms of procrastination include:
 - ☛ criticizing the job, not yourself
 - ☛ hoping someone else will do it
 - ☛ worrying that you will fail even before you start
 - ☛ choosing to do something else that you enjoy more
 - ☛ claiming that you work better under pressure
 - ☛ announcing that you have too much to do

Discussion Questions

- Have you ever put off or avoided doing something? What was it? Why did you avoid doing it? What were the consequences of procrastinating?
- Have you seen anyone close to you procrastinate? How does their procrastinating affect you? How does it make you feel when someone doesn't do what he or she promised they would?
- What does a deadline mean to you? Do you think that it is set in stone, or are there ways to get around them? Do you wait until the last minute, or use the time to do an assignment and then check to see if it can be improved?
- When you find new tasks daunting, what do you do? Who could you go to for help if you don't understand how to do something new?
- How do you get organized before you start a project? Do you need to read and talk it through before you begin an assignment? Do you think about how long it will take you to get organized and then budget your time to complete your assignments?
- How do you feel when you have procrastinated? Do you feel pressure and stress when deadlines approach? Have you argued with your teachers or family members about getting your work done? What did arguing accomplish?
- Think about a time when you procrastinated and your teacher or parents were unhappy with you. How might you handle a similar situation in a more positive way?
- How do you feel when you do a job and finish it on time? What are the rewards for organizing your time and meeting deadlines?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Guidance and Career Education/ Language Arts (I)	Ask the students to think about their work habits. Encourage them to think about the last time they had an assignment due or promised to do something for someone else. Have them write a journal entry about their work habits, including three things they do very well and three things they think need improvement.
pp. 2–5	The Arts (drama) (G)	Have students work in groups of three or four to brainstorm reasons why they might procrastinate. Have them create a skit based on their list. Encourage half the class to explore the negative consequences of procrastinating and the other half to demonstrate the rewards of managing their time. Discuss as a class.
pp. 6–7	Language Arts/ The Arts (visual)/ Health and Physical Education (I)	Have students choose the scenario that they can relate to the most. Ask them to brainstorm a list of emotions that they associate with the scenario. For each emotion, ask them to come up with a suggestion for how they might deal with the situation to help resolve that feeling in a positive way. Have students present their suggestions as posters or journal entries.
pp. 6–7	Language Arts/ Guidance and Career Education (I)	Ask students to write a letter to their future selves. Have students think about their goals and what kind of person they want to be. Their letters should state at least three good habits that they should follow to achieve their goals. Encourage students to keep their letters and refer to them on a regular basis to see if they have adapted the good habits they suggested.
pp. 8–9	Language Arts/ Guidance and Career Education (I)	Have students complete the quiz on their own. When they are finished, ask them to look at the results and write a journal entry about how their characteristics can help them succeed.
pp. 8–9	The Arts (drama) (G)	Have students work in groups of three or four, to mimic a machine (e.g., an assembly line) working efficiently. Then have them demonstrate what might happen if one group member gets lazy or stops working altogether. Ask students to demonstrate their machines to the class and discuss.
pp. 10–11	Media Literacy/ Social Responsibility (I/G)	Have students create a class blog for younger students to post their comments or questions about procrastination and perfectionism. Encourage students to respond to the postings with helpful suggestions. (Note: You should monitor the blog for content. Alternatively, you can have students post questions and suggestions on a school bulletin board.)
pp. 12–13	Mathematics/ Social Studies (G)	Have students create a survey to find out if people believe the myths listed. Encourage them to use the myths and the explanations to create their survey questions. Ask them to survey their classmates, friends, and family members, and then display their results in a graph. Have students report their findings to the class and discuss.

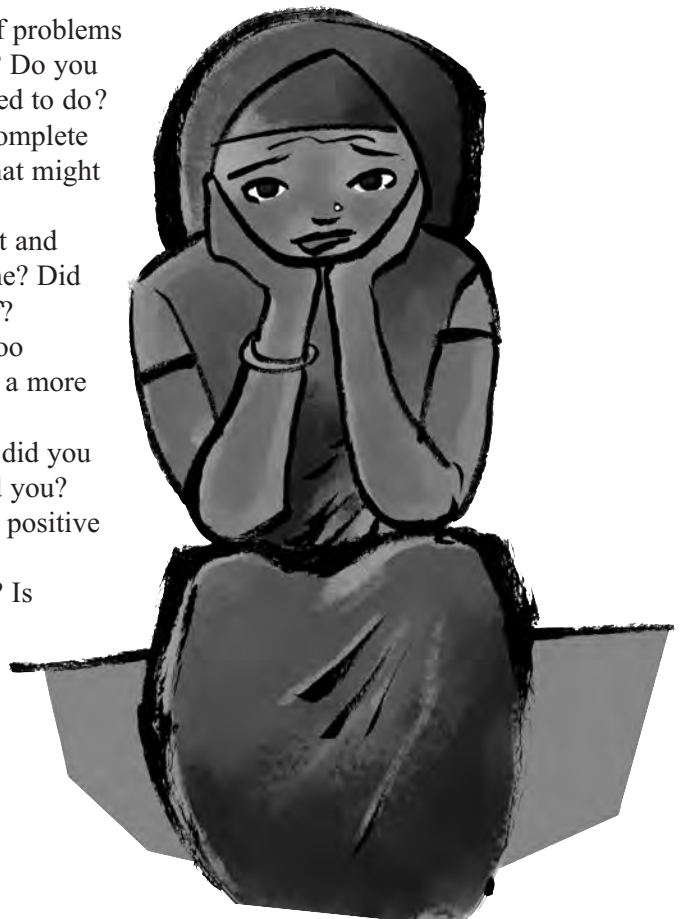
The Procrastinator

Highlights

- The Procrastinator is the person who puts things off.
- The Procrastinator might put something off because he or she:
 - ☛ hopes that someone else will do it
 - ☛ thinks that a last minute effort will suffice
 - ☛ is afraid of failing
- Procrastination can lead to more stress and anxiety and might cause conflict in your relationships.
- You can avoid procrastinating by:
 - ☛ keeping track of your assignments and work you need to do
 - ☛ thinking about the assignment and getting organized to get the work done
 - ☛ getting help if you need it
 - ☛ using your time wisely — get your work done early and check to see if it needs improvement
 - ☛ rewarding yourself after your work is done
 - ☛ not worrying that your work will not be perfect
 - ☛ giving yourself a chance to learn new things

Discussion Questions

- Do you consider yourself to be organized? How do you keep track of your assignments and other responsibilities? Can you think of any other ways you can get organized?
- Do people rely on you to get jobs done? What types of problems might occur if you didn't do what you have promised? Do you feel badly if someone else does a job you were expected to do?
- Imagine being in a situation where someone doesn't complete an important job that they were expected to finish. What might the consequences be?
- Think about a time when you planned your assignment and finished it early. How did you feel when you were done? Did you celebrate by using the rest of the time for yourself?
- Do you ever find yourself complaining about having too much work? How might you deal with the situation in a more positive way than complaining?
- Have you ever felt embarrassed asking for help? Why did you feel this way? How would asking for help have helped you? How might you deal with a similar situation in a more positive way?
- How do you handle large or complicated assignments? Is there any way you could break the task down into chunks and tackle them one at a time? How do you think this might help you avoid procrastinating?
- Do you have a friend who always finishes his or her work on time? What tips do you think he or she might give you?



Teaching Activities

I = Individual

P = Pair

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Section	Subject Area	Activities
pp. 14–15	Language Arts/ Health and Physical Education (I/G)	Have students read the letter from Secretly Stressed on p. 15. Ask them to imagine that Secretly followed Dr. Shrink-Wrapped's advice and has asked them to brainstorm ways to help her solve her procrastination problem. Have students write Dr. Shrink-Wrapped a follow-up letter telling him about the ideas they came up with and how breaking her secret cycle made Secretly feel.
pp. 14–15	Media Literacy/ Guidance and Career Education (P/G)	Have students work in pairs to interview each other on the merits of procrastination. Encourage them to use humour to put a positive spin on not doing work on time. Students can record their interviews and play them for the class, or act them out. When they are finished, discuss why their arguments for procrastination might not work in the real world.
pp. 16–17	Guidance and Career Education/ Language Arts (I/G)	Have students take the quiz and choose three statements that were true. Ask them to write a journal entry for each of the statements, describing a situation in which they felt this way and how they could deal with it in a positive way.
pp. 16–17	Social Sciences/ Canada and World Studies (I/G)	Ask students to think about what might happen if politicians and governments procrastinated. Encourage them to think about examples from Canada and around the world, such as pollution, climate change, and human rights violations. Have them think about the possible consequences and costs of not taking action. Encourage them to choose an issue and write a letter to their MP or MPP persuading them to take action.
pp. 18–19	The Arts (drama)/ Media Literacy (I)	Divide students into seven groups and assign each group one of the suggestions on pp. 18–19. Have each group develop the script for a how-to video telling people how to follow their assigned suggestion, including demonstrations of how these strategies could work. Encourage students to make their videos and present them to the class.
pp. 18–19	Media Literacy (G)	Ask students to think about video games they enjoy playing. Have work in small groups to design their own video games based on the strategies given on pp. 18–19 so that the players accumulate points by overcoming procrastination and getting their work done. Have them design a storyboard for their game and present it to the class.

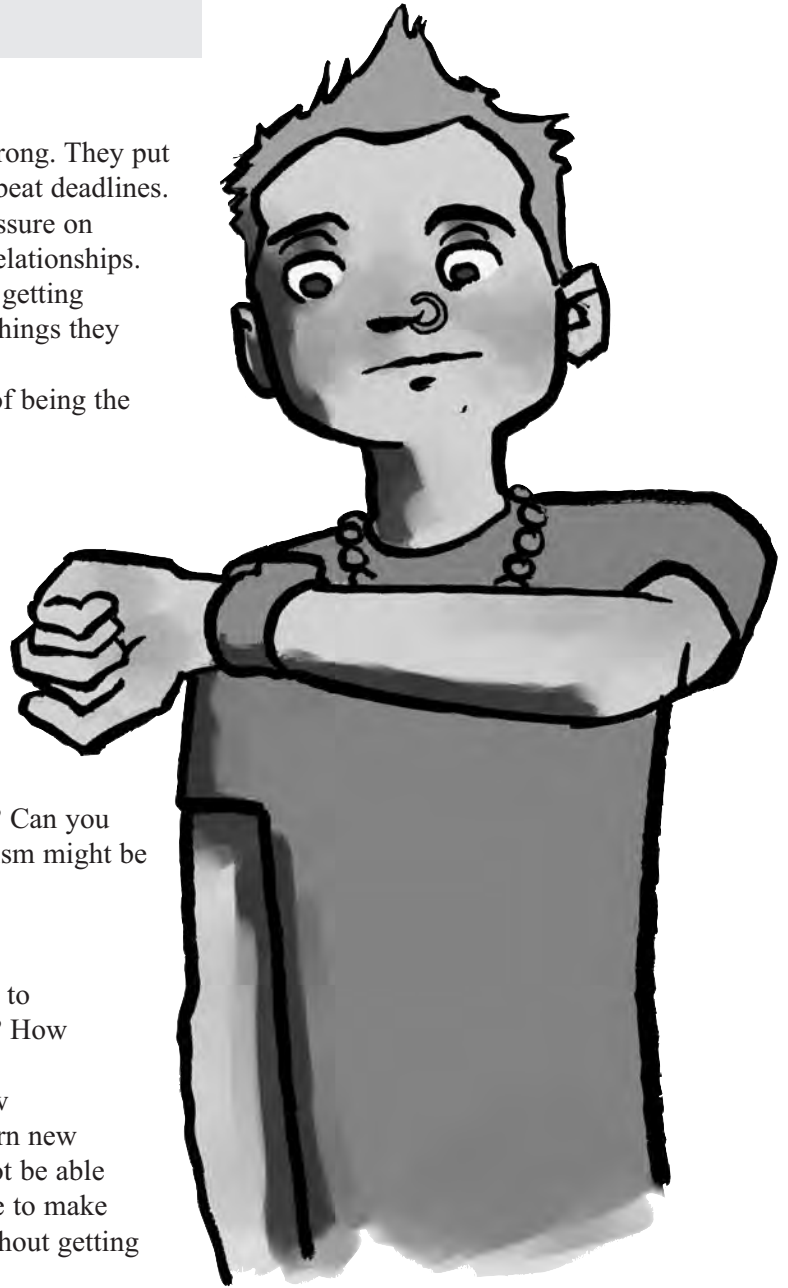
The Perfectionist

Highlights

- Perfectionists can't stand to do anything wrong. They put a lot of pressure on themselves to meet or beat deadlines.
- Sometimes, Perfectionists put so much pressure on themselves that it affects their health and relationships. They need to figure out a balance between getting everything done and spending time doing things they enjoy.
- You can avoid the negative consequences of being the Perfectionist by:
 - ☛ realizing that there is no such thing as perfection
 - ☛ allowing yourself to spend time on tasks you enjoy
 - ☛ listening to and cooperating with others
 - ☛ finding balance in your life

Discussion Questions

- What are some examples of perfectionism? Can you think of any situations in which perfectionism might be negative or positive?
- Why do you think people become Perfectionists? What do you think might happen if Perfectionists pay more attention to their work than to their friends and family? How do you think this would make them feel?
- How do you feel when you are given a new assignment? Are you excited to try and learn new things? Do you ever worry that you will not be able to complete it? What strategies can you use to make sure you can get your assignment done without getting stressed out?
- Have you ever worked on a group assignment and found that you didn't have the same work ethic as another group member? How did this make you feel? How do you think the other group member felt? How did you resolve the situation?
- Do you ever feel guilty for taking time off from school, work, or social activities because you are sick? Do you worry about what you are missing and what people might be thinking about instead of relaxing and getting better?
- Have you ever been dissatisfied with a finished assignment even though you got a good mark? Why do you think you felt this way? What might make you feel better about your work?
- Do you have a friend or trusted adult you could turn to for advice on how to deal with your concerns about not being perfect? How might talking to someone help you feel better?



Teaching Activities

I = Individual

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G = Group

Section	Subject Area	Activities
pp. 20–21	Mathematics/ Social Studies (G)	<p>Ask students to survey their classmates to find out whether they consider themselves Procrastinators or Perfectionists. Encourage them to use the information in the text to create a series of questions that explore the reasons behind their procrastination or perfectionism, such as:</p> <ul style="list-style-type: none"> • Do you avoid assignments because you don't like a subject? • Are you afraid to admit you need help? • Do you resent working in groups when others don't work as hard as you do? <p>Have students display their results in a graph or chart and discuss their findings with the class.</p>
pp. 22–23	Guidance and Career Education (G)	<p>Have students review the schedule on p. 23. Ask them to think about the various entries and all they have to do in a month. Have students create their own calendar that will help them stay organized and balance their school, work, and social activities. Encourage them to include rewards and time for themselves. Ask students to try to follow their schedule for a month to see if it helps them get organized. Encourage them to report on the results.</p>
pp. 22–23	The Arts (drama)/ Social Studies (G)	<p>Have students work in groups of three or four to develop short skits about problems a Perfectionist might cause for a group project. Encourage them to use humour to emphasize their ideas. Have them present their skits and discuss them as a class.</p>
pp. 24–25	Language Arts (I/G)	<p>Have students write an opinion piece about perfectionism. Encourage them to look at the issue from all sides and think about what might be positive or negative about being a Perfectionist. Ask them to conduct research and provide at least three examples to support their argument.</p>
pp. 24–25	Science/Health and Physical Education (I)	<p>Ask students to review the “Did You Know?” section. Have them research to find out more about the connections between stress and health. Have students use their findings to prepare a brochure that provides their peers with tips on balancing their priorities and workloads. Ask students to present their brochures to the class and display them around your school.</p>

The Witness

Highlights

- The Witness is the person who sees that someone he or she cares for is procrastinating.
- When the Witness sees someone procrastinating, he or she might feel like they have to pitch in to pick up the slack or cover up for the Procrastinator.
- If you feel that someone's procrastination is harmful, you can:
 - ☛ let him know that you are there to be his friend and not to judge him
 - ☛ talk to her about the issue and let her know that she has choices
 - ☛ encourage him to talk to a trusted adult

Discussion Questions

- Have you ever witnessed someone falling behind in schoolwork because he or she procrastinates? How did it make you feel? Did you ask your friend why he or she wasn't getting the work done? Were you able to help?
- Have you ever offered to help someone who is slacking off? What was the response? What was the outcome?
- Have you ever found out that someone you thought was procrastinating actually fell behind in school because something happened in the family or with other friends? Did you notice other changes in his or her behaviour? Were you able to help, even if it was by just listening? Did you tell your friend who else might help them resolve the problem?
- Have you ever been negatively affected by someone else's procrastination? How did it make you feel? What could you do to help resolve the situation? What might happen to a Procrastinator if his or her behaviour continued to affect other people in a negative way?
- How might you help someone who is procrastinating because he or she is afraid of failing? How could you help your friend overcome this fear?
- Have you ever procrastinated? Did someone help you figure out how to overcome your procrastination to get the job done? How did it make you feel? What happened?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	The Arts (drama)/ Social Responsibility (I/G)	Have students write a skit about how a group of friends might help someone who is procrastinating and falling behind in school. Encourage them to review the “Do’s and Don’ts” lists on pp. 19, 25, and 27 to help them come up with ideas. Have students present their skits to the class and discuss.
pp. 26–27	Language Arts (G)	Have students write a poem or rap song about how procrastination can hurt other people. Encourage students to share their poems or rap songs with the class.
pp. 28–31	Language Arts/ Guidance and Career Education (G)	Divide the class into two groups and have students debate the statement: It is better to be a Perfectionist than a Procrastinator. Encourage them to research their arguments to support their position. After the debate, discuss the results (ensuring that students understand the need for balance between meeting deadlines and fulfilling their responsibilities and taking time to reward and enjoy themselves).
pp. 28–31	Social Studies/ Guidance and Career Education (G)	As a class, brainstorm ideas about how students can make positive decisions about schoolwork. Have them conduct a survey to find out if students work harder on subjects they enjoy and if this is reflected by good marks in those subjects. Based on their findings, have students discuss how they could change their approach to subjects they don’t enjoy as much. Challenge students to list several actions that they could take to improve their work in these subjects. Encourage them to follow through on these ideas and to keep a diary to see if their efforts result in better marks and a better attitude.
pp. 28–31	Language Arts (G)	Have students write journal entries or essays on how procrastination might lead to cheating. For example, they might look at how someone puts off studying and then feels they have to cheat to pass a test, or someone who relies on someone else to do the work they have put off. Encourage them to look at whom procrastination and cheating might affect and how they feel about this topic.

Racism:

Deal with it before it gets under your skin

Racism is a sensitive but important topic. Students in today's society must be aware of and sensitive to the traditions and beliefs of their classmates. They may sometimes find it difficult to recognize discriminatory or racist behaviour or know what to do when they encounter it. Few people would consider themselves racist, yet we might think about or treat people whom we see as being different than us in a negative way.

Racism: Deal with it before it gets under your skin was created to encourage students to think about how they see and treat other people and how they can deal with racism in a positive way.

This guide to ***Racism*** aims to help create a supportive classroom where students will have the confidence to voice their concerns and participate in discussions that help them identify their values and beliefs and make conscious, responsible decisions.



Before You Begin

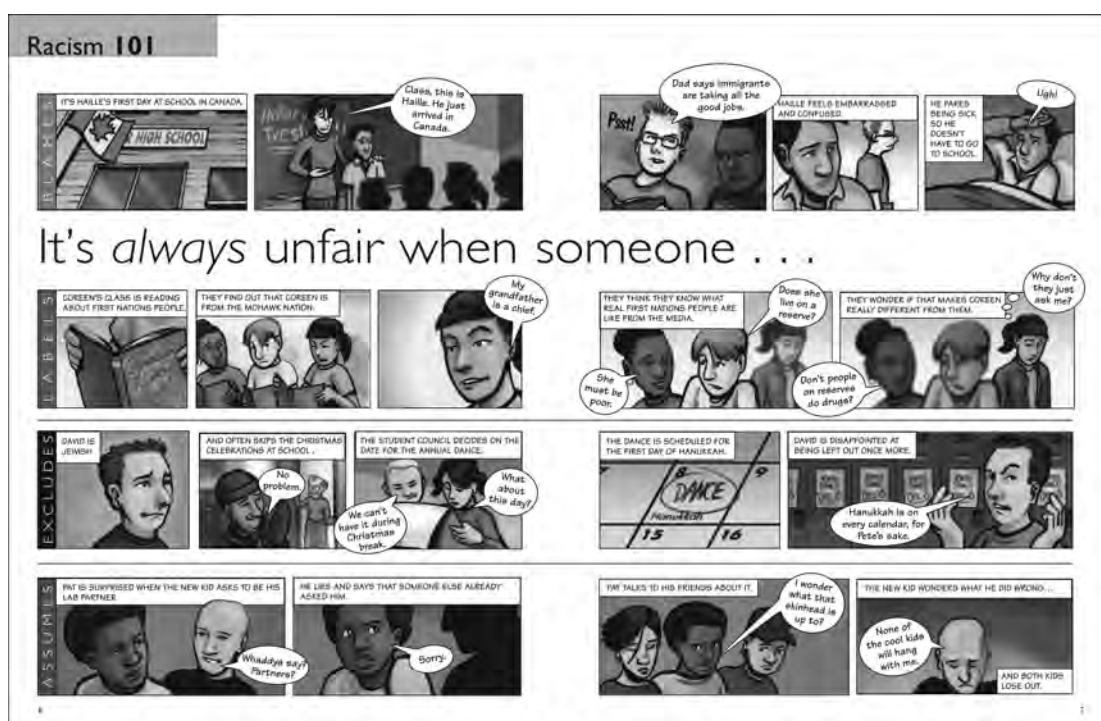
Here are some tips and suggestions to help plan your Racism unit.

- Gather as much material as you can about Racism, including ***Racism: Deal with it before it gets under your skin***. (See More Help on p. 32 of ***Racism*** for a listing of materials.)
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Decide on the amount of time that you plan to spend on this theme.
- Have students bring in their own books and movies that deal with Racism to discuss. You may wish to make this a rotating display, asking different students to bring and present their selections on different days.
- Make a class K-W-L-S chart with the following headings: "What I Know," "What I Want to Know," "What I Learned," and "What I Still Want to Know." After you complete each section of ***Racism***, fill in the chart as a class. Use this chart as a basis for discussion and a guide to which activities might be most useful to your students.
- Draft a template for a note of congratulations for kids that do a good job of dealing with racism throughout the year. When you notice a student doing well, write a personalized comment on the letter acknowledging that they've done a great job.
- Be aware that racism is a very sensitive subject that can touch different people in different ways. This book offers a variety of real-life situations that students may find themselves in, but all the topics discussed may not be appropriate for all students. Be sure to review all the content thoroughly to make sure that it is suitable for your students.

Racism 101

Highlights

- Racism begins with the idea that people can be divided into groups called races, which are based on physical traits.
- Racism is a form of prejudice. It is a belief that some races are superior to others and should have more power than others.
- Racism can come in the form of excluding, assuming, blaming, or labelling others based on their “race” or ethnic background.
- Racial stereotypes are usually negative and can lead to discrimination. Racism occurs when someone has the power to act on his or her racist attitudes.
- Racism can happen at school, in the workplace, and at home. It can happen to anybody.



Discussion Questions

- How would you define racism? Have you ever experienced racism in your school? How did it make you feel? How do you think the target of the racism felt?
- Have you ever heard racist jokes? How did it make you feel? How could this joke hurt someone's feelings? What might you say to someone who tells racist jokes to get them to stop but not offend them?
- Do you think adults are affected by racism more than children? Explain your thinking.
- Have you ever felt left out because of your ethnic background? How did you feel? What did you do about it?
- Do you think the media — television, the Internet, advertisements, music videos, etc. — plays a role in racism? Do you think the media uses racial stereotypes? Explain your thinking.
- Have you ever assumed something about a person just because of the way they look or act? Has anyone ever had anyone make assumptions about you based on the way you look or act? How did it make you feel?

Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts/ The Arts (visual) (G)	Have students work in small groups to create a poster to help stop racism. Encourage them to come up with a slogan and images that will get people to pay attention and think about their attitudes towards others. Have groups present their posters to the class and display them around the classroom.
pp. 2–5	Social Studies/ Media Literacy (I)	Have students collect ads for cars, clothing, or sports equipment from newspapers, magazines, and the Internet. Ask them to compare two different ads for similar products. Have them decide who the target audience is for each ad and how each one tries to reach that audience. Ask students to compare how different ethnic groups are portrayed in different ways. Ask students to present their findings to the class, using the two ads to demonstrate their findings.
pp. 6–7	Language Arts (G)	Write the headings “Blames,” “Labels,” “Excludes,” and “Assumes” on four sheets of chart paper and post them around the room. Divide the class into groups and have each group write an example of racism under each heading. Discuss the examples given as a class and brainstorm ways to deal with each example in a positive way.
pp. 8–9	The Arts (visual)/ Language Arts (I)	Ask students to think about what it would be like to wear their attitudes towards racism. Have them design a T-shirt with a slogan to help stop racism. Encourage them to be creative. Have students present their designs to the class and display them around the classroom.
pp. 10–11	Language Arts/ Guidance and Career Education (I)	Have students anonymously write a “Dear Conflict Counsellor” letter about an issue involving racial prejudice. Compile the letters into a class message board, including blank pages on which students can write responses, and post it in the room. Ask students to respond to at least one letter, offering advice on how to deal with the situation in a positive way.
pp. 10–11	Language Arts/ Social Studies/ Media Literacy (G)	Have students watch the Historica Minute about Jackie Robinson (see www.historica.ca). As a class, discuss how Jackie must have faced prejudice from spectators, the opposing teams, and even his own teammates. Have students create a storyboard for a history minute about another incident in Canadian history involving racism, such as the internment of the Japanese during WWII or First Nations people being sent to residential school. Encourage them to focus on individuals and how they combated prejudice in their own lives. Have students present their storyboards to the class.
pp. 12–13	The Arts (visual) (I)	Have students create a collage of myths about racism. Encourage them to include images that display the emotions that they associate with prejudice. Ask volunteers to present their collages to the class and display them around the classroom.

The Minority

Highlights

- The Minority is the person who feels outnumbered and is treated differently by the Majority.
- Some people believe negative stereotypes about the Minority.
- You can respond to racism by:
 - ☛ acting powerlessly and allowing yourself to be negatively affected
 - ☛ becoming empowered and dealing with racism in a positive way
 - ☛ acting overpowered, or aggressively, which only promotes hate and intolerance
- You can help protect yourself from racism by:
 - ☛ exploring your feelings and trying to identify attitudes and behaviours that make you feel like an outsider
 - ☛ speaking up if you experience discrimination in any form
 - ☛ being proactive and joining clubs and groups that make you feel welcomed
 - ☛ exploring your history and being proud of your roots
 - ☛ educating yourself to find out more about the history of racism

Discussion Questions

- Who decides what groups of people are the Minority? Why do they get to decide?
- Do you ever feel like an outsider? What is it about other people's behaviours that make you feel this way? What are some things you could do to help yourself feel less like the Minority?
- Where do you think negative stereotypes about the Minority might come from? How do these stereotypes spread? Why do you think these stereotypes persist?
- Has someone ever made a racist comment to you? How did it make you feel? How did you respond? Can you think of a positive way to discourage someone from making racist comments about you or anybody else?
- If you are the Minority, how could you make yourself feel more empowered? How can you make sure that you don't act overpowered or aggressively towards the Majority?
- What are some ways that the Majority might make the Minority feel welcomed? Why is it important for both the Minority and the Majority to work together to fight racism?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 14–15	The Arts (visual) (I)	Ask students to choose a “Do” and a “Don’t” on p. 15. Have them use pictures and words to create a poster that contrasts the “Do” with the “Don’t.” Have students present their posters to the class and discuss why they chose the images they used.
pp. 14–15	Guidance and Career Education (I)	Have students research to find out more about ways that people can empower themselves to overcome racism. Ask them to create a brochure that demonstrates tips on becoming empowered.
pp. 16–17	Social Studies/ Canada and World Studies (P)	Have students work with a partner to complete the quiz. Ask them to choose one of the scenarios and research to find a real-life example of a similar situation (e.g., Sikh RCMP officers fighting for the right to wear turbans, Asmahan Mansour being prohibited from wearing her Hijab in a soccer tournament). Have partners present their findings to the class and discuss the issues. Encourage students to think about how the people involved might resolve the situation in a positive way that makes everyone feel empowered.
pp. 16–17	The Arts (drama) (G)	Have students work in small groups to act out a situation from the quiz, asking the other groups to guess which situation they are portraying. After each presentation, ask students to discuss how the people involved might have felt and how the situation would be resolved if they followed the empowered behaviour suggested.
pp. 18–19	Language Arts/ The Arts (visual) (G)	Divide the class into five groups and assign each group one of the ways you can protect yourself against racism. Have them design a bookmark displaying “tips” on what to do when they feel angry. Have students share their bookmarks with classmates.
pp. 18–19	Language Arts/ Social Studies/ Canada and World Stories (I)	Have students review the “Did You Know?” section and select one of the facts given. Ask them to research to find out more about the fact and then write a newspaper editorial expressing their opinion of the situation and suggesting ways to improve it. Have them share their editorials with their classmates and discuss their ideas.

The Majority

Highlights

- The Majority is the person who is an insider. He or she may believe and act on negative stereotypes about the Minority.
- People may be afraid or intolerant of differences because:
 - ☛ things we don't understand make us uncomfortable
 - ☛ we may have heard our parents or friends make unkind remarks about minorities
 - ☛ we see stereotypical images on television and the Internet
 - ☛ we are afraid of not fitting in
 - ☛ we might not be aware of the privileges and advantages we have
 - ☛ we don't realize that our attitudes and behaviours harm others
- You can help stop racism by:
 - ☛ examining your own behavior and attitudes toward people who are different from you and opening your heart and mind
 - ☛ learning about the history of racism to help expand your knowledge and understanding
 - ☛ questioning the images you see in the media and identifying the misinformation behind stereotypes
 - ☛ cleaning up racist graffiti in your community
 - ☛ telling people about and celebrating the International Day for the Elimination of Racial Discrimination (March 21)
 - ☛ speaking to your friends and helping them to change any negative behaviours
 - ☛ working to unlearn any prejudices you have

Discussion Questions

- What are some examples of racist behaviour? What would you do if you encountered any of these behaviours? How might you deal with them in a positive way?
- How is the Majority portrayed in the media? Why do you think the media uses stereotypical images of the Minority? Can you think of any examples of negative stereotypes that you see? How might being aware of these stereotypes in the media help you become empowered against racism?
- Are there any groups at your school or in your community that exclude minority groups? Are there any minority groups that exclude the Majority? How might we work to bring these two groups together?
- If racism is learned, how do people learn it? What influences people to become racist? How might they unlearn these attitudes and behaviours?
- What are some ways we can stop racism? How could we implement changes in our school or community to help stop racism?
- How would you define hate crimes? Why do you think these types of crimes are considered so serious? Explain your thinking.



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 20–21	Language Arts/ Social Responsibility (I)	Have students review the letters to “Dear Dr. Shrink-Wrapped.” Encourage them to write their own questions about racism and to sign it with a pen name. Have them place their questions in a class mailbox. Students will then pick a question from the box and write a response to it. They may wish to research, interview, or share personal experiences to give their best response to the question selected. Post the letters and responses on a message board in the classroom and encourage students to add to it as they explore this topic further.
pp. 20–21	Social Studies/ Canada and World Studies (G)	Have students work in small groups to look at a story from different angles. Ask them to find a news story that made headlines across Canada or around the world. (You may wish to have them visit www.newseum.org or similar Web sites to find headlines.) Have them research to see how different news agencies covered the story. Ask each group to present their findings to the class and discuss how looking at the same story from a different perspective might help them deal with racism in a positive way.
pp. 22–23	Mathematics/ Guidance and Career Education (G)	Have students work in groups of three or four to develop a survey based on the questions in the quiz. Ask them to survey students in their school to find out their feelings on personal differences and racism. Have them analyze their data and display the results by grade level and gender. Ask them to share their findings with the class and discuss which data and responses surprised them. As a class, brainstorm ways you might work to change racist attitudes in your school or community.
pp. 24–25	Language Arts/ Media Literacy (G)	Have students work in groups of three or four to create a storyboard for a Public Service Announcement (PSA) to help stop racism. Encourage them to use the tips given on pp. 24–25 and to include details on the characters, dialogue, music, and sound effects they will use to help get their message across. Ask students to present their PSAs to the class, explaining their choices and how they think they will help other people stop racism.
pp. 24–25	Language Arts/ Media Literacy (I/G)	Ask students to make a slideshow demonstrating the “Do’s and Don’ts” on p. 25. Encourage them to include images, graphics, music, and sound effects to help illustrate their slideshows. Have them present their slideshows to the class and discuss as a group how following these Do’s and Don’ts can help stop racism.
pp. 24–25	Language Arts/ Canada and World Studies/ Social Studies (P)	Have students work in partners to create an information page about a person who has contributed to the fight against racism (e.g., Nelson Mandela, Rosa Parks, Elijah Harper). Ask them to research to find out about their person and to write a brief biography about them. Encourage them to include images and details that help give a sense of their person’s work to fight racism. Compile the information pages into a Directory of Heroes that students can refer to throughout this lesson and the school year.

The Witness

Highlights

- The Witness is a person who sees prejudicial attitudes and behaviours.
- The Witness might think that racism is too big for one person to change.
- Witnesses may be afraid to speak up against racism because they think they might:
 - ☛ lose friends
 - ☛ interfere in something that is none of their business
 - ☛ be accused of being overly sensitive
 - ☛ get someone in trouble
- You can help be a positive force for changing racism by:
 - ☛ educating yourself about racism and other cultures
 - ☛ treating everyone with respect
 - ☛ getting help from a trusted teacher, parent, or older friend
 - ☛ setting a good example for others

Discussion Questions

- Have you ever spoken up when someone made a prejudicial comment? How did you feel? How did others around you react?
- Imagine that a good friend starts making racist comments to another friend just to become part of the popular crowd. What would you do? How could you explain to your friend that the behaviour was harmful without hurting his or her feelings?
- What are some ways that you could be a good example for others on how to stop racism? Give some examples of what you might do.
- Who could you turn to when you witness racism? How might they help you?
- Do you think that people can be somewhat racist? Is there a tolerable level of prejudice? Explain your thinking.



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Social Studies/ Physical Education (G)	Have students work in groups of five to play a game of “Four Corners” using the “Do’s and Don’ts” on pp. 15, 21, and 27. Ask four students to stand in the corners of the squares and the fifth student to be It. Read the Do’s and Don’ts in random order, leaving off the Do or the Don’t at the beginning of the statement. If the students on the corners believe that the statement is a Do, they can try to switch places with someone on another corner, and the person who is It can try to take one of the corner places. If the statement is in fact a Don’t, a student that tried to move then becomes It. When everyone has a chance to be It, bring the students together and discuss how the Do’s and Don’ts might help them deal with racism in a positive way.
pp. 28–31	Language Arts/ The Arts (I)	Have students fold a sheet of paper in half. On one half, ask them to illustrate a situation from the quiz. On the other half, have them illustrate a solution that would bring a positive resolution to the situation. Ask students to present their illustrations to the class and discuss how their solution helps combat racism.
pp. 28–31	The Arts (drama) (G)	Have students work in groups of four to create a skit based on one of the situations in the quiz. Their skit should have two endings. The first ending shows the Witness choosing not to get involved in a situation and the consequences of that choice. The second ending should show the Witness taking steps to get involved and what the consequences of their actions are. Have students present their skits to the class and discuss the differences between the positive and negative outcomes.
pp. 28–31	Language Arts/ Canada and World Studies (G)	Have students work in small groups to find out more about the International Day for the Elimination of Racial Discrimination or other events that celebrate diversity (i.e., National Aboriginal Day, Folklorama in Winnipeg). Ask students to present their findings to the class. As a group, discuss how these celebrations help fight racism and make Canada stronger as a society. You may wish to plan your own class party to celebrate the cultures of your students.

Rudeness:

Deal with it if you please

Rudeness is anything you say or do that offends or makes someone else feel uncomfortable or inconvenienced. Your behaviour should be appropriate to the social situation and the people around you. Rudeness might involve actions or speech that other people consider impolite, offensive, obscene, inconsiderate, or taboo. It is important for young adults to understand that their behaviour affects how other people see and treat them, and that being sensitive to other people's feelings can help them gain their respect.



Rudeness: Deal with it if you please gives students suggestions on how to handle diverse social situations and become more aware of social expectations. It helps them become aware of how their choices and actions affect others. This resource guide offers opportunities to explore rudeness within the context of the curriculum. It provides a variety of activities to help students reflect on their behaviour and think about how to be sensitive to other people. Discussing rudeness and giving students an opportunity to share their thoughts and opinions will help them make informed, considerate choices.

Before You Begin

Here are some tips and suggestions to help you plan your rudeness unit.

- Gather as much material as you can about rudeness, including ***Rudeness: Deal with it if you please***. (See More Help on page 32 of ***Rudeness*** for a listing of materials.)
- Consider personality types, interpersonal relationships and cultural issues that are relevant to your students, school, and community.
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Decide on the amount of time that you plan to spend on this theme.
- Try to be aware of cultural differences in what is considered rude. You may wish to have students research to find out more about different cultural beliefs and customs involving manners.

Rudeness 101

Highlights

- Rudeness is when you do something that breaches social conventions and expectations without attempting to understand or apologize for your error in judgment. You might offend someone with what you say, how you present yourself, what you do, how you eat, or what you wear.
- Rudeness is more than not saying “please” and “thank you.” It is ignoring or purposefully hurting the feelings of others around you and not being respectful of what is important to them.
- Rudeness is viewed as being discourteous, foul, gross, ignorant, impolite, inconsiderate, offensive, negative, self-absorbed, unable to empathize, or vulgar.
- It is important to remember that nobody is perfect all the time, but you need to show people the same respect that you would like from them.

Discussion Questions

- Can you think of times when rudeness might be funny? Why might rudeness be acceptable on one occasion and not on another? Explain your thinking.
- What are manners? Why do you think manners are important? Where do we learn manners? Who decides what are good manners?
- Do manners apply differently in different situations? For example, do you use the same manners when you eat in a restaurant, or at home, or with friends at school, or when you are camping? Why might there be different rules for manners in different situations?
- Are different actions considered rude in different cultures? Can you think of any examples?
- How does it make you feel when someone is polite to you? How do you feel when someone is rude to you?
- Why do you think someone might be rude? Is it ever okay to be rude? Is ignorance of social conventions an excuse for being rude? Explain your thinking.
- Do you think rudeness is part of personality — who someone is — or that it is a way someone chooses to act? Explain your thinking.



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Media Literacy/ Language Arts (I/G)	Have students watch two of their favourite TV shows and record in a chart the number of incidents of rudeness they see, the reactions of the characters, and how they felt witnessing the rudeness. Encourage them to note the reaction to the rudeness: was it celebrated, was their laughter, did people cry? Have students discuss their findings as a class, encouraging them to think about why the producer might have wanted these reactions and how seeing rudeness on TV might influence their behaviour.
pp. 2–5	The Arts (drama)/ Guidance and Career Education (I/G)	Have students write down a situation in which someone was rude to them, including who, what, where, why, and how. Divide the class into three groups and ask each group to choose one of their member's situations. Have each group dramatize the situation, including how they would solve it in a positive way.
pp. 2–5	The Arts (drama)/ Social Responsibility (G)	Write each of the bullets on a piece of paper and randomly distribute them to your students. Have them mime the situation, asking the other students to guess what they are doing. When someone guesses correctly, ask them to present an alternative that would not be polite.
pp. 6–7	The Arts (drama)/ Guidance and Career Education (G)	Have students work in groups of 3–4 to make a tableau showing an example of a rude situation they have experienced. When the situation is established, ask the class for solutions, recording them in a T-Chart with the headings “Positive Solutions” and “Negative Solutions.” Ask the performing group to choose a solution and complete the dramatization. As a class, discuss the Pros and Cons of the chosen solution.
pp. 6–7	Language Arts (I)	Have students choose a character from one of the comics and write a journal entry from their character's perspective. Encourage them to think about how their character felt during and after the scenes in the comic. Have them include ideas on how they might improve the situation in the future.
pp. 8–9	The Arts (visual)/ Social Responsibility (I)	Have students create posters, brochures, or a website encouraging other students to be polite. Ask them to think of simple ways that students can be polite and how they would encourage them to practice respect in order to get respect.
pp. 10–11	Language Arts (G)	Divide the class into six groups and assign each group one of the myths. Have members of each group debate whether or not the myth is true. Ask volunteers from each group to present their conclusions to the class and discuss.
pp. 12–13	Mathematics/ Guidance and Career Education (I/G)	Have students use the quiz to survey other classes. Have them tally and graph their results, and then present their findings to the class. As a class, discuss whether or not students think that politeness is important to their peers and what they might do to help them be more respectful and sensitive.

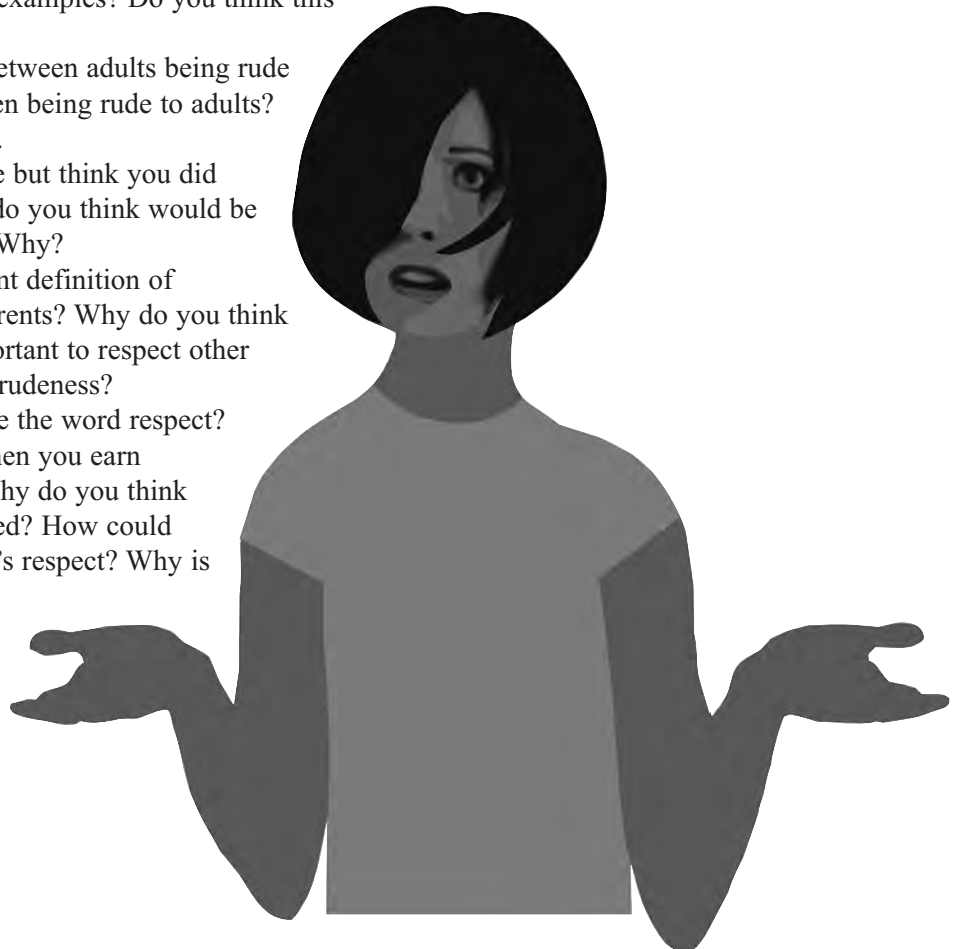
The Offender

Highlights

- The Offender is the person who is rude to others. It does not matter if he or she meant to be rude or not. What matters is that Offenders recognize that their actions and or lack of action hurts someone's feelings and apologize.
- The Offender might be rude because he or she:
 - ☛ has never been taught correct manners or does not realize that his or her behaviour is inappropriate in a particular situation
 - ☛ only cares about him- or herself and thinks that his or her feelings are more important than other people's
 - ☛ does not appreciate the differences of other people and cultures
 - ☛ does not value other people's time or efforts

Discussion Questions

- Have you ever been rude to someone on purpose? How did you feel? Why do you think you behaved this way? How did the other person react?
- What does rude behaviour look like? What examples can you give of rude behaviour? Why do you consider this rudeness?
- Is it ever cool to be rude? Why do people sometimes laugh when someone is rude to others? Can you think of any examples? Do you think this is acceptable?
- Is there a difference between adults being rude to children and children being rude to adults? Explain your thinking.
- If you offend someone but think you did nothing wrong, what do you think would be the right thing to do? Why?
- Do you have a different definition of rudeness than your parents? Why do you think this is? Why is it important to respect other people's definition of rudeness?
- How would you define the word respect? What does it mean when you earn someone's respect? Why do you think respect has to be earned? How could you earn other people's respect? Why is it important to do so?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 14–15	Social Studies/ Guidance and Career Education (G)	Have students work in small groups to discuss and define proper manners at home, at school, and (if age-appropriate) at work. Encourage them to think about how they behave in different situations (e.g., eating, being a guest, meeting new people, talking on the phone) and to come up with a list of top 10 tips for good manners. Have students create a brochure or poster to encourage others to follow their tips.
pp. 14–15	The Arts (drama) (G)	Ask students to read the letter from A Room of My Own and Dr. Shrink-Wrapped's response. Have students work in groups of three or four to brainstorm a solution and act it out for the class. When each group is finished, encourage the class to ask each character to explain what they were thinking and feeling, and why they chose their way of solving the problem.
pp. 16–17	Mathematics/ Social Studies/ Language Arts (I/G)	Have students use the quiz questions to survey other classes. Ask them to graph and analyze their results. Based on their findings, students decide on three issues that could be addressed on a school-wide basis. Have students write a persuasive letter to the principal asking him to implement their suggestions to improve these three issues.
pp. 16–17	The Arts (visual)/ Social Responsibility (I)	Ask students to choose one of the fifteen situations from the quiz and create a "What To Do If ..." poster. Their posters should outline the situation and what they can do to deal with it positively. Display finished posters around the classroom and school.
pp. 18–19	Language Arts/ Social Studies (I)	Have students choose one of the statements from the Did You Know? section and ask them to research to find three sources that support the statement. Have them write a summary paragraph with an opening statement, supporting facts, and conclusion based on their research.
pp. 18–19	Language Arts (I/G)	Write all the "Do's and Don'ts" from p. 19 on the board in no particular order, leaving off the Do or Don't at the beginning. Have students record them in a Venn diagram with the headings "Do's" and "Don'ts." When they are finished, have them compare their diagrams against the list in the book and their classmates'. Encourage them to discuss why people might choose to ignore these rules and how they could help stop rudeness.

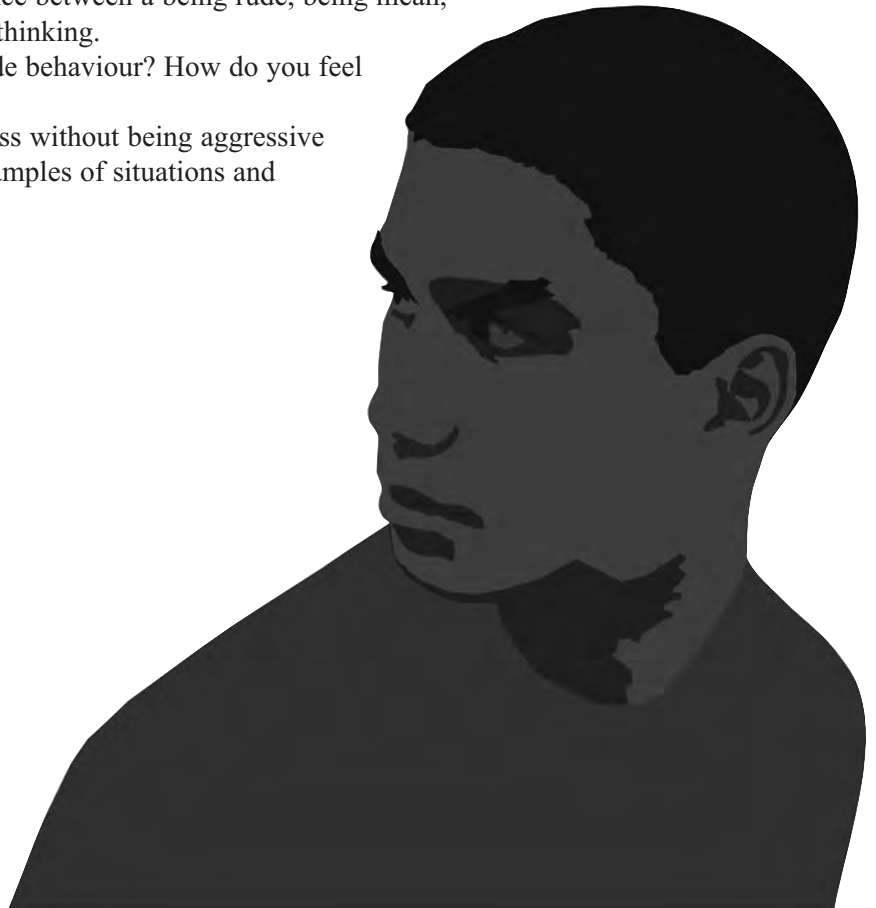
The Offended

Highlights

- The Offended is the person who feels that another person has been rude. They might feel hurt, angry, or sad because someone else did not consider their feelings.
- It is important for the Offended to try not to react out of hurt or anger. He or she should not be rude right back to the person who offended them.
- When someone is rude to you, think before you react and try to:
 - ☛ consider how the other person might react if you are rude to them
 - ☛ remember that the other person may not have meant to be rude
 - ☛ use good manners to stop rudeness from escalating and to set a good example
 - ☛ demonstrate common sense and respect for other people

Discussion Questions

- When is it important to stand up and tell someone that they are being rude? How could you do this without being rude back or causing a fight?
- How might you avoid being the target of rude behaviour? How might you encourage others to be polite?
- Are adults always polite? What might you do when an adult is rude to you?
- Imagine you are with a group of friends in a public place, like on a bus or at the mall, and they are being rude to people. How could you stay true to what you know to be polite and not become rude to fit in? How could you encourage your friends not to be rude?
- What do you think is the difference between a being rude, being mean, and being a bully? Explain your thinking.
- What offends you most about rude behaviour? How do you feel when you see this behaviour?
- How might you deal with rudeness without being aggressive yourself? Can you give some examples of situations and strategies you might use?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 20–21	The Arts (drama)/ Social Responsibility (P)	On self-stick notes or recipe cards, have students describe a situation they have been in where they were offended by someone else's rudeness. Have students randomly draw one of their classmate's descriptions and work in pairs to dramatize it using one of the "Don'ts" on p. 21. Discuss the consequences of this choice. Have each pair repeat the drama using one of the "Do's" and discuss how making a positive choice helped resolve the situation.
pp. 20–21	Language Arts/ Social Responsibility (I)	Have students review the "Do's and Don'ts" on p. 21. Ask them to look at the illustration of the book and to think about the title: How to Earn Respect by Giving Respect. Have students brainstorm a list of tips that might appear in this book. Assign each of the tips that they come up with to a small group of students and ask them to write out an explanation of this tip, including some examples of how someone might implement it. Collect all the tips into a book and keep it for reference in your classroom.
pp. 22–23	The Arts (drama)/ Guidance and Career Education (G)	Have students work in small groups to dramatize a situation in which someone is yelling and being rude to another person. Encourage them to demonstrate what might happen if they are rude right back, give up, or try being a cool communicator. Discuss whether or not the approach they used was effective and how they might handle the situation in a different way to achieve a positive outcome.
pp. 22–23	The Arts (visual)/ Guidance and Career Education (I)	Have students create three comic strips based on one of the situations in the quiz, showing how each reaction might play out. Ask students to present their comics to the class and explain their thinking.
pp. 24–25	Language Arts/ Health and Physical Education (G)	Ask a volunteer to lie down on a large piece of bulletin paper and trace his or her outline. Have students brainstorm a list of all the things you Think when someone is rude to you, and record them in the head section. Encourage them to include speech bubbles with things they can say when others are being rude. In the body section, write down everything you Feel when someone is rude to you. In the leg section, have students list the best actions to take when someone is rude to you. Encourage them to use the "Think Hard" and "Do Right" suggestions as a guide.
pp. 24–25	The Arts (visual) Language Arts/ Social Responsibility (I)	Ask students to review Dr. Shrink-Wrapped's response to No Scars on the Inside's letter. Have students work in small groups to brainstorm how they might apply these suggestions in different situations. Have them create a poster or collage encouraging others to follow these suggestions to deal with rudeness in a positive way.

The Witness

Highlights

- The Witness is the person who sees someone being rude to another person.
- The Witness can experience mixed feelings, including anger, anxiety, confusion, fear, and stress.
- When you see someone being rude, you can choose to:
 - ☛ say something (making sure to use your common sense, think about what you will say, and consider how people might react)
 - ☛ let the person who was offended know that you saw what happened and sympathize with him or her
 - ☛ walk away if you think the people can resolve the situation on their own
 - ☛ get help if you think that the situation might escalate to violence

Discussion Questions

- Have you ever seen someone being rude to another person? How did it make you feel? How do you think the Offender felt? How might the Offended have felt? How was the situation resolved?
- How might you tell if someone intends to be rude or if they did not mean to be impolite? Does their intention affect the way you respond to them? Why or why not?
- Do you think it is easy to stop someone from being rude? Why or why not?
- What might be the result if you stepped in and pointed out that someone was being rude? How might the Offender feel? How might the Offended feel?
- When is it appropriate to speak up about rude behavior? When might it be better to walk away when you see rude behaviour? How might you stand up to the Offender in a positive way?
- How might you offer support to the Offended? How do you think other people might perceive this action?
- If the Offender is being rude to get attention, how might the Witness respond in order to influence the Offender's behaviour?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 26–27	Social Responsibility/ Language Arts (G)	Have students work in small groups to review your school’s Code of Conduct and highlight the items they think relate to rudeness. Ask groups to discuss how they might use the three options on p. 27 (say something, empathize with the Offender, or walk away) to help resolve rude conduct situations in a positive way.
pp. 26–27	Media Literacy/ Mathematics (I/G)	Have students use an online quiz generator such as QuizMoz, Zoomerang™, or SurveyMonkey to create their own etiquette survey based on the “Do’s and Don’ts” sections on pp. 19, 21, and 27. (Note: You may want to create the quiz yourself to prevent students from providing their personal information.) Encourage students to get their classmates, friends, and family to take the quiz and review the results. Have students present their findings to the class and suggest ways that they might encourage others to be more polite.
pp. 26–27	Guidance and Career Education/ Technology Education (I)	Have students research to find out more about proper etiquette in areas where they might not know correct behaviour, such as e-mail or cell-phone use. Have them present their findings to the class.
pp. 28–31	Language Arts (P/G)	Have students read the ten scenarios and decide which behaviours are rude and which are not. Encourage them to think about their reasons for their opinions. Have students use a Turn-and-Talk strategy to compare and debate their answers with another student. Repeat this with five rotations other students and then ask them to review their answers to see if they have changed their opinions. Discuss as a class.
pp. 28–31	The Arts (drama)/ Social Responsibility (G)	Divide the class into groups of three. Have students role-play the situations in the quiz, taking turns being the Offender, the Offended, and the Witness. Encourage them to think about how each person might feel in the different situations and to incorporate this into their role-play. Ask for different volunteers to present their role-plays to the class (ensuring a variety of situations are explored). After each presentation, discuss the outcomes as a class.
pp. 28–31	Canada and World Studies/Social Studies (I/G)	Have students research to find out about different social conventions and what is considered rude in other cultures. Encourage them to think about how these conventions are the same or different from Canada. Have students present their findings to the class.

Teasing:

Deal with it before the joke's on you

Teasing is a type of humour that points out someone's faults or idiosyncrasies. It can be used to show affection, but it can also cause harm by embarrassing someone or hurting their feelings. **Teasing: Deal with it before the joke's on you** and the accompanying resource guide were created to give students suggestions on how they can be more aware of the negative effects teasing can have and how to address conflicts that can arise when teasing goes too far.

It is important that students understand that while humour has its place, it is never all right to use humour as a weapon to hurt or bully others. As they explore the different situations given in the **Teasing** book and work with the suggested discussion questions and activities in this guide, they will learn the difference between good-natured ribbing between friends and when teasing goes too far. By exploring this topic from different perspectives — the Joker, the Picked-on, and the Witness — students will feel included and get a chance to see other sides of the issue. This approach will give students the opportunity to share their own experiences and learn from their fellow students.



Before You Begin

Here are some tips and suggestions to help plan your teasing unit:

- Gather as many materials as you can about teasing, including **Teasing: Deal with it before the joke's on you**. (See More Help on page 32 of **Teasing** for a listing of materials.)
- Decide on the scope of your study, based on the grade level you teach and the needs of your students.
- Prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Encourage students to bring in their own books and movies that deal with teasing. Ask volunteers to present their materials as part of the discussions.
- Draft a template for a note of congratulations for kids that do a good job of dealing with teasing throughout the year. When you notice a student doing well, write a personalized comment on the letter acknowledging that they've done a great job.
- Decide on the amount of time that you plan to spend on this theme.

Teasing 101

Highlights

- Teasing is a common way to share humour with the people around you by:
 - ☛ playing keep-away
 - ☛ sharing practical jokes
 - ☛ tickling
 - ☛ mimicking someone
 - ☛ tantalizing someone with a secret
 - ☛ tempting someone with a treat
 - ☛ keeping someone guessing
- Teasing can be a way of showing affection for another person, but it can also be used to embarrass people and hurt their feelings. When teasing is meant to hurt someone, it is a form of bullying.
- People may tease each other to exclude, make a point, embarrass, or intimidate.
- Some people might tease because they have learned that:
 - ☛ people like to be entertained
 - ☛ people notice them when they tease others
 - ☛ they feel powerful when others seem afraid of them
 - ☛ they like to be the center of attention
 - ☛ they can get away with it
 - ☛ they think it is acceptable to pick on other people
- Teasing can happen to anyone, anywhere.

Discussion Questions

- How would you define teasing? Do you think this is an acceptable form of humour? Why or why not?
- Have you ever teased anyone in an affectionate way? How is this different from teasing someone in order to hurt him or her? Explain your thinking.
- Have you ever been teased? How did it make you feel? How did you feel about the person teasing you?
- Have you ever thought up different nicknames for people? Has anyone given you a nickname? What was it based on? Do you think this is teasing? Are there some nicknames that are unacceptable? Explain your thinking.
- When does teasing become hurtful? What are some examples of hurtful teasing?
- Do you think adults tease each other? Can you think of any examples of adults teasing each other in the media? Do you think adults can be hurt by teasing?
- How might you tell if someone is just joking with you or if they are really making fun of you? How might you talk to them about the teasing and let you know you don't appreciate the jokes?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts/ Mathematics (I/G)	Tell students that they are going to be “Teasing Detectives.” Over a period of two to three days, have them record all the teasing that they notice, noting where and when they see it, who was doing it, and what it was about. Have students tally and graph their results. Ask students to present their findings to the class and discuss them as a group.
pp. 2–5	The Arts (drama) (G)	Divide the class into small groups. Ask each group to come up with a situation to role-play based on the lists on pp. 4–5. Have each group present their play to the class and ask the other groups to decide if the situations are funny (someone is just joking) or if it is hurtful teasing. As a class, discuss what they can do to resolve the situation in a positive way.
pp. 6–7	Language Arts/ Guidance and Career Education (P/G)	As a group, brainstorm a list of words that might be associated with teasing and record them on the board. Have students work in pairs to discuss why they associate these words with teasing, what emotions they connect to these words, and situations in which these feelings might come up. Ask pairs to present their findings to the class and discuss how this activity helped them to think about teasing in new ways.
pp. 8–9	Social Studies/ Media Literacy (G)	Have students work in small groups to research news stories about current events that involve teasing (e.g., cyberbullying, politicians poking fun at each other, etc.). Encourage students to think about how teasing is treated in the media. Have students present their findings to the class and discuss the place of teasing in the media and what it has taught them about teasing in the classroom.
pp. 10–11	Language Arts (I)	Have students write an anonymous “Dear Conflict Counsellor” letter asking for advice on a problem involving teasing. Ask them to exchange and answer someone else’s letter, offering them advice and support.
pp. 12–13	Language Arts/ Media Literacy (G)	As a class, design a web page to help prevent teasing. Have students work together to decide on the content and how it will be laid out. Encourage them to write articles and helpful tips. Ask them to look for other websites that they can link to for further information. As a culminating task, have students create the pages of their website by hand or using design software.
pp. 12–13	Guidance and Career Education (G)	Have students form a teasing support group for the school. Ask them to think about the goals of the groups and what services they would. Have students create a poster or brochure to promote their group.

The Joker

Highlights

- The Joker is the person who likes to laugh and to make other people laugh. Jokers enjoy entertaining people, but they need to be aware that their jokes might hurt other people's feelings.
- You can try to stop hurting others with your teasing by:
 - ☛ learning the difference between gentle teasing and bullying
 - ☛ considering other people's feelings
 - ☛ listening to how other people joke and trying to learn how to be funny without being cruel
 - ☛ trying to be sensitive how people around you respond to your jokes by watching their expressing
 - ☛ trying to make people laugh without teasing them

Discussion Questions

- Have you ever teased anyone? How did they react? Did they look embarrassed or unhappy when you teased them? How did their reactions make you feel?
- How do you think you would feel if someone said hurtful things to you but claimed to just be teasing? Would you consider it harmless teasing or bullying?
- How might people around you react if you said something funny about someone else? Do you think they would all share your sense of humour? What would you do if they told you that they did not like your teasing? Would you stop or would you think they had no sense of humour?
- Imagine that you love to pull practical jokes all the time. What would you do if your friends started to avoid you because of this? Would you try to find out what bothered them or would you find new friends?
- Imagine the new kid in your class decided to tease people before they have a chance to pick on him. How might you let the new kid know that this is not a good way to make a first impression? How might you get him involved with your friends so he did not feel the need to tease others?
- Who could you go to if someone is teasing you too much? What might they do to help?
- How do you react when you see someone always teasing another person? How do you think the Joker might feel? What are some reasons why the Joker might single someone out and tease him or her?



Teaching Activities

I = Individual

P = Pair

G = Group

Section	Subject Area	Activities
pp. 14–15	Media Literacy (I/G)	Ask students to find examples of commercials that show the characters teasing each other. Have volunteers present or describe the commercials to the class. Encourage them to think and talk about the target audience and how the characters are using teasing to market the product (i.e., Who is being teased and why?) Ask students to give their opinions on whether or not these commercials are effective and how the advertisers might have achieved the same results without using teasing.
pp. 14–15	The Arts (drama) (G)	Have students work in small groups to role-play situations that involve teasing. Encourage them to explore the feelings of everyone involved and how they might resolve the situation in a positive way. Have them present their plays to the class and ask the other groups for suggestions on other ways the situation might have been handled to achieve a positive outcome.
pp. 16–17	Language Art (P/G)	Have students work in pairs to complete the quiz. When they are finished, ask them to write a poem or rap to encourage other students not to tease, encouraging them to be creative and use humour to help get their message across. Have volunteers present their poems or raps to the class.
pp. 16–17	Guidance and Career Education (G)	Have students work in small groups to create a 20-minute lesson about teasing for a class of younger students. Ask them to include the issues they want to discuss, how they will approach these issues, and activities to help younger students understand these issues. Have the groups present their lessons to the rest of the class or to a class of younger students.
pp. 18–19	Language Arts (I)	Draw students' attention to the first two bullets in the "Did You Know?" section. Ask them to find a similar example of teasing in the media and research to find out more about it. Encourage them to think about why advertisers and comedians tease and how audiences respond. Have them prepare a report on their findings and present it to the class.
pp. 18–19	Language Arts/ Physical Education (G)	Have students work in small groups to mime situations that demonstrate how to use the tips on how to stop hurting others with teasing. Encourage them to use their body language and facial expressions to convey emotions. Have groups present their mimes to the class and discuss them as a class.

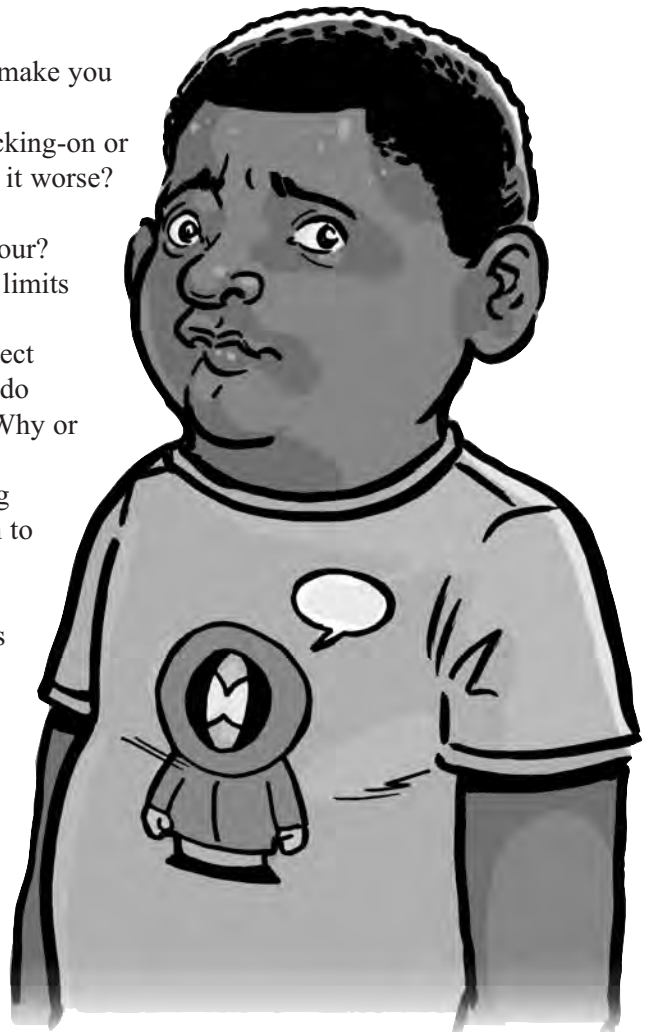
The Picked-on

Highlights

- The Picked-on is the person who is teased. Although the Picked-on may want to fit and have a good sense of humour, he or she may also feel bullied and humiliated.
- There are three ways to respond to being picked-on repeatedly:
 - ☛ In Your Face — getting back at the teasers
 - ☛ Hide your Face — taking the teasing and hiding your hurt
 - ☛ Face Up — standing up to the person teasing you and letting him or her know that she isn't funny
- When you are tired about being teased, you can try:
 - ☛ keeping your cool and ignoring the teasing
 - ☛ being prepared with a good come back
 - ☛ gently challenging the teaser and letting him or her know that you have had enough
 - ☛ showing determination and telling the teaser that if he or she doesn't back off you will ask your parents or a teacher to step in
 - ☛ asking a teacher or parent for help if none of your other approaches work

Discussion Questions

- Have you ever been teased or picked-on? How did it make you feel? How did you react?
- What are some ways that you might stop someone picking-on or teasing you without offending him or her and making it worse? How do you think he or she might react?
- Do you think that teasing is a legitimate form of humour? Why or why not? Is there anything that should be off limits to teasing? Explain your thinking.
- What happens when someone tells a politically incorrect joke? How does it make you feel? Should you say or do anything when someone tells an inappropriate joke? Why or why not?
- What might you do if you tell someone to stop teasing you and he or she doesn't listen? Who might you turn to for help? How might you resolve the situation in a positive way?
- Would you hold a grudge against someone who teases you, even if they apologize? What might you do to feel better and learn to let go of the hurt they caused?
- How might you keep your cool when someone starts to pick-on or tease you? What could you do to help control your anger and frustration? Who could you talk to about your feelings?
- How might you protect yourself from being teased at school or at home? What are some ways that you could deal with teasing in a positive way?



Teaching Activities

I = Individual

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Section	Subject Area	Activities
pp. 20–21	Physical Education/ Guidance and Career Education (G)	Have students play a game of Elbow Tag. Each student locks elbows with a partner. Then one student is picked to be The Picked-on. In order to be “safe,” the Picked-on must lock arms with someone. To do so, he or she must suggest a positive way of dealing with teasing (based on the “Do’s and Don’ts” on p. 21). When he or she locks arms with someone, the other partner then becomes the Picked-on and must find a new partner to link arms with. Continue play until all students have had a chance to be the Picked-on. When the game is finished, discuss how students might apply the “Do’s and Don’ts” in real-life situations.
pp. 20–21	Language Arts/ Media Literacy (I)	Have students use the “Do’s and Don’ts” on p. 21 as a starting point to create a slideshow that illustrates the emotions the Picked-on feels. Encourage them to use images, graphics, words, and music to help enhance their slideshows. Have students present their slideshows to the class, asking their peers to explain what emotions they feel while watching and comparing them to what the creator had in mind.
pp. 22–23	Social Studies/ Mathematics (G)	Have students work in small groups to create a survey to find out how students in their school deal with teasing. Encourage them to use the quiz as a starting point and think about the type of questions they will ask in their survey to get the data they need. Have them conduct their surveys and display the results. Ask them to discuss their findings as a class and decide if there is a correlation between teasing and age or gender. Have them write up their findings as a class and display them in the classroom.
pp. 22–23	The Arts (visual) (G)	Have students work together to create a mural showing positive outcomes to the situations in the quiz. Ask them to include speech/thought bubbles and captions to show what the characters are feeling and how they handle the situations effectively.
pp. 24–25	Language Arts/ Media Literacy (G)	As a class, brainstorm a list of good (gentle) comebacks the Picked-on could use when he or she is teased. Divide the class into three groups and have each group write a dialogue for a short film or podcast that demonstrates how the Picked-on might use a gentle comeback to dissuade the Joker from teasing. Have each group present their dialogue to the class and discuss how successful the comebacks were.
pp. 24–25	Social Studies/ Guidance and Career Education (G)	Have students read the information about political correctness on p. 25. Divide the class into two groups and have them debate the statement: “No one should ever make jokes that offend anyone, anywhere, at any time.” Allow groups to research and prepare their arguments, encouraging them to find examples to support their opinions. Conduct the debate. (You may wish to have another class moderate and decide on a winner.) Afterwards, discuss what students discovered about humour and political correctness and whether or not their opinions changed.

The Witness

Highlights

- The Witness is a person who sees someone else getting hurt or causing hurt by teasing.
- If you don't speak up when you see others doing wrong, it suggests you're going along with it. By not standing up for your beliefs, you are part of the problem.
- Humour can be a difficult thing to share, understand, or even explain. A good rule of thumb to follow is that if a joke embarrasses or hurts anyone, then it is not okay.
- If you are the Witness, you can help by:
 - ☛ asking the teaser to listen if someone asks him or her to stop teasing
 - ☛ supporting someone who has been teased
 - ☛ reporting hurtful remarks to teachers or parents

Discussion Questions

- Have you ever been around when someone took teasing too far? How did it make you feel? How do you think the person being teased felt? If you found yourself in the same situation, what might you do to help?
- Have you ever stood up to someone teasing another person? If not, what stopped you from saying something? How do you think you would feel if you spoke up against teasing? If you have spoken up, what happened? How did the people involved react? How did you feel?
- How could you tell if teasing has gotten out of hand? What might you do to resolve the situation without upsetting the people involved?
- Imagine witnessing a bully teasing his victim. You would like to do something but you are afraid that he may start picking on you. What could you do to help in this situation? Explain your thinking.
- Imagine that one of your friends always makes jokes at other people's expense. He says these jokes don't hurt anyone as long as they don't hear him. How could you tell your friend that this type of humour isn't appropriate without offending him? What might you do to make sure that no one gets hurt?
- How might you help someone who is being teased? What could you do to make him or her feel better?
- What feelings do you associate with teasing? Do you think that all people feel this way? If teasing could hurt the Teaser, why not use it against him or her?



Teaching Activities

I = Individual

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G = Group

Section	Subject Area	Activities
pp. 26–27	Language Arts (G)	Have students work in small groups to find stories that involve teasing and note how the characters handle the situations. Have them write a new ending for the story in which the characters deal with teasing in a more positive way. Ask them to share their endings and discuss them with the class.
pp. 26–27	Language Arts (G)	Have students create a graffiti wall on which they express their feelings about being a Witness to teasing and the “Do’s and Don’ts” on p. 27. Display the graffiti wall in the hallway, leaving space for others to add to the wall. Discuss the comments that people add with the class.
pp. 26–27	Language Arts/ Guidance and Career Education (I)	Have students write a journal entry about how they deal with teasing. Encourage them to think of a time when they were teased or they were a Witness to teasing. Have them to describe the situation and what they did. Then, ask them to write two suggestions on how they might have handled the situation in a more positive way and how the outcome might have been different. Based on this, have them write a list of three tips they should follow the next time they are involved in teasing. Ask students to review their tips periodically to see if they are able to implement them.
pp. 28–31	Guidance and Career Education (G)	Hold a class meeting in which students come up with ten classroom rules for dealing with teasing. Have them create a poster of their rules and display it prominently in the classroom.
pp. 28–31	Language Arts/ Guidance and Career Education (G)	Write the following sayings on the board: <ul style="list-style-type: none"> • Sticks and stones may break my bones, but names will never hurt me. • Teasing is just a natural part of growing up. • Jokes are just fun — they don’t hurt anybody. Divide the class into three groups and assign one saying to each group. Ask the groups to decide if they agree or disagree with these statements and to write down at least three reasons to support their decision. Have each group present their reasons and discuss them as a class.
pp. 28–31	The Arts (drama) (G)	Have students role-play different situations found in this section, including ways of reaching a positive solution. Discuss the plays and solutions as a class.

Deal With It Resource Guide

Contributors

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Lillian Tolensky is a teacher-librarian and literacy mentor at Ventura Park Public School, a middle school located in Thornhill, ON. She has facilitated student-led conference workshops, family literacy events, and anti-bullying and anti-racism conferences for students, staff, and parents.

Harriet Zaidman is a teacher-librarian in Winnipeg, MB. She reviews children's and young-adult books for *CM: Canadian Review of Materials* as well as adult books for *The Winnipeg Free Press*.

Additional Resources

Arguing

- <http://www.4children.org/chdev.htm#ang>: The Action Alliance for Children site contains articles on teaching anger management and conflict resolution.
- www.education-world.com: The Education World website provides strategies for dealing with anger management issues in the classroom.
- www.emints.org/ethemes/resources/S00001717.shtml: The eMINTS website includes teaching tips and activities promoting conflict resolution skills.
- www.PollDaddy.com: PollDaddy.com provides a free tool to create surveys and polls.
- www.SurveyMonkey.com: SurveyMonkey.com allows you to quickly and easily create surveys.

Authority

- www.histori.ca: Histori.ca provides a variety of History Minutes and Radio Minutes that cover a variety of topics, along with teaching activities to support them.
- Carlson, Richard. *Don't Sweat the Small Stuff for Teens: Simple Ways to Keep Your Cool in Stressful Times*. New York, NY: Hyperion, 2000.
- www.cca-kids.ca: See the Concerned Children's Advertisers site for examples of PSAs.
- Galay, Paula. *Keep Cool: Strategies for Managing Anger at School*. Portland, ME: Stenhouse Publishers, 2004.
- Linden, Dianne. *Peacekeepers*. Regina, SK: Coteau Books, 2003.
- Ontario Ministry of Education and Training. *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools*. Toronto: Government of Ontario, 1999.

Bullying

- www.bullyingcanada.ca: BullyingCanada.ca is an anti-bullying website dedicated to Canadian youth.
- www.cca-kids.ca: Concerned Children's Advertisers' website offers a variety of Public Service Announcements about bullying prevention.
- www.cdli.ca/CITE/bullying.htm: The Centre for Distance Learning & Innovation website provides resources for teachers and students on bullying.
- www.kidshelpphone.ca: Kids Help Phone provides an online resource for kids and teens on bullying and cyberbullying.
- www.safecanada.ca: The Government of Canada's Safe Canada website includes links to information regarding public safety and bullying in Canada.
- Beane, Allan L. *The Bully-Free Classroom: Over 100 Tips and Strategies for Teachers K-8*. Minneapolis, MN: Free Spirit Publishing, 1999.
- Rigby, Ken. *Stop the Bullying: A Handbook for Teachers*. Markham, ON: Pembroke Publishers Ltd, 2001.
- Sanders, Pete. *What Do You Know About Bullying?* Markham, ON: Fitzhenry & Whiteside Limited, 2004.
- *The Big Deal About Bullying*. DVD. McIntyre Media Inc., 2005.
- *Bullying: You Don't Have to Take It Anymore*. DVD. Human Relations Media.
- *Teen Truth: An Inside Look at Bullying and School Violence*. DVD. Human Relations Media.

Competition

- www.hockeycanada.ca: Hockey Canada's series of "Relax, It's Just a Game" public service announcements address the pressure that some parents put on their children to compete.
- Covey, Sean. *The 7 Habits of Highly Effective Teens*. New York, NY: Fireside, 1998.
- Hinton, S. E. *The Outsiders*. Viking Children's Books, 1967.
- *Mean Girls*. Film. Paramount Pictures, 2004.

Cyberbullying

- www.cybersmart.org: Cybersmart provides online workshops for safety and security online and cyberbullying.
- www.bewebaware.ca: Be Web Aware is a website run by the Media Awareness Network with information on how to report online problems and how to involve your community to help kids stay safe online.
- internet101.ca: Internet 101 was created by a committee of police forces and RCMP.
- Cyberbully411.com: This site is aimed at preventing cyberbullying.
- SurveyMonkey.com: Survey Monkey is a tool to create and publish custom surveys.
- *Adina's Deck*. Adinasdeck.com. 2007.
- *Sarah's Story*. Internet101.ca: <http://internet101.ca/en/cyberbullying.php>
- *Let's Fight it Together*. Childnet: <http://www.digizen.org/cyberbullying/fullFilm.aspx>
- *Odd Girl Out*. Jaffe/Baunstein Films, 2005.
- Bryant, Amy. *Just Kidding: Beacon Street Girls #10*. Beacon Street Girls. 2007.
- McCaffrey, Kat. *Destroying Avalon*. Fremantle Arts Centre Press, 2006.
- Hinduja, Sameer and Patchin, Justin W. *Bullying beyond the schoolyard: preventing and responding to cyberbullying*. Nelson Education Ltd., 2008.

Fighting

- <http://actagainstviolence.apa.org>: Adults & Children Together Against Violence educates communities and creates safe environments for children and youth.
- www.apa.org/releases/media_violence.html: This media release from the American Psychological Association provides information on childhood exposure to media violence.
- www.goodcharacter.com: This online teacher guide provides discussion questions and activities for character development and a variety of life skills.
- www.kidshealth.org: The Kids Health website provides answers and advice for teens about fighting.
- www.leaveoutviolence.com: Leave Out Violence's website is devoted to youth whose lives have been touched by violence.
- Drew, Naomi. *The Kids' Guide to Working Out Conflicts: How to Keep Cool, Stay Safe, and Get Along*. Minneapolis, MN: Free Spirit Publishing, 2004.
- Goliger, Janet. *I Need to Be Safe: I'm Worth It!* Sherman Oaks, CA: CLASS Publications, 2006.
- Schrupf, Fred, Donna K. Crawford, and Richard J. Bodine. *Peer Mediation: Conflict Resolution in Schools*. Champaign, IL: Research Press Publishers, 1997.

Girlness

- www.campaignforrealbeauty.ca: Although this is a commercial website, Dove's Campaign for Real Beauty explores important issues around self-esteem and media literacy through videos and quizzes.
- www.cca-kids.ca: The Concerned Children's Advertisers website includes PSAs that explore issues around girlness and self-esteem, including "We Are Girls," Boutique," and "Words Hurt."
- http://kidshealth.org/kid/feeling/emotion/self_esteem.html: KidsHealth offers information on a variety of health topics for adolescents.
- www.wordle.net: This tool can help students create posters.
- Douglas, Ann. *Body Talk: The Straight Facts on Fitness, Nutrition, and Feeling Good About Yourself*. Toronto, ON: Maple Tree Press, 2006.
- Kyi, Tanya Lloyd. *Canadian Girls Who Rocked the World*. Vancouver, BC: Whitecap Books, 2001.
- Thimmes, Catherine. *Girls Think of Everything: Stories of Ingenious Inventions by Women*. Boston, MA: Houghton Mifflin Company, 2000.
- Voigt, Cynthia. *It's Not Easy Being Bad*. New York, NY: Simon and Schuster, 2000.
- Wyatt, Valerie, and Pat Cupples. *The Science Book for Girls and Other Intelligent Beings*. Toronto, ON: Kids Can Press, 2008.

Gossip

- www.bullyboy.ca: The Misadventures of Bully Boy & Gossip Girl website offers sections for teachers and kids.
- <http://pbskids.org/itsmylife/quiz/rumors.html>: The PBS Kids website includes a gossip quiz.

Guyness

- www.cca-kids.ca: The Concerned Children's Advertisers website includes PSAs that explore issues around girliness and self-esteem, including "Knock on Wood (Boy, It's Not Easy Being One)," and "Bundle Up (Boy, It's Not Easy Being One)."
- www.media-awareness.ca: The Media Awareness Network site promotes young people to think critically about the media and includes media literacy resources for students, teachers and parents.
- Booth, David. *Even Hockey Players Read*. Portland, ME: Stenhouse Publishers, 2000.
- Kyi, Tanya Lloyd. *Canadian Boys Who Rocked the World*. Vancouver, BC: Whitecap Books, 2001.
- Wynne-Jones, Tim. *Boy's Own: An Anthology of Canadian Fiction for Young Readers*. Toronto, ON: Puffin Canada, 2002.
- *My Brand New Life — Ballet Dancer/Hockey Player*. DVD. National Film Board of Canada, 2004.

Image

- www.campaignforrealbeauty.ca: Although this is a commercial website, Dove's Campaign for Real Beauty explores important issues around self-esteem and media literacy through videos and quizzes.
- www.cln.org/themes/self_esteem.html: The Community Learning Network's 'Self-Esteem Theme Page' provides links related to the study of self-esteem.
- www.educationworld.com/a_lesson/lesson/lesson085.shtml: Education World's website provides an article that lists 10 Activities to Improve Students' Self Concepts.
- www.media-awareness.ca: The Media Awareness Network is a Canadian resource for anyone interested in media literacy for youth.
- www.mediainternational.com/curriculum.htm: Media International provides information on small group activities and discussions regarding self image.

Lying

- www.blifaloo.com/info/lies.php: Bifaloo: Temporary Boredom Relief is a playful website that gives fun instructions on how to detect lies.
- Bell, William. *No Signature*. Toronto, ON: Seal Books, 1995.
- Haddon, Mark. *the curious incident of the dog in the night-time*. Toronto, ON: Anchor Canada, 2004.
- Naidoo, Beverley. *Web of Lies*. Toronto, ON: Harper Collins Canada, 2006.
- Slade, Arthur. *Tribes*. Toronto, ON: HarperTrophy Canada, 2002.
- Konigsburg, E. L. *Silent to the Bone*. New York, NY: Simon Pulse, 2004.

Misconduct

- <http://printables.familyeducation.com/puzzles-and-games/indoor-games/51515.html>: The Family Education website features a set of a set of discussion cards each detailing a rule-breaking scenario.
- www.readwritethink.org/lessons/lesson_view.asp?id=105: The International Reading Association's website features a lesson plan dealing with heroes who break barriers. It also includes a biographies booklist and links to several brief Internet biographies.
- www.scarboromissions.ca/Golden_rule/school_curriculum.php#section4: The Scarboro Missions website features a history of the term "Golden Rule," as well as several lesson plans, discussion questions and a quiz. There is also an interactive component on this site.

Money

- www.cbc.ca/streetcents: CBC's Street Cents provides tips on how to find the truth in advertising and to spend your money wisely.
- www.jacan.org: The Junior Achievement website helps children learn about free enterprise, business economics, and entrepreneurial leadership.
- McQuinn, Conn. *Kidbiz*. New York, NY: Puffin, 1999.
- Nathan, Amy. *The Kids Allowance Book*. New York, NY: Walker & Company, 1998.
- Wood, Heather. *101 Marvelous Money Making Ideas for Kids*. New York, NY: Tor Books, 1995.
- "If I Had A Million Dollars." Barenaked Ladies. Disc One: All Their Greatest Hits 1991–2001. CD. Reprise/Wea, 2001.

Peer Pressure:

- www.reachout.com.au: ReachOut.com.au is a website that contains resources for teens on how to deal with Peer Pressure.
- www.kidshealth.org: The Teens Health website provides advice for issues such as Peer Pressure.
- Cherniss, Hilary. *The Complete Idiot's Guide to Surviving Peer Pressure for Teens*. New York, NY: Alpha Books, 2003.
- Desetta, Al, ed. *The Courage to Be Yourself: True Stories by Teens about Cliques, Conflicts, and Overcoming Peer Pressure*. Minneapolis, MN: Free Spirit Publishing, 2005.
- Feller, Robyn M. *Everything You Need to Know About Peer Pressure*. New York, NY: Rosen Publishing, 2001.

Privacy

- www.media-awareness.ca/english/issues/privacy/index.cfm: The Media Awareness website explains how new technologies have created challenges for the protection of personal information.
- www.privcom.gc.ca: The Office of the Privacy Commissioner of Canada (OPC) protects and promotes the privacy rights of individuals.
- Cady, Glee Harrah. *Protect Your Digital Privacy: Survival Skills for the Information Age*. Indianapolis, IN: Que Publishing, 2001.
- Dolan, Edward. *Your Privacy*. New York, NY: Dutton Children's Books, 1995.
- Fridell, Ron. *Privacy vs. Security: Your Rights in Conflict*. Berkeley Heights, NJ: Enslow Publishing, Inc., 2004.

Procrastination

- <http://sas.calpoly.edu/asc/ssl/procrastination.html>: California Polytechnic State University's Student Academic Services website provides a document that discusses procrastination.
- Benway, Robin. *Audrey, Wait!* New York, NY: Penguin, 2008.
- Dessen, Sarah. *Lock and Key*. New York, NY: Viking Children's Books, 2008.
- Espeland, Pamela, and Verdick, Elizabeth. *See You Later, Procrastinator! (Get It Done)*. Minneapolis, MN: Free Spirit Publishing, 2007.
- Friesen, Gayle. *Janey's Girl*. Toronto, ON: KidsCan Press, 1998.

Racism

- www.pch.gc.ca/march-21-mars/: The Canadian Heritage website showcases information on the International Day for the Elimination of Racial Discrimination.
- www.unacorg/yfar: Youth Forums Against Racism is an initiative of the United Nations Association in Canada, launched in recognition of the United Nations International Year for the Elimination of Racial Discrimination.
- www.tolerance.org: Teaching Tolerance is dedicated to reducing prejudice, improving inter-group relations and supporting equitable school experiences, it is an Anti-racism Educational site.
- *For Angela*. DVD. National Film Board of Canada, 1993.

- *Playing Fair*. DVD. National Film Board of Canada, 1992.
- *Taking Charge*. DVD. National Film Board of Canada, 1996.

Rudeness

- www.kidsturncentral.com/links/mannerslinks.htm: The Kids Turn Central website includes an online resource for manners and etiquette.
- Eberly, Sheryl. *365 Manners Kids Should Know: Games, Activities, and Other Fun Ways to Help Children Learn Etiquette*. New York, NY: Three Rivers Press, 2001.
- Espeland, Pamela, and Verdick, Elizabeth. *Dude, That's Rude! (Get Some Manners)*. Minneapolis, MN: Free Spirit Publishing, 2007.
- Packer, Alex. *How Rude! The Teenager's Guide to Good Manners, Proper Behaviour, and Not Grossing People Out*. Toronto, ON: Monarch Books, 2002.
- Thompson, Robin. *Be the Best You Can Be: A Guide to Etiquette and Self-Improvement for Children and Teens*. Pekin, IL: The Robin Thompson Charm School, 1999.

Teasing

- www.cca-kids.ca: Concerned Children's Advertisers' website offers a variety of Public Service Announcements about teasing and bullying prevention.
- www.howstuffworks.com: Visit this site and view the "Teasing: Playful Teasing and Hurtful Comments" and "Helpful Tips Teasing: Understanding the Effects of Teasing" videos.
- Blanco, Jodee. *Please Stop Laughing at Me: One Woman's Inspirational Story*. Avon, MA: Adams Media Corporation, 2003.
- Cooper, Scott. *Stick and Stones: Seven Ways Your Child Can Deal with Teasing, Conflict, and Other Hard Times*. New York, NY: Three Rivers Press, 2000.
- *Hurting with Words*. DVD. Human Relations Media, 1997.

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ISBN10: 1-55277-029-X
ISBN13: 978-1-55277-029-0

\$29.95

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