

SCENARIOS



For more scenarios, see
*A Whole-School Approach to
Safety and Belonging* at:

www.edu.gov.mb.ca/k12/docs/support/guidance/whole_school_approach.html

1. A student has been bothering another student for the past two months. At first it was just teasing, but lately he has been bumping into him hard in the hallway and knocking books out of his arms.
2. A student walks into the washroom and sees four girls crowding around another girl, calling her names and making faces at her.
3. A student opens his e-mail and, for the fifth day in a row, sees the message "I'm going to get you." He doesn't recognize the sender's address.
4. A student walks up to the front of the cafeteria line and says, "I'm going first," and cuts in front of other students who have been waiting in line.
5. In physical education class, after clear instructions to throw the ball below waist level, a student throws the ball at other kids' heads on purpose as soon as the teacher isn't looking.
6. During lunch, a new student sits by herself in the cafeteria every day. She looks sad and lonely.
7. Two of your best friends got into a fight. Now, one of them is spreading rumours about the other.
8. You are on the school grounds and you see an older student pushing a smaller kid. There are no teachers around. The older student is a lot bigger than you.
9. Some girls get into a fight and decide they are no longer friends with one girl. They create a web site and post nasty comments and pictures of her and invite everyone they know to add new reasons as to why they hate her.
10. Two Grade 5 boys follow a Grade 3 girl around the schoolyard. They talk about all the hurtful things they'll do to her if they see her after school.
11. Two students have taken an unflattering picture of a girl in Grade 8 on their cell phone and have sent it around the school. People are laughing and making fun of her.
12. Make up your own scenario.



Tip:
Think about a team approach!
Partner with local agencies,
other schools or colleges,
multi-grades or multi-
classrooms.



Additional information on
production is located at:

www.edu.gov.mb.ca/k12/safe_schools/index.html

PLAN AND PRODUCE

CONTENT

- Decide on WHO: Who are the characters in the video? (Are there people who bully? People who are targeted? People who are bystanders?) Are there other characters in the video? Who will run the camera and provide behind-the-scenes support (director, props, et cetera)?
- Decide on WHAT: What is the action of the video? What kind of bullying issue and solution are you depicting? What happens?
- Decide on WHERE: Where does the event take place? Can you actually record there or do you have to create a set that looks like a particular place? How will you create that place to make the video more realistic?

QUESTIONS TO ASK

- Does the video present a solution to the situation or issue?
- Does your video follow general story rules? (Even though it is only 30 seconds long, you still need a beginning, middle and end.)
 - The BEGINNING should introduce the characters and situation or issue, including the conflict.
 - The MIDDLE is the main action where the conflict escalates.
 - The END provides the solution to the conflict. Make sure your ending is clear and obvious.
- Are the images and sound quality clear?

VIDEO PRODUCTION TIPS (technical expertise is not required)

- Be prepared.
- Make sure your camera battery is charged and ready.
- Make sure you have a back-up tape in case you need one.
- Make a complete shot list (if you do not plan to edit your video, make sure everything is ready [props, people, et cetera]).
- It is not necessary to have sound in your video, but if you do, try to do the following:
 - Eliminate background noise (including wind).
 - Add your own original music if possible (it is always best to add music after the video has been shot and edited).
 - Use microphones if possible.
- Lighting
 - If shooting inside, turn on as many lights as possible.
 - If shooting outside, try not to shoot in direct sunlight.
 - Watch for shadows, especially on peoples' faces.
- Recording
 - Use a tripod if possible.
 - Hold the camera still and allow the subjects to provide the movement.
 - Press "record" several seconds before the action.
 - Make sure you get shots that tell the beginning, middle and end.
 - Try not to use the zoom feature (instead, walk towards subject).



Additional information and
resources on bullying,
intimidation and harassment
are located at:

www.edu.gov.mb.ca/k12/safe_schools/index.html

GETTING STARTED

WHAT IS BULLYING?

Bullying is a learned behaviour. It occurs when a person purposefully and repeatedly picks on someone else to cause physical harm, humiliation or fear. Most people who bully others have been bullied themselves. Bullying can turn something as simple as recess or the daily walk to school into an event so stressful that it causes worry and even physical illness.

QUESTIONS FOR DISCUSSION

- What is bullying?
- What are the different types of bullying?
- What should you do if you are being bullied?
- What should you do if you see someone being bullied?

TYPES OF BULLYING

The most common types of bullying are:

- **Verbal** - put-downs and malicious gossip
- **Physical** - harming someone or their personal property
- **Emotional** - social shunning and sabotage
- **Electronic** - hurtful Internet images, chatroom gossip, text messaging, harassing phone calls

Repeated racial put-downs, unwanted sexual comments or leering, intimidation and harassment are also considered to be bullying behaviour.

ACTIVITIES

- A variety of activities are provided to allow for classroom-based personalization.
- Activities are divided into Early, Middle and Senior Years.
- Most activities may be adapted to any age group and may be used in large- or small-group settings.
- Most activities may be adapted for use in multi-age, multi-grade settings.
- Use those activities that best fit your group.



Find this Teacher's Kit and additional resources and information for the Video Challenge at:

www.edu.gov.mb.ca/k12/safe_schools/index.html

EARLY YEARS

EXPLORE YOUR EXPERIENCE

1. What does bullying feel like? Look like? Sound like? Discuss in small groups and share responses with the class.
2. What would a bully-free school look like? Feel like? Sound like? In pairs, create a poster showing some of the images and ideas discussed.
3. "The New Student"*
 - a) Trace a life-size outline of a person on paper and introduce the students to their new "classmate." Explain that new students often have a difficult time fitting in.
 - b) Invite the students, one at a time, to say something mean to their new classmate. Each time a mean thing is said, tear off a piece of the paper classmate and hand it to the person who made the comment (make sure you rip large chunks).
 - c) After everyone has had a chance to say something mean, they must apologize. As they apologize, they must tape their piece back in its proper place. When they are finished, discuss how the student will never be quite the same even though they apologized. They hurt their classmate's feelings and the scars remain.
4. Students write a story or create a poster sharing their experiences with bullying. If students cannot think of one, they could write about or draw one of the provided scenarios.
 - a) A time it happened to me...
 - b) A time I saw it happen...
5. Write a friendly letter to someone who has been bullied or to someone who has bullied others.
 - a) How do you think he or she must feel?
 - b) Why is bullying not okay?
 - c) What will you do to be kind to the person who has been bullied?
6. Use puppets to re-enact some of the students' experiences (the scenarios provided could also be used).

CREATE YOUR VIDEO

Discuss all the ideas generated by the class during the above activities. Choose one idea to develop into a 30-second video. Some students will be actors; others can write the script or work on sets and props. Be sure to include a positive solution to the situation you are exploring.

*References:

CastleWorks, Inc. "ILAC Story." *PBS KidsGo!* 2005.
<http://pbskids.org/itsmylife/parents/lesson_plans/bullies_ilac_story_html> (4 July 2007).

Hopkins, Gary. "Those Tear-Me-Apart, Put-Me-Back-Together, Never-Be-the-Same-Again Blues." *Education World*. 9 January 2006. <www.education-world.com/a_lesson/03/lp294-03.shtml> (4 June 2007).



Additional online suggestions for activities and lesson plans related to bullying, intimidation and harassment are located at:

www.deal.org
Follow the menus:
Enter/Toolbox/Toolbox
Issues/Bullying/Activities.

MIDDLE YEARS

EXPLORE YOUR EXPERIENCE

1. In small groups, brainstorm situations where bullying is taking place. Share definitions of bullying with the students. Have them categorize and explain why each situation fits with each definition.
2. In small groups, brainstorm situations from TV or movies that describe a bullying situation. Define the type of bullying. How was the situation resolved? Was it an appropriate (non-violent) resolution?
3. HOT SPOTS: Draw (or obtain) a rough map of the school and school grounds. Have students indicate any spots where they feel unsafe. Is there something that could be done to create a safer environment? Who could help?
4. Create a classroom pledge for a bully-free zone.
5. Create a "WANTED" poster depicting a fictional bully. Include information on what to look for and how to deal with him or her.
6. Use one of the scenarios to write a short story. Try to offer solutions to the bullying behaviour.
7. In small groups, act out one of the scenarios provided. Use "I" messages to try to resolve the situation.
Ex: I feel _____ when you _____.
I would like us to fix this by _____.

CREATE YOUR VIDEO

Discuss all of the ideas generated by the class during the above activities. In small groups, develop one idea into a 30-second video. Be sure to include a positive solution to the bullying situation or issue. Record all of the videos. You may choose to show the videos to other classes. If there are students who would rather not act, they could record the videos.



Additional online suggestions for activities and lesson plans related to bullying, intimidation and harassment are located at:

www.educationworld.com/a_lesson/lesson/lesson191.shtml

http://pbskids.org/itsmylife/parents/lesson_plans



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Bullying/Activities.

SENIOR YEARS

EXPLORE YOUR EXPERIENCE

1. In groups of three, create a survey to determine what kinds of bullying behaviours may be happening in your school. Survey at least 20 people from other classes and report your findings to the class.
2. Distribute to each student a stereotype card that has a message on it. Students should hold their card on their forehead without looking at it. As students interact, they treat each other according to the stereotype. After five minutes, ask students to group themselves with those they think they would hang out with. In these groups, students guess their stereotyped character and then look at their cards. Students then discuss how they felt about the way they were being treated.
SAMPLE CARDS: Bully - be afraid; Loner - ignore me; Popular - try to be my friend; Loser - make fun of me; Rich - agree with me; Funny - laugh with me; Different - laugh at me; Good looking - flirt with me; Really nice - be my friend; et cetera.
3. Pick one of the given scenarios. Re-tell the story from the viewpoint of the person being bullied. Re-tell the story again from the viewpoint of the person who bullies others.
4. You are being interviewed for a documentary about bullies. In pairs, one person will take on the role of interviewer and the other person will take on the role of "bully," "target" or "bystander." Present your interview to the class.
5. Use the scenarios (or make up your own) to improvise scenes. Show three different versions of the same scene, each showing three different solutions.
6. In small groups, pick one scenario and design a storyboard for a short video depicting that situation. Design 5-10 storyboards. Each should include a sketch and list the sounds and actions of that segment.

CREATE YOUR VIDEO

Discuss all of the ideas generated by the class during the above activities. In small groups, develop one idea into a 30-second video. Be sure to include a positive solution to the bullying situation. Present the videos to the class and to younger students. The class may record all of the videos or choose one to polish and record for submission to the contest.