



# ***THE OPPIES***

***“Kids Like Us Don’t Bully”***

***Teachers Resource Guide***

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**Kids Like Us Don't Bully Program**

**Overview:**

The Kids Like Us Don't Bully Program on CD-ROM consists of a video presentation, a student anti-bullying quiz, and a teacher's resource guide.

The OPPIES characters present an anti-bullying message and introduce a viable prevention strategy. Kids Like Us Don't Bully targets a grade 2 level audience. Teachers and child psychologists collaborated with writers to ensure that the message was appropriate for the identified children's age group. The program objectives are to teach children to appreciate and respect differences in others, to assist schools in their efforts to reduce bullying in the school environment, and to develop a theme that promotes an attitude of caring and kindness for all members of the community.

The anti-bullying quiz consists of multiple-choice questions that reinforce the message delivered by the OPPIES performance. The questions focus on the primary issues of bully identification, bullying consequences, self-initiated resolution and adult assisted resolution strategies. Upon beginning the quiz each student will be required to log in with his or her name. This will allow for the automatic generation of a personalized certificate at the conclusion of the quiz. Online aids assist the student with the successful completion of the quiz.

The teacher's resource guide includes some background information on the problem of bullying, scenarios of bullying for the children to act out, OPPIES coloring pages, a bullying word search game and helpful information to assist the teacher in delivering this message to their students.

## **Introduction:**

Bullying has become a serious form of harassment in many schools. Historically dismissed as being “part of growing up”, bullying is actually an early form of aggressive, violent behavior.

Research suggests that children do not simply outgrow bullying. Left unattended it can evolve into a far more serious behavioral problem. In addition, it has been determined that there is a correlation between children who bully and criminal behavior in later life.

Fear and anxiety resulting from being a victim of bullying can cause some children to avoid school, respond to violence with violence and even resort to the use of weapons. The problem of bullying cannot be ignored.

## **Background Information**

### **Definition**

Bullying can be defined as: ***the use of power and aggressive behavior with the aim of hurting another person***. This behavior can be verbal, physical or psychological. Bullying makes the victim feel uncomfortable, embarrassed, and unsafe and interferes with the victim’s efforts to be successful in their environment.

### **Types of Bullying**

#### **Direct:**

Physical – assaulting behavior or issues of possession (stealing)  
Verbal – name-calling, insulting, racist remarks, threatening  
Psychological – facial expressions, body language, impeding someone else’s movements, following someone, intimidation and threats

#### **Indirect:**

Relational – spreading rumors, excluding from groups, damaging victims’ reputation, disclosing private information

### **Reasons Why Children Become Bullies**

- Victimized by other bullies
- Peer pressure
- Attention seeking
- Family problems
- Lack of friends
- Poor self image
- Feelings of powerlessness
- Lack of empathy

## Bullying Scenarios

### **1) Assignment Scenario**

Friends argue over an assignment that is due that day. Both blame each other.

Issues Addressed: name calling, blaming, arguing, physical aggression, spreading rumors, and intimidation

Positive Intervention: teacher, class rules, peer mediator, parent

### **2) Halloween Scenario**

A bully makes fun of you and your Halloween costume.

Issues Addressed: put-downs, name-calling

Positive Intervention: friend support, parent, self, bystander, and teacher

### **3) Hat Scenario**

A group picks on another student by taking his/her hat.

Issues Addressed: harassment, ridicule, rough play, and physical aggression

Positive Intervention: self, friend, bystander, parent, and teacher

### **4) Basketball Scenario**

The team is angry with one player for causing the team to lose the game.

Issues Addressed: overreacting, intimidation, physical threats, assaults

Positive Intervention: coach, team members, friends, teachers, parents, self

### **5) Intimidation Scenario**

A known bully threatens and tries to steal your lunch money.

Issues Addressed: extortion, intimidation, threatening, assault, stealing

Positive Intervention: police, friend, teacher, parent, bystander, self, school administrator

## Helpful Information for the Teacher

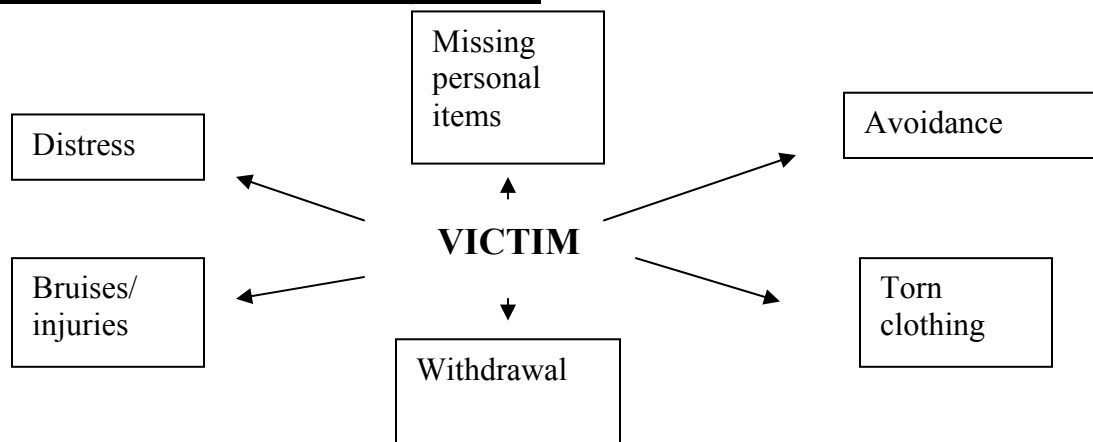
### Possible traits of a bully

- Can be male or female
- Size not a factor
- Values the rewards that aggression can bring
- Lacks empathy for his/her victim
- Likes to be in charge, to dominate, and to assert with power
- Needs to win
- Displays aggression in a variety of ways- verbal, physical, demeanor
- Looks for attention

### Possible traits of a victim

- Tends to be vulnerable, isolated and is often physically smaller than others
- Less confident, more anxious and has lower self-esteem
- Has fewer friends to rely on to come to their defense
- Tends not to fight back
- Fear, sadness and possible depression
- Psychosomatic symptoms – stomach aches, migraines
- Irrational reactions – panic, retaliation, and in worst case suicide
- Absenteeism
- Disrupted academic achievement

### Indicators someone is being bullied



## **Facts about Bullying**

It is important to realize that bullies don't have to be big and strong. The use of psychological, verbal and indirect styles is not dependant on physical size.

### **Did you know?**

- Every 7 minutes someone is bullied on the playground.
- Every 25 minutes someone is bullied in the classroom.
- Schools are a prime location for bullying. 20% of school-age children are victims of bullying. 15% of school children become bullies.
- On average, bullying incidents are brief and last approximately 37 seconds.
- Only 25% of students report that teachers intervene in bullying situations, while 71% of teachers feel they always intervene.
- Children who are repeatedly victimized sometimes see suicide as their only escape or other acts of violence.
- By age 24, 60% of identified bullies have a criminal conviction.

## **Prevention Strategies for Teachers/Principals**

- Educate the community (students, teachers, parents, administrators, etc.) about bullying
- Develop, communicate & enforce an anti-bullying policy or program
- Integrate anti-bullying initiatives into the school curriculum
- Adults should be vigilant in observing for bullying problems and take bullying reports seriously
- Help students understand the many forms of bullying and their roles in fostering or supporting bullying by being passive about the problem
- Support and protect victims of bullying
- Follow through with consequences for children who bully
- Have class meetings involving students in setting rules and resolving conflicts
- Class rules, which are aimed at stopping direct and indirect forms of bullying, should be posted and clearly visible
- Acknowledge, praise and reward positive behaviors of those who help and include victims

## **S.T.A.R. Decision Making Model**

- Step 1            **STOP**  
What's going on?  
Is there a problem?  
How am I feeling?
- Step 2            **THINK**  
Identify the problem (explore the issue)  
List and evaluate choices
- Step 3            **ACT**  
Make a choice to solve the problem and try it!
- Step 4            **REFLECT**  
What happened?  
What did you learn?  
What will you do next time?

## BULLYING – WORD SEARCH

Find the words below in the word search.

OPPIES

BULLY

DIRECT

EDDIE

INDIRECT

TATTLING

OLLIE

VERBAL

TELL

VICTIM

CONFIDENCE

REPORTING

V	O	P	P	I	E	S	H	J	G	S	C
B	E	Q	Y	C	V	X	K	N	E	B	O
Y	U	R	A	W	E	R	I	B	D	R	N
T	R	T	B	H	G	L	V	Z	D	E	F
E	I	E	J	A	T	P	O	O	I	L	I
L	B	Y	P	T	L	V	S	S	E	A	D
L	U	M	A	O	D	I	R	E	C	T	E
H	L	T	M	R	R	C	H	Y	U	I	N
O	L	L	I	E	Y	T	B	X	B	O	C
O	Y	I	B	V	R	I	I	P	Y	N	E
J	K	I	U	H	I	M	V	N	J	A	G
D	I	N	D	I	R	E	C	T	G	L	P

**SOLVING THE PROBLEM**

Draw a picture of a bullying situation. Show how the people feel.



If I am being bullied I could...

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If my friend is being bullied I could...

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**STOP** What's going on? Is there a problem? How am I feeling?

**THINK** What's the problem? List & evaluate the choices.

**ACT** Make a choice. Then try it.

**REFLECT** What happened? What did you learn?















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**Related Websites:**

[www.lfcc.on.ca](http://www.lfcc.on.ca)

[www.cca-kids.ca/tvandme/english/primary\\_bully.html](http://www.cca-kids.ca/tvandme/english/primary_bully.html)

[www.bullybeware.com](http://www.bullybeware.com)

[www.safechild.org/bullies.htm](http://www.safechild.org/bullies.htm)