







## Level 14: The Bully

### ICON LEGEND

- |   |                  |   |                            |   |                       |
|---|------------------|---|----------------------------|---|-----------------------|
|  | TEACHER SCRIPT   |  | INDIVIDUAL ACTIVITY        |  | IMPORTANT INFORMATION |
|  | CLASS DISCUSSION |  | PAIRS/SMALL GROUP ACTIVITY |  | LARGE OPEN SPACE      |

### TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in English to help you guide your lessons. The Inuktitut extension activity is available for download.



## EXTENSION ACTIVITY

BOOK TITLE  
**The Bully**

TOPIC  
**About Me**

LENGTH  
*The Bully* is a short chapter book. Teachers may wish to read the book over more than one session and use the discussion prompts for each of the chapters read in the session.

### Essential Question



Why do people bully?

### Lesson Overview



The teacher will read the chapter book *The Bully* out loud to students and have students reflect about what bullying is, why some people may bully, and what we can do if we find ourselves or others bullying or being bullied.

### REQUIRED MATERIALS

- ☛ *The Bully*
- ☛ Chart paper
- ☛ Lined paper for writing
- ☛ Writing utensils

### LEARNING ACTIVITIES



Class discussion about bullying.



Class discussion about the book.



Individual journal writing activity.

### LEARNING CONNECTION

In this activity, the teacher will lead students in a discussion about how the way we feel can impact the way we act and communicate with others. This activity will consider how the characters in the book act toward each other and will consider how the emotions of the two main characters are impacting their lives. Students will also think about how this can lead to bullying, as well as how to be responsible for their own actions, and how to respond to the actions of others.

### READING VOCABULARY

### PRE-LESSON PREPARATION

1. Read the book *The Bully* to yourself.
2. Review the reflection questions provided for each chapter.
3. Gather paper and writing utensils for students to write a journal entry.

## BEFORE READING

1. As a class, discuss what bullying is. Use the discussion questions below to guide the discussion and be sure to give students lots of time to respond to these questions.
  - **What is bullying? What are some examples of bullying?**
2. Have students brainstorm reasons why somebody might act like a bully. Record the students' ideas in point form on chart paper. This list will be revisited after reading the book.

## DURING READING

1. Tell students that you are going to read a book called *The Bully*. Read one or two chapters each session and use the chapter discussion prompts to encourage student reflection after each chapter.

### *Chapter 1 discussion questions*

- **What do we learn about Mason in the first chapter?**
- **What responsibilities does Mason have at home?**
- **Why did Mason get angry at the end of this chapter?**

### *Chapter 2 discussion questions*

- **How did Mason feel as he entered school?**
- **How did what happened before Mason got to school connect to how he behaved when he was at school?**
- **How do you think Sim was feeling at this point?**

### *Chapter 3 discussion questions*

- **What do we learn about Sim in this chapter?**
- **Why do you think this chapter is called, "Still the New Kid?"**
- **What does Mason do in this chapter that can be considered bullying?**
- **If you were Sim, what would you have done?**

### *Chapter 4 discussion questions*

- **Why was Mason feeling frustrated as he walked home for lunch?**
- **Do you think Mason takes good care of his family? Why or why not?**

### *Chapter 5 discussion questions*

- **Sim was nervous about joining the hockey game. Why was he nervous?**
- **Why did Mason look shocked after he hit and injured Sim?**
- **How did Mason and Sim's classmates react to Sim being hit by Mason? What would you have done if you were Mason and Sim's classmate and saw Sim get injured by Mason?**

## LESSON PLAN: THE BULLY

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### *Chapter 6 discussion questions*

- **As Mason ran home, he felt guilty, angry, and confused. Why do you think he was feeling each of these emotions?**
- **What was Mason's impression of Sim? What do we know about Sim from the previous chapter that tells us that Mason's impression of Sim might not be accurate?**
- **How does Mason's situation at home, with his parents' divorce and his responsibilities, connect to the way he had been treating Sim?**
- **Do you think Mason is a mean person? Why or why not?**

### *Chapter 7 discussion questions*

- **How did Mason react when the glass bowl broke? What does that tell you about Mason?**
- **Do you think Mason was brave for admitting that he had been acting like a bully? Explain your thinking?**
- **If you were Sim, would you forgive Mason? Why or why not?**

### *Chapter 8 discussion questions*

- **Do you think Mason is a bully? Why or why not?**
- **How did Sim's understanding of Mason change in this chapter? Why did it change?**

## **AFTER READING**

1. Have students think about why Mason acted like a bully in the story. Look at the list that was created in the **Before reading** discussion about the reasons why students thought people acted like bullies. Ask students if any of the reasons in the list were the same reason as to why Mason was acting like a bully.
  2. Tell students that they are going to complete a reader response activity. You can select one of the following writing prompts to give students, allow students to choose one of the writing prompts themselves, or create your own writing prompt for students. Hand out a piece of lined paper to each student to write their journal entry on. Encourage students to refer back to the book in their writing.
    - **Write about a time you or somebody you know was bullied.**
    - **How has your thinking about bullying changed after reading the book?**
    - **If you see a classmate or friend being bullied, what can you do?**
    - **If you are being bullied, what can you do?**
- **Optional:** Consider reviewing your school's policy about bullying with students so they understand what they can do if they or somebody they know is being bullied. If your school does not have an official policy, consider drafting one together as a class.

## **SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)**

1. Provide the opportunity for students to share what they have written with the class or in small groups. Note that not all students may feel comfortable sharing their writing.