

Bully By The Horns

with *Anne of Green Gables: The Animated Series*

Based on the episode “Bully By The Horns”

A fun and educational tool for children –

Designed for parents and teachers.

Includes: videotape, parent/teacher guide and reproducible materials

Example 1-hour Workshop for “Anne of Green Gables: The Animated Series”

Goals for the workshop:

Learn about some of the reasons why a child may be a bully

Learn about the effects of bullying on others

Learn how to deal with a bully

Theme: Bullying

Episode Summary:

Orville, the new kid in town, is bullying Felix. Anne tries to stick up for her younger schoolmate, only to find that she herself has become a bit of a bully to Orville. With her help and the support of their teacher, Felix applies some creative tactics, which help diffuse Orville’s aggression, and even create the beginning of a friendship.

Learning Objective:

Encouraging children to talk about bullying and ways in which to deal with bullies. Developing an awareness of why certain children bully and how to deal with bullies in a constructive manner will help children to expand their social and emotional skills.

Building on Felix’s interest in aviation can encourage science and discovery skills.

Materials Needed:

- Anne of Green Gables: The Animated Series Video Tape
- Books
- Activity Supplies

Introduction:

Introduce yourself to the group. Include your background and a brief summary of what you will be discussing including goals for the workshop.

For Example:

- Introduce the kits (tape, book and theme book)
- Explain that the target audience for the program is children ages 4-8 years old.

- Note: It is important to remember the ages of the children involved when you are designing your workshop or activity. Older children will respond better to longer clips than younger children will.

BEFORE VIEWING

A) Discussion Topics

-The teacher asks students to give examples of when they need to work with someone (school, home, community). Think of someone who is a good partner – why is s/he good?

-The teacher writes the word “bully” on the board and asks the children to supply meanings and associations. Would a bully be a good partner for any of the examples given earlier? Why/why not?

-The teacher introduces the following vocabulary: *“to pick on someone” = to treat someone unkindly and “to snitch” = to tell someone when a person has been mean or done something wrong*

B) Unscramble the message

“It’s not a joke when the other person isn’t laughing.”

-The teacher writes the key phrase on the board in a scrambled order and the students work together as a group to unscramble the message. They copy the sentence into their notebooks.

-Alternatively, the teacher gives specific volunteers separate elements written in big letters on paper and they must align themselves in the right order in front of the class with the class’ help. For example,

a joke / the other person / It’s not / when / laughing / isn’t

C) Class decision-making

-The teacher gives the following situations (and others that the teacher creates) and asks the students to raise their left hand if they think that each situation is a joke.

- someone takes your pencil
- someone calls you a bad name
- someone pushes you down

-If there is disagreement, students are asked to defend their choice. Link each of the situations with the message above.

NOW VIEW

View the “Anne of Green Gables: The Animated Series” episode “Bully By The Horns”

The workshop can be run in a variety of ways. You can show the whole episode or break the episode into smaller segments.

-Suggestion → stop the episode at 3:10 and ask students to list all the things that Orville has done that show bullying

→ stop the episode at 11:26 and ask students whether it is good decision to tell the teacher about the bullying. Tell the students to watch to find out whether they are right.

AFTER VIEWING

Discussion (either in the large group or smaller groups)

-How did Orville bully Felix?

-What effect does his bullying have on Felix?

-How does Anne bully Orville? Why does she do that?

-Was it a good idea for Anne and Felix to tell Miss King about Orville’s bullying? Why/why not?

- Orville promises not to bully Felix anymore. What actions prove that he has changed?

- Role playing activity inspired by Matthew’s story about the possibility that no one had been nice to the dog and that’s what made him a mean bully. In pairs, create a short scene showing how to be kind to a younger brother/sister who needs your help to perform a household task.

-Journal entry → Students copy “A little kindness goes a long way.” Be sure that students understand what it means. Students write about a time when someone was kind to them or about a time when they were kind to someone else. Volunteers may read their entries aloud to the large group. As an alternative to a written response, students can draw a picture to illustrate the quotation. Pictures could be shared and displayed in the classroom.

DO ACTIVITY:

The length of time for the activities varies. Older children will spend more time with activities than younger children will.

Sample Activities:

Poem for a Friend or Family Member (blank paper required, markers/pencil crayons optional)

-Using a blank piece of paper, write a poem to a friend or family member of yours. Tell your friend or family member why s/he is special to you. You may wish to create a border around the poem and decorate it. *The teacher may want to have students pair up

in order to be sure that each child will receive a poem, if s/he decides that the children will write to classmates.

Mini-mural (blank paper, markers/pencil crayons, masking or scotch tape required)

-Students work with three or four other students to create a team mini-mural (suggestions: an aspect of science of interest to the group **or** the three or four key incidents in the episode that they just viewed). Written text may be added according to the age and language level of the students. The children need to decide together which picture each will do. They must help each other and work together to join the pages together with tape to create a full mural. Every student's name will appear on the mural to represent the role each took in its creation and in the team's cooperative work ethic.