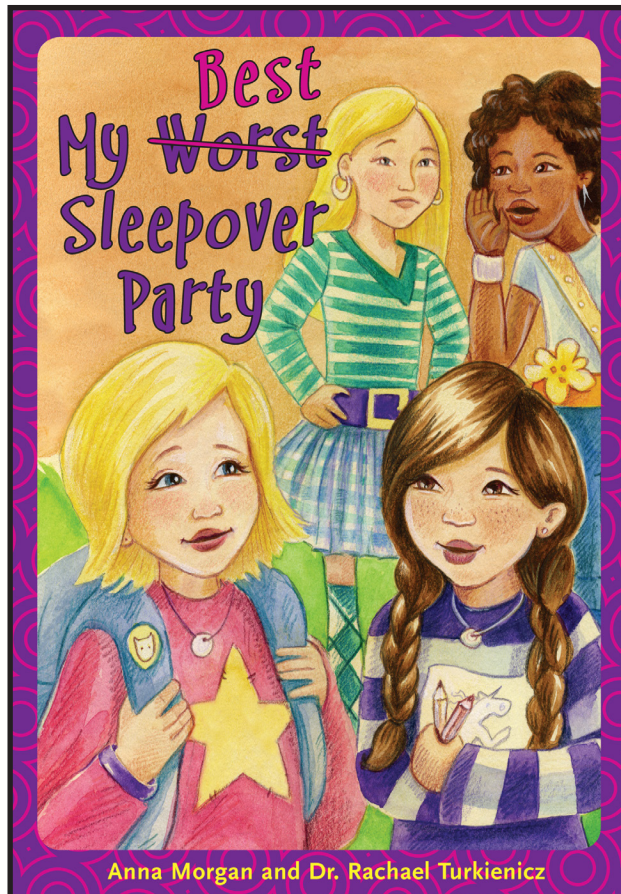


Second Story Press

Beginner Level ESL

# TEACHER RESOURCE GUIDE

WRITTEN BY HELEN WOLFE



## *My Worst/Best Sleepover Party*

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# Book Summary

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*My Worst/Best Sleepover Party* is the story of Rose, a sensitive, energetic, and intelligent little girl trying to plan her birthday party. With the help of her teacher and mother, she decides to have a sleepover party. Rose plans to invite eleven friends in her class, but most important of all, her best friend Stacey.

Rose's problems begin when Hailey and Bailey, two other girls in her class, say that they'll come only if Stacey doesn't come. The good-natured little girl doesn't understand why this is happening, and tries to think of logical reasons for their behaviour. The reality is, it's simply that Hailey and Bailey are bullies who want to prove that they have the power to control people and their actions.

At first, their tactics work. Afraid that Hailey, Bailey, and the other girls in their clique won't come to her party, Rose initially rejects her best friend to win their favour. But after talking to her mother, she decides to remain loyal to Stacey. Rose's mom thinks that the next step would be to involve Rose's teacher, Mrs. Sharpe. But when Mrs. Sharpe tries to resolve the conflict by bringing all three girls together, the bullies predictably lie, denying that they ever threatened Rose. Afterwards, they confront Rose for telling on them, and turn most of the other girls in the class against her.

Bullying is a hot social issue that concerns us all. Through the news, we have become increasingly aware of the tragic consequences when older children are bullied because of their special needs, race, religion, sexual orientation, or gender identification. We know that older children verbally and physically intimidate younger, smaller children and sometimes resort to cyber bullying kids their own age. *My Worst/Best Sleepover Party* is a chapter book for young children that confronts bullying at its core. It's about very young girls who bully their classmates through "in your face" threats, intimidation, and exclusion. The story makes it clear that bullies don't need technology or a reason to torment their victims. Other themes explored are the power of friendship, independence, and parental responsibility in identifying their children as being bullied or as bullies themselves.

The story is appropriate for native speakers from grades two to five, and can be easily adapted for ESL students the same age. It is a chapter book written by Anna Morgan and Dr. Rachael Yurkienicz. The book includes illustrations and is 121 pages long.

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PART A

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Pre-Reading Activities

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## ACTIVITY 1

# Building a Culture of Friendship

*To create an atmosphere of zero tolerance for bullying in your classroom. The students need to understand and practise collegiality toward one another.*

*This activity can be used for small groups or as a class assignment.*

*Give the students this discussion worksheet.*

 ACTIVITY 1

## Being Friends with Classmates

### Directions:

- a. Read these situations and talk about them with your classmates.
  - b. Answer the questions at the end of each situation. Give reasons for your answers.
  - c. We will discuss these situations together when you're finished.
- 
1. When you get the chance to pick groups in class, you work with the same students all the time. You don't work with other kids because they don't speak English well and you can't understand them. Are you doing the best thing?  
YES      NO  
Why or why not? What else could you do?
  2. You eat lunch in the lunchroom with different students every day. You see another student eating lunch alone, but you don't invite him to your table. Are you doing the right thing?  
YES      NO  
Why or why not? What else could you do?
  3. Your classmate brings her cultural food for lunch which you have never seen or eaten before. When she asks if you want to try some, you make a face and say that it looks and smells "yucky". Did you say the right thing?  
YES      NO  
Why or why not? What else could you do?
  4. In the playground, you and your friends have been playing on the monkey bars for a long time. Your classmate is standing near you but you don't invite her to play with you because you think that he is too big. You laugh at him when he tries to do anything physical. Is that the right thing to do?  
YES      NO  
Why or why not? What else could you do?

5. You're doing an art project in school and sharing markers with four other students at a big table. One of your classmates takes most of the markers and moves to a table by herself. The student tells you that she is the best artist and that the rest of you draw like babies. You let that student work by herself. You just take out your own markers from home and share them with the students at the table. Is that the best thing to do?  
YES      NO  
Why or why not? What else could you do?
6. Before school, one of your classmates shows you that he has special cupcakes for lunch. When you're both sitting down at lunch, you see that the cupcakes are gone. You ask your friend about them, and he says that another kid took them from him. You share your cookies with your friend. Did you do the best thing?  
YES      NO  
Why or why not? What else could you do?
7. You have a classmate who uses a wheelchair. The school has a fire drill and everyone has to leave. Your teacher wheels your classmate out and you see that most of your classmates are running ahead of them, and not stopping to help. You hear some of them say that they are not walking with the "crippled kid." You decide you are going to walk with your classmate and teacher. Did you do the best thing?  
YES      NO  
Why or why not? Is there anything else you could do?
8. A new student who only speaks a little English comes to your class. She is working hard to understand her work and to speak as much English as she can. A group of students laugh at her whenever she speaks. You hear them call her rude names like "stupid" and "dummy." You tell them to stop and you tell your teacher what you have heard. Did you do the best thing?  
YES      NO  
Why or why not? Is there anything else you could do?
9. After Christmas vacation, everyone comes back to school with new games, activities and toys they got as presents. Your teacher gives your class some free time to show, play and share your presents with your classmates. You see that your classmate doesn't have anything. You hear your classmates making fun of the "poor kid" who didn't get any Christmas presents. You decide to give her one of your new colouring books and markers because you have lots of them. Did you do the best thing?  
YES      NO  
Why or why not? Is there anything else you could do?

10. Your group of friends at school all decide to wear blue running shoes on Fridays. One of your friends wears her white running shoes instead. The rest of your group makes fun of her and call her bad names like “stupid” and “loser.” You don’t go along with them but you don’t stop them either. At recess you see your friend crying by herself in the schoolyard. You go and sit with her until she stops crying. Did you do the best thing?

YES      NO

Why or why not? Is there anything else you could do?



## ACTIVITY 2

# ROLE PLAYS and PANTOMIMES

*To differentiate instruction, students who have challenges in their communication skills can either role play or pantomime the situations in Activity 1. Pantomimes and role plays would be helpful to integrate ESL students, to improve their communication, and to demonstrate their comprehension of the assignment.*



 ACTIVITY 3

## Writing a Class Code of Conduct

*Use the first two activities to brainstorm and create a class code of conduct. Using a Smart Board or chart paper, create a chart that might look like this.*

### CLASSMATES CAN BECOME GOOD FRIENDS WHEN

1. We always work in class with all different students.
2. We invite new students to eat lunch with us.
3. We are polite when we try food from our classmates' different cultures.
4. We make sure that all students have their turn using playground equipment.
5. We share school supplies with all students.
6. We tell our teacher or another adult in school when we see one student is being mean to another student.
7. We help students with special needs in emergencies, or to participate in school activities.
8. We never make fun of the way someone speaks English.
9. We share our own toys and activities with our friends
10. We are never make fun of the way someone looks.

*Make sure that this chart is prominently displayed in your classroom or your classroom website. Refer to it periodically, especially when students need to be reminded of appropriate behaviour.*

 ACTIVITY 4

## Making Friendship Badges

*This activity would be appropriate for Grade 2 students. Students can print or type their favourite phrase on a star-shaped badge and the teacher will print them out as labels. Then, laminate the label pages so that they can be reused.*

1. INVITE NEW STUDENTS TO EAT LUNCH
2. WORK WITH EVERYONE
3. SHARE SCHOOL SUPPLIES
4. TAKE TURNS IN GROUPS
5. ALWAYS WALK CALMLY; NEVER PUSH OR SHOVE ANYONE
6. ALWAYS USE POLITE WORDS
7. NEVER LAUGH AT ANYONE'S SPEAKING
8. HELP EVERYONE IN AN EMERGENCY
9. INVITE STUDENTS TO PLAY GAMES
10. NEVER LAUGH AT SOMEONE'S LOOKS

*Each student chooses one of the phrases above and prints it on their stars, but adding the word I. They wear the star for one week, promising to model the behaviour printed on it. At the end or beginning of each week, have students trade badges so that all students have the chance to model different positive behaviour.*

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PART B

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Reading and Writing Activities

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 ACTIVITY 5

## Chapter Questions

*These questions require students to recall and analyze details of plot, characterization, setting, theme, conflict and climax. They can be used for guided discussion together as a class, small group discussion, formative writing and reading comprehension practice, and summative written evaluation.*

 **ACTIVITY 5**

## Chapter Questions

### **CHAPTER 1: My Best-Made Plans (pages 1–7)**

1. Who is the main character of the story?
2. Read page 1. Do you think the sleepover party was easy or hard to have? Why?
3. Why is it a good idea to have a party on a Saturday?
4. What party food and activities do Rose and her mother plan?
5. Who are Hailey and Bailey? What do they tell Rose?
6. How does Rose want to solve the problem?
7. Why do you think Hailey and Bailey are doing this?

### **CHAPTER 2: I Can Fix This, Can't I? (pages 8–20)**

8. What do Stacey, Paige and Natalie feel about Hailey?
9. What does Rose remember about what happened to Stacey when Hailey brought in her make-up kit?
10. Why does Rose think that Hailey and Bailey don't want Stacey to come to her sleepover party?
11. Read the conversation between Rose and Hailey about Stacey being invited to her party from pages 18 to 20. What are three words that describe the way that Hailey is acting about the party?
12. Why is Rose mad at her mother and Mrs. Sharpe?
13. Who should Rose really be mad at? Why?

### **CHAPTER 3: We Can Fix This, Can't We? (pages 21–34)**

14. Why does Rose care so much about what Hailey and Bailey think?
15. What are two mean things that Hailey and Bailey do?
16. Why doesn't Rose want to get together with Stacey?

17. What do you think of the way that Rose talks to Stacey on the telephone?
18. Why doesn't Rose feel good about what she does to Stacey? What one word describes how Rose feels about Stacey?
19. Mom says to Rose, "so maybe the easy thing to do isn't the right thing to do." (page 29) What does Mom mean? Do you agree with her or not?
20. Why didn't Rose tell her teacher about what Hailey and Bailey said?
21. How does Mom make Rose feel better?
22. What do you think Mom will say to Mrs. Sharpe?
23. What do you think Mom and Mrs. Sharpe will do about Rose's problem?

#### **CHAPTER 4: I Can't Believe My Ears (pages 35-44)**

24. How do we know that Rose is feeling better about her sleepover party?
25. Mrs. Sharpe tells Mom, "Mrs. Singleton, the latest research is showing that in situations like this it's best to bring all the parties together to deal with the issue head on." (page 38) In your own words explain what Mrs. Sharpe means.
26. What "issue" is Mrs. Sharpe talking about?
27. How does Mrs. Sharpe try to solve the problem?
28. What do Hailey and Bailey do when Mrs. Sharpe asks them about the party? Why do they do that?
29. Why does Bailey ask, "Are you trying to get us into trouble?" (page 40)
30. What do Mom and Mrs. Sharpe know about what Hailey and Bailey say to their teacher?
31. How does being Mrs. Sharpe's helper help Rose for that day?

#### **CHAPTER 5: My Favourite Games (pages 45-53)**

32. Who are waiting for Rose outside the classroom when she goes outside to bang the erasers?
33. What do Hailey and Bailey say to Rose about her party?
34. What does Rose say to Hailey and Bailey?
35. Explain how Rose acts like a real friend to Stacey.
36. What happens when Rose says hello to Melissa?

## **CHAPTER 6: Worse and Worse (pages 54–63)**

37. What happens when Rose calls Natalie, Paige, and Melissa to play their new game with them?
38. Explain what Hailey and Bailey have done to Rose?
39. Why does Rose think that she can't tell Stacey the truth about what happened? Give two reasons.
40. Why is Rose glad that Mrs. Sharpe is worried and is looking for her after recess?
41. What does Mrs. Sharpe want Rose to do? What doesn't she understand?
42. Why does Rose want to go home?

## **CHAPTER 7: Stacey and Me (pages 64–71)**

43. Why does Rose feel sick?
44. How does Mom show that she really understands what happened to Rose?
45. How does Stacey show that she's Rose's best friend?
46. What does Stacey ask Rose at the end of the chapter? Why do you think she asks that question?

## **CHAPTER 8: You're Not the Boss of Me (pages 72–79)**

47. What do Mom and Stacey's mother tell Stacey?
48. How does Mom explain the way that Hailey and Bailey are acting?
49. Do you think that Mom is right about how bullies behave? Why or why not?
50. Stacey's mother says, "Some people need to feel that they have control over other people." (page 74) What does "have control" mean?
51. Have you ever met anyone who needs to control other people? If you have, how does that person behave? What do other people think of him or her?
52. Mom says, "When you listen to yourself and do what you know is right, then you take their power away and eventually they will stop noticing you." (page 76)
53. What does Mom mean when she says, "you can help each other get through this." (page 77)
54. What is Rose worried about the most?

## **CHAPTER 9: Conversations (pages 80–92)**

55. Why does Rose like picture books more than chapter books? Do you think that she is right or not? Give some reasons.
56. How is Mom trying to make Rose feel better in the morning?
57. What advice does Mom give Rose? What do you think of her advice?
58. How do Rose and Stacey spend the day?
59. Why do Jessica and Hailey’s moms say that they do not want to “get involved” in deciding about Rose’s party?
60. Do you think that Hailey and Bailey’s mothers should do something? What should they do?

## **CHAPTER 10: The Troublesome Note (pages 93–104)**

61. What did Rose’s family do on the day of her real birthday?
62. What do Rose and Stacey promise each other?
63. How many girls are supposed to come to the party?
64. Read the note on page 99. Why can’t that person come to Rose’s party?
65. Why didn’t the person sign the note? Who do you think wrote the note? Give a reason for your opinion.
66. What does Mom hope the writer of the note will do?
67. Rose asks “How do kids know when to ask their parents for help?” (page 102) When do you ask your parents for help?
68. When do your parents ask you for help?
69. In your own words, explain the steps that Rose’s Mom thinks she should take before she asks for help.
70. What does Rose wonder about her party?

## **CHAPTER 11: Arrivals (pages 105–110)**

71. What does Rose yell every time her doorbell rings and guests arrive at her party? Why do you think she’s yelling?
72. What are the names of the girls at the sleepover party? How many girls came?



73. If you were Rose, would you think that your party was successful? Why or why not?

## **CHAPTER 12: My Sleepover Party (pages 111–116)**

74. How many girls didn't come to Rose's party?

75. Why does Mom say that the girls who came to Rose's party are "special friends"? (page 112) Do you think that Mom is right or not? Give reasons for your opinion.

76. Describe what happens at Rose's party? How is her party the same as or different from any sleepover or birthday parties that you have been to?

77. What questions in her mind stop Rose from sleeping?

## **CHAPTER 13: Facing Tomorrow (pages 117–119)**

78. What do you think Rose is going to do at recess?

79. What two things does Rose do when she sees Paige? What character traits do these actions prove?

80. What does Paige do when she sees Rose walking towards her? What is she showing to Rose?

81. How would Rose feel about what Paige does?

## **CHAPTER 14: Looking Back (pages 120–121)**

82. In this last chapter, we see the words "I" and "my" a lot. Who is telling and finishing the story now?

83. Why doesn't Rose see Hailey and Bailey anymore?

84. Who is Rose talking to in this chapter?

85. What is the most important thing that Rose learned about being friends?

86. Do you agree with what Rose says? Why or why not?

87. Does Rose think that her sleepover party was the worst one or the best one? Give a reason for your answer.

88. At the end, why does Rose feel that she "really grew up"? (page 121)



## ACTIVITY 6

# Character Description

*To differentiate instruction, students who have challenges writing their own complete sentences choose one character from the story and complete a cloze exercise that describes that character. Let them use their books to do the assignment.*

*Reinforce that the students can choose either a negative or a positive character because we can learn important lessons from characters who have both negative and positive traits.*

*Give students this worksheet.*

 ACTIVITY 6

## Describing a Character

Here is a list of characters in *My Best/Worst Sleepover Party*.

- |                 |             |
|-----------------|-------------|
| 1. Rose         | 6. Hailey   |
| 2. Mom          | 7. Bailey   |
| 3. Mrs. Sharpe  | 8. Paige    |
| 4. Stacey       | 9. Melissa  |
| 5. Stacey's Mom | 10. Natalie |

### Directions:

1. Choose one of the characters that you think is the most interesting character.
2. Draw a picture in this space of what you think the character looks like.
3. Write about that character. Fill in the blanks below with words about that character.

# THE MOST INTERESTING CHARACTER

---

The most interesting character in the story is \_\_\_\_\_.

She is a \_\_\_\_\_. She has \_\_\_\_\_ hair and

\_\_\_\_\_ eyes. I think that she is interesting because

she is \_\_\_\_\_ because she \_\_\_\_\_

\_\_\_\_\_.

I was interested in the part in the story when she \_\_\_\_\_

because \_\_\_\_\_.

When I read about what \_\_\_\_\_ says and does I can learn

\_\_\_\_\_.

 ACTIVITY 7

## Reading Comprehension: Cloze Exercise

*This “fill in the blanks” exercise would be useful for ESL students to reinforce key vocabulary from the story as well as recalling character names.*

*Allow students to work in pairs or small groups and to use their own copies of the book to complete the activity. Give students this worksheet.*

 ACTIVITY 7

## Understanding the Story

**Word Bank**

decisions	normal	history	pizzas
Mrs. Sharpe	feelings	loot	eleven
four	Saturday	stories	nails
Stace	boss	trouble	Hailey
control	Bailey	uninvited	misunderstanding

**Directions:**

- a. Fill in each blank in these sentences with one of these words.
  - b. You need to use all of the words. The first one is done for you.
1. Rose is the main character of *My Best/Worst Sleepover Party*. Her teacher at school is Mrs. Sharpe.
  2. Rose and her Mom decided to have a sleepover party on the \_\_\_\_\_ after her birthday.
  3. She wanted to invite all of the girls in her class, but especially her best friend named \_\_\_\_\_.
  4. Rose and Mom thought that they would buy some food so that all the guests could make their own \_\_\_\_\_ and that everyone would get their own \_\_\_\_\_ bags.

5. They all planned that all the girls would tell \_\_\_\_\_ and paint their \_\_\_\_\_.
6. Two girls named \_\_\_\_\_ and \_\_\_\_\_ told Rose that they wouldn't come to the party if Rose's best friend came.
7. Those two girls said that Stacey should be \_\_\_\_\_, but Rose didn't want to hurt her best friend's \_\_\_\_\_.
8. The two bullies were causing big \_\_\_\_\_ for Rose because they wanted to \_\_\_\_\_ the party.
9. Rose's teacher brought Rose, Hailey, and Bailey together, but Hailey and Bailey lied. Mrs. Sharpe said that everything was a \_\_\_\_\_, but she knew that wasn't true.
10. Rose and Stacey's moms told them to act \_\_\_\_\_ and to not let anyone be the \_\_\_\_\_ of their lives.
11. With her mom's help, Rose made important \_\_\_\_\_ to stay strong against bullies.
12. Rose had invited \_\_\_\_\_ girls to her sleepover party, but only \_\_\_\_\_ guests came.
13. The year after her party, Rose felt that her sleepover was both the worst and the best party in the \_\_\_\_\_ of parties.



## ACTIVITY 8

# Understanding Slang

*Understanding and using modern slang is a challenge for ESL students. Rose, the protagonist of the story, talks fast and uses a lot of slang when she speaks. In this worksheet, students identify the meaning of slang words used “in context” in the story.*

*If necessary, give students grade-appropriate generic exercises on identifying slang before giving them this assignment. Exercises are readily available online or in textbooks.*

*Give students this worksheet. Allow students to use their books and allow ESL students and first language learners to work together. People often use slang in conversation. Suggest that students take turns in their pairs or groups speaking the examples so that they practise the inflection used in slang.*



 ACTIVITY 8

## Slang in *My Best/Worst Sleepover Party*

### What is slang?

SLANG are words that we use every day when we are talking with our family, friends and other people we know very well.

SLANG words can have different meanings in different situations.

We use SLANG a lot.

What do these slang words in **bold** mean?

1. My friend met me in the hall at school and asked me, “**What’s up?**”
2. I think that my new bike is **cool**.
3. My family and I **had a ball** during our vacation.

### Directions:

- a. Each of these sentences from the story has slang words that are underlined.
- b. Use your book to find and read where the slang words are used in the story.
- c. Write a short meaning on the lines after the sentence. The first one is done for you.

1. “But Stacey is my best friend. We always hang around together.” (page 6) spend time or do things
2. “She always has the best stuff,” said Paige. (page 9) \_\_\_\_\_
3. Please don’t say it’s a morning party. I’ll just die if I can’t come.” (page 12) \_\_\_\_\_
4. “Yeah, it’s no big deal. I always go to adult movies.” (page 14) \_\_\_\_\_
5. “Well, I’ve been thinking about this whole Stacey not being invited to my party thing that you said this morning,” I said. (page 18)

6. "I DON'T GET THIS!!" (page 25) \_\_\_\_\_
7. Well, just like that and I can't figure out why, but they said that if I invite Stacey to my party then they're not coming. (page 27) \_\_\_\_\_
8. Well, they should be plenty worried. (page 45) \_\_\_\_\_
9. "Um, sure," I said, "even though I really wasn't listening to all of it and really wasn't in the mood for any new game and I couldn't really imagine even playing something new like that." (page 48)  
\_\_\_\_\_
10. "I don't know yet," I said. "My mom is sitting with me until we figure this out." (page 67)  
\_\_\_\_\_
11. Stacey gasped, "Are you kidding?"  
"Yeah," I smiled, "Of course, I'm kidding." (page 87) \_\_\_\_\_
12. Jessica's mom said. "I think we adults should just stay out of it. How will they learn to think for themselves?" (page 89) \_\_\_\_\_
13. "I'm not sure how many girls will show up." (page 91) \_\_\_\_\_
14. "Let's pinky-swear it," I said (page 99) \_\_\_\_\_
15. "Well then, I don't get it." I was worried. (page 103) \_\_\_\_\_
16. "There's no way Natalie is going to miss this party," her mom said. (page 109) \_\_\_\_\_
17. "That's gross!" shouted Stacey. (page 113) \_\_\_\_\_

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PART C

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Extension/Enrichment Activities

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## ACTIVITY 9

### Organizing a Multicultural Fair

*Organize a multicultural fair in your classroom. The way you do it will depend on the number of students in your classroom, and the multicultural mix among your students. For example, encourage two or three students from the same culture to work together to plan their displays. Provide students from the same culture with a booth or table where they can display any items from their culture: food, clothing, crafts, maps, books, and music. Involve parents in the event and if possible, use any translators so that your ESL parents and students can fully participate.*

*Organizing and staging a multicultural fair fosters understanding of and respect for multiculturalism and is an important deterrent to bullying*



## ACTIVITY 10

### Multicultural Fair: Student Feedback Sheet

*Either online or on hard copy, give your students the opportunity to express their feelings and opinions about what they saw and learned about different cultures. It would be an important values clarification assignment to foster interest in and respect for cultures completely unlike their own.*

*Here is a feedback sheet that students should see before you put on the event.*

 ACTIVITY 10

## Our Multicultural Fair

### Directions:

- a. Complete each sentence with things you saw and information you learned in the Multicultural Fair, and your opinions about them.
- b. Check your spelling and grammar to make sure they are correct.

1. The countries and cultures that were in our Multicultural Fair are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
2. The culture or country that seems almost the same as mine is \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
3. One country or culture that seems very different from mine is \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
4. I tried food from \_\_\_\_\_ and I \_\_\_\_\_ (did/  
didn't) like it because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
5. One object that I thought was different and interesting was \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

6. I would like to learn more about the \_\_\_\_\_ culture or country because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

I learned to say hello and thank you in these languages: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

7. I enjoyed Our Multicultural Fair because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



## ACTIVITY 11

# Presenting Anti-Bullying Role Plays and Pantomimes

*Have your students present the scenarios and role plays/pantomimes, which they worked on in Activities 1 and 2, to a larger audience in a school assembly about anti-bullying. Assign different students to introduce the role plays and present them. If possible, with your help, have students be moderators of a discussion about bullying prevention. After presenting each scenario, they can rehearse asking questions such as the following. They can print these questions on chart paper or create a PowerPoint presentation, asking the questions after presenting each scenario.*

1. What does this role play or pantomime tell us about bullying?
2. What does this role play or pantomime tell us about how we can prevent bullying?
3. What kind of people are bullies? What are their character traits?
4. What do bullies want to do to the people they bully?
5. What should we do when we see bullies at school?

## ABOUT THE AUTHOR OF THIS GUIDE

Helen Wolfe has been an educator for almost 40 years. She has a Bachelor of Arts and a Bachelor of Education and has earned professional certification in Senior English, ESL, Law, Special Education, and a Guidance Specialist.

Helen is experienced in all grade levels from Kindergarten to Grade 12. She has taught in a wide variety of public and private school settings. Since 1988, her focus has been as an adult educator in secondary school credit programs. During that time, she has written, revised, and implemented many courses of study in English, Social Science, and English as a Second Language.

In 2011, she wrote *Terrific Women Teachers*, a non-fiction chapter book for young readers that is part of the Women's Hall of Fame Series from Second Story Press. Her belief is that every student, even those with language and other learning challenges, has the right to read and appreciate well-written children's literature. That philosophy of inclusion motivates her to write teacher's guides to help make quality literature accessible to all learners.

Helen lives in Toronto and continues to work in adult education and ESL.

## QUESTIONS?

If you have questions about this guide or would like to get in touch with Helen Wolfe, please send an e-mail to [info@secondstorypress.ca](mailto:info@secondstorypress.ca).

## FEEDBACK

Let us know about your experience using this guide by completing a short online survey: <https://www.surveymonkey.com/r/CQHKZG5>