**Marking Scheme – Teacher Copy**

**Stop Bullying Now – Are you a Helpful Bystander?**

**Expectations for ENG1D – Grade 9 Academic English**

* 1. **[Reading – Demonstrating Understanding of Content]:** Identify the important ideas and supporting details in both simple and complex texts (e.g., select details from a story to create a profile of a character in the story; use a graphic organizer to categorize the ideas in an article)

**2.1 [Writing – Form]:** Write for different purposes and audiences using several different literary,

informational, and graphic forms (e.g., a supported opinion essay about a school issue for the class newspaper; a comic strip based on a scene from a short story for young children; text for trading cards of mythological figures to share with friends; a poem inspired by a descriptive passage in a short story)

**2.5 [Writing – Critical Literacy]:** Explain how their own beliefs, values, and experiences are revealed in

their writing (e.g., analyse their writing to determine whether voices are missing that it would be appropriate to include; use peer feedback to identify relevant ideas or opinions that have not been considered in the text)

**Questions and Answers**

**Knowledge & Understanding**

1. **List three health consequences related with bullying?**

Answers include and are not limited to, can affect self-esteem, hinder the ability to form healthy relationships, long-term health consequences, psychological distress, feeling of unhappiness and depression, anxiety, social dysfunction, constant stress, and loss of sleep. 1 mark for each one listed. **(3marks)**

1. **In your own words, can you define what a bystander is?**

It is a person who is present at an event or incident but does not take part. Look for students to mention witness, and people who do not agree with bullying practices, but do not intervene on behalf of the victim. Most bystanders do nothing and standby, but others join in teasing the victim which makes them accessory to bullying. 1 mark for the definition, and another mark for it being in their own words (not identical to the definition in the article). **(2 marks)**

**Thinking & Inquiry**

1. **What kinds of things have bullies done to you or to someone you know?**

Answers could include name calling, being ignored, stealing or damaging ones property, threatening, and physical abuse (shoving, kicking, hitting, or fighting). This can give an idea to the teacher on the types of bullying that the students encountered or are encountering. 1 mark for making a personal connection, and 1 mark for grammatically correct sentences. **(2 marks)**

1. **Looking back at the article, it had a pie chart on types of bullying reported. List two reasons why you think someone would bully, and explain (answer this sentence using complete sentences).**

2 marks for reasons and explanation, and 1 mark for writing complete, grammatically correct sentences. **(3marks)**

**Communication**

1. **Imagine you had to make an announcement on the PA system regarding the issue of bullying in the school; write a short speech on this topic (approximately 8-10 lines). Include information about health consequences, bystanders, and what to do if they are currently facing a bullying issue.**

1 mark each for including health consequences, bystanders, and how to get help (e.g. kids help line, or an anti-bullying club/campaign in the school). 1 additional mark for grammatically correct sentences. **(4 marks)**

1. **Make a T-chart on the differences between bullying for male vs. female.**

1 mark for highlighting the differences between the two genders (e.g. boys use physical means (shoving, fighting, weapons), whereas girls are involved in socializing activities and prefer to use emotional means of bullying (verbal use, exclusion, manipulation, rumors, and gossiping). 1 mark organizing the information neatly, and having 2+ points on each end. **(2 marks)**

**Application**

1. **How is bullying and cyber bullying related, and why is this significant?**

Students don’t always equate cyber bullying with traditional forms of schoolyard bullying. 1 mark will be awarded for listing consequences such as on mental health, a form of harassment, its painful for the victim, and is about the abuse of power. 1 mark will be awarded for giving the significance including it being wrong, breaking rules and laws, and everyone having the freedom of safety and security. 1 mark will be given for writing complete, grammatically correct sentences. **(3 marks)**

1. **List some actions that you think students, parents, teachers, and other adults could perform to stop bullying.**

2 marks will be giving specific actions that students, parents, teachers, and other adults could implement in and around the school, and explaining why that action would be effective in preventing bullying. 1 mark for grammatically correct sentences. **(3 marks)**