



### WRITING STYLE:

I tend to over write and edit back which was useful in this case to ensure a simplicity of the messaging and that all the elements and points of view were included.

Because bullying is so prevalent and across year levels, I wanted to demonstrate and role model how to deal with an episode of bullying from the victim, the perpetrator, friends and superiors' points of view.

### ILLUSTRATION STYLE:

A strong focus on line work (the outline of the drawings) and believable or relatable poses and expressions. I like things to look 'realish' but not so real that the viewer can't have a bit of fun interpreting what is happening or noticing something that is funny or a bit silly.

### AUTHOR MOTIVATION:

This book is based on an incident at my children's' Early Learning Centre.

It brought home to me the insidious nature of bullying and the devastating damage that it can do to a young self-esteem, if not addressed.

### AUTHOR & ILLUSTRATOR BACKGROUND:

**Katie Flannigan** is a full-time children's author. Previously, she worked in the Health Sector for twenty years as an Occupational Therapist. Katie has completed a Faber Academy course with Allen & Unwin for Children's Books and was awarded a Maurice Saxby Mentorship in 2016.

Katie lives in Melbourne with her husband, three children and way too many dogs.

**PJ Reece** is an Australian illustrator who has done illustration work for Blake Education, sold greeting cards and prints of his designs at various retail outlets and has had two children's books published through Little Steps Publishing that feature his illustrations.

## **INTERVIEW:**

### **AUTHOR**

#### **What is the inspiration for this story?**

The story has been adapted from a incident that occurred at an early learning centre, attended by one of my children.

Watching the dynamic unfold and the tension and harm it caused on many levels was astounding. Seeing first-hand the damage and angst that can be caused, not just with all the children involved and those onlooking, but also for their siblings, parents, the staff and the centres' policy development.

#### **What was the most rewarding part of this project?**

The feedback that I have received about the importance of addressing bullying, has been amazing.

When leading child psychologist, Dr Michael Carr-Gregg, says that bullying is in every classroom, in every school, at every level, you realise the magnitude of the problem. Knowing that this book can help parents, teachers and children to have a conversation about this behaviour is the most rewarding part of the project.

#### **What was the most challenging part of this project?**

Getting the messaging right.

Finding compassion for both the victim and perpetrator of bullying and imparting the message that it can be addressed and healed was definitely the most challenging and sometimes controversial element.

### **ILLUSTRATOR**

**What media do you use to create your illustrations? Briefly describe your process.** I use my iPad Pro and Apple iPencil with a digital illustration app called Procreate. I used to use traditional media such as pencils, pens and watercolour paints but I have found working digitally helps me experiment with the illustration I'm doing and helps me not worry about making mistakes. It's very easy to undo or erase mistakes when working digitally!

In terms of my illustration process, after reading through the story I do a couple of quick sketches of the characters, not worrying about details. Even though I work digitally I'll pick a 'digital pencil' setting so the sketches look like a normal pencil drawing on paper. Usually I'll do a few versions of each character and whichever one I like I take to the next stage and add a few

more details. I don't take too long because I'm just getting a feel for the characters. I might add a few splashes of colour and email it back to the publisher and author to see if they like them. After this I'll make any suggested changes from the publisher and author and leave the characters for a little while.

Next I'll do the storyboard or thumbnails. This means that I do a small illustration for each page of writing in order to see where I will put the characters and what else will be in the scene, like trees or buildings or whether the page will have heaps of details or maybe just one character. Because the illustrations are small, like a post it note, you can fit lots of little illustrations onto one page and get an idea of how the story moves and flows. Once completed I send the storyboard through to the publisher again, make any changes and then do the roughs.

The roughs are where I do full sized illustrations based on the storyboard, adding more details and really trying to capture the character's pose or expression. I don't worry about colour or tiny little details like leaves, shoelaces or even fingers on hands. Usually the publisher might suggest I change the position of something on a page or to make a certain character more angry or confused or excited. Once the publisher is happy I go to the last stage of illustration.

The final illustrations take the longest amount of time by far. This is where I go over all the roughs to make the linework look nice and neat and trying to capture all the little details that I didn't do in the roughs, like the way the hair is falling across a character's face or how their fingers are curling around the handle of a back pack. Finally I add colour to the characters and background and also add a few shadows to make it look a little bit three dimensional. By the time I've finished I've probably spent on average, about 9 hours on each illustration.

**What was the most rewarding part of this project?** Working for a new publisher and helping to tell a story that can be used in schools to help children understand and discuss issues related to bullying and friendship.

**What was the most challenging part of this project?** The time taken to do each illustration. Sometimes it's very hard to stop drawing, you keep noticing things that need to be changed and end up spending 5 hours drawing an eyebrow! Not quite, but it is hard to know when to stop. I spent about 250 hours illustrating this book.

## TEACHER ACTIVITIES/NOTES:

### Discussion Notes and Activities:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

#### Discussion:

##### *Before Reading –*

What is a 'bully'? What are some common behaviours of a bully?

Look at the cover and read the title, 'A Boy, His Bear and a Bully'. What do you see?

Which one do you think is the bully? How do you know?

What do you notice about the other words on the cover? What do the words tell you about these characters? How do you think they are feeling?

What might be the importance of the bear in the story?

##### *During Reading –*

Do you have something that helps you feel brave?

Why do you think Duncan is mean to Scott?

What does 'Scott No-Friends' mean? Is that a nice thing to say?

Do you think Scott will find his brave? How?

What do you think Duncan will do next?

What do you think happened to Buttons?

Do you think Scott and Rosie have done the right thing by what they said?

##### *After Reading –*

What was the story about? What did you like / dislike about it? How did the story make you feel?

What did you learn about Scott, Duncan and Rosie?

How were they the same? How were they different?

How was Buttons significant in the story? Did Scott need Buttons to make him brave?

Where did Scott's brave actually come from?

What are some of the feelings or words the author has used to tell us how Scott felt when he didn't feel brave? For example, 'worried', 'his stomach felt fluttery', 'Scott's heart started thumping.' Can you think of any other ways to describe feeling worried or anxious? Write down positive self-thoughts to improve confidence.

What behaviours made Duncan a bully? Did he ever hit Scott? Can someone still be a bully if they don't hit or kick? Make a list of behaviours that are 'mean' or

unfriendly behaviours. For example, name calling, destroying or stealing someone's belongings, sticking your tongue out, or physically hurting them.

Why do you think Duncan was mean to Scott? What do his clothes tell you about him? Do you think Duncan needed something? What was it, and what did he learn? Do you think Duncan can change?

Discuss 'forgiveness'. Do you think you can forgive a bully? Why or why not?

Do you think Rosie was a good friend to Scott? In what ways? How did she help stand up to the bully?

If you saw someone being bullied, is there something you could do? Who would you talk to? What would you do? Is it okay to not do anything at all?

What do you like about the illustrations? What do you notice about the times when Scott and Rosie are happy, and when they are unhappy? How does Scott hold his body posture when he is being bullied? Does this change towards the end? Look at the way Duncan's body language changes throughout the story as well. Has the illustrator used particular colours when Scott feels brave?

What are some things you can say to someone who is making you feel uncomfortable or upset? Use 'I feel' statements rather than 'You' statements. Write these down.

## English

Vocabulary: Synonyms and Antonyms ([ACELA1437](#)) ([ACELA1452](#)) ([ACELA1454](#)) ([ACELA1470](#)) ([ACELA1464](#))

Synonyms are words that have similar meanings. Antonyms are words with opposing meanings.

The term 'brave' is used throughout the text. Make a list of synonyms for 'brave'. Now make a list of antonyms. Divide your page in half and write these on either side of the word 'brave'. A bear outline has been provided (see BLM 1).

Comprehension: Days of the Week Sentence Sequencing  
([ACELA1435](#)) ([ACELA1434](#)) ([ACELA1786](#)) ([ACELA1437](#)) ([ACELA1451](#)) ([ACELA1467](#))  
([ACELA1468](#)) ([ACELT1578](#)) ([ACELY1650](#)) ([ACELY1660](#))

Students match the day of the week with the corresponding subject and sentence, and sequence these in order. Illustrate each day of the week.

Monday – at school - Duncan called Scott, 'Scott No-Friends' seventeen times.

Tuesday – in Art – Scott saw Duncan rip his painting.

Wednesday – in P.E. – Buttons went missing.

Thursday – Dress Up Day – Duncan snatched Scott's treat and stuffed it in his mouth.

- Scott stood up. Feeling super brave, he said, 'Duncan, did you take Buttons?'

Friday – at the lockers – Duncan gave Scott a sorry note he wrote with his Mum.

Comprehension: Friendly / Unfriendly Behaviours Chart ([ACELA1787](#)) ([ACELT1575](#)) ([ACELT1783](#)) ([ACELT1578](#)) ([ACELT1582](#)) ([ACELT1584](#)) ([ACELT1591](#)) ([ACELY1650](#)) ([ACELY1670](#))

Refer to the story to find the behaviours that make a bully, or someone who is being mean, and also the behaviours that make a friend. What are the differences between friendly and unfriendly behaviours? Use the Friendly / Unfriendly Behaviours Chart to fill in each column, and add your own to the lists. See BLM 3.

Letter Identification ([ACELA1438](#)) ([ACELA1817](#)) ([ACELA1459](#)) ([ACELA1778](#)) ([ACELA1474](#)) ([ACELA1823](#)) ([ACELA1824](#))

Read the book, 'A Boy, His Bear and a Bully' together and flag the words with the initial letter 'B'.

In a circle, or bear template (see BLM 2), write the letter 'B/b' in the centre. Students draw or write words that all begin with that letter. Can you add any more?

Words / images: *boy, bear, bully, Buttons, brave, bell, busy, better, bath, ball*

Creative Writing: Innovation on Text ([ACELA1435](#)) ([ACELA1451](#)) ([ACELT1783](#)) ([ACELT1831](#)) ([ACELT1582](#)) ([ACELT1832](#)) ([ACELT1833](#))

Brainstorm ideas for what you might say to a bully when you feel brave. Students write a sentence beginning with '**STOP!** ...' For example, '**STOP, I don't like it.**'

Children could be extended by writing about an action, such as telling the teacher, putting your hand up, standing tall, and so on. Illustrate.

Narrative Writing ([ACELT1581](#)) ([ACELT1582](#)) ([ACELT1586](#)) ([ACELY1651](#)) ([ACELY1661](#)) ([ACELY1662](#)) ([ACELY1671](#)) ([ACELY1672](#))

Imagine you were a dinosaur, or a unicorn, or a karate-chopping ninja for a whole week. And one of these characters is a bully. Which one would you be? What would you do? What is your purpose or problem? What are the challenges, and how will they be resolved? Begin your narrative with a sizzling start, such as dialogue, onomatopoeia, action or scene setting. Set it out with a beginning, middle and end.

Acrostic Poem / Letter Writing ([ACELA1430](#)) ([ACELA1437](#)) ([ACELA1439](#)) ([ACELA1460](#)) ([ACELA1447](#)) ([ACELA1463](#)) ([ACELT1585](#))

Discuss the ideas from the Friendly / Unfriendly chart (see BLM 3).

Use the letters of F-R-I-E-N-D to write an acrostic poem about what it means to be a good friend.

Alternatively, write a letter to an old friend or a new friend, or a sorry note to someone who may need an apology. Who is it addressed to? What is the purpose of the letter? Is the tone casual or formal? Has it been edited for spelling, grammar and punctuation?

Character Profiles ([ACELT1783](#)) ([ACELT1589](#)) ([ACELY1650](#)) ([ACELY1660](#)) ([ACELA1452](#)) ([ACELA1468](#)) ([ACELA1469](#))

Write adjectives, or describing words, and other information that describes the characters in the story. Use the character profile sheets (see BLM 4, 5, 6) to list your choice of features including appearance, behaviours, character traits, feelings, challenges and achievements, etc. Draw arrows to areas of the body, if applicable.

Thinking Tools ([ACELT1783](#)) ([ACELY1650](#)) ([ACELY1660](#))

*Venn Diagram*: Complete a Venn Diagram to compare the similarities and differences between Scott and Duncan. Think about their appearances, traits, and whether they wanted/needed the same things.

*Mind Map*: Choose a topic, including friendship/kindness, Dress Up Day, favourite subject, etc and flesh out categories that it could be broken down into. Categories could include different methods, ideas or activities.

*Y-Chart* – Students can imagine themselves, or Scott, Rosie or Duncan, in one of the 'bullying' scenes to complete the graphic organiser with the headings: Looks Like, Sounds Like, Feels Like.

Alternatively, fill in each part of the chart with 'victim', 'bystander' and 'bully'. Write relevant behaviours or descriptions for each. See BLM 7.

## Mathematics

Time: School Timetable ([ACMMG008](#)) ([ACMMG041](#))

Create a timetable including the days of the school week from Monday to Friday. Fill in your timetable with daily classes and special events. What day do we have P.E.? What classes or subjects do we have on Tuesday? Is there a special event this week that we can add to the timetable?

Practise listing the days of the week in order in song, speech or written form.

## Science

Compost and Decomposition ([ACSSU002](#)) ([ACSSU211](#)) ([ACSSU004](#))  
([ACSSU019](#)) ([ACSSU032](#)) ([ACSHE013](#)) ([ACSHE034](#)) ([ACSHE035](#)) ([ACSIS014](#)) ([ACSIS233](#))  
([ACSIS012](#)) ([ACSIS024](#)) ([ACSIS027](#)) ([ACSIS042](#))

Buttons the bear didn't belong in the compost! However, compost has a lot of benefits to the earth. Compost provides moisture and nutrients to the soil, helping plants grow and preventing weeds from germinating on the surface. Also, it reduces the overflowing effects of landfill. Students can learn about the science of decomposition with this experiment. You will need a container or a large plastic bottle/cup, organic waste such as leaves and fruit / vegetable scraps, soil and water (worms optional!). The warm environment increases the activity of the

microbes, which breaks down the organic matter. More information can be found at: <https://thehappyhousewife.com/homeschool/compost-cups-science-project>

## Visual Arts

Ripped Paper Collage ([ACAVAM106](#)) ([ACAVAM107](#)) ([ACAVAM108](#))

*'On Tuesday in Art, Scott saw Duncan rip his painting but he didn't feel brave enough to say.'*

Create a colourful mosaic-style collage piece of art by ripping strips of coloured paper and pasting them in a particular shape or picture. Outline the picture onto a sheet of paper with a pencil first. Will the torn strips of paper be long or short? You might like to use a combination of coloured card, magazines, newspaper and other paper materials.

Sew / No-Sew Stuffed Animals ([ACAVAM107](#))

Depending on the ability of the students, create a stuffed toy animal to help feel brave, like Scott's bear, Buttons or Rosie's unicorn, Your Majesty. A simple toy can be made by gluing two pieces of felt together with stuffing placed in the centre. Alternatively, extend students' fine motor skills with easy sewing loops through two pieces of felt or other fabric. Students can either draw or trace their pattern onto the fabric. Add details such as eyes and other body parts with your choice of materials. Don't forget to leave a hole to push the stuffing into before closing it all up!

## Health and Physical Education

Friendship / Anti-Bullying Activity ([ACPPS020](#)) ([ACPPS004](#)) ([ACPPS005](#)) ([ACPPS017](#)) ([ACPPS019](#))

*Five-Finger Friendship* – Trace around one hand and write five ways you can be a good friend in each finger. Trace around the other hand and write five strategies that can help deal with a bully. Paste the hand cut-outs onto a large dinosaur or unicorn head shape as the spikes or mane.

Physical Education / Outdoor Activities ([ACPPS023](#)) ([ACPPS004](#)) ([ACPMP011](#)) ([ACPMP032](#))

Practise physical movement activities with a range of sports or gross motor skills, including hopscotch, basketball, netball, gymnastics, hoops, ropes, skating, trampoline tricks, swimming, skiing, hockey, boxing, karate, scooter riding, dancing, etc. Encourage positive interactions through turn taking, fair play and group games.

**EK BOOKS  
TEACHER NOTES**

