**[Tai Asks Why – Bullying](https://www.cbc.ca/radio/taiaskswhy/here-s-why-people-bully-and-how-we-can-stop-it-1.5269665)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ out of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ students in Canada report being bullied. The number jumps for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ students.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ percent of adults experience bullying at work on a daily basis.
3. Explain what the “evolutionary model” is and how it affects bullying.
4. According to the “evolutionary model”, why wouldn’t it work for a grade 12 to beat up a grade 1 kid?
5. What are “epigenetics” and how do they affect us and our genetic lineage?
6. What are the two types of bullies?
7. Explain what a “pure bully” is.
8. How can we put a stop to bullying (according to resources shared in this podcast)?

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| Critical Thinking Response Rubric | | | | |
| Name: Date: | | | | |
| Assignment: | | | | |
| Knowledge and Understanding | The assignment shows very little understanding of the concepts from class. A basic form of learning is shown with little to no personal understanding shared in the written work. |  |  | The writing shows very strong understanding of the concepts covered in the lesson. The students not only shares the facts from class but also shows understanding by using original wording and examples. |
| Research and communication | The assignment only reflects the facts shared in class and little effort has been given to share the writers personal thoughts. |  |  | The assignment shows strong evidence of research of the facts covered in class. The facts from class are not only represented but are also added to through personal written sharing. |
| Critical Thinking and Citizenship | The assignment does not show evidence of personal consideration. The student needs to think about how the event affects the people involved and the world around it in order to gain a greater understanding. |  |  | The assignment shows great evidence that the student has personally considered the concepts of the assignment. This likely includes sharing different viewpoints, discussing relationships, what if’s, examples, suggestions for the future, and more. |
| Total | | | | /12 |
| Notes: | | | | |