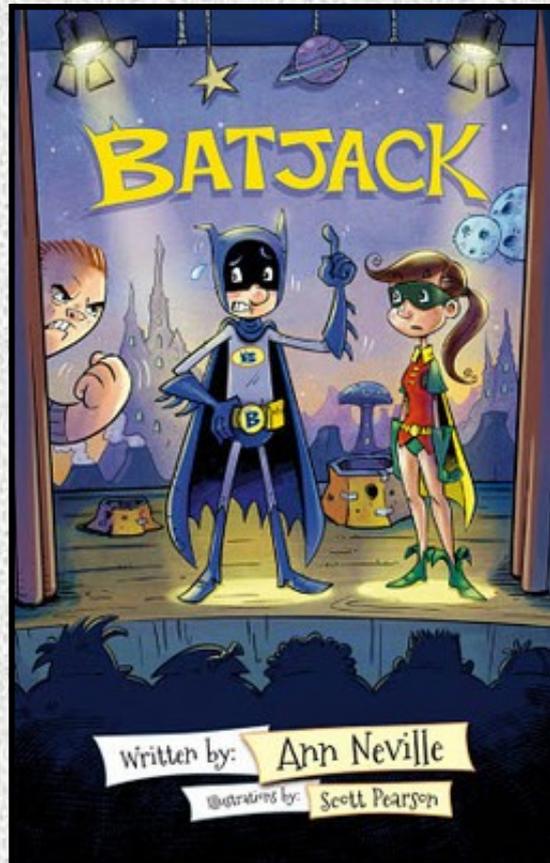


## Teachers' Resource Kit

# Batjack

by Ann Neville



For Levels 3 and 4 of the New Zealand Curriculum covering aspects of:

Oral, Written and Visual Language

Reading

Health

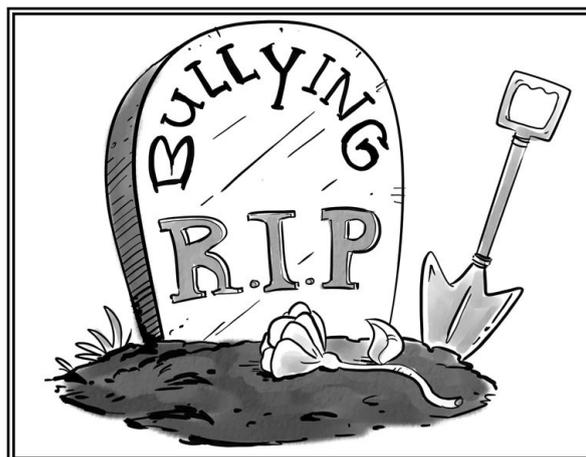
Social Studies

Art

Technology

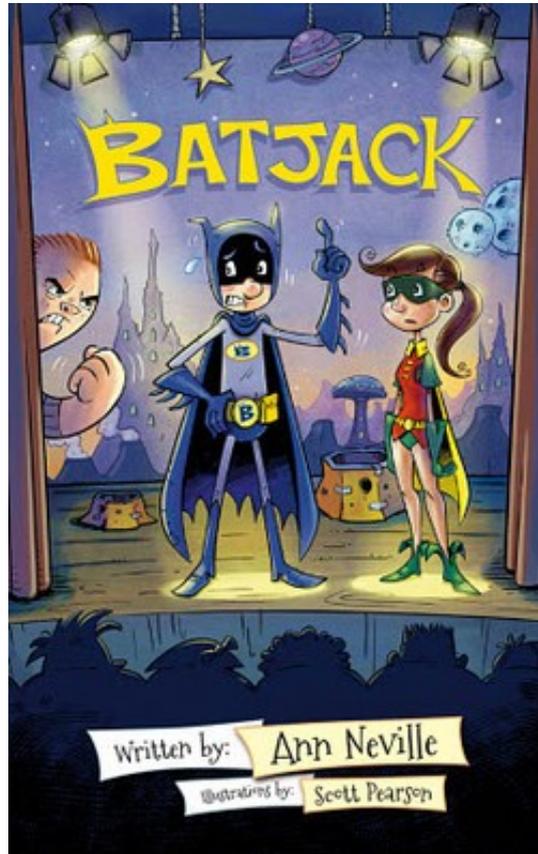
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# Batjack

by Ann Neville



Thirteen year old Tom wants to audition for the school musical *Batjack* but he has a problem ...

## A Big One –

Dylan, the school bully, and Tom's arch enemy wants the same part.

When Tom is cast as the main character and Dylan is his understudy the battle begins – fights, verbal abuse, vandalism, theft ... You name it, it happens.

How will Tom and his friends deal with the bullying? What is Dylan's secret? Can they reach a compromise and manage to co-habit on the same planet let alone the same stage?

Read on to find out ...

## About the Author

Ann has lived in Hamilton most of her life and taught in various towns in New Zealand and the UK. She has written Bullying Guides for parents and children, as well as other educational resources.

Ann has a Master's in Education, Diploma in Educational Management, Diploma in Educational Leadership and Graduate Diploma in Creative Writing. She has also studied Short Story Writing for Children and is currently completing a Diploma in Publishing through Whitireia New Zealand.

Her research has looked at all forms of violence including physical, verbal, isolation, sexism, ageism and cyber bullying. This led Ann to write the book 'Violence...not in our school', which was made possible through a Graduate Study Award from the University of Waikato. A Winston Churchill Fellowship enabled Ann to travel to USA to study their strategies for dealing with violence in American schools.

Her book 'Batjack', aimed mainly at 9 to 13 year olds, was short-listed for the Tom Fitzgibbon Award in 2011.



## What the author says about the book

No-one wants to be bullied (and, actually, no-one wants to be a bully either). So why does it happen? I wanted to write a book that is fun to read but also gives kids effective strategies they can use to prevent being bullied. I had fun writing Batjack – I love Tom's weird sense of humour and Alice's wacky antics. I think they were very clever in the way they learned to deal with their bully, Dylan, in such a positive way.

## Classroom Activities

Look up Ann's website: [www.createbooks.co.nz](http://www.createbooks.co.nz) and find the following information: What are the names of the three books?

Find out this information about the author Ann Neville:

- a) Where does she live?
- b) What degrees does she have?
- c) What has Batjack the book been shortlisted in?

## About the Illustrator

Scott Pearson was born in Guisborough, England and moved to New Zealand at the age of seven. From an early age, Scott showed an interest in art, drawing doodles and comic art. His family, peers and teachers always encouraged him. After school, Scott completed a Bachelor of Media Arts in illustration and computer based graphic design.

Scott's style is very adaptable, as he experiments with a lot of new styles, techniques and does a lot of re-research to keep up to date with the latest trends. Most of Scott's work is done on his computer now. He uses paper and pencil to refine ideas and then scans them into the computer to render and finish the work. He also uses a Wacom drawing tablet and Cintiq, and uses the programs Photoshop, Painter, and Illustrator to bring it all together.



## What the Illustrator says about the book

I have enjoyed the Batjack story immensely. The characters vividly come to life through Ann Neville's superb attention to detail. This has made my job much easier and it has been a joy to illustrate the various characters.

This story is full of age appropriate quirky humour while yet at the same time dealing with important themes such as violence and intimidation but doesn't forget to show that there is always a reason why people bully.

The book has a real kiwi flavour to it also which I enjoyed very much. This project was a pleasure to work on.

## Classroom Activities

Look up Scott's website: [www.visualevolution.co.nz](http://www.visualevolution.co.nz) and look at his artwork.

What type of artwork does Scott do?

What other books has he illustrated? Look on [www.wheelers.co.nz](http://www.wheelers.co.nz) and search 'Scott Pearson'.

What is the name of his design company and who else does he work with?

## Questions for during the reading of Batjack

### Chapter One

What is Tom's nickname and why does he hate it so much?

How would you describe Tom's mood in this chapter?

Who is Tom talking to on the last page and where does it lead him?

Write out a sentence in this chapter that you think is very vibrant, and then say why.

### Chapter Two

What does Doctor Shekar suspect and why doesn't Tom answer him?

What other characters have the same problem?

What other benefit is there for Tom auditioning for the part?

How has the author encouraged you to read on to the next chapter?

### Chapter Three

What do you think Tom was feeling before he read the notice?

What was Tom's double good news?

What similarities did the drama teacher have with Beethoven?

Predict what happens to him on the way home?

### Chapter Four

Make a list of some of the interesting verbs (doing words) the author uses.

What options did Tom think of, to help him get out of the situation?

Add two more options for Tom.

Write a synopsis for the Batjack play.

### Chapter Five

What does Tom see at the beginning of the chapter that makes him mad?

How does this change him?

What does Tom learn from Dylan? And how does he have the edge on him?

What solutions do they come up with to stand up to bullying?

### Chapter Six

What does Tom mean when he suggests, "What would happen if we did the opposite of what Dylan and his gang expect?"

What was the surprise tactic Alice came up with?

Think of another surprise tactic for her or Tom to use.

Think of a number 10 to add to the list.

### Chapter Seven

How does Dylan react when Alice compliments him?



How does she try to solve the problem?

Why does Ms Nash wink to the actors, afterwards? What is that called when someone does that?

#### Chapter Eight

Why would it be important to see a live musical?

What mischief does Dylan and his gang get up to?

What are the consequences of their actions?

Up until now, a lot of Dylan's actions have gone unnoticed. What do you think the teachers will be thinking of him and what could this result in?

#### Chapter Nine

What is Tom frightened of during rehearsal and what does he think about it afterwards?

What devious plan does Dylan hatch with selling the raffles?

Name some of the self-defence moves.

Why do you think Dylan steals money?

#### Chapter Ten

What was Tom's plan and how did it backfire?

What else could he have done with the evidence?

What lesson do you think Dylan learns from the experience?

Guess what Tom's parents and the Head teacher talked about?

#### Chapter Eleven

What is cyber bullying and how will it affect Tom?

What is Tom afraid of and what solutions does he come up with to avoid the situation?

What self-defence moves does Tom use in the attack?

How does the author keep the suspense going in the story?

#### Chapter Twelve

How does Dylan sabotage Tom in the play?

What is Tom experiencing when he is on stage? List the symptoms.

What was the doctor's advice?

How does the author show Tom's voice in this story?

#### Chapter Thirteen

What plan do Tom's friend's hatch?

What does Tom do when he sees Dylan? What were his choices?

How does he help Dylan with the dog?

Why does Tom feel sorry for Dylan after he meets his mother?

## Chapter Fourteen

What is the kind act Tom does at Dylan's place?

The boys experience several emotions when burying the dog – what are they?

Why does Dylan feel so angry?

Write a paragraph about a time you felt sad. Include the senses: what you see, hear, feel, smell and taste.

## Chapter Fifteen

How do Tom's friend's react when he tells them he has invited Dylan?

Emma identifies two problems, what are they?

Emma suggests to Dylan what he can do – what are they, and what else could he do?

What is the nice idea that Tom and Emma come up with? What else could they do?

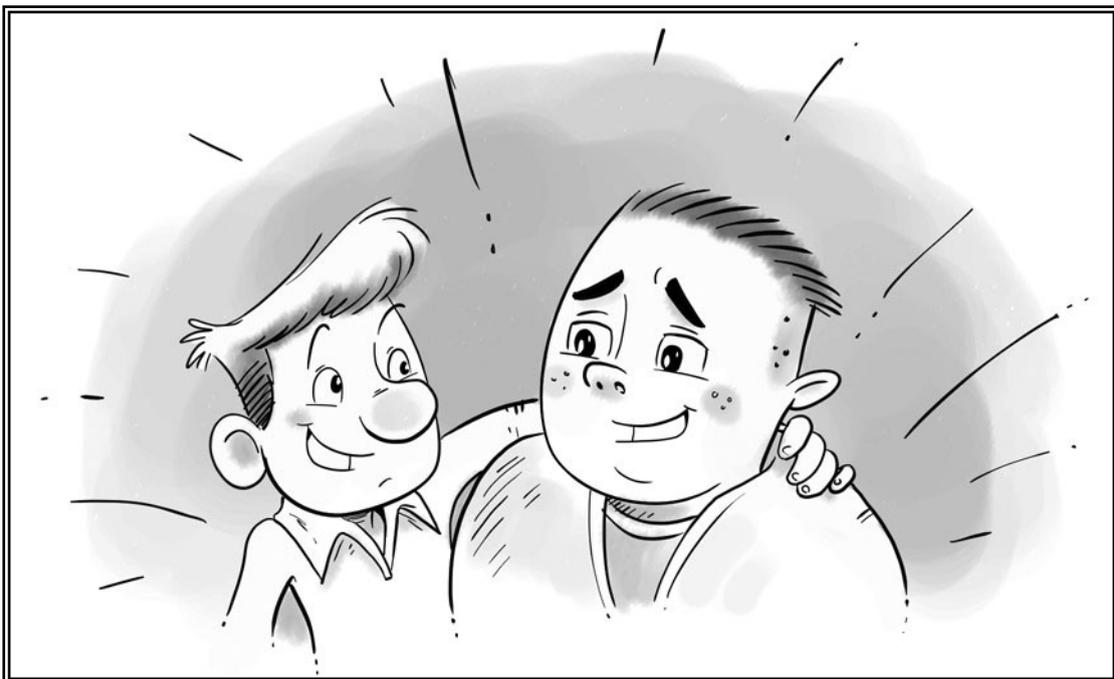
## Chapter Sixteen

What does Tom experience when he goes on the stage?

What is the surprise in the Green room (and why is it called that)?

Why is allowed Dylan to do half the performances? Would you do that – and why or why not?

How does the author show it when the main character is wrestling with a decision?



## **CLASSROOM ACTIVITIES**

### **Oral Language**

Read the Readers' Theatre script with a group several times, then perform in front of the class.

Give a speech about 'How to survive Bullies'.

Write a poem about bullies and perform in front of class.

Role-play one of the scenes in the book and perform in front of the class.

### **Reading**

Write five comprehension questions for the book. Make sure they are open questions, though. (An open question requires more than a yes or no answer.)

Swap your questions with a partner and answer each other's questions.

Find three other books that deal with bully issues. Write the title and name of author for each one.

Find five words you did not know before and write down their meanings.

### **Written Language**

What if Dylan's mother had not had the accident? Think of another reason why Dylan is being a bully and write that scene where Tom finds out.

Write a synopsis or back blurb for the book.

Rewrite the ending. Was there a talent scout in the audience? Did Tom let him perform the first show? Think of another exciting ending for the story.

The author has used similes throughout the book. For example, "You're squirming around **like** a demented rattlesnake." Change three of the similes.

### **Visual Language**

Design a poster giving tips on what to do to handle bullies.

Come up with a slogan about bullies and design a logo to go with it. Put it onto a sticker.

Look at the different types of font used in the book. Find out what they are called.

Design a new Batjack costume for Tom.

### **Health**

Name the different types of bullying this book deals with.

Come up with your own strategies of what to do if you encounter bullying.

Role-play what to do if someone bullies you, using one of the strategies in the book.

Write down the strategies that Tom and his friends come up with to deal with bullies.

Rate the strategies and say whether you would use them or not.

A bit of light relief in between:

## Batjack

M	M	U	I	R	O	T	I	D	U	A	V	N	S	M
M	I	C	M	C	B	E	H	A	V	I	O	U	R	U
E	C	N	E	F	E	D	F	L	E	S	B	C	E	I
E	S	I	N	O	G	A	T	N	A	D	E	T	F	N
Y	N	O	H	P	O	C	A	C	F	M	A	Z	I	O
Z	F	D	R	Z	P	L	A	N	A	I	N	U	C	M
K	O	E	Y	L	L	U	B	L	R	M	R	X	N	E
M	C	R	Q	B	N	U	B	P	F	A	M	O	C	D
K	S	A	P	E	R	F	O	R	M	A	N	C	E	N
C	A	C	O	N	G	R	A	T	U	L	A	T	E	A
A	I	S	Z	F	P	Y	C	S	D	P	Y	I	O	P
J	F	N	G	P	S	U	O	R	E	D	N	O	P	M
T	H	K	A	M	M	E	E	C	N	E	I	D	U	A
A	R	N	L	A	S	R	A	E	H	E	R	Q	X	C
B	I	Y	G	V	I	O	L	E	N	C	E	C	Q	Q

ANTAGONISE

AUDIENCE

AUDITORIUM

BATJACK

BEHAVIOUR

BLAME

BULLY

CACOPHONY

COMA

CONGRATULATE

EMMA

FIASCO

INAPPROPRIATE

PANDEMONIUM

PERFORMANCE

PLAN

PONDEROUS

REHEARSAL

SCARED

SELFDEFENCE

TOM

VIOLENCE

Also with particular reference to the Health Curriculum:

## **Personal Growth & development**

*Students will*

### **A4 Personal Identity**

Describe how their own feelings, beliefs and actions and those of other people contribute to their sense of self-worth



## **Relationships with other people**

*Students will:*

### **C2 Identity, sensitivity, and respect**

- Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

### **C3 Interpersonal skills**

- Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

## **Social Studies:**

Write a Problem Solution chart onto a "T" chart. List the problems Tom encounters and the solutions you would have used.

Write a PMI (Plus – positive things that happen in the story, Minus – negative things that happen in the story, and Interesting things that happen in the story.)

Bullying is an issue that happens at most schools. What do you think schools should do to combat it?

Bullies often target people without much confidence. Write down some tips for people on how to appear confident.

## **Art**

Choose one of the pages in the book without illustrations, and draw two illustrations for it.

Design a new cover page for the book.

Draw the three main characters: Tom, Emma and Dylan how you think they should look.

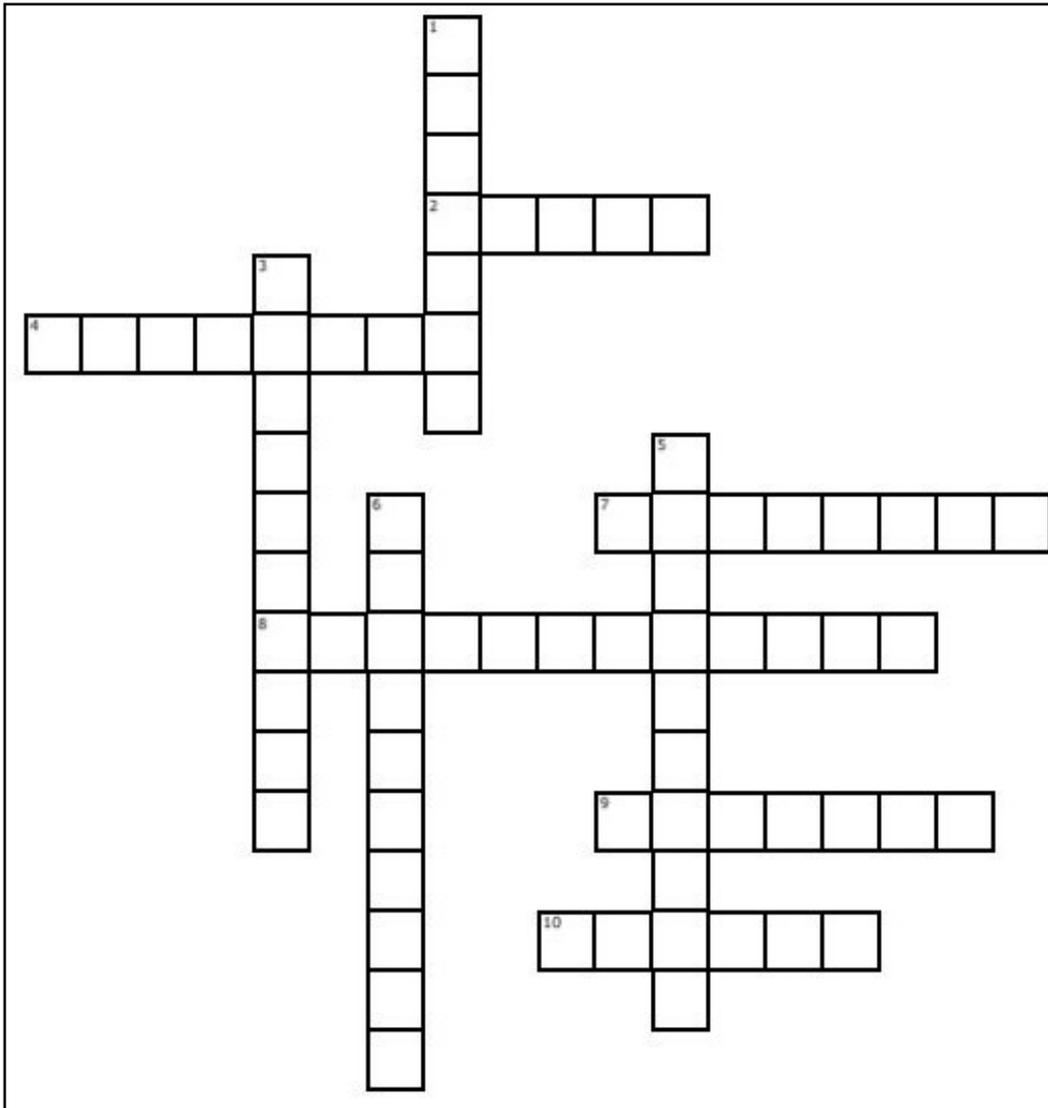
What type of art has the illustrator used? Redraw one of the pages in a different style.

## **Technology**

Make a prop that could be used in the Batjack play.

Design a bike that has tyres that can never go flat. What are the tyres made of?

Some more light relief:  
Crossword puzzle:



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**Across**

- 2. a person who picks on someone else
- 4. when a person is aggressive towards you
- 7. a way to solve a problem
- 8. a form of exercise that helps you to protect yourself
- 9. how you should treat everyone
- 10. a person who is bullied

**Down**

- 1. something that upsets you and needs solving
- 3. how you can feel when you can't see a way to solve a problem
- 5. if you act this way you are less likely to be bullied
- 6. how you feel when you are bullied

## Batjack Readers Theatre script

**Actors:** Sonny \* Emma \* Grace \* Alice \* Tom \* Mum \* Narrator One \*  
Narrator Two \* Tom's mind\*

Narrator One Just as Sonny, Emma Grace, Alice and Tom arrive at Tom's place...

Narrator Two Dylan rides up on the latest Avanti bike and stops to watch them going inside.

Grace What does he want?

Narrator One Grace scuttles behind Emma, her left eye twitches wildly, as she bites into her nail.

Narrator Two A tear plops out and rolls down her cheek.

Tom Ignore him, Grace. That's what I try to do.

Narrator One Tom's mother herds them inside to the mouth-watering smell of banana chocolate chip muffins fresh from the oven.

Emma What sort of things happen to you?

Sonny I'm sick of being shoved around. You saw what Dylan did to me in the library.

Alice I get called all sorts of names but the worst thing was when someone put some horrible stuff about me on Facebook.

Tom Dylan trips me every time I get up from my desk. He nicks my lunch and gives me free tattoos with his razor sharp pencil. If you glued me to the ceiling my back would blend in with the fly spots up there.  
*Sonny sniggers and the girls screw up their faces in disgust.*

Emma Is it always boys who do this?

Tom Nah, girls are just as bad.

Sonny My Dad says bullying is part of growing up and that I have to learn to stick up for myself

Tom Why do they do it?

Alice I went online last night to see what was there about bullying. I found this police website called 'No Bullying'. It reckons there are lots of reasons people bully. They might see it as a way to be popular. Or they bully because they're scared themselves so they try to scare others to cover up their own feelings.

Tom That's no excuse.

Tom You've got to be kidding!

Alice Nope. Apparently, they might be feeling anxious or stressed themselves.

Sonny *(Sonny gets down on his knees)* I am sooo sorry Dylan that I have objected to your treatment of me. Please forgive me. *(He cocks his head to one side)* Is my head in a good position for you to kick it?

Emma Why don't you tell someone what's happening?

Tom They'd just deny it.

Sonny What's the point? Most teachers don't do anything about it anyway.

Tom And risk another thumping while they're chanting:

‘Thump ‘em when they’re up, *(The others join in)*  
 Boot ‘em when they’re down,  
 Stomp their nerdy butts,  
 Till they grovel on the ground.’

Emma *(Emma frowns and chews at her bottom lip)* You know, I think people like me make it worse.

Tom Huh? *(He gamps at her.)* How come?

Emma I've seen some of this happening. Like in the library when Dylan pushed you off the bean bag, Sonny. Did I do anything? No. So I as good as said I thought it was okay. *(Emma stands up, hands on hips.)* Not anymore. From now on I am going to say if I think someone is being unfair.

Tom I think it's about time we stood up for ourselves. Why don't we make a pact to never be 'victims' again?

Sonny Yeah right, and precisely **how** are we going to stop it happening?

Emma I know one thing that will help. *(She looks at Grace and Sonny.)* Come on you two. We're going to my place. *(She gives Tom a wink)* Wait till you see **them** next time. *(The three exit)*

Narrator One The next time he sees them Sonny and Grace seem different

Narrator Two Sonny seems taller and more solid as well. Grace looks great too.

Narrator One They walk, no stride towards the others.

Narrator Two The difference is they look confident and happy in their skins

Tom Wow, how did that happen?

Emma All it takes is a bit of practice and a mirror so you can check your body language.

Grace I don't **feel** any different inside yet but Emma says she'll keep reminding me to pretend I'm tall and confident until it feels natural.

Emma I will. And Sonny and Tom you can watch out for each other.

Grace It's all about **looking** confident, even if you don't feel it. We've been practising looking Emma straight in the eye and standing up straight. Even pretending I'm confident makes me feel better.

Tom That's how I feel when I'm on stage – like I'm capable of anything. Remember what our drama teacher said?

*All the world's a stage,  
And all the men and women merely players:  
They have their exits and their entrances;  
And one man in his time plays many parts.*

It makes sense now. We play the part of confident kids till it's real.

The End

**Batjack**

Unscramble the following words from the story 'Batjack'

lylbu

ticmiv

lsde-nefefec

cBtkaja

udeeanic

vleocine

reoissggan

urebavoih

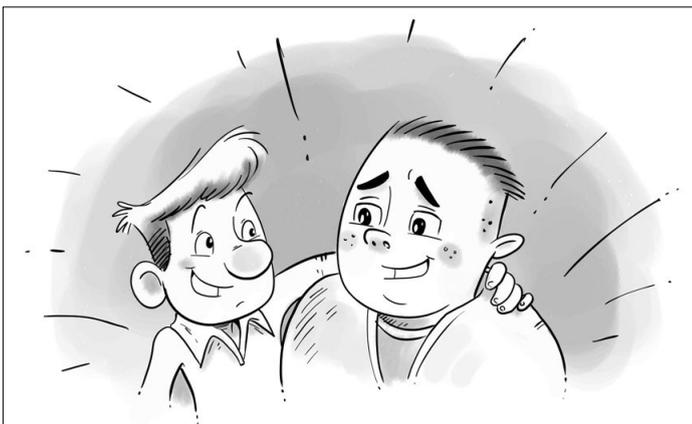
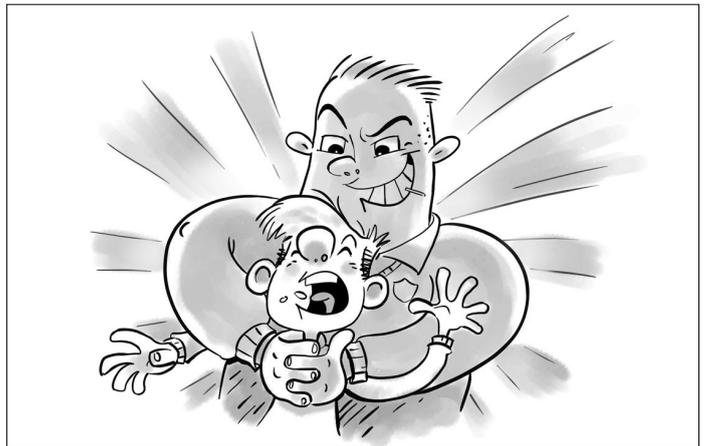
mbela

dacser

fcneneiodc

etesee-flsm

Write a story using the pictures (in any sequence) on the page.  
[using pictures from pages: 11, 20, 70, 92, 95, 112, 161]



## Answers

### Page 2

The names of the three books are: 'Batjack', 'How to stop being bullied: A Kids' Guide', and 'How to Bully-Proof Your Child: A Parents' Guide'

a) Ann lives in Hamilton

b) Masters in Education, Diploma in Educational Management, Diploma in Educational Leadership and Graduate Diploma in Creative Writing

c) The Tom Fitzgibbon Award

Ann has specialised in bullying prevention.

Your five questions.

She's participated in a short story course and a Graduate Diploma in Creative Writing.

### Page 3

Scott draws cartoon, computer art, caricatures and graphic design.

'Swimming with Dishes', 'I wonder, What can I wonder in my wardrobe', 'A is for All Black', 'Kiwi and Scorpion', and 'Imagine a magic doorway'

His design company is called Design Evolution and he works with his wife.

software programs: Wacon drawing tablet, Cintaq, Photoshop, Painter and Illustrator  
Flow Chart:

### Page 4

#### Chapter One

Tom's nickname is Windy Willis. It implies that he is often scared.

Tom's mood in this chapter is rather depressed.

Tom is talking to Frank Lampard (in his mind) and it encourages him to try out for the part.

A sentence that you think is really vibrant.

#### Chapter Two

Doctor Shekar suspects Tom is being bullied. Tom doesn't answer him because he probably feels he'll get more beaten up if he tells on him. Or that the doctor won't be able to do anything about it. Or because he feels ashamed of being bullied.

The other characters who have a similar problem are: Alice, Grace and Sonny.

Tom wonders if he will become popular and asked to parties if he takes the part.

The author leaves you in suspense: "All will be revealed on the notice board on Monday morning."

### Chapter Three

Tom believed he wouldn't be good enough to get the part.

Tom's double good news was he got the part and Emma would play opposite him.

The drama teacher was passionate about music and conducting. He also had hair like Beethoven and dressed messily.

Your prediction of what happens to him on the way home.

### Chapter Four

Verbs: strolling, leer, snarls, clenches ...

Options: run, shout, beg, knock them down.

Your two options for Tom.

Your synopsis for the Batjack play.

### Chapter Five

Tom sees Dylan picking on Grace.

He feels rage instead of despair. He also wants to do something about it.

Tom can sing softly for the romantic song, which Dylan cannot do. Dylan sings loud and confidently.

The solutions:

- Ignore the bullies
- Pretend to be confident until you feel it
- If you see someone bullying – say something about it

### Chapter Six

Tom means – why not do the opposite or surprise them.

Alice blew her nose and pulled out a fly.

Your surprise tactic.

Your number 10 to add to the list.

### Chapter Seven

He is so surprised he says nothing.

Dylan stops the backstage people and musicians from eating, and then eats all the food up so there is none left for them.

She refuses to play music for Dylan and says she is too hungry to do so.

Ms Nash is letting the others know that she is onto Dylan and his ways, and that she is looking out for them - that they are important to her.

### Chapter Eight

At a live musical you see for real all the things their teacher has been telling them. For example, the importance of making their voice heard at the back of the room.

Dylan and his gang get very drunk.

One boy is very sick. They are suspended for a few days.

The teachers now realise he is a problem child and one to keep a watch on. They might not judge situations so quickly now, if Dylan is involved.

#### Chapter Nine

Tom is frightened of letting the team down, forgetting his lines, and making a fool of himself. He knows what to expect next time.

Dylan sells tickets as singles, but says he has sold multiple tickets so that he makes a profit.

Self-defence moves: push thumbs onto attacker's eyelids; kick people's private parts; if held from behind stomp hard on their foot, swing around and elbow them under the chin; if your arms are grabbed from behind – use the edge of your foot and scrape as hard as you can down their shin; push their chin back; push fingers or thumb into the hollow at the base of the attacker's neck; slap hands over their ears.

Why you think Dylan steals money.

#### Chapter Ten

Tom's plan was to video Dylan letting down his tyres, then send the proof to Dylan's father.

Dylan's father told the school and they were hauled into the office.

Tom could have given the evidence to his teacher or parent and let him or her deal with it.

Dylan wishes to seek revenge so he hasn't learnt from the incident.

Your guess about what Tom's parents and the Head teacher talked about.

#### Chapter Eleven

Cyber bullying is when someone bullies someone over the internet or phone. People pat

Tom on the back for getting in a few punches at Dylan.

Tom is afraid of being beaten up by Dylan after school. He goes home late, and rides really fast.

Tom uses the thumbs against the eyelids; and stomps on his foot and swings elbow into chin.

The author leads up to the fight slowly, and then uses dramatic words to describe the fight and Tom's feelings.

#### Chapter Twelve

Dylan hides all of Tom's props.

Tom is experiencing fear, he doubts himself, and he freezes. Symptoms: sweating, twitching, goes white, and can't hear properly – everything feels like he is in a cloud. He feels hopeless and that the world is grey.

The doctor's advice is to take one day at a time because things will get better.

We hear his thoughts, and sometimes his internal struggles.

#### Chapter Thirteen

Tom's friends decide to look out for each other and any signs of trouble from Dylan.

Tom stops and asks Dylan what is the matter with his dog. He could have carried on walking, teased him, or gone and got some help for him.

Tom gets some wood, then they put the dog on the wood on top of the bike and take him home.

Tom realises Dylan has some serious problems.

#### Chapter Fourteen

Tom helps Dylan bury his dog.

They cry but also laugh, as they remember their dog's antics.

Dylan feels abandoned by both parents. His mother hasn't come right after the accident, and his father feels guilty because he caused the accident.

Your paragraph about a time you felt sad.

#### Chapter Fifteen

They leave. They don't want to be friendly with the bully.

That Dylan might find it not so easy to stop being a bully, and his friends need to trust that Dylan has changed and that might take a while.

Emma suggests to Dylan that he apologises to his victims, and be over the top friendly to them.

They collect money so they can give gifts to the teachers who have worked on the play.

#### Chapter Sixteen

At first he has stage fright but then he relaxes and feels the power of having the audience in his hands.

The surprise is the feast for the actors and stage hands. The room where actors relax is always traditionally called the 'Green' room.

Tom generously lets Dylan do half of the performances so that he could show his dad what he can do. Would you do that – and why or why not?

The author has the main character listening to two voices – the voice on his left shoulder and the voice on the right shoulder. The author puts this in italic print like a script/play.

Batjack

M	M	U	I	R	O	T	I	D	U	A	V	N	S	M
M	I	C	M	C	B	E	H	A	V	I	O	U	R	U
E	C	N	E	F	E	D	F	L	E	S	B	C	E	I
E	S	I	N	O	G	A	T	N	A	D	E	T	F	N
Y	N	O	H	P	O	C	A	C	F	M	A	Z	I	O
Z	F	D	R	Z	P	L	A	N	A	I	N	U	C	M
K	O	E	Y	L	L	U	B	L	R	M	R	X	N	E
M	C	R	Q	B	N	U	B	P	F	A	M	O	C	D
K	S	A	P	E	R	F	O	R	M	A	N	C	E	N
C	A	C	O	N	G	R	A	T	U	L	A	T	E	A
A	I	S	Z	F	P	Y	C	S	D	P	Y	I	O	P
J	F	N	G	P	S	U	O	R	E	D	N	O	P	M
T	H	K	A	M	M	E	E	C	N	E	I	D	U	A
A	R	N	L	A	S	R	A	E	H	E	R	Q	X	C
B	I	Y	G	V	I	O	L	E	N	C	E	C	Q	Q

ANTAGONISE  
 AUDIENCE  
 AUDITORIUM  
 BATJACK  
 BEHAVIOUR  
 BLAME  
 BULLY  
 CACOPHONY  
 COMA  
 CONGRATULATE  
 EMMA  
 FIASCO  
 INAPPROPRIATE  
 PANDEMONIUM  
 PERFORMANCE  
 PLAN  
 PONDEROUS  
 REHEARSAL  
 SCARED  
 SELFDEFENCE  
 TOM  
 VIOLENCE

v i o l d e n c e p r o b u l l y  
p r e s s e v u l f - d e f e n c e c l u t i o n  
s i o n e r a b l e v i c t i m  
e

## Batjack

Unscramble the following words from the story 'Batjack'

lylbu	bully
ticmiv	victim
lsde-nefefec	self-defence
cBtkaja	Batjack
udeeanic	audience
vleocine	violence
reoissggan	aggression
urebavoih	behaviour
mbela	blame
dacser	scared
fcneneiodc	confidence
etesee-flsm	self-esteem