

SEL COMPETENCY

Relationship Skills

SKILL resolving conflicts**MATERIALS**

- ✓ Discovering Slide 3.6.1
- ✓ Connecting Slide 3.6.2
- ✓ Printed copy of Slide 3.6.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet
- ✓ Q-Bear
- ✓ Butcher paper

CLASSROOM CONFIGURATION

- 1 whole class 2 whole class
- 3 whole class/individuals/pairs
- 4 whole class/individuals/pairs

OBJECTIVES

Children will:

- ✓ identify what bullying is and what being bullied feels like;
- ✓ practise identifying bullying behaviours.

SCAFFOLDING FOR EARLY LEARNERS**1 DISCOVERING**

Light Support To help children understand the sequence of events, re-read the story, pausing occasionally to have children summarise the events to that point.

More Support To help children recognise feelings, demonstrate sad/hurt, embarrassed, scared, and angry faces. Guide children to name each expression. Point out the specific features of each expression, such as eyebrows drawn, downturned mouth, narrow eyes for angry, and so on.

2 CONNECTING

Light Support Present different bullying behaviours, such as name-calling, sticking out a tongue, and taking a lunch. For each example, ask children to put their hands behind their ears if it is an example they can hear or circle their eyes with their fingers if it is a behaviour they can see.

What Is Bullying?

To deal with bullying situations, children must be able to recognise the signs of bullying and understand how positive behaviours contribute to the safety and happiness of everyone.

1 DISCOVERING 5 MINUTES

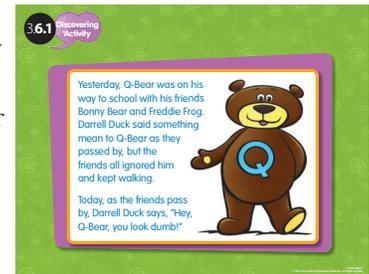
Lesson  Link

ACTIVITY 1

Begin class by reminding children that they have spent the last five lessons working to create a healthy and safe classroom. Explain that those skills will come in handy for the next couple of lessons. Gather children together and hold up Q-Bear. Tell them you are going to tell a story about something that happened to Q-Bear on the way to school one day. Display **Discovering Slide 3.6.1** and read the story. Do not introduce the word *bullying* at this point.

ASK: *How do you think Q-Bear is feeling? How do you think Darrell is feeling?*

Guide children to identify Q-Bear's feelings as hurt, sad, embarrassed, angry, and scared and Darrell's feelings as angry or misunderstood.



2 CONNECTING 10 MINUTES

INSTRUCTION

Recall how Q-Bear felt when Darrell was not being nice.

ASK: *How do you feel when someone is not nice to you?*

Introduce the meaning of the word *bullying*

Introduce the word *bullying* and display the Bullying Means HARM slide (**Connecting Slide 3.6.2**). Point to each letter and explain that *bullying* means Harmful Actions and words Repeated More than once to hurt someone on purpose. Tell children that people who bully others can be of any age and size. They may act this way with some people and not others. Bullying causes HARM to others and is not okay. Display a printed copy of the Bullying Means HARM slide in the classroom.

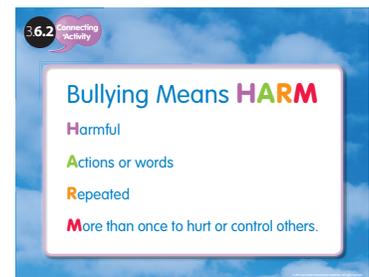
ASK: *How would you describe bullying in your own words?*

Demonstrate recognising bullying behaviours

Draw a large eye and ear on the board. Point to the eye and name an example of bullying behaviour that someone might “see” at school, such as someone grabbing another person’s lunch.

ASK: *What are some other bullying behaviours you might see?*

Record children’s responses, which may include pushing, poking, making faces, or not letting someone play. Then point to the ear and name an example of bullying behaviour that someone might “hear,” such as name-calling.



ASK: *What are some other bullying behaviours you might hear?*

Record children's responses, which may include using an angry voice, telling someone they cannot play, making fun of someone's clothes, teasing, mimicking, and so on. Ask children to think about reasons why bullying is wrong. Write the following sentence starter on a sheet of butcher paper: Bullying can.... Guide children's responses to ensure that they understand the following:

- Bullying can hurt people's feelings.
- Bullying can lead to fights and hurt bodies.
- Bullying can make people feel bad about themselves.
- Bullying can make people not want to come to school.
- Bullying can scare people.
- Bullying can make people sad.

Hang the completed poster in the classroom for reference throughout the year.

3 PRACTISING 10 MINUTES

ACTIVITY 2

Explain the Identifying bullying behaviours activity

Explain that children should think about all the actions that are considered to be bullying behaviours. Tell them that they will work together in pairs to practise identifying bullying behaviours.

Children practise identifying bullying behaviours

Ask pairs to discuss each of the following scenarios and decide whether the scenario shows a bullying behaviour. Read these aloud and wait for pairs to discuss before moving to the next:

1. Beth gets to school late and two of her classmates laugh at her.
Beth feels hurt.
2. Marcus can't find his crayons and sees Luke has them. When asked, Luke apologises for accidentally taking the crayons.
3. Tess stepped on an older child's foot by accident and that child told Tess she was going to hit her.
4. Whitney forgot her lunch and Henry offered to let her have half of his.
5. Greg keeps telling William that he is a bad person and no one likes him.
William doesn't want to go to school because he feels badly about himself.

Next, ask the pairs to draw the scenarios that do not include bullying behaviours. Ask volunteers to share their artwork. Ask children to quietly reflect on the activity and how they might feel different about bullying behaviours now than they did at the beginning of the lesson.

More Support Complete the sentence "Bullying can..." with different true or untrue statements. If true, have children show a thumbs-up; if untrue, show a thumbs-down. For example, for the statement "Bullying can...help you make friends," children would show a thumbs-down.

3 PRACTISING

Light Support As children draw their positive action pictures, remind them to include details such as smiling faces and hands sharing or taking turns.

More Support Provide sentence starters to help children tell about one positive behaviour they can do in class. For example:

I can listen when _____. I can share my _____.

I can take turns when _____.

4 APPLYING

Light Support Review all the bullying avoidance tips together. Have children discuss with a partner: "What tip was most helpful to you? Why?"

More Support Have partners practise telling about the HARM acronym and their bully avoidance tip before taking the worksheet home. Provide feedback and support as children work.

Family Connection

After children complete their bullying avoidance tip during the Applying phase of instruction, they share their tip and talk about the meaning of HARM with family members. Children return their drawing to school to display on a bullying tips bulletin board.

Applying Across the Curriculum

VISUAL ARTS During the Applying activity, children share their Avoiding Bullying drawings with family members. After sharing, have children return the drawings to school and create a bulletin board titled "Tips for Avoiding Bullying Situations." Encourage children to add additional drawings and tips to the board.

ENGLISH Have children create a story about someone who is a role model and does not use bullying behaviours. Have them illustrate their story and bind it into a book. After sharing with classmates, send the book home for children to share with family members. For children who need additional support, dictate the story onto several pages and have them illustrate it.

Reflecting Resource:

Student Journal p. 32

36 Reflecting
What is bullying?

WHAT?
Explain in your own words.
Then draw a picture.

32 000 1

Reflecting

Children use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What is bullying?
So What?	How do you think bullying makes people feel? How has witnessing bullying behaviours made you feel?
Now What?	What are some possible things you can do to make your school, home, and community a positive place for everyone?

4 APPLYING 5 MINUTES

Label butcher paper with the heading “Tips for Avoiding Bullying.” Explain that a “tip” is advice someone might give to help a person to deal with a problem. Ask children to name ways they could stay safe at school and avoid bullying situations.

SAY: *One tip I could share about avoiding bullying situations is to stay away from areas where there are no adults. Another tip for avoiding bullying situations might be to walk with a group of friends so you are never alone. Or, even practise ways to talk to those using bullying behaviours effectively so they don't become more aggressive. You might say, “I understand you are upset, but can we talk about this instead of you making me feeling badly?”*

Write these ideas on the paper. Encourage children to provide additional examples, such as staying near adults on the way home or on the bus, taking a different route away from the person in school or on the playground, and telling an adult if they see or hear bullying behaviours at school. On the Family Connection take-home worksheet called **Avoiding Bullying**, have children draw a picture and write their “tip” for avoiding bullying situations. Have partners share their ideas. Remind children to take home the worksheet to discuss with family members.

ASSESSING

PRACTISING (INFORMAL FORMATIVE ASSESSMENT) Observe how well children can identify bullying behaviours.

APPLYING (FORMAL FORMATIVE ASSESSMENT) As children draw and write their bullying avoidance tip, note whether they understand effective bullying avoidance strategies.

BUILDING SKILLS BEYOND THE LESSON

Write It!

REINFORCEMENT

PRACTISING Have children rewrite the scenarios you read to them in the Practising activity so that they are no longer bullying behaviours.

Explain!

PRACTISING Provide brief examples of other bullying situations. Have children volunteer to explain how “HARM” is being used in the bullying situation.

Discuss!

ENRICHMENT

PRACTISING After creating a Bullying can... poster with the class, provide time for children to discuss with a partner or small group ways to avoid bullying situations.

Act It Out!

APPLYING Have small groups work together to act out the Tips for Avoiding Bullying created by the class. When they are happy with their presentation, have groups share with other classes.