

Planning

SEL COMPETENCY

Relationship Skills

SKILLS communication, resolving conflicts, seeking help**MATERIALS**

- ✓ Discovering Slide 3.7.1
- ✓ Connecting Slide 3.7.2
- ✓ Printed copy of Slide 3.7.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet
- ✓ Q-Bear, butcher paper

CLASSROOM CONFIGURATION

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

OBJECTIVES

Children will:

- ✓ identify and demonstrate several positive actions for responding appropriately to bullying behaviours
- ✓ practise learning how to avoid bullying situations.

SCAFFOLDING FOR EARLY LEARNERS**1 DISCOVERING**

Light Support To help children think about helpful actions to deal with bullying behaviour, **ASK:** *How can adults help you with bullying situations? How can friends help you?*

More Support Have children cover their eyes and then their ears as you describe or show various examples of bullying and non-bullying actions. When children hear or see a bullying action, have them raise a hand. Discuss each example and explain why it is or is not a bullying action.

2 CONNECTING

Light Support Discuss the difference between reporting and tattling. Share examples of both. Have children show a thumbs-up if the example is reporting and a thumbs-down if it is tattling.

What to Do When You Are Bullied

Children understand the meaning of bullying and are now introduced to positive actions they can use to avoid and respond to bullying situations. Providing specific actions helps children gain the ability to effectively and confidently deal with a variety of bullying situations.

1 DISCOVERING

5 MINUTES



ACTIVITY 1

Welcome the class and tell the children that they are going to continue learning about bullying behaviours and that today they will begin learning how to positively handle bullying situations. Display **Discovering Slide 3.7.1**. Point to the picture of the eye first. Ask children to recall some bullying behaviours they may “see” around the school, such as grabbing or pushing. Point to the ear and ask them to recall some bullying behaviours they may “hear” around the school, such as name-calling or teasing.



ASK: *What are some helpful actions to deal with bullying behaviour?*

Guide children to determine that they might avoid or deal with bullying behaviours by staying in areas where adults are present, keeping away from a person using bullying behaviours, or telling a teacher or responsible adult about the bullying. Write the acronym HARM (Harmful Actions and words Repeated More than once to hurt someone on purpose) on the board. Ask children to recall the meaning of the letters and to explain in their own words.

2 CONNECTING

10 MINUTES

INSTRUCTION

Ask children to think about the actions they mentioned to help them deal with bullying situations in a positive way.

Introduce handling bullying situations

Display the Handling Bullying Situations slide (**Connecting Slide 3.7.2**). Discuss the following with children:

Handling Bullying Situations

- Calm down and take a deep breath.
- Walk or turn away.
- Tell an adult.
- Get support.



ASK: *Which positive actions have we already talked about?*

Ask children to identify previously discussed actions on the slide. Hold Q-Bear and explain that you are going to talk about and demonstrate positive actions for handling bullying situations.

More Support When presenting each situation, pause to **ASK:** *What do you think Q-Bear should do? How will that help him handle the situation?*

3 PRACTISING

Light Support Point out the words *again, each day, and always* that make each example bullying and not just a one-time occurrence.

More Support After each example, review the possible positive responses from the slide. Discuss specific reasons why some responses are more appropriate than others.

4 APPLYING

Light Support When sharing word pictures with a partner, remind children to explain details from their drawings and ask questions to clarify information.

More Support Discuss and draw word picture examples children might create to represent each action. Encourage them to use the examples for inspiration or support when drawing their own word pictures.

Family Connection

Children complete their word pictures in the Applying phase of instruction. Then they explain to a family member the meaning of each picture and action on the Handling Bullying Situations slide.

Applying Across the Curriculum

VISUAL ARTS/ENGLISH Have children create a picture and caption for one way to handle bullying behaviours. Provide support as necessary. Write a title and have volunteers create cover art. Bind the pages together and invite children to take turns taking the book home for a night to share with family members.

VISUAL ARTS Create a Let's Handle Bullying Situations drop box for children to report bullying incidents. Bring in a container with a lid. Cover the container with construction paper and invite children to decorate it. Cut scrap paper to use as reporting tickets. Demonstrate drawing a picture and reporting an incident for the drop box.

Demonstrate handling bullying situations

Use Q-Bear to model handling bullying behaviours.

Calm down and breathe deeply: Tell children that breathing deeply helps us calm down and stay in control. Have Q-Bear pretend to sit quietly and take a few deep breaths. Then have children do the same. Point out that taking a few deep breaths helps people calm down and deal with their fear and anger so they can make better decisions.

Walk or turn away: Explain that walking away or toward friends or adults is another way to respond to bullying behaviours. Have Q-Bear turn and “walk” toward a trusted adult. Ask children to describe how it might feel to seek the comfort of others.

Tell an adult: Remind children that they should always tell an adult family member or trusted adult at school if someone is hurting or bothering them. Have Q-Bear whisper in your ear to ask children which trusted adults at school they could confide in, such as a principal, counsellor, teacher, aide, coach, and so on. Tell children that reporting bullying behaviours is sharing the facts of what happened. Have Q-Bear report to you: “Tessa keeps taking Jaxon’s book.” Remind children to say what happened and do not build up the story.

Get support: Emphasise that staying close with classmates and friends or being around trusted adults provides protection and safety. Children should avoid unsupervised areas and pay attention to the people around them. Have Q-Bear pretend to walk along and then move to be closer to a group of friends.

ASK: *What positive actions did Q-Bear use? What actions can you use?*

Display a printed copy of the Handling Bullying Situations slide on the wall. Review the slide throughout the unit.

3 PRACTISING

8 MINUTES

ACTIVITY 2

Explain the Responding to Bullying activity

Explain that you and Q-Bear will conduct several role-plays. Ask children to think about what they might do in each situation.

After each example, remind children to recall actions they might use from the Handling Bullying Situations slide.

Children practise responding to bullying situations

Role-play each of the following situations with you in the role of each character and Q-Bear as the recipient of the bullying behaviour:

SAY: *During group time Austin says, “I’m taking your crayons again and I’m not giving them back. Ha! Ha!”*

SAY: *On the way to lunch each day, Kalli demands that you give her your chocolate milk.*

SAY: *At recess, Paul always kicks your soccer ball away and then tells you that you can’t play.*

Ask children to determine the most appropriate responses using the Handling Bullying Situations slide for each situation. Point out that calming down and breathing works in all situations. Walking or turning away works best if children don’t know a person well or if they are unsure about a situation. Telling an adult is necessary when someone is bothering them repeatedly and/or if they feel

unsafe. Getting support from trusted friends and adults is always helpful and safe. Reconvene the class and ask students how their view of bullying situations has changed after the activity.

Reflecting

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

What?	What can you do in bullying situations?
So What?	How do you think knowing what to do will help you deal with bullying situations? How do you think you can best respond to bullying behaviours?
Now What?	What do you think you can tell others in your school and community about positive ways to deal with bullying behaviours?



Reflecting Resource:

Student Journal p. 33

3.7

Reflecting

What can you do in bullying situations?

WHAT?

Tell about some actions you can use.

Handling Bullying Situations

- Calm down and take a deep breath.
- Walk or turn away.
- Tell an adult.
- Get help.

Draw a picture of what you can do.

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