

What Is Bullying?

Bullying prevention requires that children have the ability to identify bullying behaviours, to understand the reasons for bullying and how bullying feels, and to identify bullying behaviour throughout the school.

SEL COMPETENCY

Relationship Skills

SKILL resolving conflicts

MATERIALS

- ✓ Discovering Slide 3.6.1
- ✓ Connecting Slide 3.6.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet
- ✓ Q-Bear
- ✓ Construction paper, art supplies

CLASSROOM CONFIGURATION

- 1 whole class 2 whole class
- 3 whole class 4 small groups

OBJECTIVES

Children will:

- ✓ understand what bullying is, the different types of bullying, and what bullying feels like
- ✓ identify places around the school where bullying is likely to occur and what bullying looks like in the school so they can respond appropriately.

SKILLS PROGRESSION

← **LAST YEAR**, children identified bullying behaviours and what it feels like to be bullied.

↓ **THIS YEAR**, children learn how to identify bullying behaviour, explore feelings associated with bullying, and learn how to identify bullying behaviour at school.

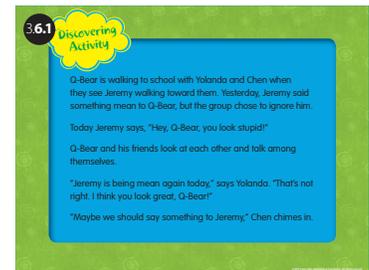
→ **NEXT YEAR**, explore reasons behind bullying and continue to learn how to identify bullying behaviour at school.

1 DISCOVERING 8 MINUTES

Lesson  Link

ACTIVITY 1

Welcome children and remind them that they've been learning a lot about how to be a respectful and caring classmate; they will now begin learning about how to identify bullying behaviours, the reasons bullying happens, and how it feels. Ask them to think about a time when they were bullied or when they witnessed someone else being bullied. Tell children that you are going to read a story about something that happened to Q-Bear on the way to school. Display **Discovering Slide 3.6.1** and ask children to listen as you read the story.



ASK: *How do you think Q-Bear might be feeling? How do you think Jeremy might be feeling?*

Acknowledge that bullying causes bad, scared, and confused feelings.

2 CONNECTING 8 MINUTES

INSTRUCTION

Explain to children that when we are bullied, or when someone else we know is bullied, it makes us feel bad. Point out that any kind of bullying is wrong. Tell children that to identify a bullying situation, however, they must first understand what bullying is.

ASK: *What are some ways other children act that you think is bullying?*

As volunteers share their thoughts, write their responses on the board.

Introduce HARM as a way to identify bullying situations

Tell children that you are going to teach them a way to figure out whether the way someone is behaving is bullying or not. Display the Bullying Means HARM slide (**Connecting Slide 3.6.2**) and read it aloud.



HARM

- Harmful
- Actions
- Repeated
- More than once to intentionally hurt or control another person

Explain to children that it can sometimes be hard to tell if a situation is just a *conflict*, which is a disagreement between two people, or a case of bullying. Tell children they can use HARM to help them tell the difference. Point out that

disagreements between people are natural, and people can disagree without intentionally hurting the other person. On the other hand, bullying is when someone does something hurtful over and over again with the intention of hurting another person physically, emotionally (their feelings), or by leaving them out.

Demonstrate how to use HARM to identify bullying situations

Draw a large eye and a large ear on the board. Ask children to look back at the list of responses they gave at the beginning of the Connecting activity. As you go through the list, ask children about things they might see and hear that would tell them that this situation was HARMful. Use an example such as the following that shows how HARM can be used:

SAY: *Zachary accidentally tripped and fell. Some of the other children began to laugh at him. I ask myself if the laughing is bullying. I know that using HARM can help me figure it out. First, I might say to myself, “Laughing at Zachary for something that isn’t a joke or meant to be funny is harmful and mean.” If, as the day goes on and I notice that the laughing keeps up, I might say to myself, “Not only is this harmful, but it keeps happening. I can tell that it’s meant to make Zachary feel bad.” It worked. I thought about HARM and I can see that this situation involves bullying behaviours.*

As you discuss bullying situations, remember to discuss the behaviours involved and not specifically what is said to discourage children from mimicking the negative language that might be used in an example.

ASK: *How can remembering HARM help you know what to do when you see or hear things happening at school?*

3 PRACTISING 15–20 MINUTES

ACTIVITY 2

Explain the Perfectly Positive activity

Tell children that they will be working together to brainstorm positive actions that make the classroom and school a positive place for everyone.

Children practise creating a positive environment

Hold a discussion by asking volunteers to name things they can do to create a Perfectly Positive school environment—one in which every child feels safe. Encourage them to think about things they can do and say in the classroom, at lunchtime, at recess or sport, and any other time they are around their peers.

Ask children to choose one specific thing they can do to help create a more positive school environment. Pass out construction paper and art supplies and ask them draw a picture and/or use words to explain the action. As they work, circulate around the room to check on their progress and monitor their understanding. Ensure that children are focused on a way they can help; for example, going over to sit next to someone who is alone at lunch or inviting a child who is by themselves to play at recess.

Community Connection

Have children talk to other children, teachers, and administrators about examples of actions they identify as bullying behaviours. Instruct children to ask people what they think bullying looks like, what it sounds like, and how they know when someone is being bullied. Encourage children to tell the class what they learned.

Family Connection

Send home the Family Connection take-home worksheet called **What Did You Do?** Encourage children to talk with family members about a bullying incident they saw or one that happened to them when they were in Year 1. Tell children to talk with their family members about what the bullying felt like, what they did about it, and if/how others helped.

Applying Across the Curriculum

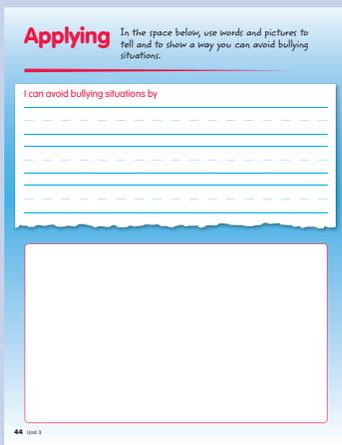
ENGLISH Have children write a story about someone in a HARM situation. Tell children to use words that describe what the character saw, what the character heard, and what the character felt like. As needed, have children dictate their stories to you as you write them. Encourage children to illustrate their stories as well.

VISUAL ARTS In advance, prepare three posters: one with a large eye, one with a large ear, and one with a large mouth. Place them, along with crayons and markers, in three different places in the classroom. Instruct small groups of 3 or 4 children to rotate around the classroom so that they visit each poster. At the eye poster, tell children to write and draw positive things they SEE in the classroom. At the ear, have children write and draw positive things they HEAR in the classroom. At the mouth, have them write and draw positive things they SAY in the classroom. Display the posters under the heading “Welcome to Our Caring Classroom.”

Reflecting Resource:
Student Journal p. 43



Applying Resource:
Student Journal p. 44



Reflecting

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

What?	What does HARM stand for?
So what?	What are some things you can look and listen for to help you identify bullying situations?
Now what?	What are some ways your friends and you can work together to keep things positive in school?

4 APPLYING 8 MINUTES

Explain to children that using HARM to identify bullying situations can help them avoid these situations. Have small groups talk about ways they can avoid bullying situations. Ask children to draw a picture and write a sentence that tells about a way they can avoid a bullying situation.

After five minutes, have volunteers from each group tell about what they discussed. On a piece of chart paper, write “Key Tips for Avoiding Bullying Situations.” Write children’s responses on the chart and display it in the classroom for future reference.

ASSESSING

PRACTISING (INFORMAL FORMATIVE ASSESSMENT) Check children’s understanding by assessing the drawings they made in the Practising activity. Children should exhibit a positive action they can use in the school environment.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Pay close attention to children’s responses as you write them on the chart paper. Responses should identify ways to avoid bullying situations. Check Student Journal Applying pages to ensure children understand what to look and listen for to identify bullying situations.

BUILDING SKILLS BEYOND THE LESSON

REINFORCEMENT

Role-Play!

PRACTISING Use puppets to show children how they can turn a bullying behaviour into a positive behaviour. Portray a bullying behaviour, such as excluding the puppet from a group, and ask children what positive action they could take to change this situation (e.g. asking the puppet to join their group).

Create a Skit!

APPLYING Have children work together to create a skit about a HARM situation. Tell children to imagine that they’ve just seen another child in a HARM situation and to show what positive behaviour they should use to help. Have children perform the skit for the class.

ENRICHMENT

Write a Letter!

PRACTISING Have children write a model letter to a pretend child who has bullied another child telling that person why they should not bully anyone.

Research!

APPLYING Ask children to work in pairs to safely look on the Internet for other ways to avoid bullying. Have them report what they find to the class.