

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.

Planning

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
- ✓ Construction paper, art supplies

CLASSROOM CONFIGURATION

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

OBJECTIVES

Children will:

- ✓ understand what bullying is, why people bully, the different types of bullying, and what bullying looks like;
- ✓ identify places around the school where bullying is likely to occur and what it looks like in the school in order to respond appropriately.

SKILLS PROGRESSION

← **LAST YEAR**, children identified bullying situations and feelings associated with bullying.

↓ **THIS YEAR**, children identify bullying behaviours and how to identify bullying situations.

→ **NEXT YEAR**, children will identify bullying behaviours by completing a survey.

1 DISCOVERING 8 MINUTES



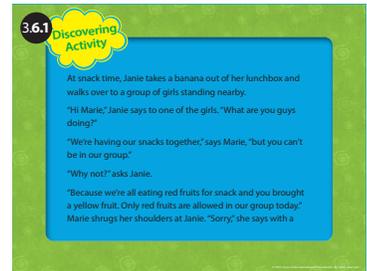
ACTIVITY 1

Tell children that today they will continue building a strong and respectful community and that they will now begin working on identifying bullying behaviours and learning how to tell if a situation is just a conflict or is a bullying situation.

Explain that you are going to read a story about something that happened at school to a child named Janie. Display **Discovering Slide 3.6.1** and instruct children to listen as you read the story.

ASK: *How do you think Janie might be feeling? How do you think Marie might be feeling?*

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



2 CONNECTING 8 MINUTES

INSTRUCTION

Tell children that to identify a bullying situation they must first understand what bullying is and what it is not. Ask them to think of a time when they were bullied and how it made them feel. Have them compare that time to what happened to Janie.

ASK: *Do you think Janie was being bullied?*

Introduce HARM for identifying different kinds of bullying situations

Tell children that sometimes it can be hard to determine if a situation involves bullying behaviour or not. Display the HARM slide (**Connecting Slide 3.6.2**) and read aloud the information contained on the slide.

HARM

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

Point out to children that bullies come in all sizes, shapes, and ages. Tell children that bullies may act the way they do with some people, but not with others, and may act that way in some situations, but not all of them. Explain that bullies also might bully someone one day, but not the next. Acknowledge that knowing the difference between a conflict, which is an argument or disagreement, and a bullying situation, which is a repeated action that is done on purpose in order to harm someone's feelings, is difficult to distinguish sometimes but that they can use HARM to help them decide.



Demonstrate using harm HARM to identify bullying situations

Draw a large eye and a large ear on the board. Instruct children to think about things they SEE and HEAR that would alert them to a bullying situation. Ask them to imagine they were in the room where the situation with Janie and Marie took place. If necessary, read the story aloud again.

SAY: *If I saw someone push and make fun of another child, I'd know that it was a harmful action based on what I was seeing. But it's equally as harmful to laugh at someone or to purposefully exclude them from a group or an activity. If the problem continues and I can tell that the people involved aren't just joking around, then I have to assume that the conversation and the actions are meant to be hurtful.*

Have children decide whether or not they believe Janie's situation involved bullying behaviour. Then talk about why bullying is wrong and how it affects the person being bullied.

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



Community Connection

Have children work together to develop brochures titled, "It's Cool to be Kind." Instruct children to use words and images to share what they've learned about positive words and actions. Encourage them to consider ways to translate the brochure into languages that are prevalent in their community and to brainstorm ways to share their brochures with community members.



Family Connection

Send home the Family Connection take-home worksheet called **It's Cool to Be Kind** and encourage children to talk with family members about ways they are kind to each other. Tell children to work with their family members to think of other ways they can be kind to family members.



Applying Across the Curriculum

ENGLISH Look in the library for a book about a character who feels left out and bullied. Read the book to the class and hold a discussion to determine ways to use HARM to describe the situation in the story. Have children identify the behaviours in the story that fit the definition of HARM and instruct them to brainstorm positive actions they could take to improve the situation.

PERSONAL AND SOCIAL

CAPABILITY Ask children to create a poster, bulletin board, or mural called, "It's Cool to Be Kind." Instruct children to write and illustrate statements that demonstrate positive, kind behaviours that they can use to show kindness around the 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 identifying positive actions

With the class, brainstorm positive actions children can take to create a positive school environment. Encourage volunteers to think about things they can do and say in the classroom, the canteen, while at recess or sport, in the library, or any other time they are around their peers. Record children's contributions on a piece of chart paper.

Tell children you want them to imagine that they were standing near the group of girls in the situation described in the Discovering activity story and that they saw and heard the things that happened. Divide the class into small groups and pass out construction paper and art supplies. Have each group choose one action to illustrate. As children work, circulate around the room to check on their progress and monitor understanding. Ensure that children are focused on a way they can help; for example, inviting Janie to join their group, sitting with her so she won't be alone, or telling the teacher what they heard and saw happen. Then have the groups share their drawings with the rest of the class, explaining the action they've chosen to illustrate.

Reflecting Resource:
Student Journal p. 43

3.6 Reflecting Reflect on what you've learned in this lesson about identifying bullying situations and using positive actions.

What? What are the four things that make a situation a HARMful one?

So What? What do you think you can do if you're not sure whether a situation is bullying?

Now What? What do you think are some ways your friends and you can work together to keep things positive in your school?

Lesson 4 43

Applying Resource:
Student Journal p. 44

Applying In the space below, use words or pictures to tell or show ways you can identify bullying situations and use positive actions to help others.

I can identify bullying actions by

I can use positive actions by

44 Unit 3

Reflecting

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

What?	What are the four things that make a situation a HARMful one?
So what?	What do you think you can do if you're not sure whether a situation is bullying?
Now what?	What do you think are some ways your friends and you can work together to keep things positive in your school?

4 APPLYING 5 MINUTES

Have children think about ways they can identify bullying situations and use positive actions to help others. Ask children to complete the Applying page in the Student Journal.

ASSESSING

PRACTISING (INFORMAL FORMATIVE ASSESSMENT) Check children's understanding by monitoring their discussion responses and noting their responses to the drawing activity. Children should exhibit a positive action they can apply/use to improve a negative situation.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Use the Applying activity to ensure children understand what to look and listen for when trying to identify bullying situations.

BUILDING SKILLS BEYOND THE LESSON

Create a Poster!

REINFORCEMENT

PRACTISING Have children create posters that illustrate positive, caring words and actions that can be used when witnessing HARM situations. Display the posters in the classroom and encourage children to refer to them throughout the year.

Make a Skit!

APPLYING Have children work together to create a skit about a HARM situation. Instruct children to imagine that they're in a group that's just witnessed the events with Marie and Janie. Tell children to show a positive action they would take to turn the situation into a positive one. Have children perform the skit for the class.

Discuss!

ENRICHMENT

PRACTISING Have children consider the motivations behind Marie's behaviour. Tell them to think about the ways Marie is using bullying behaviours on not only Janie but also all the girls in her group by controlling their behaviour. Have children discuss ways to use HARM to identify times when bullies might be trying to control or influence their personal beliefs or behaviours.

Write a Letter!

APPLYING Have children imagine they were in the group of children who excluded Janie. Instruct them to write a letter to Janie telling her what they saw and heard and how it made them feel. Encourage children to think of a kinder way to treat Janie and to include what they would do in their letters.

What to Do about Bullying

Bullying prevention requires that children know how to avoid putting themselves in situations in which they could experience bullying and to respond appropriately when they find themselves in bullying situations.

SEL COMPETENCY

Relationship Skills

SKILLS communication, resolving conflicts, seeking help

MATERIALS

- ✓ Connecting Slide 3.6.2
- ✓ Connecting Slide 3.7.2
- ✓ Printed copy of Slide 3.7.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

CLASSROOM CONFIGURATION

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

OBJECTIVES

Children will:

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

SKILLS PROGRESSION



LAST YEAR, children identified ways to avoid and respond to bullying situations.



THIS YEAR, children demonstrate ways to respond appropriately to bullying situations.



NEXT YEAR, children will learn to deal effectively with bullying and intimidation.

1 DISCOVERING 7 MINUTES

Lesson Link

ACTIVITY 1

Tell children that today's activity is about identifying bullying situations and how to respond appropriately to those situations. Show **Connecting Slide 3.6.2** from Lesson 6 in place of a Discovering slide. Review the acronym HARM with children: *Harmful Actions and words Repeated More than once to hurt or control others*. Tell children to think back to what they've learned about this acronym in earlier lessons and to think about ways they can respond in a HARM situation.



ASK: *What would you do if someone was using HARMful behaviour toward you?*

Explain to children that there are actions that can be taken when they find themselves in a HARM situation. Tell them these actions can help them escape the situation safely. Inform the children that if they're ready to learn more about how to safely respond to a HARM situation, then it's time to begin!

2 CONNECTING 10 MINUTES

INSTRUCTION

Remind children that, while they cannot control the behaviour of others, they are always in control of themselves and retain the power to make positive choices—even in challenging situations.

ASK: *Have you ever found yourself in a difficult situation? What did you do? Do you think this was the best choice? Why or why not?*

Introduce Handling Bullying Situations

Display the Handling Bullying Situations slide (**Connecting Slide 3.7.2**). Explain that this slide lists several ways children can protect themselves from bullying situations. Print a copy of the slide and hang it in the room for future reference.



Handling Bullying Situations

- **CALM DOWN:** Taking a deep breath and letting it out slowly keeps things under control so you can make the best choice.
- **WALK AWAY:** Walking away toward the direction of friends or adults is one way to escape a bullying situation.
- **TELL AN ADULT:** It's important to tell a trusted adult when things happen that make you feel unsafe.



Community Connection

Instruct children to make copies and to distribute the graphic novel they created in the Visual Arts/English activity. Encourage them to distribute these copies throughout the community, by delivering them to local newspapers, local council, or political offices. Have children also consider translating the graphic novel to other languages that are predominant in the community.



Family Connection

Send home the Family Connection take-home worksheet called **Handle Bullying!** Have children discuss with a family member what they can do when they see a bullying incident outside school. Encourage children to work with their family to determine a course of action to use if they see someone using bullying behaviours.



Applying Across the Curriculum

VISUAL ARTS/ENGLISH Instruct children to use what they've learned about Handling Bullying Situations to create a graphic novel that shows ways to stop bullying. Encourage children to write accompanying text in the graphic novel that uses writing techniques, such as bullet points and short chunks of text, to make the information concise and easy to read. Provide children with art materials to illustrate their work.

MATHEMATICS Help children conduct a survey of their peers about bullying incidents. Work with them to tally the data and determine the best way to present the results. Together, create charts or graphs that show interesting data gleaned from their research, such as the number of bullying situations reported by children, where the bullying is most often taking place, and the impact of bullying situations on school climate.

- **GET SUPPORT:** Sticking together with other children or adults makes it easier to avoid bullying situations.
- **TALK TO THE PERSON:** This works best if you know the person and can talk to them or ask them to stop the difficult behaviour.

Demonstrate handling bullying situations positively

Explain to children that different situations call for different actions. Tell children they must determine the best response for each situation. Use a think aloud to help children understand each of the actions they can take.

SAY: *I know that the first thing I have to do before anything else is to calm down. Calming down will help me think straight and make good decisions.*

SAY: *One thing I can do is to not say anything to the person using bullying behaviours and just walk away. Sometimes that's hard to do, but I don't want to make things worse. When I walk away, I know that I need to walk toward a friend, a group of friends, or a trusted adult.*

SAY: *Another thing I can do is to tell an adult. This is especially true if the situation is getting worse instead of getting better. I need to find an adult I can trust so I can say that I don't feel safe and ask for their help.*

SAY: *Something else I can do is to stick with my friends or other adults. Walking into what might be a bullying situation is not something I should do alone.*

SAY: *Finally, if I know the person who is using bullying behaviours, I might decide to talk to them at a time when I am feeling safer. I can tell that person how what they're doing makes me feel, and I can ask them to stop doing it. I have to keep in mind, however, that just because I talk to the person doesn't mean they will stop.*

ASK: *What do you think you will do the next time you find yourself in a bullying situation?*

3

PRACTISING

15–20 MINUTES

ACTIVITY 2

Explain the Handling Bullying activity

Explain to children that they will break into small groups to practise using the strategies on the Handling Bullying Situations slide. Tell children they should use the slide to help them choose an appropriate action.

Children practise responding positively to bullying situations

Use a creative grouping strategy to place children into four groups. Give each group a different scenario from the ones listed on the Practising page in the Student Journal.

Allow a few minutes for each group to decide how they will respond to the situation. Ask them to role-play their scenario for the rest of the class. After each scenario has been presented, have group members tell why they chose the particular strategy and how they used the Handling Bullying Situations slide to help them decide which action to use. Ask the class to vote on whether they thought the best strategy was used. Keep track of which group got the most number of votes.

Reflecting

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

What?	What are the steps involved in Handling Bullying Situations?
So what?	How do you feel about taking these steps to handle bullying situations?
Now what?	How can using these actions help you deal with HARM situations in the future?

4 APPLYING 5 MINUTES

Explain to children that you will hang up a “Stop the Bullying” drop box somewhere inside the school. Tell children they can anonymously report any bullying incidents they see happening by putting a note into the drop box. Call on children to vote on a place in the school where the drop box can be hung. Be sure the box is placed in an area where it is easily accessible to all children. Check the box regularly for any reported incidents.

Have children complete the Applying page in the Student Journal.

ASSESSING

PRACTISING (INFORMAL FORMATIVE ASSESSMENT) Note how children demonstrate responding to their scenarios in the role plays. Children should exhibit an understanding of the use of Handling Bullying Situations strategies and be able to explain why different strategies work best in different situations.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review Student Journal responses to determine children’s understanding of the Handling Bullying Situations strategies. Note how well their drawings communicate their ideas.



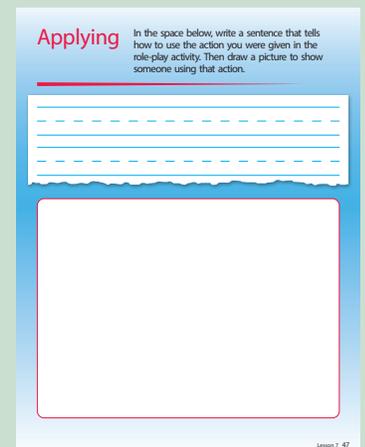
Reflecting Resource:

Student Journal p. 46



Applying Resource:

Student Journal p. 47



BUILDING SKILLS BEYOND THE LESSON

Teach It!

REINFORCEMENT

PRACTISING Have children practise “teaching” each other the strategies they learned in the lesson to prepare them for teaching the same information to younger children. Listeners should provide feedback to each speaker in turn.

Create a Poster!

APPLYING Have children create a poster to illustrate the steps involved in Handling Bullying Situations. Tell children their posters should show one or two examples of HARM situations for which each technique can be helpful. Display the poster in the classroom.

Make an Ad!

ENRICHMENT

PRACTISING Have children create a “commercial” that advertises using Handling Bullying Situations to help them navigate challenging situations. Tell children their commercial should include how the technique can help others remain in control and make good decisions.

Discuss!

APPLYING Have children consider how their actions in each of the situations posed in the Student Journal might affect the point of view of the person using bullying behaviour. Ask them to consider how a single action can cause a chain of events. Invite pairs of children to discuss what changes the person using bullying behaviour might undergo due to their actions and then to report their thinking to the group.