

# What Is Bullying?

*It is important to be able to distinguish between bullying behaviours and behaviours that result from healthy conflict. The ability to distinguish between these behaviours helps people respond appropriately to daily communications and build better relationships.*

## Planning

### SEL COMPETENCY

Relationship Skills

**SKILL** resolving conflicts

### MATERIALS

- ✓ Discovering Slide 3.6.1
- ✓ Connecting Slide 3.6.2
- ✓ Practising Slide 3.6.3
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

### CLASSROOM CONFIGURATION

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

### OBJECTIVES

Students will:

- ✓ identify bullying behaviours and feelings associated with bullying
- ✓ distinguish which situations are bullying and which are not.

## SKILLS PROGRESSION

← **LAST YEAR**, students learned to resolve conflicts by identifying bullying behaviours.

↓ **THIS YEAR**, students learn to distinguish between bullying behaviours and behaviours that result from healthy conflict.

→ **NEXT YEAR**, students will learn to respond to conflict appropriately by identifying bullying and non-bullying behaviours.

## 1 DISCOVERING

10 MINUTES

Lesson Link

ACTIVITY 1

Explain that today's lesson continues the exploration of communication skills that can help build positive relationships and respond appropriately to difficult situations. Tell students that today they are going to learn how to identify bullying behaviours and situations that are examples of healthy conflict. Ask students to think about a time when they felt they were being picked on and how they reacted at the time. Show

**Discovering Slide 3.6.1.** Ask them to think about what all four pictures have in common. Agree that in each picture someone is saying or doing something hurtful to someone else and suggest that the students are being bullied.

**ASK:** *How do you know when you are being bullied?*

Tell students that bullying consists of hurtful words and actions repeated over and over again. Explain that if the students in the pictures find themselves in this situation, they are dealing with bullying behaviour.

**ASK:** *How do you think the people being bullied in these pictures feel?*

Acknowledge that the people being bullied in each picture look like they have similar feelings about it. Point out that they look embarrassed, angry, and sad because all bullying is hurtful. However, there are many different ways to be bullied.

**ASK:** *What are different forms that bullying can take? Do all bullying behaviours look exactly the same?*

Agree that bullying can happen in several different ways. State that this lesson will help them identify bullying behaviour when they encounter it.



## 2 CONNECTING

10 MINUTES

INSTRUCTION

Explain students that bullying occurs when one person hurts another over and over again.

### Introduce the acronym HARM

Show the Bullying Means HARM slide (**Practising Slide 3.6.3**). Have students read the HARM model with you. As you call out each letter of the word HARM, cue them to read the text that follows with you. HARM will help students remember what bullying behaviour is.

**H**—Harmful

**A**—Actions or words

**R**—Repeated

**M**—More than once to hurt or control others.



Then, explain to students that not every situation in which someone's feelings get hurt involves bullying. Sometimes the person who hurts your feelings may misunderstand or disagree with something that has been said. Knowing the difference between bullying and non-bullying behaviours helps people respond appropriately to difficult situations, which we will explore in the next lesson. Then introduce the types of behaviours that are not bullying from the Bullying or Friendship? slide (**Connecting Slide 3.6.2**). Read each type of behaviour out loud.

**3.6.2 Community Activity** **Bullying or Friendship?**

Complete the blank spaces with your own examples of each type of behaviour.

Bullying	Normal Conflict	Misunderstanding
	Raised voices Silence	Asking lots of questions Disagreeing
Accidental Behaviour	Playful Teasing	Friendship
Bumping into someone Happy shouting	Laughing with someone	Friendly teasing

## Demonstrate how to identify bullying behaviours

Keep **Slide 3.6.2** displayed as you share scenarios that reflect each type of behaviour. Invite volunteers to share their ideas about each type of behaviour as you present each scenario. Following are examples of scenarios you can use to distinguish between bullying and non-bullying behaviours:

**SAY:** *I had a best friend in Year 4 who I always had lunch with. One day, I decided to sit next to my science partner instead so we could talk about our project. My friend was hurt because she thought I was mad at her.*

**ASK:** *Which type of behaviour is this?*

Agree with volunteers that this is an example of a misunderstanding. Then continue with another example.

**SAY:** *Another time when I was in Year 4, I hurriedly got up from my desk and bumped into another student. Because I was distracted and late for a club meeting, I didn't even realise what I had done and rushed out of the room. Later, that student confronted me and said that she was very upset.*

**ASK:** *What do you think I said to my classmate? How did I explain my behaviour?*

Share more examples with students highlighting normal conflict, misunderstanding, and friendship.

## Community Connection

Have students find out what their community members know about bullying behaviours by interviewing various friends, relatives, and neighbours. Collect the responses to present to the class later. Suggest students begin each interview by finding out what the word "bullying" means to the individual and then asking about their own experiences with it.

## Family Connection

Have students talk with their family members about how to identify bullying. Have them plan with their family members how to create an environment at home so, when they are feeling bullied, they can talk about it, find support, and get advice. Send home the Family Connection take-home worksheet entitled **Spotting Bullying Behaviour**.

## Applying Across the Curriculum

**DRAMA** Have students write a choose-your-own-adventure-style play that explores the subject of bullying—both its impacts and its consequences. The play should have a third-person narrator who gives facts about bullying and guides the audience in deciding what the main character will do at each turn of events. Encourage students to incorporate the different types of behaviours they have learned today into their scripts.

**SCIENCE** Have students research behaviour in primates. Ask them to see if they can find examples of "bullying" behaviour among these animals. Further, ask them if they can identify behaviours related to normal conflict, misunderstanding, accidental behaviour, and/or friendship. Invite volunteers to share their findings with the class.

## 3 PRACTISING 15–20 MINUTES

### ACTIVITY 2

## Explain the Bullying Survey activity

Explain that students will test their skills by playing Spot the Bullying Behaviour. In small groups, students will review each situation described on the Practising page of the Student Journal and determine whether they've spotted bullying behaviour.

## Students practise by completing the Bullying Survey

Use a creative grouping strategy to form small groups. Students will decide together whether each situation they review involves bullying or non-bullying behaviours. Each student will indicate the group's consensus in their journal before moving on to the next survey question. After all have finished the survey, discuss each situation as a class and ask volunteers to describe how their group differentiated bullying from non-bullying behaviours. Ask the class to think about how they viewed bullying behaviours before the activity and how they are understanding them now.



## Reflecting Resource:

Student Journal p. 44

**Reflecting** Reflect on what you've learned about identifying bullying behaviour and why the skill is important.

**What?** What are the ways to spot bullying behaviour? What does HARM stand for?

**So What?** Why do you think it's important to understand whether or not a situation is really bullying? How do you feel about the new information you have learned?

**Now What?** How do you think you can use what you've learned about spotting bullying behaviours to help you in your daily situations? How do you think you might use this information with family members?

44 Unit 3



## Applying Resource:

Student Journal p. 45

**Applying** Think about the different types of behaviours you learned that might seem like bullying but really are not. Answer the questions to help you think about which situations are bullying and which are not.

Think about the last time you accidentally bumped into another student at school. How did you feel? Did you think it was an accident? Do you think the other person was upset?

Have you ever been upset with a friend and stopped talking to them to show you were upset? How did it end up working out? Did you and your friend discuss the problem? Did you feel like you were using bullying behaviours?

What skills do you think will help you work through a conflict that might not be bullying?

Lesson 4 45

## Reflecting

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

<b>What?</b>	What are the ways to spot bullying behaviour? What does HARM stand for?
<b>So what?</b>	Why do you think it's important to understand whether or not a situation is really bullying? How do you feel about the new information you have learned?
<b>Now what?</b>	How do you think you can use what you've learned about spotting bullying behaviour to help you in your daily situations? How do you think you might use this information with family members?

## 4

## APPLYING 5 MINUTES

Have students complete the Applying page in the Student Journal. Then ask them to create in the next twenty-four hours a "Peace Place" at home where they can go when they are upset or stressed. Tell students to make sure to "own" the space and make it a place they will really use. Finally, introduce the "Stop the Bullying" box by showing students its location and explaining that, like the Questions Box, it is a place where students can anonymously leave information about bullying they've witnessed.

## ASSESSING

**PRACTISING (INFORMAL FORMATIVE ASSESSMENT)** Use the survey on bullying behaviours to determine how well students can recognise behaviours that are and are not bullying. Do students have a clear idea of when bullying behaviours become a problem?

**APPLYING (FORMAL FORMATIVE ASSESSMENT)** Use the Applying page of the Student Journal to assess how well students can apply the skills they've learned to work through a conflict.

## BUILDING SKILLS BEYOND THE LESSON

### Take a Survey!

#### REINFORCEMENT

**PRACTISING** Reinforce what students have learned about identifying bullying and non-bullying behaviours by writing additional survey items. Ensure that students are sensitive to others by not using names of other students or family members. Invite students to share their work with students in a lower grade.

### Make a Diorama!

**APPLYING** Reinforce what students understand about peacefulness. Ask them to think about places in nature that they think are peaceful. Examples could be their own backyards, a park, a forest, a beach, etc. Then have students create a diorama of that setting. Encourage students to place the diorama or objects from the diorama into their "Peace Place" at home.

#### ENRICHMENT

### Create a Brochure!

**PRACTISING** Have pairs create a trifold brochure for younger students explaining the dangers of bullying, how to identify it, and how to safely respond. Encourage students to use simple words and colourful artwork to make the brochure appealing to younger children. If possible, have students hand the brochures out at school.

### Create a Skit!

**PRACTISING** Have small groups of students develop a skit that shows younger children how one student successfully responds to a bullying behaviour. Encourage students to keep the skit simple and direct so that it will hold children's attention and so that the message of how to confidently speak to a bully is clear. If possible, have students perform the skits for younger students. They might use their masks from the previous lesson.