

Responding Effectively to Bullying Behaviours

Learning to respond to bullying behaviour is an important part of social development. By learning to respond effectively to situations involving bullying and intimidation, a person will learn to communicate appropriately, stay safe, and avoid harm.

SEL COMPETENCY

Relationship Skills

SKILLS communication, resolving conflicts, seeking help

MATERIALS

- ✓ Connecting Slide 3.7.2
- ✓ Practising Slide 3.6.3
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

CLASSROOM CONFIGURATION

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

OBJECTIVES

Students will:

- ✓ identify bullying behaviours and feelings associated with bullying
- ✓ demonstrate five effective actions for dealing with bullying behaviours.

SKILLS PROGRESSION



LAST YEAR, students learned to deal effectively with bullying and intimidation.



THIS YEAR, students learn to resolve conflict effectively and build healthy relationships.

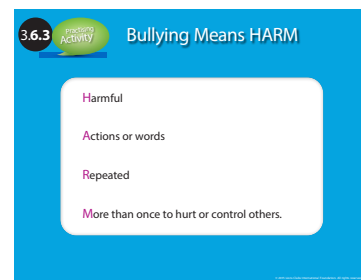


NEXT YEAR, students will learn to build relationships by empathising with others and respecting diversity.

1 DISCOVERING 10 MINUTES Lesson Link

ACTIVITY 1

Explain that today's lesson builds on the exploration of bullying behaviour and focuses on how to face conflict by responding effectively to intimidation and bullying. Ask students to think about a time when they felt intimidated by someone else. Acknowledge that first it's important to decide whether the behaviour is bullying. Remind students that they learned how to spot bullying behaviour in the previous lesson. Ask them to think about what they learned. Invite them to review their Student Journal from Lesson 6 to help them remember.



Instead of a Discovering slide, show the Bullying Means HARM slide (**Practising Slide 3.6.3**) used in the previous lesson to review the definition of bullying.

H—Harmful

A—Actions or words

R—Repeated

M—More than once to hurt or control others.

ASK: *How can the word HARM help me remember how to spot bullying?*

Acknowledge that HARM helps us to remember the definition of bullying.

ASK: *Think of a bullying situation that you have seen or been part of in the past. How did the person being bullied respond? In what way was the response constructive? In what ways did it cause more problems?*

Explain that this lesson will introduce a skill that will help students respond constructively to bullying behaviours.

2 CONNECTING 10 MINUTES

INSTRUCTION

Remind students that not every bullying situation is the same. Ask volunteers to recall the different types of bullying behaviours that they learned about in Lesson 6 including: physical bullying, verbal bullying, non-verbal bullying, cyberbullying.

Community Connection

Have students work together in small groups to create a presentation that teaches the five responses to bullying. Have students give their presentation at the school's assembly or open day. Encourage students to make the presentation engaging for students and adults. Ask students to be prepared to take questions from the audience after the presentation.

Family Connection

Have students share what they've learned about bullying with a family member. Students should begin by explaining the five responses to bullying that they've learned. Students can then practise the five responses with their family member. Send home the Family Connection take-home worksheet entitled **Learning How to Respond to Bullying**.

Applying Across the Curriculum

MATHEMATICS Have students multiply how many times someone might be bullied in a day times the number of days in a week times the number of weeks in a year. Then have students calculate the number of times a negative verbal comment or event might be repeated by those present and then by those who heard about it but were not present. Include how many times the person who was bullied might repeat the comment or event over and over in their minds. Figures do not need to be exact, but students should reach the conclusion that the effects of bullying can be lasting.

HEALTH AND PHYSICAL EDUCATION Have students research and write a report about the physical effects of bullying on young adolescents. The report should include information not only about physical harm done by physical bullying but also the physical symptoms that may occur as a result of the stress caused by any type of bullying. For example, some people experience headaches or stomach aches when they feel threatened or afraid. Include data on how this physical stress can cause an increase in absences from school, thus impacting their education. Invite volunteers to share their report with the class.

Introduce how to respond to bullying behaviours

Display the Ways to Respond to Bullying Behaviours slide (**Connecting Slide 3.7.2**). Have students read the responses to themselves while you read them aloud. Explain that these are different ways to respond to situations in which a person feels threatened in some way. Each person needs to decide which is the best response for their individual situation.

- Keep calm and breathe deeply.
- Ignore the bullying behaviour. Walk away.
- Get help from an adult.
- Travel with friends.
- Send a What, Why, and How Message only if the situation is safe and you know the person well. (If necessary, review What, Why, and How Messages from Lesson 3 of this Unit.)



Demonstrate responding to bullying behaviours

Demonstrate ways to respond to bullying situations by sharing experiences from your past when you were confronted with certain bullying situations. Then explain the response was appropriate or not. Following are examples:

SAY: *When I was in Year 4, there was a girl in my class who pushed me into the lockers and tripped me when the teacher wasn't looking. To respond, I asked my friends to help after school. They pushed her down and ran away.*

SAY: *I know this was not an appropriate response. I should have gone to the teacher for help instead.*

Invite volunteers to respond, then share another example.

SAY: *In my after-school photography class, my best friend kept telling me my pictures were ugly. At first I ignored her, but after a while what she said really hurt my feelings, so I told the teacher.*

SAY: *If I had known about What, Why, and How Messages back then, I would have used those first. I'm sure she would have understood my feelings and stopped insulting my work.*

Continue giving examples until students have a good grasp of the five methods of responding appropriately to situations in which they feel threatened.

PRACTISING 15–20 MINUTES

ACTIVITY 2

Explain the How to Respond to Bullying Behaviours activity

Explain that students will work in small groups to practise responding to bullying by deciding how to respond to each of the situations from the Lesson 6 Practising Page in the Student Journal.

Students practise how to respond to bullying

Divide students into small groups using a creative grouping strategy. Have each group decide on a Leader, Reporter, and Recorder, with all others being Group Members. Ask students to turn to the Lesson 6 Practising page in the Student Journal. Have students work together in their groups to consider each situation carefully, thinking about how they would feel if they were in that particular situation. Tell them to decide on their responses by thinking about what they

would feel most comfortable doing. Recorders should write their group's responses on a separate sheet of paper. Ask volunteers to share their thoughts about the different ways that they heard their classmates responding to the same situation and the implications of this.

Reflecting

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

What?	What are some effective ways to respond to a situation where you are feeling threatened or afraid? When is the only time that a What, Why, and How Message is appropriate?
So what?	Why do you think it's important to learn how to respond to bullying? What have you learned today that might have been helpful to you in the past?
Now what?	In what other kinds of situations might the five responses be helpful?

4 APPLYING 5 MINUTES

Have students complete the Applying page in the Student Journal. Tell them they can use the ideas from their journal to help create a Bullying Prevention Campaign for the classroom. Remind them to share the What, Why and How Messages from Lesson 3 as an appropriate response only when communicating in a safe situation with someone they know well.

ASSESSING

PRACTISING (INFORMAL FORMATIVE ASSESSMENT) Take some time during the activity to see how well the students comprehend the different ways to respond to bullying situations. Use students' responses to the Reflecting questions to evaluate how well they are able to use each of the bullying responses.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review the Applying page in the Student Journals to determine how well students understand how to use What, Why, and How Messages to respond appropriately to bullies.

Reflecting Resource: Student Journal p. 46

Applying Resource: Student Journal p. 47

BUILDING SKILLS BEYOND THE LESSON

REINFORCEMENT

Perform!

PRACTISING Have students work together in small groups to write and perform a skit based on one of the situations presented in the Student Journal. The group should come to a consensus on the best response and include it in their skit.

Sketch It!

PRACTISING Have each student choose a situation and response from the Practising Journal page. Have them sketch a simple cartoon illustrating the response's expected outcome. Then have students share their cartoon with the class.

ENRICHMENT

Make a Commercial!

PRACTISING Have small groups work together to develop a commercial advertising their bullying prevention campaign. If possible, have students record their commercials and share them with the rest of the class.

Research!

PRACTISING Have students research existing bullying prevention campaigns and take notes on what they think works, what doesn't work, and why. Then have them use these notes to improve their own campaigns.