

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 whole class 2 whole class
- 3 individuals 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 distinguish between bullying behaviours and behaviours that result from healthy conflict.

THIS YEAR, learn to respond to conflict appropriately by identifying bullying and non-bullying behaviours.

NEXT YEAR, students will identify why conflict is inevitable in friendships and will use the steps in the SOLVED process to find solutions to common conflicts that friends sometimes have.

Recognising Bullying Behaviors

Conflict in relationships is inevitable, so it's important to understand which behaviours in a conflict constitute bullying and which behaviours constitute a healthy relationship. Understanding the difference is a critical part of building strong, healthy relationships.

1 DISCOVERING 10 MINUTES Lesson Link

ACTIVITY 1

Explain to the class that, just as they learned about healthy friendships, students will also begin learning how to identify unhealthy behaviours in others, specifically bullying behaviours. Tell students that in today's lesson they are going to learn how to identify and respond to bullying. Ask them to think about a time when they or someone they know was bullied. Show **Discovering Slide 3.6.1**. Explain that there are different types of bullying and that each of the pictures shows one of the types listed on the right (physical, verbal, non-verbal, and cyberbullying). Have students review the definitions for each of these types provided on the slide, then ask students to indicate the type of bullying shown in each picture by putting up their hand when the correct type is called. Give an example of a match.



SAY: *Picture 4 shows someone being pushed. He could get hurt physically. This picture must show physical bullying.*

Continue in this fashion until students have successfully matched each picture with the correct bullying type.

ASK: *What are some ways you or someone you know has responded to a bullying situation? Do you think those responses were effective, or do you think there are better responses to those kinds of situations?*

Agree that getting angry or upset is not the best way to respond to bullying.

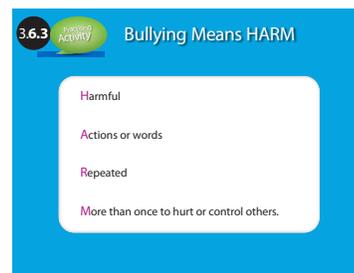
2 CONNECTING 10 MINUTES

INSTRUCTION

Remind students that there are different types of bullying and that bullying occurs when one person hurts another over and over again.

Introduce 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 is.

H—Harmful**A**—Actions or words**R**—Repeated**M**—More than once to hurt or control others.

Remind students that using HARM is a good way to identify bullying behaviours in others. But knowing the difference between bullying and non-bullying behaviour is important, too, and helps people respond appropriately to difficult situations, which we will explore more in the next lesson.

Demonstrate how to distinguish bullying and non-bullying behaviours

Show the Bullying or Friendship? slide (Connecting Slide 3.6.2) and invite volunteers to read it to the class. Explain why the examples belong in the columns where they are listed. To begin, use the following example:

SAY: *I had a friend in Year 5 who was really good at maths. When she told me she had entered the state maths competition, I called her a nerd and gave her a big hug. She laughed because she knew that I was really proud of her.*

ASK: *I called my friend a name. Was that a bullying behaviour?*

Invite volunteers to respond and describe what they think your actions were. Share another example with students.

SAY: *The other day someone bumped into me while I was walking into school. I dropped the books and box of pens I was carrying. I was upset, but the person knocked the things out of my hand by accident.*

ASK: *Was the person who bumped into me using bullying behaviour?*

After a volunteer notes that the person was not bullying you, have volunteers help you fill in the rest of the chart.

ASK: *What behaviours make a bullying situation and not a typical conflict?*

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

Community Connection

Have students explore the importance of relationship building in sports by interviewing a sports figure or a coach from a local or school sports team about the importance of respectful relationships. Students ask the interviewee how they make sure to treat team members with respect. Students will also find out the ways their interviewee treats team members respectfully and explore why it is so important to do so. Invite volunteers to share their interviews with the class.

Family Connection

Have students ask their family members to talk with them about bullying experiences, either involving the family members themselves or someone they know either at work or at school. Students will explore the impact of these experiences on their family as a whole and then lead the family in creating a plan to deal with bullying in the future. Send home the Family Connection take-home worksheet entitled **When It's Bullying and When It's Not**.

Applying Across the Curriculum

ENGLISH Have students write an essay that explains how put-downs can actually point out positive qualities. For example, a teacher's pet can actually be someone who likes to be helpful, while a *brainiac* is someone who might be inquisitive, curious, and intelligent. Have students think of other terms that are meant to be negative but can actually be positive.

HEALTH AND PHYSICAL

EDUCATION Have small groups of students research and perform a team-building activity. One example is "Silent Line" in which students are given criteria (such as birthdays, height, or alphabetical order), and they must order themselves in line without saying a word. Encourage students to think about how activities like these can help people handle conflicts in everyday situations.

3 PRACTISING 15-20 MINUTES

ACTIVITY 2

Explain the Bullying Survey activity

Explain that students will use what they've learned to decide whether or not several situations are actually bullying, and then they will use this information to determine an appropriate response. Explain that in the next lesson they will work more with responding to bullying behaviour but that, for now, it's good to begin thinking about it.

Students practise by completing the Bullying Survey

Ask students to read the situations on the Practising page in the Student Journal and decide if the situations include bullying or non-bullying behaviours. Then ask them to brainstorm an appropriate, effective response to each situation. When the activity winds down, ask the class to think about how filling out the survey might have changed their minds in some way about behaviours they see regularly.

Reflecting Resource:
Student Journal p. 45

Reflecting Reflect on what you've learned in this lesson about responding to bullying behaviours.

What? What are some non-bullying behaviours?

So What? Why do you think it is important to understand whether or not you are being bullied before responding to a situation?

Now What? How do you think understanding and responding better to the bullying behaviours you encounter might possibly help you in real life?

Lesson 4 45

Applying Resource:
Student Journal p. 46

Applying Use the questions on this page to help you organize the findings you gathered from observing interactions between others in your school and community.

What was one instance when you saw two people using non-bullying behaviour? What was the behaviour? How did you know it was not bullying?

What was one time when you were concerned that the behaviour you saw was bullying? How did you react? How did it make you feel to witness it?

Was there any instance when you engaged in non-bullying behaviours? Were you aware of it at the time?

46 Unit 3

Reflecting

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

What?	What are some non-bullying behaviours?
So what?	Why do you think it is important to understand whether or not you are being bullied before responding to a situation?
Now what?	How do you think understanding and better responding to the conflicts you encounter might possibly help you in real life?

4 APPLYING 5 MINUTES

Have students complete the Applying page in the Student Journal about the different types of bullying and non-bullying behaviours. Have students take a few days to consider the behaviours they witness at school, on social media, and in the community. Encourage students to take notes on interactions they see between others. Tell students that being able to identify different types of behaviours will ultimately help them build healthy social skills. Stress that if they witness any bullying behaviours to contact an adult.

ASSESSING

PRACTISING (INFORMAL FORMATIVE ASSESSMENT) Pay attention to whether the students' written responses on the Bullying survey indicate a good understanding of how to identify bullying behaviours versus behaviours that reflect typical conflict.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Read the Applying responses in the Student Journals to assess how well students apply what they've learned about bullying behaviours and how to effectively respond to them.

BUILDING SKILLS BEYOND THE LESSON

Make a Poster!

REINFORCEMENT

PRACTISING Have students create a poster to display above the "Stop the Bullying" box that explains what bullying is and how to identify it. The poster should be eye-catching and provide a quick reference guide for students who may have witnessed a bullying incident but feel unsure about whether or not to report it.

Make a List!

APPLYING Ask students to work together to create a "Peace Place" in the classroom. Have students meet to list ideas and to create a plan. Before making their lists, have students think about the five senses and what kinds of sights, smells, sounds, physical feelings, and tastes bring them a sense of peace. Encourage students to safely incorporate as many of those objects as is reasonable in their classroom space.

Help Others!

ENRICHMENT

PRACTISING Have students work in small groups to develop a plan for a bullying hotline. The plan should include a mission statement explaining the purpose of the hotline and a guide for those answering calls, as well as a poster advertising the hotline.

Present It!

APPLYING Have small groups create a presentation for teachers explaining the purpose of a "Stop the Bullying" box and convincing them to have one in their classrooms. Group Members should begin by outlining a strategy together. Then half of the group can work on the presentation while the other half prepares printed materials.