

When Is It Bullying?

Using the HARM acronym to recognise bullying behaviours helps students resolve conflicts and seek help when needed.

Planning

SEL COMPETENCY

Relationship Skills

SKILLS communication, resolving conflicts, seeking help

MATERIALS

- ✓ Discovering Slide 3.8.1
- ✓ Connecting Slide 3.7.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

CLASSROOM CONFIGURATION

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

OBJECTIVES

Students will:

- ✓ understand the definition of bullying using the acronym HARM and determine when a situation is bullying and when it is not
- ✓ discuss examples of different types of bullying behaviours and identify reasons why bullying occurs.

SKILLS PROGRESSION

← **LAST YEAR**, students demonstrated empathy and respect in preventing and responding to bullying.

↓ **THIS YEAR**, students use HARM to recognise bullying behaviours used in a variety of situations.

→ **NEXT YEAR**, students will learn how to address bullying behaviours, including cyberbullying.

1 DISCOVERING

10 MINUTES

Lesson Link

ACTIVITY 1

Tell students they will be learning how to identify bullying behaviours. Write the word *bullying* on the board. Show **Discovering Slide 3.8.1**. Invite student volunteers to read the situations aloud and then ask small groups to decide which kinds of behaviours are used in each situation. Encourage them to discuss why they think the behaviours are bullying or not. Invite volunteers to share their responses with the whole class.

3.8.1 DISCOVERING ACTIVITY When Is It Bullying?

Situation 1: Friends jokingly tease a member of their group.
Situation 2: One student trips on an untied shoelace and knocks over another student. He apologises. She is unhurt but upset.
Situation 3: Two people raise their voices in disagreement about how to handle a situation.
Situation 4: Two friends have a disagreement. One person posts a rumour about the other person on social media. Other people join in spreading the rumour.
Situation 5: One student doesn't feel well. When other students try to sit with him at lunch, he leaves. The other students feel insulted and hurt.

Use the codes to identify the type of behaviour.

B = bullying behaviour **A** = accidental behaviour **PC** = peer conflict
T = teasing among friends **M** = misunderstanding

ASK: *What do you think makes bullying behaviours different from other negative behaviours? Why do you think people engage in bullying behaviours?*

Agree that bullying behaviours are behaviours in which someone repeatedly and deliberately tries to hurt or control other people. Point out that Situation 4 is the only situation in which one person deliberately tries to hurt another over and over again.

2 CONNECTING

10 MINUTES

INSTRUCTION

Remind students that bullying behaviours are used to intentionally hurt or control others. Ask them to think about times when they've witnessed or experienced someone using behaviours that were deliberately hurtful or controlling.

ASK: *What do bullying behaviours look like? How can you recognise bullying behaviours?*

Introduce the HARM of bullying

Explain to students that types of bullying behaviours include physical, emotional, social, sexual, and cyber. Provide brief examples of each type. For example, pushing is an example of a physical bullying behaviour and name calling can be an example of an emotional bullying behaviour. Point out that recognising a behaviour as a bullying behaviour means understanding the intent and the frequency of the behaviour. Show the HARM slide (**Connecting Slide 3.7.2**). Remind students that the acronym HARM defines bullying behaviours.

3.7.2 CONNECTING ACTIVITY HARM

Bullying behaviours are...

- H**armful
- A**ction or words
- R**epeated
- M**ore than once to hurt or control others.

Bullying behaviours are...

H—Harmful

A—Actions or words

R—Repeated

M—More than once to hurt or control others.

Explain that all of the criteria must apply for a bullying situation to exist.

Community Connection

One way to prevent bullying in the community is to increase awareness of it. Although there are bullying awareness days and events students can increase awareness year-round. Have students create a public awareness event at school using skits, guest speakers, and bulletin board displays. Have students promote the event by writing letters to the editor of the community's local newspaper and distributing flyers.

Family Connection

Have students work with a family member to use HARM to determine when the conflict between two team leaders who are trying to organise a game escalates into bullying. The student will discuss the situation and use HARM to determine when the conflict turned into bullying behaviour. Send home the Family Connection take-home worksheet called **From Conflict to Bullying**.

Applying Across the Curriculum

ICT CAPABILITY Have students use the library or the Internet to research famous people who were bullied when they were younger. Then have them write a brief report about that person's experiences and what he or she did to overcome them.

ENGLISH Have students read one of the many young adult fictional books about bullying. Consider choosing several books and allocating groups of students to read them. Have individual students or groups write reports on their book and the type of bullying behaviours it features. As the students read the books, remind them to use HARM to identify the bullying behaviours.

Demonstrate using HARM to recognise bullying behaviours

Tell a hypothetical story such as the following to model using HARM to recognise bullying behaviours.

SAY: *When I was around your age, I noticed a group of students in the playground who were always mean to others. I knew I didn't want to hang out with them, but I didn't know exactly why. Now I know that I could have used HARM to decide whether or not the group was engaging in bullying behaviours.*

EMPHASISE that all bullying behaviours cause harm and are never acceptable.

Referring to **Connecting Slide 3.7.2**, give an explanation of how each letter in HARM applies to your story. Write the letter H on the board.

SAY: *The group didn't allow other students to sit with them at lunch, even if there were spare seats. They would publicly put students down if they tried to sit with them. This was harmful because it made students outside the group fear the put-downs or feel badly about themselves if they were the recipient of one.*

Write the letter A on the board.

SAY: *One time, a student who was not part of the group tried to sit with them at lunch. They used their actions and words to isolate the student. They stood up and moved to another table while saying mean things to the student who was left sitting alone.*

Write the letter R on the board.

SAY: *For the rest of that day, the members of the group repeatedly taunted the student, calling him names so others could hear.*

Write the letter M on the board.

SAY: *This continued to happen. The student began to show up in the playground with other students and avoid the table where these students were sitting. The group of students also went to the school counsellor who initiated and enforced a set of respectful rules for behaviour in the playground.*

After modeling, ask the following question to check for understanding:

ASK: *What bullying behaviours were used by the group in my story? What behaviours did the student use to protect and stand up for himself/herself? What other options might the student have considered?*

3 PRACTISING 15-20 MINUTES

ACTIVITY 2

Explain the HARM activity

Explain that students will have the opportunity to work in groups using HARM to identify bullying behaviours. Each group will be given a situation and will have a chance to use HARM to determine whether bullying has occurred.

Students practise recognising bullying behaviours

Have students organise themselves into the same groups from the Discovering activity. Ask students to read the situations on the Practising page in their Student Journal and then use HARM to decide which situations use bullying behaviours. After identifying the situations that use bullying behaviours, have students identify the types of behaviours used in the other situations using the codes listed on **Discovering Slide 3.8.1**.

As students practise, monitor their application of HARM and provide positive and constructive feedback. Have a volunteer from each group share an example of a situation and analysis of the HARM behaviours for the class. After each volunteer shares, invite the group to discuss how they would feel if that situation happened to them or to someone they knew.

Reflecting

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

What?	What is HARM?
So what?	What do you think is the difference between bullying behaviours and other negative behaviours? How can you use HARM to identify bullying behaviours?
Now what?	Which part of HARM is the most challenging for you to understand? How can you use HARM to show others the difference between bullying and other negative behaviours?

4 APPLYING 5 MINUTES

Invite students to use HARM to decide whether behaviours they observe at school over the next week are bullying behaviours or not. Have students complete the Applying page in their Student Journals. Invite volunteers to share their observations with the class.

ASSESSING

PRACTISING (INFORMAL FORMATIVE ASSESSMENT) Monitor students as they discuss situations in their small groups and determine how well they apply HARM to those situations.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review Applying in the Student Journals to assess how well students can apply HARM beyond the classroom.

Reflecting Resource: Student Journal p. 45

Applying Resource: Student Journal p. 46

BUILDING SKILLS BEYOND THE LESSON

REINFORCEMENT

Develop And Share It!

PRACTISING Have pairs develop their own situations and share them with another pair who will use HARM to determine whether the situation is an example of bullying behaviour. Also ask students to identify the type of bullying behaviour used using the codes from Discovering Slide 3.8.1.

Act It Out!

APPLYING Ask pairs to perform brief role-plays in which the pair witnesses negative behaviours used by another student. Have the pair use HARM to determine if the behaviours are bullying behaviours or some other kind of negative behaviours. Invite volunteers to share their role-plays with the whole class.

ENRICHMENT

Chart It!

CONNECTING Have students create a four-column chart with the four different types of bullying on it. Students then will complete the chart with examples for each column. Encourage students to display this chart as a reference for others to more quickly recognise bullying behaviours.

Research It!

APPLYING Have students use the library or Internet to research articles about bullying. Have students summarise their article in a paragraph or two. Encourage students to explore HARM in their article and to discuss how recognising bullying behaviours is a useful way to ultimately avoid such behaviours.