

No More Bullying!

Bullying occurs in many different forms, including physical, emotional, social, sexual, and cyber. Learning the different types of bullying and effective ways to handle bullying behaviours prepares young people to better handle bullying situations.

Planning

SEL COMPETENCY

Relationship Skills

SKILLS communication, resolving conflicts, seeking help

MATERIALS

- ✓ Discovering Slide 3.8.1
- ✓ Connecting Slide 3.8.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

CLASSROOM CONFIGURATION

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

OBJECTIVES

Students will:

- ✓ define cyberbullying and the forms it takes
- ✓ learn and practise strategies for addressing bullying behaviours, including cyberbullying by role-playing.

SKILLS PROGRESSION

← **LAST YEAR**, students used HARM to recognise bullying behaviours used in a variety of situations.

↓ **THIS YEAR**, students learn how to address bullying behaviours, including cyberbullying by doing the No More Bullying activity.

→ **NEXT YEAR**, students will use STOP to respond to bullying behaviours that they witness.

1 DISCOVERING 10 MINUTES



ACTIVITY 1

Explain that this lesson will explore strategies for dealing with bullying behaviours. Show **Discovering Slide 3.8.1**. Read the questions aloud and ask volunteers to share their thoughts. Point out that words and actions, as well as nonverbal messages of body language and facial expressions, give us cues to how people are feeling.

ASK: *What verbal and nonverbal messages could reveal that a person is feeling happy? What verbal and nonverbal messages could reveal that a person is feeling sad?*

Have pairs take turns using nonverbal messages to show the feelings on the slide.

ASK: *Why is it important to understand how others are feeling?*

Acknowledge that understanding how others feel helps people think twice before saying or doing something that will harm someone else. Having this understanding for others—the ability to put ourselves in someone else’s shoes and sense how they might be feeling.

3.8.1 DISCOVERING ACTIVITY		Types of Bullying	
Physical	• Pushing	• Shoving	• Confronting
	• Calling names	• Teasing	• Teasing that hurts
Emotional	• Making a case against someone	• Spreading rumours, gossiping	• Ignoring
Social	• Unwanted physical contact	• Lewd comments	
Sexual	• Cyberstalking	• Online fights through email, IM, or chat	• Outing (sharing secrets about someone online)
Cyber	• Impersonation	• Harassment	

2 CONNECTING 10 MINUTES

INSTRUCTION

Ask students to recall HARM as a way of recognising bullying behaviours. Remind them what the letters H-A-R-M stand for:

Harmful **A**ctions or words **R**epeated **M**ore than once to hurt or control others.

ASK: *What do you think you can do to help prevent bullying behaviours?*

Introduce constructive ways to deal with bullying behaviours

Explain to students that there are constructive ways to deal with bullying behaviour. Display the What to Do About Bullying slide (**Connecting Slide 3.8.2**). Have students take notes while you present the information from the slide.

Explain to students that bullying behaviours can occur at any time with people we don’t know as well as people that we know well. Even friends can exhibit bullying behaviours. The key is to know which strategies to use in what situations.

3.8.2 CONNECTING ACTIVITY

What to Do About Bullying

1. Calm down and breathe deeply.
2. Walk away.
3. Talk to a person you know using a What, When, Why and How Message.
4. Talk about the situation with adults or good friends.
5. Travel with friends.
6. Create a distraction.
7. Ask questions.
8. Use appropriate humour.
9. Apologise if you are in the wrong.
10. Tell a family member if you experience cyberbullying.

Community Connection

Invite students to meet with a law enforcement official who has had experience with cyberbullying. Have them prepare a short set of interview questions about the causes of cyberbullying, consequences of it, and what they feel is the best way to deal with it. Then have students write a short report on their findings. Invite volunteers to share their reports with the class.

Family Connection

Have students discuss with a trusted family member the strategies for dealing with bullying behaviours. Have students and the family member think of a bullying situation, either from prior experience or a hypothetical situation. Then have students explain how they would use each strategy to resolve the situation. Send home the Family Connection take-home worksheet called **Know Your Strategies**.

Applying Across the Curriculum

MATHEMATICS Turn the situations on the Practising page in the Student Journal into a survey that students can answer anonymously. Set up a collection box for the completed surveys. Then have students work in groups to analyse the data they have collected. Have students present the data to the class in the form of a table or graph.

CIVICS AND CITIZENSHIP Invite a guidance counsellor to the class to talk about cyberbullying and to explain why schools and the community are so concerned about it. Have students use what they have learned in the lesson to prepare relevant questions in advance. Have students ask their questions as part of a Q & A after the speaker is finished.

Also keep in mind that bullying prevention strategies are not designed to change other people. They are meant to provide ways to keep us safe and speak up for ourselves when communication is appropriate.

Model using constructive ways to deal with bullying behaviours

Use a think aloud to model how you would use the strategies to deal with bullying behaviours with someone you don't know. Then do the same thing with a bullying situation with someone you do know.

SAY: *I understand that I can use certain strategies to deal with bullying behaviours in situations where I know the person or where I don't know the person. In either case, the first thing I would do is calm myself and breathe deeply to feel grounded. In this first situation, a person I don't know has been calling me names, so I would want to get away from that person and would simply walk away. Many times, people who use bullying behaviours want to get people upset and worked up.*

Demonstrate walking away with self-assuredness.

SAY: *If the person who is using bullying behaviours keeps bothering me, I would talk over the situation with my friends and start walking with at least one of them when I know I'm going to encounter the person who is bullying me. I would go to a family member, teacher, or trusted adult and say, "This person keeps calling me terrible names and won't stop. I feel so upset about this. What do you think I should do?"*

Invite four student volunteers to join you as your friends. Play the part of the trusted adult.

SAY: *If this doesn't work, I would do my best to create a distraction for the person bothering me. This might get the bullying behaviours to stop. And if appropriate, I could poke a little fun at myself, and only myself, to break the tension and let the person know they are not getting to me.*

Act out the distraction. Poke a little fun at yourself, such as, "Good thing I don't need a new name."

SAY: *There might be a chance that I have done something to upset this person, and if so, I will apologise and hope they will forgive me. But if this situation continues and nothing else works, alert an authority figure, such as the principal, teacher, trusted adult, or family member. If this same situation involved someone you knew who would be receptive to listening to you, you might try a What, When, Why, and How Message.*

Check for understanding by asking the class the following question.

ASK: *How would you use these strategies to prevent bullying? How do you think these strategies will be most beneficial in dealing with bullying behaviours?*

3 PRACTISING 15–20 MINUTES

ACTIVITY 2

Explain the No More Bullying activity

Explain that small groups will choose a scenario from the Practising page in their Student Journal and will use the What to Do About Bullying strategies to develop a response to the bullying behaviours described in the scenario.

Students practise the self-reflection activity

Use a creative grouping strategy to organise students into small groups. Ask students to open their Student Journal and to select one of the scenarios on the Practising page. Then have them use one or more of the strategies to develop a response to the situation. Invite groups to share their responses with the whole class.

Reflecting

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

What?	What are one or two strategies for dealing with bullying situations that are dangerous? What are one or two strategies for communicating with someone you know who is using bullying behaviours?
So what?	How did you feel when you tried these strategies? How do you think your friends and family will feel if you use these strategies?
Now what?	What are some ways you can use the What to Do About Bullying strategies to help someone who is being bullied? How do you think you can help strengthen your relationships by using these strategies?

4 APPLYING 5 MINUTES

Have students complete the Applying page in their Student Journals. Have them pay attention to their own behaviours when dealing with bullying behaviours in others during the next week. Invite volunteers to share their thoughts.

ASSESSING

PRACTISING (INFORMAL FORMATIVE ASSESSMENT) Monitor students as they develop responses to determine how well they make use of the strategies to deal with bullying behaviours.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review Applying in Student Journals to assess how well students apply the strategies for dealing with bullying behaviours outside the classroom.

BUILDING SKILLS BEYOND THE LESSON

REINFORCEMENT

Picture It!

PRACTISING Invite students to find pictures of different bullying situations in magazines and newspapers. (Physical bullying and emotional bullying might be easiest to find.) Have students write captions for the photos describing one or two strategies that would work best for dealing with that situation.

Practise It!

PRACTISING Have pairs practise using the strategies for a hypothetical bullying situation they come up with together. Be sure that the students are not modelling bullying behaviours. Encourage students to act out the strategies that would be best for dealing with the situation, as well as alternative strategies.

ENRICHMENT

Make an Ad!

PRACTISING Have small groups brainstorm and create an advertisement for one of the What to Do About Bullying strategies. The ads should include the strategy, a one line "tagline" about why it should be used, and a simple illustration. Share examples of advertisements from magazines. Invite students to "pitch" their ads to the class.

Research It!

APPLYING Have students use the library or Internet to research how common bullying is among students in their age group. Invite students to present their research to the class.

Reflecting Resource: Student Journal p. 45

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

WHAT? What are one or two strategies for dealing with bullying situations that are dangerous? What are one or two strategies for communicating with someone you know who is using bullying behaviours?

How did you feel when you tried these strategies? How do you think your friends and family will feel if you use these strategies?

SO WHAT?

NOW WHAT? What are some ways you can use the What to Do About Bullying strategies to help someone who is being bullied? How do you think you can help strengthen your relationships by using these strategies?

Lesson 8 45

Applying Resource: Student Journal p. 46

Applying Which What to Do About Bullying strategies would you use?

Which strategies would you use to deal with a classmate you know well who bullies you in an afterschool sport or activity? How do you think using these strategies would help?

Which strategies would you use to deal with an older student you don't know who bullies you in the park near your home? How do you think using these strategies would help?

Which strategies would you use to deal with cyberbullying? How do you think using these strategies would help?

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