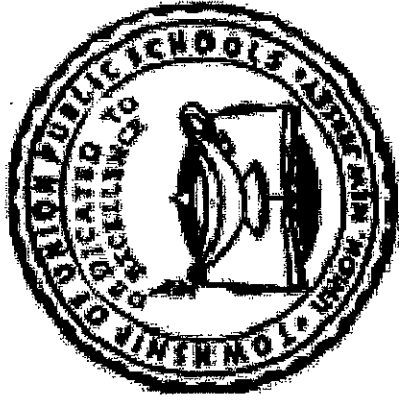


Township of Union Public Schools

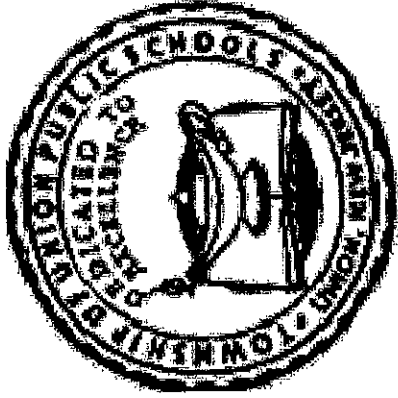


Grades K-5

Anti-Bullying Curriculum Guide

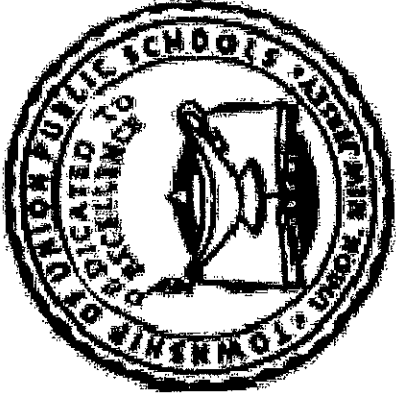
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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

***Note:** This curriculum was adapted through the following source:

Region of Peel – Public Health, *Working Together to Prevent Bullying*

Anti-Bullying Curriculum Monthly Key Messages

September – Everyone has the right to be safe at school

*Pre-test given to students & scored

October – Bullying is not acceptable

November – Everyone needs to learn to live in peace

December – We all want to feel included

January – Conflict is inevitable, bullying is not

February – Telling an adult about bullying is not tattling

March – Bullying can be stopped

April – If you're not part of the solution, then you are part of the problem

May – Bullying is not a normal way of growing up

June – It's important to communicate well

*Post-test given to students and scored

Anti-Bullying Pre/Post Test

Directions: Please listen to your teacher read these questions aloud and choose TRUE or FALSE.

Bullying can be hurting someone else's body, mind and feelings on purpose.

TRUE

FALSE

A peaceful classroom is happy and everyone gets along.

TRUE

FALSE

Empathy means to hurt someone's feelings and make them feel left out.

TRUE

FALSE

To solve a problem or conflict, it is important to scream and say hurtful things.

TRUE

FALSE

By reporting a bully, I am helping to keep school a safe place.

TRUE

FALSE

To stop a bully, the "3 R's" are Recognize, Refuse & Report.

TRUE

FALSE

Always try to confront a bully by yourself.

TRUE

FALSE

Everyone gets teased and bullied in school.

TRUE

FALSE

Crying, hitting and yelling will solve all problems.

TRUE

FALSE

Answer Key-Anti-Bullying Pre/Post Test

Directions: Please listen to your teacher read these questions aloud and choose TRUE or FALSE.

Bullying can be hurting someone else's body, mind and feelings on purpose.

TRUE

FALSE

A peaceful classroom is happy and everyone gets along.

TRUE

FALSE

Empathy means to hurt someone's feelings and make them feel left out.

TRUE

FALSE

To solve a problem or conflict, it is important to scream and say hurtful things.

TRUE

FALSE

By reporting a bully, I am helping to keep school a safe place.

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FALSE

To stop a bully, the "3 R's" are Recognize, Refuse & Report.

TRUE

FALSE

Always try to confront a bully by yourself.

TRUE

FALSE

Everyone gets teased and bullied in school.

TRUE

FALSE

Crying, hitting and yelling will solve all problems.

TRUE

FALSE

School: _____

Bullying Pre/Post Test Results

Teacher: _____

Grade: _____

Pre-Test Score: _____ %

Post-Test Score: _____ %

Pre-Test was administered on _____

Post-Test was administered on _____



September

Key Message: Everyone has the right to be safe at school

Focus: Creating a classroom contract

Objective:

Students will create and agree to a set of behavioural guidelines, emphasizing bullying prevention, which will help create a school climate where *all* students feel safe and respected.

Introduction / Background:

A classroom contract is a set of behavioural guidelines created and agreed upon by the teacher and students. The guidelines need to specifically address the issue of bullying but should also incorporate general behavioural expectations as these are vital in preventing bullying behaviours. Many teachers create an annual behavioural contract / classroom expectations with their students and specific statements addressing what students will do if they experience or witness bullying can simply be added to this. The teacher and students are responsible for behaving in the agreed upon manner in the classroom, hallways, playground and bus.

It is important for students to have a great deal of input into the creation of the contract. The more the contract reflects their ideas and their words, the greater their sense of ownership will be. When students feel ownership they tend to assume more responsibility to follow the contract and manage their own behaviours. Posting the contract in the classroom and referring to it throughout the year will also encourage peer accountability for behaviour management.

Consequences for not following the guidelines should be discussed and based on school behavioural policies and practices. Specific bullying behaviours should be dealt with according to the school's Anti-Bullying Policy.

Key Points:

- Make sure everyone is clear on the meaning of each guideline
- Remind students that they are responsible for following the terms of the contract everywhere in the school - classroom, washrooms, hallways, playground, buses
- Guidelines should address both direct (*hitting*) and indirect (*gossip, exclusion*) types of bullying
- Signing the contract promotes community building and accountability. Choose to do this or not do this as an entire class (having several students 'opt out' gives the message that they don't have to abide by the contract)
- Review and revise the classroom contract as needed throughout the year – As long as everyone agrees, changes can be made to guidelines that don't seem to work for the class

Curriculum Links: Physical Education (OPHEA), Family Life, Visual Arts, Language Arts, Literacy



Everyone has the Right to be Safe at School

Primary

K-5

Materials:

Chart paper and markers
Paints, crayons (optional)

Definition of bullying (Appendix A)
"Creating a Classroom Contract" resource (Appendix B)

Procedure:

1. Introduce the activity: *"Everyone has the right to feel safe at school. We are going to talk about how we want to be treated by others at school in order to feel safe and prevent bullying. We're going to create a contract to behave that way. This contract will cover how we act in the class, hallways, playground and bus."*
2. Discuss what a contract is: a list of behaviours agreed to by everyone; agreement to do what we say we are going to do; the purpose is to hold us accountable and let us hold others accountable; may be signed by everyone
3. Review the definition of bullying and post a copy in your classroom
4. Encourage the students to brainstorm ideas
Ask students to think about:
 - 1) How they would like to be treated by others
 - 2) What to do to prevent bullying
 - 3) What to do if they see bullying happening
5. Write the guidelines on chart paper in clear, simple terms, making sure everyone understands the meaning of each guideline: Writing down *all* ideas and using the student's exact words provides a greater sense of ownership. You can then work as a class to review and modify the list.
Option: You may want to create a parallel list of positive behaviours for any negative behaviour suggested (i.e. "listen and respect the opinions of others" to go with "don't laugh at others").
6. Review consequences for not following the guidelines (breaking the contract):
Briefly review school policy & practice for dealing with behavioural issues; you may wish to brainstorm ideas as a class for items not covered by school practices
7. All students and the teacher sign the contract:
Students can sign their name, make a special mark, a painted handprint, or have the teacher print their name
Option: In some classes students may wish to decorate the contract or add pictures of certain behaviours
8. Post the contract in an obvious place in the classroom: The contract can be referred to by the teacher or used to encourage peer accountability when students are not following the guidelines.
Option: A copy of the guidelines could be given to every student or sent home for parents to see. The contract could be printed on legal size paper and framed with construction paper to take up less space when posted.

Extension Activities:

1. Review the contract during 'carpet time'. Read it together as a promise.
2. Use the contract as a shared reading lesson with the students
3. Read a book about bullying prior to doing the contract (i.e. "Don't Laugh at Me")

Bullying Is...

**Being mean to others,
on purpose, to hurt
them or their feelings**

Bullying Behaviour:

- ❖ is intended to hurt
- ❖ is repeated
- ❖ involves unequal power and control

Creating A Classroom Contract

Examples of Contract Statements

The contract may be as simple as four main statements:

- We will not bully other students**
- We will try to help students who are bullied**
- We will try to include ALL students when we play**
- We will tell an adult when we know someone is being bullied**

The contract may be more detailed:

- We will not be involved in bullying situations**
- We will not take advantage of others or make them feel inferior**
- We will not put people down, call names or make fun of others**
- We will not try to hurt anyone's feelings**
- We will treat each other with kindness and respect**
- We will make every effort to include ALL students in group activities**
- We will avoid yelling, screaming and physical fighting at all costs**
- We will listen to the opinions of others**
- We will tell adults when we see bullying happening**
- We don't all have to think, act, talk or dress the same**
- We have the right to be ourselves**
- We do our best to solve problems peacefully**
- We treat each other the way we'd like to be treated**
- We speak up and help if we see others being treated unfairly**

These are simply examples of statements that others have developed with their classes. The students in your class will determine the content and wording of guidelines in your class contract. Feel free to use some of these statements as starting points or examples for your classes.



October

Key Message: Bullying is not acceptable

Focus: Understanding the scope of bullying behaviours and exploring feelings

Objective:

Students will understand the definition of bullying
 Students will identify a range of bullying behaviours and recognize the emotional impact of those behaviours on others

Introduction / Background:

Students develop the ability to understand and apply the definition of bullying through constant exposure, repeated use and consistency. The definition of bullying should be posted in every classroom and throughout the school so both adults and students can refer to it when dealing with situations.

Bullying is: Being mean to others, on purpose, to hurt them or their feelings
Bullying Behaviour: is intended to hurt; is repeated; involves unequal power and control

Bullying behaviour includes far more than the physical altercations many people automatically think of. Students need to understand the vast array of behaviours that can be defined as bullying. Younger students may refer to behaviours in terms of those causing 'inside' and 'outside' hurt or behaviours that *hurt our bodies* and *hurt our feelings*.

It is important for students to have opportunity to share their own examples of bullying situations. Setting the ground rule, of sharing experiences without using names, is imperative and provides a sense of safety for all students. The main focus of sharing these situations should be on examining feelings. This focus may develop through having students identify their own feelings or having them explore feelings they think someone being bullied might experience. Discussing feelings allows students to develop and act with empathy.

Key Points:

- The definition of bullying needs to be clearly explained to the students.
- "Intended to hurt" – bullying is not accidental, it is a deliberate act to try to control, demean or hurt someone
- "Repeated" – by definition means more than once; can be done by several different people to one person or can be one person bullying several different people
- "Unequal power and control" – the person doing the bullying is perceived to have more power in the situation; forms of power can include – size, number, social status, ability, economic resources
- Do not use the labels 'bully' and 'victim' - refer instead to the person 'bullying others' or 'being bullied'

Curriculum Links: Phys Ed (OPHEA), Family Life, Oral & Visual Communication, Language Arts

Bullying is Not Acceptable

Kindergarten

Materials:

- Chart paper and markers
- Definition of bullying
- "Bullying behaviours" reference list (*Appendix K-A*)
- "Sam and Lee" scenario (*Appendix K-B*)
- "Sam and Lee" questions (*Appendix K-C*)

Procedure:

1. Review the definition of bullying with the students.
Ensure a copy of the school definition is posted in your classroom
Note: When explaining the second part of the definition to your students use terms they understand
'intended to hurt' means *on purpose*
'repeated' means *more than once*
'unequal power' means *unfair or one-sided*
2. Read the scenario, "Sam and Lee" to the class
You may wish to use a puppet to read the story or role play the story.
3. Using the questions, discuss why this is a bullying situation.
4. On chart paper have students brainstorm a list of bullying behaviours.
If they focus mostly on physical bullying, introduce some of the other behaviours from the reference list. You may wish to use the titles *'inside'* and *'outside'* hurt or *'hurt our bodies'* and *'hurt our feelings'*.

Extension Activities:

1. Have students draw a picture of one thing they learned about bullying and tell the class about it
2. Teach students a song about bullying, friendship or being safe
3. Show the video "Don't Call Me Names" from Sunburst
4. Read a book such as "The Red Sweater" by Peter Maloney and Feliciaze Kauskas



Bullying Behaviours

Bullying can be direct (face-to-face) or indirect (behind someone's back)

Bullying can be physical, verbal or social

Physical Bullying	Verbal Bullying	Social or Emotional Bullying
<i>Hurting someone's body</i>	<i>Hurting someone's feelings</i>	<i>Hurting someone in a relationship sense</i>
Hair pulling Biting Hitting Kicking Pushing Locking in a room or locker Any physical attack Stealing Damaging someone's stuff Attacking people Carrying weapons	Name-calling Teasing Abusive language Sexual remarks or jokes Threats Abusive telephone calls Rumours Racial slurs Rudeness Bossing people around Gossip Insults Lying	Manipulating relationships Ruining friendships Rude gestures and faces Excluding Ignoring Isolating Malicious notes or emails Intimidation Making people feel helpless Making people feel inferior Embarrassing people Frightening people Rumours Gossip Humiliating people Extortion

Note: As there is crossover between emotional/psychological bullying and the other categories, the students may have some difficulty identifying the difference between them. Some examples of bullying may fit in two categories. This opens the door for good discussion.



Sam and Lee

Today we are going to talk about students being mean to each other. I will start by telling you a story about Sam and Lee. Listen to the story so that you can tell me the ways Sam is mean to Lee.

Lee loves to play on the slide. A while ago a bigger student, Sam, said he was boss of the slide and always had to go first. A few days later, Sam pushed Lee down the slide and she landed hard and got hurt. Then in Kindergarten, Lee was painting at the easel and Sam came and painted a big X across Lee's painting. When the teacher spoke with Sam about it, he said that they were just playing.

The next week, just before school, Sam grabbed Lee's backpack, and took Lee's chocolate chip cookies away. Lee started to cry and Sam said, "Lee's a baby!"

Today Sam is telling all the other students that Lee is a baby. He won't let Lee go near the slide and he's telling the other students not to play with her. Sam says not to tell or he'll do even worse things - like beat Lee up.

(From Imagine... A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)



Sam and Lee

Questions

1. Does it sound like Lee and Sam are usually friends, who like to play together?

(No) *That's right. In this story these two children don't usually play together.*

2. What mean things does Sam do in the story?

(Stopped Lee from using the slide, pushed her, ruined a painting, took things, called her names, stopped others from playing with Lee, said he'll hurt Lee if Lee tells anyone)

3. How many times does Sam bother Lee?

(Many, lots, four or five times)

When someone does mean things again and again on purpose we call it bullying. Sam has been bullying Lee.

4. How do you think Lee is feeling?

(Sad, scared, angry, hurt, upset)

5. How will Lee feel the next time she sees Sam?

(Afraid, scared, nervous, upset)

Lee might feel sad, scared, confused or nervous. Lee might feel like there is nothing she can do to make Sam stop. Lee feels scared to be around Sam now.

When someone bullies you, you could get hurt, like when Sam pushed Lee down the slide. Children who bully might hurt your body by hitting, pushing or kicking. Sometimes your feelings could get hurt, like when Sam called Lee names and painted over Lee's painting. Someone might bully you by calling you names, teasing you or not letting you play.

6. In this story about Lee and Sam, why does Lee feel afraid to tell an adult about Sam's behaviour?

(Lee is scared of what Sam might do to her)

Sam doesn't want any adults to know about his behaviour, so he said something to scare Lee. Usually students who bully others don't want adults to know about it - they don't want to get in trouble. They might be very careful to do mean things only when adults are not able to see what they are doing. But it is important to ask an adult for help so that the bullying can be stopped. Often students cannot make the bullying stop by themselves. They need an adult to help them.

(From Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)



October

Key Message: Bullying is not acceptable

Focus: Understanding the scope of bullying behaviours and exploring feelings

Objective:

Students will understand the definition of bullying
 Students will identify a range of bullying behaviours and recognize the emotional impact of those behaviours on others

Introduction / Background:

Students develop the ability to understand and apply the definition of bullying through constant exposure, repeated use and consistency. The definition of bullying should be posted in every classroom and throughout the school so both adults and students can refer to it when dealing with situations.

*Bullying is: Being mean to others, on purpose, to hurt them or their feelings
 Bullying Behaviour: is intended to hurt; is repeated; involves unequal power and control*

Bullying behaviour includes far more than the physical altercations many people automatically think of. Students need to understand the vast array of behaviours that can be defined as bullying. Younger students may refer to behaviours in terms of those causing 'inside' and 'outside' hurt or behaviours that *hurt our bodies and hurt our feelings*.

It is important for students to have opportunity to share their own examples of bullying situations. Setting the ground rule, of sharing experiences without using names, is imperative and provides a sense of safety for all students. The main focus of sharing these situations should be on examining feelings. This focus may develop through having students identify their own feelings or having them explore feelings they think someone being bullied might experience. Discussing feelings allows students to develop and act with empathy.

Key Points:

- The definition of bullying needs to be clearly explained to the students.
- "Intended to hurt" – bullying is not accidental, it is a deliberate act to try to control, demean or hurt someone
- "Repeated" – by definition means more than once; can be done by several different people to one person or can be one person bullying several different people
- "Unequal power and control" – the person doing the bullying is perceived to have more power in the situation; forms of power can include – size, number, social status, ability, economic resources
- Do not use the labels 'bully' and 'victim' - refer instead to the person 'bullying others' or 'being bullied'

Curriculum Links: Phys Ed (OPHEA), Family Life, Oral & Visual Communication, Language Arts



Bullying is Not Acceptable

Grade 1

Materials:

- Chart or mural paper and markers
- Definition of bullying
- "Bullying behaviours" reference list (*Appendix 1-A*)
- "A Day in the Park" story (*Appendix 1-B*)

Procedure:

1. Review the definition of bullying with the students.
Ensure a copy of the school definition is posted in your classroom
Note: When explaining the second part of the definition to your students use terms they understand
'Intended to hurt' means *on purpose*
'Repeated' means *more than once*
'Unequal power' means *unfair or one-sided*
2. Read the story "A Day in the Park".
3. Using the definition of bullying, discuss what makes this a bullying situation.
Bigger, scary looking boys / behaviours were on purpose / trying to hurt, control / more than once
4. On chart or mural paper have students brainstorm a list of bullying behaviours.
If they focus mostly on physical bullying, introduce some of the other behaviours from the reference list. You may wish to use the titles *'inside'* and *'outside'* hurt or *'hurt our bodies'* and *'hurt our feelings'*.
5. Have students re-enact the story by using puppets or role play.
Encourage them to think about, and demonstrate through their expressions, how the children in the story feel
6. Encourage students to discuss how it feels to be bullied.
Provide opportunity for them to share their own experiences of being 'picked on'.

Extension Activities:

1. Create a class mural about the story. Have students explain their pictures to the class
2. Teach students a song about bullying, friendship or being safe
3. Show the video "Don't Call Me Names" from Sunburst
4. Using the "Bullying behaviours" reference list, create a chart of bullying behaviours and post it in the class



Bullying Behaviours

Bullying can be direct (face-to-face) or indirect (behind someone's back)

Bullying can be physical, verbal or social

Physical Bullying	Verbal Bullying	Social or Emotional Bullying
<i>Hurting someone's body</i>	<i>Hurting someone's feelings</i>	<i>Hurting someone in a relationship sense</i>
Hair pulling Biting Hitting Kicking Pushing Locking in a room or locker Any physical attack Stealing Damaging someone's stuff Attacking people Carrying weapons	Name-calling Teasing Abusive language Sexual remarks or jokes Threats Abusive telephone calls Rumours Racial slurs Rudeness Bossing people around Gossip Insults Lying	Manipulating relationships Ruining friendships Rude gestures and faces Excluding Ignoring Isolating Malicious notes or emails Intimidation Making people feel helpless Making people feel inferior Embarrassing people Frightening people Rumours Gossip Humiliating people Extortion

Note: As there is crossover between emotional/psychological bullying and the other categories, the students may have some difficulty identifying the difference between them. Some examples of bullying may fit in two categories. This opens the door for good discussion.



A Day In The Park

Today we are going to talk about bullying. Listen to the story about what happened at the park.

Every Saturday, Dad takes us to the park. We have lots of fun sliding down the big yellow tubes, hanging from the ropes and taking turns on the swings. Last Saturday, though, it wasn't so much fun.

When we got there and tried to use the bigger slide, there were two boys standing on it. We asked them to move and they said, "Make us!" They were bigger than us, and kind of scary looking, so we just went to the swings instead. Just as we got going, the boys followed us over there. "Get off, wimp," one of them said. "These are our swings!"

Dad was talking to another man and he didn't notice, so we just kept swinging. "Get off!" the smaller boy repeated. Suddenly, he caught my swing and just held it. I got scared and called Dad. By the time he got over to the swings, the boys had run away.

I talked to my Dad about what happened, and now he stays with me while I'm at the swings. I feel safer just knowing I have someone to talk to.

(Concerned Children's Advertisers, TV & Me program, 2004)



October

Key Message: Bullying is not acceptable

Focus: Understanding the scope of bullying behaviours and exploring feelings

Objective:

Students will understand the definition of bullying
 Students will identify a range of bullying behaviours and recognize the emotional impact of those behaviours on others

Introduction / Background:

Students develop the ability to understand and apply the definition of bullying through constant exposure, repeated use and consistency. The definition of bullying should be posted in every classroom and throughout the school so both adults and students can refer to it when dealing with situations.

*Bullying is: Being mean to others, on purpose, to hurt them or their feelings
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Bullying behaviour includes far more than the physical altercations many people automatically think of. Students need to understand the vast array of behaviours that can be defined as bullying. Younger students may refer to behaviours in terms of those causing 'inside' and 'outside' hurt or behaviours that *hurt our bodies and hurt our feelings*.

It is important for students to have opportunity to share their own examples of bullying situations. Setting the ground rule, of sharing experiences without using names, is imperative and provides a sense of safety for all students. The main focus of sharing these situations should be on examining feelings. This focus may develop through having students identify their own feelings or having them explore feelings they think someone being bullied might experience. Discussing feelings allows students to develop and act with empathy.

Key Points:

- The definition of bullying needs to be clearly explained to the students.
- "Intended to hurt" – bullying is not accidental, it is a deliberate act to try to control, demean or hurt someone
- "Repeated" – by definition means more than once; can be done by several different people to one person or can be one person bullying several different people
- "Unequal power and control" – the person doing the bullying is perceived to have more power in the situation; forms of power can include – size, number, social status, ability, economic resources
- Do not use the labels 'bully' and 'victim' - refer instead to the person 'bullying others' or 'being bullied'

Curriculum Links: Phys Ed (OPHEA), Family Life, Oral & Visual Communication, Language Arts.



Bullying is Not Acceptable

Grade 2

Materials:

- Chart or mural paper and markers
- Definition of bullying
- "Bullying behaviours" reference list (*Appendix 2-A*)
- "Amanda and Mario" Story (*Appendix 2-B*)
- "Amanda and Mario" Questions (*Appendix 2-C*)

Procedure:

1. Review the definition of bullying with the students.
 - Ensure a copy of the school definition is posted in your classroom
 - Note: When explaining the second part of the definition to your students use terms they understand
 - 'Intended to hurt'* means *on purpose*
 - 'Repeated'* means *more than once*
 - 'Unequal power'* means *unfair or one-sided*
2. Read the story "Amanda and Mario".
3. Using the definition of bullying, discuss what makes this a bullying situation.
4. On chart or mural paper have students brainstorm a list of bullying behaviours.
 - If they focus mostly on physical bullying, introduce some of the other behaviours from the reference list. You may wish to use the titles *'inside'* and *'outside'* hurt or *'hurt our bodies'* and *'hurt our feelings'*.
5. Encourage students to discuss how it feels to be bullied.
 - Provide opportunity for them to share their own experiences of being 'picked on'.
 - Use the definition to determine if these are bullying situations.
6. Invite students to speak with you privately or write you a note if there is something they need to talk to you about. Remind students that the class or school mailbox can be used for reporting bullying they have seen or experienced.

Extension Activities:

1. Have the students write in a journal about situations they may have experienced
2. Ask students to create an ending for the story. Have everyone share and compare their ideas.
3. Create a chart of bullying behaviours to post in the class
4. Read a book such as "Being Bullied" by Kate Petty.

Bullying Behaviours

Bullying can be direct (face-to-face) or indirect (behind someone's back)

Bullying can be physical, verbal or social

Physical Bullying	Verbal Bullying	Social or Emotional Bullying
<i>Hurting someone's body</i>	<i>Hurting someone's feelings</i>	<i>Hurting someone in a relationship sense</i>
Hair pulling Biting Hitting Kicking Pushing Locking in a room or locker Any physical attack Stealing Damaging someone's stuff Attacking people Carrying weapons	Name-calling Teasing Abusive language Sexual remarks or jokes Threats Abusive telephone calls Rumours Racial slurs Rudeness Bossing people around Gossip Insults Lying	Manipulating relationships Ruining friendships Rude gestures and faces Excluding Ignoring Isolating Malicious notes or emails Intimidation Making people feel helpless Making people feel inferior Embarrassing people Frightening people Rumours Gossip Humiliating people Extortion

Note: As there is crossover between emotional/psychological bullying and the other categories, the students may have some difficulty identifying the difference between them. Some examples of bullying may fit in two categories. This opens the door for good discussion.

Amanda and Mario

Today we are going to talk about bullying. Listen to the story about what happened to Mario.

Many grade two and three students liked to play together on the adventure playground. Amanda, one of the older girls, started telling lies about Mario. She said that Mario stole stickers from his teacher's desk, and then she said that Mario smelled funny and started calling Mario "Stinky Skunk".

Next Amanda told the other students that they shouldn't even talk to Mario, or they would be stinky, too. For the next few days, when Mario tried to play on the adventure playground, Amanda and some other students told him to go away. They told Mario he couldn't be part of their club and that he couldn't play with them. But they told the teacher they were just playing a game.

Then Amanda told two of the boys to follow Mario into the washroom. They called him names and pushed him around. They said if Mario told a teacher they would never let him play on the adventure playground again, and they would do worse things to him.

Now no one will play with Mario. Whenever Amanda is near him, she pinches Mario and reminds him not to tell anyone, or else! Mario doesn't go near the adventure playground any more.

(Adapted from Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

Amanda and Mario

1) How do you think Mario is feeling?

(Sad, afraid, lonely, left out, angry, hurt, upset)

When someone teases and bugs you or behaves in a mean way again and again, you could get hurt or your feelings could get hurt. You might feel sad, angry, confused, left out and all alone or scared. You might feel like there is nothing you can do to make the person stop. But, it is not your fault that someone is doing mean things to you. The person who bullies is often stronger or older, or has more power in some way.

2) Did Amanda bother Mario just once?

(No, she did it many times)

Amanda has been cruel to Mario again and again. That's one reason we know that Amanda's behaviour is bullying. It's not just students, who are usually friends, having a problem getting along once in a while. Bullying is mean behaviour that happens again and again. In fact, often the person who bullies does even meaner things each time, just as Amanda does to Mario.

3) What are the different ways that Amanda has been bothering Mario?

(Saying he stinks, telling others he steals, tells others not to talk to him, won't let him play on the adventure playground, calling names, pinching him, pushing him, threatening him)

Amanda bullies Mario in different ways. She started by telling lies about Mario and calling him names. That is one kind of bullying behaviour - saying something to really hurt someone's feelings. This kind of bullying includes teasing someone, calling someone names or making fun of a person. Teasing that hurts is not funny.

Write on the chart: saying things to hurt someone - teasing, name calling

4) What is another mean thing that Amanda did?

(Told the other students that they shouldn't talk to Mario, told him to go away from the adventure playground, said he couldn't be part of their club and he couldn't play with them)

Amanda tried to make sure Mario would be left all alone and have no one to play with. That is another kind of bullying - being mean by making sure someone is all alone or left out. It's not just that your friend won't play with you one day, but the next day they play with you again. It's much more serious - it's when one student is left out many times on purpose. This kind of bullying excludes someone. Exclude is the opposite of include. When we include someone, we want them to be with us. When we exclude someone, we leave them out.

Write on the chart: leaving someone out, taking friends away, excluding

Amanda and Mario

5) What else did Amanda do to be mean?

(Pushed Mario, pinched him, says not to tell anyone or worse things will happen)

Amanda and others pushed and pinched Mario. They did things to hurt him. This is another kind of bullying - hurting someone physically. It includes kicking, punching, hitting, or other ways of hurting someone's body. It is called physical bullying.

Write on the chart: pushing, kicking, hitting and hurting someone

6) Why might Mario not want to tell a teacher or other adult about Amanda's behaviour?

(He is worried and afraid of what else Amanda might do; he may think he's done something wrong)

Amanda doesn't want any adults to know about her behaviour, so she threatens Mario. She said Mario could never play on the adventure playground again and that even worse things could happen.

Write on the chart: saying bad things might happen, threatening

Students who bully others usually don't want adults to know about it, they don't want to get in trouble. They might be very careful to do mean things only when adults are not able to see what they are doing. If an adult does ask them about their behaviour, they often have an excuse like, "it's only a game" or "it was an accident"

7) What do you think Mario should do about this bullying?

(Ask an adult for help, find other friends, and stay away from Amanda)

Sometimes you might feel embarrassed that such awful things are happening to you, or you might feel afraid to tell. But it is important to ask an adult for help so that the bullying can be stopped.

(From Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)



October

Key Message: Bullying is not acceptable

Focus: Understanding the scope of bullying behaviours and exploring feelings

Objective:

Students will understand the definition of bullying
 Students will identify a range of bullying behaviours and recognize the emotional impact of those behaviours on others

Introduction / Background:

Students develop the ability to understand and apply the definition of bullying through constant exposure, repeated use and consistency. The definition of bullying should be posted in every classroom and throughout the school so both adults and students can refer to it when dealing with situations.

*Bullying is: Being mean to others, on purpose, to hurt them or their feelings
 Bullying Behaviour: is intended to hurt; is repeated; involves unequal power and control*

Bullying behaviour includes far more than the physical altercations many people automatically think of. Students need to understand the vast array of behaviours that can be defined as bullying. Younger students may refer to behaviours in terms of those causing 'inside' and 'outside' hurt or behaviours that *hurt our bodies and hurt our feelings*.

It is important for students to have opportunity to share their own examples of bullying situations. Setting the ground rule, of sharing experiences without using names, is imperative and provides a sense of safety for all students. The main focus of sharing these situations should be on examining feelings. This focus may develop through having students identify their own feelings or having them explore feelings they think someone being bullied might experience. Discussing feelings allows students to develop and act with empathy.

Key Points:

- The definition of bullying needs to be clearly explained to the students.
- "Intended to hurt" – bullying is not accidental, it is a deliberate act to try to control, demean or hurt someone
- "Repeated" – by definition means more than once; can be done by several different people to one person or can be one person bullying several different people
- "Unequal power and control" – the person doing the bullying is perceived to have more power in the situation; forms of power can include – size, number, social status, ability, economic resources
- Do not use the labels 'bully' and 'victim' - refer instead to the person 'bullying others' or 'being bullied'

Curriculum Links: Phys Ed (OPHEA), Family Life, Oral & Visual Communication, Language Arts.

Bullying is Not Acceptable

Grade 3 - 5

Materials:

- Chart or mural paper and markers
- Definition of bullying
- "Bullying behaviours" reference list (*Appendix 3-A*)

Procedure:

1. Review the definition of bullying with the students.
 - Ensure a copy of the school definition is posted in your classroom
 - Note: When explaining the second part of the definition to your students use terms they understand
 - 'Intended to hurt'* means *on purpose*
 - 'Repeated'* means *more than once*
 - 'Unequal power'* means *unfair or one-sided*
2. Have the students brainstorm examples of bullying behaviours and write them on chart or mural paper.
 - You may wish to use the titles *'inside'* & *'outside'* hurt or behaviours that *'hurt our bodies'* & *'hurt our feelings'*
3. Divide the class into groups. Have each group pick a bullying behaviour and create a short scenario. Each group will then role play their scenario for the class. The class will identify the type of bullying being demonstrated.
4. Using the definition of bullying, discuss what makes each scenario a bullying situation.
 - a) Are they trying to hurt someone on purpose?
 - b) Is it repeated?
 - c) Does someone have more power (is it one sided and unfair)?
5. Encourage students to discuss how it feels to be bullied.
 - Provide opportunity for them to share their own experiences of being 'picked on'.
 - Use the definition to determine if these are bullying situations.
6. Invite students to speak with you privately or write you a note if there is something they need to talk to you about. This is a great opportunity to remind students that the class or school mailbox can be used for reporting bullying they have seen or experienced.

Extension Activities:

1. Have the students write in a journal about situations they may have experienced
2. Create a chart of bullying behaviours to post in class and compare this to the list created by the students.
3. Read a book such as "Bye Bye Bully" by J.S. Jackson

Bullying Behaviours

Bullying can be direct (face-to-face) or indirect (behind someone's back)

Bullying can be physical, verbal or social

Physical Bullying	Verbal Bullying	Social or Emotional Bullying
<i>Hurting someone's body</i>	<i>Hurting someone's feelings</i>	<i>Hurting someone in a relationship sense</i>
Hair pulling Biting Hitting Kicking Pushing Locking in a room or locker Any physical attack Stealing Damaging someone's stuff Attacking people Carrying weapons	Name-calling Teasing Abusive language Sexual remarks or jokes Threats Abusive telephone calls Rumours Racial slurs Rudeness Bossing people around Gossip Insults Lying	Manipulating relationships Ruining friendships Rude gestures and faces Excluding Ignoring Isolating Malicious notes or emails Intimidation Making people feel helpless Making people feel inferior Embarrassing people Frightening people Rumours Gossip Humiliating people Extortion

Note: As there is crossover between emotional/psychological bullying and the other categories, the students may have some difficulty identifying the difference between them. Some examples of bullying may fit in two categories. This opens the door for good discussion.



November

Key Message: Everyone needs to learn to live in peace

Focus: Creating a classroom "Peace Place"

Objective:

Students will create and decorate a "Peace Place" in their classroom to be used as a place for reflection and conflict resolution.

Introduction / Background:

Creating 'peace places' in classrooms is an idea that is advocated in many violence and bullying prevention programs, as well as in literature dealing with behaviour management. Many workplaces have also created relaxing 'quiet' rooms for employees to use as a form of stress management.

The classroom 'peace place' will provide a space for students to use for anger management and basic conflict resolution with their peers. It is a place that encourages students to reflect on, discuss and try to solve difficulties they are experiencing individually or with others. When they are feeling too upset or angry to focus and learn, it provides opportunity for them to deal with their feelings and prepare to rejoin the other students and return to work. During conflict situations with other students, the 'peace place' provides a space for students to try using the school conflict resolution strategy.

Key Points for Creating an Effective 'Peace Place':

- It needs to be a clearly delineated space in the classroom
- It should not to be used for discipline – students use it voluntarily in order to reflect or resolve situations that are disrupting the peace of the classroom
Teachers may suggest students go there to calm down or work through conflicts, but not assign a 'time-out'
- In order to be a calming space, students need to decide what to include and how to decorate it
- There need to be clear guidelines and time limits for use of the space
- All classes in a school need to display the same strategy for conflict resolution in their peace places

Although there needs to be some time spent with students in reviewing conflict resolution, this lesson is meant to augment, not replace, the school's existing teaching of this topic. It is important that the model for conflict resolution is consistent throughout the school. A consistent model allows students to speak the same language when dealing with conflict situations. The learning from one year is reinforced in the next and students don't feel they have to learn a different model each year. Examples of several models have been provided but the school can use any model. It is not important what model is used, but that it is used consistently throughout the entire school.

Curriculum Links: OPHEA, Family Life, Oral and Visual Communication, Arts

Everyone Needs to Learn to Live in Peace

Primary

Materials:

- "Creating A Peace Place" resource (*Appendix A*)
- "Models of Conflict Resolution" resource (*Appendix B*)
- Chalkboard or chart paper

Procedure:

1. Classroom discussion – peace
 - a) What is peace? (*Being happy, getting along with others*)
 - b) Where do we find peace? (*Starts with being happy with ourselves*)
2. Classroom sharing - Places we go to find peace
"Everyone has times when they feel angry, upset, hurt, and sad"
 - a) Do you have a place you like to go when you feel this way? (*Bedroom, basement, garden, or tree you climb*)
 - b) Discuss the value of having somewhere to go that provides opportunity to calm down and reflect
3. Introduce the concept of a classroom peace place
"Our entire school is working on preventing bullying and promoting peace. To help with this, each class will create a place for students to use to calm down, think about peace, relax, and solve problems"
4. Brainstorm - Things we do to find peace
What are some ways you calm yourself down when you are upset or angry?
- *write answers on chart paper (read, write in a journal, draw, hug stuffed animal, think happy thoughts etc.)*
5. Decorating our peace place
 - a) What do we want to include in our peace place to make it a calm, relaxing space for us to use?
Use ideas from the list students have just created and the "Creating A Peace Place" resource. You should include 'tools' students can use as well as decorations that symbolize peace (posters etc)
6. As a class, develop a plan for how to use the peace place
7. Briefly review conflict resolution
Use "I-messages" or a chosen school model and post the steps in your peace place
8. Initial visit to the classroom peace place
Have the students take turns doing something in the peace place (reading, drawing)

Extension Activities:

1. Review the conflict resolution strategy at a school assembly
2. Read a book related to peace
3. Include a focus on 'Remembrance Day'

Creating a Peace Place

What to Include:

Decorations - Symbols of Peace

Posters - peaceful scenes; Plant or flowers; Paper cranes; Peace mural, collage; Drawings by students; Famous quotes about peace; Rug, blanket, pillows to sit on; Rocking chair, bean bag chair; Stuffed animals

Tools and Activities

Conflict resolution posters; Paper, markers, crayons, pencils; Journal for class use; Feeling words; Books on friendship, peace, conflict resolution; Music and headphones (quiet music or nature sounds); Puzzles

Guidelines for using your class peace place:

Going to the Peace Place is voluntary
Tell the teacher you're going
There is a time limit

To calm down and find inner peace:

1. Take a few minutes to sit quietly until you're ready to come back to the group
2. Write down or draw what you're feeling and what would help you feel better
3. Create or choose a feeling picture (or feeling) that matches how you feel
4. Do something distracting that will engage your attention and help you calm down

To resolve conflict with another student:

1. Ask the student to go with you to the peace place
2. Sit down together and take turns talking and listening
3. Use "I" messages and really pay attention to what the other person is saying
4. Follow the steps of the school conflict resolution model
5. If you can't solve the problem on your own, ask the teacher for help
6. Return to the group when you are ready

Models of Conflict Resolution

These are examples of conflict resolution models commonly used by schools. It is most effective if the entire school uses the same one. Your school may already have a model - continue using that one.

Decision-Making Model

1. Identify the problem
2. List alternatives with pros and cons
3. Evaluate all alternatives
4. Make the decision
5. Evaluate/reflect on your decision

S.T.A.R. Model

1. **STOP** - What's going on? Is there a problem? How am I feeling?
2. **THINK** - Identify the problem. List and evaluate choices.
3. **ACT** - Make a choice to solve the problem. Try it.
4. **REFLECT** - What happened? What did you learn? What will you do next time?

Rules for Conflict Resolution

1. State the problem clearly - *both people explain their side of the issue*
2. Each person restates the problem of the other person
3. Both people suggest options/solutions
4. A mutual solution is chosen and clearly stated
5. If 1-4 fails, get a mediator

Resolving conflicts using S.O.L.V.E.D

See Lions-Quest, Skills for Adolescence

Using "I" Messages

"I feel...when...and I want..."

1. State the person's name
2. Tell how you feel
3. Tell what happened that resulted in you feeling this way
4. Tell what you want them to do

December

Key Message: We all want to feel included

Focus: Developing empathy and building friendships

Objective:

- Students will learn the meaning of empathy
- Students will explore feelings associated with being excluded
- Students will learn friendship building skills and how to help someone feel included

Introduction / Background:

Research demonstrates that bullying behaviour often results from a lack of empathy in individuals. This is particularly evident in forms of bullying such as social alienation and exclusion. This type of bullying often goes unnoticed and, if it is brought to light, is simply dealt with using platitudes such as 'You can't expect everyone to be your friend'. The fact is everyone wants to be included and feel like they fit in somewhere. To be excluded on purpose and not given the chance to see if you fit in, is a painful and enduring type of hurt. There is a definite lack of empathy on the part of both children and adults for this type of bullying that leaves no physical bruises and involves no use of inappropriate language.

Empathy is the ability to relate to and understand what someone else is feeling. It is the ability to look beyond ourselves and see a situation from another perspective. Empathy is a basic relationship skill that impacts how we relate to the world around us. Encouraging children to look at how others feel in situations helps encourage the development of empathy. Ultimately, empathy allows us to think about how others might feel as a result of our behaviours. This helps us determine our actions.

It is unrealistic to expect students to be friends with everyone. A reality of life is that not everyone will be our friend and there will be people with whom we won't want to be friends. However, students can learn to treat others in a friendly way and help them feel accepted and included in activities at school. There is a difference between making sure someone knows they are being deliberately excluded, as opposed to simply not being in the same friendship group.

The ability to make and keep friends is a skill that can be taught. Students sometimes end up using bullying behaviours because they don't know how to make friends in a positive way. They try to obtain someone's attention by teasing, tripping, bragging and jokes. Other students want to keep 'friends' so they join in with bullying behaviours. Having students look at friendship and focus on developing or strengthening skills is a proactive way to prevent bullying.

Curriculum Links: OPHEA, Family Life, Oral and Visual Communication, Language Arts

We All Want to Feel Included

JK/SK

Materials:

- "A Real Friend" story (*Appendix K-A*)
- Puppets
- Flipchart paper
- Markers

Procedure:

1. Read the story "A Real Friend" to the class.
2. Ask students questions around feelings.
 - a) How did Mary Rabbit feel when she was being bullied?
 - b) How did Godfrey Cat feel when he witnessed his friend being bullied?
 - c) How did Godfrey Cat show his friendship to Mary Rabbit?
3. Have a group of students role play or use puppets to act out the story as you read it again.
4. Discuss with students the difference between bullying and making friends. Use the flipchart paper and markers to make a chart and have children brainstorm ideas under each heading.

Bullying Looks Like...	Friendship Looks Like...
<i>Taking, leaving others out, calling names, etc.</i>	<i>Sharing, including, inviting others to play, smiling, etc.</i>

Sometimes children use bullying behaviours as a way of trying to make friends, keep friends or be included. Talking about the difference can help them learn positive ways to make friends.

5. Explain that we don't have to be best friends with everybody but we can treat everyone in a friendly way and make them feel accepted and included in activities at school. Have students think of how they can do this in the class (*smile at others, speak politely, sit nicely beside them, share things...*)

Extension Activities:

1. Have students share personal examples of feeling included or excluded
2. Address issues of exclusion you have seen in this grade (*i.e. "I won't invite you to my party"*)
3. Read a book such as Berenstain Bears "No Girls Allowed"

A Real Friend

One day, Mary rabbit went to the playground. She saw her friend Godfrey cat playing a skipping game with Maggie dog, Johnny ostrich, Oliver porcupine and Brutus bear. Mary rabbit asked if she could play with them. Godfrey cat smiled and said "Okay".

Suddenly, Brutus bear began teasing Mary rabbit about her long ears. The others all laughed, even Godfrey cat. Brutus bear said "It will ruin our game if you play. Your long ears will get caught in the skipping rope. Go play somewhere else."

Mary rabbit felt scared. Brutus bear was so much bigger than her. Mary rabbit tried to ignore Brutus bear but he just kept making fun of her ears. Everyone else seemed to agree with Brutus bear and Mary rabbit began to feel very hurt and unwanted. What could she do? After all, she was born with her long ears.

Mary rabbit started to hop away feeling very sad and lonely. Godfrey cat was also sad and wanted to help his friend Mary rabbit. He wasn't sure what to do. Then Godfrey cat decided to go and play with Mary rabbit. He ran after her and said "We can play together".

Brutus bear didn't like Godfrey cat leaving their game. He told Godfrey cat to come back. "We won't play with you next time either if you leave now", he said. Godfrey cat looked at Brutus bear and thought for a moment. Then he said "I like Mary rabbit, just as I like all of you. We're all different and that makes us interesting. It's not okay for you to be mean and try to make someone feel hurt and sad. If we all play together we could have a lot of fun".

Maggie dog, Johnny ostrich and Oliver porcupine felt ashamed of how they had acted. "We're really sorry we left you out, Mary rabbit. We think it would be fun to play together", they said. Everyone looked at Brutus bear who was looking down at his paws. Brutus bear looked up at Mary and said "I'm sorry. I was wrong to make fun of you and not let you play with us. Let's all play together."

Mary rabbit thanked her friend Godfrey cat for being brave and helping her deal with the bullying situation. Godfrey cat felt very proud.

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December

Key Message: We all want to feel included

Focus: Developing empathy and building friendships

Objective:

- Students will learn the meaning of empathy
- Students will explore feelings associated with being excluded
- Students will learn friendship building skills and how to help someone feel included

Introduction / Background:

Research demonstrates that bullying behaviour often results from a lack of empathy in individuals. This is particularly evident in forms of bullying such as social alienation and exclusion. This type of bullying often goes unnoticed and, if it is brought to light, is simply dealt with using platitudes such as 'You can't expect everyone to be your friend'. The fact is everyone wants to be included and feel like they fit in somewhere. To be excluded on purpose and not given the chance to see if you fit in, is a painful and enduring type of hurt. There is a definite lack of empathy on the part of both children and adults for this type of bullying that leaves no physical bruises and involves no use of inappropriate language.

Empathy is the ability to relate to and understand what someone else is feeling. It is the ability to look beyond ourselves and see a situation from another perspective. Empathy is a basic relationship skill that impacts how we relate to the world around us. Encouraging children to look at how others feel in situations helps encourage the development of empathy. Ultimately, empathy allows us to think about how others might feel as a result of our behaviours. This helps us determine our actions.

It is unrealistic to expect students to be friends with everyone. A reality of life is that not everyone will be our friend and there will be people with whom we won't want to be friends. However, students can learn to treat others in a friendly way and help them feel accepted and included in activities at school. There is a difference between making sure someone knows they are being deliberately excluded, as opposed to simply not being in the same friendship group.

The ability to make and keep friends is a skill that can be taught. Students sometimes end up using bullying behaviours because they don't know how to make friends in a positive way. They try to obtain someone's attention by teasing, tripping, bragging and jokes. Other students want to keep 'friends' so they join in with bullying behaviours. Having students look at friendship and focus on developing or strengthening skills is a proactive way to prevent bullying.

Curriculum Links: OPHEA, Family Life, Oral and Visual Communication, Language Arts



We All Want to Feel Included

Grade 1

Materials:

- "Being a Friend" scenarios (*Appendix 1-A*)
- Flipchart paper and markers

Procedure:

1. Discuss with students the difference between bullying (*excluding others*) and making friends (*including others*). Use the flipchart paper and markers to make a chart and have students brainstorm ideas.

Bullying Looks Like...	Friendship Looks Like...
<i>Taking, leaving others out, calling names, etc.</i>	<i>Sharing, including, inviting others to play, smiling, etc.</i>

Sometimes children use bullying behaviours as a way of trying to make friends, keep friends or be included. Talking about the difference can help them learn positive ways to make friends.

2. **Class Discussion – Treating others with consideration and respect**
 Explain to students that we don't have to be best friends with everybody but we can treat everyone in a friendly way and make them feel accepted and included in activities at school.
 Have students think of how they can do this in their class (*smile at others, speak politely, include others in recess games, share things...*)
3. Read and discuss the "Being a Friend" scenarios as a class.
 Use the scenarios to explore feelings and actions in friendship situations.
4. Have students dramatize the scenarios using role play or puppets.
5. Explain to students that trying to understand how others feel (feeling empathy) helps us be good friends and prevents us from using bullying behaviours.

Extension Activities:

1. Have students share personal examples of feeling included or excluded.
2. Second Steps program – lessons on empathy

Being a Friend

Story 1

Your friend is excited about the Halloween costume he made. He won't let you see it until Halloween. Finally, when you come to get him for trick-or-treating, he walks out the door in the costume. "Ta-daa! Isn't it great?" he says, "I'm a crayon!" He doesn't look like a crayon to you. He looks like a kid in a pointy hat. You think the costume is pretty bad.

- *How do you think your friend feels about his costume?*
 - *What would you say to your friend?*
 - *How would that make your friend feel?*
-

Story 2

You see your friend in the yard before school. You run up to say hello. "Don't even talk to me!" says your friend, looking very angry. "Go away!" You have no idea why your friend is mad.

- *How do you feel?*
 - *What could you do or say?*
 - *What could your friend do?*
-

Story 3

A new kid just moved in down the street. You and your best friend go over on your bikes and invite the new kid to come riding. The new kid says, "I can't". You ask, "Why not?" "Well..." says the new kid, "Actually, I don't know how to ride a bike." Your friend laughs. "I can't believe it! Everyone can ride a bike." The new kid looks embarrassed.

- *How do you think the new kid feels?*
 - *What could you do?*
 - *What could you say?*
-

Story 4

On the playground, Lisa and Katie are playing catch. You ask if you can play too. "Sorry," says Lisa. "This is a two-person game. We just feel like playing by ourselves right now."

- *How do you feel?*
- *What would you do or say?*
- *Is this bullying? (No)*



December

Key Message: We all want to feel included

Focus: Developing empathy and building friendships

Objective:

Students will learn the meaning of empathy

Students will explore feelings associated with being excluded

Students will learn friendship building skills and how to help someone feel included

Introduction / Background:

Research demonstrates that bullying behaviour often results from a lack of empathy in individuals. This is particularly evident in forms of bullying such as social alienation and exclusion. This type of bullying often goes unnoticed and, if it is brought to light, is simply dealt with using platitudes such as 'You can't expect everyone to be your friend'. The fact is everyone wants to be included and feel like they fit in somewhere. To be excluded on purpose and not given the chance to see if you fit in, is a painful and enduring type of hurt. There is a definite lack of empathy on the part of both children and adults for this type of bullying that leaves no physical bruises and involves no use of inappropriate language.

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Curriculum Links: OPHEA, Family Life, Oral and Visual Communication, Language Arts



We All Want to Feel Included

Grade 2

Materials:

'Making New Friends' story (Appendix 2-A)
Flipchart paper and markers

Procedure:

1. Read the story, 'Making New Friends' to the class. Ask students questions around feelings.
How do you think Consuela felt in this situation? How did Brent show friendship to Consuela?
2. Ask the students if they understand the meaning of 'being considerate'. Use this example:
If Devon falls in the playground and scrapes his knee, would you walk by without helping him or would you take him to get help? If you helped Devon then you are being considerate.
3. Ask the students if anyone has ever heard the word 'empathy'. Explain this means the ability to relate to and understand what someone is feeling. Continue with the example:
You feel empathy when you are able to share Devon's feelings. You might tell him about the time you fell and scraped your knee. Both of you know how much it hurts.
4. Have students think about how they might feel if they were the characters in the story. Students may understand some characters better than others because of their own experiences – that is empathy.
 - a) How would you feel if you were being bullied like Consuela? (*Confused, hurt, scared, want to hide*)
 - b) How do you feel if you see someone being bullied like Brent did? (*Unsure, angry, upset, scared*)
 - c) How would you feel as the teacher? (*Discouraged, disappointed, proud of Brent, sorry for Consuela*)
this is a great opportunity to share your feelings as a teacher
5. Explain to students that trying to understand how others feel (feeling empathy) helps us make friends, be good friends and prevents us from using bullying behaviours.
6. Brainstorm friendship 'boosters and busters'.
On the flipchart or board draw two columns with the titles "Friendship Boosters" and "Friendship Busters". Ask students "What makes someone a good friend?" Write their answers and then ask "What kinds of things can hurt a friendship or keep people from making friends?" Discuss how these behaviours can become bullying.
(*Friendship Boosters: listens, trustworthy, shares, honest, caring, understands me, sticks up for me*)
(*Friendship Busters: bragging, name calling, being bossy, rude, mean, hurts others, excludes others*)
7. Explain that we don't have to be best friends with everybody but we can treat everyone in a friendly way and make them feel accepted and included in activities at school. Have students think of how they can do this.
(*Smile at others, speak politely, include them in recess games, share things...*)

Extension Activities:

1. Have students share personal examples of feeling included or excluded
2. Read a story on friendship or being inclusive, such as "The English Roses" by Madonna

Making New Friends

Consuela was feeling nervous. She had come to Canada from Peru over the summer and this was her first day going to school. For the few weeks she had been in Canada, she had spent most of her time with her family.

Everything about this country was so different from her home in Peru - the houses, manners, how people acted, what they wore, what people did for fun - even the language was different. Consuela spoke some English but didn't understand when people spoke quickly. She was afraid she wouldn't fit in with kids her own age.

Consuela's mother walked with her to school. "It will be fine" she said. "You will make many friends and have much fun at school."

After Consuela's mother left, the principal took her to the classroom to meet her teacher and classmates. Consuela looked shyly around the classroom and felt uncomfortable with everyone staring at her. Mrs. Smith introduced Consuela to the students and pointed out her desk. Consuela smiled timidly at the students as she walked to her seat.

Maria and Katelyn sat near Consuela and were whispering together. They started to giggle as they looked over at Consuela. "Hey, Maria" Katelyn whispered loudly, "How would you like me to find you a skirt like that to wear?" "Only if you promise to find me those matching shoes" Maria replied. The two girls giggled uncontrollably.

"Stop being so mean!" shouted Brent, breaking the silence in the room. Mrs. Smith was startled by Brent's sudden loud voice and dropped the book she was holding. The students began laughing at their teacher's reaction.

"Okay everyone, settle down. Brent what are you shouting about?" asked Mrs. Smith.

"Maria and Katelyn were making fun of Consuela's clothes and I was only trying to stop them from being mean to her", replied Brent.

Consuela sat quietly at her desk, not completely understanding what was happening.

"Maria and Katelyn," said Mrs. Allan. "How do you think Consuela feels when you tease her about her clothes? Is this how we make people feel welcome in our class?"

"We were just kidding," replied Maria.

"Well it's not funny, Maria, especially if you are a new student," exclaimed Brent as he smiled at Consuela. Consuela smiled back. She knew that she had found a new friend.



December

Key Message: We all want to feel included

Focus: Developing empathy and building friendships

Objective:

- Students will learn the meaning of empathy
- Students will explore feelings associated with being excluded
- Students will learn friendship building skills and how to help someone feel included

Introduction / Background:

Research demonstrates that bullying behaviour often results from a lack of empathy in individuals. This is particularly evident in forms of bullying such as social alienation and exclusion. This type of bullying often goes unnoticed and, if it is brought to light, is simply dealt with using platitudes such as 'You can't expect everyone to be your friend'. The fact is everyone wants to be included and feel like they fit in somewhere. To be excluded on purpose and not given the chance to see if you fit in, is a painful and enduring type of hurt. There is a definite lack of empathy on the part of both children and adults for this type of bullying that leaves no physical bruises and involves no use of inappropriate language.

Empathy is the ability to relate to and understand what someone else is feeling. It is the ability to look beyond ourselves and see a situation from another perspective. Empathy is a basic relationship skill that impacts how we relate to the world around us. Encouraging children to look at how others feel in situations helps encourage the development of empathy. Ultimately, empathy allows us to think about how others might feel as a result of our behaviours. This helps us determine our actions.

It is unrealistic to expect students to be friends with everyone. A reality of life is that not everyone will be our friend and there will be people with whom we won't want to be friends. However, students can learn to treat others in a friendly way and help them feel accepted and included in activities at school. There is a difference between making sure someone knows they are being deliberately excluded, as opposed to simply not being in the same friendship group.

The ability to make and keep friends is a skill that can be taught. Students sometimes end up using bullying behaviours because they don't know how to make friends in a positive way. They try to obtain someone's attention by teasing, tripping, bragging and jokes. Other students want to keep 'friends' so they join in with bullying behaviours. Having students look at friendship and focus on developing or strengthening skills is a proactive way to prevent bullying.

Curriculum Links: OPHEA, Family Life, Oral and Visual Communication, Language Arts

We All Want to Feel Included

Grade 3-5

Materials:

- "Being Considerate" scenarios (*Appendix 3-A*)
- Flipchart paper and markers

Procedure:

1. Ask the students what they think it means to be considerate.
Have students share examples of what being considerate looks like in their lives.
2. Examine the meaning of 'empathy' with the students.
 - a) Ask the students if anyone has ever heard of the word 'empathy'.
 - b) Explain this means the ability to relate to and understand what someone is feeling.
 - c) Have students share examples of situations in which they could empathize with peers (Has anyone ever fallen and hurt themselves...ever felt left out... ever been hurt by something someone has said to them? Then you can feel empathy for someone when they are experiencing these things)
3. Use the "Being Considerate" scenarios to explore feelings and how to act in a considerate way.
Divide the class into small groups and provide each with a scenario. Have them answer the questions.
4. Provide opportunity for students to role play the scenarios for the class.
Have each group read their scenario and then role play what should have happened to show consideration.
5. Explain to students that trying to understand how others feel (feeling empathy) helps us be good friends and prevents us from using bullying behaviours.
6. Brainstorm friendship 'boosters and busters'.
On the flipchart draw two columns with the titles "Friendship Boosters" and "Friendship Busters". Ask students "What makes someone a good friend?" Write their answers then ask "What kinds of things can hurt a friendship or keep people from making friends?" Discuss how these actions (*busters*) can become bullying.
(*Friendship Boosters: listens, trustworthy, shares, honest, caring, understands me, sticks up for me*)
(*Friendship Busters: bragging, name calling, being bossy, rude, mean, hurts others, excludes others*)
7. Explain that while we don't have to be best friends with everybody, we can still treat everyone in a friendly, considerate way and make them feel accepted and included in activities at school. Have students think of how they can do this (smile at others, speak politely, include others in recess games, share things...)

Extension Activities:

1. You may choose to have students share personal examples of feeling included or excluded
2. Read a story on friendship or being inclusive such as "The English Roses" by Madonna

Being Considerate

Situation 1

You made a poster on birds for science. You are pleased with your work; you think your poster looks good. The next morning, as you're leaving for school, your brother, Peter, sees your poster. "Those are supposed to be birds?" he laughs. "They look like flying mice to me."

- *How do you feel?*
 - *What could you say or do?*
 - *What should Peter have done?*
-

Situation 2

Your local community center announced it is offering a fencing class for kids. You think fencing would be fun, and you sign up. You tell your friend about it. "Are you kidding?" says your friend, "Fencing isn't a real sport. It's for geeks."

- *How do you feel?*
 - *What could you say to your friend?*
 - *What could your friend have done differently?*
-

Situation 3

You tried out for a role in a play, and you just found out you got the part. You run to tell your friend Sandy. "Guess what!" you say. "I..."
"Oh, hi," says Sandy. "You won't believe what happened to me!"
Sandy continues talking, and you still haven't told her your news.

- *How do you feel?*
 - *What could you do or say?*
 - *What should your friend have done?*
-

Situation 4

Jill is a new student at school. During gym class your teacher tells you to get into groups of four. Jill isn't included in any group. Your teacher tells Jill to join your group. Your friends all complain and make faces as Jill walks over to join you.

- *How do you think Jill feels?*
- *What could you do or say?*
- *What should your friends have done?*



January

Key Message: Conflict is inevitable, bullying is not

Focus: Recognizing the difference between conflict and bullying

Objective:

Students will learn to differentiate bullying from the daily conflict situations everyone faces.
Students will learn how to use "I-messages" to deal with conflict and initial bullying situations.

Introduction / Background:

As schools start to focus on bullying and raise awareness with students, it is common for there to be a sudden upsurge in the identification of 'bullying' situations. It seems that *everything* becomes bullying, especially with students. Becoming familiar with the definition is one step; learning to apply the definition to situations is the next.

Everyone faces conflict in daily life and through it can learn to negotiate and build relationships. Bullying is a form of violence that leaves no room for negotiation and seeks to tear others down rather than build relationships.

The power imbalance between the person bullying and the person being bullied is the best and quickest determinant of bullying versus conflict. Power can come in many forms: size, age, strength, number, social status, economic resources, ability, or sense of self. Children who bully usually find pleasure in their behaviours and the reaction of others. The perception of power imbalance is identified by the child who is bullied.

Some Key Differences Between Bullying and Conflict *(based on the work of Dan Olweus, 1993)*

Normal Conflict	Bullying Behaviour
Occasional	Is a repeated happening
Not pre-planned, in the heat of the moment	Premeditated, on purpose, intentional, planned
Genuine upset to both parties	Person being bullied is more upset
Trying to work things out	Trying to be the one in control
Not trying to take something from someone	Want to take power or possessions from someone
Both parties admit some responsibility	Blame is laid on the person who is bullied
Effort to solve the problem by both parties	No effort to solve the problem by the person bullying

Students who are confronted about their bullying behaviours often fall back on excuses such as "I was just teasing" or "It's not my fault they can't take a joke". It is important to understand that there is a great difference between joking, teasing and bullying.

Joking: Intention is to create humour and fun; usually between friends; reciprocal

Teasing: Intention is to provoke a reaction such as anger, resentment or confusion

Curriculum Links: Oral and Visual Communication, OPHEA (Phys Ed), Visual Arts, Dramatic Arts, Language Arts – Literature, Family Life



Conflict is Inevitable, Bullying is Not

Kindergarten

Materials:

- Definition of bullying (*posted in classroom*)
- "Is This Bullying?" scenarios (*Appendix K-A*)
- Chalk board or chart paper

Procedure:

1. Review the definition of bullying
2. Class discussion – not everything is bullying
"There will always be times when we don't get along with others and we have disagreements, but that is different than bullying. It is not bullying unless the behaviour is: on purpose to try to hurt us, one-sided or unfair, and it usually happens more than once."
3. Use the "Is This Bullying?" scenarios to have students identify bullying situations.
 Have students stand up if they think the situation is bullying and remain seated if not. Discuss their reasons and then apply the definition of bullying to the situation to find the answer.
4. Talk to the students about using "I-messages".
"We sometimes feel upset by things that someone else has done and it is important to be able to talk to that person about what is happening and how we feel. We need to tell them how we feel, what upset us and what we want to see happen. This is called an "I-message" because we talk about ourselves instead of calling people names or blaming them for how we feel."
 "I-messages" work best in conflict situations or initial bullying situations.
5. Write the "I-message" formula on the board or chart paper.
"I feel.....when.....and I want....."
6. Review the scenarios with the students making up an "I-message" to respond to each.
 You may wish to provide an example of an "I-message" for each situation.

Extension Activities:

1. Have students draw pictures of the scenarios after they are resolved. Have them tell you the "I-message" they would use to resolve the situation.
2. Use the picture cards from programs your school may have purchased such as *Second Step* or *The Community Board Program* to discuss whether each portrayed situation is bullying or conflict and how the characters might be feeling. Have the class formulate an 'I-message' for each picture.
3. Have students talk in pairs about what makes them sad or angry. Let them introduce each other and tell the class their answers. You can then work together on "I-messages" for these situations.

Is This Bullying?

I'm going to tell you some stories, and you decide if it sounds like bullying behaviour. If you think it is bullying, then stand up. If you think it is not bullying, then remain seated.

Tom asked Jim not to touch the blocks today because he wants to build a huge castle all by himself. Is this bullying?

No, it's not happening more than once, no intention to hurt anyone

Tom told Jim he would beat him up if he touched the blocks and then pushed Jim away. During story time Tom gave Jim a really mean look and sat on Jim's hand. Is this bullying?

Yes, it's mean behaviour, intended to make Jim feel bad and hurt him, happens more than once

Susan is calling Sally mean names again, just like she did yesterday and the day before that. Is this bullying?

Yes, calling names is intended to hurt, only one person calling the other names, not reciprocal and it's happening more than once

Susan and Sally are friends. Today they are having an argument. Susan called Sally a mean name and Sally called Susan a mean name. Is this bullying?

No, both are being mean and will probably be friends again not one person hurting the other, reciprocal

Jonathan, Prita and Levi are arguing about who gets to play at the science centre. Is this bullying?

No, they're just arguing: it's not one person being mean more than once

One student keeps knocking over the towers that Sally and Sue have built at the construction centre. Last week she was wrecking their art projects. Is this bullying?

Yes, it's mean behaviour, happening more than once and intended to hurt

(Some scenarios are from Imagine...A School without Bullying: A School Climate Approach to Bullying Prevention, 2004)



January

Key Message: Conflict is inevitable, bullying is not

Focus: Recognizing the difference between conflict and bullying

Objective:

Students will learn to differentiate bullying from the daily conflict situations everyone faces.
Students will learn how to use "I-messages" to deal with conflict and initial bullying situations.

Introduction / Background:

As schools start to focus on bullying and raise awareness with students, it is common for there to be a sudden upsurge in the identification of 'bullying' situations. It seems that *everything* becomes bullying, especially with students. Becoming familiar with the definition is one step; learning to apply the definition to situations is the next.

Everyone faces conflict in daily life and through it can learn to negotiate and build relationships. Bullying is a form of violence that leaves no room for negotiation and seeks to tear others down rather than build relationships.

The power imbalance between the person bullying and the person being bullied is the best and quickest determinant of bullying versus conflict. Power can come in many forms: size, age, strength, number, social status, economic resources, ability, or sense of self. Children who bully usually find pleasure in their behaviours and the reaction of others. The perception of power imbalance is identified by the child who is bullied.

Some Key Differences Between Bullying and Conflict *(based on the work of Dan Olweus, 1993)*

Normal Conflict	Bullying Behaviour
Occasional	Is a repeated happening
Not pre-planned, in the heat of the moment	Premeditated, on purpose, intentional, planned
Genuine upset to both parties	Person being bullied is more upset
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Not trying to take something from someone	Want to take power or possessions from someone
Both parties admit some responsibility	Blame is laid on the person who is bullied
Effort to solve the problem by both parties	No effort to solve the problem by the person bullying

Students who are confronted about their bullying behaviours often fall back on excuses such as "I was just teasing" or "It's not my fault they can't take a joke". It is important to understand that there is a great difference between joking, teasing and bullying.

Joking: Intention is to create humour and fun; usually between friends; reciprocal

Teasing: Intention is to provoke a reaction such as anger, resentment or confusion

Curriculum Links: Oral and Visual Communication, OPHEA (Phys Ed), Visual Arts, Dramatic Arts, Language Arts – Literature, Family Life



Conflict is Inevitable, Bullying is Not

Grade 1

Materials:

- Definition of bullying (*posted in classroom*)
- "Is This Bullying?" scenarios (*Appendix 1-A*)
- Chalkboard or chart paper

Procedure:

1. Review the definition of bullying
2. Class discussion – not everything is bullying
"There will always be times when we don't get along with others and we have disagreements, but that is different than bullying. It is not bullying unless the behaviour is: on purpose to try to hurt us, one-sided or unfair, and it usually happens more than once."
3. Use the "Is This Bullying?" scenarios to have students identify bullying situations.
 Have students stand up if they think the situation is bullying and remain seated if not. Discuss their reasons and then apply the definition of bullying to the situation to find the answer. You may wish to have students role play the scenarios.
4. Talk to the students about using "I-messages".
"We sometimes feel upset by things that someone else has done and it is important to be able to talk to that person about what is happening and how we feel. We need to tell them how we feel, what upset us and what we want to see happen. This is called an "I-message" because we talk about ourselves instead of calling people names or blaming them for how we feel."
 "I-messages" work best in conflict situations or initial bullying situations.
5. Write the "I-message" formula on the board or chart paper.
"I feel.....when.....and I want....."
6. Review the scenarios with the students making up an "I-message" to respond to each.
 You may wish to provide an example of an "I-message" for each situation.

Extension Activities:

1. Have students draw pictures of the scenarios after they are resolved. Have them tell you the "I-message" they would use to resolve the situation.
2. Use the picture cards from programs your school may have purchased such as *Second Step* or *The Community Board Program* to discuss whether each portrayed situation is bullying or conflict and how the characters might be feeling. Have the class formulate an 'I-message' for each picture.
3. Have students role play situations they typically encounter (child is pushed and falls) and address it using an I-message.
4. Read the book "The Horax" by Dr. Seuss.

Is This Bullying?

I'm going to tell you some stories, and you decide if it sounds like bullying behaviour. If you think it is bullying, then stand up. If you think it is not bullying, then remain seated.

One girl used to be good friends with Sarah. Now she tells other girls not to play with Sarah and she says Sarah can't come to her birthday party. She has even been calling Sarah names! Is this bullying?

Yes, it's mean behaviour, happening more than once, on purpose to hurt Sarah

Maria is having a birthday party and has invited a couple of girls from her class. Sarah is not invited and asks Maria if she can come. Maria says she was only allowed to invite a couple of friends and can't ask anyone else. Is this bullying?

No, it's not mean behaviour, not on purpose to hurt Sarah, not repeated; it's only bullying if everyone else is invited and Maria makes sure Sarah knows this

Roy and Dan are best friends. One day they have an argument about the rules of the tag game. They yell at each other. Is this bullying?

No, they are having a fight and will probably be friends again. It is mean behaviour but it's not happening more than once

Mario is calling Julie mean names again, just like he did yesterday and the day before that. Is this bullying?

Yes, calling names is intended to hurt, only one person calling the other names, not reciprocal and it's happening more than once

Peter said Todd is too small to go on the diving board at the pool. Is this bullying?

No, he's just saying what the rule is

Yesterday Peter said Todd is so small that he looks like a baby. Today Peter says no one in the class should play with babies, especially Todd. Is this bullying?

Yes, it's mean behaviour, happening more than once and on purpose to hurt Todd

(Some scenarios from Imagine...A School without Bullying: A School Climate Approach to Bullying Prevention, 2004)



January

Key Message: Conflict is inevitable, bullying is not

Focus: Recognizing the difference between conflict and bullying

Objective:

Students will learn to differentiate bullying from the daily conflict situations everyone faces.
Students will learn how to use "I-messages" to deal with conflict and initial bullying situations.

Introduction / Background:

As schools start to focus on bullying and raise awareness with students, it is common for there to be a sudden upsurge in the identification of 'bullying' situations. It seems that *everything* becomes bullying, especially with students. Becoming familiar with the definition is one step; learning to apply the definition to situations is the next.

Everyone faces conflict in daily life and through it can learn to negotiate and build relationships. Bullying is a form of violence that leaves no room for negotiation and seeks to tear others down rather than build relationships.

The power imbalance between the person bullying and the person being bullied is the best and quickest determinant of bullying versus conflict. Power can come in many forms: size, age, strength, number, social status, economic resources, ability, or sense of self. Children who bully usually find pleasure in their behaviours and the reaction of others. The perception of power imbalance is identified by the child who is bullied.

Some Key Differences Between Bullying and Conflict (based on the work of Dan Olweus, 1993)

Normal Conflict	Bullying Behaviour
Occasional	Is a repeated happening
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Students who are confronted about their bullying behaviours often fall back on excuses such as "I was just teasing" or "It's not my fault they can't take a joke". It is important to understand that there is a great difference between joking, teasing and bullying.

Joking: Intention is to create humour and fun; usually between friends; reciprocal

Teasing: Intention is to provoke a reaction such as anger, resentment or confusion

Curriculum Links: Oral and Visual Communication, OPHEA (Phys Ed), Visual Arts, Dramatic Arts, Language Arts – Literature, Family Life



Conflict is Inevitable, Bullying is Not

Grade 2

Materials:

- Definition of bullying (*posted in classroom*)
- "Is This Bullying?" scenarios (*Appendix 2-A*)
- Chalkboard or chart paper

Procedure:

1. Review the definition of bullying
2. Class discussion – not everything is bullying
"There will always be times when we don't get along with others and we have disagreements, but that is different than bullying. It is not bullying unless the behaviour is: on purpose to try to hurt us, one-sided or unfair, and it usually happens more than once."
3. Use the "Is This Bullying?" scenarios to have students identify bullying situations.
 Have students role play the scenarios. Ask the class whether each scenario depicts bullying or conflict. Discuss the reasons for their choices and then apply the definition of bullying to the situation to find the answer.
4. Talk to the students about using "I-messages".
"We sometimes feel upset by things that someone else has done and it is important to be able to talk to that person about what is happening and how we feel. We need to tell them how we feel, what upset us and what we want to see happen. This is called an "I-message" because we talk about ourselves instead of calling people names or blaming them for how we feel."
 "I-messages" work best in conflict situations or initial bullying situations.
5. Write the "I-message" formula on the board or chart paper.
"I feel.....when.....and I want....."
6. Review the scenarios with the students making up an "I-message" to respond to each.
 You may wish to provide an example of an "I-message" for each situation.

Extension Activities:

1. Hold a class discussion about situations students have encountered and use the definition to determine whether they are bullying or conflict.
2. Have students create their own skits about bullying or conflict. Present them to the class and have them decide whether the skit is bullying or conflict. Resolve the situations using I-messages and discuss when they need to get adult help.
3. Read the book 'The Horax' by Dr. Seuss and discuss feelings related to the story.

Is This Bullying?

Tamsin, Kate and Sarah usually play together at recess. Today when Tamsin looks for them on the playground she can't find them. Later she learns Kate and Sarah stayed in to help a teacher over recess. Tamsin feels left out. Is this bullying?

No, it's not done to hurt her on purpose, not repeated

Kate and Sarah volunteer to help a teacher with a project over recess. When Tamsin tells Kate she'd like to join them, Kate rolls her eyes and says "We don't need someone like you who always messes things up". Kate says to Sarah "What a loser" and the two of them begin to laugh. Is this bullying?

Yes, repeated (eye rolling, put down, gossip, laughing at her), on purpose to hurt

During gym class Billy holds his nose and announces to everyone that Frank has stinky feet. Later when the class is getting a drink of water Billy tells them not to let Frank use the water fountain because he has 'cooties'. Is this bullying?

Yes, it's mean behaviour, happening more than once and on purpose to hurt Frank

Peter who is a bus monitor tells Todd he needs to sit down in his seat on the bus. Is this bullying?

No, he's just saying what the rule is

Yesterday Peter, an older student, pushed Todd into a seat on the bus. Today Peter finds Todd on the bus and tells him to change seats. When Todd starts down the aisle Peter sticks out his foot and trips him. Is this bullying?

Yes, it's mean behaviour, happening more than once and on purpose to hurt Todd

(Some scenarios from Imagine...A School without Bullying: A School Climate Approach to Bullying Prevention, 2004)



January

Key Message: Conflict is inevitable, bullying is not

Focus: Recognizing the difference between conflict and bullying

Objective:

Students will learn to differentiate bullying from the daily conflict situations everyone faces.
Students will learn how to use "I-messages" to deal with conflict and initial bullying situations.

Introduction / Background:

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Students who are confronted about their bullying behaviours often fall back on excuses such as "I was just teasing" or "It's not my fault they can't take a joke". It is important to understand that there is a great difference between joking, teasing and bullying.

Joking: Intention is to create humour and fun; usually between friends; reciprocal
Teasing: Intention is to provoke a reaction such as anger, resentment or confusion

Curriculum Links: Oral and Visual Communication, OPHEA (Phys Ed), Visual Arts, Dramatic Arts, Language Arts – Literature, Family Life



Conflict is Inevitable, Bullying is Not

Grade 3 - 5

Materials:

- Definition of bullying (*posted in the classroom*)
- "Is This Bullying?" scenarios (*Appendix 3-A*)
- "Is This Bullying?" answers (*Appendix 3-B*)

Procedure:

1. Review the definition of bullying
2. Class discussion – not everything is bullying.
"There will always be times when we don't get along with others and we have disagreements, but that is different than bullying. It is not bullying unless the behaviour is: on purpose to try to hurt us, one-sided or unfair, and it usually happens more than once."
3. Have students brainstorm what kinds of power someone might have in a bullying situation.
A person can sometimes gain power over another person – or even a group of people – because:
 - He or she has more or 'cooler' possessions (clothes, games) than the other person
 - He or she has more friends or hangs with a more popular group than the other person
 - He or she is bigger, stronger, more athletic, older than the other person*"There is nothing wrong with these examples – it is perfectly natural for one person to have more friends, be bigger or have more possessions. The problem is when someone purposely uses this (power difference) as a way to hurt another person. When someone does that, he or she is bullying".*
4. Use the scenarios provided to help students learn to differentiate bullying and conflict situations.
The scenarios can be worked on as a class, in small groups or individually. Focus discussion on the three aspects that define a situation as bullying and particularly the unfair use of a power difference.
5. Talk to the students about using "I-messages".
"We sometimes feel upset by things that other people do and it is important to be able to talk to that person about what is happening and how we feel. We need to tell them how we feel, what upset us and what we want. This is called an "I-message" because we talk about ourselves instead of calling names or blaming them."
6. Write the "I-message" formula on the board or chart paper.
"I feel.....when.....and I want....."
7. Review the scenarios. Have students make up an "I-message" to respond to each.

Extension Activities:

1. Hold a class discussion about situations students have encountered and use the definition to determine whether they are bullying or conflict.
2. Have students create their own skits about bullying or conflict. Present them to the class and have them decide whether the skit is bullying or conflict. Resolve the situations using I-messages and discuss when they need to get adult help.

Raymond and Leon

Aggressive Behaviour

Listen to the story about Raymond.

Raymond and his friends are playing with the baseball at lunch time. They're playing catch and practicing for the game on the weekend. Raymond sees Leon coming toward them. Raymond feels nervous because Leon is a bigger kid who often likes to bug the younger ones. Last week Leon had been bothering a friend of Raymond's, taunting her until she cried. Raymond watches as Leon grabs their ball and starts to walk away.

Was Leon's behaviour bullying?

Yes, when a person is doing mean things repeatedly, and scaring others, it is bullying behaviour

Although Leon makes him feel nervous, Raymond also feels really angry. He is thinking, "How could Leon just take someone else's ball and walk away with it?" Raymond feels so mad he just wants to do something to get the ball back. Raymond thinks, "I'm so angry! I could yell at Leon and get my friends to push him down! Then I'll show him! Then I'll get the ball back!"

How do you think Raymond is feeling as he thinks these thoughts?

Angry, frustrated, he could be getting madder and madder

Sometimes, when someone bothers you, you might feel really angry. You want them to stop and your mind might be filled with angry thoughts. Those angry thoughts make it hard for you to think about good choices and about good ways to solve your problem. Those strong feelings and angry thoughts lead to an impulse to show how angry you are and to get the person to stop by shouting or hitting

What would happen if Raymond followed his impulse and yelled at Leon and got his friends to push Leon down?

There might be a fight. Raymond might get hurt. He might get in trouble. He would be breaking school safety rules.

Yelling and pushing is aggressive behaviour. Raymond's angry thought can lead to an impulse to act aggressively...Aggressive behaviour can hurt people and doesn't solve problems.

(Adapted from Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

Raymond and Leon

Passive Behaviour

Raymond had other feelings about Leon. He was also feeling nervous and scared. Raymond started to think about how mean Leon had been to his friend, taunting her until she cried. He started to think, "Leon is bigger than me. He does mean things. I just want him to leave me alone and never bother me again. I probably can't get the ball back anyway."

How do you think Raymond is feeling as he thinks these thoughts?

Scared, nervous, afraid Leon will hurt him or start to bother him every day

Raymond is feeling another kind of impulse. Raymond's scared and nervous feelings lead to an impulse to do nothing, to just let Leon have the ball and hope that Leon leaves him alone. Doing nothing and not saying what you need or want is passive behaviour.

If Raymond did nothing or was passive, what might Leon think?

That he could just take Raymond's things and Raymond won't do anything

Leon would probably think that he could do more things to bother Raymond, because Raymond won't do anything about it. Then Leon would be likely to bother Raymond again and again. That's why passive behaviour doesn't work to stop someone from bothering you.

Sometimes you might feel an impulse to be passive, too. You could feel scared and think that you don't want to get the other person mad at you. You might hope that if you did nothing, the problem would just go away and they would leave you alone. But as we have seen, passive behaviour doesn't work to solve problems.

(Adapted from Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

Raymond and Leon

Assertive Behaviour

Raymond has another choice. He could control his angry impulses by telling himself to be calm, to stop and think. He could control his scared impulses to do nothing by thinking, 'I can do something. It's not fair for him to take my ball.' He could be assertive. He could stand up for himself and say what he wants. Assertive behaviour helps to solve problems and change things.

To be assertive, Raymond would have to stand tall, look at Leon, and use a clear strong voice. He would say Leon's name, state Leon's behaviour and tell what he wants to happen. Raymond might say, "Leon, you're stopping our game. Give back the ball now."

Steps for Being Assertive

- ☺ Stand tall
- ☺ Look at the person's face
- ☺ Use a clear strong voice
- ☺ Speak respectfully
- ☺ Say the person's name
- ☺ Say what they're doing
- ☺ Tell them that you don't like it
- ☺ Tell them to stop

When you are being assertive, remember to think about:

- ☺ What you say
- ☺ How you say it
- ☺ Your body language
- ☺ Your facial expression

Being Assertive

Passive

Aggressive

Assertive

✂

Leon takes the ball. Raymond doesn't say anything.

✂

Raymond says, "Leon, give me the ball back now."

✂

Leon takes the ball, and Raymond hits Leon.

✂

Raymond says, "Hey, we were playing with that. I want you to give the ball back now."

✂

Raymond lets Leon keep the ball.

✂

Raymond grabs hold of the ball and shouts "Leave me alone!"

(Adapted from Imagine... A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)



February

Key Message: Telling an adult about bullying is not tattling

Focus: Learning to get help by reporting bullying

Objective:

- Students will learn to identify the difference between telling and tattling
- Students will understand how to effectively report bullying to obtain adult help

Introduction / Background:

One of the main strategies we encourage children to use when faced with bullying situations is telling an adult. Although this sounds simple and logical, there are many difficulties and roadblocks associated with this strategy. Younger children struggle to understand the difference between telling and tattling while older children struggle with their desire to deal with situations independently.

Tattling or ratting is defined by trying to get someone into trouble, or telling when there is no one being hurt and no rule being broken that could result in a dangerous situation.

Telling or reporting is defined as reporting unsafe behaviours to an adult in order to get help for someone – to get someone out of trouble.

Reporting bullying is both a right and a responsibility. Everyone has the right to be safe at school. Behaviour that aims to hurt someone or behaviour that breaks the rules can create a dangerous or frightening situation for everyone. The goal of telling is to keep people safe.

For older students the aim is to help them recognize that there will be times they do need adult help. At these times resisting peer pressure to keep silent may be particularly important. The focus is on helping them recognize when it is necessary to report bullying rather than attempting to deal with it themselves. It is also important to debunk myths about 'ratting'.

It is important to be able to assess the level of danger in any bullying situation. Questions that help students determine whether to deal with bullying themselves or get adult help in a specific situation include:

- *Could someone get physically hurt?*
- *Is it against the law? (stealing, assault, weapon)*
- *Am I in an unfamiliar location?*
- *Are the people unfamiliar?*
- *Would I be alone or away from others who could help?*
- *Do I feel unsafe in this situation?*

Curriculum Links: Oral and Visual Communication, OPHEA (Phys Ed), Visual Arts, Dramatic Arts, Language Arts – Literature, Family Life



Telling an Adult about Bullying is Not Tattling

Kindergarten

Materials:

- "Is Julie Tattling or Telling?" lesson script (*Appendix K-A*)
- Puppets

Procedure:

1. Class discussion – the difference between tattling and telling.
 - Tattling is trying to get someone into trouble (no one is being hurt and no rule is being broken).
 - Telling is trying to get someone out of trouble (getting help when there are unsafe behaviours).
2. Read the lesson script "Is Julie Tattling or Telling?"
 - The situations and questions help students understand the difference between tattling and telling.
3. Use any two puppets of your choice to perform the 'puppet show'.
 - The focus is to help students understand how they can deal with feelings about tattling.

PUPPET SHOW:

1st puppet: head down and sad

2nd puppet: "Suzy, what's the matter?"

1st puppet: "Well, we just had lunch and I wasn't feeling very hungry. So Kelsey ran to the teacher and told her I put my lunch back without eating it, just to get me in trouble."

2nd puppet: "Oh, that's not very nice. That's tattling. If you're not hungry that's up to you. No one's getting hurt."

1st puppet: "I know. I could understand if someone took my lunch away or I didn't have any lunch at all. But, this seems like she just wanted to tattle and get me into trouble."

2nd puppet: "Did you talk to her about it?"

1st puppet: "Well, I want to but I'm still really sad and kind of angry."

2nd puppet: "If you want, I could help you talk to her, when you're feeling a bit better."

1st puppet: "That would be great! Thanks."

4. Reinforce the message that it is important to tell an adult if someone is being bullied.

Extension Activities:

1. Have students share examples of situations where someone tattled on them and how they felt. Have them also share examples of situations where someone helped them by telling an adult.
2. Make a chart with two columns labelled, 'tattling' and 'telling'. Write the examples given by the students in the appropriate column.
3. Continue to use situations in class, as they arise, to explore the difference between telling and tattling. Ask students, who are tattling, if they think what they are telling you is going to get someone out of trouble or into trouble.

Is Julie Tattling or Telling?

Today we'll talk about the difference between "tattling" and asking for help when you really need to. Listen to this story.

Julie was at the writing centre. She was busy writing her name on a booklet she had made. Sean came to the writing centre. He took one paper, wrote some letters with a pencil and then took another paper. He wrote some tiny marks on this paper. Then he took another paper and did the same thing. Julie didn't like him to take so many papers, so she went to tell the teacher.

Let's decide whether Julie is tattling or telling:

Was Sean breaking a safety rule or doing anything dangerous?
No, he wasn't breaking any rules or hurting any one.

Did Julie really need help from the teacher?
No, she just wanted Sean to stop taking papers, or maybe she wanted Sean to get in trouble.

Sean was just writing on paper and then taking another one. It was not dangerous behaviour. Sean was not hurting anybody. When Julie went to tell the teacher, she was tattling. She did not really need help to keep someone safe and Sean was not really breaking any rules.

Julie didn't need to tell the teacher to get Sean to stop taking papers. What else could she have done?

Ignore him, ask him to stop, invite him to write something with her, offer to make a booklet for him, remind him that we try not to waste paper but she didn't need to tell the teacher

(From Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

Is Julie Tattling or Telling?

Listen to what else happened:

Next Kerry came to the writing centre. For some reason, he got mad at Sean and poked Sean with the sharp end of a pencil. Sean said to stop, but Kerry did it again. Sean had tears in his eyes. Then he said stop again, but Kerry didn't stop. Julie went right away to get help from the teacher.

Let's decide whether Julie is tattling or telling:

Was Kerry breaking rules or hurting anyone?
Yes, he was hurting Sean and poking with a pencil

Kerry was hurting Sean and even when Sean told him twice to stop, Kerry still did not stop.

Was Julie tattling when she went to tell the teacher this time?
No, because she really did need to help to keep someone safe.

*When you ask the teacher or another adult for help because someone is in danger or is being hurt or having their feelings hurt, you are not tattling. You are trying to get help.
But, when children ask for help when they don't really need it, or when they only want to get someone in trouble, they are tattling.*

(From imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)



February

Key Message: Telling an adult about bullying is not tattling

Focus: Learning to get help by reporting bullying

Objective:

- Students will learn to identify the difference between telling and tattling
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Introduction / Background:

One of the main strategies we encourage children to use when faced with bullying situations is telling an adult. Although this sounds simple and logical, there are many difficulties and roadblocks associated with this strategy. Younger children struggle to understand the difference between telling and tattling while older children struggle with their desire to deal with situations independently.

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Reporting bullying is both a right and a responsibility. Everyone has the right to be safe at school. Behaviour that aims to hurt someone or behaviour that breaks the rules can create a dangerous or frightening situation for everyone. The goal of telling is to keep people safe.

For older students the aim is to help them recognize that there will be times they do need adult help. At these times resisting peer pressure to keep silent may be particularly important. The focus is on helping them recognize when it is necessary to report bullying rather than attempting to deal with it themselves. It is also important to debunk myths about 'ratting'.

It is important to be able to assess the level of danger in any bullying situation. Questions that help students determine whether to deal with bullying themselves or get adult help in a specific situation include:

- *Could someone get physically hurt?*
- *Is it against the law? (stealing, assault, weapon)*
- *Am I in an unfamiliar location?*
- *Are the people unfamiliar?*
- *Would I be alone or away from others who could help?*
- *Do I feel unsafe in this situation?*

Curriculum Links: Oral and Visual Communication, OPHEA (Phys Ed), Visual Arts, Dramatic Arts, Language Arts – Literature, Family Life



Telling an Adult about Bullying is Not Tattling

Grade 1

Materials:

- "Tattling or Telling?" teacher script (*Appendix 1-A*)
- "Tattling or Telling?" handout (*Appendix 1-B*)
- Blackboard or chart paper
- Drawing paper for students

Procedure:

1. Class discussion – the difference between tattling and telling.
 - Tattling is trying to get someone into trouble (no one is being hurt and no rule is being broken).
 - Telling is trying to get someone out of trouble (getting help when there are unsafe behaviours).
2. Use the "Tattling or Telling?" teacher script.
 - Draw a chart on the blackboard with two columns entitled 'tattling' and 'telling'.
 - Using the examples provided in the script, have students determine which situations belong in which column.
 - You may choose to have a puppet read the situations.
3. Art activity
 - Have the students work with a partner.
 - Provide each duo with a piece of paper and a sentence strip from the student handout.
 - Have them draw a picture of the situation.
4. Provide opportunity for the groups to share their drawings with the class and again identify whether they are tattling or telling.
5. Post the pictures in the class, hallway or on the school's 'Bullying Prevention' bulletin board.

Extension Activities:

1. Have students share examples of situations where someone tattled on them and how they felt. Have them also share examples of situations where someone helped them by telling an adult.
2. Use the student drawings to create a book for the peace corner.
3. Have students role play the situations and create their own examples to role play.
4. Continue to use situations in class, as they arise, to explore the difference between telling and tattling. Ask students, who are tattling, if they think what they are telling you is going to get someone out of trouble or into trouble.

Tattling or Telling?

Teacher Script

Let's see if you know the difference between tattling and telling/asking for help. These are the kind of things that students sometimes tell a teacher or other adults. I will read a sentence and you tell me if it should go on the "tattling" chart or on the "telling" chart.

Teacher, Ben made a face at me.
Tattling (not repeated, no power imbalance)

Allison kicked me and knocked me down.
Telling / Asking for help (repeated behaviour, physical hurt)

I'm afraid of Kim. He throws rocks at people on the way home from school every day.
Telling / Asking for help (repeated behaviour, potential for injury)

I saw a grade three boy with a knife at recess.
Telling / Asking for help (dangerous situation, broken rules, potential for injury)

Anita didn't finish her work, but she went to the puzzle centre.
Tattling (no one is being hurt)

Every time we line up for something, Kevin keeps on shoving me out of my place in line.
Telling / Asking for help (repeated behaviour)

Jim just called me a name.
Tattling (not repeated, if ongoing then it would be asking for help)

Teacher, I saw Marcos take lunch money from Sarah's backpack and hide it in his own backpack.
Telling / Asking for help (broken rules)

Paula has gum.
Tattling (not hurting anyone)

Sometimes a student needs help to make someone stop a behaviour, if they have already tried themselves and the person still bothers them (repeated name calling as opposed to happening once). The adults at school want you to be safe here. That means that you and your things are safe, and that your feelings are not getting hurt. If you are not feeling safe because you are getting hurt or your feelings are getting hurt, then you must ask an adult to help you.

(From Imagine... A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

Tattling or Telling?

✂

Teacher, Ben made a face at me.

Allison kicked me and knocked me down.

I'm afraid of Kim. He throws rocks at people on the way home from school every day.

I saw a grade three boy with a knife at recess.

Anita didn't finish her work, but she went to the puzzle centre.

Every time we line up for something, Kevin keeps on shoving me out of my place in line.

Jim just called me a name.

Teacher, I saw Marcos take lunch money from Sarah's backpack and hide it in his own backpack.

Paula has gum.

(From Imagine... A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)



February

Key Message: Telling an adult about bullying is not tattling

Focus: Learning to get help by reporting bullying

Objective:

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- Students will understand how to effectively report bullying to obtain adult help

Introduction / Background:

One of the main strategies we encourage children to use when faced with bullying situations is telling an adult. Although this sounds simple and logical, there are many difficulties and roadblocks associated with this strategy. Younger children struggle to understand the difference between telling and tattling while older children struggle with their desire to deal with situations independently.

Tattling or ratting is defined by trying to get someone into trouble, or telling when there is no one being hurt and no rule being broken that could result in a dangerous situation.

Telling or reporting is defined as reporting unsafe behaviours to an adult in order to get help for someone – to get someone out of trouble.

Reporting bullying is both a right and a responsibility. Everyone has the right to be safe at school. Behaviour that aims to hurt someone or behaviour that breaks the rules can create a dangerous or frightening situation for everyone. The goal of telling is to keep people safe.

For older students the aim is to help them recognize that there will be times they do need adult help. At these times resisting peer pressure to keep silent may be particularly important. The focus is on helping them recognize when it is necessary to report bullying rather than attempting to deal with it themselves. It is also important to debunk myths about 'ratting'.

It is important to be able to assess the level of danger in any bullying situation. Questions that help students determine whether to deal with bullying themselves or get adult help in a specific situation include:

- *Could someone get physically hurt?*
- *Is it against the law? (stealing, assault, weapon)*
- *Am I in an unfamiliar location?*
- *Are the people unfamiliar?*
- *Would I be alone or away from others who could help?*
- *Do I feel unsafe in this situation?*

Curriculum Links: Oral and Visual Communication, OPHEA (Phys Ed), Visual Arts, Dramatic Arts, Language Arts – Literature, Family Life



Telling an Adult about Bullying is Not Tattling

Grade 2

Materials:

- "Tattling or Telling?" handout (*Appendix 2-A*)
- "Tattling or Telling?" situations (*Appendix 2-B*)
- Drawing paper for students

Procedure:

1. Class discussion – the difference between tattling and telling.
 - Tattling is trying to get someone into trouble (no one is being hurt and no rule is being broken).
 - Telling is trying to get someone out of trouble (getting help when there are unsafe behaviours).
2. Use the situations provided and have students determine which are tattling and which are telling.
 - Read each situation and have the students move to one side of the room if they think it is tattling and the other side of the room if they think it is telling. Provide an opportunity for students to share their reasons.
3. Have the students work with a partner and draw pictures of tattling and telling
 - a) Provide each group with a piece of drawing paper.
 - b) Ask students to fold the paper down the center and write the word 'tattling' at the top of one side and the word 'telling' at the top of the other side.
 - c) Have them draw a picture of a tattling situation and a telling situation.
 - d) If students have difficulties coming up with their own ideas you may choose to have them draw a couple of situations from the handout.
4. Provide opportunity for the groups to share their drawings with the class.
5. Reinforce the message that students must ask an adult for help if they are not feeling safe because they are getting hurt or their feelings are getting hurt. Also, highlight that calling someone a 'tattletale' is name calling and is not okay.
6. Post the pictures in the class, hallway or on the school's 'Bullying Prevention' bulletin board.

Extension Activities:

1. Have students share examples of situations where someone tattled on them and how they felt. Have them also share examples of situations where someone helped them by telling an adult.
2. Use the student drawings to create a book for the peace corner.
3. Have students role play the situations or create their own examples to role play.
4. Continue to use situations in class, as they arise, to explore the difference between telling and tattling. Ask students, who are tattling, if they think what they are telling you is going to get someone out of trouble or into trouble.

Tattling or Telling?



Katie has been calling Maria really mean names all week.

Marty stuck out his tongue at me.

Jennifer is eating a peanut butter sandwich at her desk.

Monica is looking at a library book instead of doing her math.

Billy keeps tripping me when I get on the bus to come to school everyday. I've asked him to stop but he just keeps doing it.

I just saw Prita in the washroom and she was crying.

Charlie told me my shirt is too tight.

Sarah said she didn't want to play with me.

Alex took two pieces of construction paper instead of one.

Anytime we try to play four squares, three older boys take our ball and tell us to get lost.

Tattling or Telling?

Teacher Answers

Katie has been calling Maria really mean names all week.
Telling / Asking for help (repeated, hurtful behaviour)

Marty stuck out his tongue at me.
Tattling (no one being hurt)

Jennifer is eating a peanut butter sandwich at her desk.
Telling / Asking for help (dangerous behaviour related to allergies and school rules)

Monica is looking at a library book instead of doing her math.
Tattling (no one being hurt)

Billy keeps tripping me when I get on the bus to come to school everyday. I've asked him to stop but he just keeps doing it.
Telling (repeated, potential for physical injury, failed attempt to solve problem on own)

I just saw Prita in the washroom and she was crying.
Telling (trying to get help for someone who is hurting)

Charlie told me my shirt is too tight.
Tattling (no one is in trouble and needing help to get out)

Sarah said she didn't want to play with me.
Tattling (not repeated, would be telling if Sarah told everyone not to play with student)

Alex took two pieces of construction paper instead of one.
Tattling (no one being hurt)

Anytime we try to play four-square three older boys take our ball and tell us to get lost.
Telling (repeated, dangerous situation because of power imbalance)



February

Key Message: Telling an adult about bullying is not tattling

Focus: Learning to get help by reporting bullying

Objective:

Students will learn to identify the difference between telling and tattling
Students will understand how to effectively report bullying to obtain adult help

Introduction / Background:

One of the main strategies we encourage children to use when faced with bullying situations is telling an adult. Although this sounds simple and logical, there are many difficulties and roadblocks associated with this strategy. Younger children struggle to understand the difference between telling and tattling while older children struggle with their desire to deal with situations independently.

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It is important to be able to assess the level of danger in any bullying situation. Questions that help students determine whether to deal with bullying themselves or get adult help in a specific situation include:

- *Could someone get physically hurt?*
- *Is it against the law? (stealing, assault, weapon)*
- *Am I in an unfamiliar location?*
- *Are the people unfamiliar?*
- *Would I be alone or away from others who could help?*
- *Do I feel unsafe in this situation?*

Curriculum Links: Oral and Visual Communication, OPHEA (Phys Ed), Visual Arts, Dramatic Arts, Language Arts – Literature, Family Life



Telling an Adult about Bullying is Not Tattling

Grade 3-5

Materials:

- "Tattling or Telling?" handout (*Appendix 3-A*)
- "Tattling or Telling?" answers (*Appendix 3-B*)

Procedure:

1. Class discussion – the difference between tattling and telling.
Tattling is trying to get someone into trouble (no one is being hurt and no rule is being broken).
Telling is trying to get someone out of trouble (getting help when there are unsafe behaviours).
2. Divide the class into partners or small groups. Hand out the "Tattling or Telling?" worksheet. Have students work through the eight situations. Take up as a class.
3. After discussing the situations, ask the groups to write an example of tattling and an example of telling. Have them create two short skits using these examples.
4. Have each group role play their two scenarios for the class. The rest of the students can then decide which depicts tattling and which is telling. Clarify any misconceptions.
5. Reinforce the message that students must ask an adult for help if they are not feeling safe because they are getting hurt or their feelings are getting hurt. Also, highlight that calling someone a 'tattletale' is name calling and is not okay.

Extension Activities:

1. Have students share examples of situations where someone tattled on them and how they felt. Have them also share examples of situations where someone helped them by telling an adult.
2. Have students create posters about tattling and telling.
3. Continue to use situations in class, as they arise, to explore the difference between telling and tattling. Ask students, who are tattling, if they think what they are telling you is going to get someone out of trouble or into trouble.

Tattling or Telling?

Put a check mark in the box to show if saying these things is tattling or telling.

If a student says:

1. Jessica didn't eat all of her lunch tattling
 telling

2. A grade four kid is pushing some little kids down on the playground. tattling
 telling

3. Justin has been taking food from my lunch bag every day. I've asked him to stop but he won't. tattling
 telling

4. Marcy is showing all the kids a knife she brought to school. tattling
 telling

5. Allison put her journal away without writing anything. tattling
 telling

6. There are some older kids on the basketball court who never let anyone else play. tattling
 telling

7. Sari is crying and won't come into the classroom. I think some older kids were bothering her. tattling
 telling

8. Edward just called me a name when I dropped the ball. tattling
 telling

(From Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

Tattling or Telling?

Teacher Answers

1. Jessica didn't eat all of her lunch.
Tattling - (No one is being hurt, not dangerous behaviour)
2. A grade four kid is pushing some little kids down on the ground.
Telling - (Someone is being hurt, dangerous behaviour)
3. Justin has been taking food from my lunch bag every day. I've asked him to stop but he won't.
Telling - (Repeated behaviour to emotionally hurt someone, stealing)
4. Marcy is showing all the kids a knife she brought to school.
Telling - (Dangerous behaviour/school rule broken, potential for someone to get hurt)
5. Allison put her journal away without writing anything.
Tattling - (No one is being hurt)
6. There are some older kids on the basketball court who never let anyone else play.
Telling - (Repeated behaviour, exclusion, emotional hurt, power imbalance)
7. Sari and Ann are crying and won't come into the classroom. I think some older kids were bothering them.
Telling - (Trying to get help for someone who is being hurt)
8. Edward just called me a name when I dropped the ball.
Tattling - (Not repeated, one instance behaviour related to a specific event - the child should try ignoring or talking with Edward before seeking adult help - would be telling if the name calling was repeated and the child could not get Edward to stop)



March

Key Message: Bullying can be stopped

Focus: Learning how to deal with bullying

Objective:

- Students will learn to assess the level of danger in a bullying situation
- Students will learn strategies to use when confronted with a bullying situation

Introduction / Background:

There is no set formula that works for dealing with every bullying situation. Students need to learn a variety of strategies and develop skill in determining which strategy would be most effective to use in a particular situation. There are basic strategies that are effective for everyone and can be applied to most situations. Other strategies are effective in specific situations or for particular personality types.

Most of the time, dealing with bullying is not an independent activity. Children who are bullied need support and skills in using effective strategies. They cannot solve the problem on their own because of the power imbalance. For this reason, **telling an adult** continues to be the best general solution. Adults can then decide how best to aid the student; teaching them skills or directly intervening.

Some strategies have to be used carefully or the bullying can be exacerbated. For instance, telling a student to **ignore** the behaviour works best in an initial episode where one student is 'feeling out' or assessing another student's vulnerability. It also works better for certain types of bullying, such as teasing. Ignoring bullying behaviour that has been going on for some time, or is more severe, can result in the student, who is bullying, intensifying efforts to maintain their perceived power over the bullied student (teasing becomes assault, verbal harassment becomes stalking).

Other strategies such as **assertive confrontation** depend on a student's ability to speak up in a non-aggressive manner, use "I"-messages and appear confident. Using **humour, distraction or agreement** again rely on the student's communication skills and are often best used by older students (some students may never have the ability to use these strategies appropriately).

When faced with a bullying situation, the safety of the student is the main concern. Learning how to assess a situation for the level of danger is an important skill and will help students determine the best strategy to use in helping themselves or others.

The 3 Rs approach for dealing with bullying includes: Recognizing bullying behaviour, Refusing to be bullied and Reporting bullying behaviour. This approach can be used by both students who are being bullied and those who witness bullying. Along with intervention strategies, prevention strategies can be used to refuse bullying (i.e.: stay away from bullies, don't play alone and act confident).

Curriculum Links: Oral and Visual Communication, OPHEA (Phys Ed), Visual Arts, Dramatic Arts, Language Arts – Literature, Family Life



Bullying Can Be Stopped

Kindergarten

Materials:

- "Dealing with Bullying: The 3 Rs" chart (*Appendix K-A*)
- "What Should I Do?" lesson script (*Appendix K-B*)
- "What Could You Do?" puppet situations (*Appendix K-C*)
- Puppets (2)

Procedure:

1. Discuss the "3 Rs" with the students – Recognize, Refuse and Report
 - Use the definition of bullying posted in the classroom to review how to 'Recognize' bullying
 - Post the chart in the classroom or make a larger, simpler version with just the "3 Rs" statements
2. Work through the lesson script with the students
 - Help students apply the "3 Rs" to answer the questions
3. Use puppets to role play the "What Could You Do?" situations
 - a) Use puppets to act out each situation
 - b) Have students suggest ideas of what 'Dimple' could do to deal with each situation
 - c) Focus discussion on the strategies that work best for this age group: *Staying away from the person doing the bullying, finding a safer place to play, staying with others or near an adult, using 'I-messages', telling an adult*
4. Write out a list of the various strategies students suggested on chart paper
 - Post in the classroom

Extension Activities:

1. Have students draw pictures of bullying situations and how they would handle them
2. Provide opportunity for students to share bullying situations they have faced and how they dealt with them
3. Read the book 'King of the Playground' by Phyllis Naylor

Dealing with Bullying

The 3 'Rs'

Recognize bullying behaviour

Know the definition of bullying

Ask yourself these questions to help you decide:

- Is it unfair? Does one person have more power?
- Was it done on purpose to hurt someone?
- Has it happened more than once?

Refuse to be bullied

Ask yourself:

"Is it safe for me to speak out assertively?"

If it is safe to speak out:

- Stay calm
- Use 'I-messages' to tell them to stop
- Then walk away

You could also:

- Ignore the behaviour
- Stay away from the person doing the bullying
- Find another, safer place to play
- Stay with others or near an adult

Report bullying behaviour

Tell an adult immediately if:

- Someone is unsafe
- Refusing doesn't work and the bullying continues
- You are not sure what you should do

(Adapted from Steps to Respect, Committee for Children, 2001)

What Should I Do?

Today we're going to learn about some things you can do if someone tries to bully you. Listen to this story.

On the playground Jesse often bothers Jennifer and Alice. He chases them, pulls their hair or takes cookies from their lunches. One day, Jennifer and Alice had no cookies to give Jesse, so Jesse pushed Jennifer down and sat on her. Jesse said that he would make both Jennifer and Alice eat dirt if they told a teacher. He also told them to make sure they had cookies the next day.

Is this bullying behaviour? (**Recognize** bullying when it happens)

Yes, mean behaviour that happens more than once, on purpose - hair pulling, taking their cookies, threatening them (make them eat dirt), pushing Jennifer down and sitting on her

Let's think of some things Jennifer and Alice could do to stop the bullying:

What might happen if Jennifer or Alice started to cry?

Jesse might laugh and keep bothering them or call them names; the teacher might come and help

Would crying make Jesse stop bullying them?

Probably not - he might be trying to make them cry. It might make him stop at that moment but he'll probably bully them even more after that.

What might happen if Jennifer and Alice yelled at Jesse or hit him?

Someone might get hurt. They could start fighting and get in trouble with the teacher.

Would yelling at Jesse or hitting him make him stop bullying Jennifer and Alice?

Not usually - even if he goes away this time, he'll come back. Jesse might want to get the girls in trouble by making them yell and hit. Jesse might get angry and decide to do even meaner things.

So we know that crying, hitting and yelling don't solve problems:

What are some things that Jennifer and Alice could do?

Refuse to be bullied: stay away from Jesse, play with other students, tell Jesse to stop ('I-messages')

**there are other strategies but some will not work for this scenario or are, generally, too difficult for this age group (ignoring, walking away)*

Report to an adult: tell the teacher what is happening and ask for help, tell their parents

(Adapted from Imagine... A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

What Could You Do?

Use two puppets to act out each situation. Ask the students what Dimples should do. You may simply demonstrate the bullying activity or continue to act out the solutions provided by the students. For the sake of clarity the puppets have been named Egbert and Dimple in these scenarios. You may choose to name your puppets or not

Egbert steps on Dimples toes over and over again

Tell him to stop, use 'I-messages', stay away from Egbert, play with other children, tell an adult

Egbert calls Dimple a baby all the time

Ignore Egbert, stay calm, walk away, tell him to stop, use 'I-messages', report to an adult

Egbert splashes water at Dimple near the sink almost every day

Stay away from Dimple, ignore him, walk away, stay calm, tell him to stop, 'I-messages', report

Egbert pushes Dimple every time they have to line up for something

Stay calm, tell Egbert to stop (assertively), 'I-messages', report to an adult

Egbert asks Dimple if he wants to play a game. Dimple says 'yes'. Egbert then tells Dimple he can't, because no one wants to play with him

Stay calm, walk away, 'I-messages', play with other students, report to an adult

Dimple is building a tower with blocks. Egbert knocks it down. Dimple ignores him and builds the tower again. Egbert knocks it down again

Stay calm, tell Egbert to stop, move on to another activity, report to an adult

Egbert follows Dimple at recess. When Dimple chooses to play with a ball, Egbert grabs it from him

Stay calm, tell him to stop, 'I-messages', play with other students, report to an adult



March

Key Message: Bullying can be stopped

Focus: Learning how to deal with bullying

Objective:

- Students will learn to assess the level of danger in a bullying situation
- Students will learn strategies to use when confronted with a bullying situation

Introduction / Background:

There is no set formula that works for dealing with every bullying situation. Students need to learn a variety of strategies and develop skill in determining which strategy would be most effective to use in a particular situation. There are basic strategies that are effective for everyone and can be applied to most situations. Other strategies are effective in specific situations or for particular personality types.

Most of the time, dealing with bullying is not an independent activity. Children who are bullied need support and skills in using effective strategies. They cannot solve the problem on their own because of the power imbalance. For this reason, **telling an adult** continues to be the best general solution. Adults can then decide how best to aid the student; teaching them skills or directly intervening.

Some strategies have to be used carefully or the bullying can be exacerbated. For instance, telling a student to **ignore** the behaviour works best in an initial episode where one student is 'feeling out' or assessing another student's vulnerability. It also works better for certain types of bullying, such as teasing. Ignoring bullying behaviour that has been going on for some time, or is more severe, can result in the student, who is bullying, intensifying efforts to maintain their perceived power over the bullied student (teasing becomes assault, verbal harassment becomes stalking).

Other strategies such as **assertive confrontation** depend on a student's ability to speak up in a non-aggressive manner, use "I"-messages and appear confident. Using **humour, distraction or agreement** again rely on the student's communication skills and are often best used by older students (some students may never have the ability to use these strategies appropriately).

When faced with a bullying situation, the safety of the student is the main concern. Learning how to assess a situation for the level of danger is an important skill and will help students determine the best strategy to use in helping themselves or others.

The 3 Rs approach for dealing with bullying includes: Recognizing bullying behaviour, Refusing to be bullied and Reporting bullying behaviour. This approach can be used by both students who are being bullied and those who witness bullying. Along with intervention strategies, prevention strategies can be used to refuse bullying (i.e.: stay away from bullies, don't play alone and act confident).

Curriculum Links: Oral and Visual Communication, OPHEA (Phys Ed), Visual Arts, Dramatic Arts,
Language Arts – Literature, Family Life



Bullying Can Be Stopped

Grade 1

Materials:

- "Dealing with Bullying: The 3 Rs" chart (*Appendix 1-A*)
- "Bullying on the Playground" lesson script (*Appendix 1-B*)
- Chart paper and drawing paper

Procedure:

1. Discuss the "3 Rs" with the students – Recognize, Refuse and Report
 - Use the definition of bullying posted in the classroom to review how to 'Recognize' bullying
 - Post the "3 Rs" chart in the classroom or make a larger, simpler version with just the main statements
2. Read through the lesson script with the students.
 - Have students apply the "3 Rs" to answer the questions
3. Write a list of the strategies students suggested on chart paper
 - Post in the classroom
4. Have students draw a picture of how they could use one of the 'refuse' or 'report' strategies to deal with the bullying situation presented in the lesson script.
 - Even though the scenario uses the strategy of finding a new place to play, students may choose to draw other strategies that would work – reporting to a teacher, using assertive 'I-messages', playing with others

Extension Activities:

1. Provide opportunity for students to share bullying situations they have faced and how they dealt with them
2. Read the book 'Chrysanthemum' by Kevin Henkes
3. Make a graph of the students' favourite places to play on the school grounds. As a class, ask students what are the features of these places that make them safe places to play.

Dealing with Bullying

The 3 'Rs'

Recognize bullying behaviour

Know the definition of bullying

Ask yourself these questions to help you decide:

- Is it unfair? Does one person have more power?
- Was it done on purpose to hurt someone?
- Has it happened more than once?

Refuse to be bullied

Ask yourself:

"Is it safe for me to speak out assertively?"

If it is safe to speak out:

- Stay calm
- Use 'I-messages' to tell them to stop
- Then walk away

You could also:

- Ignore the behaviour
- Stay away from the person doing the bullying
- Find another, safer place to play
- Stay with others or near an adult

Report bullying behaviour

Tell an adult immediately if:

- Someone is unsafe
- Refusing doesn't work and the bullying continues
- You are not sure what you should do

(Adapted from Steps to Respect, Committee for Children, 2001)

Bullying on the Playground

Jung and Matilda like to play with toys on the playground. Their favourite place to play is down by the fence where the dirt is really soft. They can make roads in the dirt and use twigs for trees. This place is away from the school building. A few older kids like to play in that part of the schoolyard too. An older boy started bugging Jung and Matilda, saying only babies play with trucks at school and calling them names. He kicked their trucks and then said it was only an accident. Another time he stepped on their roads and kicked dirt at them.

In what ways was the older boy bothering Jung and Matilda?

Calling them babies and other names, kicking the trucks, stepping on their roads, kicking dirt at them

Is that bullying behaviour? (**Recognize** bullying behaviour)

Yes, it's mean behaviour, on purpose, happens more than once, unfair because he is older

What could Jung and Matilda do? (**Refuse** to be bullied and **Report** bullying)

Tell an adult, ask the older boy to stop (see what else the students can come up with on their own)

Listen to the rest of the story to find out what Jung and Matilda did to solve the problem.

Jung and Matilda decided to find a new place to play. They decided to find a place where the older boy didn't usually play. So they moved to the smaller playground, near the school. There is always a teacher there at recess time. Many students from their class play there. Now the older boy doesn't bother them at all. Other students from their class come to play with them, too.

What did Jung and Matilda do to solve the problem of being bothered by the older boy?

Moved to a new place

Why did they choose the new place? (**Refuse** to be bullied)

Teachers are there, other students are there, the boy who bothers them doesn't go there

One way to keep yourself safe at school is to think about where you choose to play and to stay away from students who you think might cause trouble or bother you. It's a good idea to make sure that you are not all by yourself, or that you are near a friendly group or the teacher on duty. Then you are less likely to be bullied.

(Adapted from Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)



March

Key Message: Bullying can be stopped

Focus: Learning how to deal with bullying

Objective:

- Students will learn to assess the level of danger in a bullying situation
- Students will learn strategies to use when confronted with a bullying situation

Introduction / Background:

There is no set formula that works for dealing with every bullying situation. Students need to learn a variety of strategies and develop skill in determining which strategy would be most effective to use in a particular situation. There are basic strategies that are effective for everyone and can be applied to most situations. Other strategies are effective in specific situations or for particular personality types.

Most of the time, dealing with bullying is not an independent activity. Children who are bullied need support and skills in using effective strategies. They cannot solve the problem on their own because of the power imbalance. For this reason, **telling an adult** continues to be the best general solution. Adults can then decide how best to aid the student; teaching them skills or directly intervening.

Some strategies have to be used carefully or the bullying can be exacerbated. For instance, telling a student to **ignore** the behaviour works best in an initial episode where one student is 'feeling out' or assessing another student's vulnerability. It also works better for certain types of bullying, such as teasing. Ignoring bullying behaviour that has been going on for some time, or is more severe, can result in the student, who is bullying, intensifying efforts to maintain their perceived power over the bullied student (teasing becomes assault, verbal harassment becomes stalking).

Other strategies such as **assertive confrontation** depend on a student's ability to speak up in a non-aggressive manner, use "I"-messages and appear confident. Using **humour, distraction or agreement** again rely on the student's communication skills and are often best used by older students (some students may never have the ability to use these strategies appropriately).

When faced with a bullying situation, the safety of the student is the main concern. Learning how to assess a situation for the level of danger is an important skill and will help students determine the best strategy to use in helping themselves or others.

The 3 Rs approach for dealing with bullying includes: Recognizing bullying behaviour, Refusing to be bullied and Reporting bullying behaviour. This approach can be used by both students who are being bullied and those who witness bullying. Along with intervention strategies, prevention strategies can be used to refuse bullying (i.e.: stay away from bullies, don't play alone and act confident).

Curriculum Links: Oral and Visual Communication, OPHEA (Phys Ed), Visual Arts, Dramatic Arts,
Language Arts – Literature, Family Life



Bullying Can Be Stopped

Grade 2

Materials:

- "Dealing with Bullying: The 3 Rs" chart (*Appendix 2-A*)
- "Being Left Out" lesson script (*Appendix 2-B*)
- "Think Positive Thoughts" activity (*Appendix 2-C*)

Procedure:

1. Discuss the "3 Rs" with the students – Recognize, Refuse and Report
Use the definition of bullying posted in the classroom to review how to 'Recognize' bullying
Post the "3Rs" chart in the classroom.
2. Work through the lesson script with the students.
Have students apply the "3 Rs" to answer the questions
3. Have students volunteer to role play the 'Emily' scenario. Ask the class to provide suggestions for how Emily should act as she ignores the bullying.
Use prompt questions:
 - a) What should Emily do with her face to show she is ignoring the girls?
 - b) What should she do with her body?
 - c) Discuss body language (*stay still, relaxed, not tensing*) and facial expression (*calm, no eye contact, neutral*)
4. Use the 'Emily' scenario to explore the concept of positive self-talk as a response to hurtful situations.
Ask students:
 - a) What was Emily thinking as she ignored the girls? (*Jan is my friend now and we have fun together*)
"Sometimes it helps to think good thoughts or "put-ups" when someone says a "putdown" to you. You think good thoughts about yourself, so that the "put-down" isn't so hurtful. In the story, Emily thought about Jan being her friend and this helped."
 - b) What other things might Emily have thought about to make her feel strong? (*Nice things about herself and things she's good at – "I'm nice, people like me, I'm a good artist, I can run fast, I'm a good student"*)
5. Use the "Think Positive Thoughts" activity.
 - a) Divide the class into groups
 - b) Provide each group with a copy of the "Think Positive Thoughts" handout
 - c) As a class, review the statements that are provided
 - d) Ask the groups come up with more positive thoughts they could use to help them ignore put-downs
 - e) Discuss the responses as a class.

Extension Activities:

1. Provide opportunity for students to share bullying situations they have faced and how they dealt with them
2. Create a class chart of different ways students can 'refuse' bullying
3. Have students draw cartoons showing positive thinking they could do in response to attempts to bully them.
Their pictures should show the put-down and the positive thought that helps them ignore the comments

Dealing with Bullying

The 3 'Rs'

Recognize bullying behaviour

Know the definition of bullying

Ask yourself these questions to help you decide:

- Is it unfair? Does one person have more power?
- Was it done on purpose to hurt someone?
- Has it happened more than once?

Refuse to be bullied

Ask yourself:

"Is it safe for me to speak out assertively?"

If it is safe to speak out:

- Stay calm
- Use 'I-messages' to tell them to stop
- Then walk away

You could also:

- Ignore the behaviour
- Stay away from the person doing the bullying
- Find another, safer place to play
- Stay with others or near an adult

Report bullying behaviour

Tell an adult immediately if:

- Someone is unsafe
- Refusing doesn't work and the bullying continues
- You are not sure what you should do

(Adapted from Steps to Respect, Committee for Children, 2001)

Being Left Out

Alicia said that Emily couldn't be in her club any more. Alicia told Maria, Sharon, and Tara, the other girls in the club, not to talk to Emily, not to play with Emily, and not to even be near her. In fact, they started giving Emily dirty looks whenever they saw her.

Emily felt really lonely and sad, but she decided to ask someone else to play with her. So Emily played with Jan. Whenever Alicia or the other girls were near Emily, they gave her dirty looks and called her names. Emily pretended that nothing was happening. She just went on with what she was doing, even though she felt upset and sad. She didn't let her face show how she was really feeling. She tried to think to herself, "Jan is my friend now and we have fun together."

After awhile, Alicia and the other girls stopped bothering Emily. A few weeks later, Alicia came and asked Emily and Jan if they wanted to be in the club.

Was this bullying behaviour? (**Recognize** bullying behaviour)

Yes, it's mean behaviour, on purpose, unfair (a group of people against one), repeated; they are leaving Emily out, calling her names and taunting her

How did Emily feel when the other girls excluded her?

Sad, lonely, upset

What did Emily do? (**Refuse** to be bullied: **Report** bullying behaviour)

She found another friend to play with, ignored the taunting, stayed calm, acted confident, positive thoughts

What else could Emily have chosen to do?

Use assertive 'I-messages', get help from an adult

Sometimes ignoring students who try to bully you is a good way to make them lose interest in bothering you. Ignoring is something you can try when the behaviour is not dangerous and you won't be hurt. It would not be a good choice if the bullying was physical or the situation was unsafe.

Emily ignored the dirty looks and the taunting. Even though it made her feel sad and upset, she just went on with what she was doing and pretended nothing was happening. Pretty soon the other girls saw that they weren't able to upset Emily, and they left her alone.

(Adapted from Imagine... A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

Think Positive Thoughts!

1. I know I'm a neat kid
2. I won't listen to what they say
3. They won't get me upset. I can be calm
4. I like myself
5. They don't really know me well enough to know how great I am
6. No matter what they say, I know I can ignore them

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

(Adapted from Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)



March

Key Message: Bullying can be stopped

Focus: Learning how to deal with bullying

Objective:

- Students will learn to assess the level of danger in a bullying situation
- Students will learn strategies to use when confronted with a bullying situation

Introduction / Background:

There is no set formula that works for dealing with every bullying situation. Students need to learn a variety of strategies and develop skill in determining which strategy would be most effective to use in a particular situation. There are basic strategies that are effective for everyone and can be applied to most situations. Other strategies are effective in specific situations or for particular personality types.

Most of the time, dealing with bullying is not an independent activity. Children who are bullied need support and skills in using effective strategies. They cannot solve the problem on their own because of the power imbalance. For this reason, **telling an adult** continues to be the best general solution. Adults can then decide how best to aid the student; teaching them skills or directly intervening.

Some strategies have to be used carefully or the bullying can be exacerbated. For instance, telling a student to **ignore** the behaviour works best in an initial episode where one student is 'feeling out' or assessing another student's vulnerability. It also works better for certain types of bullying, such as teasing. Ignoring bullying behaviour that has been going on for some time, or is more severe, can result in the student, who is bullying, intensifying efforts to maintain their perceived power over the bullied student (teasing becomes assault, verbal harassment becomes stalking).

Other strategies such as **assertive confrontation** depend on a student's ability to speak up in a non-aggressive manner, use "I"-messages and appear confident. Using **humour, distraction or agreement** again rely on the student's communication skills and are often best used by older students (some students may never have the ability to use these strategies appropriately).

When faced with a bullying situation, the safety of the student is the main concern. Learning how to assess a situation for the level of danger is an important skill and will help students determine the best strategy to use in helping themselves or others.

The 3 Rs approach for dealing with bullying includes: Recognizing bullying behaviour, Refusing to be bullied and Reporting bullying behaviour. This approach can be used by both students who are being bullied and those who witness bullying. Along with intervention strategies, prevention strategies can be used to refuse bullying (i.e.: stay away from bullies, don't play alone and act confident).

Curriculum Links: Oral and Visual Communication, OPHEA (Phys Ed), Visual Arts, Dramatic Arts, Language Arts – Literature, Family Life



Bullying Can Be Stopped

Grade 3 - 5

Materials:

- "Dealing with Bullying: The 3 Rs" chart (*Appendix 3-A*)
- "Kaitlin is Scared" lesson script (*Appendix 3-B*)
- "Dealing with Bullying – Strategies for Students" handout (*Appendix 3-C*)

Procedure:

1. Discuss the "3 Rs" with the students – Recognize, Refuse and Report
Use the definition of bullying posted in the classroom to review how to 'Recognize' bullying
Post the chart in the classroom
2. Read through the lesson script with the students
Have students apply the "3 Rs" to answer the questions
3. Review the handout "Dealing with Bullying – Strategies for Students"
4. Apply the strategies to Kaitlin's scenario.
For each strategy, have a student volunteer to role play how it could be used in Kaitlin's scenario
You might choose to have a student play the boy who is following her or you may wish to play that role
Have the rest of the class make suggestions (*say 'Stop' more forcefully; keep your face more neutral*)
Focus on body language or the actual words that may be used for each strategy
5. Class mural project
 - a) Have students work individually or in pairs to create a picture that shows a strategy for dealing with bullying
 - b) As a class, create a large mural of the playground or a map of the school
 - c) Paste all the pictures on to the mural or map
 - d) Display the class mural in the hallwayYou might choose to have students draw their pictures and then simply use headings on the wall to denote the areas of the school where they could use those strategies (playground, classrooms, washrooms etc.).

Extension Activities:

1. Provide opportunity for students to share bullying situations they have faced and how they dealt with them
2. Help students create class or individual books that tell about strategies for dealing with bullying
3. Create a class chart of different ways students can 'refuse' bullying

Dealing with Bullying

The 3 'Rs'

Recognize bullying behaviour

Know the definition of bullying

Ask yourself these questions to help you decide:

- Is it unfair? Does one person have more power?
- Was it done on purpose to hurt someone?
- Has it happened more than once?

Refuse to be bullied

Ask yourself:

"Is it safe for me to speak out assertively?"

If it is safe to speak out:

- Stay calm
- Use 'I-messages' to tell them to stop
- Then walk away

You could also:

- Ignore the behaviour
- Stay away from the person doing the bullying
- Find another, safer place to play
- Stay with others or near an adult

Report bullying behaviour

Tell an adult immediately if:

- Someone is unsafe
- Refusing doesn't work and the bullying continues
- You are not sure what you should do

(Adapted from Steps to Respect, Committee for Children, 2001)

Kaitlin is Scared

Kaitlin is feeling scared. An older boy has been following her around the school grounds the last few days, saying mean things. Kaitlin has tried moving to safer places, but the boy keeps following her, even when she plays with her friends. She has tried ignoring him, but she is getting worried and it is really hard to ignore him. Kaitlin tried to use assertive behaviour, but it didn't work. She is beginning to feel anxious and unsure about what to do.

Is this bullying behaviour? (**Recognize** bullying behaviour)

Yes, mean behaviour, on purpose, repeated, unwanted, unfair power imbalance (older boy); following her when she doesn't want him to, calling her names

What ways has Kaitlin tried to stop being bullied? (**Refuse** to be bullied)

Moving to safer places, ignoring him, assertive behaviour, playing with friends

What do you think Kaitlin should do next? (**Refuse** to be bullied; **Report** bullying behaviour)

Try assertive behaviour again, ask an adult for help, stay near the adults on the playground

Kaitlin has tried moving to a safer place. She has also tried ignoring, but it was too hard to ignore him because she is feeling worried about her safety. She gets a funny, nervous feeling in her stomach whenever she sees the boy. She has already used assertive behaviour and it didn't work.

If Kaitlin were your friend and she told you all about this, what would you do to help?

Go with her to tell an adult, tell her it's not her fault, stay with her when we're on the playground, tell an adult myself even if Kaitlin won't

If you have tried staying away, tried ignoring, and tried assertive behaviour and these don't work, then stand tall and walk away to find adult help. If you are afraid, hurt, or threatened, then ask an adult for help. The adults at our school know about bullying and want to help stop it. We want students at our school to feel safe and not to be worried about being bullied.

There are times when asking for adult help is the best thing to do. As you know, you need to ask for help when someone is breaking the rules and creating an unsafe or dangerous situation. You might ask for help for yourself, or you might ask for help for someone else, because we can all help to make our school a safe place.

(Adapted from Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

Dealing with Bullying

Strategies for Students

Stay calm

Try not to show emotion. Do not respond to the bullying by crying or yelling or even looking upset. Students who bully are trying to get you to react. That is what helps them feel powerful.

Ignore it

Don't fight back, even with words. This makes the situation worse and you could get hurt or get in trouble for your behaviour. Simply pretend you don't hear, keep walking or continue what you were doing.

Say No (Be Assertive)

If you don't like what someone is doing, use a calm, clear voice to tell them to stop. Do not yell at them. If it is the first time, use an 'I-message' such as, *"I don't like it when... please stop"*. If it has happened before you may have to be more assertive and say *"Stop it. That's bullying and it's not okay"*. Remember to stay calm and do not yell.

Walk away

It is difficult for people to bully you if you are not standing still, listening to them. You can walk away in order to ignore the bullying behaviour; walk away after being assertive and saying 'no'; or walk away to get adult help.

Tell an adult

Students who use bullying behaviours think they can get away with their actions because they believe you will not tell anyone. Adults can help you figure out what to do, listen to how you're feeling or deal with the person doing the bullying. You can talk to an adult about what you would like them to do to help you.



May

Key Message: Bullying is NOT a normal part of growing up

Focus: Why people use bullying behaviours and making better choices

Objective:

Students will understand why people might use bullying behaviours.

Students will learn to make better choices to deal with feelings of anger, find positive ways to feel powerful and stop labelling others as 'bullies'.

Introduction / Background:

Bullying is a relationship problem – it is about a sense of entitlement, power and control. The sporadic use of bullying behaviours often results from feelings of anger and frustration when faced with some relationship conflict. We find it easier to manage the conflict by venting our feelings in a negative way and hurting someone in the process. Continued or repeated use of bullying behaviours stems from an internalized sense of entitlement, intolerance and lack of empathy for others. The desire for power and control is often combined with strong leadership skills but poor skills in managing relationships. Current research dispels the myth that most people who bully have poor self esteem. They often have average or higher self esteem. They also have leadership skills, but use these in a negative way.

Using bullying behaviours is not something we outgrow but rather adopt as a way of interacting with others throughout our lifespan. Childhood bullying may evolve into dating violence, assault, sexual harassment, workplace harassment, marital violence, child abuse and elder abuse (Pepler). Research demonstrates that by age 24, 60% of identified bullies have a criminal record (Olweus).

Learning how to effectively deal with feelings of anger and finding positive ways to feel powerful are proactive steps to changing or preventing the use of bullying behaviours. All students benefit from learning these skills. Students who repeatedly engage in bullying behaviours can learn to change their behaviours and find reward in being constructive leaders. Students who sometimes use bullying behaviours can learn alternate ways to cope with feelings of anger and disempowerment.

Ultimately, how we all deal with the issue of bullying is a reflection of the worth or value we assign to all people. We don't tend to bully those we consider worthy. In turn, when someone is bullying others we must remember to value that person while helping them deal with their bullying behaviours. It is important to teach students to identify the behaviour as bullying but not to label the person as a 'bully'. Adults need to role model this by focusing on the bullying behaviours and not referring to students as 'bullies'.

Curriculum Links: OPHEA, Family Life, Oral and Visual Communication



Bullying is NOT a Normal Part of Growing Up

Kindergarten

Materials:

- Definition of bullying (*posted in classroom*)
- Puppets (2) and a little ball
- "When I Am Angry" resource (*Appendix K-A*)
- "Puppet Play" activity (*Appendix K-B*)

Procedure:

1. Review the definition of bullying and examples of bullying behaviours with the students
Pushing someone on the playground, calling someone a name, leaving someone out
2. Class discussion – introduce the topic of anger
 - a) Tell us about a time you were angry and why.
 - b) What are some things you do when you are angry?
3. Talk about ways to deal with feelings of anger
 - a) Have you ever felt so angry you wanted to hurt someone?
 - b) What can you do if you are feeling angry instead of being mean to others?
"All of us, even adults, feel mad or angry at times and are sometimes mean to others. It's okay to feel angry but it's not okay to act in a way that hurts others."
4. As a class, practice the anger management strategy of taking deep breaths or counting to 10 slowly.
5. Puppet Scenario
Use puppets to portray a simple bullying situation. Have the puppet, which is bullying, explain what it is feeling and why it is doing the behaviour (*feels angry, wants things done his way, wants attention, jealous*)
6. Debrief the puppet show
 - a) What does Mikey do to try to hurt others? (*Tries to control what they do by threatening to not let them use his ball, excludes Tommy the new kid*)
 - b) Why is Mikey acting that way? (*jealous of Tommy, wants everyone to do things his way, wants attention, afraid he won't look as good playing soccer-baseball as he is playing soccer*)
7. Have students take the "Pledge to Prevent Bullying":
I will not bully others
I will help others who are being bullied
I will try to be kind and include others when I play

Extension Activities:

1. Read the book, 'Bye-Bye Bully!' by J.S. Jackson
2. Read the book 'Just Me and My Cousin' by Gina & Mercer Mayer. Have students talk about the different bullying behaviours the cousin used, why they think he acted that way, and how he tried to make it better in the end.

When I Am Angry...

- ☺ Stop and think
- ☺ Take a deep breath
- ☺ Count to ten slowly
- ☺ Walk away from the person or situation making me angry

Help myself calm down:

- ☺ Think calm, peaceful thoughts
- ☺ Take a walk
- ☺ Find a quiet place to be alone, take a time out, go to the peace corner
- ☺ Draw a picture about how I feel
- ☺ Cuddle a pet
- ☺ Listen to music
- ☺ Watch a funny video
- ☺ Read a favourite book

Find a safe way to deal with my 'anger energy':

- ☺ Go for a run
- ☺ Shoot some hoops, hit a tennis ball
- ☺ Ride a bike
- ☺ Jump up and down
- ☺ Punch a pillow

Do something constructive:

- ☺ Work on a hobby
- ☺ Ask myself why I am feeling angry
- ☺ Talk about my feelings with someone I trust

After I calm down:

- ☺ It may be appropriate to tell the person how I feel
- ☺ Use 'I' messages to describe my feelings
- ☺ Remember the goal is not to hurt someone but to restore relationships

Puppet Play

You can use any two puppets for this activity. Feel free to change the names of the characters so they do not represent any students in your class.

Mikey: (approaches Billy, holding a ball) "Hey Billy! Where is everyone?"

Billy: "Hey, Mikey! We're all over near the baseball diamond, waiting for you"

Mikey: (looks over toward the baseball diamond) "What is everyone doing over there? We always meet here in the soccer field. And who is that kid everyone is crowding around?"

Billy: "Oh, that's Tommy - he's that new kid, who came last week. He's great! He told us about the game soccer-baseball that they always played at his old school. He's just explaining the rules while we wait for you."

Mikey: "Why is he explaining the rules? We always play soccer."

Billy: "Yeah, I know. But this game sounds like a lot of fun and we decided we want to try something new. Tommy makes it sound really exciting."

Mikey: (sounding frustrated, turns to talk to the audience, shares his internal thoughts) "I don't like this - everyone seems to like that new kid and now they want to play the game he likes, instead of soccer, which *everyone* knows I like. I'm good at soccer and everyone looks up to me when we play. Now, no one wants to play my game and no one is paying attention to me. Everyone should do what I want."

Billy: (sounding like he's trying to get Mikey's attention) "Hey Mikey! Come on - let's get over there. Everyone is waiting."

Mikey: "I don't want to play soccer-baseball. It's a stupid game. Whoever wants to use my ball, can come over here and play soccer, as usual."

Billy: "That's not fair. Why don't you just come over and try this new game?"

Mikey: "Because I don't want to, and it's my ball. Go get everyone and I'll wait here." (Billy starts leaving) "Oh, and don't bring that new kid - I don't want to play with him."



May

Key Message: Bullying is NOT a normal part of growing up

Focus: Why people use bullying behaviours and making better choices

Objective:

Students will understand why people might use bullying behaviours.

Students will learn to make better choices to deal with feelings of anger, find positive ways to feel powerful and stop labelling others as 'bullies'.

Introduction / Background:

Bullying is a relationship problem – it is about a sense of entitlement, power and control. The sporadic use of bullying behaviours often results from feelings of anger and frustration when faced with some relationship conflict. We find it easier to manage the conflict by venting our feelings in a negative way and hurting someone in the process. Continued or repeated use of bullying behaviours stems from an internalized sense of entitlement, intolerance and lack of empathy for others. The desire for power and control is often combined with strong leadership skills but poor skills in managing relationships. Current research dispels the myth that most people who bully have poor self esteem. They often have average or higher self esteem. They also have leadership skills, but use these in a negative way.

Using bullying behaviours is not something we outgrow but rather adopt as a way of interacting with others throughout our lifespan. Childhood bullying may evolve into dating violence, assault, sexual harassment, workplace harassment, marital violence, child abuse and elder abuse (Pepler). Research demonstrates that by age 24, 60% of identified bullies have a criminal record (Olweus).

Learning how to effectively deal with feelings of anger and finding positive ways to feel powerful are proactive steps to changing or preventing the use of bullying behaviours. All students benefit from learning these skills. Students who repeatedly engage in bullying behaviours can learn to change their behaviours and find reward in being constructive leaders. Students who sometimes use bullying behaviours can learn alternate ways to cope with feelings of anger and disempowerment.

Ultimately, how we all deal with the issue of bullying is a reflection of the worth or value we assign to all people. We don't tend to bully those we consider worthy. In turn, when someone is bullying others we must remember to value that person while helping them deal with their bullying behaviours. It is important to teach students to identify the behaviour as bullying but not to label the person as a 'bully'. Adults need to role model this by focusing on the bullying behaviours and not referring to students as 'bullies'.

Curriculum Links: OPHEA, Family Life, Oral and Visual Communication



Bullying is NOT a Normal Part of Growing Up

Grade 1

Materials:

- Definition of bullying (*posted in classroom*)
- Paper, crayons or pencil crayons for each student
- "When I Am Angry" resource (*Appendix 1-A*)

Procedure:

1. Review the definition of bullying and examples of bullying behaviours with the students
Pushing someone, calling someone a name, leaving someone out, talking behind someone's back
2. Ask students to draw a picture of 'someone who bullies'. They may choose to write a few descriptive words about their drawing (*boy or girl, big or small, how old*). Have them show their drawings to the class and talk about the features they think are important.
3. Class discussion – bullying is a behaviour that could be done by anyone
 - a) How many students drew a boy?
 - b) How many drew someone looking bigger, stronger or older?

"Bullying is a behaviour that people choose to do; it is not about a type of person. Bullying is done by both boys and girls, by all ages, all sizes and shapes. It is about how someone acts, not what they look like. It is about being selfish and wanting to hurt or control others. It can be anyone at any time."
4. Talk about ways to deal with feelings of anger. You may wish to refer to the "When I Am Angry" resource.
 - a) How many of you have ever felt angry?
 - b) Have you ever felt so angry you wanted to hurt someone or their feelings?
 - c) How do you feel when someone gets angry at you?
 - d) What can you do if you are feeling angry instead of being mean to others?

"All of us, even adults, feel angry at times. Sometimes people get so angry they want to take it out on others. It's okay to feel angry but it's not okay to act in a way that hurts others. People who think it's okay to hurt others often end up using bullying behaviours."
5. Remind students that it's not okay to call people 'bullies'. This is name-calling. Bullying is about behaviour, it is not who people are. (*Just like someone is not the 'nose picker' or the 'crier' or the 'yeller'*)
6. Have students take the "Pledge to Prevent Bullying":
 - I will not bully others*
 - I will help others who are being bullied*
 - I will try to be kind and include others when I play*

Extension Activities:

1. Write the pledge on chart paper and post in the classroom (Note: you may already have these statements in your class contract from the September lesson)
2. Read the book, 'Mad Isn't Bad' by Michaelene Mundy

When I Am Angry...

- ☺ Stop and think
- ☺ Take a deep breath
- ☺ Count to ten slowly
- ☺ Walk away from the person or situation making me angry

Help myself calm down:

- ☺ Think calm, peaceful thoughts
- ☺ Take a walk
- ☺ Find a quiet place to be alone, take a time out, go to the peace corner
- ☺ Draw a picture about how I feel
- ☺ Cuddle a pet
- ☺ Listen to music
- ☺ Watch a funny video
- ☺ Read a favourite book

Find a safe way to deal with my 'anger energy':

- ☺ Go for a run
- ☺ Shoot some hoops, hit a tennis ball
- ☺ Ride a bike
- ☺ Jump up and down
- ☺ Punch a pillow

Do something constructive:

- ☺ Work on a hobby
- ☺ Ask myself why I am feeling angry
- ☺ Talk about my feelings with someone I trust

After I calm down:

- ☺ It may be appropriate to tell the person how I feel
- ☺ Use I messages to describe my feelings
- ☺ Remember the goal is not to hurt someone but to restore relationships



May

Key Message: Bullying is NOT a normal part of growing up

Focus: Why people use bullying behaviours and making better choices

Objective:

Students will understand why people might use bullying behaviours.

Students will learn to make better choices to deal with feelings of anger, find positive ways to feel powerful and stop labelling others as 'bullies'.

Introduction / Background:

Bullying is a relationship problem – it is about a sense of entitlement, power and control. The sporadic use of bullying behaviours often results from feelings of anger and frustration when faced with some relationship conflict. We find it easier to manage the conflict by venting our feelings in a negative way and hurting someone in the process. Continued or repeated use of bullying behaviours stems from an internalized sense of entitlement, intolerance and lack of empathy for others. The desire for power and control is often combined with strong leadership skills but poor skills in managing relationships. Current research dispels the myth that most people who bully have poor self esteem. They often have average or higher self esteem. They also have leadership skills, but use these in a negative way.

Using bullying behaviours is not something we outgrow but rather adopt as a way of interacting with others throughout our lifespan. Childhood bullying may evolve into dating violence, assault, sexual harassment, workplace harassment, marital violence, child abuse and elder abuse (Pepler). Research demonstrates that by age 24, 60% of identified bullies have a criminal record (Olweus).

Learning how to effectively deal with feelings of anger and finding positive ways to feel powerful are proactive steps to changing or preventing the use of bullying behaviours. All students benefit from learning these skills. Students who repeatedly engage in bullying behaviours can learn to change their behaviours and find reward in being constructive leaders. Students who sometimes use bullying behaviours can learn alternate ways to cope with feelings of anger and disempowerment.

Ultimately, how we all deal with the issue of bullying is a reflection of the worth or value we assign to all people. We don't tend to bully those we consider worthy. In turn, when someone is bullying others we must remember to value that person while helping them deal with their bullying behaviours. It is important to teach students to identify the behaviour as bullying but not to label the person as a 'bully'. Adults need to role model this by focusing on the bullying behaviours and not referring to students as 'bullies'.

Curriculum Links: OPHEA, Family Life, Oral and Visual Communication



Bullying is NOT a Normal Part of Growing Up

Grade 2

Materials:

Definition of bullying (*posted in classroom*)

"When I Am Angry..." resource (*Appendix 2-A*)

"What Should You Do?" situations (*Appendix 2-B*)

Procedure:

1. Class discussion – feelings of anger
 - a) How many of you have ever felt angry?
 - b) Have you ever felt so angry you wanted to hurt someone or their feelings?
 - c) How do you feel when someone gets angry at you?
 - d) Do you think it is fair when someone takes out their anger on you?

2. Talk about ways to deal with feelings of anger. Brainstorm what students can do when they feel angry. Use the "When I Am Angry" resource and discuss which ideas students believe might work for them.

"All of us, even adults, feel angry at times. Sometimes people get so angry they take it out on others. It's okay to feel angry but it's not okay to act in a way that hurts others. People who think it's okay to hurt others often end up using bullying behaviours."

3. Review the definition of bullying and examples of bullying behaviours with the students

4. Divide the class into five groups. Cut up the situations on the "What Should You Do?" handout and provide one to each group. Ask them to decide which answer they would choose and create a short role play. Allow each group to perform their skit and talk about why they chose that way to handle the situation.

For some situations, there may be more than one good answer.

5. Remind students that it's not okay to call people 'bullies'. This is name-calling. Bullying is about behaviour; it is not who people are. (*Just like someone is not the 'nose picker' or the 'crier' or the 'yeller'*)

6. Have students take the "Pledge to Prevent Bullying":
 - I will not bully others*
 - I will help others who are being bullied*
 - I will try to be kind and include others when I play*

Extension Activities:

1. Have students think of other things they could do to deal with the situations from "What Should You Do?"
2. Write the pledge on chart paper and post in the classroom (Note: you may already have these statements in your class contract from the September lesson)
3. Read the book, 'The Grouchy Ladybug' by Eric Carle

When I Am Angry...

- ☺ Stop and think
- ☺ Take a deep breath
- ☺ Count to ten slowly
- ☺ Walk away from the person or situation making me angry

Help myself calm down:

- ☺ Think calm, peaceful thoughts
- ☺ Take a walk
- ☺ Find a quiet place to be alone, take a time out, go to the peace corner
- ☺ Draw a picture about how I feel
- ☺ Cuddle a pet
- ☺ Listen to music
- ☺ Watch a funny video
- ☺ Read a favourite book

Find a safe way to deal with my 'anger energy':

- ☺ Go for a run
- ☺ Shoot some hoops, hit a tennis ball
- ☺ Ride a bike
- ☺ Jump up and down
- ☺ Punch a pillow

Do something constructive:

- ☺ Work on a hobby
- ☺ Ask myself why I am feeling angry
- ☺ Talk about my feelings with someone I trust

After I calm down:

- ☺ It may be appropriate to tell the person how I feel
- ☺ Use I messages to describe my feelings
- ☺ Remember the goal is not to hurt someone but to restore relationships

What Should You Do?

Choose the action you would take if this happened to you. There may be more than one good answer.

1. Your brother has a new toy that you like but he won't let you touch it.

What should you do?

- Take the toy and hide it so he can't find it
 - Tell him he can play with one of your toys
 - Ask him if you can play with it later
-

2. At lunch, a classmate bangs into your desk and spills your drink all over your sandwich and your desk.

What should you do?

- Call him names
 - Do something to ruin his lunch
 - Ask him to help you clean it up
-

3. Your friend borrowed one of your favourite books and now you can't find it. She says she gave it back to you.

What should you do?

- Take something of hers and keep it
 - Ask her to help you look for it
 - Call her a liar
-

4. You can't find your backpack. You see a boy with a backpack that looks just like yours.

What should you do?

- Yell after him and call him a thief
 - Grab the backpack away from him
 - Ask if you can look at the backpack
-

5. Everyday you meet your friend on the playground. Today you can't find her. Finally, you see her in a different area with a group of girls.

What should you do?

- Ignore her and go sit in a corner alone
- Find some other friends to play with
- Go over and say 'hi' and see what the group is up to



May

Key Message: Bullying is NOT a normal part of growing up

Focus: Why people use bullying behaviours and making better choices

Objective:

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Curriculum Links: OPHEA, Family Life, Oral and Visual Communication



Bullying is NOT a Normal Part of Growing Up

Grade 3 - 5

Materials:

- Definition of bullying (*posted in classroom*)
- Paper (*11x14 is best*)
- "When I Am Angry..." resource (*Appendix 3-A*)

Procedure:

1. Review the definition of bullying and examples of bullying behaviours with the students
2. Ask students to draw a line down the middle of the paper and use only one side for this exercise. Have them draw a picture of 'someone who bullies' and write 5 characteristics of that person (*boy or girl, size, age, appearance, actions*). Have them show the class their drawings and explain the characteristics they chose.
3. After everyone has presented, ask students if they notice any similarities among their drawings. Talk about the difference between what people look like and their behaviour. Reinforce that bullying is a behaviour that people choose; it is not about a type of person.
 - a) What are some similarities among the drawings you made?
 - b) Can only people who look a certain way be mean to others and bully them?
 - c) Have you ever felt or acted like the words you used to describe your drawing?
"Bullying is a behaviour that people choose to do; it is not about a type of person. Bullying is done by both boys and girls, by all ages, all sizes and shapes. It is about how someone acts, not what they look like. It is about being selfish and wanting to hurt or control others. It can be anyone at any time."
4. Class discussion – feelings of anger can sometimes lead to bullying behaviours
 - a) Have you ever felt so angry you wanted to hurt someone or their feelings?
 - b) How do you feel when someone gets angry at you?
 - c) Do you think it is fair when someone takes out their anger on you?
5. Talk about ways to deal with feelings of anger. Brainstorm what students can do when they feel angry. Use the "When I Am Angry" resource and discuss which ideas students believe might work for them.
"All of us, even adults, feel angry at times. Sometimes people get so angry they take it out on others. It's okay to feel angry but it's not okay to act in a way that hurts others. People who think it's okay to hurt others often end up using bullying behaviours."
6. Ask students to take out their drawing again. On the other half of the paper have them re-draw a picture of someone who bullies others. Discuss, as a class, differences between the first and second drawings.
7. Remind students that it's not okay to call people 'bullies'. This is name-calling. Bullying is about behaviour, it is not who people are (*just like someone is not the 'nose picker' or the 'crier' or the 'yeller'*)

Extension Activities:

1. Decorate the classroom bulletin board with the students' drawings
2. Read the book, 'The Meanest Thing to Say' by Bill Cosby

When I Am Angry...

- ☺ Stop and think
- ☺ Take a deep breath
- ☺ Count to ten slowly
- ☺ Walk away from the person or situation making me angry

Help myself calm down:

- ☺ Think calm, peaceful thoughts
- ☺ Take a walk
- ☺ Find a quiet place to be alone, take a time out, go to the peace corner
- ☺ Draw a picture about how I feel
- ☺ Cuddle a pet
- ☺ Listen to music
- ☺ Watch a funny video
- ☺ Read a favourite book

Find a safe way to deal with my 'anger energy':

- ☺ Go for a run
- ☺ Shoot some hoops, hit a tennis ball
- ☺ Ride a bike
- ☺ Jump up and down
- ☺ Punch a pillow

Do something constructive:

- ☺ Work on a hobby
- ☺ Ask myself why I am feeling angry
- ☺ Talk about my feelings with someone I trust

After I calm down:

- ☺ It may be appropriate to tell the person how I feel
- ☺ Use I messages to describe my feelings
- ☺ Remember the goal is not to hurt someone but to restore relationships



June

Key Message: It's Important to Communicate Well

Focus: Learning to be assertive

Objective:

Students will learn the difference between assertive, aggressive and passive communication
 Students will use assertive communication to stop or prevent bullying

Introduction / Background:

Communication is the key to dealing with any kind of conflict and a necessity for preventing or resolving bullying situations. Reviewing assertive communication is one more step in helping students develop skills that allow them to be effective in dealing with bullying situations (whether it is happening to them or they are witnesses). As they continue to develop skills, it is important to reinforce with students the need to continue reporting bullying to adults, particularly in dangerous or ongoing situations.

Students have been taught the "3 R's" for dealing with bullying – recognize, refuse and report. Learning to use assertive communication is a method of refusing to be bullied. If the "3R's" are not posted in your classroom, you may wish to pull them out to highlight and tie to this lesson.

Assertive communication skills can help students:

- deal independently with conflict
- state what they need/want in a positive manner rather than becoming aggressive
- refuse to be bullied
- stand up for others who are being bullied

Assertive Behaviour can be defined as that which shows ability to stand up for oneself, express feelings, and exercise rights while respecting the rights of others. Assertive people respect themselves and others, equally.

Aggressive Behaviour can be defined as that which seeks to meet one's goal by hurting others. Aggressive people behave as if their rights matter more than those of others.

Passive Behaviour can be defined as that which allows others more control and doesn't meet one's own goals. Passive people behave as if other people's rights matter more than theirs.

Students need opportunity to practice refusing bullying by being assertive. Focus should be on their verbal language as well as their body language and facial expression. Students should be taught some basic practices that communicate assertiveness: stand or sit tall; head held high; look straight at the person's face; maintain eye contact but don't stare; speak respectfully in a strong, clear voice; use the person's name if you know it; label the bullying behaviour; say what you want the person to do (I-messages, 'Stop'); remain calm; walk away.

Curriculum Links: OPHEA, Family Life, Oral and Visual Communication, Language Arts



It's Important to Communicate Well

Kindergarten

Materials:

- Scissors and glue
- Puppets or stuffed animals
- "Anna and Kevin" lesson script (*Appendix 1-A*)
- "Being Assertive" role plays (*Appendix 1-B*)

Procedure:

1. Work through the lesson script "Anna and Kevin" with the students
2. Introduce components of assertive behaviour
"It's important to think about what we say and how we say it. It's also important to be careful of our body language – what our body is doing."
3. Discuss the concept of body language and "I" messages
Use various poses and ask students what they think you feel based on each pose (*arms crossed; head in hand*)
Review "I" messages (*I feel...when...I want...*)
Review the steps of 'how to be assertive' on the "Being Assertive" resource
4. Coach students on assertive body language
Shoulders squared; standing "tall"; some degree of eye contact; strong clear voice
5. Have students practice using assertive behaviour by role playing the situations from "Being Assertive"
 - a) Use a puppet or stuffed animal to be Chris, the student who bullies
 - b) Demonstrate the first situation so students have a better idea of what to do
 - c) Invite students to take a turn and use a puppet to role play an assertive response to Chris
 - d) As the students perform their puppet play, provide feedback and encouragement
6. Remind students that being assertive doesn't always work and it is important to report bullying to adults.
"Sometimes, you need to be assertive and tell the other person to stop their behaviour more than once. If you have tried to be assertive a couple of times and the person doesn't stop, you should ask an adult for help"

Extension Activities:

1. Have students create their own puppet plays about dealing with bullying by using assertive behaviour

Anna and Kevin

We're going to learn about something you can do if someone tries to bully you. Try this idea when someone first starts to bother you. You can use this idea when someone teases, or calls names, or tries to get you to do something. But if someone is really hurting you by kicking, hitting, punching, or doing something dangerous then you will need to ask an adult for help.

Anna has long hair and Kevin has pulled her hair two times. Anna is upset .She thinks Kevin is trying to bully her.

What might happen if Anna started to cry?

Kevin might laugh and keep bothering Anna again and again; Kevin might call her names; the teacher might come and help.

Would the crying make Kevin stop pulling Anna's hair?

Probably not - he might be trying to make Anna cry. Kevin might stop this time, but pull her hair again

Would the yelling and hitting make Kevin stop pulling Ann's hair?

Probably not - he might go away this time, but could come back again. Maybe Kevin wants to get Anna in trouble by making her yell, or he might get mad and want to do even meaner things to Anna

Crying doesn't solve problems. Hitting and yelling don't solve problems.

Anna needs to tell Kevin that hair pulling hurts. She needs to tell him to stop it. Anna can 'stand tall,' look at Kevin and say, "Kevin, it hurts when you pull my hair! Stop it."

When Anna "stands tall" and talks to Kevin in a clear loud voice, she is being assertive. She looks at Kevin and says Kevin's name. Then she says what he is doing and tells him to stop. She is solving her problem in a way that doesn't hurt anyone. She is looking after herself by being assertive

Ask the students to "stand tall" and say together, "Kevin, it hurts when you pull my hair. Stop it!" An alternative statement that is applicable in any situation is, "I don't like that. Stop it." This simple statement might be useful for ESL or special needs students.

(Adapted from Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

Being Assertive

Practice Role Plays

Being assertive is something you can try. It seems to work best for times when someone just begins to bother you. You can be assertive without adult help and you can often solve the problem yourself

Review how to be assertive:

- ☺ *Stand tall*
- ☺ *Look at the person's face*
- ☺ *Use a clear strong voice*
- ☺ *Speak respectfully*
- ☺ *Say the person's name*
- ☺ *Say what they're doing*
- ☺ *Tell them that you don't like it*
- ☺ *Tell them to stop*

Demonstrate how to use assertive techniques in a role play:

I am going to ask each of you what you would say if Chris started doing something to bother you. You will use your puppet to "stand tall", look at Chris and tell him to stop what he is doing. Let me show you an example (*demonstrate with a puppet and your body language*):

- ☺ Chris is calling me stupid
- "I would stand tall, look at his face and say, 'Chris, I don't like it when you call me stupid. Stop it.'"

Have students role play these situations. Use a puppet for Chris:

Have one or two students come to the front of the room. Each gets a turn using a puppet to respond to the bullying situation by making an assertive statement. The whole class can repeat in unison. Give each student a turn, using situations such as the following:

- ☺ Chris steps on your toe again and again
- ☺ Chris calls you baby all the time
- ☺ Chris splashes water at you near the sink almost every day
- ☺ Chris keeps sticking a tongue out at you in class
- ☺ Chris pushes you out of the line every time the class lines up to go to the gym
- ☺ Chris says that no one should play with you ever again
- ☺ Chris lies about you and says that you are stealing from the teacher's desk.

(Adapted from Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)



June

Key Message: It's Important to Communicate Well

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Introduction / Background:

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Assertive communication skills can help students:

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- refuse to be bullied
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Passive Behaviour can be defined as that which allows others more control and doesn't meet one's own goals. Passive people behave as if other people's rights matter more than theirs.

Students need opportunity to practice refusing bullying by being assertive. Focus should be on their verbal language as well as their body language and facial expression. Students should be taught some basic practices that communicate assertiveness: stand or sit tall; head held high; look straight at the person's face; maintain eye contact but don't stare; speak respectfully in a strong, clear voice; use the person's name if you know it; label the bullying behaviour; say what you want the person to do (I-messages, 'Stop'); remain calm; walk away.

Curriculum Links: OPHEA, Family Life, Oral and Visual Communication, Language Arts



It's Important to Communicate Well

Grade 1

Materials:

- Scissors and glue
- Puppet or stuffed animal
- "Rae and Shawna" lesson script (*Appendix 1-A*)
- "Being Assertive" role plays (*Appendix 1-B*)
- "Which One is Assertive?" activity (*Appendix 1-C*)

Procedure:

1. Work through the lesson script "Rae and Shawna" with the students
2. Introduce components of assertive behaviour
"It's important to think about what we say and how we say it. It's also important to be careful of our body language – what our body is doing."
3. Discuss the concept of body language and "I" messages
Use various poses and ask students what they think you feel based on each pose (*arms crossed; head in hand*)
Review "I" messages (*I feel...when...I want...*)
Demonstrate assertive body language while giving an "I" message
Review the steps of 'how to be assertive' on the "Being Assertive" resource
4. Have students practice using assertive behaviour by role playing the situations from "Being Assertive"
 - a) Use a puppet or stuffed animal to be Toby, the student who bullies
 - b) Demonstrate the first situation so students have a better idea of what to do
 - c) Invite students to take a turn to come to the front of the class and role play being assertive
 - d) As the students perform their role play, provide feedback and encouragement
 - e) After a few examples, ask the class to help suggest changes
 - f) Encourage the students to try using assertive behaviour on the playground
5. Ask students to complete the "Which One is Assertive" activity.
 - a) Divide the class into pairs or groups of three and provide each group with an activity sheet
 - b) As a class, read the statements that Rae could say to Shawna
 - c) Ask students to cut out the three statements
 - d) Tell the groups they must decide which statements are assertive and which are not
 - e) When their group has reached agreement they can paste them into place
 - f) Discuss their answers as a class (*you may choose to have them put their names on the sheet and hand it in*)
6. Remind students that being assertive doesn't always work and it is important to report bullying to adults.
"Sometimes, you need to be assertive and tell the other person to stop their behaviour more than once. If you have tried to be assertive a couple of times and the person doesn't stop, you should ask an adult for help"

Extension Activities:

1. Read the story 'Chrysanthemum' by Kevin Henkes. Have students role play how Chrysanthemum could have been assertive when she was made fun of. Make a tissue flower to remind students of the lesson.

Rae and Shawna

Today we're going to learn about something you can do, without adult help, if someone tries to bully you. This idea is best for when someone first starts to bother you. When there is danger you need to ask a teacher or another adult for help. Listen to this story.

Rae is playing with blocks. She has built a tall tower on her castle. Rae feels uneasy when she sees that Shawna is coming over. Yesterday Shawna scribbled on Rae's art project. Shawna stands by the blocks. She tells Rae that the castle is dumb and knocks down the tower. It looks like the teacher didn't hear all the blocks fall down - he's busy with students at the art centre. Rae worked hard to make the castle and now it is ruined. Rae feels upset and hurt because Shawna is bothering her again. She knows the rule _ don't hurt anyone and don't hurt their things. Rae feels like crying about the broken castle.

What might happen if Rae started to cry?

Shawna might laugh and keep bothering Rae repeatedly. Shawna might call her names.

Would the crying make Shawna stop doing mean thing to Rae?

Probably not - she might be trying to make Rae cry. Shawna might go away this time, but may come back again. Even though Rae feels sad, she also feels angry. Rae is mad at Shawna for ruining the things she has made. She also feels like yelling at Shawna, "You're mean! You wrecked my castle!"

What might happen if Rae yelled at Shawna?

Shawna might get mad, she might hurt Rae, they could get in a fight, Rae might get in trouble

Would the yelling make Shawna stop bothering Rae?

Probably not - she might go away this time, but could come back again. Maybe she wants to get Rae in trouble by making her yell.

What could Rae do that might work?

Use I-messages to tell Shawna to stop bothering her.

This kind of behaviour is called assertive behaviour. When you act assertively, you look after yourself without upsetting the other person. Assertive behaviour helps to solve problems and change things.

Rae wants to be assertive, so she will stand tall, look at Shawna and use a clear, strong voice to say, "Shawna, I don't like it when you wreck my things. I want you to stop."

(Adapted from Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

Being Assertive

Practice Role Plays

Being assertive is something you can try. It seems to work best for times when someone just begins to bother you. You can be assertive without adult help and you can often solve the problem yourself

Review how to be assertive:

- ☺ *Stand tall*
- ☺ *Look at the person's face*
- ☺ *Use a clear strong voice*
- ☺ *Speak respectfully*
- ☺ *Say the person's name*
- ☺ *Say what they're doing*
- ☺ *Tell them that you don't like it*
- ☺ *Tell them to stop*

Demonstrate using assertive techniques in a role play:

- ☺ Toby is always poking me in the back to get attention
- "I want to be assertive, so I will stand tall, I look at the person, and I get ready to use a strong, clear voice. I say, "Toby, you are poking me in the back. I don't like it and I want you to stop."

Have students role play these situations. Use a puppet for Toby:

- ☺ Toby has started calling you names and teases you about your clothes
- ☺ Toby often tells you that you have to give him something from your lunch
- ☺ Toby is always bumping into you when you are lined up, then says it's an accident
- ☺ Toby is splashing you by kicking at puddles on the playground again
- ☺ Toby always tries to take the soccer ball from you at recess
- ☺ Toby says that you can't play with Martin any more
- ☺ Toby keeps grabbing things on your desk
- ☺ Toby makes fun of you by copying everything you do
- ☺ Toby makes faces at you at recess
- ☺ This is the second time Toby kicks you when you line up after recess

(Adapted from Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

Which One is Assertive?

Names _____

NOT ASSERTIVE

ASSERTIVE

✂

RAE yells, "You are mean!"

✂

RAE says, "That's pushing. Stop it."

✂

RAE starts to cry.

(Adapted from Imagine... A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

Appendix 1-C

June

Key Message: It's Important to Communicate Well

Focus: Learning to be assertive

Objective:

Students will learn the difference between assertive, aggressive and passive communication
Students will use assertive communication to stop or prevent bullying

Introduction / Background:

Communication is the key to dealing with any kind of conflict and a necessity for preventing or resolving bullying situations. Reviewing assertive communication is one more step in helping students develop skills that allow them to be effective in dealing with bullying situations (whether it is happening to them or they are witnesses). As they continue to develop skills, it is important to reinforce with students the need to continue reporting bullying to adults, particularly in dangerous or ongoing situations.

Students have been taught the "3 R's" for dealing with bullying – recognize, refuse and report. Learning to use assertive communication is a method of refusing to be bullied. If the "3R's" are not posted in your classroom, you may wish to pull them out to highlight and tie to this lesson.

Assertive communication skills can help students:

- deal independently with conflict
- state what they need/want in a positive manner rather than becoming aggressive
- refuse to be bullied
- stand up for others who are being bullied

Assertive Behaviour can be defined as that which shows ability to stand up for oneself, express feelings, and exercise rights while respecting the rights of others. Assertive people respect themselves and others, equally.

Aggressive Behaviour can be defined as that which seeks to meet one's goal by hurting others. Aggressive people behave as if their rights matter more than those of others.

Passive Behaviour can be defined as that which allows others more control and doesn't meet one's own goals. Passive people behave as if other people's rights matter more than theirs.

Students need opportunity to practice refusing bullying by being assertive. Focus should be on their verbal language as well as their body language and facial expression. Students should be taught some basic practices that communicate assertiveness: stand or sit tall; head held high; look straight at the person's face; maintain eye contact but don't stare; speak respectfully in a strong, clear voice; use the person's name if you know it; label the bullying behaviour; say what you want the person to do (I-messages, 'Stop'); remain calm; walk away.

Curriculum Links: OPHEA, Family Life, Oral and Visual Communication, Language Arts



It's Important to Communicate Well

Grade 2

Materials:

- Puppet or stuffed animal
- "Being Assertive" role play game (Appendix 2-A)
- "What Would You Say?" activity (Appendix 2-B)
- "Steps for Being Assertive" resource (Appendix 2-C)

Procedure:

1. Review the "3Rs" for dealing with bullying – recognize, refuse, report
Use the chart from the "Bullying Can Be Stopped" lesson plan
Inform students that they are going to learn another way to 'refuse' bullying – being assertive
2. Introduce components of assertive behaviour
"When we want to get a message across to others, it's important to think about what we say and how we say it. It's also important to be careful of our body language – what our body is doing and the expression on our face."
3. Briefly compare passive, aggressive and assertive behaviour
Aggressive people behave as if their rights matter more than those of others
Passive people behave as if other people's rights matter more than theirs
Assertive people respect themselves and others, equally
4. Discuss the concept of body language and "I" messages
Use body language to display emotions and ask students to guess what you feel (*arms crossed; head in hand*)
Review "I" messages (*I feel...when...I want...*)
Demonstrate assertive body language while giving an "I" message
Review the "Steps for Being Assertive" resource
5. Have students practice using assertive behaviour by playing the "Being Assertive" role play game
 - a) Use a puppet or stuffed animal to represent Myrtle, the student who is doing the bullying
 - b) Assign each student a number between 1 and 7 (several students will have the same number)
 - c) Cut up the role play cards and put them in a container
 - d) Pick a card from the container, call out the number and have students assigned that number stand up
 - e) After you read the situation, the students who are standing will practice responding assertively to Myrtle
 - f) As the students perform their role plays, provide feedback and encouragement
6. Have students work in pairs to complete the "What Would You Say?" handout. Discuss answers as a class
7. Remind students that being assertive doesn't always work and it is important to report bullying to adults.
"Sometimes, you need to be assertive and tell the other person to stop their behaviour more than once. If you have tried to be assertive a couple of times and the person doesn't stop, you should ask an adult for help"

Extension Activities:

1. Have students create puppet shows that demonstrate assertive behaviour
2. Create a chart of the 'Steps for Being Assertive' to post in the classroom

Being Assertive

Role Play Cards

Now we are ready for you to take turns role playing. I will tell what this student does to bother you, and then I will ask you to show assertive behaviour.

1. Myrtle calls your friend mean names when you are on the playground together	2. Once again, Myrtle, a student in your class says no one can play with you.
3. Myrtle often takes your lunch kit and holds it over the garbage can, like he's going to put it in.	4. Myrtle often tells you that your art or writing projects are dumb. She put an "F" on your math paper.
5. You see a Myrtle kicking dirt at your little brother again.	6. Myrtle and her friend won't let anyone sit at their table, even though there are no other seats.
7. Myrtle, an older student is always asking you to give her money from your allowance.	1. Myrtle always pushes into line in front of the new student who doesn't speak English.
2. When you are at the park, Myrtle takes away the ball and mitt that you and your sister were playing with.	3. In the library, Myrtle and some girls keep talking about you and saying you can't be in their club and you can't go to their party.
4. Myrtle is always giving you dirty looks.	5. Myrtle, who used to be your friend, is telling lies about you and your family.
6. Myrtle tells others not to sit next to your friend.	7. At your swimming lessons, Myrtle always makes fun of your bathing suit.

(Adapted from Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

What Would You Say?

Write what you would say to be assertive. Use the person's name, describe what they are doing and say what you want them to do.

1. Tim calls you weird names every time you miss the ball.

2. Sharon always cuts in front of you in the line-up.

3. Marisa wants you to bring her stickers every day.

4. Balvinder kicks sand at you whenever you walk near him.

5. Lee says that you can't be in the club, and no one can be your friend.

(Adapted from Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

Steps for Being Assertive

- ☺ Stand tall
- ☺ Look at the person's face
- ☺ Use a clear strong voice
- ☺ Speak respectfully
- ☺ Say the person's name
- ☺ Say what they're doing
- ☺ Tell them that you don't like it
- ☺ Tell them to stop



June

Key Message: It's Important to Communicate Well

Focus: Learning to be assertive

Objective:

Students will learn the difference between assertive, aggressive and passive communication
 Students will use assertive communication to stop or prevent bullying

Introduction / Background:

Communication is the key to dealing with any kind of conflict and a necessity for preventing or resolving bullying situations. Reviewing assertive communication is one more step in helping students develop skills that allow them to be effective in dealing with bullying situations (whether it is happening to them or they are witnesses). As they continue to develop skills, it is important to reinforce with students the need to continue reporting bullying to adults, particularly in dangerous or ongoing situations.

Students have been taught the "3 R's" for dealing with bullying – recognize, refuse and report. Learning to use assertive communication is a method of refusing to be bullied. If the "3R's" are not posted in your classroom, you may wish to pull them out to highlight and tie to this lesson.

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Curriculum Links: OPHEA, Family Life, Oral and Visual Communication, Language Arts



It's Important to Communicate Well

Grade 3-5

Materials:

- Puppets
- Flipchart paper with three columns entitled: *aggressive, passive, assertive*
- "Raymond and Leon – Aggressive Behaviour" script (Appendix 3-A)
- "Raymond and Leon – Passive Behaviour" script (Appendix 3-B)
- "Raymond and Leon – Assertive Behaviour" script (Appendix 3-C)
- "Being Assertive" activity (Appendix 3-D)

Procedure:

1. Review the "3Rs" for dealing with bullying – recognize, refuse, report
Use the chart from the "Bullying Can Be Stopped" lesson plan
Inform students that they are going to look at refusing bullying by being assertive
2. Introduce assertive behaviour
"We're going to learn about being assertive. This is something to do on your own if someone tries to bully you. Being assertive is best for times when someone first starts to bother you. You can use this idea when you will not be physically hurt. When there is danger you need to ask an adult for help."
3. Examine aggressive behaviour with the class
 - a) Read through the first script, "Raymond and Leon – Aggressive Behaviour"
 - b) Make a note under the heading "aggressive" on the flipchart (*angry impulse, hurtful*)
 - c) Use the puppets to behave aggressively to try and get the ball back
 - d) Ask students to describe the aggressive behaviour and write their ideas on the chart
 - e) It may help to ask students questions: *What did you see? What did you hear? What would the results be?*
4. Examine passive behaviour with the class
 - a) Read through the second script, "Raymond and Leon – Passive Behaviour"
 - b) Make a note under the heading "passive" on the flipchart (*scared thoughts, doing nothing*)
 - c) Use the puppets to behave passively to try and get the ball back
 - d) Ask students to describe the passive behaviour and write their ideas on the chart
 - e) It may help to ask students questions: *What did you see? What did you hear? What would the results be?*
5. Examine assertive behaviour with the class
 - a) Read through the final script, "Raymond and Leon – Assertive Behaviour"
 - b) Make a note under the heading "assertive" on the flipchart (*write the steps for being assertive*)
 - c) Use the puppets to behave assertively to try and get the ball back
 - d) Ask students to describe the assertive behaviour and write their ideas on the chart
 - e) It may help to ask students questions: *What did you see? What did you hear? What would the results be?*
6. Compare the charts and review the differences between passive, aggressive and assertive behaviour
7. Have students work in pairs to complete the "Being Assertive?" activity. Discuss answers as a class

Extension Activities:

1. Have students create puppet shows that demonstrate assertive behaviour
2. Create a chart of the 'Steps for Being Assertive' to post in the classroom

Raymond and Leon

Aggressive Behaviour

Listen to the story about Raymond.

Raymond and his friends are playing with the baseball at lunch time. They're playing catch and practicing for the game on the weekend. Raymond sees Leon coming toward them. Raymond feels nervous because Leon is a bigger kid who often likes to bug the younger ones. Last week Leon had been bothering a friend of Raymond's, taunting her until she cried. Raymond watches as Leon grabs their ball and starts to walk away.

Was Leon's behaviour bullying?

Yes, when a person is doing mean things repeatedly, and scaring others, it is bullying behaviour

Although Leon makes him feel nervous, Raymond also feels really angry. He is thinking, "How could Leon just take someone else's ball and walk away with it?" Raymond feels so mad he just wants to do something to get the ball back. Raymond thinks, "I'm so angry! I could yell at Leon and get my friends to push him down! Then I'll show him! Then I'll get the ball back!"

How do you think Raymond is feeling as he thinks these thoughts?

Angry, frustrated, he could be getting madder and madder

Sometimes, when someone bothers you, you might feel really angry. You want them to stop and your mind might be filled with angry thoughts. Those angry thoughts make it hard for you to think about good choices and about good ways to solve your problem. Those strong feelings and angry thoughts lead to an impulse to show how angry you are and to get the person to stop by shouting or hitting

What would happen if Raymond followed his impulse and yelled at Leon and got his friends to push Leon down?

There might be a fight. Raymond might get hurt. He might get in trouble. He would be breaking school safety rules.

Yelling and pushing is aggressive behaviour. Raymond's angry thought can lead to an impulse to act aggressively...Aggressive behaviour can hurt people and doesn't solve problems.

(Adapted from Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

Raymond and Leon

Passive Behaviour

Raymond had other feelings about Leon. He was also feeling nervous and scared. Raymond started to think about how mean Leon had been to his friend, taunting her until she cried. He started to think, "Leon is bigger than me. He does mean things. I just want him to leave me alone and never bother me again. I probably can't get the ball back anyway."

How do you think Raymond is feeling as he thinks these thoughts?

Scared, nervous, afraid Leon will hurt him or start to bother him every day

Raymond is feeling another kind of impulse. Raymond's scared and nervous feelings lead to an impulse to do nothing, to just let Leon have the ball and hope that Leon leaves him alone. Doing nothing and not saying what you need or want is passive behaviour.

If Raymond did nothing or was passive, what might Leon think?

That he could just take Raymond's things and Raymond won't do anything

Leon would probably think that he could do more things to bother Raymond, because Raymond won't do anything about it. Then Leon would be likely to bother Raymond again and again. That's why passive behaviour doesn't work to stop someone from bothering you.

Sometimes you might feel an impulse to be passive, too. You could feel scared and think that you don't want to get the other person mad at you. You might hope that if you did nothing, the problem would just go away and they would leave you alone. But as we have seen, passive behaviour doesn't work to solve problems.

(Adapted from Imagine...A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)

Raymond and Leon

Assertive Behaviour

Raymond has another choice. He could control his angry impulses by telling himself to be calm, to stop and think. He could control his scared impulses to do nothing by thinking, 'I can do something. It's not fair for him to take my ball.' He could be assertive. He could stand up for himself and say what he wants. Assertive behaviour helps to solve problems and change things.

To be assertive, Raymond would have to stand tall, look at Leon, and use a clear strong voice. He would say Leon's name, state Leon's behaviour and tell what he wants to happen. Raymond might say, "Leon, you're stopping our game. Give back the ball now."

Steps for Being Assertive

- ☺ Stand tall
- ☺ Look at the person's face
- ☺ Use a clear strong voice
- ☺ Speak respectfully
- ☺ Say the person's name
- ☺ Say what they're doing
- ☺ Tell them that you don't like it
- ☺ Tell them to stop

When you are being assertive, remember to think about:

- ☺ What you say
- ☺ How you say it
- ☺ Your body language
- ☺ Your facial expression

Being Assertive

Passive

Two empty rectangular boxes for writing.

Aggressive

Two empty rectangular boxes for writing.

Assertive

Two empty rectangular boxes for writing.

✂

Leon takes the ball. Raymond doesn't say anything.

✂

Raymond says, "Leon, give me the ball back now."

✂

Leon takes the ball, and Raymond hits Leon.

✂

Raymond says, "Hey, we were playing with that. I want you to give the ball back now."

✂

Raymond lets Leon keep the ball.

✂

Raymond grabs hold of the ball and shouts "Leave me alone!"

(Adapted from Imagine... A School Without Bullying: A School Climate Approach to Bullying Prevention, 2004)