

Section 5: Address Bullying Prevention Through Classroom Lessons



Grade 3 Student
Manchester Public School



Grade 1 Student
St. Joseph School



**Imagine... A School Without Bullying:
A School Climate Approach to Bullying Prevention**



ADDRESS BULLYING PREVENTION THROUGH CLASSROOM LESSONS

USING THE LESSON PLANS

The lesson plans contained in this resource are designed to guide teachers in providing specific classroom-based instruction to students on what bullying is, what the school plan is for dealing with bullying, and specific strategies students can use to prevent or respond to bullying behaviours.

The classroom lessons provided here are intended to complement, rather than replace, existing interpersonal skills programs.

Teachers should consider how these lesson plans will best fit within their existing instruction related to interpersonal skills such as empathy, expressing emotions, self-esteem, assertiveness, conflict resolution, safety, and problem solving.

The lessons are organized into the following grade levels:

- Kindergarten
- Grade 1
- Grades 2-3
- Grade 4-5
- Grades 6-8

NOTE:

The modules and lesson plans have been structured with the assumption that a school-wide assembly will be used to launch the school plan (see Step 9 in the section, “Develop a School-Wide Plan for Bullying Prevention”), occurring between Modules A and B. If your school has chosen an alternative approach to initiate the school plan, some adjustments may need to be made to the module and lesson organization and content.

Each grade contains lesson plans organized into three modules as described on the following pages.

MODULE A: DEFINING BULLYING

These lessons establish the climate for introducing the bullying-prevention plan. The purpose of Module A is to introduce the topic to students, set some guidelines for dealing with the topic, collect information about the students’ experiences with bullying and provide practise with an initial strategy for dealing with bullying behaviour.



NOTE:

During discussions of behaviours that constitute bullying behaviour, teachers may wish to refer to the Aggressive Behaviours Chart in the section “Nature of Bullying” or in the “Teachers’ Handbook”.

However, the lesson plans differ in their categorization of bullying behaviours. They identify physical bullying, verbal bullying, social bullying and intimidation, as these designations are more easily understood by the students.

The lessons in this module will provide opportunities for students to:

- ▶ recognize that bullying behaviour is different from occasional playground problems
- ▶ explain the difference between tattling and asking for help
- ▶ predict how a child who is bullied might feel
- ▶ tell about school bullying situations they are aware of
- ▶ demonstrate assertive responses to bullying attempts in role play situations
- ▶ tell an adult when they need help.

Module A includes a student survey for uses with grades 2 to 8. The purpose of the survey is to collect information from the students about their experience of bullying at school. Specifically, the surveys are designed to help school staff:

- ▶ learn about the types of bullying students in each class have experienced
- ▶ estimate how many students in each class are involved in bullying and how often bullying occurs
- ▶ determine what areas of the school are at higher risk for occurrences of bullying
- ▶ gather information about strategies students in each class currently use to address bullying
- ▶ determine the current level of peer help and support within each class for students who are being bullied.

Notes Regarding Bullying Surveys

Bullying surveys should be conducted periodically (e.g. once per year). It is advisable not to conduct them at the very beginning of the school year as the routines and baselines in behaviour are not yet established. As well, they should be administered at the same time each year (e.g. every April) so that year to year comparisons are more valid.

What do we do with surveys after they’ve been collected?

- Will each teacher analyze results for his/her class and contribute this to a more general assessment for the school?
- Will a team of individuals consistently review the results for all classes?



It should be decided at a school level what is to be done with the surveys after they are collected.

Whichever method is chosen for data analysis, it will be important that the information provided by the students remain confidential, and that the students know that the school is committed to doing something about the bullying that is reported. It will also be important for your school to review the surveys ahead of time and decide what will be done with the information gleaned from the surveys. Keeping these reasons in mind will assist with modifying the survey, if necessary. For example, you might want to limit the questions to reactions to bullying. Or, you could expand it to include questions about specific types of bullying or other demographic information to find out if there are particular groups of students who are being targeted by those who bully.

You may also want to consider electronic scanning of surveys. This allows for consistent, accurate data collection, in a shorter amount of time. Surveys would need to be formatted ahead of time to allow for this, but this type of work upfront can have a large payoff later on, depending on the length and number of surveys. Check with your board of education to see about the feasibility of using electronic scanning for survey data compilation.

MODULE B: THE SCHOOL PLAN

Module B provides students with an opportunity to discuss the school plan in detail. The purpose of Module B is to assist students to clearly understand expectations for behaviour and to develop commitment to the goal of building a school without bullying. Students are reassured that the school is committed to creating an environment free of bullying, that there is support available to change behaviour, and that their input through the survey process is valued.

The lessons in this module will provide opportunities for students to:

- ▶ imagine a school without bullying
- ▶ discuss the impact that bullying might have on classmates and other students in the school
- ▶ understand the school statement and plan for responding to bullying
- ▶ identify “rules” for how to treat others at school
- ▶ identify ways members of the school community can help students who are bullied



- ▶ contribute artwork or other projects that highlight various aspects of the school statement and plan for display in the classroom and around the school.

Prior to teaching Module B lessons, the student surveys will have been examined and key findings and themes summarized. As well, a school statement will have been developed, as well as a supervision plan and a plan for responding directly to bullying.

NOTE:

Not all aspects of Module B will need to be repeated each year. Once the plan has been established, a review of the school statement, behaviour expectations and response for bullying will be adequate.

Module B lessons provide an opportunity to build excitement and momentum in creating a school without bullying. All students can participate in launching the plan by making artwork, writing, creating presentations, or contributing in another way.

In Module B, students are given information about the themes identified in the survey results. They imagine a school without bullying and learn about the specific prevention plan for the school, so they will understand behavioural expectations.

As the supervision plan is an important aspect of the school's planning, it is important that students recognize any adults that may be involved in implementing the supervision plan (e.g. Lunchroom supervisors, supervision aids, library technicians, etc.).

MODULE C: DEALING WITH BULLYING

The purpose of Module C is to develop students' skills for dealing with bullying situations should they occur. Module C lessons provide students with opportunities to discuss and practise strategies for avoiding being bullied or for dealing with attempts at bullying. Skills and strategies developed in this module can also be applied outside the school setting.

The lessons in this module will provide opportunities for students to:

- ▶ learn and practise assertive responses to bullying behaviours
- ▶ understand when and how to seek adult help
- ▶ describe ways they can address bullying behaviour at school
- ▶ describe ways students can protect others from bullying at school.



The module is designed so that the strategies discussed are ones generated by the students themselves. The teacher will need to guide students in assessing their strategies and determining which are realistic, safe, likely to be successful, and easily learned and practised. It is particularly important to provide positive reinforcement for students spontaneously applying the skills in real situations.

CURRICULUM CONNECTIONS

Linking with the Ontario Ministry of Education Curriculum Expectations

The lesson plans provided in this resource can be used to help students achieve the curriculum expectations as outlined by the Ontario Ministry of Education (found at www.edu.gov.on.ca), especially for English (oral and visual communication, reading, writing, understanding of media) and Health and Physical Education (healthy living).

At the outset of each lesson, the major curriculum expectations that may be addressed in that lesson are specified by number. These specifications are a minimum---it is likely that more expectations are addressed through the lesson, depending on how the lesson unfolds with that particular group of students.

The lesson plans, along with the school climate approach, are also useful in helping students achieve the following expectations from Choices Into Action, the Guidance and Career Education program Policy for Ontario Elementary and Secondary Schools (1999). (Please see page below)



**LINKING WITH ONTARIO MINISTRY OF EDUCATION CURRICULUM
EXPECTATIONS - CHOICES INTO ACTION**

	GRADES 1 TO 6	GRADES 7 & 8
<p>Student Development</p> <p>Developing learning skills and strategies</p>	<ul style="list-style-type: none"> demonstrate the ability to follow school and classroom rules and routines 	<ul style="list-style-type: none"> demonstrate their understanding of the importance of the school’s code of behaviour and of acting according to that code
<p>Interpersonal Development</p> <p>Self Management</p> <p>Getting Along with Others</p> <p>Social Responsibility</p>	<ul style="list-style-type: none"> demonstrate their understanding of socially acceptable responses to a variety of situations in school demonstrate their understanding of using skills to build positive relationships at school demonstrate their understanding of “being a responsible citizen in the classroom and the school 	<ul style="list-style-type: none"> demonstrate the skills and knowledge necessary to manage their own behaviour demonstrate appropriate behaviour at school and in the community (e.g. Respect for self, family, others, property) describe the many aspects of relationships, and explain and demonstrate how skills are used to interact positively with others in diverse settings at school and in the community demonstrate social responsibility both at school and in the community



LINKING WITH THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The following are Expectations of the Catholic graduate:

NOTE:

The Waterloo Catholic District School Board has provided materials that address bullying behaviour in their Family Life and Human Sexuality Guidelines, Junior Kindergarten to Grade 12.

- ▶ *A discerning believer* formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, *forgiveness, reflection, and moral living*.
- ▶ *An effective communicator* who speaks, writes and listens honestly and sensitively, responding critically in the light of gospel values.
- ▶ *A reflective, creative and holistic thinker who solves problems and makes responsible decisions* with an informed moral conscience for the common good.
- ▶ *A self-directed, responsible life-long learner* who develops and demonstrates their God-given potential.
- ▶ *A collaborative contributor* who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
- ▶ *A caring family member* who attends to family, school, parish, and the wider community.
- ▶ *A responsible citizen* who gives witness to Catholic social **teaching by** promoting *peace, justice*, and the sacredness of human life.

The italicized areas in the above section show where the lesson plans provided can very much contribute to students' growth and development in these areas.



GUIDELINES FOR CONDUCTING THE LESSONS

Instructional Methodology

The lesson plans emphasize the use of a “script” to guide teachers in delivering the content. The scripts generally follow a format of introduction to the topic, a story or stories to illustrate the topic, and several question and discussion opportunities (with sample responses provided in the right-hand margins). Most lessons also contain “Additional Activities” to be used in addition to or instead of the script approach, emphasizing a more hands-on methodology (e.g., reading and writing activities, role plays, fine arts activities), as well as suggestions for assessing student learning.

The stories that form the core content of the lesson scripts feature anecdotes of bullying behaviour. Teachers should preview the stories carefully, and be prepared to change the names to avoid using the names of students in their class. Teachers may also find it helpful to use props (e.g., puppets, dolls, felt figures and felt board, photographs) to help illustrate the stories. The lesson scripts are guidelines only—it is expected that teachers will adapt and modify the structure and delivery of the lesson plans to best suit their own needs and the needs of their students.

To support the lesson plans, teachers are encouraged to refer to the Section 6: Resources, page 487. This section suggests children’s literature to be used during in-class activities or for students’ independent reading, as well as several non-fiction print and video references for students, parents, and teachers on the topics of bullying prevention and related topics.

Role Play

The strategy of role playing is used throughout the lesson plans. Role playing is an effective strategy for allowing students to learn and practise new skills, to understand the motivations behind certain types of behaviour, and to address real-life problems through action. The role plays in the lesson plans emphasize appropriate responses to bullying behaviours, both for students who are bullied and students who observe bullying.



Depending on students' level of maturity and experience with role playing, teachers will need to play a facilitative role in:

- ▶ assigning roles (note that students should **not** be asked to portray the role of the student who bullies)
- ▶ coaching students as they explore the scenario and develop their responses
- ▶ setting time limits
- ▶ providing a context for observation and feedback as students present their role plays
- ▶ debriefing and discussing the activity
- ▶ helping students summarize and synthesize their learning.

Setting the Tone

NOTE:

Often students have difficulty distinguishing between bullying and other infrequent or accidental problems they encounter with other students. When a student reports such an incident it is important to determine whether it is bullying. Refer to the Teachers' Handbook, page 7, for a chart that will help to distinguish between normal conflict and bullying.

Be aware that the class may include both children who bully others and children who are bullied. The classroom environment should be one where students feel that it is safe to participate, and that they will be listened to and respected. The warm and caring tone already established in the classroom will help children explore this sensitive issue. Review established rules and expectations for participation—one person speaks at a time; no laughing at what someone says; be good listeners, and so on. Ask that children not use each others' names in general discussions.

Stress that both students who bully and those who are bullied can learn different ways of interacting with others. Consequences for bullying behaviour are intended to demonstrate that bullying behaviour is not acceptable and to emphasize that students have a responsibility to contribute to the social well-being of the school community.

Wherever possible, draw out “natural language” from students. They are much more likely to apply the skills if the language and strategies used seem familiar to them. It is important to let children know that they should ask an adult for help if they are experiencing bullying themselves. Invite them to speak to their teacher privately, rather than in front of the group, if they are experiencing bullying themselves, or if they realize that they have been bullying others and need help to stop.

When filling out the surveys in Module A, it is important to ensure that children feel their survey is confidential. One way to ensure a feeling of safety is to set up a separate “polling station” where children can complete their surveys privately.



Gaining the Support of Parents

Much of the learning acquired as a result of the lesson plans can be supported and extended at home through parental involvement. To gain parental support of the school climate approach to bullying prevention, and to help parents support their children's learning, it is recommended that schools send a letter to parents before beginning the lesson plans. Classroom teachers may choose to adapt the sample letter provided here; alternatively, schools may choose to send a single letter home to all parents, or may communicate to parents through a regular school newsletter.



Letter to Parents

Date: _____

From the classroom of: _____

Dear Parents/Caregivers:

This year we are placing a special emphasis on bullying prevention in our school community. We will be taking the school climate approach to addressing the issue of bullying; it is based on sound research and practise, and is supported by the Waterloo Region District School Board, the Waterloo Catholic District School Board and Region of Waterloo Public Health.

Soon your child's class will be learning about bullying prevention. Students will learn how bullying happens, and will learn and practise skills that will help them deal with bullying behaviour. Specifically, they will be learning:

- how bullying is different from other conflicts between students
- how to tell an adult when they need help
- how a child who is bullied might feel
- ways of helping others deal with bullying
- rules for how to treat others at school
- the school's plans for dealing with bullying behaviour
- assertive responses and other ways to deal with bullying behaviour at school.

Students will also complete anonymous surveys so the school can collect information about their experiences with bullying. This information will be used to modify the school-wide bullying prevention plan.

You can support your child's learning by:

- talking with your child about bullying and about what she or he is learning
- role playing and practising the skills learned at school
- participating in the school's parent activities about bullying prevention
- talking to me, the principal or other school staff about questions or concerns you may have about bullying behaviour.

I'd be happy to hear from you if you have any questions or comments about our school's bullying prevention initiative.

Sincerely,



SAFETY RULES

Curriculum Expectations	Assessment Strategies
<p>LANGUAGE</p> <p>Ke1 - communicate effectively by listening and speaking</p> <p>PERSONAL AND SOCIAL DEVELOPMENT</p> <p>Kp5 - demonstrate an awareness of health and safety problems</p>	<p>ASSESSMENT STRATEGIES</p> <p>Use sentence stems to have students identify the importance of school safety rules. For example, “The school rule about _____ is important because _____.”</p>

CONTEXT

VOCABULARY

- classroom
- school safety rules

In order to prepare for lesson 2 discussions of the difference between tattling and asking for help, it is important that students have a clear understanding of the safety rules in the school and the classroom. This brief first lesson offers a review of those rules. If your students are already very familiar with the safety rules, you may wish to omit this lesson.

Take time to review established rules and expectations for participation in discussions—one person speaks at a time; no laughing at what someone says; no interrupting, and so on. Students should not use any classmates’ or schoolmates’ names during the discussion.

MATERIALS

- chart paper
- pens

INSTRUCTIONAL APPROACH

This activity uses a lesson script to help students recognize the importance of school safety rules.

INSIGHT AND UNDERSTANDING

What are the school and classroom safety rules?



LESSON SCRIPT

We are going to be learning about good ways that students can get along with each other.

I'm especially pleased when you use your words to solve problems, when I hear you asking for things politely or offering to share, and when I see you take turns. I can tell you already have some good ideas about getting along well together.

- Give specific examples.

I'm wondering what school and classroom safety rules you can remember?

Let's make a list of the rules that help to keep students safe at school.

- Brainstorm and chart or discuss and review school and classroom rules. Focus on safety.

Thank you for helping to make this list. We'll look at this list again soon.



TATTLING AND ASKING FOR HELP

Curriculum Expectations	Assessment Strategies
<p>LANGUAGE</p> <p>Ke1 - communicate effectively by listening and speaking</p> <p>PERSONAL AND SOCIAL DEVELOPMENT</p> <p>Kp1 - demonstrate a positive attitude towards themselves and others</p> <p>Kp3 - demonstrate an awareness of health and safety practices</p> <p>Kp5 - identify and use social skills</p>	<p>Observe students as they sort statements between tattling and asking for help. Look for evidence that they can differentiate between the two concepts.</p>

CONTEXT

VOCABULARY

- tattling: reporting to an adult to get someone in trouble or reporting when no one is in danger and rules are not being broken

As part of introducing the topic of bullying, it is important for students to understand the difference between “tattling” and “asking for help.” Tattling is defined as telling to get someone into trouble, or telling when no one is being hurt and no rules are being broken; asking for help is a legitimate request for assistance to keep someone from being hurt.

MATERIALS

- a puppet, doll, or other prop
- prepared sentence strips (see the lesson script)
- pocket chart labelled “tattling” and “asking for help”

INSTRUCTIONAL APPROACH

This lesson uses a script and categorization activity to help students understand when they should legitimately ask an adult for help.



INSIGHT AND UNDERSTANDING

What is tattling? How is it different from asking for help?

- When might I need to ask an adult for help?
- When should I not ask an adult for help, because it would be tattling?

LESSON SCRIPT

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

No, he wasn't breaking any rules or hurting any one.

Was Sean breaking a safety rule or doing anything dangerous?

That's right—let's check the chart we made about safety rules.

No, she just wanted Sean to stop taking papers, or maybe she wanted Sean to get in trouble.

Did Julie really need help from the teacher?

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.

ignored him, asked him to stop, invited him to write something with her, offered to make a booklet for him, remind him that we try not to waste paper

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



She could have just ignored Sean and realized that everyone has different ideas about writing. She could have asked Sean to stop taking so many papers, or could have invited Sean to make a booklet like she had. Julie could have suggested that Sean do something else, or she could have offered to make a booklet for him. But she didn't need to tell the teacher.

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.

Yes, he was hurting Sean and poking with a pencil.

Was Kerry breaking rules or hurting anyone?

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

No, because she really did need help to keep someone safe

Was Julie tattling when she went to tell the teacher this time?

When you ask the teacher, a supervision aide, or another adult for help, and you are doing it to help someone who is in danger, who 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. Let's see if you know the difference between tattling and asking for help.

These are the kind of things that students sometimes tell a teacher, the supervision aide or other adults. I will read a sentence strip and you tell me if it should go on the "tattling" chart or on the "asking for help" chart.

Use prepared strips of paper with the following sentences. You may wish to have a puppet, doll or other prop say these sentence strip statements aloud.



tattling

• **Teacher, Ben made a face at me.**

asking for help

• **Allison kicked me and knocked me down.**

asking for help

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

asking for help

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

tattling

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

asking for help

• **Kevin keeps on shoving me out of my place in line.**

tattling

• **Jim called me a name.**

asking for help

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

tattling

• **Paula has gum.**

First, sort the sentence strips into the two pockets on the pocket chart. Ask the students for more examples.

Sometimes a student needs help to make someone stop if they have already tried themselves and the person still bothers them.

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.

- Role play, asking for help if desired.



Lesson 3 Kindergarten

WHAT IS BULLYING?

Curriculum Expectations	Assessment Strategies
<p>READING</p> <p>Ke15 - listen to stories, poems, and non-fiction materials for enjoyment and information</p> <p>PERSONAL AND SOCIAL DEVELOPMENT</p> <p>Kp1 - demonstrate a positive attitude</p> <p>Kp5 - demonstrate an awareness of health and safety practices</p> <p>Kp3 - identify and use social skills towards themselves and others</p>	<p>Read a story with a bullying theme (e.g. King of the Playground by Frances Naylor). Discuss. Ask questions to assess students' ability to identify bullying behaviour.</p>

VOCABULARY

- bullying
- tattling
- taunting=mean teasing

CONTEXT

This lesson focuses on developing an understanding of the term “bullying.” Students will begin to be able to differentiate between bullying situations and others that are simple peer to peer conflicts and don’t reflect elements of bullying.

You may wish to tell the students that they might have unsettled or scared feelings when you talk together about bullying behaviour. It is scary to think about how bullying happens, but you know it’s important to talk with them about bullying behaviour so that students will know how to be safe if it happens to them.

INSTRUCTIONAL APPROACH

This lesson uses a lesson script with question and discussion opportunities to help students understand the concept of bullying.



INSIGHT AND UNDERSTANDING

- What is bullying?
- How is bullying different from children not getting along well?
- How might it feel if I was being bullied?
- What can I do when someone bothers me over and over again?

LESSON SCRIPT

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 and he won’t let Lee go near the slide. Sam says not to tell or he’ll do even worse things—like beat Lee up.

no

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

That’s right. In this story these two children don’t usually play together.

stopped Lee from using the slide, pushed, ruined a painting, took things, called names, said he’ll hurt Lee if Lee tells

What mean things does Sam do in the story?

many, lots, four or five times

How many times does Sam bother Lee?



sad, upset, angry, hurt, upset

How do you think Lee is feeling?

afraid, scared, nervous, upset

How will Lee feel the next time she sees Sam?

Lee might feel sad, scared, confused, nervous or left out. Lee might feel like there is nothing she can do to make Sam stop. Lee feels scared to be around Sam now. Sam has been doing mean things again and again to Lee. When someone does mean things again and again on purpose we call it bullying. Sam has been bullying Lee.

When someone bullies you, you could get hurt, like when Sam pushed Lee down the slide. Children who bully others might hit, punch, push or kick other kids.

Or 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 or teasing you in other ways, or maybe by not letting you play.

Lee is scared of what Sam might do to her.

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

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.

asking for help

Would it be tattling or asking for help if Lee decides to tell a teacher or the supervision aide about Sam's behaviour?

Yes, if Lee or another student who watched Sam do these things asked an adult for help they would not be tattling. They would be trying to stop unsafe behaviour and behaviour that is against the rules. They would be asking for help.

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 stay sitting down.



- After you read each statement allow a few moments for the students to make their choice. Then briefly ask some students to tell about their thinking.

No, it's not happening again and again

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

Yes, it's mean behaviour and it's happening again and again

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

No, they're just arguing: it's not one person being mean again and again.

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

Yes, it's mean behaviour, happening again and again.

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 again and again.

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?

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

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, he's just saying what the rule is

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

Yes, it's mean behaviour, happening again and again

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 Peter. Is this bullying?

Lesson
4
Kindergarten



BULLYING DISCUSSION

Curriculum Expectations	Assessment Strategies
<p>LANGUAGE</p> <p>Ke1 - communicate effectively by listening and speaking Ke4 - communicate thoughts and feelings, using writing strategies that are appropriate for beginners</p> <p>PERSONAL AND SOCIAL DEVELOPMENT</p> <p>Kp1 - demonstrate a positive attitude towards themselves and others Kp3 - demonstrate an awareness of health and safety practices</p>	<p>Using an interview approach, invite students to talk about their pictures and explain how they illustrated ways to get along with others.</p>

CONTEXT

VOCABULARY

bullying

In this lesson, students will have an opportunity to tell about their own experiences. (The older students may be participating in a survey process at this point in the lessons.) You will need to be particularly sensitive to keeping a safe and respectful tone throughout the discussions. Kindergarten students will likely be very open about their experiences and will be eager to share. Keeping notes for yourself about their experiences is one way to collect information about how much bullying affects Kindergarten students.

MATERIALS

chart paper and felt pens
drawing paper
drawing materials

INSTRUCTIONAL APPROACH

This lesson uses a number of approaches to help students further explore the concept of bullying. Approaches include a lesson script with question and discussion opportunities, a visual arts activity, and a literature discussion.



INSIGHT AND UNDERSTANDING

What bullying have I seen happening at school?

- Has bullying ever happened to me?
- What can students do to be safe if bullying happens to them?
- What are some ways that students can get along well at school?

LESSON SCRIPT

It's when a child is mean to others again and again. It can be hurtful, like kicking, or pushing, but it can also hurt your feelings, like taunting and name calling. The student who bullies usually doesn't want adults to know about it, and they might say they'll hurt you if you tell. You might feel scared, worried or sad if bullying were happening to you.

Remember we were talking about bullying behaviour? Can you tell me what we learned about bullying?

- Reaffirm key points and clarify any misunderstandings. Pay particular attention to developing the concept that bullying is not just physical.

Now we're going to think and talk about bullying that happens at our school. First, I'd like you to just think—don't say anything aloud yet.

- Read the following questions and statements aloud, pausing after each to allow students to think about their experience.

Think about whether anyone has ever done mean things again and again to you on purpose. For example, has anyone ever:

- *hurt you?*
- *called you names?*
- *wrecked things that belonged to you?*
- *taunted you and made you feel scared and lonely?*
- *said mean things about you so that others wouldn't play with you?*
- *said they were going to do something bad to you to make you feel afraid?*



If someone does these or other bad things to you again and again, they are bullying you. After bullying happens a few times, you would probably feel very anxious and afraid when the other person is around. You would be worried that they would bother you again. But it would not be your fault.

Now we're ready to talk a bit about these things. If you tell about something that happened to you, please don't use names of students you know at school or in our class. Just say "another kid" or "someone."

- As the students tell about their experiences, ask these key questions.
 - What happened?
 - How did you feel?
 - What did you do?
 - What else could you do?

- If desired, record notes of the discussion for yourself so that the Kindergarten students' experiences with bullying can be included in the survey process.

Let's talk about some things you can do to be safe.

- Go over some basic strategies that students can do at school to be safe. For example: play with their friends; be aware of where the supervision aide and other adults are in case they need help; walk away or stay away from someone who bothers them or is mean to them; and most importantly, get help from an adult if they are being bullied.

When you're thinking about things you can do to be safe, you can ask yourself the following questions:

- What can you say?
- What can you do?
- Who will help you?
- Would you be tattling or asking for help if you told about these things happening?



- Reinforce the difference between tattling and asking for help. Tattling is telling because you want to get someone in trouble, usually over something small; asking for help is a legitimate request for assistance and is intended to make sure no one is hurt or to let the teacher know if someone is being mean.

We have been talking about bullying behaviour and ways of getting along together at school. When students know good ways to get along together at school, there is less bullying.

How can we get along well with others at school?

waiting for your turn,
sharing, taking turns,
keeping our hands to
ourselves, using words to
solve our problems, helping
each other, thinking about
how the other person would
feel

- Chart students' responses on chart paper under the title, "Ways We Get Along."

Now I'm going to give you some paper to make a drawing. If you like, you can fold your paper so that you have two sides. On one side you can draw a time when someone bullied you. And on the other side you can draw what you could do to be safe.

If you prefer not to draw about a bullying time, or maybe it never happened to you, you can draw about how to get along with others at school. I will come and help print a sentence to tell about your drawing.

- Have students draw or paint pictures based on the discussions about how to get along with others at school. Label the pictures and display with the brainstormed chart of behaviours.

ADDITIONAL ACTIVITIES

- Read a story with a bullying theme (e.g., Benjamin and Tulip by Rosemary Wells). Discuss. Ask students to tell about their own experiences. Role play alternative ways of dealing with the story situation.
- Invite individual students to tell you their stories about bullying. Keep a copy of their stories to use in discussions.



ASSERTIVE BEHAVIOUR

Curriculum Expectations	Assessment Strategies
<p>LANGUAGE</p> <p>Ke2 - demonstrate understanding of written materials that are read to them</p> <p>Ke14 - use gestures, tone of voice, and other non-verbal means to communicate more effectively</p> <p>PERSONAL AND SOCIAL DEVELOPMENT</p> <p>Kp1 - demonstrate a positive attitude towards themselves and others</p> <p>Kp3 - demonstrate an awareness of health and safety practices</p> <p>Kp5 - identify and use social skills</p>	<p>Observe students as they role play assertive responses, looking for evidence that they display appropriate assertive behaviours.</p>

CONTEXT

VOCABULARY

- (in adult language)
assertive behaviour: behaviour that shows ability to stand up for oneself, express feelings and exercise rights while respecting the rights of others

In this lesson, students will be introduced to the term “assertive” and will practise assertive verbal response in role play situations. Emphasize assertive body language and provide coaching and feedback as students practise.

Students will need lots of practice and feedback to be able to respond assertively in real situations. Continue to seize the opportunity for the “teachable moments” that arise daily in interactions between students, to encourage them to use assertive behaviour with each other. Your role is one of supportive coach as you assist students to make their assertive statements themselves.

MATERIALS

- prop, puppet, or doll for role playing



INSTRUCTIONAL APPROACH

This lesson uses a number of approaches to help students understand the concept of assertive behaviour and how it can be used to respond to bullying behaviours. Approaches include a lesson script with question and discussion opportunities, role play, as well as several activities for exploring the theme through stories and creative expression.

INSIGHT AND UNDERSTANDING

What can you do when someone bothers you over and over again?

- What is assertive behaviour?

LESSON SCRIPT

In the last lesson we talked about things that students can do to get along at school and you made some drawings.

- Point out the students' drawings or show the chart from the last lesson.

And you know that if you tell an adult about someone being mean or breaking safety rules, you are not tattling.

Now 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 taunts, 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 the supervision aide or another 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.



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

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

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.

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

What might happen if Anna yelled at Kevin, or hit him?

Would the yelling and hitting make Kevin stop pulling Anna’s hair?

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 tells 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.
- Coach students on assertive body language (e.g., shoulders squared, standing “tall,” some degree of eye contact).

Let’s play a pretend game.

- Use a prop—a puppet or stick figure—to be the aggressor, Chris.

I am going to ask each of you what you would say to be assertive if Chris started doing something to bother you. You will “stand tall,” look at Chris and say, “Chris, I don’t like it when you _____. Stop it.”



For example, if Chris was calling you stupid, you could stand tall and say, “Chris, I don’t like it when you call me stupid. Stop it.”

- Have one or two students come to the front of the room, facing the class, Each gets a turn responding 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 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.
- Coach students on body language and appropriate response. You may wish to have the students who are observing do a “thumbs up” for assertive body language and statement, and a “thumbs sideways” or “thumbs down” to indicate that the role player needs to practise again.

Usually, assertive behaviour will work to make someone stop bothering you. You might have to repeat your words over again, if they don’t stop bullying you the first time you tell them to stop. But if they don’t stop, then you need to ask the supervision aide or another adult for help.

It is very important to ask an adult for help if you are being bullied. The adults at our school know about bullying and want to help stop it.



ADDITIONAL ACTIVITIES

- Invite the principal, a supervision aide, or another staff member to role play with you in front of the class. Describe a situation to the class; for example, you want a turn at the photocopier and another teacher is still using it. Demonstrate a passive or aggressive response to the situation. Ask the students if you were using assertive behaviour. Have them coach you on what you need to do and say to be assertive. Aim to have all the details of your body language noticed as well as the tone of your voice and the statement you make. Repeat a few times with initial passive or aggressive responses.
- During centre time, work with individuals or small groups to provide practice and feedback on assertiveness skills.
- Have students create puppet shows that demonstrate assertive behaviour.
- Send a note home to parents explaining that the students are practising a new skill of assertiveness. Invite parents to ask their children about being assertive and to demonstrate. Provide a few role play ideas in the note (e.g., from the lesson script). Invite feedback from parents on a tear-off section of the note.
- Make a class book about assertive behaviour.
- Continue teaching about bullying and reinforce skills for getting along with others by reading and discussing a story, such as one of the ones listed below (for more information, see the Resources section or the Teachers' Handbook). Over the next few weeks, provide positive encouragement when you notice children using assertive behaviour and other positive interpersonal skills.
 - The Grouchy Ladybug by Eric Carle
 - Chrysanthemum by Kevin Henkes
 - Just a Daydream by Mercer Mayer
 - King of the Playground by Phyllis Reynolds Naylor
 - Get Along Gang Stories by Maida Silverman
 - Benjamin and Tulip by Rosemary Wells



Lesson 1 Kindergarten

IMAGINE... A SCHOOL WITHOUT BULLYING...

Curriculum Expectations	Assessment Strategies
<p>LANGUAGE</p> <p>Ke1 - communicate effectively by listening and speaking Ke4 - communicate thoughts and feelings, using writing strategies that are appropriate for beginners</p> <p>PERSONAL AND SOCIAL DEVELOPMENT</p> <p>Kp1 - demonstrate a positive attitude towards themselves and others Kp3 - demonstrate an awareness of health and safety practices Kp5 - identify and use social skills</p> <p>ARTS</p> <p>Ka1 - express ideas and feelings through a variety of media</p>	<p>Using an interview approach, invite students to talk about their pictures and explain how they illustrated ways to get along with others.</p>

CONTEXT

VOCABULARY

- school without bullying

In this lesson, students imagine a school without bullying.

PREPARATION

MATERIALS

- chart paper and pens
- visual arts materials
- prepared chart of key points, if desired

To prepare for this lesson, you will need to decide what general information from student surveys, Kindergarten drawings, and grade 1 journal entries to share with the students. Make some generalizations about the Kindergarten students' drawings and Module A discussions. Include a few key points from the older students'



information. (You may wish to have a few key points written on a chart.)

INSTRUCTIONAL APPROACH

This lesson uses a number of approaches to help students imagine a school without bullying. Approaches include a lesson script, visualization, and a visual arts activity .

INSIGHT AND UNDERSTANDING

- What do I know about bullying?
- What would our school be like if all the bullying behaviours stopped?

LESSON SCRIPT

At our school we've been talking about bullying. Remember the school assembly and the principal talking about helping to make our school a place where there is no bullying?

Let's remember what we learned about bullying behaviour as we talked in our classroom, and I'll write what you say on this chart.

- Ensure the following key points about bullying are addressed.
 - Bullying is mean behaviour that happens again and again.
 - Bullying can hurt our bodies, our feelings, or our things. It might be mean teasing (taunting) or it could be kicks and hits.
 - If you are bullied you might feel sad and lonely or you might feel confused, upset and mad.
 - It is not your fault if you are being bullied.
 - Students who bully others don't want adults to know about it.
 - It's not tattling if you tell an adult about it or ask for help.
 - Students can use assertive behaviour to try and make bullying stop.
 - Students should ask an adult for help if it happens to them.



We asked students in all grades to tell us about bullying behaviour at our school. I'll tell you what students said about bullying at our school. As I'm telling you about these things, you might remember a time someone was mean to you again and again. You can always come and talk to me privately if you have something to tell me.

- Briefly explain a little about the extent, the forms of bullying, and the places where bullying occurs. Discuss the information with students. Answer their questions.

Now we're going to imagine what our school would be like if there was no bullying behaviour and all the students were getting along well together.

Let's use our imaginations. Close your eyes, and listen carefully while I talk. As I talk I'd like you to just listen without saying anything yet. When I finish speaking, you can tell what you thought about.

Imagine that you are just coming to school and you are walking into the playground. You see young children and older ones all getting along well. You don't see any bullying behaviour at all. Use your imagination to think about what the children are doing. (pause) Can you imagine their faces? (pause) How do you think the children are feeling? (pause) What might they be saying to each other? (pause) Can you imagine that you hear them laughing? (pause) What else do you hear?

Now imagine that you come right up to the school and peek in a window. Imagine it is a window to a classroom. (pause) Inside you can see students and teachers and other adults. There is no bullying inside the classroom. (pause) Use your imagination to see what the students are doing. (pause) What would the adults be doing? (pause)

In a few moments, I'll ask you to open your eyes and tell me about the things you imagined. Before you open your eyes, imagine taking a last look around the playground and another peek in the window, so you'll remember your ideas. (pause) When you are ready, I'd like you to slowly open your eyes.

What did you imagine?

What were the students doing?

How did they feel?



What sounds did you imagine hearing?

What were the adults doing?

How did you feel as you imagined a school without bullying?

- Discuss the students' ideas about what they might see in a school without bullying. You may wish to chart their ideas; "On the playground and in the school..."

In a moment, I'll give you some art materials and you can create a picture of the school you imagined.

- If desired, scribe sentences strips for the students to be posted along with their artwork. The sentences strips could start with the stem, "In our school..."
- Use the finished papers to create a mural of the school on a wall in the hallway, by making a huge paper school and placing the students' artwork where the windows would be, or where the playground would be. Title it "Our School Without Bullying." Surround the school by the sentence strips.

ADDITIONAL ACTIVITY

- Challenge students to compose a group story on chart paper of coming to school on a day when there is no bullying. Include sights, sounds, and feelings. Have the students illustrate the story and make it into a book.



Lesson 2 Kindergarten

WHAT IS THE SCHOOL PLAN FOR DEALING WITH BULLYING?

Curriculum Expectations	Assessment Strategies
<p>PERSONAL AND SOCIAL DEVELOPMENT</p> <p>Kp1 - demonstrate a positive attitude towards themselves and others</p> <p>Kp3 - demonstrate an awareness of health and safety practices</p> <p>Kp5 - identify and use social skills</p>	<p>Invite students to present their T-shirts in a student-parent-teacher conference. Ask students to explain how the idea on their T-shirt supports a school free of bullying.</p>

CONTEXT

You will need to determine which aspects of the school plan you will share with your class. Your purpose is to provide a follow-up to the school assembly, ensure that students understand the basics of the school plan, and “launch” the plan by involving the students in creating artwork to decorate the hallways.

Focus on key points to emphasize with students. Tailor the lesson to emphasize the points that are important for your students and school.

In order to show students the practical meaning of the school statement, you will need to prepare some scenarios or situations.

VOCABULARY

- school statement
- rules
- consequences
- school plan

MATERIALS

- the school statement on chart paper
- chart paper and pens
- drawing or painting materials and cut-out paper T-shirt shapes
- puppet, doll, or prop
- a photo of the supervision aide or a prearranged visit by the supervision aide(s) if applicable at your school

INSIGHT AND UNDERSTANDING

- What are some rules that help us to get along well together and make sure that everyone is safe?



LESSON SCRIPT

- If your school has decided to involve the intermediate students in making presentations to the primary students, have them present to the class at this point. Ensure that their presentation covers the school statement, rules, and consequences. Follow up by discussing the presentation with students and answering their questions, seeking to ensure that students understand the plan, the rules, and the consequences.

As you have heard, at our school the students and the adults have made a plan to stop bullying. We have a school statement that tells what kind of school we want to be. We have some rules that tell us how to behave at school and help us to get along with others.

We want to help students who are bullying to stop, and to learn ways to get along with other students. So we have made a list of things that will happen if there is bullying behaviour. This list is called consequences, and the consequences will help students stop bullying. We have also planned how the adults will help students stop bullying by watching them at break times.

First, we'll read the school statement.

- Use a chart prepared with the school statement and read it with the class.
- Use a puppet or a doll as a prop to present the following.

Hello! My name is Kelly and I am new to your school! My Mom said that this is a special school because there is no bullying here and she wants me to know what to do.

Can you tell me how I should behave at your school?

- Accept any responses that indicate understanding of expectations.

What should I do on the playground?

- Accept any responses that indicate understanding of expectations.



In the classroom?

- Accept any responses that indicate understanding of expectations.

How can I make sure that I don't bully other students?

- As students respond, chart the answers, guiding to have them stated positively such as “take turns with toys” or “use your words to work things out.”
- Have the puppet pose situations and questions aimed at drawing out the practical meaning of your school statement so young children can understand. As the students respond with instructions about what to do, continue charting the positive statements about how to behave.
- Examples of what the puppet might say:

You should invite him to join you so he won't be left all alone. We include others in activities.

I'm playing with two new friends and I see a boy all by himself watching us. What should I do?

We talk about things and work it out together.

I want a turn with the skipping rope but that girl won't let me use it! I want to push her down and take the rope.

Everyone is different in some way. We don't call names.

That boy has funny hair—I'm going to call him fuzz-top.

We don't hit even if we're mad. We can calm down and talk to an adult about what made us so mad.

Sometimes I get really mad at other kids and I want to hit them!

- Continue to use the puppet to explain consequences for bullying behaviour.



But Kelly might forget these things and bully others or do mean things. If Kelly or any other student breaks the rules and bullies others, there will be a consequence. That means that the student would miss out on something, like having recess with their friends. They would also do something to practice good behaviour.

- Give examples of some consequences that are part of the school plan.
- Show the picture of the supervision aide, or invite the aide in and introduce her/him.

Here is a picture of our school's supervision aide. Her/His name is (Name). The supervision aide's job is to make sure that students get along well when they are on the playground. If you have a problem, (Name) can help you. Of if (Name) noticed that you were breaking a school safety rule or even bullying others, (Name) would speak to you about it.

When you are on the playground, it's always a good idea to check where the supervision aide is. Some students even like to walk with her/ him, or just go and say hello. You know that the supervision aide is there to help you if you need help, or if you need to get help for someone else.

Now we're going to make some paper T-shirts that will help us all remember how we can get along at school.

I'm going to read over the list you helped make of suggestions for ways your new friend could get along at school. As I read, think about which one of these things you'll especially remember to do to help make our school a place where there is no bullying.

- Read over the chart that the class created. Ask each student to make a commitment to one thing she or he is going to remember to do to contribute to the safe school climate.
- Provide cut-out paper T-shirt shapes and drawing or painting materials. Ask students to create a T-shirt design to go with the thing they will be doing to help make a school without bullying. The phrase they have illustrated can be scribed directly on to the front of the T-shirt design or can be written on a sentence strip to be displayed with their T-shirt designs.



- This activity lends itself well to teaming up with another class for co-operative projects or for involving “buddies” from a higher grade.

ADDITIONAL ACTIVITIES

- Have students individually write or dictate (and illustrate) a letter to their parents telling about the school statement and the rules that will help prevent bullying.



Lesson 3 Kindergarten

STUDENTS CAN HELP STOP BULLYING BEHAVIOUR

Curriculum Expectations	Assessment Strategies
<p>LANGUAGE</p> <p>Ke2 - demonstrate understanding of written materials that are read to them</p> <p>Ke9 - describe personal experiences and retell familiar stories, using appropriate vocabulary and basic story structure</p> <p>PERSONAL AND SOCIAL DEVELOPMENT</p> <p>Kp1 - demonstrate a positive attitude towards themselves and others</p> <p>Kp3 - demonstrate an awareness of health and safety practices</p> <p>Kp5 - identify and use social skills</p>	<p>Ask students to make up their own story about someone who is bullied and what happened to help stop the bullying behaviour. Look for evidence that students can identify appropriate strategies for dealing with bullying.</p>

MATERIALS

- a children’s book with a bullying theme, such as *Chrysanthemum* by Kevin Henkes, *Just a Daydream* by Mercer Mayer or *King of the Playground* by Phyllis Reynolds Naylor

BEHAVIOUR CONTEXT

The purpose of this lesson is to encourage a sense of shared responsibility for making sure that no one at school is bullied. Ahead of time preview and choose a children’s story with a bullying theme. In the lesson, you will read the story aloud to the class and ask them to imagine ways that the bullying or teasing could be stopped by onlookers. The lesson suggests having students act out ways they and other onlookers could intervene.

INSTRUCTIONAL APPROACH

This lesson focuses on the use of literature to help students explore strategies to stop bullying behaviours.



INSIGHT AND UNDERSTANDING

- What can students do if they see someone being bullied?
- What should adults do if they see someone being bullied?
- How can I help students who are bullied feel better?

LESSON SCRIPT

Everyone wants our school to be a safe and happy place where students can learn, have fun and do their best. That’s why we want to make sure that there is no more bullying at our school. All of us can help. You can help! Lets talk about ways we can each help to stop bullying behaviour.

I’m going to read you a story about someone who was bullied. As you listen to the story, imagine that you are in the story and you are watching what happens. I will stop and ask what you could do to stop the bullying that happens in the story.

- Read the literature selection aloud to the students. Each time there is a situation in which bullying happens, stop and ask students to think of things they could do or say to stop the bullying.

If you were in this story with (name of character) what are some things you could do to help stop the bullying behaviour in this story?

What could you say? What would you do ?

- Ask several students for examples, and to role play as though they were in the story.

Now think about the adults in the story. What could they do to stop the bullying or teasing?

- Seek to see that students understand the school rules and consequences.
- At a suitable point in the story, or at the end, stop and reflect with the students on ways of supporting the child who was bullied in the story. Ask these questions:

examples of assertive behaviour, reporting, asking an adult for help

examples of supportive interventions, reminders of the rules, or application of consequences as outlined in the school plan



upset, sad, lonely, scared,
confused, mad, angry

How do you think the child who was bullied is feeling?

assertive behaviour toward
the child who is bullying,

If you had been in the story, what are some things that you could do to help that child to feel better? Show me or act out what you could do to help.

in defence of the bullied
child

asking an adult for help

walking with the bullied
child to seek adult help

inviting the bullied child to
come and play

telling the bullied child that
it is not their fault

comforting the bullied child

What would you say to the child who was bullied if you were a teacher or the supervision aide? What would be some good ideas for the grown-ups to say or do to help someone who has been bullied?

It's not your fault.

The bullying will stop and
the person bullying will have
consequences.

Bullying is not allowed at
our school.

Let's find some other
children for you to play with.

Provide assistance with
being assertive.

Ask for more information
about what happened.

- Seek examples of caring adult behaviour and adults enforcing the rules. Students' suggestions for adult behaviour may be useful information for the working group.



BE ASSERTIVE (REVIEW AND PRACTICE)

Curriculum Expectations	Assessment Strategies
<p>LANGUAGE</p> <p>Ke2 - demonstrate understanding of written materials that are read to them</p> <p>Ke14 - use gestures, tone of voice, and other non-verbal means to communicate more effectively</p> <p>PERSONAL AND SOCIAL DEVELOPMENT</p> <p>Kp1 - demonstrate a positive attitude towards themselves and others</p> <p>Kp3 - demonstrate an awareness of health and safety practices</p> <p>Kp5 - identify and use social skills</p>	<p>Read the story like <i>Chrysanthemum</i> by Kevin Henkes (see the Resources section), in which Chrysanthemum “wilts” when she is teased. Contrast this reaction with an assertive response. Observe students as they role play assertive ways Chrysanthemum could have dealt with teasing.</p>

CONTEXT

VOCABULARY

- assertive

This lesson provides another opportunity for students to practice assertive behaviour and receive supportive feedback from the teacher and the classmates. In this lesson, components of assertive behaviour are reviewed, and additional practice is provided.

INSTRUCTIONAL APPROACH

MATERIALS

- chart paper and pens
- prepared role play strips (attached)
- basket or box

This lesson uses a lesson script with question and discussion opportunities, as well as a role play, to help students further explore the concept of assertiveness and how it can be used to respond to bullying behaviours.



INSIGHT AND UNDERSTANDING

What can I do to deal with bullying behaviour?

- What does it mean to be assertive?
- What does it feel like to be assertive?

ask an adult for help, ask the supervision aide to help, tell someone, assertive behaviour

LESSON SCRIPT

Today we are going to learn more about dealing with bullying behaviour. What do you already know about dealing with bullying behaviour?

Yes, that's right—you can ask someone for help. That wouldn't be tattling. Or you can be assertive and tell them to stop bothering you. It is a good idea to try assertive behaviour to stop the bullying. Often you can stop it by yourself, without asking an adult for help.

I am going to tell you a story about Ian and Brianne. Listen to the story.

Ian and Brianne and other students from their class like to play with the soccer ball. Sometimes Ian grabs the ball away from Brianne or other kids. One day Ian started to call Brianne names. He called her stupid and said that girls can't play soccer.

sad, angry, afraid, upset, left out

How do you think Brianne felt?

She could be assertive and tell Ian to stop. She could tell an adult.

What could Brianne do to stop the bullying behaviour?

Brianne could stand tall, look at Ian and say, "Ian, you are calling names. Stop it." Or she could say, "Ian, you can't say that girls can't play."

How could Brianne be assertive?



- Invite suggestions from the students. Ask students to act out the assertive response, then have the class repeat the assertive statement.

Let's make a chart of how to be assertive.

- Prompt the students to recall the components of assertive behaviour. As they recall the skill steps, list them on a chart:
 - stand tall
 - look at the person's face
 - use a clear, strong voice
 - say the person's name
 - tell what they are doing
 - tell them to stop

You know how to be assertive. And you know that you can ask the supervision aide or another adult for help. We are going to play a game. I am going to ask partners to come up and practise being assertive. I have a set of role play strips here. You choose one and I'll read it and then you and your partner can each have a turn to role play your assertive behaviour.

- Have the role play strips in a basket or box so that the students can take one out for you to read aloud. Coach students on assertiveness skills.
- Ask the observing students to tell what they noticed or liked about the assertive responses. Keep the tone very supportive and positive.



Resource Sheets

Role Play Strips



Ben took the scissors you were using and you still need them.



Alice is tapping your leg as you sit on the carpet.



Robert is calling you cry-baby again.



Ravi says that your sister is fat and ugly.



Francie wrote all over your paper with a red pen.



You just made a high block tower. John tries to knock it down.





Sally says that no boys can be at the art centre.



Grant pushes in front of you when you are lining up to go to the computer lab.



Mi-Ling is trying to take your snack again.



Sam is standing close to you and whispering mean things to you.



Graham is making up a teasing song and singing it to you.



Janet is making fun of your name.



Genevieve is making faces at you every time you look at her.





Lesson
2
Kindergarten

ASK AN ADULT FOR HELP

Curriculum Expectations	Assessment Strategies
<p>ORAL COMMUNICATION</p> <p>Ke6 - Communicate needs to peers and adults</p> <p>PERSONAL AND SOCIAL DEVELOPMENT</p> <p>Kp1 - demonstrate a positive attitude towards themselves and others</p> <p>Kp5 - identify and use social skills</p> <p>ARTS</p> <p>Ka1 - express ideas and feelings through a variety of media</p>	<p>Ask students to tell a story or draw a picture about when they asked an adult for help. Use questions to look for evidence that they understand when it is appropriate to ask for help.</p>

CONTEXT

MATERIALS

- a pre-arranged visit of an adult guest who is not really familiar to the students (e.g., principal, another teacher, the supervision aide)
- chart paper and pens

The students will explore when it is best to ask an adult for help in bullying situations, and then will be able to practise asking someone for help in role play situations.

INSTRUCTIONAL APPROACH

This lesson uses a script and a charting activity to help students understand when it is a good idea to ask an adult for help.

INSIGHT AND UNDERSTANDING

- What can I do to deal with bullying behaviour?
- What adults can I ask for help?
- When is it a good idea to ask for help?



LESSON SCRIPT

We've been practising assertive behaviour so that you will know what to do if someone is bothering you. Assertive behaviour is a good way to try to get someone to stop bugging you, especially if their behaviour is not dangerous.

But sometimes, you will need to ask an adult for help. We'll make a chart of when it might be better to ask an adult for help.

First, you need to know the school and classroom safety rules. Then you know what behaviour is against the rules. Behaviour that breaks the safety rules can create a dangerous or scary situation.

no

Would you be tattling if you told an adult about someone breaking the rules?

- Print “someone is breaking the rules” on the chart. Briefly discuss and review school rules.

What kind of behaviour might break school safety rules?

- Collect examples from students and provide additional examples as necessary.

Yes, these things are all against school safety rules. They can be dangerous because someone can get badly hurt. Even if the person breaking the rules says not to tell, you must tell the supervision aide or another adult.

You have the right to be safe at school and that means that you and your things are safe, and that your feelings are safe. If you are don't feel safe because you are getting hurt or your feelings are getting hurt, then you should ask an adult for help.

no

What if you have tried being assertive and the person bothering you doesn't stop? Would you be tattling then?

When you've tried to be assertive and the person still doesn't stop, then you can ask for help.

- Add “when you tried being assertive” to the chart.



no

***What if you see bullying behaviour happening to someone else?
Would you be tattling if you told them?***

If you see unsafe things happening, then you should ask the supervision aide or another adult to help. You would not be tattling. You would be helping to keep others safe.

- Add "when other children are being bullied" to the chart.

Sometimes you might need to ask an adult who you don't know for some help, if the supervision aide or I am not there. You might feel a little nervous, but the adults at school are here to help you.

- Have the principal or another staff member as a guest so that the students can practise asking an adult less familiar than their own teacher for help.

When you ask an adult for help, you need to be assertive, too. You stand tall, look at the adult and use a clear loud voice. Then tell the adult you need help.

Let's practise asking an adult for help. I will give each of you a turn to come to the front and ask the guest for help. What could you say if:

- a boy took your jacket, and wouldn't give it back when you asked
 - two big kids took your ball
 - you saw a girl throwing rocks
 - a girl was crying while some other girls were tying her up with a skipping rope
 - a girl kicks you when you walk by her and she won't stop
 - you see two boys leave the school ground at recess and cross the street
-
- Add other situations that are against school safety rules.

Now that you have practised asking for help, you can be watching for times to do these things when you are on the playground.



Lesson
3
Kindergarten

FIND A NEW PLACE TO PLAY

Curriculum Expectations	Assessment Strategies
<p>ORAL COMMUNICATION</p> <p>Ke10 - Ask questions; express feelings; share ideas</p> <p>PERSONAL AND SOCIAL DEVELOPMENT</p> <p>Kp3 - demonstrate an awareness of health and safety practices</p> <p>Kp5 - identify and use social skills</p>	<p>Take the class on a schoolground walk. Ask students where are the best places to play. Look for evidence that they can identify the features of safe play places.</p>

CONTEXT

MATERIALS

- chart paper and pens
- drawing and painting materials

A third strategy for dealing with bullying behaviour is introduced. In this lesson students think about the places where they play. Note that, if the Kindergarten class does not share recess or lunch times with the older students, this lesson may not be as relevant to them.

INSTRUCTIONAL APPROACH

This lesson uses a script as well as several hands-on approaches to help students discover where the safest places are to play.

INSIGHT AND UNDERSTANDING

- What can I do to deal with bullying behaviour?
- Where are safe places to play? Where are unsafe places to play?
- How do I know where safe places are?



LESSON SCRIPT

You know how to be assertive to stop bullying behaviour and you know when and how to ask an adult for help. Now we are going to learn about another thing to do if someone tries to bully you.

Listen to the story.

Jung and Matilda like to play with the sand 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 school ground 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, then said it was only an accident. Another time he stepped on their roads, and kicked dirt at them.

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

What ways was the older boy bothering Jung and Matilda?

yes

Is that bullying behaviour?

tell an adult, ask the older boy to stop

What could Jung and Matilda do?

- Collect ideas from the students and discuss.

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 play in 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 any more. Sometimes other students from their class come to play with them, too.



moved to a new place

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

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

Why did they choose the new place?

One way to keep yourself safe at school is to think about where you chose 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 supervision aide or teacher on duty. Then you are less likely to be bullied.

- If the survey has helped identify “unsafe” places around the school, share that information with the students.
- Take a schoolground walk with the class and have them suggest good places to play and places that might not be as good. Ask them to tell you where the teachers on duty at recess time usually walk.

ADDITIONAL ACTIVITIES

- 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.
- Ask the students to make drawings or paintings of the best places to play, of assertive behaviour, or of asking an adult for help.
- Take photos of various places around the schoolground. Mount them on a bulletin board and attach a pocket/pouch under each photo. Make a stack of small papers available to the class. Ask students to think about whether each place is a good place to play; then either draw a happy face or a sad face on a small piece paper and place it in the pocket to indicate their thoughts about that part of the schoolground.

