



Lesson 1 Grade 1

TATTLING AND ASKING FOR HELP

Curriculum Expectations	Assessment Strategies
<p>ORAL AND VISUAL COMMUNICATION:</p> <p>1e41- communicate messages, and follow basic instructions and directions</p> <p>1e42- ask questions about their immediate environment and offer personal opinions</p> <p>1e43- listen and react to stories and recount personal experiences</p> <p>1e45- apply some of the basic rules of participation in a conversation and working with others</p> <p>1e55- allow others to speak, and wait their turn in conversations or class discussions</p> <p>1e56- listen to and comment positively on the contributions of others in group and class</p> <p>HEALTHY LIVING:</p> <p>1p3- recognize safety risks and safe practices</p> <p>1p12- describe the exploitative behaviours and the feelings associated with them</p> <p>1p13- identify people who can provide personal safety assistance and explain how to access them</p>	<p>After the discussion, divide the class into two groups. Ask one group to make up statements that would be tattling. Ask the other group to make up statements that would be asking for help. Look for evidence that students can differentiate between the two categories.</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

Prior to introducing the topic of bullying, this assists students to understand the difference between “tattling” and “asking for help.” Tattling is defined as telling to get someone into trouble, or telling when there is no one being hurt and no rule being broken; asking for help is defined as reporting to an adult to get help for someone.

MATERIALS

- puppet, doll, or other prop
- prepared sentence strips (see lesson script)
- chart or 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 are the school and classroom safety rules?
- 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

Have you ever heard someone say, “Don’t tattle”? Well, today we are going to talk about the difference between tattling and asking an adult for help.

But first, we need to remember the school and classroom safety rules. What can you tell me about the rules at school that help to keep students safe?

- Brainstorm and chart or discuss and review school and classroom rules.

Some students think that any time you tell a teacher or supervision aide about something someone did to them, it’s tattling. But there is an important difference between tattling and asking for help when you really need it.

When you ask an adult for help and you are doing it to help yourself or someone else who is in danger, who is being hurt or having their feelings hurt, then you really are wanting to help. The goal of asking for help is to keep yourself or someone else safe.

Behaviour that breaks the safety rules can create a dangerous or scary situation. That is why it is so important to tell an adult if you see this happening.

But, when students tell an adult because they want to get someone in trouble, and not because they want to keep someone safe, then they are tattling. When students tattle, they are just trying to get someone in trouble.

Let’s see if you know the difference. These are the kind of things that students sometimes a teacher 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.

- Read the following statements from the prepared sentence strips. You may wish to have a puppet, doll, or other prop say these things aloud.



- tattling
 - Teacher, Won is giving me silly looks.
 - asking for help
 - Allison pushed me and knocked me down; now my knee is bleeding.
 - asking for help
 - I'm afraid of Peter. He says really mean things to me on the way home from school every day. And yesterday he threw a rock at me.
 - asking for help
 - I heard a grade four boy saying that there would be fight after school out back.
 - tattling
 - Ann didn't finish her spelling, but she went to the puzzle centre.
 - asking for help
 - Kevin keeps on stomping hard on my toes when we line up.
 - tattling
 - Jim keeps singing my name in a song.
 - asking for help
 - Teacher, I saw Lee take book club order money from Michiko's backpack and hide it in his own backpack.
 - tattling
 - Paula has two erasers.
- Sort the sentence strips into the two categories. Ask the students for more examples. Point out that sometimes a child needs help to make something stop if they have already tried themselves and the person still bothers them.



Lesson
2
Grade 1

WHAT IS BULLYING?

Curriculum Expectations	Assessment Strategies
<p>ORAL AND VISUAL COMMUNICATION:</p> <p>1e42- ask questions about their immediate environment and offer personal opinions</p> <p>1e43- listen and react to stories and recount personal experiences</p> <p>1e45- apply some of the basic rules of participating in a conversation and working with others</p> <p>1e55- allow others to speak, and wait their turn in conversations or class discussions</p> <p>1e56- listen to and comment positively on the contributions of others in group and class</p> <p>HEALTHY LIVING:</p> <p>1p3- recognize safety risks and safe practices</p> <p>1p12- describe the exploitative behaviours and the feelings associated with them</p> <p>1p13- identify people who can provide personal safety assistance and explain how to access them</p>	<p>Read a story with a bullying theme, in which children experience some minor conflicts (see the Resources Section or Teachers' Handbook for suggestions). Discuss. Ask questions to assess students' ability to identify bullying behaviour.</p>

CONTEXT

VOCABULARY

- bullying behaviours
- bullying
- physical
- verbal
- social
- taunting: mean teasing

This lesson focuses on ensuring that students understand a definition of bullying and the range of behaviours that can constitute bullying. You may wish to mention that bullying is a sensitive topic and that students need to be respectful of others' feelings. Point out that listening to stories about bullying may make students feel angry, sad, or upset.

Those uncomfortable feelings indicate how bullied students might feel and help students to understand why it's important to behave in caring, respectful ways.



INSTRUCTIONAL APPROACH

MATERIALS

- chart paper and pens

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 might it feel if I was being bullied?
- What kinds of behaviour can be bullying behaviour?
- What are some things I do to get along well with other students?

LESSON SCRIPT

Today we are going to talk about a problem children sometimes have called bullying. I will start by telling you a story about how it happens between two boys, Geoff and Enrique.

Enrique is in grade one and Geoff is in grade two. At recess and lunch time they both used to like playing with the soccer ball with lots of the other kids. But one day, Geoff kicked the ball really hard so it hit Enrique and knocked him down. Enrique started to cry. Since that day, Geoff has been picking on Enrique.

Geoff calls Enrique names like crybaby and sissy. He tells the other kids that babies like Enrique aren't tough enough to play soccer. A few weeks ago, Geoff pushed in front of Enrique at the water fountain, and then sprayed water all over him. He said that if Enrique told anyone, he'd beat him up.

Whenever he sees Enrique, Geoff bumps into him or pushes him. When a teacher saw this happen, Geoff said it was just an accident. Enrique didn't say anything.

On the weekend they were both at a birthday party, and Geoff locked Enrique out in the back yard when the children were coming in from playing outside. Enrique had to walk around to the front door and ring the doorbell to get back inside. Geoff said he was



just teasing, but when Enrique came back to the party all the children were laughing at him.

sad, scared, angry, hurt,
upset

How do you think Enrique is feeling?

This kind of behaviour would be very upsetting. When someone taunts or does other hurtful things again and again on purpose we call it bullying. When someone bullies you, 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.

- Write on a chart, “Bullying is mean behaviour that happens again and again.”

Students who bully others could try to make you do things you don’t want to do. They might hurt you. Or they might never even touch you, but could call you names or taunt you in other ways. They might make fun of you in front of other children. It is not your fault if you are bullied.

Often a person who bullies others is older or stronger. It could be one person who is being hurtful on purpose, or a group of people.

saying he is a baby or a sissy and not tough enough to play soccer, spraying Enrique with water, bumping into him, locking Enrique out at the party

Let’s add bullying behaviours to the chart. What are the different ways that Geoff has been bothering Enrique?

Geoff started by saying Enrique was a “crybaby” and “sissy” when Enrique cried. Then he began to tease Enrique. Name-calling and teasing are bullying behaviours.

- Add “name-calling and taunting or mean teasing” to the chart.

Soon Geoff began to push Enrique and spray water on him. Geoff even did something cruel to Enrique at a birthday party. Pushing and spraying water are mean. Making someone look foolish and getting others to laugh at them are mean. Leaving someone out is mean. These are all bullying behaviours.



- Add “pushing, hurting, making someone look silly, leaving someone out” to the chart.

Geoff has been bothering Enrique again and again. That’s one reason we know that Geoff’s behaviour is bullying, it’s not just students having a problem on the playground. Often the person who bullies does more hurtful things each time, just as Geoff does to Enrique.

Enrique is afraid that Geoff might beat him up.

Why might Enrique not want to tell an adult about Geoff’s actions?

Geoff doesn’t want any adults to know about his behaviour, so he says something to scare Enrique. Children who bully don’t want adults to know about it—they don’t want to get in trouble.

No, he would be asking for help, trying to keep safe.

Would it be tattling if Enrique told an adult about the things Geoff is doing?

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.

tell an adult, get help

If you were Enrique’s friend, what would you tell him to do about the bullying?

Today we have learned about bullying behaviour. Let’s read over the chart we have made together, and see what we notice.

- Read the chart together.

There are three ways bullying behaviours can happen. Bullying behaviours can hurt someone’s body like bumping, pushing, spraying water, or beating someone up. These are physical behaviours. Bullying behaviours can also hurt someone’s feelings by things that someone says like name-calling and taunting. These are verbal behaviours. Or, bullying behaviours can be ways people make fun of someone or leave someone out. These are social behaviours.

- Brainstorm and add other behaviours to the chart.



Lesson 3 Grade 1

COLLECTING BULLYING INFORMATION

Curriculum Expectations	Assessment Strategies
<p>ORAL AND VISUAL COMMUNICATION:</p> <p>1e43 - listen and react to stories and recount personal experiences</p> <p>1e41 - communicate messages, and follow basic instructions and directions</p> <p>1e55 - allow others to speak, and wait their turn in conversations or class discussions</p> <p>1e56 - listen to and comment positively on the contributions of others in group and class</p> <p>HEALTHY LIVING:</p> <p>1p3 - recognize safety risks and safe practices</p> <p>1p12 - describe the exploitative behaviours and the feelings associated with them</p> <p>1p13 - identify people who can provide personal safety assistance and explain how to access them</p>	<p>Assess understanding of bullying concepts through student's participation in the discussion and the journal activity.</p>

CONTEXT

VOCABULARY

- bullying
- bullying behaviours

In this lesson, students will have an opportunity to tell about their own experiences with bullying behaviours.

MATERIALS

- bullying chart developed in Lesson 2
- journals
- pens, crayons

INSTRUCTIONAL APPROACH

This lesson uses a number of approaches to help students further explore the concept of bullying. Approaches include a lesson script, a journal activity, and a simple survey.



INSIGHT AND UNDERSTANDING

- Have I ever seen bullying happening at school?
- Have I ever been bullied?
- What I do to be safe if it happens to me?
- What are some ways that students can get along well at school?

LESSON SCRIPT

Remember when we talked about bullying behaviours? Let's read over the chart we made.

- Review the chart from the previous lesson.

Today it is your turn to tell about bullying that you know about at our school. But first, we're just going to be quiet for a few moments and do some thinking and remembering. I'll ask some questions to help your thinking. I'd like you to just think. Don't say anything aloud yet.

- As you read the next portion aloud, pause after each phrase to allow students to think about their experiences.

Think about whether anyone has ever done hurtful things to you again and again, on purpose, things that hurt you or hurt your feelings.

Has someone ever bullied you?

Or perhaps you can remember times when you did cruel things to someone on purpose.

Maybe you've seen or heard someone bothering or picking on someone else again and again.

Now we're going to work in our journals. You can start by drawing a picture or you can start by writing, but don't tell anyone's names, just write "a boy" or "girls" or "children." You might know about a time someone bullied you. You might know about times you were mean on purpose to other children.



If this has never happened, then write or draw about students getting along together at school.

As you are writing and drawing about these things, you might decide that you have something you want to tell me about. I'm going to come and look at your journal pages as you're working and we can talk then, or you can come and talk to me later.

- If possible, try to talk to each student about her or his work. You may wish to keep notes of your conversations, or place stickers on the pages of students who want to tell you more about a bullying issue, so that you can get back to them later.
- Some students may not know what to draw or write; encourage them to draw children playing together, or allow them to draw something else.
- Collect the journals.

Thank you for helping me learn about bullying at our school.

Now that you've been thinking and writing about bullying behaviour, 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 and who 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.
- Ask these key 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.
- Let students know that the adults at the school know about bullying and that they are developing a plan to help students get along well and stop bullying. Remind them that it is not their fault if someone is bullying them.

ADDITIONAL ACTIVITY

Have students complete a simple survey. Prepare a paper divided into four sections, with each section numbered. Decide on four simple yes/no questions to ask. Ask them slowly, having students answer by printing Y or N in the appropriate section. For example, ask:

1. Have you ever been bullied?
2. Have you ever bullied anyone else?
3. Have you seen bullying happen at our school?
4. Did you tell anyone if you saw bullying behaviour?

Collect students' surveys.



Lesson 4 Grade 1

ASSERTIVE BEHAVIOUR

Curriculum Expectations	Assessment Strategies
<p>ORAL AND VISUAL COMMUNICATION:</p> <p>1e45- apply some of the basic rules of participating in a conversation and working with others</p> <p>1e53- use simple gestures, volume, and tone of voice to communicate their wishes and needs</p> <p>1e54- interpret and respond appropriately to non-verbal cues (e.g. facial expressions, gesture, pause)</p> <p>DANCE AND DRAMA:</p> <p>1a47- communicate understandings of works in drama and dance through discussion, movement, and visual art work</p> <p>1a48- solve problems in everyday situations through role playing and movement in drama and dance</p> <p>1a49- identify ways in which the voice and body can be used to convey thoughts and feelings when role playing</p> <p>1a54- communicate their responses to a variety of stimuli by using elements of dance and drama</p> <p>1a55- use the vocabulary and body movements of a particular character when role playing</p> <p>1a58- describe ways in which the experiences of characters in simple performances relate to their own experiences</p> <p>1a60- demonstrate an understanding of different points of view</p> <p>1a61- identify ways in which role playing and movement are part of their daily experience</p> <p>HEALTHY LIVING:</p> <p>1p3 - recognize safety risks and safe practices</p> <p>1p12 - describe the exploitative behaviours and the feelings associated with them</p> <p>1p13 - identify people who can provide personal safety assistance and explain how to access them</p>	<p>Create additional statements for students to sort into the categories of “assertive” and “not assertive.” Question students to determine their understanding of these types of behaviours.</p> <p>Observe students as they role play assertive responses, looking for evidence that they display appropriate assertive behaviours. As an extension, have students work in groups to suggest additional situations, and switch with another group to identify assertive responses</p>



VOCABULARY

- (in adult language)
passive behaviour:
behaviour that allows others more control and doesn't meet one's own goals; behaviour that doesn't express one's opinion or feelings
- assertive behaviour:
behaviour that shows ability to stand up for oneself, express feelings and exercise rights while respecting the rights of others
- aggressive behaviour:
behaviour that seeks to meet one's goals by hurting others

MATERIALS

- chart paper and pens
- prop, puppet, or doll
- Sort and Paste worksheet (attached)
- scissors, glue
- prepared chart "Be Assertive" (see lesson script)

CONTEXT

This lesson offers an opportunity for the students to practise assertive responses in role plays of potential bullying situations. If your students have not had much experience role playing, you may need to provide some extra guidance for them. Help them to understand that role playing is a way of practising for a real situation that might arise in the future. Remind them that the observers should be quiet and respectful while students are role playing and curtail silly or aggressive behaviour during role plays.

Students will need frequent opportunities for 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.

INSTRUCTIONAL APPROACH

This lesson offers a number of activities for students to learn and practise skills of assertiveness. Approaches include a lesson script with question and discussion opportunities, role play, and several activities for exploring the theme through stories and creative expression.

INSIGHT AND UNDERSTANDING

- What can I do when someone bothers me over and over again?
- What is assertive behaviour?
- What does assertive behaviour look like? Sound like?

LESSON SCRIPT

In the last few days we have been talking about bullying behaviour. You know that if someone bullies you or breaks the rules, you will not be tattling if you ask an adult for help.

Now we're going to learn about something to 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, the supervision aide, 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.

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

What might happen if Rae started to cry?

Probably not. She might be trying to make Rae cry. Shawna might go away this time, but would come back again.

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

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!"

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

What might happen if Rae yelled at Shawna?

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.

Would the yelling make Shawna stop bothering Rae?

The kind of behaviour that can solve problems is called assertive behaviour.



When you behave assertively, you look after yourself without upsetting the other person. Assertive behaviour helps to solve problems and change things.

- Refer to the prepared chart, “Be Assertive.”

Let’s remind ourselves what the skills are for being assertive.

- *stand tall*
- *look at the person’s face*
- *use a clear strong voice*
- *say the person’s name*
- *say what they’re doing that you don’t like*
- *tell them to stop*
- *say, “_____, I don’t like that. Stop it.”*

You can be assertive by telling what someone is doing and what you want to happen. First you “stand tall,” look at the person and get ready to use a clear strong voice. Then you say the person’s name. Tell the person that you don’t like what they are doing. Then tell them what you’d like them to do.

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.” Then Shawna would leave her alone.

- Divide students into pairs or groups of three. Have them read the attached Sort and Paste sheet together and then cut out the sentences. When they have agreed which statements are assertive, and which are not, they can paste them into place.

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 solve the problem yourself.

Now we are going play a pretend game called a role play. You will practise using assertive behaviour. First, “stand tall,” look at the person and remember to use a strong clear voice. Say the person’s name, say what they are doing, tell the person that you don’t like it, and then tell them to stop.



- To demonstrate, use a puppet or prop to be the student who bullies. Alternatively, you may wish to ask another adult to play the bullying role and role play with you. Avoid asking one of the students to play the bullying role.

First I will do 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.”

- Invite students to role play at the front of the group, one or two at a time, giving them one of the following situations. As the students perform their role plays, suggest changes to their stance and expression.
 - Toby has started calling you names and teases you about your clothes.
 - Toby often tells you that you have to hand over something from your lunch.
 - Toby is always bumping into you when you are lined up, then says it’s an accident.
 - Toby is splashing puddles at you on the playground again.
 - When it’s your turn to take the soccer ball out at recess Toby always tries to take it from you.
 - Toby is always saying that you can’t play with another friend 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 spits on you when you line up to come inside after recess.
- As students role play, coach them on appropriate body language and statements. Ask the other students to comment:
 - What did you see?
 - What did you hear?
 - What would the results be?
- *Today you practised how to be assertive if someone tried to bully you. You did very well! If someone actually does bother you in the classroom or on the playground, try your assertive behaviour.*



- Refer to the “Be Assertive” chart.

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 can always ask me, the supervision aide, or another adult for help, and of course you wouldn't be tattling then.

ADDITIONAL ACTIVITIES

- Have students work in pairs or groups of three to create a picture depicting a student who is acting assertively. Talk to each group about their pictures and write captions on them. Display on a bulletin board.
- Demonstrate the difference between assertive and non-assertive responses by using the same words, but different tone and body language each time. Have the students say when it is assertive behaviour, and when it is not. As they become more familiar with the differences, emphasize the importance of body language, pointing out that assertive words don't seem assertive at all without standing tall.
- Have students create puppet shows that demonstrates assertive behaviour.
- Make a class big book to explain how to be assertive. Have the students dictate the skill steps involved as you print one step on each page of oversize paper. Then give small groups the task of illustrating one page each. Present it to a Kindergarten class or to parents or staff members invited to listen to a reading of the book.
- Read aloud a stories that contain examples of conflicts or bullying behaviours (see the Resources section or Teachers' Handbook for literature listings). Discuss the stories. Have the students role play assertive behaviour for dealing with the situations in the stories.



Resource Sheets

Sort and Paste

Names: _____

Not Assertive

Assertive



Ray yells, “You are mean!”



Ray says, “That’s pushing. Stop it.”



Ray starts to cry.



Lesson
1
Grade

IMAGINE...A SCHOOL WITHOUT BULLYING...

Curriculum Expectations	Assessment Strategies
<p>ORAL AND VISUAL COMMUNICATION:</p> <p>1e41- communicate messages, and follow basic instructions and directions</p> <p>1e43- listen and react to stories and recount personal experiences</p> <p>HEALTHY LIVING:</p> <p>1p3- recognize safety risks and safe practices</p> <p>1p12- describe the exploitative behaviours and the feelings associated with them</p>	<p>Using an interview approach, invite students to talk about their pictures and explain how they illustrated their image of a school without bullying.</p>

CONTEXT

VOCABULARY

- school without bullying

The purpose of this lesson is to provide a follow-up to the school assembly, ensure that students understand the basics of the school plan, and begin implementation of 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.

PREPARATION

To prepare for this lesson, you will need to make some generalizations about the primary students' discussions, journal entries, and/or surveys



MATERIALS

- chart paper and pens
- oversize blank journal pages
- story pages and illustration paper.

and identify information to share with students. Include a few key points from the older students' surveys if appropriate.

INSTRUCTIONAL APPROACH

This lesson uses a number of approaches to help students imagine a school environment free of bullying. Approaches include a lesson script, visualization, and a visual arts activity.

INSIGHT AND UNDERSTANDING

- What do I know about bullying?
- How might a student who is bullied feel? How might students who watch bullying behaviour happen feel about it?
- What would school be like if there were no more bullying? How would it be different? How would students feel?

LESSON SCRIPT

As you know, at our school we've been talking about bullying. What do you remember about bullying behaviour?

- Chart student's responses. Ensure that these key points about bullying are raised:
 - bullying behaviour is mean behaviour that happens again and again
 - bullying can hurt our bodies, our feelings, or our things; it might be mean teasing or it could be kicks and hits
 - it is not your fault if you are being bullied
 - if you are bullied you might feel sad and lonely or you might feel confused, upset, and mad
 - children who bully others don't want adults to know about it
 - students can be assertive to try to stop bullying behaviour
 - children should ask an adult for help if it happens to them.



- Remind students to come and speak with you privately if they have something to tell you about being bullied or about bullying others.

We have asked students throughout the school to tell us about the bullying that goes on here. Students answered questions on surveys and wrote about bullying in their journals. The younger students made pictures. Some students have talked with their teachers or parents about bullying.

- Tell them a little about the extent, the forms of bullying, the places where bullying occurs, things students have done to try and stop bullying—any key points from the surveys and journals. Discuss the information with students. Answer their questions.

As you heard in the assembly, the adults in the school know about bullying and want to stop it. We know that students can learn best when they don't have to worry about being bullied—when they feel safe.

We're going to imagine what our school might be like if there were no more bullying. Each person may have different ideas about what it would be like; that's fine. All the ideas are important.

I'm going to ask you to use your imaginations. First, I'd like you to just listen and think, without talking. If you want to, you can close your eyes so that you can get some pictures in your mind as I talk.

- As you read the next part of the script, speak slowly to allow time for students to form their ideas.

Imagine I have a magic wand and when I wave it, I can change things. I wave my wand and I say, "Make our school a place where there is no bullying. At our school, everyone will get along well."

Now, imagine that you are looking all around our changed school. (pause) Wherever you look, you don't see any bullying. As you listen, you don't hear any bullying.

Imagine walking down the hall. What would you see? (pause) What would you hear? (pause)

How would you feel? (pause)



Imagine peeking into a classroom. What would you see? (pause)

What would you hear? (pause)

How would you feel? (pause)

Now imagine recess time. Think about being on the playground. All around the school there is no bullying behaviour. What would you see at recess time? (pause)

What would you hear? (pause)

How would you feel as you watched the students playing? (pause)

Now think about lunch time and the place where you eat your lunch, and the students who might be there with you. (pause)

What would you see happening? (pause)

What would you hear? (pause)

How would you feel as you watched all these things? (pause)

In just a moment, I will ask you to tell me what you imagined, so gather your ideas together and get ready to open your eyes.

Okay—open your eyes. Who is ready to tell what you imagined?

- Invite students to talk about what they imagined.

ADDITIONAL ACTIVITIES

- Use chart paper and a pen to create a web of key words or phrases as the students share their ideas about a school without bullying.
- Challenge students to draw and write on oversize blank journal pages about their school without bullying. These pages can then be bound into a classroom book. Alternatively, students may choose to create a song, dance sequence, or dramatization about a school without bullying.



Lesson 2
Grade 1

WHAT IS THE SCHOOL PLAN FOR DEALING WITH BULLYING?

Curriculum Expectations	Assessment Strategies
<p>ORAL AND VISUAL COMMUNICATION:</p> <p>1e45- apply some of the basic rules of participating in a conversation and working with others</p> <p>1e55- allow others to speak, and wait their turn in conversations or class discussions</p> <p>1e56- listen to and comment positively on the contributions of others in group and class</p> <p>HEALTHY LIVING:</p> <p>1p3-recognize safety risks and safe practices</p>	<p>Invite students to present their footprints or posters in a studentparent- teacher conference. Ask students to explain how their footprint or poster supports a school without bullying.</p>

VOCABULARY

- school statement
- rules
- consequences
- school plan
- taking a stand

CONTEXT

The purpose of this lesson is to encourage students to make a commitment to participate in the school plan for preventing bullying. The lesson proceeds from learning about the school plan to thinking about what the plan means to individuals. Then students are encouraged to think about their own behaviour and their potential contributions to creating a school where bullying does not occur.



MATERIALS

- the school statement on chart paper
- a photo of the supervision aide, or a prearranged visit
- chart paper and pens
- coloured construction paper for footprint shapes
- drawing or painting materials for posters

INSTRUCTIONAL APPROACH

This lesson uses a variety of approaches to help students understand the school's plan and its provisions for dealing with bullying. Approaches include a lesson script, brainstorming, and opportunities to explore the theme through creative expression.

INSIGHT AND UNDERSTANDING

- What are some rules that help us to get along well together and make sure that everyone is safe?
- What can students do to make a safer school?

LESSON SCRIPT

- If your school has decided to involve the intermediate students in making presentations to the primary students, then have them present to the class at the beginning of this lesson. Ensure that their presentation covers the school statement, rules, and consequences.

As you heard in the assembly, we now have a plan to stop bullying at our school. 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 know that students learn best when they feel safe and know that they won't be bullied.

- Refer to the school statement on chart paper.

We want to help students stop bullying and learn ways to get along with other students. So we have developed a list of consequences for students who bully others. When there has been bullying behaviour the consequence will show students that mean behaviour is not acceptable. The consequence will also help students practice helpful behaviour and contribute to the school community in some way.

- Provide additional information about your school's specific response plan so that students know what to expect.

We have also planned how the adults will help children stop bullying by supervising students.



to help us if we are hurt, to watch out for problems among the students, to take kids to the office if they misbehave, to supervise and keep everyone safe

- If applicable, invite a supervision aide to join the class for this part of the lesson, or show his or her photo.

When you are on the playground at lunch time, you may have noticed the teachers on duty and/or the supervision aide(s). What is their job in the schoolyard? As you answer, I will write them on the chart paper.

- Accept all reasonably correct answers and record them on chart paper. Read over the chart and link to the school statement. Aim to ensure that students understand the aide(s) are there to help keep the school safe and that they can approach a teachers and/ or a supervision aide if they need help.

That's right, (name) is there to supervise and to help you—just like all the other adults at the school. We all know about bullying and we all want it to stop. We know that students learn best when they feel safe and aren't worried about being bullied.

Now let's read the school statement. The school statement tells us how we will be together at school.

- Read the prepared chart of the school statement.

Let's talk about what the school statement means. Imagine that you are walking around the schoolyard at lunch time and everyone you see is doing just as the school statement says.

- *What would be the same as before?*
- *What might be different than before?*
- Discuss briefly.
- Read aloud a few excerpts from the students' writing in the previous lesson or otherwise draw students' attention back to the preceding lesson.

We all can help to make our school a place where bullying doesn't happen.

- Provide an example of something that you, as one of the adults in the school, will be doing to contribute to creating a school without bullying, such as supervision, teaching about bullying and ways to stop it, or helping to enforce the new rules.



Now we're going to think about what we can each do to get along well with others and help make our school safe, just as our school statement says. It might be something you already do, like invite children to play with you and make sure no one is left out. Or it might be something you plan to start doing, such as not teasing, or asking an adult for help if you see someone being bullied, or stopping yourself from saying mean things.

What is one thing that you can do so you can get along well with others and make our school a place where there is no bullying?

- Collect brainstormed responses on chart paper, wording actions in positive ways, if possible, such as, “say nice things—don’t tease” or “give put-ups, not put-downs” or “take turns with the playground equipment.”

Each of you has ideas of things you will do to get along well with others. When we decide that something is important to us, we sometimes say we are “taking a stand.”

I am going to give each of you a paper footprint shape. Then you will write your name on the footprint and write and draw your plan for the way you are going to take a stand to help make our school a place where there is no bullying.

- Distribute materials and assist students as necessary. Remind them to refer to the ideas generated by the group on the chart paper.

ADDITIONAL ACTIVITIES

- Assign students to “catch” each other demonstrating caring behaviour. Make some “Caught You Caring” awards available. When students see someone else doing something kind, they can give a “Caught You Caring” award.
- Have students individually illustrate a letter to their parents telling about the school statement and no-bullying rules. Provide drawing or painting materials and ask that students create posters of ways to get along with others. Their “footprint” can be displayed with the poster. After the artwork has been displayed for a while, it can be removed and bound together into a class book.



Lesson 3 Grade 1

STUDENTS CAN HELP STOP BULLYING BEHAVIOUR

Curriculum Expectations	Assessment Strategies
<p>HEALTHY LIVING:</p> <p>1p3- recognize safety risks and safe practices</p> <p>1p2- describe the exploitative behaviours and the feelings associated with them</p> <p>1p13- identify people who can provide personal safety assistance and explain how to access them</p>	<p>Challenge students to make up a new ending to the story that was read, showing that a student intervened to stop the bullying behaviour.</p>

CONTEXT

VOCABULARY

- consequences

The purpose of this lesson is to encourage a sense of shared responsibility among students for ensuring no one at school is bullied.

MATERIALS

- a children's book that deals with bullying behaviours, such as *Chrysanthemum* by Kevin Henkes or *King of the Playground* by Phyllis Reynolds Naylor (see the Resources section)
- construction paper, pens

INSTRUCTIONAL APPROACH

This lesson focusses 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

We're going to talk more about ways that students might stop bullying behaviour if they see it happen. We'll start with a story. While I read, imagine that you are in the story, too.

- Read *Chrysanthemum* by Kevin Henkes, *King of the Playground* by Phyllis Reynolds Naylor, or another story. Pause in appropriate places. Ask the students to imagine that they are in the story, watching what happens. Then pose the following questions, inserting the names of the characters in the story.

examples of no-bullying rules

Imagine that these things happened at school. What are the rules about how students should act at school that you would remind _____ about?

examples of assertive behaviour, asking for help

What are some things we could do at our school to help _____ to stop bullying? Can you show me, or act out what you would be able to do to help _____ stop bullying?

examples of consequences

What would you say to _____ if you were a teacher, the principal or a supervisor? What could you do then to help _____ stop bullying? Can you show me, or act it out?

asking an adult for help

Now let's think about the person who is bullied in the story. _____'s feelings have been hurt and she or he are feeling sad and afraid. What are some things that you could do to help _____? Show me or act out what you could do to help.

walking with the bullied person to seek adult help

inviting the bullied person to come and play

comforting the person who was bullied

telling the bullied person that it is not their fault

telling the bullied person in an assertive way that you don't like what has been happening



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 students for you to play with.

Provide assistance with being assertive.

Ask for more information about what happened.

If this happened at our school, what would you say to _____ if you were a teacher, the principal, or a supervisor? What would you do?

You have many good ideas about ways to help if you see bullying happening!

- Ask the students to each think of one thing that they will do to help stop the bullying or to help those who are bullied.
- Have the students trace one of their hands on a piece of coloured construction paper and cut it out. Then they should write one thing that they will do to lend a hand to stopping bullying. Display the hands on a bulletin board or in the hallway.



Lesson
1
Grade 1

ASSERTIVENESS REVIEW

Curriculum Expectations	Assessment Strategies
<p>HEALTHY LIVING:</p> <p>1p3- recognize safety risks and safe practices</p> <p>1p12- describe the exploitative behaviours and the feelings associated with them</p> <p>1p13- identify people who can provide personal safety assistance and explain how to access them</p>	<p>Observe students as they role play in class, and during their regular classroom and playground interactions, to determine their ability to act assertively.</p>

VOCABULARY

- assertive

MATERIALS

- pocket chart of assertiveness skill steps (see “Preparation”)
- prepared Role Play cards (attached)

CONTEXT

This lesson provides further opportunities for students to practise assertive behaviour and receive supportive feedback from the teacher and the classmates. The skill steps for assertive verbal response are reviewed.

The role of onlookers is very important in either condoning or reducing bullying behaviour. We know that onlookers who are more willing to intervene, to seek help or to walk away will help to create a climate in which bullying behaviour is less likely to occur. So, in this lesson, students also take the role of onlookers to practice intervening assertively on behalf of others when they observe bullying behaviour.

Following the lesson, students will need more practice and coaching so they can feel confident enough to use assertive behaviour naturally in real situations. This continued practice and coaching can happen over time in the classroom as you interact with the students, assisting them in solving their problems through the use of assertive behaviour.



PREPARATION

Prepare a pocket chart with places for the following assertiveness skill steps:

- stand tall
- look at the person's face
- use a clear, strong voice
- say the person's name
- tell the person you don't like it
- tell the person to stop

Place sentence strips backward in a pocket chart so that students will not be able to read them.

INSTRUCTIONAL APPROACH

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.

VOCABULARY

- assertive

INSIGHT AND UNDERSTANDING

- What assertive behaviours can I demonstrate? How can I look assertive? How can I talk assertively?
- How can I stop someone from bullying a friend?

LESSON SCRIPT

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

Today we are going to talk again about dealing with bullying behaviour. **What are some things you already know you can do if you see bullying behaviour or if it happens to you?**

- Accept all reasonable answers and comment on which ideas would be appropriate for onlookers and those appropriate for students being bothered.



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 some other students from their class like to play on the swings. Sometimes Ian grabs the swing away from Brianne or other kids, even when it's not his turn. One day Ian started to call Brianne names. He called her stupid and said that Brianne couldn't play on the swings any more. He told all the other students that Brianne has girl germs and they shouldn't play with her, or they'd get the girl germs, too.

scared, angry, mad, upset,
left out, confused

How do you think Brianne would be feeling?

ask an adult for help,
assertive behaviour

What do you think Brianne could do about Ian's behaviour?

Who can demonstrate what Brianne could do to be assertive?

- Have several students demonstrate assertive behaviour. Coach as necessary.

be assertive, ask an adult for help

What about the other students who were at the swings with Brianne? How could they stop the bullying behaviour?

We know that someone who is being bothered might have mixed up feelings. Sometimes, others who are watching can be assertive to help stop bullying behaviour, even though it is not happening to them.

Who can demonstrate what someone watching Brianne and Ian at the swings could do to be assertive and stop the bullying behaviour?

- Have several students demonstrate assertive behaviour to tell Ian to stop bothering Brianne. Coach as necessary. Encourage students to practise using assertive behaviour to help their classmates who are being bothered, too.



Now let's play a guessing game. Here are the steps we do to be assertive, on sentence strips. But I put them in the pocket chart upside down. As you remember the steps of being assertive, I will turn the sentence strips over.

stand tall

What is the first thing we need to do to be assertive? What do you remember?

- Once a student answers “stand tall,” turn that sentence strip over in the pocket chart, so the students can read it. Continue the game, by asking:

What is the next thing we need to do to be assertive?

- Continue with the steps in order until all strips are turned over. Read over the list of skill steps with the group.

We are going to continue practising assertive behaviour in the next few days.

ADDITIONAL ACTIVITIES

- To offer additional practice through role plays and coaching, take 10 minutes each day during regular class time to have small groups of students role play assertive behaviour, until every student has had a turn. Use the role play cards (attached), cut apart and placed in a basket, as a starting point.
- If you are able to have the supervision aide or another adult in the classroom with you to monitor and coach, have pairs of students practise the role plays simultaneously. Assign each partner a label of “one” or “two”. First, have all the “ones” practise assertive verbal responses, then have all the “twos” practise.



Resource Sheets



Role Play Cards



A boy says he will mess up your picture with his felt pen.

Some kids say you can't sit with them at quiet reading time.



Someone always says, "You can't sit next to me!"

A student starts to write on your paper without asking you.



Someone keeps taking your jacket off the hook and putting it on the floor

A girl keeps touching and moving your backpack.



A girl always says boys can't play on the swings.

A boy takes your hat and hides it in his jacket.



A boy makes mean faces to you again and again.

A girl is telling all the kids not to be your friend and not to play with you.



A girl says she'll cut your jacket with scissors if you sit with her friend.

A student calls you names and won't play a math game with you.



Someone keeps cutting in line in front of you.

Someone is always touching your things.





Lesson 2 Grade 1

FIND A NEW PLACE TO PLAY

Curriculum Expectations	Assessment Strategies
<p>ORAL AND VISUAL COMMUNICATION:</p> <p>1e41- communicate messages, and follow basic instructions and directions</p> <p>1e55- allow others to speak, and wait their turn in conversations or class discussions</p> <p>1e49- use familiar classroom vocabulary and oral language structures in conversations with their teacher and peers</p> <p>1e54- interpret and respond appropriately to non-verbal cues (e.g. facial expressions, gesture, pause)</p> <p>1e51- present ideas in speech in a coherent sequence</p> <p>1e53- use simple gestures, volume, and tone of voice to communicate their wishes and needs</p> <p>DRAMA AND DANCE:</p> <p>1a48- solve problems in everyday situations through role playing and movement in drama and dance</p> <p>1a49- identify ways in which the voice and body can be used to convey thoughts and feelings when role playing</p> <p>HEALTHY LIVING:</p> <p>1p3- recognize safety risks and safe practices</p> <p>1p11- outline the potential safety risks in the home, school, and community</p>	<p>Take a schoolyard 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 or the supervision aide(s) at lunch time usually walk. Look for evidence that they can identify the features that make a place safe to play.</p>



MATERIALS

props, puppets, dolls or pictures to illustrate the story
 assertiveness skill steps chart (from Lesson 1)
 drawing paper

CONTEXT

In this lesson, students will think about places to play in the schoolyard. They will also know that staying near an adult or other groups of students may help to keep them from being bullied.

INSTRUCTIONAL APPROACH

This lesson uses a script as well as several hands-on approaches to help students discover where the safe 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 are learning about ways to stop bullying behaviour. You already know how to be assertive and tell someone to stop bugging you. You know when to ask the supervision aide or another adult for help. And you know that if you do ask for help, you will not be tattling.

Now we are going to learn about one more thing you can do to avoid being bullied at school. Listen to this story.

Ivan's favourite recess game is playing tag with his friends near the far end of the playground. Some of the older kids play there, too. Usually Ivan is first to run there at recess, then he waits for his friends. Several times while he has been waiting, an older girl said mean things to Ivan, teased him about his glasses, and told him she hates him.

What ways was the older girl bothering Ivan?

calling him names, taunting him, saying she hates him



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

Is this bullying behaviour?

stand tall, look at the girl, use a clear loud voice, say her name (if he knows) and tell her that she's bugging him and he wants her to stop.

We know that one way to try and stop bullying is to use assertive behaviour. How could Ivan be assertive and get the older girl to stop bugging him?

- Ask a few students to demonstrate in front of the class, if desired. Refer to the chart of skill steps.

Now I will tell you the rest of the story. Ivan decides not to use assertive behaviour this time. He has another idea, and it's an idea you might be able to try too.

Ivan asks his friends to play closer to the school because he knows the older girl doesn't go there at recess. Now Ivan can play tag and the older girl doesn't bother him at all.

asked his friends to play in a different place.

What did Ivan Do?

One way to keep yourself from being bullied at school is to think ahead about the places around the school where you play, and stay away from students who you think might cause trouble or bother you. Another way is to make sure that you are not all by yourself, or that you are near a friendly group or near the teacher on duty and/or the supervision aide. Then you are less likely to be bullied.

If the survey has helped identify locations around the school in which bullying is more likely to occur, share that information with the students.

ADDITIONAL ACTIVITIES

- Ask the students to make drawings or maps of the school ground and to colour the areas where they like to play.
- Ask students to draw pictures of themselves choosing a good place to play. Have them write, or scribe for them, the reasons that the place is a good choice.



Lesson 3 Grade 1

STUDENTS CAN HELP STOP BULLYING BEHAVIOUR

Curriculum Expectations	Assessment Strategies
<p>ORAL AND VISUAL COMMUNICATION:</p> <p>1e41- communicate messages, and follow basic instructions and directions</p> <p>1e45- apply some of the basic rules of participating in a conversation and working with others</p> <p>1e55- allow others to speak, and wait their turn in conversations or class discussions</p> <p>1e49- use familiar classroom vocabulary and oral language structures in conversations with their teacher and peers</p> <p>1e51- present ideas in speech in a coherent sequence</p> <p>1e53- use simple gestures, volume, and tone of voice to communicate their wishes and needs</p> <p>1e54- interpret and respond appropriately to non-verbal cues (e.g. facial expressions, gesture, pause)</p> <p>DRAMA AND DANCE:</p> <p>1a49- identify ways in which the voice and body can be used to convey thoughts and feelings when role playing</p> <p>1a54- communicate their responses to a variety of stimuli by using elements of dance and drama</p> <p>HEALTHY LIVING:</p> <p>1p3- recognize safety risks and safe practices</p> <p>1p12- describe the exploitative behaviours and the feelings associated with them</p> <p>1p13- identify people who can provide personal safety assistance and explain how to access them</p>	<p>Use a student-teacher-parent conference to have students explain what they have learned about dealing with bullying, and what strategies they will try to practise.</p> <p>Have students place their activity projects (poster, mural, etc.) in their assessment portfolios along with a description of what they have learned about strategies for dealing with bullying.</p>



VOCABULARY

- assertive

MATERIALS

- puppets, dolls, or other props for role plays
- pocket chart of assertive skill steps (from lesson 1)
- chart paper
- poster materials: magazines, glue, paint, crayons, etc

CONTEXT

In this lesson students put together all that they have learned and been practising about dealing with bullying behaviour.

INSTRUCTIONAL APPROACH

This lesson uses a number of approaches to help students summarize and apply their learning about dealing with bullying. Approaches include a lesson script, a poster activity, and a variety of opportunities to create personal responses.

INSIGHT AND UNDERSTANDING

- What have I learning about dealing with bullying?
- What are the best strategies for me to deal with bullying?

LESSON SCRIPT

- Briefly review classroom and school rules. Ask the students to recall ways of avoiding a student who might bully them. Ask for examples of assertive ways to deal with someone bothering them.

Assertive behaviour is best for times when a person just starts bullying you. If you behave assertively and tell the other person that you want them to stop, the bothersome behaviour will probably stop. You can also use assertive behaviour to stop bullying behaviour you see happening to someone else.

- Use the props.

Listen to the story about these two students.

Lu has long hair that she likes to wear in a long braid or a ponytail. She always wears a ribbon tied in her hair. Whenever Rob sees her ribbon he likes to grab an end and undo it. Sometimes Rob gives the ribbon back to her right away. Other times he hides it or taunts her and keeps the ribbon for a while.



Who can demonstrate what Lu could do to be assertive?

- Ask several students to demonstrate assertive behaviour. Coach them to remember all aspects of assertive body language and use appropriate language. Refer to the sentence strips or chart of assertive skill steps.

Now imagine that you are with a group of students and you are watching Rob take Lu’s ribbon again. You know it really bugs Lu and you know that this is a school where we stop bullying. **How could you use assertive behaviour to stop Rob’s bullying if you were in the story?**

assertive intervention (telling Rob to stop), seeking adult help, inviting Lu to play with you and your friends

You can use assertive behaviour to tell someone to stop bullying you, and you can use assertive behaviour to get someone to stop bullying another student.

But if the person does not stop, or if you’re really feeling scared, you need to know what to do next. Listen to this story about Tara.

Tara is feeling scared. An older student has been following her around the school grounds at lunch time, saying mean things. Tara has tried moving to different places, but no one seems to want to play with her today and the older student still follows her. Tara tried to use assertive behaviour, but it didn’t work. Tara is unsure what to do next.

What ways has Tara tried to stop being bugged?

moving to different places, assertive behaviour

What do you think Tara should do next?

- Comment on suggestions from the students.

There are a few things that Tara could try.

try assertive behaviour again, ask an adult for help, stay near the supervision aide

She has already used assertive behaviour and it didn’t work. If you have tried playing in a different place and tried assertive behaviour and it doesn’t work, then stand tall and walk away to find adult help.

It is very important to ask the supervision aide or another adult for help. All the adults at our school know about bullying and want to help stop it.



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 safety 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 are all responsible to keep our school safe.

Sometimes when someone has been treated badly many times, even if the mean behaviour is not breaking rules, they can feel very scared, anxious, and sad. They would probably feel too anxious and upset to make the bullying stop by using assertive behaviour. They would not feel strong enough inside to use assertive behaviour. Then asking an adult for help is the best thing to do.

Let's make a poster of our ideas for dealing with bullying behaviour.

- Make a chart with the students that reviews the steps they have covered:
 - Know the school rules.
 - You have a right to be safe.
 - Tattling makes trouble. Asking for help makes children safer.
 - Stay away from places where kids might bother you.
 - Stay near friends or adults.
 - “Stand tall” (assertive behaviour).
 - Ask for help when you need to.

- Have the students decorate the chart with their drawings of the behaviours described, or by using magazine cutouts.



ADDITIONAL ACTIVITIES

- Have students make a class book about the ways to deal with bullying behaviour. Circulate it so that each student has an opportunity to take it home to read aloud with their parents.
- Have students work with a buddy from an older grade to make their own posters of their plans for dealing with bullying behaviour.
- Divide the class into groups. Assign groups to paint a mural about one of these topics:
 - intervening on behalf of someone else who is being bullied
 - using assertive behaviour
 - asking an adult for help
 - choosing a good place to play
 - staying near friends or adults.

