



Lesson 1 Grade 2-3

TATTLING AND ASKING FOR HELP

Curriculum Expectations	Assessment Strategies
<p>GRADE 2</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>2e47 - communicate messages, and follow instructions and directions</p> <p>2e51 - apply the rules of participating in a conversation and working with others</p> <p>PHYSICAL EDUCATION - HEALTHY LIVING</p> <p>2p3• outline safety rules and safe practices</p> <p>2p11• identify safety rules to be followed in the home, school, and community</p> <p>2p12• describe types of verbal and physical violence</p> <p>2p13• explain the importance of being able to say no to exploitative behaviours and describe how to seek help</p> <p>GRADE 3</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>3e51• listen to discussions and ask questions to clarify meaning</p> <p>3e54• apply the rules for working with others</p> <p>PHYSICAL EDUCATION-HEALTHY LIVING</p> <p>3p3• list safety procedures and practices in the home, school, and community</p> <p>3p11• use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community</p> <p>3p12• identify examples of real and fictional violence</p>	<p>Have students work individually or with a partner to complete the handout, “Tattling or Asking for Help?” (attached). When students are finished, discuss their answers and their reasons for making the choice they did.</p>



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
- threatening: indicating intention to harm or hurt; saying that something bad or mean will be done to someone

MATERIALS

- chart paper and pens
- optional props for the story (felt figures and felt board, puppets, chalkboard drawings)
- drawing paper
- handout: Tattling or Asking for Help?

CONTEXT

Prior to introducing the topic of bullying, one lesson is spent on assisting 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 unsafe behaviours to an adult to get help for someone.

INSTRUCTIONAL APPROACH

This lesson uses a lesson script with question and discussion opportunities to help students differentiate between tattling and asking for help.

INSIGHT AND UNDERSTANDING

- What are the school and classroom safety rules?
- What is tattling? How is it different than asking for help?
- When might I need to ask an adult for help?
- When should students not ask an adult for help, because it would be tattling?

LESSON SCRIPT

In the next few weeks, we are going to be talking and thinking about ways that students get along with each other and what to do when someone bothers you or hurts you or someone else. Today we’ll be talking about the difference between tattling and asking for help, but first, we’ll start by remembering the school and classroom safety rules. Let’s make a list of the classroom and school rules that help to keep students safe.

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

Now, listen to this story about one child bothering some others.

- If desired, use a prop to help students follow the story.



On the playground Jennifer often bothered two younger children, Alice and Samir. She would chase them and pull their hair, or get them to do things for her—things like giving her cookies from their lunches and sneaking stickers from the teacher’s desk for her.

One day Alice and Samir had no cookies to give Jennifer, so Jennifer pushed Samir down and sat on him. Jennifer said that she would make both Alice and Samir eat dirt if they told a teacher and that they better have cookies tomorrow. Some students from Alice and Samir’s class were watching all this happen.

hair pulling, taking their cookies, stealing stickers, pushing Samir down, threatening (saying that Alice and Samir would have to eat dirt)

What safety and other rules were broken?

scared, upset, angry, fearful, unhappy, hurt, worried

How do you think Alice and Samir are feeling?

upset, scared, angry, worried, glad it wasn’t them

In the story, some students from Alice and Samir’s class were watching. **How do you think they would be feeling after seeing these things happen?**

asking an adult for help, inviting Alice and Samir to play, staying together, telling Jennifer to stop

What are some things that the students in this story could do to stop Jennifer from doing these mean things?

Alice and Samir could have asked the supervision aide or another adult for help, even though they might be afraid of what Jennifer would do to them. The students who watched could help stop Jennifer from doing mean things, too, by asking for help.

Behaviour that breaks the rules can create a dangerous or frightening situation. That is why it is so important to ask the supervision aide, a teacher, or another adult for help. In these situations, even if the person breaking the rules says not to tell, you must ask an adult for help.



You have the right to be safe at school. If you are not feeling safe because you are getting hurt or your feelings are getting hurt, then you can ask an adult to help you. But you also have a responsibility to help make sure others are safe, and you can ask for help if you see unsafe things happening.

Some students think that if they ask an adult for help they will be tattling. But there is a difference between tattling and asking for adult help. Does anyone have an idea about the difference?

- Accept and comment on reasonable responses.

When you ask an adult for help or report unsafe things to an adult, you are doing it to help someone who is in danger, who is being hurt or having their feelings hurt. The goal of telling an adult is to help and to keep students safe.

When students tattle, they are only doing it to get another student in trouble, not to help. The goal of tattling is to get someone in trouble. Tattling is not about keeping people safe.

- Ask the students for examples of statements to an adult that would be tattling and statements that would be asking for help. Create a chart listing statements under the two categories.
- Have the students work with a partner and use drawing paper, folded down the centre, to illustrate an “asking for help” situation on one side and a “tattling” situation on the other side. Post on a bulletin board.

ADDITIONAL ACTIVITY

- Use a puppet to make statements to the teacher, some of which are tattling and some of which are asking for help. Ask the class to vote whether the statement is tattling or asking for help. Include one or two unclear examples and discuss. Develop a class definition of the difference.



Resource Sheets



Tattling or Asking for Help

Name: _____

Students sometimes say these things to their teacher or to the supervision aide. Check the box to tell if the student is tattling or asking for help.

1. "Jessica didn't eat all of her lunch"	<input type="checkbox"/> Tattling <input type="checkbox"/> asking for help
2. "A grade four kid is pushing some little kids down on the ground."	<input type="checkbox"/> Tattling <input type="checkbox"/> asking for help
3. "Justin has been taking the sandwiches out of my lunch every day and then I end up hungry"	<input type="checkbox"/> Tattling <input type="checkbox"/> asking for help
4. "March is showing all the kids a knife she brought to school."	<input type="checkbox"/> Tattling <input type="checkbox"/> asking for help
5. "Allison put her journal away without writing anything"	<input type="checkbox"/> Tattling <input type="checkbox"/> asking for help
6. "There are some kids on the basketball court who never let anyone else play"	<input type="checkbox"/> Tattling <input type="checkbox"/> asking for help
7. "Sari and Ann are crying and won't come into the classroom. I think some older kids were bothering them."	<input type="checkbox"/> Tattling <input type="checkbox"/> asking for help
8. "Edward is calling me a name because I dropped the ball"	<input type="checkbox"/> Tattling <input type="checkbox"/> asking for help

Write an example of tattling:

Write an example of asking for help:



Lesson 2 Grade 2-3

WHAT IS BULLYING?

Curriculum Expectations	Assessment Strategies
<p>GRADE 2</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>2e48 - listen to discussions on familiar topics and ask relevant questions</p> <p>2e49 - retell stories and recount personal experiences, presenting events in a coherent sequence</p> <p>2e50 - talk about characters and situations in stories, and information in non-fiction materials, and relate them to personal experiences</p> <p>2e51 - apply the rules of participating in a conversation and working with others</p> <p>PHYSICAL EDUCATION - HEALTHY LIVING</p> <p>2p3 - outline safety rules and safe practices</p> <p>2p12 - describe types of verbal and physical violence</p> <p>2p13 - explain the importance of being able to say no to exploitative behaviours and describe how to seek help</p> <p>GRADE 3</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>3e50 - communicate messages, and follow and give directions for a variety of activities and events</p> <p>3e51 - listen to discussions and ask questions to clarify meaning</p> <p>3e53 - talk about characters and situations in stories, and information and ideas in non-fiction materials</p> <p>PHYSICAL EDUCATION -HEALTHY LIVING</p> <p>3p3 - list safety procedures and practices in the home, school, and community</p> <p>3p11 - use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community</p> <p>3p12 - identify examples of real and fictional violence</p>	<p>At the beginning of the lesson, brainstorm and chart what students already know about bullying. Check for accuracy. Also brainstorm all the things students want to learn about bullying. Then, at the end of the lesson, check with students to see what they have learned about bullying. Look for evidence that students can identify their learning and articulate learning goals.</p>



CONTEXT

VOCABULARY

- bullying
- bullying behaviours
- student who bullies others
- student who is bullied
- excluded
- threatened

MATERIALS

- chart paper and pens
- charts and handout from Lesson 1-Tattling or Asking for Help?
- a “mailbox” for private notes to the teacher

Lesson 2 focuses on ensuring that students understand a definition of bullying behaviour and that they realize there are different kinds of bullying behaviour.

As you begin, mention that bullying is a sensitive topic and emphasize the 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

This lesson uses a lesson script with question and discussion opportunities to help students understand the concept of bullying. Additional approaches include a literature discussion and a writing activity.

INSIGHT AND UNDERSTANDING

- What is bullying? How is bullying different from the conflicts I have with my friends from time to time?
- What kinds of behaviour can be bullying behaviour?
- What are some things I do to get along well with other students?
- What are some ways we show respect for others and for their belongings?

LESSON SCRIPT

Today we are going to talk about something hurtful that sometimes happens between children or young people. We are going to talk about bullying. Listen to the story about how it happened between Amanda and Emily.

Many grade two and three girls liked to play together on the adventure playground. Amanda, one of the older girls, started



telling lies about Emily. She said that Emily stole stickers from her teacher's desk, then she said that Emily smelled funny and started calling Emily "Stinky Skunk."

Next Amanda told the other girls that they shouldn't even talk to Emily, or they would be stinky, too. For the next few days, when Emily tried to play on the adventure playground, Amanda and two other girls told her to go away. They told Emily she couldn't be part of their club and that she couldn't play with them. But they told the supervision aide they were just playing a game.

Then Amanda and the two other girls followed Emily into the washroom, calling her names. They started pulling her hair and pushing her. They said if Emily told a teacher they would never let her play on the adventure playground again, and they would do worse things to her.

Now no one will play with Emily. Whenever Amanda is near her, she pulls Emily's hair and reminds her not to tell anyone, or else! Emily doesn't go near the adventure playground any more.

How do you think Emily is feeling?

sad, afraid, lonely, left out,
angry, hurt, upset

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

Did Amanda bother Emily just once?

no, she did it many
times

Amanda has been cruel to Emily again and again. That's one reason we know that Amanda's behaviour is bullying, it's not just students who are usually friends having a problem getting along once in a while. Bullying is mean behaviour that happens again and again.



In fact, often the person who bullies does even meaner things each time, just as Amanda does to Emily.

- Write under the heading “Bullying” on the chart: being mean to someone again and again to hurt them or their feelings.

What are the different ways that Amanda has been bothering Emily?

saying she steals stickers or stinks, says that Emily can’t play with the other girls, tells others not to talk to her, won’t let her play on the adventure playground, calling names, pulling her hair, pushing her, threatening her

Amanda bullies Emily in different ways. She started by telling lies about Emily and calling her names.

That is one kind of bullying behaviour—saying something to really hurt someone’s feelings again and again. This kind of bullying includes teasing about the way someone looks or about their things or about things they do. It could be calling someone names or making fun of a person by saying other things. Teasing that hurts is not funny. It is called taunting and is considered to be verbal bullying.

- Write on the chart titled “Bullying”: saying things to hurt someone — taunting, name calling.

What is the next mean thing that Amanda did?

told the other girls that they shouldn’t talk to Emily, told her to go away from the adventure playground, said she couldn’t be part of their club and she couldn’t play with them

Amanda tried to make sure Emily would be left all alone, that Emily would have no friends, no one to play with. That is another kind of bullying, being mean by making sure someone is all alone, is left out. This kind of bullying tries to make sure that someone no longer has friends and that other kids don’t like that person any more. It’s not just that your friend says they won’t play with you one day, but the next day they play with you again. It’s much more serious—it’s when one student is left out many times and loses their friends.

This kind of bullying excludes someone. Exclude is the opposite of include. When we include someone, we want them to be with us. When we exclude someone, we leave them out. This kind of bullying is called social bullying.



- Write on the chart titled “Bullying”: leaving someone out, taking friends away, excluding.

pushed Emily and pulled her hair, says not to tell anyone or worse things will happen

What else did Amanda do to be mean?

Amanda and others pushed Emily and pulled her hair. They did things to hurt her. This is another kind of bullying behaviour, hurting someone physically. It includes kicking, punching, hitting, or other ways of hurting someone’s body. It is called physical bullying.

- Write on the chart titled “Bullying”: pushing, kicking, hitting, hurting someone.

asking for help

If Emily told an adult would she be tattling or asking for help?

Yes, it would be asking for help, not tattling. Emily is being hurt. The situation is unsafe and against the rules.

Emily is worried about not being allowed on the adventure playground and is afraid of what else Amanda might do.

Why might Emily not want to tell a teacher or other adult about Amanda’s behaviour?

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

This is a fourth kind of bullying behaviour, threatening someone by saying that bad things might happen.

- Write on the chart titled “Bullying”: saying bad things might happen, threatening.

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



ask an adult for help,
find other friends, stay
away from Amanda

What do you think Emily should do about this bullying?

Sometimes you might feel embarrassed that such awful things are happening to you, or you might feel afraid to tell. But it is important to ask an adult for help so that the bullying can be stopped. It's not tattling.

Please come and speak to me privately or write me a note, if there is something you need to talk about with me.

- Leave the chart up in the room.
- Invite students to put notes to you in a mailbox you have supplied for that purpose.
- Refer to the chart from the previous lesson that lists “asking for help” statements. Ask, “Is this bullying?” Discuss why or why not. Refine the definition of bullying as written on the chart in the discussion.
- Refer to the handout titled, “Tattling or Asking for Help?” (completed the previous lesson). Discuss whether the situations are bullying or not.

ADDITIONAL ACTIVITIES

- Ask students to write (or dictate) stories about bullying incidents they have experienced (remind students not to use real names). Keep their stories to use in discussions.
- Read and discuss a story or view a video with a bullying theme. A particularly good story for introducing the idea of power imbalance is *Weekend with Wendell* by Kevin Henkes (see the Resources section or the Teachers’ Handbook for more information).



Lesson
3
Grade 2-3

BULLYING SURVEY

Curriculum Expectations	Assessment Strategies
<p>GRADE 2</p> <p>WRITING</p> <p>2e1 - communicate ideas (thoughts, feelings, experiences) for specific purposes</p> <p>2e2 - organize ideas in a logical sequence</p> <p>2e4 - produce short pieces of writing using simple forms</p> <p>2e7 - use and spell correctly the vocabulary appropriate for this grade level</p> <p>2e8 - use correctly the conventions specified for this grade level</p> <p>GRADE 3</p> <p>WRITING</p> <p>3e1 - communicate ideas and information for specific purposes and to specific audiences</p> <p>3e2 - write materials that show a growing ability to express their points of view and to reflect on their own experiences</p> <p>3e3 - organize information into short paragraphs that contain a main idea and related details</p> <p>3e4 - begin to use compound sentences and use sentences of varying length</p> <p>3e9 - use and spell correctly the vocabulary appropriate for this grade level</p> <p>3e10 - use correctly the conventions specified for this grade level</p>	<p>Ask students to brainstorm ways to be respectful to other students. Students can then chart and illustrate their ideas. Have students present their charts in a conference or portfolio, explaining how their ideas support a safe and harmonious school, and describing their personal goals for getting along well with others.</p>



CONTEXT

VOCABULARY

bullying
bullying behaviours
private
confidential

Lesson 3 includes a survey. To foster a feeling of safety and confidentiality, and to ensure that students don't influence each others' answers, you may wish to create a polling station or to ask students to use books on their desks to hide their papers. Point out the class the importance of respecting each others' privacy.

MATERIALS

handout: Student Survey
loose journal pages or drawing paper
the chart developed in Lesson 2 entitled Bullying
handout: Ways Students Get Along Well with Others

INSTRUCTIONAL APPROACH

This lesson uses a script and a survey to help students—and teacher—gain a better understanding of the incidence of bullying at the school. Additional drawing, writing, and discussion opportunities are provided for students to explore ways they can get along with other students.

INSIGHT AND UNDERSTANDING

- What bullying behaviour have I seen at school?
- What are some things I do to get along well with other students?
- What are some ways we show respect for others and for their belongings?

LESSON SCRIPT

[Please review Teachers' Notes before beginning survey with students.]

- Refer to the chart titled "Bullying" as developed in the last lesson. Review the types of bullying behaviours.

In a few moments I'll be asking you to complete a special sheet called a survey. But first, we're going to think about bullying at our school. I'd like you to just think. Don't say anything aloud yet.

Think about whether anyone has ever done hurtful things to you again and again, on purpose, things that hurt you or hurt your feelings, since _____ (give a time frame clue, eg. since Valentine's Day, or since March Break) (pause)



Has someone bullied you since _____(time frame clue)? Think about the different kinds of bullying we talked about in the last lesson (read from the chart). Have these things happened to you? (pause)

Or perhaps you can remember times when you did mean things to someone on purpose since _____(time frame clue). (pause)

Maybe you've seen or heard someone bothering or picking on someone else again and again since _____(time frame clue). (pause)

Or maybe you've never noticed these things and you only know how students get along well at school. (pause)

Often, students who are bullied don't tell other people about it. They feel bad inside, or they're afraid that the person who bullied them might get back at them for telling, or they're worried that no one will help them if they tell. Everyone has a right not to be bullied. No one deserves to be bullied. This survey is a safe way to tell if you're being bullied at school. You don't have to give anyone's name, and you don't have to give your own name, so you can answer the questions honestly" (Paraphrased from Bean, 1999, Pg.23).

We're going to do a sheet in a step-by-step way. On this sheet, called a survey, are some questions and possible answers that I will read aloud. Then you can choose the answer that is the best one for you. You will need to be thinking about what you know about bullying at our school as you choose your answers. You need to make an extra effort to keep the surveys private, so please do not try to see what someone else is writing on their survey.

- Handout Surveys.
- Tell students not to put their names on their sheets. Read each question and all possible responses aloud and allow time for students to answer each question. Ensure that everyone completes the survey before the next break so that they are less likely to influence each others' answers. Collect completed surveys. Invite students to come and see you alone later or to write a note to you if they have something to tell you about a specific bullying situation.



Thank you for helping us to learn more about bullying at our school. The adults at the school know about bullying and we have a plan to help stop bullying.

Now that you have completed the survey, please draw and write on this journal page or drawing paper. Please show what you have noticed about bullying at our school or about how students get along well at school.

- Use the journal pages or drawings in a class collage or bulletin board display on the topic of bullying prevention, if desired.

In the next while we are going to be learning about ways students can help stop bullying. But often, students just cannot make the bullying stop without adult help. If you are being bullied, or you know of someone else who is being bullied, it is very important to tell an adult about it and ask for help.

- Discuss ways students can get along well with one another. Brainstorm some basic things that students can do at school to be safe from bullying. For example:
 - stay in a group by playing with their friends
 - be aware of where the adults are in case they need help
 - walk away or stay away from someone who bothers them or is mean to them
 - get help from an adult if they are being bullied.

ADDITIONAL ACTIVITY

- Discuss ways to get along well with others. Ask students to complete the handout, “Ways Students Get Along Well with Others” for making their own plan for getting along well.



TEACHERS' NOTES REGARDING BULLYING SURVEYS

“If you want to know what’s happening in your classroom, ask your students. One of the best, simplest, least intimidating ways to do this is by taking a survey” (Beane, 1999, page 24).

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 school routines are not yet established at that time of year. Surveys should be collected at the same time each year so that year to year comparisons are more valid.

It is recommended that you outline a time frame within which students are to recall bullying situations, for example, have them recall situations that happened since Valentine’s Day, or since March Break. Giving everyone the same time frame to consider is very helpful in keeping answers consistent.

“The primary purpose of the surveys...is to gather information about the types of experiences your students are having, not to point fingers at specific individuals...Keep it anonymous” (Beane, page 24).

“Depending on your students’ ages and reading levels, you might want to read the survey aloud...[to guide students through it]... Some students might need individual assistance completing the survey” (Beane, 1999, page 24). To assist with this, you may want to pair up with another teacher, or use a classroom assistant, to help answer individual student questions privately during survey administration.

“Give each student as much privacy as possible when completing a survey. Tell students that the survey is NOT a test (they won’t be graded), but it’s like a test in two important ways: No looking at anyone else’s survey, and no talking during the survey” (Beane, 1999, page 24). Ensure confidentiality during survey administration and emphasize that students should not put their names on the surveys. Students should move their desks and/or put up books around their surveys to feel safe.

Go through the instruction page with students so that they understand all of the instructions and the definition of bullying.



What Do We Do With Surveys After They've Been Collected?

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

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 up front can have a large payoff later on, depending on the length and number of surveys.



Resource Sheets



Student Survey for Grades 2-3

We want to help students in our school who are bullied by others. To do this we would like to find out ways students at our school have been bullied. Please make an “X” in the box that is the correct answer for you.

To answer a question, please:

- put an **X** in the box next to the answer you think is right for you
- only put an **X** in one of the boxes
- if you put an **X** in the wrong box, don't worry, put an X in the box next to the answer you really want, and then circle that one.

Here is an example: I eat pizza <input type="checkbox"/> One time a week <input type="checkbox"/> More than one time a week <input type="checkbox"/> I do not eat pizza

Things to remember:

- do not write your name on this survey
- your responses are confidential, which means that no one will know you wrote them
- answer the questions honestly
- raise your hand if you have a question
- these survey questions ask you about your life since _____. You should think about what has happened to you since _____ when you pick your answer. Do not just think about how things are today.

What is bullying?

You are bullied if one or more students:

- ⊗ say mean things
- ⊗ call you mean names
- ⊗ make fun of you
- ⊗ don't pay attention to you
- ⊗ leave you out of things on purpose
- ⊗ hit, kick, push or shove you around
- ⊗ tell lies or rumours about you
- ⊗ write mean notes about you
- ⊗ try to make other students not like you
- ⊗ other hurtful things like that and these things happen to you over and over again.

It is NOT bullying if:

- ✗ someone teases you in a playful or friendly way
- ✗ you argue or fight with someone as strong or as powerful as you
- ✗ someone does or says mean things to you only one time.

I am:

- a boy
- a girl

I am in:

- grade 2
- grade 3

1. Have you been bullied at school since _____?

- no
- sometimes
- a lot

2. In what ways have you been bullied since _____? (check all that apply)

- teased
- kicked
- hit
- called names
- left out of games
- I have not been bullied

3. What do you do when you are being bullied? (check ONE answer that you do most often)

- I tell an adult
- I go to another place to play
- I get my friends to help me
- I tell the person to stop
- I fight back
- I ignore them
- I have not been bullied

4. Who do you tell when you are being bullied? (check ONE person that you tell most often)

- teacher or supervisor
- principal
- parent
- other (please write who) _____
- I have not been bullied

5. What do the adults do to help you when you are being bullied?

- nothing
- they talk to the kids who bullied
- they help me find ways to fix it
- they tell me to deal with it myself
- I have not been bullied

6. When I talk to the teachers and other adults at my school about bullying:

- they are very helpful
- they are sometimes helpful
- they are so-so
- they are not helpful
- they make me feel bad for talking about it
- I have never talked to a teacher or other adult at school about bullying

7. Do other kids try to help you when you are being bullied?

- no
- sometimes
- a lot
- I have not been bullied

8. In what areas of the school have you been bullied since

_____?

- playground
- classroom
- hallway
- library
- washroom
- gym
- I have not been bullied

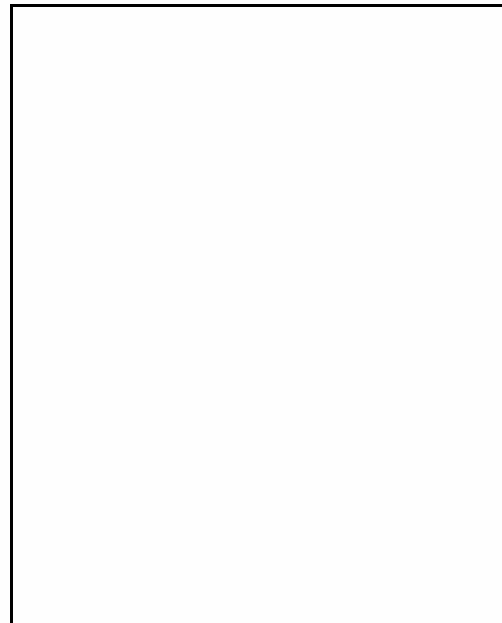
Ways That Students Get Along Well With Others

Name: _____

Students who do these things get along well with others. Check the ones you do well. What else can you add to the list?

Draw one you're good at:

- take turns
- do kind things
- invite others to play
- say nice things
- listen actively
- apologize if you make a mistake
- ask for help to solve problems
- _____
- _____



What is one thing you can try to be better at?



Lesson 4 Grade 2-3

BE ASSERTIVE

Curriculum Expectations	Assessment Strategies
<p>GRADE 2</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>2e47 - communicate messages, and follow instructions and directions</p> <p>2e48 - listen to discussions on familiar topics and ask relevant questions</p> <p>2e49 - retell stories and recount personal experiences, presenting events in a coherent sequence</p> <p>2e50 - talk about characters and situations in stories, and information in non-fiction materials, and relate them to personal experience</p> <p>2e51 - apply the rules of participating in a conversation and working with others</p> <p>2e52 - view, read, and listen to media works with simple messages or factual information and describe what they have learned</p> <p>GRADE 3</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>3e50 - communicate messages, and follow and give directions for a variety of activities and events</p> <p>3e51 - listen to discussions and ask questions to clarify meaning</p> <p>3e53 - talk about characters and situations in stories, and information and ideas in non-fiction materials</p> <p>3e54 - apply the rules for working with others</p> <p>3e55 - view, read, and listen to media works that convey messages or information and talk about what they have learned</p>	<p>Create additional statements for students to sort into the categories of “passive”, “aggressive”, and “assertive”. Question students to determine their understanding of these three types of behaviours.</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
- impulse: urge, first action thought of

MATERIALS

- a prearranged visit by another adult
- chart paper, pens
- prop or puppet to play the role of the child who bullies
- handout: Sort and Paste

CONTEXT

Lesson 4 includes a look at various reactions to bullying situations, and helps students to understand the difference between assertive, aggressive, and passive behaviour. It also presents the idea of impulse and impulse control. To help students understand the differences between assertive, aggressive, and passive behaviour, invite another adult to assist by role playing each of the behaviours.

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, a sorting activity, a literature study, and opportunities to explore the theme through stories and creative expression.

INSIGHT AND UNDERSTANDING

- What can I do to control my impulses when someone does something to bother me?
- What can I do when someone bothers me over and over again?
- What is assertive behaviour?
- What does assertive behaviour look like? Sound like?
- What is the difference between aggressive, passive, and assertive behaviour in response to bullying situations?

LESSON SCRIPT

We have been talking about bullying behaviour. Now we're going to learn about something to do on your own if someone tries to bully you. This idea is best for times when someone first starts to bother you. You can use this idea when you will not be physically hurt. When there is danger you need to ask the supervision aide or another adult for help.

We are going to learn about being assertive.



Listen to the story about Raymond.

Raymond and his friends are playing with the softball and mitts at lunch time. They're playing catch and practising for the game on the weekend.

Raymond sees Leon coming toward them. Raymond feels nervous because Leon is a bigger kid who often likes to bug the younger ones. Last week Leon had been taunting a friend of Raymond's, taunting her until she cried.

Raymond watches as Leon grabs the ball and starts to walk away.

Was Leon's behaviour bullying?

yes

Yes, when a person is doing mean things again and again, and making someone scared, it is bullying behaviour.

Although Leon makes him feel nervous, Raymond also feels really angry. He is thinking, "How could Leon think he can just take someone else's ball and walk away with it?" He feels so mad, he just wants to do something, anything to get the ball back!

Raymond thinks, "I'm so angry! I could yell at Leon and get my friends to push Leon down! Then I'll show him! Then I'll get the ball back!"

angry, he could be getting madder and madder

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

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

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

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



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

- Make a note on chart under the heading of “aggressive”:
 - angry thoughts
 - impulse
 - hurtful
- Have the adult visitor role play Raymond behaving aggressively to try and get the ball back, and fill out the chart with the students. Ask:
 - What did you see?
 - What did you hear?
 - What would the results be?

I'll write your ideas on the chart for aggressive behaviour.

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

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

- Make a note on the chart under the heading of “passive”:
 - scared thoughts
 - impulse
 - doing nothing
- Have the adult visitor role play passive behaviour in reaction to the ball being taken. Complete the Passive chart with the students. Ask the students:
 - What did you see?
 - What did you hear?
 - What would the results be?



I'll chart your ideas about passive behaviour.

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

If Raymond did nothing or was passive, as our visitor showed us, what might Leon think?

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

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

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

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

- Have the adult role play assertive behaviour and complete the chart. Ask the students:
 - What did you see?
 - What did you hear?
 - What would the results be?

I'll record your thoughts on the chart.

- Briefly compare the charts and review the differences between aggressive, passive, and assertive behaviour.



In the next lesson you will have the opportunity to practise assertive behaviour.

ADDITIONAL ACTIVITIES

- Use the “Sort and Paste” sheet (attached) to provide additional practice with recognizing the differences between passive, assertive, and aggressive behaviours. Have students work in groups to cut out the words and phrases on their sheets. Students discuss the category each statement should be placed in. Once consensus is reached, students glue the statements under the appropriate heading.
- Demonstrate the difference between passive, assertive, and aggressive response by using the same words, but different tone and body language each time. Have the students guess which behaviour you are modelling or have them 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.
- Challenge students to create cartoons illustrating passive, assertive, and aggressive behaviour. Alternatively, students could create a song, a dance sequence, or a dramatization to illustrate these behaviours.
- Read a story that contains examples of passive, aggressive, or assertive behaviour (e.g., *Weekend with Wendell* by Kevin Henkes, or *Loudmouth George and the Sixth Grade Bully* by Nancy Carlson). Stop at appropriate places to discuss.



Resource Sheets



Sort and Paste

Names: _____

Passive

Assertive

Aggressive



Leon takes the ball. Raymond doesn't say anything



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



Leon takes the ball, and Raymond hits Leon.



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



Raymond lets Leon keep the ball.



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



Lesson 5
Grades 2-3

PRACTISING ASSERTIVENESS

Curriculum Expectations	Assessment Strategies
<p>GRADE 2</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>2e47 - communicate messages, and follow instructions and directions</p> <p>2e49 - retell stories and recount personal experiences, presenting events in a coherent sequence</p> <p>2e51 - apply the rules of participating in a conversation and working with others</p> <p>GRADE 3</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>3e50 - communicate messages, and follow and give directions for a variety of activities and events</p> <p>3e54 - apply the rules for working with others</p> <p>3e55 - view, read, and listen to media works that convey messages or information and talk about what they have learned</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> <p>Provide students with a list of all the scenarios from the role play strips, and ask them to sort them according to physical, verbal, threatening, or social bullying. Use questions to determine students' understanding.</p>

VOCABULARY

- impulse
- assertive

CONTEXT

Lesson 5 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. Provide a lot of practice with assertive behaviour and emphasize the steps involved. Introduce the idea of self-talk (e.g., thinking, "I can do this.").



MATERIALS

- prepared chart from previous lesson (Passive, Aggressive, Assertive)
- prepared chart of the assertiveness skill steps (see Lesson Script)
- an adult guest
- “thought bubble” on a stick
- a prop (such as a puppet, doll, cardboard cut-out or drawing on the chalkboard)
- prepared Student Role Play strips (attached)
- handout: Be Assertive!

aggressive behaviour

passive behaviour

INSTRUCTIONAL APPROACH

This lesson offers a number of activities for students to learn and practice skills of assertiveness. Approaches include a lesson script and multiple role play opportunities.

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

*Let’s recall what we did in the last lesson. We talked about having angry thoughts. **What kind of impulse do angry thoughts often lead to?***

Yes, as you are thinking angry thoughts you can get madder and madder and you might end up behaving aggressively. We know that aggressive behaviour would not solve the problem and might get you into trouble.

*We also talked about scared, fearful, or nervous thoughts. **What kind of impulse might those thoughts lead to?***

Yes, anxious, afraid, or nervous thoughts can lead to an impulse to act passively and not do anything to solve the problem.

Then we saw how assertive behaviour could help you solve your problem. Let’s look at the chart we made about assertive behaviour.

- Read over the chart.

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 to role play some situations. Role playing is a way of pretending so that we can practise a skill we are learning, in this case, being assertive. It helps us get ready to be assertive in real life situations. When it is your turn to role play, you should try to pretend that everyone else isn't there, and just focus on being assertive. Try to be serious rather than silly.

When you role play, one student will come to the front of the class and practise as though it was a real situation. The rest of the class will listen and watch quietly.

You will role-play the situation using assertive behaviour. First, "stand tall," look at the person's face and remember to use a strong clear voice. Think, "I can do this." Use the person's name, name the behaviour that's bothering you, then say what you want the other person to do.

- As you speak, introduce the chart of the skill steps in being assertive:
 - stand tall
 - look at the person's face
 - use a clear strong voice
 - think, "I can do this."
 - say the person's name
 - name the behaviour
 - say what you want the person to do

First, I will demonstrate with our guest, who has taken my magazine before I could finish reading it. As I demonstrate, I'm going to think out loud, to help you understand what I am thinking as I practise assertive behaviour.

- Demonstrate with the adult guest, modelling someone having taken your magazine or newspaper before you had finished with it. Model each of the assertiveness skill steps as listed on the chart.
- Use the "thought bubble" prop to indicate when you are speaking your thoughts.



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

- Introduce the prop, who will represent the student who bullies.

This is Terry, who is going to help us in our role plays.

- Ask the students to come to the front one at a time and take turns role playing assertive responses. Students select scenarios from the role play strips you have prepared. As the students role play assertive statements, coach them on the skill steps. Ask the observing students:
 - What did you see?
 - What did you hear?
 - Would it work?

Today you practised how to be assertive if someone tries to bully you. You did very well! If someone actually does bother you, try your assertive behaviour. Don't forget to use your assertive behaviours on the playground or in class if someone bothers you.

What if it doesn't work? Well, 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, leave and look for the supervision aide, me, or another adult and ask for help.

ADDITIONAL ACTIVITIES

- Allow time for groups to engage in role play activities simultaneously. Provide coaching and feedback, as you check in with various groups. Then ask several groups to demonstrate for the whole class.
- Have students work in pairs to write an assertive statement in response to the situations described in the “Be Assertive!” worksheet.
- Challenge students to create a puppet show that demonstrates assertive behaviour.



- Invite students to role play assertive behaviour as a solution for bullying situations presented in literature. Possible selections include the following (see the Resources section for more information):
 - *The Berenstain Bears and the Bully* by Stan and Jan Berenstain
 - *Loudmouth George and the Sixth Grade Bully* by Nancy Carlson
 - *Chrysanthemum* by Kevin Henkes
 - *Weekend with Wendell* by Kevin Henkes
 - *Pinky and Rex and the Bully* by James Howe
 - *King of the Playground* by Phyllis Reynolds Naylor

- Use stories about bullying previously generated by the students as opportunities for further role play practice of assertive behaviour.

- Have students work in groups to make a booklet to explain what has been learned about bullying. Include the four types of bullying behaviours and demonstrate an assertive response to each. Students can present their booklets to parents.



Resource Sheets

Student Role Play Strips



1. Someone has been teasing you about your hair.



2. A student keeps teasing you about your shoes.



3. A student often makes fun of you by copying everything you do.



4. A student makes faces at you every day at recess.



5. A student often cuts in front of you when you are lining up, then says it's just a joke.



6. A student is always pushing into you at the drinking fountain.



7. Every time you are on your way to the gym, a student runs ahead of you and then pushes into line in front of you.



8. A student says that she won't be your friend any more if you talk to your other friend.



.....



9. A student reminds you every day that you aren't being invited to the sleep-over in two weeks.



10. A student always says you can't play with the soccer ball after lunch even though the rule is that everyone from the class can play.



11. A student tells you that you have to give her some of your allowance, or else.



12. A student has told you three days in a row to give him your lunch money.



13. A student wants you to bring a snack for her every day or she won't be your friend.



14. Someone is throwing banana peels at you on the playground.



15. A student keeps touching things on your desk.



16. This is the second time a student spits on you when you line up to come inside after recess.



Be Assertive!

Names: _____

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

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

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

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

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

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



Lesson
1
 Grade 2-3

IMAGINE...A SCHOOL WITHOUT BULLYING...

Curriculum Expectations	Assessment Strategies
<p>GRADE 2</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>2e50 - talk about characters and situations in stories, and information in non-fiction materials, and relate them to personal experience</p> <p>GRADE 3</p> <p>WRITING</p> <p>3e1 - communicate ideas and information for specific purposes and to specific audiences</p> <p>3e2 - write materials that show a growing ability to express their points of view and to reflect on their own experiences</p> <p>3e3 - organize information into short paragraphs that contain a main idea and related details</p> <p>3e4 - begin to use compound sentences and use sentences of varying length</p> <p>3e5 - produce pieces of writing using a variety of forms</p> <p>3e9 - use and spell correctly the vocabulary appropriate for this grade level</p> <p>3e10 - use correctly the conventions specified for this grade level</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>3e53 - talk about characters and situations in stories, and information and ideas in non-fiction materials</p>	<p>Use the frame provided in the handout, “Imagine Our School Without Bullying,” for students to write about and illustrate their school without bullying. Have students present their writing and drawings, and use questions to look for evidence that students can identify the features of a school without bullying.</p>



CONTEXT

VOCABULARY

- school where there is no bullying

The teacher's purpose in this module is to provide a follow-up to the school assembly, to ensure that students understand and can personalize the school plan. Focus on key points to emphasize with students. Use lesson suggestions and tailor the lesson to emphasize the points that are important for your students.

MATERIALS

- chart paper and pens
- oversize blank journal pages
- handout: Imagine our School without Bullying

PREPARATION

To prepare for Module B lessons you will need to make some generalizations about the primary students' discussions, journal entries, and/or surveys, and identify information about the nature of bullying at the school to share with students. Include a few key points from the older students' information. You will also need to determine which aspects of the school plan you will share with your class.

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 writing 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 it be the same? How would students feel?



LESSON SCRIPT

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

- Chart the answers. As students speak, ensure that these key points about bullying are raised:
 - bullying behaviour is mean behaviour that happens again and again
 - there are different kinds of bullying, including: bullying that can hurt our bodies, like pushing, kicking, and hitting (physical bullying); bullying done by saying mean things like name-calling or taunting (verbal bullying); bullying by leaving someone out (excluding) and making others stay away from someone (social bullying); and bullying that is a threat or saying that something bad might happen (intimidation)
 - it is not a 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
 - students who bully others don't want adults to know about it
 - students can be assertive to try to stop bullying behaviour
 - students should ask an adult for help if it happens to them
 - asking for help is not the same as tattling.
- 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 to tell us about the bullying that happens at our school. Students wrote on surveys and wrote about bullying in their journals. The younger students made pictures. Some students have talked with their teachers and parents about bullying.

- Tell them a little about the extent and 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 the students. Answer their questions.



As you heard in the assembly, the adults in the school know about bullying and want to make sure it doesn't happen. We know that students can learn best when they don't have to worry about being bullied, when they feel safe. All the students at our school have the right to learn in a safe environment.

The adults—parents, teachers, school staff and principal—have some ideas about stopping bullying in our school. But we know that students also have some wonderful ideas.

When we want to change things or to create something new, it's helpful to have a clear idea of our goal of the way we'd like things to be. Our goal is a school where there is no bullying. We'll think about what it might be like in a school with no bullying. Each person may have different ideas. All ideas are important.

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

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

Imagine that I have a magic wand and when I wave it, there is no more bullying in our school! There is no more bullying, and everyone gets along well.

Imagine that you are walking around the school. (pause) What would you see students doing as you walked down the hallway? (pause) What would you hear students saying as you walked down the hallway? (pause) How would you feel? (pause)

Imagine peeking into a classroom. What would the students be doing? (pause) What would the students be saying? (pause) How would you feel as you watched? (pause)

Now think about recess time. Imagine being on the playground at recess time. What would you see? (pause) What would students be doing? (pause) Adults? (pause) What would you hear? (pause) How would you feel as you watched all these things? (pause)



Now think about a 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 kinds of things would students be saying? (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.

- Use chart paper to create a web of key words or phrases as the students share their ideas.

ADDITIONAL ACTIVITY

- Ask students to write a story about coming to school on the day bullying behaviour stopped. Stories can then be bound into a classroom book about a school without bullying.



Resource Sheets



Imagine Our School Without Bullying

In the classroom...

On the playground...

At recess time...

At lunch time...



Lesson 2
Grade 2-3

WHAT IS THE SCHOOL PLAN FOR DEALING WITH BULLYING?

Curriculum Expectations	Assessment Strategies
<p>ORAL AND VISUAL COMMUNICATION</p> <p>2e47 - communicate messages, and follow instructions and directions</p> <p>PHYSICAL EDUCATION- HEALTHY LIVING</p> <p>2p11 - identify safety rules to be followed in the home, school, and community</p> <p>2p12 - describe types of verbal and physical violence</p> <p>2p13 - explain the importance of being able to say no to exploitative behaviours and describe how to seek help</p> <p>GRADE 3</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>3e50 - communicate messages, and follow and give directions for a variety of activities and events</p> <p>PHYSICAL EDUCATION-HEALTHY LIVING</p> <p>3p11 - use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community</p> <p>3p12 - identify examples of real and fictional violence</p>	<p>Invite students to present their footprints or posters in a student-parent- teacher conference. Ask students to explain how their footprint or poster supports a school without bullying</p>



CONTEXT

VOCABULARY

- school statement
- rules
- consequences
- school plan

The purpose of this lesson is to encourage students to make a commitment to participate in the school plan for bullying prevention. 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 happen.

MATERIALS

- the school statement on chart paper
- chart paper and pens
- coloured construction paper for footprint shapes
- drawing or painting materials and paper 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 I do to make a safer school?

LESSON SCRIPT

- If the grade 6-7 students are 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.

As you heard in the assembly (and saw in the student presentations), at our school we now have 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.

- 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 consequences for bullying behaviour. The consequences will show students that bullying behaviour is not acceptable, and it will also help students practise helpful behaviour and contribute to the school community in a positive way.

- Provide additional information about the specifics of your school’s plan so that students know what to expect.

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

When you are on the playground at lunch time, you probably have noticed the teacher or supervision aide(s) on duty. What are their jobs when they are monitoring 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 these teachers and/or aides are there to help prevent bullying at school and that students can approach them if they need help.

That’s right, they are there to supervise and to help you if you need them. We all know about bullying and we all want it to stop.

Now let’s read the school statement. It tells us how we will be together at school. It describes a school without bullying, like the ones you imagined and wrote about in the last lesson.

- Read the prepared chart of the school statement.

What does the statement mean to you?

- Discuss briefly.

We all can help to make our school a place where bullying doesn’t happen. Using our imaginations to think about a school without bullying was one step. Learning about our school statement, rules, and consequences is another step. The next step is to think about a way that each one of us is going to contribute to making a school without bullying.

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



- 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.

Everyone can help make our school a place where there is no bullying, just as our school statement says. There are things students already do, like inviting others to play and making sure no one is left out. And there are other things students are learning to do, such as controlling their impulses when they feel angry or when they feel tempted to bully, or stopping themselves from taunting, or asking an adult for help if they see bullying behaviour.

What are other things students can do to get along well with others, to help stop bullying and contribute to a safe happy school? What are your ideas?

- Chart the ideas as students make suggestions. You may need to ask some probing questions to get an answer from everyone. If desired, have students role play or act the ideas out for the class.

When we decide that something is important to us, we sometimes say we are “taking a stand.” When you decide to help stop bullying at our school, you are taking a stand.

I’m going to give you each a paper. Use the paper to trace and cut out the shape of your footprint. Then write the things you will do to help stop bullying at our school on your footprint. Look at the chart for ideas and choose the ones that are most important to you, that you really will do. Remember to write your name on your footprint.

- Distribute materials and assist students as necessary.

Now we’re going to make some posters to help us celebrate stopping bullying in our school! We’re going to put these up in the hallways along with artwork from other classes.



*You're going to make the posters in your small group. First, let's talk about what makes a good poster. **What ideas do you have?***

- Chart the ideas as you discuss them for students to refer to later.

With your small group, you will first need to talk together and plan how to make a poster to represent all your ideas.

Once you have planned the poster, then you can make the poster together.

- Provide drawing or painting materials. Students may choose to incorporate their “footprints” into the posters.

ADDITIONAL ACTIVITIES

- Have the students brainstorm behaviour that reflects understanding of the school statement (e.g., caring, respect, co-operation). Assign students to go out in pairs at lunch or recess to observe and record incidents of caring behaviour. If desired, students could award a coupon to students they see demonstrating caring behaviour, or simply record names. The coupons could be traded later for a heart-shaped cookie baked by the class.
- As a class, make a mural of the school without bullying.
- Make slogans or sayings about being a school in which there is no bullying to display in the school's main entrance.



Lesson
3
Grade 2-3

STUDENTS CAN HELP STOP BULLYING BEHAVIOUR

Curriculum Expectations	Assessment Strategies
<p>GRADE 2</p> <p>ORAL AN VISUAL COMMUNICATION</p> <p>2e47 - communicate messages, and follow instructions and directions</p> <p>2e48 - listen to discussions on familiar topics and ask relevant questions</p> <p>PHYSICAL EDUCATION-HEALTHY LIVING</p> <p>2p11 - identify safety rules to be followed in the home, school, and community</p> <p>2p12 - describe types of verbal and physical violence</p> <p>2p13 - explain the importance of being able to say no to exploitative behaviours and describe how to seek help</p> <p>GRADE 3</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>3e50 - communicate messages, and follow and give directions for a variety of activities and events</p> <p>3e51 - listen to discussions and ask questions to clarify meaning</p> <p>PHYSICAL EDUCATION - HEALTHY LIVING</p> <p>3p3 - list safety procedures and practices in the home, school, and community</p> <p>3p11 - use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community</p> <p>3p12 - identify examples of real and fictional violence</p>	<p>Read a story that features a student being bullied (see the Resources section or Teachers’ Handbook for suggestions). 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>



VOCABULARY

consequences
retaliation

MATERIALS

chart paper and pens
coloured construction
paper

CONTEXT

The purpose of this lesson is to encourage a sense of shared responsibility for making sure that no one at school is bullied.

INSTRUCTIONAL APPROACH

This lesson uses a lesson script with question and discussion opportunities to help students explore strategies to stop bullying behaviours.

INSIGHT AND UNDERSTANDING

- What can I do if I see someone being bullied?
- What can adults do if they see someone being bullied?
- How can I help students who are bullied feel better?
- How can I help students who bully to stop that behaviour?

LESSON SCRIPT

We're going to talk more about stopping the bullying that sometimes goes on in our school. As you know, everyone can help to make a school where there is no bullying: teachers; the principal; other staff; parents; and students. Students can help stop bullying by making sure they get along well and follow rules. But students can help in another way too, by stopping bullying if they notice it happening.

assertive behaviour, telling
an adult, getting help

Think about a bullying situation you might have seen happening. What is something you could do to stop a student from bullying if you see it happening?

no, because it is unsafe and it
is against the rules; tattling is
only to get someone in
trouble, not to help

Would it be tattling if you asked an adult for help after you saw bullying behaviour?

Sometimes you might be able to stop the bullying behaviour by reminding the student of the rules in an assertive way.

What are the rules you might remind students about?



- Seek confirmation that students understand the school rules and consequences.

Let's think about the students who are bullied. We know they feel scared, anxious, even mad. They can feel like it was their fault that someone was mean to them. They can feel lonely. But we can show that we care and show that we want a school without bullying by offering support to those who are bullied.

Sometimes you might feel like you can't help someone who has been bullied. You might feel unsure of what to do. Let's talk about how to help, so you'll be ready to help someone who has been bullied.

Can you think of some ways you could help the students who are bullied to feel better? What could you do if you knew that someone in our class was being bullied?

- Collect their ideas on a chart labelled, "Helping Students Who Are Bullied." Offer the following suggestions:
 - safe but assertive behaviour toward the student who is bullying, in defence of the bullied student
 - ask an adult for help
 - say something supportive to the student afterward, such as, "It's not your fault," "I hate it when that happens," "Come and play with me."
 - invite the student to do something with you and your group
 - do something kind for the student to cheer her or him up
 - tell the student that you don't like those things happening
 - phone the student at home to offer support.

But, you might be afraid of being bullied yourself, just because you tried to stop the bullying behaviour. Sometimes students are worried about retaliation. They're worried that by trying to help they will be bullied too. They are worried that if they report to adults, they will be bullied and no one will be able to help them. Or, they are worried about being called names for reporting bullying.

But remember, bullying is not allowed here. We can all make a difference by helping to stop the bullying. Stopping bullying is everyone's responsibility. We all help to make our school safe.



We adults want to know about the bullying so that it can be stopped. By reporting bullying to teachers, supervision aides, parents, the principal, and other staff, you'll help to stop the bullying. There are consequences for students who bully others. Then students who are bullying will know that they will have the help to stop.

Now imagine you are one of the adults at the school. How could you help students who are bullied?

Tell the student: "it's not your fault."

Stop the bullying and make sure the person bullying has consequences.

Remind them that bullying is not allowed at our school.

Say, "Let's find some other students 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. Add to the chart. Students' suggestions for adult behaviour may be useful information for the working group.
- 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 are to 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.

ADDITIONAL ACTIVITIES

- Have students work individually to write and illustrate a letter to their parents telling about the school statement and no-bullying rules.
- Have students work in groups to develop brief skits or puppet shows about helping a student who was bullied. Invite parents to attend a special presentation.



Lesson
1
Grade 2-3

FIND ANOTHER PLACE TO PLAY

Curriculum Expectations	Assessment Strategies
<p>GRADE 2</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>2e47 - communicate messages, and follow instructions and directions</p> <p>2e48 - listen to discussions on familiar topics and ask relevant questions</p> <p>PHYSICAL EDUCATION - HEALTHY LIVING</p> <p>2p11 - identify safety rules to be followed in the home, school, and community</p> <p>2p12 - describe types of verbal and physical violence</p> <p>2p13 - explain the importance of being able to say no to exploitative behaviours and describe how to seek help</p> <p>GRADE 3</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>3e50 - communicate messages, and follow and give directions for a variety of activities and events</p> <p>3e51 - listen to discussions and ask questions to clarify meaning</p> <p>3e53 - talk about characters and situations in stories, and information and ideas in non-fiction materials</p> <p>3e54 - apply the rules for working with others</p> <p>PHYSICAL EDUCATION - HEALTHY LIVING</p> <p>3p11 - use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community</p> <p>3p12 - identify examples of real and fictional violence</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 and/or the supervision aide(s) at lunch time usually walk. Look for evidence that they can identify the features of safe play places.</p>



CONTEXT

MATERIALS

- chart paper
- props for the role plays (felt figures and felt board, puppet, chalkboard drawings)

In this lesson the students recall the importance of using assertive behaviour as a way of dealing with bullying behaviour. They are then introduced to a simple strategy of choosing good places to play in at school. If the survey process identified any information about particular places around the school that seem to be places where bullying is more likely to occur, then share this information in the lesson.

INSTRUCTIONAL APPROACH

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

INSIGHT AND UNDERSTANDING

- What can I do to deal with bullying behaviour?
- Where are the places where bullying sometimes happens?
Where are safer places to play?
- How do I know where the best places are?

LESSON SCRIPT

You already know that one good way to deal with bullying behaviour is to be assertive and tell the other person to stop. You know that if being assertive doesn't work, you can try it again, and then if it still doesn't work you need to ask for adult help. You also know that asking for adult help is different from tattling.

We've also talked about how important it is for all students to be active in stopping bullying behaviour. You know that if you are a bystander and see bullying behaviour happening, it's important to do something, even though your impulse might be to do nothing and just hope it stops. You can use assertive behaviour to tell the person to stop, or you can ask an adult for help.



Over the next few lessons, we will be learning about other things to do if someone tries to bully you or if you see someone being bullied. By learning and practising these things you will be prepared. You will know what to do if someone bothers you or if you see bullying behaviour.

In today's lesson we are going to learn about choices you can make that will help to prevent bullying at school. Listen to this story.

Jed often was alone at lunch time and recess. He was new to the school and didn't have many friends yet. Besides, he really liked to read and reading is something that you don't need to do with a friend. His only problem was Chris. It seemed that Chris was always doing mean things to Jed, teasing him, calling him names or telling him to go back to where he came from.

One day after lunch, Jed was sitting on the grass, leaning on the fence and reading his book. Chris ran by and knocked Jed's book down. He didn't look back or say he was sorry. Jed knew that Chris had done it to be mean, just like all the other times Chris had been mean to Jed.

The next day, Jed was reading by the fence again when Chris came by. Only this time, Chris said books are stupid, grabbed Jed's book, and threw it into the field.

yes, it's mean behaviour that happens over and over again

Is this bullying behaviour? Why?

Yes, this is bullying behaviour. It happens more than once, it is mean, and it is getting worse.

upset, lonely, mad, sad, scared, left out

How do you think Jed is feeling?

assertive behaviour, ask an adult for help

What could Jed do to get Chris to stop bothering him?

Yes, he could tell an adult. However, Chris is not doing anything dangerous, he's just being rude. And Jed could certainly use



assertive behaviour. Maybe there is another way that Jed could try to make the bothersome behaviour stop.

Listen to the rest of the story.

The next day, Jed wanted to find a better place to read. He chose to sit near the stairs at the front door of the school. Jed thought it would be a good place because the supervision aide often walks by there and lots of students from his class would be playing nearby. And then, while he was sitting there, another student from his class came and sat next to him to read his own book.

Chris didn't bother Jed that day.

What did Jed do differently?

Why do you think the new spot he picked was better?

Jed's idea worked. Chris didn't bother him after he moved. There are two things that Jed thought about when he chose to move.

First, just staying away from a student who bothers you often works. They can't bother you if you are not around them. Sometimes there are certain areas of the schoolyard that the person who bothers you seems to like. So, staying out of those places means you'll also be away from the student who bullies.

- If the bullying survey has identified “unsafe” places around the school, share that information with the students.

Second, staying close to an adult or to groups of friendly students can work, too. If you are with other students or near an adult, it is less likely you will be bothered.

went to a different place

supervision aide walks by,
students playing nearby,
other students reading with
him



ADDITIONAL ACTIVITIES

- Ask the students to make drawings or maps of the school ground and to colour the areas where they like to play one colour and the areas that bullying happens another colour.
- Have students work in groups to create posters that tell how to play safer at school—with friends, near others, near an adult, away from students who bully.
- Take photos of various places around the schoolyard and have the students discuss their perceptions of each area in terms of how well supervised it is, whether they choose to play there, who usually plays there, and so on.
- Have students make a 3-frame cartoon illustrating Jed's thinking in thought bubbles.



Lesson 2 Grade 2-3

IGNORE AND THINK POSITIVE THOUGHTS

Curriculum Expectations	Assessment Strategies
<p>GRADE 2</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>2e47 - communicate messages, and follow instructions and directions</p> <p>2e48 - listen to discussions on familiar topics and ask relevant questions</p> <p>2e49 - retell stories and recount personal experiences, presenting events in a coherent sequence</p> <p>2e50 - talk about characters and situations in stories, and information in non-fiction materials, and relate them to personal experience</p> <p>2e51 - apply the rules of participating in a conversation and working with others</p> <p>PHYSICAL EDUCATION - HEALTHY LIVING</p> <p>2p11 - identify safety rules to be followed in the home, school, and community</p> <p>2p12 - describe types of verbal and physical violence</p> <p>2p13 - explain the importance of being able to say no to exploitative behaviours and describe how to seek help</p> <p>GRADE 3</p> <p>WRITING</p> <p>3e1 - communicate ideas and information for specific purposes and to specific audiences</p> <p>3e2 - write materials that show a growing ability to express their points of view and to reflect on their own experiences</p> <p>3e5 - produce pieces of writing using a variety of forms</p>	<p>Ask students to make a picture of themselves, thinking their favourite “positive thought,” which can be written in a thought bubble. Question students to determine their understanding of how positive thoughts improve their self-image</p>



Curriculum Expectations	Assessment Strategies
<p>ORAL AND VISUAL COMMUNICATION</p> <p>3e50 - communicate messages, and follow and give directions for a variety of activities and events</p> <p>3e51 - listen to discussions and ask questions to clarify meaning</p> <p>3e53 - talk about characters and situations in stories, and information and ideas in non-fiction materials</p> <p>2e51 - apply the rules for working with others</p> <p>PHYSICAL EDUCATION - HEALTHY LIVING</p> <p>3p11 - use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community</p> <p>3p12 - identify examples of real and fictional violence</p>	

VOCABULARY

- put-ups

MATERIALS

- chart paper with an outline of a person on it, pens
- drawing paper

CONTEXT

Recognize that although ignoring bothersome behaviour may look passive, it is actually quite a challenging strategy. In a potential bullying situation, students will be feeling anxious and nervous. They will have to mask these feelings in order to be successful at ignoring the bullying. It must also be recognized that students should not ignore unsafe behaviour, particularly physical bullying. Ignoring is most appropriate in verbal bullying (teasing) or in situations of social alienation, as in the story.

INSTRUCTIONAL APPROACH

This lesson uses a lesson script and a brainstorming activity to help students understand the concept of positive self-talk as a response to bullying, and to examine when it is appropriate to ignore the bullying behaviour.

INSIGHT AND UNDERSTANDING

- When is it a good idea to ignore students who bully?



LESSON SCRIPT

Today we'll learn about another way to deal with bullying. Listen to the story about bullying between girls who used to be good friends. At least, Emily thought they had been good friends.

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

Emily felt really lonely and sad, but she decided to ask someone else to play with her.

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

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

Yes, it's mean behaviour that happens again and again. They are leaving Emily out, and they're calling her names and taunting

Was this bullying behaviour?

sad, lonely, upset

How did Emily feel when the other girls excluded her?

found another friend to play with, played with Jan, ignored the taunting

What did she do?

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



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

- Use a prop, or invite a student, to act out Emily ignoring the girls, or take this role yourself. As you ask the following questions, write answers on the chart, inside the body shape to indicate what she might be thinking and around the outside of the body shape to indicate what we would see and hear.

stayed still, didn't look at them, kept her face still and calm, faced away from them, said nothing

What did Emily do with her face and body to show she was ignoring the girls? What did she say?

I'll write your ideas on the chart as you say them.

- Prompt with questions, "What do we see as Emily ignores the mean behaviour? What do we hear?"
- Lead students to a description of neutral body stance and neutral facial expression. In the story Emily said nothing, but if she were to speak, she would likely talk about something completely different.

Now, what was Emily thinking as she ignored the girls?

Jan is my friend. We have fun together.

In the story Emily thought, "Jan is my friend now and we have fun together."

- Write these words on the inside of the body on the chart.

Sometimes it helps to think good thoughts or "put-ups" when someone says a "putdown" to you. For example, if someone says, "You're so ugly, you look like a frog!" you could think, "I have really thick hair and I'm an excellent soccer player." You think good thoughts about yourself, so that the "put-down" isn't so hurtful.

I'm nice, I am a good artist, I am a fast runner, etc.

In the story, Emily thought about Jan being her friend, but what else might she have thought to make her feel strong?

Another thing you can do as you are ignoring someone is to "make them disappear," just imagine that they are not even there!



- Write on the chart.

After you have had an experience like Emily's you might have left-over bad feelings. If so, you can tell an adult about the situation.

- Ask the students to make cartoons or pictures showing bubble thinking they could do in response to attempts to bother or bully them. Their pictures should show the put-down or taunting and the bubble thinking that enables them to ignore the comments.

ADDITIONAL ACTIVITY

- Use the handout, “Think Positive Thoughts!,” to guide students to brainstorm examples of positive thoughts to help them ignore putdowns and other bullying.



Resource Sheets



Think Positive Thoughts!

Name: _____

1. I know I'm a neat kid.

2. I won't listen to what they say.

3. They won't get me upset. I can be calm.

4. I like myself.

5. They don't really know me well enough to know how great I am.

6. No matter what they say, I know I can ignore them.

7. _____

8. _____

9. _____

10. _____



Lesson 3 Grade 2-3

ASSERTIVE REVIEW

Curriculum Expectations	Assessment Strategies
<p>GRADE 2</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>2e47 - communicate messages, and follow instructions and directions</p> <p>2e48 - listen to discussions on familiar topics and ask relevant questions</p> <p>2e51 - apply the rules of participating in a conversation and working with others</p> <p>GRADE 3</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>3e50 - communicate messages, and follow and give directions for a variety of activities and events</p> <p>3e51 - listen to discussions and ask questions to clarify meaning</p> <p>2e51 - apply the rules for working with others</p> <p>3e55 - view, read, and listen to media works that convey messages or information and talk about what they have learned</p>	<p>Use the full page of Role Play Cards as a handout. Ask students to work with a partner to write an assertive statement in response to three or more situations they select from the role play cards.</p>

CONTEXT

MATERIALS

- chart paper
- props for the stories and role plays (felt figures and felt board, puppet, chalkboard drawings)
- prepared Role Play Cards (attached)

This lesson provides another opportunity for students to practise assertive behaviour and receive supportive feedback from the teacher and the classmates, as follow-up to the lessons in Module A. 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 practise 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, assist them in solving their problems through the use of assertive behaviour, and watch for situations in which to draw attention to assertive behaviour.

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 combat bullying behaviours.

INSIGHT AND UNDERSTANDING

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

LESSON SCRIPT

Today we're going to think about ways to be assertive to help ourselves and our friends when we are faced with bullying situations.

- Comment on actual situations you have observed in which students have used assertive behaviour with each other in the classroom or on the playground. Give a few examples of students being assertive.
- Introduce a prop. Explain that it has been bullying students by telling them they can't go on the adventure playground equipment.

This is Morgan. A good way to respond to Morgan is with assertive behaviour. Let's remember all the steps involved in being assertive.



- Chart the skill steps as students answer the questions. Ask a student to demonstrate or model and follow the instructions given by the students.

stand tall, keep shoulders back, look at the person

What do you need to do to look assertive?

“I can do this.”

What would you think to yourself?

strong, clear voice

What kind of voice would you use?

- Add to the chart.

Say the person’s name, name the behaviour, or tell the rule and tell them to stop.
“_____, you are bullying. The equipment is for everyone. Stop it.”

What is the sentence frame we practised for making an assertive statement?

- Have several students demonstrate assertive behaviour toward the prop that has been bullying. Chart their statements and post the chart in the classroom.

stand tall and walk away, tell an adult if you have bad feelings or if the behaviour doesn’t stop

Then what could you do?

examples of assertive behaviour

You can be assertive if someone tries to bully you, at school, at home or in your neighbourhood. You can also use assertive behaviour if you see that one of your friends is being bullied. What would you say to Morgan if you saw that Morgan was bullying one of your friends by telling them they couldn’t go on the slide?

- Affirm any reasonable answers.

Now we’re going to play a game.

- Hand out number cards or assign each student a number between 1 and 14. Two or three students will have the same number.



I will pick a number between 1 and 14. If it is your number, you stand up. Then I will choose a role play card and those students who are standing will have a chance to practise assertive behaviour. Are you ready?

- Use the prop to represent the student who bullies. Use the role play cards to set up the situation and have students practise assertive behaviour. After students have role played, check the chart of skill steps and ask the class, “What did you see?” and “What did you hear?”
- Alternatively, have the students all role play simultaneously in small groups. Provide feedback, coaching, and encouragement. Select role plays to be repeated for the class.

ADDITIONAL ACTIVITIES

- Ask students to demonstrate assertive behaviour for a situation from a book or one you make up. Refer to the charted list of skill steps for assertive behaviour.
- Use previously generated bullying stories from the students’ own experience and role play an appropriate assertive response.



Resource Sheets



Role Play Cards



1. Someone calls your friend mean names when you are on the playground together.



2. Once again, a student in your class says no one can play with you.



3. A boy often takes your lunch kit and holds it over the garbage can, like he's going to put it in.



4. A girl often tells you that your art or writing projects are dumb. She put an "F" on your math paper.



5. You see a boy kicking dirt at your little brother again.



6. Two girls won't let anyone sit at their table, even though there are no other seats.



7. An older student is always asking you to give her money from your allowance.





8. Someone always pushes into line in front of Tak, the new student who doesn't speak English.



9. When you are at the park, a kid who goes to your school takes away the ball and mitt that you and your sister were playing with.



10. In the library, some girls keep talking about you and saying you can't be in their club and you can't go to the sleep-over party.



11. A boy is always giving you dirty looks.



12. A girl who used to be your friend is telling lies about you and your family.



13. A student tells others not sit next to _____, your friend.



14. At your swimming lessons, another student always makes fun of your bathing suit.





Lesson
4
Grade 2-3

SUMMARY OF PLAN

Curriculum Expectations	Assessment Strategies
<p>GRADE 2</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>2e47 - communicate messages, and follow instructions and directions</p> <p>2e48 - listen to discussions on familiar topics and ask relevant questions</p> <p>2e49 - retell stories and recount personal experiences, presenting events in a coherent sequence</p> <p>2e51 - apply the rules of participating in a conversation and working with others</p> <p>GRADE 3</p> <p>ORAL AND VISUAL COMMUNICATION</p> <p>3e50 - communicate messages, and follow and give directions for a variety of activities and events</p> <p>3e51 - listen to discussions and ask questions to clarify meaning</p> <p>2e51 - apply the rules for working with others</p>	<p>Have students write in their assessment journals/ learning logs about what they have learned about dealing with bullying, and what strategies they will try to practise.</p>

MATERIALS

- chart paper
- props for the stories and role plays (felt figures and felt board, puppet, chalkboard drawings)

CONTEXT

In this lesson, the students put together all they have learned 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 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 someone who might bully them. Review the strategy of ignoring and thinking. Ask for examples of assertive ways to deal with someone bothering them.

Assertive behaviour is best for times when a person just starts to bother you. If you behave assertively and tell the other person what they are doing and that you want them to stop, the bothersome behaviour will probably stop. But if the person does not stop bugging you, you need to know what to do next.

Listen to the story.

Kaitlin is feeling scared. An older boy has been following her around the school grounds the last few days, saying mean things. Kaitlin has tried moving to safer places, but the boy keeps following her, even when she plays with her friends. She has tried ignoring him, but she is getting worried and it is really hard to ignore him.

Kaitlin tried to use assertive behaviour, but it didn't work. She is beginning to feel anxious and unsure about what to do.

moving to safer places,
ignoring him, assertive
behaviour

What ways has Kaitlin tried to stop being bullied?

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

What do you think Kaitlin should do next?

- Comment on suggestions from the students.

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



walk with her to tell an adult, tell her it's not her fault, tell her I still like her, tell an adult myself even if she won't

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

If you have tried staying away, tried ignoring and thinking, and tried assertive behaviour and it doesn't work, then stand tall and walk away to find adult help. If you are afraid, hurt, or threatened, then ask an adult for help.

The adults at our school know about bullying and want to help stop it. We want students at our school to feel safe and not to be worried about being bullied.

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

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 chart of all the ways we know to deal with bullying behaviour.

- Make a classroom chart with the students that reviews all the steps they have covered:
 - Know the school rules.
 - You have a right to be safe.
 - Asking for help is not tattling.
 - Stay away from places where kids might bother you.
 - Stay near friends or adults.
 - Ignore the teasing.
 - Be assertive.
 - Ask for adult help when you need to.



ADDITIONAL ACTIVITIES

- As a class, create a large mural of the playground or a map of the school. Have students work individually or in pairs to create a separate scene that shows a strategy for dealing with bullying. Paste all the scenes on to the mural or map and display in the hallway.
- Help students create class or individual books that tell about strategies for dealing with bullying.
- Challenge students to create a slide show or video that can be presented to the entire school at an assembly. Slides can be made by taking photographs of the students' drawings of strategies for dealing with bullying or they could be videotaped.