



Lesson 1 Grade 4-5

# WHAT IS BULLYING?

| Curriculum Expectations  | Assessment Strategies  |
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| <p><b>GRADE 4</b></p> <p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p>4e55 - express and respond to ideas and opinions concisely and clearly</p> <p>4e56 - contribute and work constructively in groups</p> <p>4e57 - demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p>4e59 - analyse media works</p> <p>4e64- use appropriate tone of voice and gestures in social and classroom activities</p> <p><b>WRITING</b></p> <p>4e5, 5e5 - produce pieces of writing using a variety of forms</p> <p><b>PHYSICAL EDUCATION-HEALTHY LIVING</b></p> <p>4p2 - identify the physical, interpersonal and emotional aspects of healthy human beings</p> <p>4p3 - use living skills to address personal and injury prevention</p> <p><b>GRADE 5</b></p> <p>5e5 - produce pieces of writing using a variety of forms</p> <p>5e48 - express and respond to ideas and opinions concisely, clearly, and appropriately</p> <p>5e49 - contribute and work constructively in groups</p> <p>5e50 - demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p>5e52 - analyse media works</p> <p>5e56 - use appropriate words and structures in discussions or classroom presentations</p> <p><b>PHYSICAL AND HEALTH EDUCATION</b></p> <p>5p3 - apply strategies to deal with threats to personal safety (harassment) and to prevent injury</p> | <p>Collect students' writings, charts, and other work, and look for evidence that they have identified and categorized bullying behaviours.</p> <p>Read a story, view a video, or identify a TV show with a bullying theme. Use questioning to assess students' abilities to identify bullying behaviours and the feelings that those behaviours invoke.</p> |



## CONTEXT

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### VOCABULARY

- bullying behaviours
- power and control
- physical
- verbal
- social
- intimidation

In this lesson it is important to focus on broadening students' understanding of the definition of bullying behaviours. Take time to review established rules and expectations for participation in discussions: one person speaks at a time, no laughing at what someone says; no interrupting and so on. Students should not use any classmates' or schoolmates' names during the discussion.

## INSTRUCTIONAL APPROACH

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This lesson uses a number of approaches to help students understand the concept of bullying. Approaches include a lesson script with question and discussion opportunities, a charting activity, and reflection writing.

### MATERIALS

- chalkboard, overhead projector, or chart paper
- charts labelled "physical" "verbal," "social," and "intimidation"

## INSIGHT AND UNDERSTANDING

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- What is bullying?
- What does bullying look like?
- How does the person being bullied feel?

## LESSON SCRIPT

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*Today we are going to talk about a problem students sometimes experience— bullying. This can be a difficult topic to think about and to discuss; you might have unsettled feelings about it. So, it's especially important to be respectful listeners. Please remember not to use any names. We're talking about bullying in a general way.*

*I'd like to start by asking you to think about what you already know about bullying. I'll record your ideas on chart paper.*

- Collect information from the students and record on chart. At this point don't comment on whether their ideas are accurate or not. If desired, also have them discuss what they want to learn about bullying and record.



*Now I am going to tell you a story about some boys who bully someone because they think it's fun and cool. When they do this it makes them feel powerful, but the other student just feels hurt, scared, and upset. Listen to the story.*

*John sees Chris, Eddy and Trahn coming across the playground toward him during lunch time. Many times over the last two months Chris has called John names, taunted him about his braces, and spit on him. More recently Chris and his friends Eddy and Trahn have managed to get John alone on the schoolground and hurt him by punching or kicking him. Two days ago Chris and Trahn took John's backpack and stole the Grizzlies cap he had inside.*

anxious, afraid, frustrated,  
scared, confused

***How do you think John is feeling?***

*John feels anxious and afraid because of the mean things Chris does to him.*

name calling, teasing,  
spitting, punching, kicking,  
stealing

***What are the ways that Chris, Eddy, and Trahn have bullied John?***

- *Start recording student responses on the chart paper, chalkboard, or overhead under the heading, "Bullying Behaviour." You will collect examples of bullying behaviour here and later sort the behaviours into categories.*

*In the story John feels anxious and afraid, even though nothing has happened yet this day. When the three boys start coming toward John across the playground, John feels scared or intimidated. He is worried about something that might happen.*

*What are some other bullying behaviours?*

- *Prompt students to think of physical as well as verbal acts. Add these types of bullying to the list.*

*There are many ways that bullying can happen. Let's look at our list of behaviours and identify the behaviours that are physical, those behaviours that happen with your body, like hitting or kicking.*

- *Rewrite the physical behaviours on the chart labelled "Physical."*



*Sometimes bullying behaviour can also be verbal, things we say or write. Which behaviours on our list are examples of verbal bullying?*

- Rewrite the verbal behaviours on the chart labelled “Verbal.”

*Now, listen to another story about a different kind of bullying behaviour and think about what is the same and what is different between the two stories.*

*Allison has started a special club for girls only. To join the club a girl has to say or do something mean to Monica. Allison started by telling everyone a lie about Monica stealing from another girl. Soon all the kids in their class were talking about Monica. Everyone believed the story, even though it was a lie. Then Natalia put water inside Monica’s boots. When she found her wet boots everyone laughed at her.*

*On the weekend Michiko had a slumber party and invited all the girls from her class except Monica.*

*After the girls have joined the club no one is allowed to be friends with Monica or do anything with her. Monica doesn’t really know about the club, she just knows that Allison and her friends have been mean and made her feel awful.*

***What else is Monica feeling?***

*She feels upset, confused, and really lonely. She also feels angry.*

***In what ways is this story similar to the first story?***

upset, lonely, confused,  
angry

one student has more power  
and control, one student does  
things to make another feel  
upset, both are about kids  
being mean on purpose,  
mean things are done  
again and again, some of the  
bullying is verbal



*Sometimes when we think of bullying behaviour we only think about the physical behaviour like pushing, kicking, and hitting. In fact, any time one student or a group of students is being mean to someone else again and again, in order to make them feel hurt, scared, or upset, it is also bullying behaviour.*

there is no pushing, kicking or spitting, they don't call names or take things from Monica

***How is the second story different?***

*What are the bullying behaviours in this story?*

- List these behaviours on the overhead projector or chalkboard.

*Can you think of other bullying behaviours that we don't have listed here?*

- Add to the list.

*The kind of bullying behaviours that hurt friendships or relationships and are aimed at making sure someone is left out can be called social bullying. Let's look at our list of bullying behaviours and find those behaviours that are social bullying.*

- Create a list on the chart titled "Social."
- Repeat the process to create a chart titled, "Intimidation." This chart would include written or verbal threats, dirty looks, and so on.

*Now that we've discussed different kinds of bullying behaviours, we'll work on a class definition of bullying. I'd like you to work in small groups to come up with the meaning of the word "bullying." Use chart paper to print out your idea and be prepared to present it to the rest of the class in 10 minutes.*



- Have students post their definitions and present them to the class. Discuss. The responses should include the following elements:
  - a person or group of people uses power and control to be mean to others again and again over time
  - the behaviour is meant to hurt, scare, or upset the person being bullied

## **ADDITIONAL ACTIVITIES**

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- To introduce the topic, ask individual students to reflect on their own experiences with bullying behaviour, either as participants or as witnesses. Have students write about these situations. After students have had time to reflect and write, ask them to think about the bullying behaviours involved in the incident. As students list the behaviours, collect them on a classroom chart of bullying behaviours. Then look for categories and assign four small groups to each. Create a chart that lists one kind of behaviour (physical, social, verbal, intimidation). Later, have the students put the stories on index cards (with different names) and use them in discussions and role plays.
- Describe bullying behaviours you have experienced, either as a student or as an adult. Help the students to understand that bullying behaviour is present in the larger society as well as in schools.
- Ask students to work with a partner and create a week's worth of fictional daily journal entries from the viewpoint of both the student who bullies others and the one who is bullied.
- Assign the students the task of interviewing an older sibling or an adult about their experiences with bullying and the way they felt as a result of being bullied. Discuss in class with a focus on understanding the impact the bullying had on the person interviewed.
- Have students watch their favourite TV shows and record bullying behaviours. Graph to compare TV shows.



Lesson  
**2**  
Grade 4-5

## STUDENT SURVEY

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| Curriculum Expectations  | Assessment Strategies  |
|--|--|
| <p><b>PHYSICAL EDUCATION - HEALTHY LIVING</b></p> <p><b>GRADE 4</b></p> <p>4p2 - identify the physical, interpersonal and emotional aspects of healthy human beings<br/>4p3 - use living skills to address personal and injury prevention</p> <p><b>GRADE 5</b></p> <p>5p3 - apply strategies to deal with threats to personal safety (harassment) and to prevent injury</p> | <p>In a conference approach, invite students to share their stories or fine arts creations. Look for evidence of students' expression of feelings.</p> |

### CONTEXT

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#### VOCABULARY

bullying behaviours

For the success of this activity, it is important to ensure that students feel their survey is completely anonymous. An established level of trust with the students will help ensure accurate survey results.

#### MATERIALS

pencils and erasers  
handout: Student Survey  
handout: My Experiences  
With Bullying Behaviours

### INSTRUCTIONAL APPROACH

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This lesson focuses on the use of a survey to help students further explore the dynamics of bullying. Additional approaches include journal writing and fine arts opportunities for students to express their feelings about bullying.



## INSIGHT AND UNDERSTANDING

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- What bullying have I experienced?
- What bullying have I witnessed?

## SURVEY ACTIVITY

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[Please review “Teacher’sNotes section prior to doing the survey with students.]

Begin with a brief review of bullying behaviour. Ask students to recall what they remember about bullying.

*This activity is to find out about the bullying that happens in the school.*

*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 Beane, 1999, pg.23).*

Distribute the survey sheet. Point out that there is no place on the survey sheet for students to write their name; explain that this is so students can tell teachers what they know about bullying at this school without having to tell us who they are. Emphasize that the surveys will be anonymous.

Emphasize to students that they should answer the questions on the survey as honestly as they can. Tell them that this survey will help everyone at school to get a good picture of what students have noticed about bullying at this school.

Explain that, once survey results from all the classes are added up, you’ll be able to tell the class what students at the school have said about bullying. Remind students that if they have something they need to talk to you about, they can see you privately or write you a note.

Ensure everyone has a pencil and eraser.





After students have had time to complete the survey, collect the papers and thank the students for helping you learn about bullying at school. Let them know that the teachers and other adults at the school know about bullying and that they have a plan to help students get along well and stop bullying. Stress the importance of telling an adult if someone is bullying them. Remind them that it is not their fault if someone is bullying them.

Again, invite the students to come and speak to you privately if there is anything they want to tell you or ask you about bullying.

## **ADDITIONAL ACTIVITIES**

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Students may need further opportunity to express themselves after discussing bullying and answering the survey. If so, invite them to write in their journals or have them create drawings that can be used in a class collage or bulletin board display on the topic of bullying prevention.

Use the handout, “My Experiences with Bullying Behaviours” for students to write and/or draw about bullying situations they have been involved in. Alternatively, students can individually or in groups to create a drama, song, or dance sequence to illustrate their story. Discuss and save for future use in role plays.



## TEACHERS' NOTES

### REGARDING BULLYING SURVEYS

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“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, 1999, 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.” (pg. 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 analyze results for his/her class and contribute this to a more general assessment for the school? Will a team of individuals consistently review the results for all classes?

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

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





# Resource Sheets





# Student Survey for Grades 4-5

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:<br>I eat pizza<br><input type="checkbox"/> One time a week<br><input type="checkbox"/> More than one time a week<br><input type="checkbox"/> I do not eat pizza |
|---|

## Things to remember:

- 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.





Are you a girl or a boy?

- Girl                       Boy

What grade are you in?

- 4                               5

1. Have you ever been bullied?

- Yes  
 No

2. How often have you been bullied at school since \_\_\_\_\_?

- one or two times  
 several times  
 all the time  
 I have not been bullied since \_\_\_\_\_

3. In what ways have you been bullied at school since \_\_\_\_\_?

Check more than one if you need to.

- called names or teased  
 kicked, hit, punched  
 ignored, left out  
 threatened, intimidated  
 I have not been bullied

4a. Have you ever been bullied because of your cultural background?

- Yes  
 No

4b. If you checked “yes” to the above question, please explain. (Eg. was it due to culture, ethnicity, race, religion?)

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5. How old are the students who bullied you?

- my age  
 older than me  
 younger than me  
 they are all different ages  
 I have not been bullied



6. How often do school staff try to stop bullying situations in which you are involved?

- never
- once in a while
- almost always
- I have not been bullied

(alternate to #6)

If you reported bullying to a teacher or adult at school, did the bullying stop?

- Yes
- No

If you did not report the bullying to a teacher or adult at school, why not?

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7. How often do other students try to help when you are being bullied?

- never
- once in a while
- almost always
- I have not been bullied

8. Have you ever talked to anyone in your family/guardians about your being bullied at school?

- no
- yes, one time
- yes, many times
- I have not been bullied

9. What do you usually do when you are being bullied at school?

- nothing
- tell a teacher or supervisor
- tell the person to stop
- tell the principal or vice-principal
- tell a friend
- tell parents
- ignore them
- I have not been bullied



10. In what areas of the school have you been bullied most often? Check more than one if you need to.

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

11. How often have you taken part in bullying other students at school?

- I have not bullied others
- once or twice
- now and then
- often

12. Has your teacher, principal or other school staff talked with you because someone said you were bullying others?

- I have not bullied others
- no
- yes, one time
- yes, many times

13. I think adults should:

- Make rules about bullying and make sure students follow the rules
- Teach lessons about how to get along better
- Increase supervision or monitoring of:
  - School bus
  - Bathrooms
  - Playground
  - Hallways
  - Lunchroom
  - Classrooms
  - Other (please explain):

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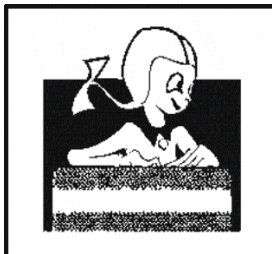


# My Experiences with Bullying Behaviours

Tell about your experiences with bullying behaviour by writing and drawing.

A time it happened to me...

A time I saw it happen...



Grade 4-5 Module A: Lesson 2



Resource Sheet #42







## ASKING FOR HELP

| Curriculum Expectations  | Assessment Strategies   |
|--|---|
| <p><b>GRADE 4</b></p> <p><b>ORAL AND VISUAL COMMUNICATION</b><br/>           4e55 - express and respond to ideas about a topic and describe a short sequence of events<br/>           4e56 - contribute and work constructively in groups<br/>           4e57 - demonstrate the ability to concentrate by identifying main points and staying on topic<br/>           4e59 - analyse media work</p> <p><b>WRITING</b><br/>           4e5 - produce pieces of writing using a variety of forms<br/>           4e2 - begin to write for more complex purposes</p> <p><b>PHYSICAL EDUCATION-HEALTHY LIVING</b><br/>           4p2 - identify the physical, interpersonal and emotional aspects of healthy human beings<br/>           4p3 - use living skills to address personal and injury prevention</p> <p><b>GRADE 5</b></p> <p><b>ORAL AND VISUAL COMMUNICATION</b><br/>           5e48-express and respond to ideas and opinions concisely, clearly, and appropriately<br/>           5e49-contribute and work constructively in groups<br/>           5e50-demonstrate the ability to concentrate by identifying main points and staying on topic<br/>           5e52-analyse media works<br/>           5e56-use appropriate words and structures in discussions or classroom presentations</p> <p><b>WRITING</b><br/>           5e5 - produce pieces of writing using a variety of forms</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b><br/>           5p3 - apply strategies to deal with threats to personal safety (harassment) and to prevent injury</p> | <p>Use a questioning approach with groups to ask why they sorted the sentence strips the way they did. Look for evidence that they are able to differentiate between tattling and asking for help.</p> <p>Collect students' writings and look for evidence that they have appropriately identified a situation requiring asking for help.</p> |



## CONTEXT

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### VOCABULARY

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

This lesson focusses on assisting students to understand the difference between “tattling” or “ratting” and “asking for help.” At this age level, the aim should be to help students recognize that there will be times they do need adult help, and that resisting peer pressure to keep silent may be particularly important.

### INSTRUCTIONAL APPROACH

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This lesson uses a decision-making model to allow students to differentiate between tattling and asking for help. An additional suggested approach provides an opportunity for story writing. Note that, although the decision-making activity is written for small group work, it can also be conducted as an individual, partner, or whole class activity.

### MATERIALS

- charts of four kinds of bullying behaviours from Lesson 1
- prepared Sentence Strips (attached)

### INSIGHT AND UNDERSTANDING

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- What is tattling? What is asking for help?
- When is it a good idea to ask for help?

### LESSON SCRIPT

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*Now we’re going to talk about the difference between “tattling” or “ratting” and asking for help. But first, let’s look back at the charts we developed for the different kinds of bullying behaviours.*

- Briefly review.

*As you can see, some of these behaviours are more hurtful and more dangerous than others. Which behaviours could be against the school safety rules, unsafe, or dangerous?*

*If you told an adult about these dangerous and hurtful behaviours, you would be asking for help. You would be telling about the behaviour because you really need help to keep yourself or someone else safe. This is not tattling and it is not ratting,*



*even though some students might say you are ratting if you tell.*

*Which behaviours on the charts would be bothersome, but not necessarily dangerous?*

*If you told an adult about these behaviours and had not tried to solve your problem yourself, then you might be tattling. You don't really need help to keep safe.*

*We're going to do an activity together. I have a set of sentence strips here. On the strips are situations that might happen between students. Many of the situations are bullying, but some are not.*

*I am going to read the sentence strip out and you decide if it sounds like bullying. If you think it is, stand up. If you think it is not bullying, then stay seated.*

- Read each sentence strip aloud and allow time for students to decide whether the situation is bullying or not. Discuss reasons for their choices, seeking to confirm their understanding of the difference between bullying behaviour and ordinary peer conflict.

*Now I am going to ask you to work in small groups. Before I assign you to your groups, listen to the task.*

*You will be working with the same set of situations I just read aloud. You are to read each sentence strip and talk about the problem. Talk about what you think the student being bothered should do. Should they ask an adult for help? Why or why not? Should they try to solve the problem themselves? Not all of these situations will be easy to figure out. You'll have to think about them and talk to each other.*

*After you have come to a decision about one situation, move on to the next one*

*Sort the sentence strips into two piles. In one pile will be situations in which the student should seek adult help. In the other pile will be*



*the situations they should be able to handle themselves, the cases where asking for help would be “tattling.”*

- Assign students to work in groups of four or five. Hand out the sentence strips. Set a time limit of 15 to 20 minutes. Monitor discussions.
- After small group discussions, have students tell about their choices and the thinking behind their choices. Aim to reach a class consensus about when it is advisable to ask for adult help and when it’s better not to.

### **ADDITIONAL ACTIVITY**

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- Have students work individually or in groups to select a situation in which they think a student should ask for help. Students should write in detail about their thinking. Then have them write a story about what happens afterward.





# Resource Sheets





# Sentence Strips



.....  
Sam has been bothering Lee for the last two months. At first it was just taunting, but lately he has been bumping into Lee hard in the hallway and knocking books out of his arms.



.....  
Sarah is in grade 2. Paul and Abbas are in grade 5. They often walk behind her in the schoolyard and talk about all the hurtful things they'll do to her if they see her after school. Often Sarah is crying after school.



.....  
John got his hair cut really short. Now two students who sit near him in class are always trying to touch his hair.



.....  
Susan is always coming over to Yvonne's desk and touching her things. Yvonne even caught Susan looking inside her desk one day.



.....  
Juan sees Brian, a grade 6 boy, showing some other students a knife he has brought to school. Brian sees Juan looking at them. Brian says, "You tell and I'll use this knife on your jacket!"



.....  
Julie walks into the washroom and sees four girls crowding around Meena, making faces at her and calling her names. She saw the same thing happening last week by the gym.



.....  
Gail and Maria like to tease Martin. They follow him around during recess and lunch times, and if he turns around they just giggle or pretend they weren't even looking at him.



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Lesson 4 Grade 4-5

BE ASSERTIVE

| Curriculum Expectations  | Assessment Strategies  |
|--|--|
| <p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p>4e55 - express and respond to ideas about a topic and describe a short sequence of events</p> <p>4e56 - contribute and work constructively in groups</p> <p>4e57 - demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p>4e59 - analyse media works</p> <p><b>PHYSICAL EDUCATION-HEALTHY LIVING</b></p> <p><b>GRADE 4</b></p> <p>4p2 - identify the physical, interpersonal and emotional aspects of healthy human beings</p> <p>4p3 - use living skills to address personal and injury prevention</p> <p><b>GRADE 5</b></p> <p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p>5e48 -express and respond to ideas and opinions concisely, clearly, and appropriately</p> <p>5e49 -contribute and work constructively in groups</p> <p>5e50 -demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p>5e52 -analyse media works</p> <p>5e56 -use appropriate words and structures in discussions or classroom presentations</p> <p><b>PHYSICAL EDUCATION AND HEALTH</b></p> <p>- apply strategies to deal with threats to personal safety (harassment) and to prevent injury</p> | <p>Have students work with a partner to write assertive responses on the Assertive Verbal Response sheet (attached). Then ask them to role play the situations for the class. Observe students’ role plays 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>Read a story or view a video with a bullying theme (e.g., the video, “Facing Up” that accompanies the <i>Second Step</i> program; the book <i>Amelia Takes Command</i> by Marissa Moss or <i>The Sandwich</i> by Ian Wallace and Angela Wood). Stop at appropriate places and ask students to role play assertive verbal responses</p> |



## VOCABULARY

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

## MATERIALS

- prepared  
Assertiveness Role Plays
- handout: Assertive Verbal Responses

## CONTEXT

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In this lesson students learn about verbal assertive response, which is often an effective way to stop attempts at bullying. For many students the basic skills will be a review; for others assertiveness will be new. (Teachers may wish to do a “Know/Want to Know” activity with the class first, to find out how much students already know.)

Even for students familiar with the skills, the opportunity for practice, feedback, and coaching are crucial to students' ability to apply assertiveness skills in situations that arise outside of the classroom. Thus, teachers may wish to extend the lesson to offer many opportunities role play practice.

As in the previous lessons, where small group work is suggested, structure the groups carefully, keeping in mind the power dynamics that may exist between students.

## INSTRUCTIONAL APPROACH

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

## INSIGHT AND UNDERSTANDING

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- What is assertive behaviour?
- How does it feel to be assertive?

## LESSON SCRIPT

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*Today we're going to learn about and practise assertive verbal responses for dealing with bullying situations. But first, I'd like you to listen to a story.*

*Sasha used to be in Dena's circle of friends. Since Sasha got straight A's on her report card, Dena says that she can't be in the group. Dena*



*is telling the other girls they shouldn't play with Sasha. Dena and the other girls are calling her "Nerd" and other names. Now all the girls make faces at her when she looks at them.*

*Sasha feels very upset and lonely. She is angry and sad at the same time.*

*Sometimes a situation can make us feel so angry that we just want to express all that anger and make the other person feel hurt, too. When we are filled with those strong feelings, we can't think very clearly about things, and it's hard to make a good choice about what to do. We want to just react to our impulses.*

***What might happen if Sasha followed her impulse and acted on her angry feelings?***

she might hurt someone, get into a fight, get into trouble

*If Sasha followed her impulse and acted on her angry feelings she would be acting aggressively. She might hurt someone or yell and get others angry. Aggressive behaviour can get people into trouble and doesn't solve their problems.*

*Sasha also is feeling sad. The sad feelings make her feel like just being alone. **What would happen if Sasha did nothing at all?***

The problem isn't solved and Sasha would still feel sad and angry. Dena and the other girls wouldn't understand how Sasha feels.

*Doing nothing is an example of acting passively. Sasha would be doing nothing to stop the girls from bugging her, she wouldn't be letting the girls know that she wants them to stop.*

*Students who bully others often choose students who are passive to pick on because they know that passive people won't do anything to stop the bullying. They know that passive students won't even tell an adult about the bullying behaviour.*

*What else could Sasha do to solve her problems?*

- Accept any reasonable response, and after a few examples of assertive responses, move on.

*In this situation, Sasha could act assertively. Assertive behaviour helps to solve problems and change things. Assertive behaviour enables you to look after yourself while not harming anyone else.*



*To be assertive, Sasha would stand tall, look at Dena (or another girl), and use a clear strong voice. She would use the girl's name, name the behaviour and set a limit or tell what she wants to happen.*

*Sasha might say, "Dena, I don't like it when you make faces at me. I want you to stop it." Or she could say to one of the other girls, "Laura, you're calling me names. I want you to stop." Sasha's assertive behaviour might get the girls to stop teasing her.*

*Being assertive is something you can try yourself in a situation that isn't dangerous. You might have to repeat your assertive statement a few times before the behaviour will stop.*

*Assertive behaviour seems to work best at times when someone first begins to bother you. You can do it without adult help and you can solve the problem yourself. However, if you have tried being assertive and it hasn't worked, then ask the supervision aide or another adult for help.*

*Let's look at the skill steps involved in being assertive. First, "stand tall," look at the person and remember to use a strong clear voice. Think to yourself, "I can do this." Then, if you know it, use the person's name, name the behaviour that's bothering you, then say what you want the person to do.*

- As you speak, chart 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, and tell them what you want them to do. A simple frame is, "\_\_\_\_\_, That's \_\_\_\_\_! Stop it." or "\_\_\_\_\_ I don't like that! Stop it!"

*Now we are going to role play some situations. You will role play the situation using assertive behaviour.*



- With another adult or a prop, model dealing with a person who uses your classroom in the evening and doesn't clean things up afterward. Think aloud the steps of standing tall, looking at the person and being ready to use a clear, strong voice, telling yourself you can do it. Then use the person's name, name the behaviour and tell what you want them to do.
- For the student role plays, ask students to work in pairs and then switch so that each student can practise the assertive response. There are five different situations on the role play cards. Hand out the role play cards and have the students practise. Remind students not to use the names of their classmates or other students they know.
- Some students may wish to act out their scenario in front of the class. Ensure that both have a chance to play the person using an assertive response.
- As the students role play assertive statements, coach them on "the skill steps." Remind them that assertive behaviour is a combination of what they say and how they say it.
- As students role play in front of the class, ask:
  - What did you hear?
  - What did you see?
  - Was it effective?
- Assist students to note the importance of body language and of the tone of voice in being assertive.

*Today you reviewed assertive behaviour and had the opportunity to practise being assertive through role playing. In a real bullying situation, it will be harder to be assertive. You might be feeling scared, upset, or angry, but you will need to remain calm to use assertive behaviour.*

*Sometimes in a real bullying situation, you will have to use your assertive behaviour more than once to make the bullying stop. As long as you are safe from physical harm, it is okay to try the assertive behaviour a few times before asking an adult for help. However, if the bullying doesn't stop or if you are in danger, then you will need to ask the supervision aide or another adult to help you.*



*Remember that if you are being bullied, it is not your fault. No one has the right to bully you.*

- Be particularly watchful for examples of students using assertive behaviour to solve problems. Make positive comments about this behaviour.

## **ADDITIONAL ACTIVITIES**

- Use student-generated stories about bullying situations, typed or written on index cards, as the basis for additional role play practice.
- After some role play practice, ask students about the language they are practising—does it seem natural to them? Ask students to brainstorm other phrases and comments that would seem more natural to them as you chart their brainstormed ideas. (For example, “Chill out” or “Back off” might be more natural to students than “Stop it.”) Once you have a collection of their statements, evaluate the effectiveness of each—does it convey an assertive message? When you have narrowed down the list, have students vote for their two favourite phrases and rewrite the most popular ones into a class list. Then repeat the role play activity using these new statements.
- Have the students work alone or with a partner to make cartoons illustrating verbal assertive response to bullying behaviour.
- Have students work with a partner or alone create a dance sequence or drama to depicting assertive, passive, and aggressive behaviours in response to verbal bullying behaviour.
- Have students work in groups to create a puppet show for younger students that teaches about assertive behaviour.
- Have students create a word web depicting what it feels like to be assertive in response to bullying.







# Resource Sheets





# Assertiveness Role Plays



.....  
You got your haircut last week. Since then, \_\_\_\_\_ has been taunting you about it. \_\_\_\_\_ says, "Who cut your hair? Did your baby sister get at it with her scissors?" Then \_\_\_\_\_ says, "Get a hat, cover that mess up!"



.....  
\_\_\_\_\_ pushes in front of you when you are lining up, then makes weird faces at you



.....  
\_\_\_\_\_ won't let you play with any of her friends, even though you all used to do things together. \_\_\_\_\_ says, "You're not part of my group. I'm telling my friends not to do things with you."



.....  
\_\_\_\_\_ always seems to follow you around on the playground and calls you names like, "Sissy, wimp, stupid."



.....  
\_\_\_\_\_ often says that the food you bring in your lunch looks disgusting. Today \_\_\_\_\_ says, "Yuck, I wouldn't feed that to my dog!"



.....



# Assertive Verbal Responses

Names: \_\_\_\_\_

Write what you could say to be assertive.

1. Tina calls you “geek” after you do really well on a math test.

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2. Sharon always makes weird sounds when you walk by her.

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3. Marty says you have to give him candy every day.

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4. Ajit is always sticking his foot out to trip you when you walk by his desk.

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5. Lee is telling everyone lies about you and some kids in another class .

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6. Jonathan makes fun of the way you talk and says you don’t belong here.

---

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7. Rosa always tries to take your friends away from you no matter who you try to be friends with.

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Lesson 1 Grade 4-5

# REVIEW OF SURVEY INFORMATION ABOUT BULLYING

| Curriculum Expectations   | Assessment Strategies  |
|---|--|
| <p><b>PHYSICAL EDUCATION-HEALTHY LIVING</b></p> <p><b>GRADE 4</b></p> <p>4p2 - identify the physical, interpersonal and emotional aspects of healthy human beings</p> <p>4p3 - use living skills to address personal and injury prevention</p> <p><b>GRADE 5</b></p> <p><b>PHYSICAL EDUCATION-HEALTHY LIVING</b></p> <p>- apply strategies to deal with threats to personal safety (harassment) and to prevent injury</p> | <p>Have students work with a partner or in groups to create a true-or-false game about bullying. Groups can then trade games with another group. Look for evidence that students' games portray accurate information about bullying.</p> |

## VOCABULARY

- consequences
- retaliation

## CONTEXT

This lesson covers a review of the definition of bullying, as well as a summary of findings from the survey process.

## MATERIALS

- two signs prepared, to be posted on opposite walls of the classroom: "True" and "False"
- optional: overhead transparency of the true/false statements (attached)

## PREPARATION

In preparing for this lesson you will need to identify information from the student surveys and other data collection processes to share with the students. Make some generalizations about the information collected from primary students. Provide more detailed information about responses from the grades four and five level. Include key points from grade six and seven students' information. Post the "True" and "False" signs on opposite sides of the classroom.



## **INSTRUCTIONAL APPROACH**

This lesson uses a true-or-false quiz in the form of a lesson script to help students review what they know about bullying.

## **INSIGHT AND UNDERSTANDING**

- What is bullying?
- How does the person being bullied feel?

## **LESSON SCRIPT**

*As you know, all members of our school community have focussed on bullying prevention. Let's see what you remember about bullying behaviour.*

*We'll play a game. If you think the statement I say is true, move to stand on this side of the room, near the "true" sign. If the statement is false, move to stand on the other side of the room, near the "false" sign. Be prepared to explain your choice.*

- Use the overhead transparency, if desired. Read the following statements and provide clarification if the statement generates disagreement or uncertainty. Aim to ensure that all students have a good understanding of what constitutes bullying. Prior to giving the correct answers, ask some students from each side to explain why they made the choice they did.
- As an alternative approach, make this activity an opportunity for small group discussion. Arrange students into groups of three or four and use an overhead transparency with the true or false statements (attached). Show each statement in turn, read it to the class, and allow a few minutes for small groups to discuss the statement and reach agreement about whether it is true or false. Once the groups have decided, they should indicate their response holding up a paper labelled true or false.

***1. True or false? Bullying behaviour is mean behaviour that happens again and again.***

True





*Bullying is different from normal peer conflict that happens sometimes between kids who normally play together.*

***What else can you tell me about the definition of bullying?***

Usually there is a power imbalance between the student who bullies and the student who is bullied.

False

***2. True or false? All bullying behaviour is physical—like kicking, punching, spitting or hitting.***

*Bullying behaviour includes the physical behaviours already mentioned and also includes name calling and teasing (verbal bullying), threatening (intimidation) and excluding (social bullying) and other non-physical but equally mean behaviours.*

True

***3. True or false? It is not a your fault if you are being bullied.***

*No one deserves to be hurt or afraid. No one deserves to be humiliated or excluded, or to lose friends.*

*It sometimes might seem that one student does irritating things that can provoke or excite another student to bullying behaviour. Bullying behaviour is always a bad choice though, even if the bullied student's behaviour is irritating and provokes anger and frustration. In this case, both students need support to change their behaviour. No one deserves to be bullied. It is not your fault if you are being bullied.*

True

***4. True or false? If you are bullied you might feel very mixed up and confused, afraid one moment and angry the next.***

*Bullying can generate many mixed feelings in the person who is being bullied.*

***How might a bullied student feel?***

afraid, terrified, lonely, sad, upset, angry, furious, shy, no confidence, embarrassed, disappointed, reluctant to go to school, like they have no friends, like there's something wrong with them, hopeless



True

**5. True or false? Only physical bullying is dangerous.**

*Over time any bullying behaviour is dangerous because it leads to lack of self esteem, can affect school work and all other areas of a student's life. If someone is afraid to come to school or upset about what has happened to them during the day, he or she is not going to be a very successful learner.*

*In some cases, students who have been bullied over time have even dropped out of school or done other negative things to avoid the bullying. Also, threats and intimidation are dangerous because they can lead to worse things happening.*

False

**6. True or false? Students who bully others are often very good at keeping their bullying behaviour a secret from adults.**

*This time they may even threaten students in order to keep their behaviour a secret.*

*If someone threatens you to keep you from telling, they are threatening to retaliate. But the best way to end a bullying situation like that is to tell the adults who can help stop it. Once a student is brought to the school's attention because of bullying behaviour, there would be consequences and that student can get the help needed to stop bullying. You would also get the help you need to be safe.*

*If the student who bullies retaliates because you told, there would be more severe consequences. They would not be smart to bully you again! They already know you're the kind of person who seeks help. So of course, you would report again and there would be more severe consequences.*

**What are some other reasons students might not report bullying behaviour?**

they might feel embarrassed, they might be afraid no one would believe them, they might be too scared, they might like the attention from the student who bullies

- Briefly refute each reason for not reporting and lead students to see the wisdom in telling adults about bullying behaviour.



False

**7. True or false? A good way to deal with bullying behaviour is to fight back.**

*Being aggressive back is not a good strategy. You could get hurt or in trouble.*

True

**8. True or false? To deal with bullying, students could try assertive behaviour, and if that doesn't work they can ask an adult for help.**

Assertive behaviour often works to stop bullying. There are other things that students might try too. But often, especially if a bullying situation has gone on for some time, students often do need adult help to end the bullying.

- Ask students to return to their places.

*As you know, students completed surveys so that we could learn about the bullying behaviour at our school. The younger students wrote about bullying in their journals and made pictures. Some students have talked with their teachers or parents about bullying.*

*I want to tell you what we found out from students.*

- Tell them a little about the extent, the forms of bullying, the places where bullying occurs, things children have done to try and stop bullying—any key points from the surveys and journals. Discuss the information with the students. Answer their questions.
- Remind students to come and speak with you privately if they have something to tell you about being bullied or about bullying others.







# Resource Sheets







## True or False?

1. Bullying behaviour is mean behaviour that happens again and again.
2. All bullying behaviour is physical--like kicking, punching, spitting, or hitting.
3. It is not your fault if you are being bullied.
4. If you are bullied you might feel very mixed up and confused, afraid one moment and angry the next.
5. Only physical bullying is dangerous.
6. Students who bully others are often very good at keeping their bullying behaviour a secret from adults.
7. A good way to deal with bullying behaviour is to fight or yell back.
8. To deal with bullying, students should try assertive behaviour, and if that doesn't work they should ask an adult for help.







Lesson  
2  
Grade 4-5

# IMAGINE...A SCHOOL WITHOUT BULLYING...

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| Curriculum Expectations   | Assessment Strategies   |
|---|---|
| <p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p>4e55 - express and respond to ideas about a topic and describe a short sequence of events<br/>           4e56 - contribute and work constructively in groups<br/>           4e57 - demonstrate the ability to concentrate by identifying main points and staying on topic<br/>           4e59 - analyse media works</p> <p><b>WRITING</b></p> <p>4e1 - communicate ideas and information for a variety of purposes and to specific audiences<br/>           4e2- begin to write for some complex purposes</p> <p><b>GRADE 5</b></p> <p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p>5e48-express and respond to ideas and opinions concisely, clearly, and appropriately<br/>           5e49-contribute and work constructively in groups<br/>           5e50-demonstrate the ability to concentrate by identifying main points and staying on topic<br/>           5e52-analyse media works</p> <p><b>WRITING</b></p> <p>5e1-communicate ideas and information for a variety of purposes</p> | <p>Have students write a story about a school without bullying. Use a questioning approach to determine students' understanding of how this school would be different in terms of what students do, what adults do, and how it feels.</p> |



## CONTEXT

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In this lesson, students imagine a school without bullying and make a commitment to contribute to its creation.

### VOCABULARY

- school without bullying

### MATERIALS

- chart paper and felt pens
- journals or writing paper

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

The supervision plan is an important aspect of the school's planning. Thus, it is important for students to recognize the teachers and/or supervision aide(s) and other school staff and know their name(s).

## INSTRUCTIONAL APPROACH

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This lesson uses a number of approaches to help students imagine a school environment without bullying. Approaches include a lesson script, visualization, journal writing, and brainstorming feelings about bullying.

## INSIGHT AND UNDERSTANDING

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- What would a school without bullying look like?
- What can I do to stop bullying?

## LESSON SCRIPT

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*We want to create a school without bullying. We know that students can learn best when they don't have to worry about being bullied, when they feel safe. We believe that all the students at our school have the right to learn in a safe environment. The parents, teachers, school staff, and principal have some ideas about stopping bullying. But we know that students also have some great ideas too.*



*When we want to change things or to create something new and different, it's helpful to have a clear idea of our goal of the way we'd like things to be. Each person may have different ideas about what a school without bullying would be like. That's fine, all the 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.*

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

*Imagine that you are coming to school one morning and you know that something is different. The school is now a place where there is no bullying.*

*Think about what would be different. (pause)*

*What might your school look like? (pause)*

*What would you notice on the playground? (pause)*

*What would the students be doing? (pause)*

*What would the adults be doing? (pause)*

*What might you see as you came into the school? (pause)*

*What might you hear? (pause)*

*What would you notice as you walked down the hallway? (pause)*

*Imagine that school is starting. What would you notice in the classrooms? (pause)*

*How would you feel? (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, if they are shut.*



- Create a web on several pieces of chart paper as the students share their ideas. Prompt the students by asking:

*What would you see in a school without bullying?*

*What would you hear?*

*How would you feel in a school without bullying?*

- If the students seem to have especially vivid ideas, invite them to write a story or journal entry about coming to school without bullying.

*Now that we have a good idea of what our school might be like if there were no bullying, we're going to talk about things that each of us can do to help make it that way. Today you will be working in groups.*

- Divide the class into small groups. Assign a facilitator and a recorder in each group.

*First, we're going to discuss ways to help students stop bullying others. What can we do at school to help students stop bullying others?*

*What could students do or say to stop someone who is bullying?*

*What could adults, such as a teacher, counsellor, principal, or supervision aide do or say to stop someone who is bullying?*

*Talk about these ideas in your small groups. Brainstorm ideas while the recorder makes notes on chart paper for your group.*

- Allow time for brainstorming.

*Now within your group choose two ideas for students and two ideas for adults to report out to the rest of the class.*

- As groups report, record on chart paper.

*Now I'd like you to think about the students who are bullied by others. Are there some things that all of us could be doing to help students who are bullied?*

*What could students do to help students who are bullied?*



*What could adults —teachers, parents, supervision aides, the principal and counsellor do to help students who are bullied?*

*Again, let's brainstorm ideas while the recorder makes notes on chart paper.*

- Allow time for brainstorming.

*Now within your group choose two ideas for students and two ideas for adults to report out to the rest of the class.*

- Record on chart paper for the whole class.
- Post the charts where others can read them.





Lesson 3 Grade 4-5

# WHAT IS THE SCHOOL PLAN?

| Curriculum Expectations  | Assessment Strategies  |
|--|--|
| <p><b>GRADE 4</b></p> <p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p>4e55 - express and respond to ideas and opinions concisely and clearly</p> <p>4e56 - contribute and work constructively in groups</p> <p>4e57 - demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p>4e59 - analyse media works</p> <p>4e60 - create media works</p> <p><b>GRADE 5</b></p> <p>5e48-express and respond to ideas and opinions concisely, clearly, and appropriately</p> <p>5e49-contribute and work constructively in groups</p> <p>5e50-demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p>5e52-analyse media works</p> <p>5e53-create a variety of media works</p> | <p>After students have created their display, have each student select three commitments that they think they can do to “take a stand” against bullying. Use questioning to determine why students think these three choices are appropriate and how they will help address bullying.</p> <p>After students have completed their projects, have them place them in their assessment portfolios along with a description of how their projects support the school plan for dealing with bullying.</p> <p>Collect students’ journal entries and look for evidence that they demonstrate an understanding of how their own behaviour and the behaviour of others might change as a result of the school plan.</p> |

## VOCABULARY

- school statement
- rules
- consequences
- school plan

## CONTEXT

Your purpose is to provide a follow-up to the school assembly and begin implementation of the plan by ensuring that students understand the school statement, rules, consequences, and the supervision plan.

## MATERIALS

- the school statement on chart paper
- webbed charts from previous lesson
- drawing or painting materials

Alter the lesson as necessary to reflect the general or specific wording of the statement. Focus on key points to emphasize with students. Use the ideas presented here as suggestions and tailor the lesson to emphasize the points you determine are important for your students.





As in previous lessons, avoid using the names of any students in the class in examples and stories. Invite students to speak with you privately if they wish to tell you about a bullying situation.

Discuss the role of the teachers on playground supervision duty and/or the role of supervision aides and link their role to the school statement. Ensure that all students recognize the teachers and/or supervision aide(s) and know them by name. If desired, invite them to speak with the class.

## **INSTRUCTIONAL APPROACH**

---

This lesson uses a number of approaches to help students understand the school plan for dealing with bullying. Approaches include a lesson script with discussion opportunities, several project options, journal writing, and a stations activity.

## **INSIGHT AND UNDERSTANDING**

---

- What is the school plan for bullying?
- How can I take a stand against bullying?

## **LESSON SCRIPT**

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► 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, at our school we have made a plan to stop bullying and create a school without bullying. We have a school statement that describes what we want our school to be. We have some rules that tell us expectations of how to behave at school.*

*We want to help students who are bullying to stop and to learn ways to get along with other students. So we have developed a set of consequences that will happen if students bully others. When there is bullying behaviour the consequence will show students that bullying is not acceptable. The consequence will also give students an opportunity to practise helpful behaviour and contribute to the school community.*



- Provide additional information about your school's specific plan so that students will 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, you may have noticed the adults assigned to supervise the children.*

***What is the teacher's and/or supervision aide's job in the schoolyard?***

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

*That's right, the teacher and/or supervision aide on yard duty is there to supervise and to help you. We all know about bullying and we all want it to stop. We know that students can learn best when they feel safe and aren't worried about being bullied.*

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

- Use a chart prepared with the school statement and read it with the class.

*Let's talk about what the school statement really means. The school statement describes a goal we are working toward. But what would it look like if our school were like the statement right now? Remember when we imagined a school without bullying?*

- Refer to the web generated when students imagined a school without bullying.

*Now I'd like you to think of what you can do to contribute to making our school free from bullying, just as our school statement says. It might be something you already do, such as making sure everyone gets a turn, encouraging students on your team to do their best, or not spreading rumours.*

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.



*Or it might be something new, such as telling a student who is bothering someone else to knock it off and leave them alone.*

*Let's look at the charts we made of ways students can help someone who is bullied and ways students can help stop bullying behaviour.*

- Have charts from previous lesson available to review.

*What is one thing that you can promise yourself that you will do to contribute to reducing bullying at our school ?*

- Ask students to discuss their ideas with a partner.

*Talk about your ideas until both of you have a good plan for a way you will help to reduce bullying at our school.*

- Ask for their ideas. Listen and discuss briefly.

*Each of you has an idea of something you will do. When we decide that something is important to us, we sometimes say we are “taking a stand.” When you decide to help reduce bullying at our school, you are taking a stand.*

*Now we are going to make a footprint shape by tracing around one of our feet and cutting out the shape. Then each of you will write your commitment on the footprint with your name, and we will make a display of how our class is taking a stand for a school without bullying.*

- Distribute materials. Use students' completed footprints to make a display called “Taking a Stand for a School Without Bullying.”



## PROJECT ACTIVITY

---

Students can choose from among these suggestions for projects to help launch the school plan. You may wish to team grade 6, 7 or 8 students with grade 4 or 5 students to complete the projects, providing an opportunity to work co-operatively together and model respectful behaviour.

- Have students select a key phrase from the school statement or a rule and make a poster to illustrate it.
- Students can create an advertisement for one aspect of the school statement or rules or for the plan as a whole. The promotion could be in print format, such as a magazine or newspaper ad or brochure, or could be for television or radio. Show it to a primary class.
- Work with other classes in the school to create a special edition of the school newsletter to launch the initiative. Have students write a story, poem, rap, letter to an advice column and its response, or letter to the editor for publication in the special newsletter.
- Have students work co-operatively to create a mural for the wall outside the classroom to illustrate the school statement.
- Students can design and make paper or fabric flags or banners celebrating the launch of a school without bullying to be used in the public areas of the school, or around the larger community. Parents or community volunteers could assist with sewing fabric banners designed by the students.
- Ask students to plan and present a puppet show for the Kindergarten students, their parents, and younger siblings.
- Invite students to work with a small group to create a series of cartoons or drawings that could be printed in the school's newsletter.
- Students could create a personal mandala or shield design to represent their understanding of the school statement.



- Have students develop and make banners of slogans or mottoes to represent the school statement or aspects of it, such as “Welcome to the respect zone” or “Respect is practised here!”
- Have students work in small groups to create a special bullying prevention web page for addition to the schools’ web site.
- Have students paint large life-sized self-portraits. Each of the portraits should have a T-shirt whose slogan or design represents how that student will contribute to a school without bullying.
- Create an artwork display in the hall outside the classroom that tells about various aspects of the school statement.
- Have students create button or T-shirt slogans to support the school statement (e.g., “Respect spoken here.”)

### **ADDITIONAL ACTIVITIES**

- Discuss the school statement and plan. Ask students to write in their journals about how their own behaviour and the behaviour of others might change as a result of the school plan.
- Have the students work in small groups. Groups can rotate through four stations to discuss the question at each station and record key points.
  - Station 1: What is the effect of bullying on the student who is bullied?
  - Station 2: What is the effect of bullying on the onlookers?
  - Station 3: What is the effect of bullying on the student who bullies others?
  - Station 4: What is the effect of bullying on the feeling in the school generally?

The last group at each station can select five key points from the charts to present to the entire class.

- Discuss consequences. Have students work in small groups to develop ideas for appropriate consequences for bullying behaviour. Note that the consequences should aim to change behaviour as well as to demonstrate that bullying will not be tolerated.



Lesson 1 Grade 4-5

ASSERTIVE BEHAVIOUR

| Curriculum Expectations  | Assessment Strategies   |
|--|---|
| <p><b>GRADE 4</b></p> <p><b>WRITING</b></p> <p>4e1-communicate ideas and information for a variety of purposes and to specific audiences<br/> 4e2-begin to write for more complex purposes<br/> 4e5-produce pieces of writing using a variety of specific forms</p> <p><b>PHYSICAL EDUCATION-HEALTHY LIVING</b></p> <p>4p3-use living skills to address personal and injury prevention</p> <p><b>GRADE 5</b></p> <p><b>WRITING</b></p> <p>5e1 - communicate ideas and information for a variety of purposes and to specific audiences<br/> 5e2 - use writing for various purposes and in a range of contexts, including school work.<br/> 5e5 - produce pieces of writing using a variety of forms and materials from other media</p> <p><b>PHYSICAL EDUCATION-HEALTHY LIVING</b></p> <p>5p3 - apply strategies to deal with threats to personal safety (harassment) and to prevent injury</p> | <p>Have students chart their assertive behaviours under the headings of “I feel safe” and “I don’t feel safe.” Look for evidence that students are able to articulate their feelings. Use questioning to determine what they could do to make unsafe situations safe.</p> <p>Have students work in groups to dramatize assertiveness in a bullying situation. Look for evidence that they understand and demonstrate appropriate assertiveness behaviour.</p> |



### VOCABULARY

- school without bullying

### MATERIALS

- chart paper and felt pens
- journals or writing paper

## CONTEXT

---

This lesson is mostly a review of previous discussions. Provide any additional practice students need on assertive verbal response. Urge students to follow the frame for assertive verbal response, but to choose language that is natural and easy for them. See Module A for suggestions of ways to provide additional practice for students who need it.

## INSTRUCTIONAL APPROACH

---

This lesson uses a number of approaches to help students explore their options for dealing with bullying situations. Approaches include a lesson script with question and discussion opportunities, a charting activity, opportunities for creative writing, and role play.

## INSIGHT AND UNDERSTANDING

---

- What is assertive behaviour?
- What can I do if someone tries to bully me?

## LESSON SCRIPT

---

*You already know about assertive behaviour and how to use an assertive verbal response to deal with a bullying situation.*

*Now we are going to learn about other things to do if someone tries to bully you or if you see someone being bullied. Over the next few discussions about bullying, each of you will be developing your own plan for dealing with bullying behaviour. Your plan will include the ideas that you feel you would be able to use comfortably.*

*The first part of the plan is to know the school and classroom safety rules. Then you will be really sure about what is expected of the students here. Let's briefly remember the rules.*

- Brainstorm or discuss and review school and classroom rules.



*Listen to a story about bullying that involved two classmates, Jason and Lenny, and some younger children.*

*On the playground Jason often saw Lenny and his buddies picking on younger children. Usually it was taunting and joking, but sometimes Lenny and his friends could be rough.*

*Jason remembered seeing Lenny chasing, pushing down, and kicking a younger boy. Just last week Jason saw Lenny shove Alicia up against the fence and shout something in her face. The next day, the same thing happened again. This time Alicia started crying. A few moments later, when the supervision aide asked Alicia why she was crying, Alicia shook her head and wouldn't tell.*

*Jason was really glad that Lenny had ignored him, so far.*

pushing someone down, kicking, repeated taunting and joking, shoving someone against the fence

***What safety and no-bullying rules were broken?***

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

***How do you think the younger boy and Alicia felt when these things happened?***

upset, scared, angry, worried, glad it's not happening to him

***How do you think Jason felt as he watched these things?***

tell the teacher on duty, ask another adult for help, use assertive behaviour, not play alone, stay away from Lenny

***Let's talk about Alicia, the student who was being bullied. What could she have done to make the bullying stop?***

*Now let's talk about Jason, an onlooker, who watched the bullying happen.*





talked to the teacher on duty, reported the incidents to adults in the school, used assertive behaviour to tell Lenny to quit bothering Alicia, invited Alicia to join him in doing something, told Alicia he would talk to the teacher with her

***What could he have done?***

- Chart or note their various responses under headings “student who is bullied” and “onlookers.”

*The students who were bullied could ask the teacher on duty or another adult for help, even though they might be afraid of what Lenny would do to them. Jason and other students who watched could help stop the bullying, too, by asking the teacher or another adult for help. They could have stayed near or played with Alicia, or offered to help her tell the teacher on duty. They could also have used assertive behaviour.*

Examples of assertive statements:  
“Lenny, you’re pushing! Stop it.”  
“Lenny, that’s bullying behaviour. Stop it!”  
“Lenny, I don’t like that. Leave me alone!”

***How could Alicia have used assertive behaviour in the story? Who can role play Alicia being assertive?***

- Ask several students to role play how Alicia could have used assertive behaviour . Ask students, “What did you see?” “What did you hear?” After a few have role played, create a chart with the students that reviews the skill steps necessary to be assertive:
  - stand tall
  - look at the person
  - think, “I can do this.”
  - speak in a clear loud voice
  - say the person’s name
  - name the behaviour
  - set a limit or tell the person to stop.

*Could Jason have used assertive behaviour to tell Lenny to stop?*

- This question will likely lead to a discussion or debate about whether onlookers can realistically intervene in bullying situations.

*In this story, Jason could have been assertive and told Lenny to stop. He could ask the teacher on duty or another adult for help, or invite Alicia away from Lenny and then ask an adult for help.*



Examples of assertive statements:  
 “Lenny, you’re pushing Alicia! Stop it.” “Lenny, leave Alicia alone!” “Lenny, you’re hurting her. Stop it.”

**How might Jason have used assertive behaviour to stop Lenny’s bullying? Who can role model for us?**

- Ask students to demonstrate.
- Check their assertive behaviour against the chart of skill steps. Ask students, “What did you see?” “What did you hear?”

maybe not

*In this story, Lenny usually bullied others when he was with his friends. **Would Alicia or Jason be able to use assertive behaviour to tell Lenny to stop if he had been with his buddies?***

*Both Alicia and Jason probably would have been uneasy using assertive behaviour to stop Lenny from bullying if Lenny had been with friends. Lenny’s behaviour was a bit dangerous. He had frightened Alicia and he was pushing. If Lenny were with his friends it would be harder to be assertive.*

*An important part of using assertive behaviour to intervene in a bullying situation is deciding if the situation is dangerous. If the situation is not physically dangerous, or you are with your friends or near adult help, then you can try and safely use assertive behaviour.*

*However, if you were all alone and there were no adults nearby to turn to, it would not be as safe. Each person needs to determine for themselves when and how to use assertive behaviour.*

No, Jason can’t be sure.

***So far in the story, Lenny hasn’t bugged Jason. Can Jason be sure that Lenny will never bother him?***

*Jason seems very relieved that Lenny hasn’t bothered him yet. But the only way to make sure that Lenny doesn’t bother Jason, or anyone else, is to take responsibility for making sure that the school rules are obeyed. That means Jason needs to tell the supervision aide or another adult about what he has seen happening. Then the adults at the school could help Lenny stop bullying.*

*Onlookers, who watch bullying behaviour and do nothing to stop it, actually help the student who is bullying to feel more powerful. An audience can make the bullying continue. It’s important not to take part in bullying even as an onlooker.*



*Behaviour that breaks the rules can create a dangerous or frightening situation. In these situations, even if the person breaking the rules says not to tell, you should report and get help. It is your responsibility to make sure that no one else gets hurt.*

*You have the right to be safe at school. If you are getting hurt or your feelings are getting hurt, then you can ask for help. But, the right to be safe at school goes along with a responsibility to help make sure others are safe, too.*

*What are some ways you can help make sure other students at school feel safe?*

- Discuss the difference between tattling and asking for help. The goal of telling an adult is to help. The goal of tattling is just to get someone in trouble.

## **ADDITIONAL ACTIVITIES**

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- Have students make a list of when they would feel safe using assertive behaviour to stop bullying and when they would feel unsafe.
- Have students create a cartoon showing someone using assertive behaviour to stop bullying.
- Ask students to write a story showing how students can take responsibility for making sure others feel safe at school.
- Review assertive behaviour. Chart the skill steps involved. Use previously collected index cards of students' actual bullying situations and select situations for students to role play assertive response.
- Discuss why students might not want to seek adult help for a bullying situation. Assign small groups to discuss different reasons and to list three arguments in favour of reporting.



Lesson 2 Grade 4-5

# CHOOSE SAFE PLACES, IGNORE AND THINK POSITIVE THOUGHTS

| Curriculum Expectations   | Assessment Strategies  |
|---|--|
| <p><b>GRADE 4</b></p> <p><b>WRITING</b></p> <p>4e1 - communicate ideas and information for a variety of purposes and to specific audiences</p> <p><b>GRADE 5</b></p> <p><b>WRITING</b></p> <p>5e1 - communicate ideas and information for a variety of purposes</p> <p>5e2 - use writing for various purposes and in a range of contexts, including school work.</p> <p>5e5 - produce pieces of writing using a variety of forms and materials from other media</p> | <p>Collect students' comic strips and look for evidence that students understand the concept of put-ups to counter bullying.</p> <p>Have students use their journals to write about how ignoring bullying and using put-ups would make them feel. Look for evidence that they are able to articulate their feelings.</p> |

## CONTEXT

### VOCABULARY

- put-ups

### MATERIALS

- thought bubble
- chart paper, pens

Two strategies for responding to bullying are presented in this lesson. In the first, students are asked to think strategically about where they choose to play. This idea may be more applicable to some schools than to others; it is likely something that many students do unconsciously. The second strategy is ignoring the behaviours. Ignoring is appropriate when the behaviour is not dangerous. Although ignoring seems like a passive behaviour, it is actually very active. Students must be very aware of their body language and facial expressions as well as thinking positive thoughts to themselves in order to maintain confidence.



## INSTRUCTIONAL APPROACH

---

This lesson uses a number of approaches to help students imagine a school environment free of bullying. Approaches include a lesson script, and opportunities to address the theme through creative response.

## INSIGHT AND UNDERSTANDING

---

- What are safe places?
- When is it a good idea to ignore people who bully?

## LESSON SCRIPT

---

*Now we are going to learn about two simple strategies you can use to deal with being bullied. Listen to this story.*

*Joanne and Natasha were best friends who loved to skip. At recess and lunch time they liked skipping rope by the fence near the street.*

*Every day Brian, an older boy, walked along beside the fence after eating lunch at home. He started bugging Joanne and Natasha, calling them names, taunting them about their clothes and their skipping. He made rude sounds and weird faces at them.*

***What ways is Brian bothering Joanne and Natasha?***

*The girls could try two things to make Brian stop on their own. First, they could move to a better place, a place where they are less likely to be bullied.*

***What kind of place would be better for Natasha and Joanne to play?***

*The girls are playing right beside the sidewalk where Brian walks every day. They don't need to be there to skip, they could move to another spot.*

calling them names, taunting them, saying mean things to them, making rude sounds, making faces

away from Brian's route, near other students, near adults



- If the bullying survey has identified places around the school where bullying occurs more frequently, remind students of this information.

*Part of your plan for dealing with bullying behaviour can be to think about the places you are less likely to be bothered.*

*Another way to deal with bullying behaviour when it is not dangerous is to simply ignore it. When you ignore taunting and bugging, you don't react at all. The person who is bugging you is unable to upset you and will probably stop. It's not fun to bother someone if they show no reaction to the taunting. However, if the bullying behaviour is becoming dangerous, then ignoring it is not a good idea.*

*To ignore someone, stay calm, continue your activity and concentrate on what you are doing. It also helps to breathe slowly to keep anger from building up. Tell yourself that what the person bothering you says or does doesn't matter. Sometimes it helps to think positive thoughts or "put-ups" when someone says a "put-down" to you.*

- Make a chart summarizing the steps involved in actively ignoring someone.

*For example, if someone says, "You're stupid. You forgot your homework again!" you could say to yourself "I'm smart. I can speak two languages." You can think good thoughts about yourself, so that the "put-down" isn't so hurtful.*

*We're going to practise ignoring taunting by saying aloud what our thoughts might be that will help us ignore the taunting or put-downs.*

- Model the process, such as: I will stay calm and concentrate on what I'm doing. I will breathe slowly so that I don't get mad." When someone says to me, "You look funny." I'll think, "I like the way I look."



- Choose 3 or 4 situations from the following list; or have students choose. Brainstorm put-ups for each situation and record the students' ideas on the board.
  - Someone says you smell funny
  - A classmate calls you sissy
  - A student on the playground says your clothes are funny
  - Someone makes weird faces at you.
  - A boy calls you stupid.
  - A girl calls you a scaredy cat.
  - Someone says that your new glasses look weird.
  - A classmate says that your writing is terrible.
  - Your sister calls you lazy
  - Some kids make hissing noises as you walk by
- Choose one of the “put-ups” and model it for the class using a “thought bubble.” A “thought bubble” is made from a piece of card stock, mounted on a stick, held beside the head to indicate that what the person says is thoughts, rather than speech.

### **ADDITIONAL ACTIVITIES**

- Have students make comic strips to illustrate “bubble thinking” as individuals use put-ups to help them ignore bullying situations. Each comic could include a person who is bullying by making a put-down statement and the person being bullied ignoring and thinking a put-up.
- Ask students to write about a time they were able to ignore taunting or bullying and explain what the result was.



Lesson 3 Grade 4-5

DEFLECTING A PUT-DOWN

| Curriculum Expectations  | Assessment Strategies   |
|--|---|
| <p><b>GRADE 4</b></p> <p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p>4e55 - express and respond to ideas about a topic and describe a short sequence of events</p> <p>4e56 - contribute and work constructively in groups</p> <p>4e57 - demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p>4e59 - analyse media works</p> <p><b>PHYSICAL EDUCATION - HEALTHY LIVING</b></p> <p>4p2 - identify the physical, interpersonal and emotional aspects of healthy human beings</p> <p>4p3 - use living skills to address personal and injury prevention</p> <p><b>GRADE 5</b></p> <p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p>5e48 - express and respond to ideas and opinions concisely, clearly, and appropriately</p> <p>5e49 - contribute and work constructively in groups</p> <p>5e50 - demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p>5e52 - analyse media works</p> <p><b>PHYSICAL EDUCATION - HEALTHY LIVING</b></p> <p>5p3 - apply strategies to deal with threats to personal safety (harassment) and to prevent injury</p> | <p>After students develop their own snappy responses to taunting, use questioning to look for evidence that students are able to create statements that deflect the taunting without being rude or mean</p> |





## VOCABULARY

put-downs  
put-ups  
deflect  
distract  
distraction  
taunting: mean teasing

## MATERIALS

transparency and overhead projector or prepared chart  
paper of resource sheet:  
Snappy Responses to Taunting  
handout: Snappy Responses Worksheet

## CONTEXT

---

The strategies presented in this lesson will likely be more challenging for students than others suggested previously. Students will need facility with English to be successful using these strategies. Students who are naturally witty can be very successful in using humour to diffuse a bullying situation, but not everyone will be able to use the strategy.

## INSTRUCTIONAL APPROACH

---

This lesson uses a lesson script to introduce students to the topic of using humour to deal with bullying. Opportunities for role play are also included.

## INSIGHT AND UNDERSTANDING

---

- How can I use humour to deal with bullying?
- How does using humour work to deal with bullying?
- How can I deflect a taunting remark?

## LESSON SCRIPT

---

*Now we'll learn about another strategy for dealing with bullying. Listen to the story.*

*Last week, when Marc was eating lunch, he noticed Sean walking toward him. Lately, Sean had been bugging Marc a lot. Marc wondered what Sean would try this time.*

*Sean looked in Marc's lunch kit, held his nose and said, "Ugh! What stinks?" All the kids started laughing at Marc, but Marc looked cool and calm. He just said, "That's my new alarm system—keeps everyone away, and I know my cookies are safe!" Then everyone, including Sean, really laughed.*

*The next day at recess, Sean tried to bug Marc again. This time, he came up to Marc and said, "Your nose is so fat, you look like a pig!" Again, Marc looked cool and calm.*



*He stood tall and said, “That’s your opinion.” Sean realized that he wasn’t going to get much of a reaction from Marc, so he decided to stop bothering him.*

nervous, shy, embarrassed,  
mad, sad, upset

***What might Marc have felt like inside when Sean said those things to him?***

cool and calm, made a funny  
comment, as though the  
taunting didn’t bother him

***How did Marc act?***

*Even though Marc probably felt afraid or bad inside, he was able to be strong on the outside. He remained calm and replied to Sean’s put-downs with comments that were funny or that deflected the put-downs. Then Sean gave up bugging Marc because he wasn’t getting the reaction he wanted.*

*Some kids think it’s fun to taunt. They like taunting best when they can really upset someone, make them feel afraid or even make them cry. This kind of mean teasing is verbal bullying. It’s not the kind of teasing that two people who are friends do because they both enjoy it.*

*So one way to make the taunting stop is to show that you won’t react the way they expect, even though you might feel scared or upset inside.*

made a funny comment, used  
humour

***Marc actually used two strategies in this story. What was the first thing he did to deal with taunting?***

*Marc remained calm and made a funny comment that made Sean laugh. It certainly made the other students laugh, so Sean was no longer the centre of attention. Remember that one aspect of bullying behaviour is one person having power over another? Well in this story, the power that Sean might have had was reduced by Marc’s comment—he made everyone laugh and feel relaxed.*

said, “That’s your opinion.”,  
didn’t get upset, didn’t argue

***What was the second way Marc dealt with Sean’s taunting?***

*This time, Marc made a comment that deflected the taunting. He was calm and made a comment to let the put-down “slide off” him, rather than upset him. In a way, it’s a little like being assertive because you need to use assertive body language—stand tall, look at the person and use a clear voice. Marc was calm and didn’t argue or deny the put-down, he just didn’t show that he was upset.*



*In order to use humour or to deflect a put-down, you need to be calm, look at the person and say the right thing back. Some people are very good at this, they often seem to be able to make us laugh because they have just the right funny thing to say at just the right time. For people like that, this strategy might seem pretty easy.*

*But most of us need to remember and practice some “snappy responses” that might work in many different situations. In the story, Marc used just such a “snappy response” with Sean. He said, “That’s your opinion.” You could use that phrase for many different taunting situations. Now let’s look at some other phrases that can work in the same way.*

*Here’s a list of possibilities—let’s practice with these.*

- Show overhead or chart of possible phrases to use, or distribute as a handout. Point out that a “snappy response” should be smart or funny, but not mean and not something that will make the other person angry or upset. The purpose is to avoid further taunting by demonstrating that you aren’t bothered by it.

*When you use a snappy response, you also need to be sure that your voice and body language don’t provoke or upset the other person.*

- Ask students how many different ways they can say, “That’s your opinion,” to change the tone.
- Ask the students to brainstorm some ideas and then evaluate them using these questions:
  - Is the response smart or funny?
  - Is the response mean?
  - Would it make the other person angry?
  - Will it work?
- Have students work in pairs to write snappy responses to taunting situations on the attached worksheet. Ask for volunteers to role play their situations. Use a puppet or other prop as the one who does the taunting, if desired.





# Resource Sheets





# Snappy Responses to Taunting

- That's your opinion.
- Has this been bothering you for long?
- That's life!
- I didn't know you worried about me so much.
- You have an interesting way of looking at it.
- Well, that's news!
- Amazing, but true.
- Thanks! I'll take that as a compliment.







# Snappy Responses Worksheet

Names: \_\_\_\_\_  
\_\_\_\_\_

Write “snappy responses” to each of these taunting statements.

1. You got a great mark on the science test, and now lots of kids are calling you “nerd.”

---

---

2. Someone always calls you names when you end up on their team.

---

---

3. Kids in your class have been taunting you about your new haircut.

---

---

4. Many of the kids are calling you fat.

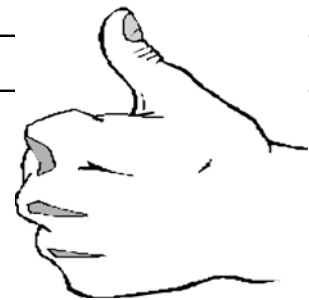
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5. After you miss the ball in the game, one of the other players says, “What a loser!”

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Lesson 4 Grade 4-5

# MAKE A PLAN FOR DEALING WITH BULLYING

| Curriculum Expectations   | Assessment Strategies   |
|---|---|
| <p><b>GRADE 4</b></p> <p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p>4e60 - create media works</p> <p>4e53 - ask questions on a variety of topics and respond appropriately to the questions of others</p> <p>4e54 - communicate a main idea about a topic and describe a short sequence of events</p> <p><b>PHYSICAL EDUCATION-HEALTHY LIVING</b></p> <p>4p2 - identify the physical, interpersonal and emotional aspects of healthy human beings</p> <p>4p3 - use living skills to address personal and injury prevention</p> <p><b>GRADE 5</b></p> <p>5e53-create a variety of media works</p> <p>5e46-ask and answer questions on a variety of topics to acquire and clarify information</p> <p>5e47-communicate a main idea about a topic and describe a sequence of events</p> <p><b>PHYSICAL EDUCATION-HEALTHY LIVING</b></p> <p>5p3 - apply strategies to deal with threats to personal safety (harassment) and to prevent injury</p> | <p>After students have shared their booklets with a family member or respected adult, have them write in their journals about their favourite strategies for dealing with bullying, and their family member’s input. Look for evidence that students are able to determine which strategies will work for them and why.</p> <p>Have students place their additional activity projects (poster, TV ad, etc.) in their assessment portfolios along with a description of what they have learned about strategies for dealing with bullying.</p> |

### MATERIALS

- chart paper and pens
- paper for booklets

### CONTEXT

This lesson is the culmination of strategies for dealing with bullying behaviour. In this lesson students consider the strategies that they have been working with and determine which are realistic for them, so that they can develop a personal plan for 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, writing activities, reading, videos, and a variety of opportunities to create personal responses.

## INSIGHT AND UNDERSTANDING

---

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

use assertive behaviour, stay in safe places, ignore and think positive thoughts, use humour, deflect the bullying, tell an adult

## LESSON SCRIPT

---

We've been talking about and practising ways of dealing with bullying situations. **What strategies have we discussed and practised?**

- Make a chart of the strategies.

*Each of these strategies is better for some times than for others. Some students will feel more comfortable with some of these ideas than with others. That's why it's really a good idea to have many options ready, so you will feel prepared if it happens to you.*

*Assertive behaviour is best for times when a person just starts to bother you. If you behave assertively and tell the other person you don't like what they are doing and that you want them to stop, the bothersome behaviour will probably end. But if the person does not stop bothering you, you need to try something different or stand tall and walk away from the situation and ask for adult help.*

*Usually, if you try one of the ideas and it doesn't work then you can try something else. However, there may be times when you feel too uneasy to even try one strategy. If you feel too afraid to try one of the ideas, or if you are hurt or threatened, then you need to leave and report the situation to an adult.*



*I'm going to add, "know when to leave" to our chart of strategies for dealing with bullying behaviour.*

- Add "know when to leave" to the chart.

*The adults at our school know about bullying and want to help stop it. But stopping bullying and creating a school without bullying is a shared responsibility. We all need to do our part.*

*You're going to work with a partner and discuss all the strategies we have covered. Talk about each idea and how you might actually use it. Then you are each going to make a booklet that tells your personal plan for dealing with bullying situations. Put one idea and an illustration of how you might use the idea on each page.*

*To help you remember the ideas and strategies we talked about you can refer to the chart we made.*

- use assertive behaviour
  - stay in safe places
  - ignore and think positive thoughts
  - use humour
  - deflect the bullying
  - know when to leave
  - tell an adult
- Ask students to take the completed booklets home and discuss and practise the various strategies with their parents, an older sibling, or someone else whose opinion they respect.

## **ADDITIONAL ACTIVITIES**

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- Ask students to make a cartoon of their best strategy for dealing with bullying behaviour.
- Ask students to create a TV ad of their favourite strategy and videotape it.



- Ask students to work in groups of three or four to prepare a skit. The skit should demonstrate a bullying situation and an effective way of dealing with it. All the students in the group should practise the various roles in the skit so that they each get a chance to practise the effective strategy. Ensure that students do not role play the student who bullies, but rather focus on friends giving each other advice.
- Have students interview older siblings or friends and some adults for suggestions as to ways of dealing with bullying. Discuss results in class.
- Discuss students' responsibility to intervene on others' behalf. When is it advisable? When is it not? What ways can students intervene in a bullying situation?
- Assign students the task of reading a story about bullying and then reporting to the class on the book they read (see titles suggested in the Resources section). If the class has primary "buddies" for reading and the younger students are also learning about bullying, many of the stories would be suitable for sharing during buddy reading time.
- Have students summarize strategies for dealing with bullying and develop a brochure about how to deal with bullying.
- Ask students to select one strategy they feel confident about using and make a poster that explains the steps involved in using the strategy.