



Lesson 1 Grade 6-8

# WHAT IS BULLYING?

Curriculum Expectations	Assessment Strategies
<p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p><b>GRADE 6</b></p> <p>6e48 - ask and answer questions to obtain and clarify information</p> <p>6e49 - communicate a main idea about a topic and describe a sequence of events</p> <p>6e50 - express and respond to a range of ideas and opinions concisely, clearly, and appropriately</p> <p>6e51 - contribute and work constructively in groups</p> <p>6e52 - demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p><b>GRADE 7</b></p> <p>7e48 - ask questions and discuss different aspects of ideas in order to clarify their thinking</p> <p>7e49 - listen to and communicate related ideas, and narrate real and fictional events in a sequence</p> <p>7e50 - express and respond to a range of ideas and opinions concisely, clearly, and appropriately</p> <p>7e51 - contribute and work constructively in groups</p> <p>7e52 - demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p><b>GRADE 8</b></p> <p>8e47 -listen attentively to organize and classify information and to clarify thinking</p> <p>8e48 - listen to and communicate connected ideas and relate carefully-constructed narratives about real and fictional events</p> <p>8e49 - express and respond to a range of ideas and opinions concisely, clearly, and appropriately</p> <p>8e50 - contribute and work constructively in groups</p> <p>8e51 - demonstrate the ability to concentrate by identifying main points and staying on topic</p>	<p>After a discussion of the vocabulary introduced in this lesson, have students work individually or in pairs to complete the Vocabulary Match exercise included here</p>



Curriculum Expectations	Assessment Strategies
<p><b>WRITING</b></p> <p><b>GRADE 6</b></p> <p>6e1 - communicate ideas and information for a variety of purposes and to specific audiences</p> <p>6e2 - use writing for various purposes and in a range of contexts, including school work</p> <p><b>GRADE 7</b></p> <p>7e1 - communicate ideas and information for a variety of purposes and to specific audiences, using forms appropriate for their purpose and topic</p> <p>7e2 - use writing for various purposes and in a range of contexts, including school work</p> <p><b>GRADE 8</b></p> <p>8e1 - communicate ideas and information for a variety of purposes and to specific audiences, using forms appropriate for their purpose and features appropriate to the form</p> <p>8e2 - use writing for various purposes and in a range of contexts, including school work</p>	

**VOCABULARY**

- bullying
- power and control
- intimidate, intimidation
- harassment
- spreading rumours
- humiliation put-downs
- threatening
- retaliate

**CONTEXT**

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**

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, co-operative group work, a vocabulary exercise, and reflection writing.



## INSIGHT AND UNDERSTANDING

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### MATERIALS

- chart paper, pens
- large removable notes, cards, or separate papers that can be moved
- tape
- prepared story cards (attached)
- handout: Vocabulary Match

- 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 young people sometimes experience with each other, called bullying.*

*I am going to start by telling a story about a situation between young people and then asking you a few questions. As I tell the story, listen for the ways in which bullying happens.*

*Jordan has been doing mean things to Mika, a new ESL student. It started with tripping Mika in the classroom or hallway. Then Jordan shoved Mika down on the playground a couple of times. A few weeks ago Jordan started grabbing Mika's backpack every day, taking out his lunch and other things he wanted. Jordan said not to tell anyone. Mika doesn't bring a backpack to school any more.*

*Today, Jordan and two other boys are bugging Mika once again. They push him against the fence, then stand close so that he cannot get away. Jordan says Mika has to give them money, or they'll make sure he gets "sent back" to where he came from.*

*Lots of other kids are nearby and see this happening, but they don't do anything. It seems Mika is always getting picked on. Besides, Mika doesn't have many friends at school.*

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

*Mika feels lonely and sad, scared to come to a place where Jordan hurts him and takes his things and where he has few friends. Sometimes students who don't seem to have friends and who are often alone on the school grounds get bullied. Being isolated or alone can make someone seem powerless and easier to bother, but it is not Mika's fault that he is being bullied.*

scared, intimidated, sad, upset,  
angry, reluctant to come to  
school, lonely



tripping, shoving, taking things, pushing him, standing close so he can't move, threatening, intimidating, demanding money

***What ways are Jordan and his buddies bullying Mika?***

*As you name the bullying behaviours in this story, I'll write them on these cards.*

- Write each behaviour on a separate large removable note, paper, or index card. Post on a blank chart. Introduce or review the words “threatening” and “intimidating.”

*Now that we have done one story together, I'm going to ask you do work in small groups to look at some other stories. Each group will need to pick a reader, a recorder, a reporter, a timekeeper, and a facilitator.*

*Your task will be to read the story I give you and discuss it together as a group. As you read or listen to the story, think about how the student being bullied feels, and take note of the bullying behaviours by the other students in the story. After you have read your story, answer the questions on the card. Make sure that everyone in your group has a turn to express their ideas.*

*You will have about 15 minutes for this activity, and then we will come back together to share what you have discussed.*

- Have students form five groups, and distribute one prepared story card to each group. Monitor the discussions as necessary. After approximately 15 minutes, bring the class back together. As each story is presented, ask the reader from that group to read the story, and the reporter to list the groups' answers to the questions. Allow for input from the rest of the class before summarizing the discussion and continuing with the script.

*Let's listen to the first story about Dawn. Could the reader from group #1 read us your story?*

***How is Dawn feeling?***

*That's right. Dawn is feeling hurt, sad, lonely, and confused. The girls who used to be her friends have made her feel left out of the group and have embarrassed her. She feels helpless and doesn't know what to do.*

hurt, sad, lonely, confused, left out or excluded, humiliated, embarrassed



telling lies about her, spreading rumours, telling others not to do things with her, excluding her, ignoring her, playing dirty tricks on her— setting her up to look foolish or humiliating her

***What ways are Alison and the other girls bullying Dawn?***

*Again, as you name the bullying behaviours in this story, I'll write them on these cards.*

- Write each behaviour on a separate large removable note, paper, or index card. Post on the chart.

*Sometimes when we think about bullying behaviour we think about the physical behaviours, like the ones in the first story about Mika. However, other behaviours that don't hurt physically can be just as harmful. This kind of behaviour is also bullying. Dawn is losing her friends and she no longer feels good about herself. The lies or rumours the other girls have been telling about Dawn have hurt her self esteem and caused her to be alone. She is unsure about what might happen next. The bullying is not Dawn's fault.*

*Now let's listen to the next story about LeAnn. Could the reader from group #2 please read the next story.*

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

*LeAnn is feeling anxious and intimidated. Because these students have been putting her down and taunting her again and again, she feels nervous about walking past them. She knows they will likely make her feel uncomfortable again. If she is with her friends it is easier to ignore the things the students say, but when she is by herself she feels unsafe and unsure.*

***What ways are Jason, Terry, and Parmjit bullying LeAnn?***

*Again, as you name the bullying behaviours in this story, I'll write them on these cards.*

- Write each behaviour on a separate large removable note, paper, or index card. Post on the chart.

embarrassed, nervous, anxious, upset, angry, unsure of herself, intimidated

taunting her about her appearance, putting her down, making sounds as she walks by, constantly bugging in class, calling her and making rude sounds



*Like the other stories, the teasing and put-downs in this story happen many times and make LeAnn feel uncomfortable and unsafe.*

*This kind of bullying behaviour can also be called harassment. Harassment can make someone feel very uncomfortable or unsafe and may cause them to feel bad about themselves and to change their behaviour. For example, LeAnn no longer feels confident about being by herself at school so she tries to stay with a group of her friends. She avoids walking near those students. She no longer wears certain clothes because of the taunting. Sometimes the put-downs can be about being a boy or a girl, they can be about someone’s appearance or the things they do or don’t do or even about their friends. If someone harasses you it is not your fault.*

*The next story from group #3 is about William.*

anxious, upset, sad, angry, confused, lonely

***How do you think William feels?***

*William is having a hard time. He feels confused because he gets into trouble but the students who are bugging him don’t ever seem to get caught. He’s sad and lonely at school as well as angry about the hurtful things the kids are doing to him. He’s frustrated because he can never seem to do the right thing. Sometimes he gets so angry he “explodes” and hits other kids, yells, or cries.*

hide his jacket, take things out of his lunch, taunt him, write things on the sidewalk, bump him, push him down, kick him

***What are the ways Joanne, Omar, Leslie, and others have been bullying William?***

*I’ll write these bullying behaviours on the cards again.*

- Write each behaviour on a separate large removable note, paper, or index card. Post on the chart.

*Now let’s listen to the reader from group #4 tell us the story about Edward.*

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

***How do you think Edward feels?***



*Edward is probably feeling hurt, left out, sad, and lonely, and that he'll never have any friends. He also ashamed that the boys taunt him about how he looks, and feels he should do something about it but doesn't know what to do. Edward's self-confidence is shaken, and he probably starts to hate going to school and will do anything to avoid it.*

taunting, name-calling,  
mimicking, put-downs

***What are the ways Henri is bullying Edward?***

- Write each behaviour on a separate removable note, sheet of paper, or index card. Post on the chart.

*Henri is taunting Edward, calling him names and mimicking him so that the other students will think Henri is "cool" and Edward is not. This kind of bullying can make a person give up and feel like a failure. Edward is so upset that he cannot focus on his school work. He may start to believe that his body type is wrong and that he is to blame for the way he is being treated. It is not Edward's fault that he is being bullied.*

*Now we'll hear the last story. Can the reader from group #5 please read the story about Paulo.*

scared, intimidated, worried,  
threatened, lonely,  
embarrassed

***How do you think Paulo feels?***

***What are the ways Sunny and Rafino have been bullying Paulo?***

spreading rumours, calling  
him names, shouting put-  
downs, grabbing, punching,  
threatening

- Write each behaviour on a separate removable note, sheet of paper, or index card. Post on the chart.

*In addition to name calling and physical bullying, the students in this story are bullying Paulo by intimidation and physical threatening. Sunny and Rafino are using verbal and physical power to control Paulo's behaviour. Because these students are continuing to threaten Paulo, he worries that others will see him as different and will not like him.*

*We have generated many ideas about bullying today. We've talked about the feelings that students have when they are bullied, and we've identified a lot of bullying behaviours. In the next lesson, we will talk about these behaviours some more.*



## **ADDITIONAL ACTIVITIES**

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- Have students write in their journal or learning log: I now know about bullying .... I still wonder about bullying ....
- Ask students to write a story, poem, or song about how it would feel if they were bullied like the students in the stories. Discuss students' feelings.





# Resource Sheets





# Story Cards

## **Story 1**

*Dawn missed the sleep-over last month. All her friends were there. Since then, some of the girls have been telling lies about Dawn. Alison, Olivia, and Sharon told the other kids that Dawn missed the sleep-over because she wets her bed at night. They're telling everyone not to do things with "Baby Dawn," or else. Even other girls who used to be Dawn's friends won't eat lunch with her now and don't return her phone calls.*

*Last week Dawn found a diaper stuffed into her backpack at school. Everyone laughed at her when she pulled it out. Dawn burst into tears.*

- *How do you think Dawn feels? Try to think of at least five feelings she might have.*
- *What ways are Alison and the other girls bullying Dawn?*

## **Story 2**

*LeAnn sees Jason, Parmjit, and Terry standing by the door to the classroom. She wishes she didn't have to walk past them on her own, but her friends have already gone in to class. Lately, these students have been bugging LeAnn. Whenever they see her they taunt her about her hair, her glasses, her height, or they make put-downs about the way she looks. Sometimes they make quacking sounds and say she walks like a duck, or they just make rude noises when she walks by. In class they are always whispering about her, making faces at her, or leaving notes on her desk. When the teacher asked Jason what was going on, he said he was just asking to borrow an eraser.*

*Last night someone phoned her house and made rude sounds into the phone.*

- *How do you think LeAnn feels? Try to think of at least five feelings she might have.*
- *What ways are Jason, Terry, and Parmjit bullying LeAnn?*



### **Story 3**

*William seems to get into trouble a lot. Then he says that it's not his fault. Sometimes he cries, even though he's in grade six. That's why no one wants to be his friend, even though William wants so much to fit in and have friends. Joanne, Omar, Leslie and some others know that it's easy to get William upset. They often hide his jacket or take things out of his lunch. Joanne and her friends taunt William, saying nasty things about him and to him. Last week they wrote mean things about him on the sidewalk in front of the school. Omar and Leslie bump into him in the hallway or on the playground, or push him down and kick him. Sometimes William gets so upset, he starts to cry. Other times he throws things, yells or hits back. That's when he gets into trouble.*

- *How do you think William feels? Try to think of at least five feelings he might have.*
- *What are the ways Joanne, Steve, Leslie and others have been bullying William?*

### **Story 4**

*Edward has tried to make friends with the boys in his class, but they ignore him and seem to laugh at him behind his back. Last week, during P.E., Henri imitated the way Edward ran in the relay race. Edward saw Steve and the other boys laugh. Later, during silent reading, Henri told Edward that they lost the race because Edward was too slow. Over the last few days, Henri has started calling Edward names like "fatso" and "pig," and has told him to go on a diet. Edward is afraid to tell the teacher, because Henri always does this when the students aren't supposed to be talking or when they are alone. Edward can't seem to concentrate on his schoolwork and has been getting into trouble with the teachers for not handing in his work on time, or sometimes not at all.*

- *How do you think Edward feels? Try to think of at least five feelings he might have.*
- *What are the ways Henri is bullying Edward?*



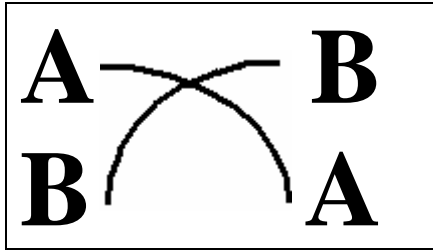
### **Story 5**

*Paulo is walking home from school with his friends, George and Pam. Two boys from another grade seven class, Sunny and Rafino, approach. Paulo tries to think of a way to avoid them. Lately these boys have been following Paulo home from school and making fun of him. They often call him names or shout put-downs. Paulo is sure they are the ones spreading embarrassing rumours about him. This time they start to call him names again, and shout put-downs. They repeat the rumours to Paulo's friends. Paulo denies the rumours. He can feel himself getting angry. Suddenly, Sunny grabs Paulo's arm and holds him while Rafino starts to punch him in the stomach. Paulo tries to fight back, but is knocked to the ground. He tries, but cannot stop himself from crying. Sunny and Rafino say that if Paulo or his friends tell anyone, they will tell the whole school the rumours are true. George and Pam don't know what to do.*

- *How do you think Paulo feels? Try to think of at least five feelings he might have.*
- *What are the ways Sunny and Rafino have been bullying Paulo?*







## Vocabulary Match

Name: \_\_\_\_\_

Match each word on the left with the correct definition on the right.

- |                    |  |
|--------------------|--|
| Person Who Bullies | • <b>repeated behaviour that harms or threatens to harm someone physically, verbally, or socially</b>      |
| Bullying           | • <b>having influence or domination over someone</b>   |
| Exclude            | • <b>to frighten someone in order to force or influence them to do something</b>                           |
| Harassment         | • <b>a person who uses strength or power to control someone by fear</b>                                    |
| Humiliate          | • <b>repeated attacks, usually verbal, intended to torment someone</b>                                     |
| Intimidate         | • <b>stories about someone else that may not be true and are intended to hurt or embarrass that person</b> |
| Power or control   | • <b>to make someone feel embarrassed or lose self esteem</b>  |
| Put-downs          | • <b>to say mean things about someone else</b>   |
| Retaliate          | • <b>to repay or get revenge</b>   |
| Rumours            | • <b>to leave out</b>  |





Lesson 2 Grade 6-8

# TYPES OF BULLYING

Curriculum Expectations	Assessment Strategies
<p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p>6e54, 7e54, 8e54 - analyze and interpret media works</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>

## MATERIALS

- video depicting a bullying situation
- VCR and monitor
- cards or notes of bullying behaviours identified in Lesson 1
- prepared chart with the headings "Physical," "Verbal," "Intimidation," "Social"

## CONTEXT

This lesson will continue to develop students' understanding of bullying and the types of behaviours that constitute bullying.

## PREPARATION

Choose a video depicting a situation where someone is repeatedly bullied in different ways (see Resources Section or Teachers' Handbook for lists of videos.) Pre-view and cue the video clip ahead of time.



## **INSTRUCTIONAL APPROACH**

This lesson uses a video, a lesson script, and a classification exercise to help students clarify their understanding of bullying behaviour .

## **INSIGHT AND UNDERSTANDING**

- What is bullying?
- What types of bullying behaviours are there?

## **LESSON SCRIPT**

*I am going to start today by showing you a part of a video about a bullying situation.*

*Remember that this is not a real incident, these young people are actors who are dramatizing a situation. However, you might find the short video clip triggers an emotional response in you. It's not easy to watch bullying happen, even when it happens among people you don't know, even when it's on a video, and you know the people are actors.*

*As you watch the video, look for the ways in which bullying happens. After we have watched, I'll ask you to tell me about the kinds of bullying you observed.*

- Show the clip you have chosen.

### **What are some examples of bullying behaviour we saw in the video clip?**

*While you name the behaviours I will record them on these cards.*

- Record each brainstormed response separately on individual large removable notes, index cards, or separate sheets of paper.
- Probe by asking:
  - What bullying have you been aware of at school?
  - How can bullying happen with words, stories, or secrets?
  - How could bullying happen between groups of students?
  - Can you think of any other kinds of bullying behaviours?
- Once the class has generated a large number of types of bullying behaviours, move on to the next part of the lesson.



*Let's find out what else you already know about bullying. How is bullying different from other conflicts?*

- *in bullying situations, mean behaviour happens again and again over time*
- *it is often kept hidden from adults*
- *the person who bullies is perceived as more powerful than the person who is bullied*
- *the bullying has the effect of making the person bullied feel helpless, scared and upset*
- *the person who bullies may think their behaviour makes them "cool" or may find it fun to scare others*

*To help us think about bullying and understand all the ways it can happen, we'll think about four kinds of bullying behaviour: physical, verbal, intimidation, and social. I have written these categories on the chart.*

*The first kind of bullying we tend to think of is physical, in which people are hurt physically by the bully's behaviour.*

*The second form of bullying behaviour we might think of is verbal, that is, bullying with words. Although we don't usually think of words as dangerous, in fact, continued verbal bullying through put-downs or taunting can be very painful. It can lead the person being bullied to feel very sad or depressed and to experience low self esteem.*

*Another form of bullying behaviour we can identify is called intimidation, bullying by actions or words that are intended to make a person feel afraid of something that could happen in the future, whether to them personally, to their possessions or to people they care about. In this way, the person (or people) who bullies has power and control over the other person, by making them fearful and being able to control or limit their behaviour.*

*The last form of bullying behaviour we'll talk about today is called social bullying. Social bullying happens when a person or group of people try to embarrass or humiliate someone, leave them out of the group, talk about them through gossip or rumours that are probably not true, or hurt their relationships or friendships in other ways.*



*Social bullying usually leads to the bullied person losing many friends, feeling all alone or isolated, feeling sad and feeling unlikable. The person who is bullied in this way may come to school each day knowing that no one will talk to her or him and that they have no friends at school.*

*We haven't usually thought of hurting someone's friendships as bullying, but in fact, this form of bullying can be very hurtful.*

*Now I am going to give each of you a card with a bullying behaviour on it. These are the bullying behaviours that we identified when we looked at the stories in the previous lesson. I want you to decide which category of bullying the behaviour belongs to. I will ask you to bring your card up to the chart and place it in the category you think it belongs. You should explain to the rest of the class why you made that choice. After we have all placed our cards on the chart, then we will look to see if we want to change any of our choices.*

- Distribute at least one card to each student. Ask for a volunteer to place her or his card on the chart, and to explain the reasoning for the classification. Continue until all cards are classified. As a class, discuss each placement and make adjustments as necessary.

*As we look at the behaviours on these charts, remember that if these actions happen just once, or as isolated incidents, they would hurt us or make us feel bad. However, in bullying situations, these behaviours are repeated again and again so that the person who is targeted may feel like they may never escape from the hurt, fear and isolation. This can severely affect all parts of their life and may cause a person to develop significant psychological health problems that may last a lifetime, depending on the degree of harm that was done to them.*

### **ADDITIONAL ACTIVITY**

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- Choose from a novel or stories the class has already studied, or select a media excerpt that students are already familiar with. Ask students to identify examples of bullying behaviour they found in the story. Work with students to categorize these behaviours under the categories of intimidation, or physical, verbal, or social bullying.



Lesson 3 Grade 6-8

# STUDENT SURVEY

Curriculum Expectations	Assessment Strategies
<p><b>READING</b></p> <p>6e23, 7e25, 8e - read a variety of fiction and non-fiction materials for different purposes</p>	<p>In a conference approach, invite students to share their stories or fine arts creations. Look for evidence of students' ability to identify their feelings.</p>

## CONTEXT

### MATERIALS

- Handout: Student Survey
- Extra sharpened pencils and erasers

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

## INSTRUCTIONAL APPROACH

This lesson focusses 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

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



## SURVEY ACTIVITY

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[Please review “Teachers’ Notes section prior to doing the survey with the students.]

Begin with a brief review of bullying behaviour. Ask students to recall what they can 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, page 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**

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.



## 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 (Beane, 1999, page 24). Ensure confidentiality during survey administration and emphasize that students should not put their names on the surveys. Students should move their desks and/or put up books around their surveys to feel safe.

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



### **What do we do with surveys after they've been collected?**

It should be decided at a school level what is to be done with the surveys after they are collected. Will each teacher 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 up front can have a large payoff later on, depending on the length and number of surveys.





# Resource Sheets





# Student Survey for Grades 6-8

This survey is adapted from a survey by Ruth Rees, 2002.  
Please do not put your name on this survey.

We want to make our school a safe place for all of us to be. In order to do that, we are starting a bully prevention program. This survey will help us find out about bullying at our school.

With each question there are several answers. Please mark an “X” in the box beside the answers that tell about what has happened to you.

## To answer a question, please:

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

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

- Male                       Female

What grade are you in?

- 6       7       8

### PART A

This first part is about what may have happened to you at your school.

1. Check all the events that have happened to you since \_\_\_\_\_.

- I was teased in an unpleasant way
- I was called hurtful names
- I was left out on purpose
- I was threatened with harm
- I was kicked or hit
- I was called gay or lesbian
- I was harassed by others after I asked them to stop
- other (please explain): \_\_\_\_\_

2. Check if you were treated badly because of:

- your gender
- your race
- your nationality
- your family
- your friends
- your body size/shape
- your level of skill/ability
- other (please explain): \_\_\_\_\_

3. Who at your school teases, bullies, or harasses you the most?

- one boy (by himself)
- one girl (by herself)
- a group of mainly boys
- a group of mainly girls
- a group of both boys and girls
- an adult at the school
- other (please explain): \_\_\_\_\_



4. Where in your school did these things happen?

- in the classroom
- in the washroom
- in the hallways
- in the gym
- in the changerooms
- in the lunch room
- in the library
- on the playground
- on the school bus or at the bus stop
- another place (please explain): \_\_\_\_\_

5. Do students who tease, bully or harass you ever try to excuse it by saying: "I was only kidding"?

- Yes  No
- Sometimes

6. Have other students ever tried to stop it when you were being teased, bullied or harassed?

- Yes  No
- Sometimes

7. Do the teachers notice this teasing, bullying or harassing?

- Yes
- No
- Sometimes
- I don't know

8. Do the teachers try to stop this behaviour when they notice it?

- Yes
- No
- Sometimes
- I don't know

9. Have you ever told an adult in the school about this teasing, bullying or harassing when it happens to you?

- Yes
- No

10. Who did you tell? (Check all that apply.)

- teacher or supervisor
- principal
- vice principal
- parent
- someone else \_\_\_\_\_



11. If you told an adult in the school, did the adult try to help?

- Yes
- No
- Sometimes
- I don't know

12. If an adult at school tried to help, did the teasing, bullying or harassment stop?

- Yes
- No
- It got a bit better, but did not stop

13. What happened to you after the students were spoken to about their teasing, bullying or harassment?

- it stopped
- it stayed the same
- it got worse

## **PART B**

This second part of the survey asks you about your own behaviour.

14. Have you teased, bullied or harassed other students at school since \_\_\_\_\_?

- Yes
- No
- Sometimes

15. Check off what you have done to others since \_\_\_\_\_

- I teased someone in a hurtful way
- I called someone hurtful names
- I left someone out on purpose
- I threatened someone with harm
- I kicked or hit another student
- I called someone gay or lesbian
- I harassed someone after I was asked to stop
- other (please explain): \_\_\_\_\_

16. Check if you treated other students inappropriately because of:

- their gender
- their race
- their nationality
- their family
- their friends
- their body size/shape
- their level of skill/ability
- other reason (please explain): \_\_\_\_\_



17. Do you ever excuse what you are doing by saying, "I was only kidding"?

- Yes
- No
- Sometimes

18. If another student intervened, would you stop your teasing, bullying or harassing?

- Yes
- No
- I would do it more

19. If an adult intervened, would you stop your teasing, bullying or harassing?

- Yes
- No
- I would do it more

20. If you were disciplined for teasing, bullying or harassing someone, would you stop?

- Yes
- No
- Sometimes

21. Please check off which of the statements below applies best to you:

- I tease, bully or harass other students
- I am teased, bullied or harassed by other students
- I do both (I tease, bully or harass others AND I am teased, bullied or harassed by others)
- I do not tease, bully or harass others and I am not teased, bullied or harassed by others

22. How can we (students AND teachers) prevent or stop students from teasing, bullying or harassing others?

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Thank you very much for completing this survey!







Lesson  
**4**  
 Grade 6-8

# BE ASSERTIVE

Curriculum Expectations	Assessment Strategies
<p><b>PHYSICAL EDUCATION-HEALTHY LIVING</b></p> <p><b>GRADE 6</b></p> <p>6p3 - use basic prevention and treatment skills to help themselves and others</p> <p>6p12-describe and respond appropriately to potentially violent situations relevant to themselves</p> <p><b>GRADE 7</b></p> <p>7p3 - explain how harassment relates to personal safety</p> <p>7p14-describe harassment and identify ways of dealing with it</p> <p><b>GRADE 8</b></p> <p>8p4 -analyze situations that are potentially dangerous to personal safety and determine how to seek assistance</p> <p><b>READING</b></p> <p>6e26, 7e28, 8e - explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience</p>	<p>After students have compiled a list of assertiveness words and phrases that are natural for them, have them work in pairs to evaluate the effectiveness of each. Look for evidence that students can identify appropriate assertive messages.</p> <p>Read a story or view a video with a bullying theme. Stop at appropriate places and ask students to role play assertive verbal responses with a partner. Then have several pairs demonstrate for the whole class. Use questioning approach to determine the effectiveness of students' assertive responses.</p>



## VOCABULARY

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

## MATERIALS

- chart paper and pens
- prepared Role Play Cards (attached)

## 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 assertion will be new. The opportunity for practice, feedback, and coaching are crucial to students' ability to apply assertiveness skills in situations that arise outside of the classroom.

## INSTRUCTIONAL APPROACH

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This lesson uses a lesson script and role play opportunities to help students understand the concept of assertive behaviour and how it can be used to respond to bullying behaviours.

## INSIGHT AND UNDERSTANDING

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

## LESSON SCRIPT

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*We have been talking about bullying behaviour. As you know, there are various ways to respond or react to bullying attempts. Today we're going to practise using an assertive verbal response. I'll give you a word frame with which to work. You can adapt the language so that it is comfortable and natural to you when we work in small groups.*

*When confronted with a bullying situation, the first step is to assess the situation.*

- *Are you in any physical danger?*
- *Are the people or the surroundings familiar or strange to you?*

*If you decide that you are not in a great deal of danger and you feel you can respond, then an assertive verbal response often can work well.*

*Listen to this story.*



*Dara was gossiping again. This time she is telling everyone that Ben has a girlfriend who doesn't go to this school—that she has seen them together on the weekend at a movie. Now lots of kids are taunting Ben about his “girlfriend.”*

*He decides to stop the gossiping and taunting in an assertive way. He stands by Dara, looks at her and says in a clear, strong voice, “Dara, you are gossiping. You’re trying to embarrass me. Knock it off.” Then Ben left and the taunting stopped.*

- As an alternative strategy, work with a group of students to prepare a dramatization of the scenario of Ben and Dara. Use students’ dramatization instead of reading the story from the script.

*What were the skill steps that Ben used to use an assertive verbal response?*

- Record the steps on chart paper:
  - decide to be assertive
  - stay calm
  - use a clear strong voice
  - look at the person
  - say the person’s name
  - name/describe the behaviour
  - tell them to stop/set limits.

*Let’s list some realistic phrases you might use to name or describe behaviour.*

- Chart phrases describing typical bullying behaviours.

*Let’s chart some natural phrases you might use for setting limits or telling the person to stop.*

- Chart phrases using students’ own language for telling the other person to stop. Once the list is complete, review and ask students to individually identify two or three phrases at least that they would actually use.

*We are going to role play some situations working in pairs. You will role play the situation using assertive behaviour. First, “stand tall” (use assertive body language), look at the person, and remember to use a strong clear voice.*



*Use the person's name, name the behaviour that's bothering you, then set a limit or say what you want the other person to do. Sometimes you need to repeat the last two phrases to really get the person's attention and to make your statement more assertive.*

- Demonstrate with a student, modelling dealing with taunting about a new haircut. Think aloud the steps of standing tall, looking at the person and being ready to use a clear, strong voice, then use the person's name, name the behaviour and tell what you want them to do. Say, "You're taunting. I don't like it and I want you to stop."

*I'll hand out prepared role play cards. There are five different situations are on the cards. As you work with your role plays, be sure to switch roles so that everyone has a turn to practise the skill. Remember not to use the names of classmates or other students you know when you fill in the names on the cards.*

*As you're working try to use words that are comfortable to you. Sometimes the language I use or the examples I give won't be natural for you. The aim of doing these activities is so you have some skills to use in real situations. So it's very important for you to find the words that are natural and comfortable for you. The responses you practise should be ones you would really be able to use away from the classroom.*

- As the students role play assertive statements, coach them on "standing tall," looking at the person and getting ready to speak clearly, then using the person's name, naming the behaviour and telling what they should do. Remind them that assertive behaviour is a combination of what they say and how they say it.
- Some students may wish to act out their scenario in front of the class.
- As students come up with additional "realistic" phrases and statements, record them on the charts already started.



## **ADDITIONAL ACTIVITIES**

- Use student-generated stories about bullying situations, typed or written on index cards, as the basis for additional role play practice.
- Have the students work alone or with a partner to make cartoons illustrating verbal assertive responses to bullying behaviour.
- Have students work in groups to create a puppet show for younger students that teaches about assertive behaviour.





# Resource Sheets







# Role Play Cards



.....  
You got new runners last week. They are different than the ones that are really popular. Since the first day you wore them, \_\_\_\_\_ has been taunting you about the shoes. \_\_\_\_\_ says, “Where did you get those shoes? I bet your Mom picked them out! Only babies let their Moms pick their clothes!”



.....  
In the cafeteria, \_\_\_\_\_ often sits at the table next to yours and makes weird faces at you whenever you look up.



.....  
\_\_\_\_\_ has been telling everyone that you’re a lousy soccer player. \_\_\_\_\_ also tells the other kids that you are weak and a wimp. Now none of the other kids want you to play on their team.



.....  
\_\_\_\_\_ keeps touching things on your desk. A couple of times, you have seen \_\_\_\_\_ searching inside your desk.



.....  
\_\_\_\_\_ often bangs into you in the hallway, and then laughs and makes a joke of it.



.....





Lesson 1 Grade 6-8

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

Curriculum Expectations	Assessment Strategies
<p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p><b>GRADE 6</b></p> <p>6e48 - ask and answer questions to obtain and clarify information</p> <p>6e49 - communicate a main idea about a topic and describe a sequence of events</p> <p>6e50 - express and respond to a range of ideas and opinions concisely, clearly, and appropriately</p> <p>6e51 - contribute and work constructively in groups</p> <p>6e52 - demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p><b>GRADE 7</b></p> <p>7e48 - ask questions and discuss different aspects of ideas in order to clarify their thinking</p> <p>7e49 - listen to and communicate related ideas, and narrate real and fictional events in a sequence</p> <p>7e50 - express and respond to a range of ideas and opinions concisely, clearly, and appropriately</p> <p>7e51 - contribute and work constructively in groups</p> <p>7e52 - demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p><b>GRADE 8</b></p> <p>8e47 - listen attentively to organize and classify information and to clarify thinking</p> <p>8e48 - listen to and communicate connected ideas and relate carefully-constructed narratives about real and fictional events</p> <p>8e49 - express and respond to a range of ideas and opinions concisely, clearly, and appropriately</p> <p>8e50 - contribute and work constructively in groups</p> <p>8e51 - demonstrate the ability to concentrate by identifying main points and staying on topic</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>



Curriculum Expectations	Assessment Strategies
<p><b>WRITING</b></p> <p><b>GRADE 6</b></p> <p>6e1 - communicate ideas and information for a variety of purposes and to specific audiences</p> <p>6e2 - use writing for various purposes and in a range of contexts, including school work</p> <p><b>GRADE 7</b></p> <p>7e1 - communicate ideas and information for a variety of purposes and to specific audiences, using forms appropriate for their purpose and topic</p> <p>7e2 - use writing for various purposes and in a range of contexts, including school work</p> <p><b>GRADE 8</b></p> <p>8e1 - communicate ideas and information for a variety of purposes and to specific audiences, using forms appropriate for their purpose and features appropriate to the form</p>	

**VOCABULARY**

- school without bullying
- consequences
- retribution

**MATERIALS**

- writing paper or writing books
- chart paper and pens
- (optional) sticky dots
- drawing paper

**CONTEXT**

This lesson includes a review of the definition of bullying, and a summary of findings from the survey process. It also includes an activity for imagining a bullying-free school and making a commitment to contribute to its creation. As you present information about the school’s plan, stress that both students who bully and those who are bullied can learn different ways of interacting with others. Consequences for bullying behaviour are intended to demonstrate that bullying behaviour is not acceptable and to emphasize that students have a responsibility to contribute to the social well-being of the school community.

**PREPARATION**

In preparing for this lesson you will need to identify key themes 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 intermediate students.

## 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, brainstorming, and logo design.

## INSIGHT AND UNDERSTANDING

---

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

## LESSON SCRIPT

---

- Discuss the pre-selected information with the students. Answer questions and discuss the survey responses.

*The adults in the school know about bullying, and 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 you students also have some great ideas about how to make our school one where there is no bullying. So, I want to collect your ideas for building a school where there are no bullying behaviours.*

*But first, we're going to imagine what our school might be like if there was no bullying. If you want to, close your eyes. Now imagine that all the bullying at school were stopped, that everyone knew that they would be completely safe at school. Imagine that every student knew that their feelings wouldn't be hurt, that they wouldn't be teased in mean ways. Imagine that you knew no one would make fun of your appearance, the way you talk, or the things and people you like. Close your eyes for a few moments if you want to, and imagine that the school is free of bullying.*



*Think about what would be different. (pause) What would you see in a school without bullying? (pause) What would you see on the school grounds? (pause)? What would the students be doing? (pause) What would you hear in such a school? (pause) How would you feel as you moved through your day? (pause)*

*In just a moment, I will ask you to write about what you imagined, so gather your ideas together and get ready to open your eyes if they are shut.*

- Prompt the students by asking:
  - What would you see in a school without bullying?
  - What would you hear?
  - What would you feel in a school without bullying?
- Ask students to write a few paragraphs about the bullying-free school they imagined. Allow time for writing.
- Ask several students to read their writing aloud. Discuss.

*Now that we have a good idea of what our school might be like if there was no bullying, we're going to talk about things we can do to help make that vision become reality. We're going to look at what we would need to do to make our school like the school you imagined.*

*In a few moments, you will be working in small groups. In each group, you should come up with as many ideas as you can by brainstorming. Remember that the aim of brainstorming is to get out as many ideas as possible. After you have brainstormed, then you will have time to consider the ideas and choose the best ones to tell us about.*

- Have the students form small groups. Alternatively, you may wish to do the brainstorm with the large group, or to split the class in two and brainstorm with one half while the other half does other independent work.

*First, you'll be thinking and talking about ideas to help students stop bullying.*



*I'd like you consider things that students could do or say to stop bullying behaviour and things that adults, such as teachers, the supervision aide, parents, the school principal, or counsellor could do or say to stop bullying behaviour. I'd also like you to think of things that the whole school could do to stop bullying behaviour.*

*For ways the school can stop bullying behaviour, you might think about rules and consequences. The best consequences for bullying behaviour would be a way of showing that bullying is not acceptable, but also helping the student receiving the consequences to learn other ways to behave that are more acceptable.*

*You might think about lessons, programs, or other things the school could do. You could consider retribution, ways that the person bullied could “make up” for their hurtful behaviour through being kind or helpful or contributing to the school in some way. There are many ways that the school could be stopping bullying. I'm interested to know about your ideas.*

*Make three separate spaces on your chart, titled “students,” “adults” and “school” so that you can record the ideas in separate places. Brainstorm in your small groups while the recorder makes notes on the chart paper.*

- Allow time for brainstorming, then ask that each group to choose one idea from each area to report out to the class. As they report out, record a class summary on chart paper.

*Now I'd like you to think about the students who get bullied by others.*

*Are there some things that we could be doing to help or support the students who are bullied?*

*Again, think about three categories—things that students could do or say to support bullied students; things that the adults such as teachers, parents, the supervision aide, principal and counsellor could do to support bullied students; as well as things that the school could do to make sure that bullied students feel supported and are no longer afraid to come to school.*



*Brainstorm ideas for these three areas in your small group. The recorders should take notes in three sections, again titled “students,” “adults” and “school.”*

- Allow time for brainstorming, then ask that each group to choose an idea from each area to report out to the class. Record a class summary on chart paper.
- Ask students to choose the three ideas from the charts that they think are the best. They can each have three “sticky dots” to mark their selections on the charts. Report out the ideas that received greatest support.

## **ADDITIONAL ACTIVITIES**

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- Ask the students to think back to their ideas about a school without bullying, and use their ideas to create a “no-bullying” logo design, rap, or song. Use the logo designs, raps, or songs in presenting the school plan to younger grades.
- Conduct a logo contest, in which all the students in the school vote for their favourite design. Arrange to use a scanner to scan the winning design, and use the design on bullying prevention materials generated by computer.





Lesson 2 Grade 6-8

WHAT IS THE SCHOOL PLAN?

Curriculum Expectations	Assessment Strategies
<p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p><b>GRADE 6</b></p> <p>6e47 - make reports, describe and explain a course of action, and follow detailed instructions</p> <p>6e48 - ask and answer questions to obtain and clarify information</p> <p>6e49 - communicate a main idea about a topic and describe a sequence of events</p> <p>6e50 - express and respond to a range of ideas and opinions concisely, clearly, and appropriately</p> <p>6e51 - contribute and work constructively in groups</p> <p>6e52 - demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p>6e55 - create a variety of media works</p> <p><b>GRADE 7</b></p> <p>7e47 - use instructions and explanations to plan and organize work</p> <p>7e48 - ask questions and discuss different aspects of ideas in order to clarify their thinking</p> <p>7e49 - listen to and communicate related ideas, and narrate real and fictional events in a sequence</p> <p>7e50 - express and respond to a range of ideas and opinions concisely, clearly, and appropriately</p> <p>7e52 - demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p>7e55 - create a variety of media works</p> <p><b>GRADE 8</b></p> <p>8e46 - provide clear answers to questions and well-constructed explanations or instructions in classroom work</p> <p>8e47 - listen attentively to organize and classify information and to clarify thinking</p>	<p>After students have created their “take a stand” commitments, 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 prevent or stop 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 preventing or dealing with bullying</p>



Curriculum Expectations	Assessment Strategies
8e48 - listen to and communicate connected ideas and relate carefully-constructed narratives about real and fictional events 8e49 - express and respond to a range of ideas and opinions concisely, clearly, and appropriately 8e51 - demonstrate the ability to concentrate by identifying main points and staying on topic 8e54 - create media works of some technical complexity	

### VOCABULARY

- school statement
- rules
- consequences
- school plan
- retribution

### MATERIALS

- the school statement on chart paper
- blank paper and envelopes
- students' charts from Lesson 1

### CONTEXT

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Your purpose in this lesson is to ensure that students understand the school statement, rules, consequences, and the supervision plan.

### INSTRUCTIONAL APPROACH

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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, as well as several opportunities to explore the theme through hands-on activities.

### INSIGHT AND UNDERSTANDING

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

### LESSON SCRIPT

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*At our school we have developed a plan to prevent and/or stop bullying and to create a school without bullying. We have a school statement that describes what we want our school to be. We have some rules that provide expectations for behaviour 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 for students who bully others. The consequences will let students know that bullying will not be tolerated and also give students an opportunity to contribute to the school community, perhaps to make retribution for their bullying behaviour.*

- Provide additional information about your school's specific consequences so that students will know what to expect. Emphasize the focus on changing behaviour through consequences that provide an opportunity to practise pro-social behaviour.

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

*Now let's go back and read the school statement. The school statement provides a model for how we will be together at school and describes the school's expectations for student behaviour.*

- 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 bullying-free school and you wrote about it?*

- Refer to the paragraphs students wrote about a school without bullying. Discuss the school statement and rules so that students have a thorough working knowledge of the school's plan.

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

- Have charts from previous lesson available to review.

*Now I'm going to ask each of you to make a personal commitment to doing one thing to contribute to the plan for a bullying-free school. I'm asking each of you to "take a stand" for a safer, more friendly school. Think about what you can do. Look at the charts from last lesson for an idea, or just reflect a few moments on how you might contribute to eliminating bullying at our school.*



- *What can you do differently than you are doing now?*
- *Will it be something to help prevent or stop bullying?*
- *Will it be something to support students who get bullied?*
  
- Allow students several moments to reflect. Hand out blank paper.

*I am giving each of you a paper. Please write the date and your commitment or promise to yourself of how you will contribute to making our school a school without bullying.*

- Allow time for writing and wait until almost everyone has stopped writing.

*Now I am going to give you an envelope. I would like you to put your paper inside the envelope and seal it shut. Then please write your name on the front of the envelope. I'll collect the envelopes now and in one month I'll hand the envelope back to you so you can see how well you have done at contributing to our school without bullying.*

- Distribute envelopes. Collect when they are all sealed. Keep in a safe place and redistribute a month later. During the month you may wish to periodically remind students to think about commitment and ask them to consider how they are doing.

## **ADDITIONAL ACTIVITIES**

- 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.
- Work with other classes in the school to create a special edition of the school newsletter to launch the bullying-free school 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 in groups 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 bullying-free school 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.
- Invite students to create a series of cartoons 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 school's web site.





Lesson 1 Grade 6-8

ASSESS THE SITUATION

Curriculum Expectations	Assessment Strategies
<p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p><b>GRADE 6</b></p> <p>6e47 - make reports, describe and explain a course of action, and follow detailed instructions</p> <p>6e48 - ask and answer questions to obtain and clarify information</p> <p>6e49 - communicate a main idea about a topic and describe a sequence of events</p> <p>6e50 - express and respond to a range of ideas and opinions concisely, clearly, and appropriately</p> <p>6e51 - contribute and work constructively in groups</p> <p><b>GRADE 7</b></p> <p>7e47 - use instructions and explanations to plan and organize work</p> <p>7e48 - ask questions and discuss different aspects of ideas in order to clarify their thinking</p> <p>7e49 - listen to and communicate related ideas, and narrate real and fictional events in a sequence</p> <p>7e50 - express and respond to a range of ideas and opinions concisely, clearly, and appropriately</p> <p>7e52 - demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p><b>GRADE 8</b></p> <p>8e46 - provide clear answers to questions and well-constructed explanations or instructions in classroom work</p> <p>8e47 - listen attentively to organize and classify information and to clarify thinking</p> <p>8e48 - listen to and communicate connected ideas and relate carefully-constructed narratives about real and fictional events</p> <p>8e49 - express and respond to a range of ideas and opinions concisely, clearly and appropriately</p> <p>8e51 - demonstrate the ability to concentrate by identifying main points and staying on topic</p>	<p>Have students use their learning logs to write about reasons a student might be unwilling to report bullying, and have them present arguments against each of those reasons</p>



## VOCABULARY

- assault
- comply
- retaliation

## MATERIALS

- chart paper and pens
- index cards

## CONTEXT

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The focus of this lesson is on helping students recognize when it is appropriate to report bullying situations rather than attempting to deal with it themselves. Debunking students' myths about not telling is a key component and requires the teacher to refute some of the students' beliefs.

## INSTRUCTIONAL APPROACH

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This lesson uses a script along with a group brainstorming and discussion exercise to help students explore when it is appropriate to report bullying, and reasons students may be reluctant to do so. An optional video approach is also suggested.

## INSIGHT AND UNDERSTANDING

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- Why might I be unwilling to report bullying?
- Is it “cool” to bully?
- Is it “cool” to report bullying?

## LESSON SCRIPT

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*In today's lesson we're going to look at ideas for dealing with bullying situations. By learning and practicing these things, you will be better prepared if someone tries to bully you. 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, the ideas you feel most comfortable with.*

*There is not just one solution that works best in situations involving bullying. Sometimes you will need to keep trying solutions until the bullying stops. That is why it is a good idea to learn and practise many strategies.*

*Being clear about school rules helps you understand expectations for student behaviour.*





*Let's start by listing examples of bullying behaviour.*

- As students brainstorm examples, record them on index cards or separate sheets of paper so they can be categorized later. Be prepared to add bullying behaviours as identified in the school survey, if necessary.

*Although all bullying is harmful, some behaviours are more threatening than others. Sometimes bullying behaviours can be very dangerous, even be against the law. Other behaviours can be hurtful or harmful if they happen again and again over time, but they aren't immediately dangerous or against the law.*

*For example, if you were confronted on the weekend by a group of kids you didn't know who demanded your bike, "or else," that is a potentially dangerous situation. Any bullying that involves a threat to personal safety is dangerous. We'll sort the bullying behaviours into two general categories.*

*You can assess a bullying situation by asking questions like these:*

- *Could someone get hurt?*
- *Is it against the law—like stealing, assault?*
- *Are the surroundings unfamiliar?*
- *Are the people unfamiliar?*
- *Would I be alone or away from others who could help?*

*If the answer to these questions is yes, then the situation is potentially dangerous.*

- Sort the identified bullying behaviours into two charts labeled "dangerous" and "less dangerous." There may be very few examples on the dangerous chart. The purpose is to highlight situations in which compliance with the request, then leaving and reporting, would be the safest strategy.
- Indicate the examples identified as dangerous.

*These are not typical bullying situations. Most kids are never faced with these potentially dangerous situations. But sometimes, particularly occasions when you are alone, in an unfamiliar place, or away from any adults or people who might help you, or in which you are confronted by people you don't know, the safest strategy is to quickly comply or go along with their demands as best you can, then leave and later report it to the police or other adults. Certainly, if there is a weapon involved, the safest strategy is to comply or to leave.*



*Always report this kind of serious situation so that action can be take to stop the bullying.*

*Now we'll discuss a bullying situation that could happen at school. Listen to the story.*

*Jeff is an older boy who seems to like picking on kids at school. Li has noticed Jeff bothering some grade six kids, usually taunting and joking. But sometimes, Jeff grabs their belongings, pushes them, even kicks or punches. No one seems to tell the adults about Jeff's behaviour.*

*Li is very relieved that Jeff hasn't bothered her or her friends.*

pushing, kicking, punching, repeated taunting and joking, taking belongings

***What behaviours make this a bullying situation?***

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

***How do you think the grade six kids who are being bullied are feeling?***

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

***How do you think Li feels as she watches these things?***

*What are some things that the kids in this story could do to make the bullying stop?*

- Chart or note their various responses under headings by name— grade six kids, Li. Note that an idea common to the students being picked on and the observer is to tell an adult, or to use an assertive verbal response.

*The students who were bullied could ask an adult for help, even though they might be afraid of what Jeff would do to them. They could also try using an assertive verbal response.*

*Li, and any other students who watched, could help stop the bullying, too, by telling an adult.*



*Li seems very relieved that Jeff hasn't bothered her or her friends yet. But the only way to make sure that she and everyone else at school are safe from bullying is to make sure that the bullying stops. When kids (or adults) stand by and watch bullying happen without doing anything, their behaviour sends the message that bullying is okay.*

*You have the right to be safe. But the right to be safe goes along with a responsibility to help make sure others are safe. As the older students in the school, you have an influence on younger kids. They look to your behaviour as a model for how they should behave. If they see that you don't think bullying is cool, they'll realize that it is harmful, too.*

- Ask the students to work in small groups to discuss reasons that students might not report to adults about bullying situations. As groups report out, chart their reasons. Then discuss each reason for not telling, with a focus of exposing the myth behind it.
- For example, students may fear retaliation if they report bullying situations to an adult; they think the person who is bullying could come back and do worse things. Point out that once the situation has been reported and is being dealt with by police or other adults, it is unlikely the kids involved would want to create even more trouble for themselves by coming after someone who they already know reports threatening or bullying behaviour.
- Students may also think it's not "cool" to report, that it shows they are weak and afraid. Point out that when bullying goes unreported, all students are afraid that they will be the target of bullying and everyone hopes that they won't be next. It could happen to anyone. The student or students who report are helping to make everyone else safe. Once bullying is reported, the person who is doing the bullying can get help to change their behaviour. The person who is courageous enough to "take a stand" and report bullying behaviour is doing everyone a favour.
- If possible, share a story from your own experiences to illustrate the importance of taking social responsibility to stop a bullying situation.



### **ADDITIONAL ACTIVITY**

- Use a video clip to reinforce the importance of reporting and to show what to do in dangerous or threatening situations (refer to the resources section or the Teachers' Handbook for listings of possible videos).



Lesson  
**2**  
Grade 6-8

# STUDENT STRATEGIES

Curriculum Expectations	Assessment Strategies
<p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p><b>GRADE 6</b></p> <p>6e47 - make reports, describe and explain a course of action, and follow detailed instructions</p> <p>6e48 - ask and answer questions to obtain and clarify information</p> <p>6e49 - communicate a main idea about a topic and describe a sequence of events</p> <p>6e50 - express and respond to a range of ideas and opinions concisely, clearly, and appropriately</p> <p>6e51 - contribute and work constructively in groups</p> <p><b>GRADE 7</b></p> <p>7e47 - use instructions and explanations to plan and organize work</p> <p>7e48 - ask questions and discuss different aspects of ideas in order to clarify their thinking</p> <p>7e49 - listen to and communicate related ideas, and narrate real and fictional events in a sequence</p> <p>7e50 - express and respond to a range of ideas and opinions concisely, clearly, and appropriately</p> <p>7e51 - contribute and work constructively in groups</p> <p>7e52 - demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p><b>GRADE 8</b></p> <p>8e46 - provide clear answers to questions and well-constructed explanations or instructions in classroom work</p> <p>8e47 - listen attentively to organize and classify information and to clarify thinking</p> <p>8e48 - listen to and communicate connected ideas and relate carefully-constructed narratives about real and fictional events</p> <p>8e49 - express and respond to a range of ideas and opinions concisely, clearly, and appropriately</p>	<p>Use questions to determine which strategies students like best for dealing with bullying and why . Look for evidence that students can determine which strategies will work for them in different situations</p>



<b>Curriculum Expectations</b>	<b>Assessment Strategies</b>
<p>8e51 - demonstrate the ability to concentrate by identifying main points and staying on topic 8e50 - contribute and work constructively in groups</p> <p><b>PHYSICAL EDUCATION - HEALTHY LIVING</b></p> <p><b>GRADE 6</b></p> <p>6p12 - describe and respond appropriately to potentially violent situations relevant to themselves</p> <p><b>GRADE 7</b></p> <p>7p15 - identify people and resources that can support someone experiencing harassment</p> <p><b>GRADE 8</b></p> <p>8p4 - analyze situations that are potentially dangerous to personal safety and determine how to seek assistance 8p14 - analyze situations that are potentially dangerous to personal safety 8p15 - identify support services that assist victims of violence, and explain how to access them</p>	

## **CONTEXT**

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### **MATERIALS**

- chart paper and pens

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.

## **INSTRUCTIONAL APPROACH**

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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, as well as opportunities to practise various strategies for dealing with bullying.



## INSIGHT AND UNDERSTANDING

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- What can I do if someone tries to bully me?
- What can I do if someone tries to bully someone else?

## LESSON SCRIPT

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*Last lesson we talked about dangerous bullying situations. We talked about the importance of assessing the level of danger when confronted by a bullying situation. What were some of the questions that help to determine the level of danger?*

- *Could someone get hurt?*
- *Is it against the law—like stealing, assault?*
- *Are the surroundings unfamiliar?*
- *Are the people unfamiliar?*
- *Would I be alone or away from others who could help?*

*You can also pay attention to your feelings and your hunch about how unsafe a situation might be. If you determine that there is not a great deal of danger, then try something yourself.*

*Usually, in typical bullying situations, there will be things that you can try on your own to stop the bullying. However, if the bullying has carried on for some time, even if it is not dangerous, the bullied person's self-esteem can be so harmed that they would not be able to respond without adult help.*

*Let's look at a more typical bullying situation. Listen to this story about the way Sasha is bullied.*

*Sasha is a new student at school. She wears clothes that were popular where she came from, but they look different to the kids at the new school. Jewel and some other girls and boys like to make fun of the way she looks. Jewel and the others call Sasha names and make weird sounds when she walks by them every morning.*

*How do you think Sasha is feeling?*

upset, sad, angry, hurt,  
humiliated, embarrassed



do nothing, hide, not come to school, cry, yell and try to hurt Jewel and the others, call names back

*What might Sasha’s impulse be?*

the bullying would probably continue when they see her again, they may call her worse names if she cries

*What might the consequences be of following her impulses of doing nothing, hiding, crying, or staying home?*

*Doing nothing, crying, or hiding are passive responses. Acting passively doesn’t solve problems.*

get into trouble, get hurt, make the other kids dislike her more

*What might the consequences be of yelling or fighting back?*

*Fighting back or yelling would be an aggressive response. Acting aggressively usually causes trouble and doesn’t solve problems. It’s certainly not a good strategy to stop bullying behaviour.*

*Have any of you been in a situation like this and tried something that worked?*

- Accept and discuss students’ responses. When students tell about strategies they have used that worked, ask enough questions to draw out reasons why the strategy was successful. Use these clues to encourage other responses or considerations for success.

*As you know, an assertive response is one that enables Sasha to look after her needs without hurting others. How could Sasha make an assertive verbal response?*

- Invite examples from students.

*Let’s review the skill steps involved in making an assertive verbal response to a bullying situation.*





- Have students briefly review the skill steps involved:
  - decide to be assertive
  - stay calm
  - use a clear strong voice
  - look at the person
  - say the person's name
  - name the bullying behaviour
  - tell them to stop/set limits.
- Ask a few students to demonstrate

*There are other ways Sasha could make an assertive response and look after her own needs without hurting others. What are some other ways she could respond, some other strategies she could try?*

- Chart responses.

*What are some other strategies you could use for different bullying situations?*

- Chart students' responses. Strategies could include:
  - ignoring
  - avoiding
  - ask a question
  - using humour
  - agreeing
  - diffusing
  - change the subject
  - stay in a safer place or with other people
  - ask an adult for help
- Evaluate the consequences of each brainstormed response, using the following questions:
  - Was it safe?
  - How did it make people feel?
  - Was it fair?
  - Did it work?

One suggestion that might work is to ignore the behaviour until it stops. Remember that ignoring is not a passive response. **What are the skills involved in ignoring?**

managing reactions and body language, saying affirmations or “put-ups” to yourself to reduce the impact of “put-downs”



*Another strategy is to avoid the person who bullies. This is an assertive response too—by avoiding you are making an active response to change the situation.*

*You could also ask a question. Sometimes, asking a question interrupts the other person’s train of thought. It is not an expected response and can help to diffuse a bullying situation. For example, the individual being bullied could ask, “Why are you saying that?” or “Why are you wasting your time talking to me? I didn’t think you even liked me?”*

*You could also make a joke or use humour. You could “agree” with the person who bullies, accept or diffuse the bullying without believing in the put-down. You could change the subject, and focus the attention on something else. You could stay near adults or other kids. You could ask an adult for help.*

*All of these are good strategies.*

### **ADDITIONAL ACTIVITY**

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- Have the students work in small groups to develop a skit that shows a successful resolution to a bullying situation using one of the strategies on the chart. As an extension, students could prepare and present a chart showing the skill steps necessary to successfully using the strategy. Critique with the group.



Lesson 3 Grade 6-8

MORE STRATEGIES FOR RESPONDING TO BULLYING

Curriculum Expectations	Assessment Strategies
<p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p><b>GRADE 6</b></p> <p>6e47 - make reports, describe and explain a course of action, and follow detailed instructions</p> <p>6e48 - ask and answer questions to obtain and clarify information</p> <p>6e49 - communicate a main idea about a topic and describe a sequence of events</p> <p>6e54 - analyze media works</p> <p><b>GRADE 7</b></p> <p>7e47 - use instructions and explanations to organize work</p> <p>7e48 - ask questions and discuss different aspects of ideas in order to clarify their thinking</p> <p>7e51 - contribute and work constructively in groups</p> <p>7e54 - analyze and interpret media works</p> <p><b>GRADE 8</b></p> <p>8e46 - provide clear answers to questions and well-constructed explanations or instructions in classroom work</p> <p>8e47 - listen to and communicate connected ideas and relate carefully-constructed narratives about real and fictional events</p> <p>8e51 - demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p>8e53 - analyze and interpret media works</p>	



## **MATERIALS**

- 5 or more children's books that address the theme of bullying (see the Resources section or Teachers' Handbook for suggestions)
- chart paper and pens
- handout: Strategies for Dealing with Bullying

## **CONTEXT**

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This lesson provides a further opportunity for students to examine bullying situations, and builds on prior learning about strategies for dealing with bullying. In addition, students are challenged to look at bullying from the point of view of a younger child.

## **INSTRUCTIONAL APPROACH**

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This lesson involves students working in groups to examine bullying situations depicted in children's stories, and identify the strategies used to deal with bullying. Students also have an opportunity to share their learning with younger children.

## **INSIGHT AND UNDERSTANDING**

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- What are strategies for dealing with bullying?
- How might a younger student deal with bullying?

## **STORY ANALYSIS ACTIVITY**

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Divide the class into five or more small groups. Ask each group to assign a reader, a recorder, a reporter, and a facilitator.

Distribute one children's book or story and one copy of the handout to each group. Some suggested titles include:

- *Arthur's April Fool*
- *Chrysanthemum*
- *King of the Playground*
- *Pinky and Rex and the Bully*
- *The Sandwich*
- *The Berenstain Bears and the Bully*
- *Weekend with Wendell*
- *Loudmouth George and the Sixth Grade Bully*
- *Hallo-Weiner*

Explain to the group that their task is to read the story and discuss it together as a group. As they listen to the story, they should think about how the character being bullied feels, and take note of the bullying behaviour. They should also take note of the strategies



the character used to respond to the bullying.

After they have read the story, they should work as a group to complete the chart in the handout, “Strategies for Dealing with Bullying.” The facilitator should ensure that everyone in the group has a chance to share their ideas. Advise the groups how much time they will have to complete the exercise (this will depend on the length of the stories being read). Monitor groups’ discussions as they work. After the groups have completed their task, bring them back together . Ask the reporter from the first group to summarize the story , and share the information they collected on the chart. Use questions such as the following to debrief the responses:

- What types of bullying behaviour were in the story?
- Have you ever heard about these types of bullying happening at our school?
- What strategy did the character in the story use to respond to bullying? Was this an effective strategy? Why or why not?
- Would you have done anything differently? Why or why not?

Use the chart paper to record the strategies for dealing with bullying as students report them.

Continue with the remaining groups. Once all groups have reported, post the completed handouts with the book. Suggest to students that they try to read some of the other stories.

## **ADDITIONAL ACTIVITY**

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- Have students pair with children in primary grades to read and discuss their books.





# Resource Sheets







# Strategies for Dealing with Bullying

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

Title of the story: \_\_\_\_\_

Author: \_\_\_\_\_

Bullying Behaviour	Character's feelings	Strategies used to respond to bullying

Do you think this story would be effective for teaching younger students about bullying?  
Why or why not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





Lesson 4 Grade 6-8

SELECTING RESPONSES TO BULLYING

Curriculum Expectations	Assessment Strategies
<p><b>ORAL AND VISUAL COMMUNICATION</b></p> <p><b>GRADE 6</b></p> <p>6e47 - make reports, describe and explain a course of action, and follow detailed instructions          6e48 - ask and answer questions to obtain and clarify information          6e49 - communicate a main idea about a topic and describe a sequence of events          6e54 - analyze media works</p> <p><b>GRADE 7</b></p> <p>7e47 - use instructions and explanations to organize work          7e48 - ask questions and discuss different aspects of ideas in order to clarify their thinking          7e51 - contribute and work constructively in groups          7e54 - analyze and interpret media works</p> <p><b>GRADE 8</b></p> <p>8e46 -provide clear answers to questions and well-constructed explanations or instructions in classroom work          8e48 - listen to and communicate connected ideas and relate carefully-constructed narratives about real and fictional events          8e51 - demonstrate the ability to concentrate by identifying main points and staying on topic          8e53 - analyze and interpret media works</p>	<p>Ask students to make a poster of one strategy for dealing with bullying behaviour . Ask students to suggest situations in which it would be a good strategy and list the skill steps necessary to use the strategy successfully .</p>



## MATERIALS

- chart paper and pens

## CONTEXT

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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

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This lesson uses a number of approaches to help students summarize and apply their learning about dealing with bullying. Approaches include a lesson script with question and discussion opportunities, as well as a role play activity.

## INSIGHT AND UNDERSTANDING

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

## LESSON SCRIPT

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*We have already practised assertive verbal responses to bullying situations. You have also developed a list of strategies that are useful responses to bullying situations.*

*Today we're going to review assertive verbal responses, and see how we might use them in situations where someone other than ourselves is the target of bullying.*

*Remember that the first step when confronted with a bullying situation is to assess the level of danger. If you decide that you are not in a great deal of danger and you feel you can respond, then an assertive verbal response often can work well.*

*Listen to the story about bullying between Natalie and Allan.*



*Natalie comes from another country and is beginning to get better at speaking English. But she still needs people to speak slowly so that she can understand the words. Sometimes she does things wrong at school when she doesn't understand the teacher's instructions.*

*Allan starts whispering and laughing when this happens. Sometimes he calls Natalie names. She always turns red and seems very embarrassed when Allan taunts her. Sometimes she gets tears in her eyes.*

*Dara and Rosita have been friendly with Natalie and they want to help her make Allan stop taunting.*

*They decide to stop the taunting by being assertive and by intervening on Natalie's behalf.*

*What are the skill steps that they need to use an assertive verbal response?*

- Remind students of the skill steps, and record on chart paper.
  - decide to be assertive
  - stay calm
  - use a clear strong voice
  - look at the person
  - say the person's name
  - name/describe the behaviour
  - tell the person to stop/set limits

***Let's list some realistic phrases Dara and Rosita might use to name or describe Allan's behaviour.***

- Chart phrases describing Allan's behaviours.

***Let's list some realistic phrases they might use for setting limits or telling Allan to stop.***

- Chart phrases that students might actually use for telling Allan to stop. Once the list is complete, review and ask students to individually identify two or three phrases at least that they would actually use.

you're bugging her, you're bothering her, etc.

cut it out, knock it off, cool it, etc.



- Ask several students to come forward and dramatize the situation, role playing being assertive to defend a friend. Have students role play the assertive response only, not the bullying.

*Other than using an assertive verbal response, how else could Dara and Rosita intervene to make the bullying stop?*

- Go over the chart of ways to deal with bullying behaviours, generated earlier, and invite students to demonstrate each strategy for this situation.

*How could Natalie herself stop the bullying behaviour?*

*What strategy do you think would work best for her in this situation? Why?*

*Let's review our ideas for dealing with bullying behaviour.*

- Make a classroom chart with the students that reviews all the strategies they have covered.
- Ask the students to examine the overall list of strategies and decide which of them they think they could actually use. Ask them to record their own plans in the form of a journal or letter to themselves.