

Focus on Bullying


A Prevention Program for Elementary School Communities




BRITISH
COLUMBIA

Ministry of Education Ministry of Attorney General


- Working Together for Safe Schools and Safe Communities -




"When I am happy I feel
like a dolphin playing
with a beach ball."




"When I am joyful I feel
like the morning
sunshine in the forest."




"When I am lonely I feel
like an abandoned puppy."



"When I am miserable I
feel like a broken lamp
sitting in a dark room."



"When I am brave I
feel like a mouse under
an elephant."



"When I am frightened I
feel like a mouse being
chased by a group of
alley cats."

The B.C. Safe Schools Initiative

The Ministry of Education and the Ministry of Attorney General launched the B.C. Safe Schools Initiative in 1997 to address issues of student safety in B.C.'s schools and communities. In December 1997, the two ministries collaborated with School District No. 41 (Burnaby) to open the Safe Schools Centre—the first of its kind in Canada—to provide information, resource materials, and examples of successful practices to address a wide range of safe school issues, including personal safety, violence prevention, early intervention for youth at risk, encouraging social responsibility, celebrating diversity, and promoting a positive school climate.

In April of 1998, Education Minister Paul Ramsey and Attorney General Ujjal Dosanjh announced new funding to expand the Safe Schools Initiative—to develop violence prevention programs, help raise awareness about safety issues, and address factors that can lead to violence in B.C. schools. *Focus on Bullying: A Prevention Program for Elementary School Communities* is the first resource developed in phase two of the Safe Schools Initiative. Several additional resources for elementary and secondary schools are currently under development as part of this initiative, for introduction in 1999.



Focus on Bullying

A Prevention Program for Elementary School Communities

The B.C. Safe School Centre, in partnership with the British Columbia Teachers' Federation and the British Columbia Principals' and Vice-Principals' Association, is supporting the implementation of this resource. To obtain information about training opportunities to support implementation of *Focus on Bullying: A Prevention Program for Elementary School Communities* in your school/district, please contact:

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A Note about the Cover

The children's drawings that grace the cover of this document are from a collection of artwork donated to the Ministry of Education by Conor Murphy's grade 5 class at Sir James Douglas Elementary School in Vancouver, B.C. The collection depicts a wide range of feelings that children experience.

In preparing for this project, Conor Murphy introduced the topic of emotions to the class, using the book, *My Many Colored Days* by Dr. Seuss. Students studied descriptive writing and poetry. They visited the artist George Littlechild, who displayed and spoke about his work. In a group activity, the students generated a list of emotions. Each student selected one feeling to convey in a picture. The class members were inspired to emulate Littlechild's style by crafting intricate borders around their artwork. The students then provided narrative descriptions of their drawings, which accompany the collection.

The pictures on the cover of *Focus on Bullying: A Prevention Program for Elementary School Communities* were selected because they eloquently convey the joy and sense of empowerment that children can experience when they feel safe and secure, and the fear and sense of alienation that can arise when they feel unsafe or threatened. The drawings encourage the reader to focus on bullying as an important contribution to the well-being of children in their school communities.

The Ministry of Education and the Ministry of the Attorney General acknowledge the students for their contribution to this project. Thanks are also extended to Conor Murphy, teacher, and to Barbara Claridge, Principal of Sir James Douglas Elementary School.

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Preface

A safe and caring school is one in which there is deep personal commitment to the core social values of justice, respect, and compassion. Children must be able to observe and encounter these values in action in their daily lives, especially in the school setting. Increasingly, teachers and administrators believe that the milieu in which children learn makes a critical contribution to the quality of their education.

Focus on Bullying: A Prevention Program for Elementary School Communities is primarily addressed to educators who want to expand their efforts to create conditions through which children respect and support one another. It provides important information about the nature of bullying and the common myths and stereotypes associated with it. It contains sound recommendations for the collaboration of parents, teachers, students, and community members working together to develop a blueprint for untroubled school communities where children are free to learn and teachers are free to teach.

Acknowledgments

Focus on Bullying: A Prevention Program for Elementary School Communities stems from a project, undertaken two years ago by School District No. 39 (Vancouver), to develop a comprehensive strategy to engage elementary school communities in addressing the issue of bullying behaviour. A group of Vancouver School District staff began by examining current research on bullying with the intent of developing a series of lesson plans to complement *Second Step: A Violence Prevention Program*. As they became familiar with the research it soon became apparent that classroom lessons would not be sufficient to address issues related to bullying. A comprehensive approach in which all members of the school community contributed to the development of a school-wide bullying-prevention plan was strongly indicated in the research, and thus became the “focus” of *Focus on Bullying*.

During the developmental years, practitioners honed intervention strategies, resources, and training materials through “action research” in nine school sites, conducted a variety of focus-testing activities, and delivered many workshops throughout Vancouver’s large urban community.

When the British Columbia government’s Safe Schools Initiative was introduced in 1997, the Vancouver School Board graciously offered to share its bullying-prevention program and assist as it was adapted for broader application to elementary schools across the province. The Ministry of Education and the Ministry of the Attorney General are deeply indebted to School District No. 39 (Vancouver) for its generosity in partnering on this important project.

Particular thanks are extended to the staff, students, and parents in the original “pilot site” schools, whose experiences are reflected in these pages. These include:

- ▶ Hastings Community School
- ▶ Lord Roberts Annex
- ▶ L’Ecole Jules Quesnel Elementary School
- ▶ Champlain Heights Elementary School
- ▶ Champlain Heights Annex
- ▶ Captain Cook Elementary School
- ▶ Queen Elizabeth Elementary School
- ▶ Queen Alexandra Elementary School
- ▶ Southlands Elementary School

Special acknowledgment and thanks are due to the principal writers, Terry Waterhouse, Jan Sippel, Lisa Pedrini, and Micheline Cawley, whose commitment to the project and considerable contributions of time, talent and effort led to its successful completion. Special thanks also go to Joan Merrifield, Charles Dickens Elementary School (Vancouver), for her contribution to the lesson plans. Valued partners in this collaboration were Mitch Bloomfield and staff of the B.C. Safe School Centre, and GT Publishing Services Ltd., editing and design.

Key partner groups provided representatives who served as advisors as *Focus on Bullying* was completed. Thanks are also extended to:

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INTRODUCTION

Introduction

Rationale

Note: Commonly, literature on bullying uses the terms *bullies* and *victims* when referring to children involved in bullying. As many children at some point may take on both roles, and because the terms *bullies* and *victims* label the children rather than the behaviour, these terms have been avoided in this resource. Rather, children are referred to as *students who bully* or *students who are bullied*. While this may appear to be mere semantics, this terminology is intended to avoid polarizing children and entrenching the behaviours that led to the bullying, and indeed making matters worse.

Incidents of bullying are frequent occurrences for many children at school and in the community. Children struggle with name-calling, with being picked upon, and with exclusion from their peer group. Frequently, children who are bullied do not know how to respond to this aggressive behaviour. Bullied children fear coming to school, and they believe school to be an unsafe and distressing place. Bullying in schools is a serious problem for a critical minority of children. It has a detrimental impact on the overall school climate and, particularly, on the right of students to learn in a safe environment.

In 1997, the National Crime Prevention Council of Canada reported that in a survey of 4 000 children in grades 1 through 8, 6% of children admitted bullying others “more than once or twice in the past six weeks.” Some 15% of children in the same grades reported that they had been victimized at the same rate (Pepler and Craig 1997).

Children who witness bullying incidents report that they want to do something about it (Smith and Sharp 1994). School communities have the capacity and the assets required to strengthen the school culture by “winning the active commitment” of the 80% of young people in schools who do not engage in bullying behaviour (Ross 1998).

While bullying is not limited to physical or aggressive behaviour, an increasing number of researchers point to possible links between this early form of aggressive behaviour and later criminal activity.

In the past few years, interest in the issue of bullying has increased—both within B.C. schools and among the general population. This, in part, stems from increasing concern about youth violence within our communities.

This changing educational climate has created a compelling need for a partnership of teachers, school administrators, students, parents, and school support staff to develop effective strategies, policies, and programs that reinforce the safety and success of all children while at school.

School staffs are well positioned to play a significant leadership role in enhancing the physical, emotional, and psychological safety of children. However, schools cannot do it alone. The combined effort of students, parents, and community members working together with educators to create a school-wide plan is required to develop a school community where students and staff feel respected, and parents and community members are welcomed.

In a school free of bullying, language, race, cultural, and ethnic differences are valued, and positive, socially responsible behaviour is emphasized. As well, a school-wide plan is in place that details clear and consistent behavioural expectations for all students, and encourages constructive ways to solve problems. Consequences for bullying behaviour are clear and consistently enforced. Children who bully are given opportunities to make restitution to individuals, and to the school community. Bullying is a learned behaviour, and it can be unlearned.

The safe and welcoming school protects the learning environment for all students and integrates comprehensive programs to teach pro-social, violence-prevention interpersonal skills across the curriculum. The provincially mandated *Personal Planning K-7 Integrated Resource Package* remains a powerful tool to examine issues of social and emotional development. *Focus on Bullying*, as a resource for implementing the personal planning curriculum, provides a series of Kindergarten to Grade 7 lesson plans that provide all students in the school an opportunity to explore their questions about bullying, learn to understand the problem, and begin to reflect upon their own attitudes and behaviours toward peers. *Focus on Bullying* also helps strengthen a positive school culture by promoting a sense of belonging among students, and by teaching students how and when to seek help from adults and other children, thereby helping to create a school environment free of bullying.

The research on bullying-prevention programs is unambiguous. Schools that implement a comprehensive program emphasizing a positive school climate and challenging bullying behaviour of students can make a difference.

Overview: Using this Resource

The purpose of *Focus on Bullying* is to assist schools in developing and implementing a detailed action plan that strengthens the physical, social, and psychological safety of schools and reduces the incidence of bullying. The following table outlines the three main objectives of *Focus on Bullying* and shows where in this resource the information for achieving each objective can be found.

Objective	Staff Process	Student Process
<ul style="list-style-type: none"> to provide the school community with information about bullying 	The Nature of Bullying in Elementary Schools	Module A in Classroom Lessons
<ul style="list-style-type: none"> to provide a process for creating a school-wide plan for bullying prevention 	Develop a School-Wide Plan for Bullying Prevention	Module B in Classroom Lessons
<ul style="list-style-type: none"> to offer strategies for students and staff to respond to bullying incidents as they occur 	Respond Directly to Bullying Situations	Module C in Classroom Lessons

If your school has previously initiated a bullying-prevention program, you may choose to use sections of the resource to revisit or strengthen that work.

Focus on Bullying is divided into the following sections:

- ▶ **The Nature of Bullying in the Elementary School**—provides important and current information about the nature of bullying in schools.
- ▶ **Develop a School-Wide Plan for Bullying Prevention**—outlines a detailed seven-step program for developing a school-wide plan for preventing bullying.
 - Step 1: Establish a Working Group
 - Step 2: Involve Parents
 - Step 3: Involve Students
 - Step 4: Create a School Statement
 - Step 5: Build a Supervision Plan
 - Step 6: Develop a Response Plan
 - Step 7: Implement and Monitor the School Plan

Each step is accompanied by an “Action Checklist” to facilitate the planning process.

While it is important for all members of the school community to have an opportunity to contribute to the development of their school-wide plan, reality dictates that the most efficient process would be to establish a small working group to lead the school

through the development and implementation of the plan. The working group can either be a new group established for this purpose, or an existing group such as the school behaviour team, the school-based team, the school climate committee, or the safety and security committee.

- ▶ **Respond Directly to Bullying Situations**—details specific interventions that support children who have been bullied, and outlines a three-level system for responding to students who bully. It also suggests ways of using “restorative interventions” to give the child who has bullied an opportunity to make amends to the child who has been bullied.
- ▶ **Address Bullying through Classroom Lessons**—contains lesson plans in support of the school-wide bullying-prevention plan. The lesson plans are designed to be implemented once the school plan is in place. The lesson plans are provided in five grade groupings:
 - Kindergarten
 - Grade 1
 - Grades 2-3
 - Grades 4-5
 - Grades 6-7

At each grade grouping, the lessons are divided into three modules:

- Module A: Defining Bullying
- Module B: The School Plan
- Module C: Dealing with Bullying

Links to the personal planning K-7 curriculum are detailed, as well as references to the curricula for English language arts K-7 and Fine arts K-7 (dance, drama, music, and visual arts).

- ▶ **Resources**—categorizes print and multi-media resources and government agencies that can be used to support implementation of the school-wide plan.

Implementation Support

A cadre of BCTF/BCPVPA professional development facilitators is available to assist schools and districts interested in implementing *Focus on Bullying*. Trainers are available in most regions of the province. Contact the B.C. Safe School Centre (1-888-224-SAFE) if you are interested in arranging a professional development opportunity.

THE NATURE OF BULLYING

The Nature of Bullying in Elementary Schools

Bullying among school children is not a new phenomenon. References to bullying behaviour abound in historical accounts of childhood (Ross 1996) and in the fictional works of Charles Dickens (*Oliver Twist*, 1837; *Nicholas Nickleby*, 1838) and Thomas Hughes (*Tom Brown's School Days*, 1857).

Much of what we know about bullying in schools comes from two groups of research: studies that ask teachers their views about the nature and incidence of bullying in schools, and direct inquiries with children and adolescence about the levels of bullying and other anti-social behaviour present at school. In the last five years, Canadian studies of bullying in elementary schools indicate that up to 15% of students report themselves severely/seriously stressed by peer abuse (Pepler and Craig 1997). While this level of bullying behaviour is remarkably similar to studies conducted in Scandinavia, the United Kingdom, the United States of America, and Australia, it is higher than many teachers and parents perceive (Olweus 1991; Smith and Sharpe 1994; Fried and Fried 1996). Bullying in schools is generally hidden from adults, and children who are bullied keep quiet about it. Children under-report bullying (Stephenson and Smith 1989).

Several longitudinal studies conducted over two decades have recognized bullying behaviour in the elementary school as a precursor of violent behaviour, and show significant links between this behaviour and criminal activity in adult life. Recent Canadian investigations in the elementary school point to the connection between bullying and sexual harassment and violence in later years (Craig and Peplar 1997).

While the majority of elementary school children are not involved in bullying, children who bully cause a great deal of suffering to the children they bully, and the effects of this harassment can last well into adulthood. This behaviour also affects the physical, social, and psychological safety of children at school, and can create a climate of fear that becomes an obstacle to learning.

Bullying—An Overview

The most widely accepted definition of bullying comes from the work of leading Norwegian researcher, Dr. Dan Olweus.

“Bullying ... is a pattern of repeated aggressive behaviour, with negative intent, directed from one child to another where there is a power imbalance.”

Bullying is not just “kids being kids.” Bullying behaviour is intentional and repeated.

This aggressive behaviour includes physical or verbal behaviour, and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. Olweus’ definition identifies three critical conditions that distinguish bullying from other forms of aggressive behaviours, including:

- ▶ **Power:** Children who bully acquire their power through physical size and strength, by status within the peer group, and by recruiting support of the peer group.
- ▶ **Frequency:** Bullying is not a random act. Rather, bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the child being bullied that can be so detrimental and have the most debilitating long-term effects.
- ▶ **Intent to harm:** Children who bully generally do so with the intent to either physically or emotionally harm the other child.

Bullying can start out in seemingly playful ways, consisting of pranks, jokes, and some “roughhousing.” The incidents soon become more hurtful, degenerating into name-calling, ridicule, personal attacks, and public embarrassment. Rough and tumble “play” gives way to punching, kicking, restraining, and beatings (Ross 1998).

Bullying can be physical or verbal, or can involve social alienation.

Research literature into bullying at school distinguishes between “direct” and “indirect” bullying. Direct bullying involves a great deal of physical and/or verbal aggression. It consists of open assault on another student, slapping, hitting, punching, kicking, throwing things, jostling, or poking (Ross 1998). It can also include verbal taunts or open and overt threats to harm the other individual. Indirect bullying is usually hidden behaviour, and takes the form of teasing, criticism, gossiping, spreading malicious rumours, threatening to withdraw friendship, social isolation, or exclusion from the group.

The Bullying Behaviours chart provided here outlines the various forms bullying can take. Please note that this chart is not exhaustive. When determining whether a specific behaviour is bullying, consider whether or not it:

- ▶ is repeated over time
- ▶ is intended to hurt
- ▶ involves a power imbalance.

Bullying Behaviours

Forms of Bullying Behaviour		
Behavioural Category	Of Concern	Of Serious Concern
Physical Aggression	<ul style="list-style-type: none"> • pushing • shoving • spitting • kicking • hitting 	<ul style="list-style-type: none"> • threatening with a weapon • defacing property • stealing
Verbal Aggression	<ul style="list-style-type: none"> • mocking • name-calling • giving dirty looks • teasing 	<ul style="list-style-type: none"> • intimidating telephone calls • racist, sexist, or homophobic taunting • daring another to do something dangerous • verbal threats against property • verbal threats of violence or inflicting bodily harm • coercion • extortion
Social Alienation	<ul style="list-style-type: none"> • gossiping • embarrassing • setting up a student to look foolish • spreading rumours • excluding from group 	<ul style="list-style-type: none"> • inciting hatred • racist, sexist, or homophobic alienation • setting up someone to take the blame • public humiliation • malicious rumour spreading

The Extent of Bullying in Schools

Evidence about bullying in Canadian schools comes from research conducted by the Toronto Board of Education (Zeigler and Rosenstein-Manner 1991), and more recently by the work of Debra Pepler, Wendy Craig, and their associates from York University (Pepler, Craig, Zeigler, Charach, 1993, 1995, 1997). In these surveys, 20% of children in grades 1 through 8 reported that they had been involved in bullying more than once or twice during the term, either as the child bullying or the child being bullied. Some 15% of students acknowledged bullying others more than once or twice during the term, and 23% of boys and 8% of girls reported bullying. Boys and girls were equally likely to be bullied (Zeigler and Rosenstein-Manner 1991).

In a Toronto study, Pepler and her associates made naturalistic observations of bullying on elementary school playgrounds. They found that boys and girls engage in bullying at approximately the same rate; that 404 bullying episodes occurred during 52 hours of taping; that 26-33% of the children in a school bullied 18-22% of the other children; and that the majority of bullying occurred close to the school buildings.

The results of Canadian research are notably similar to the information obtained from a large scale Scandinavia study conducted in the early 1980s. The Scandinavian investigation was triggered when three young boys committed suicide because of severe bullying by peers. A nationwide anti-bullying campaign was initiated, and information was obtained from students in 715 schools (Olweus 1987).

Adults are generally unaware of the extent of bullying among children.

Teachers and parents are relatively unaware of individual student involvement in bullying episodes (Olweus 1991; Pepler, Craig, Ziegler and Charach 1993; Sharpe and Smith 1994). In a 1994 Toronto study, 71% of teachers indicated they usually intervene in bullying problems, while 25% of students reported that teachers usually intervene (Charach, Peplar, and Ziegler 1995). Studies in the U.K. found that children were unlikely to report bullying incidents to their teachers or supervising adults. Children fear reprisals and often feel pressure to cope with their own experiences. Children may also feel that adults are unable to protect them from future bullying (Garofalo, Siegel and Laub 1987).

Those Who Bully and Those Who Are Bullied

Children who bully others often believe the other child antagonized them and therefore caused the problem.

Bullying behaviours begin at an early age. Pre-school teachers report that bullying characteristics are evident in some two- and three-year-olds (Fried and Fried 1996). These early patterns of behaviour tend to remain constant and escalate rather than recede as the child gets older.

Robert Selman (1997) examined the thinking patterns of aggressive children. He observed that these children possess limited skills in managing relationship conflict, and this in turn leads to anger and aggression. Children who engage in bullying often process social information inaccurately. They attribute antagonistic intentions to others. They perceive hostility where it does not exist and have strong needs to dominate. They have trouble understanding others' feelings, have difficulty expressing compassion, and believe that aggression is the best solution to conflicts (Fried and Fried 1996).

Several longitudinal studies followed the lives of aggressive children into adulthood, uncovering some sombre findings. Some 25% of adults identified by their peers at age eight as bullies had criminal records, as opposed to 5% of the adults who had not bullied as children (Olweus 1993). Studies have also identified bullying behaviour as a potential precursor of family violence later in life.

Recent Canadian investigations into bullying in the elementary school point to the connection between sexual harassment and violence in later years (Craig and Peplar 1997). This information makes it clear that bullying is not only a serious problem for the lives of school children but also a significant problem for society at large.

Children who are bullied are usually more sensitive than their peers.

Children who are bullied are usually more sensitive, cautious, and anxious. They typically withdraw from confrontations, and when faced with conflict, they are gripped by fear. Their social isolation is what makes them vulnerable, and it is also the most damaging consequence of bullying. It deprives them of the opportunities to acquire and practise healthy social competencies. Children who are bullied often develop a negative view of school, and eventually their in-school achievement suffers. On the other hand, aggressive attacks and social isolation may drive the bullied child to escape into the world of books and, sometimes, into extraordinary academic achievement (Fried and Fried 1996).

Dr. Perry and his colleagues at Florida State University have identified a second group of children who are also victimized by bullying. Quick temper and restlessness are characteristics of this group. Olweus recognizes and describes this group as “provocative victims” (1991). These children exert pressure by irritating and teasing others, and are more likely to fight back when they feel provoked. Often these children have learning disabilities that prevent them from picking up social cues from other children.

There is some disagreement among researchers as to whether disabilities place children at greater risk for being bullied. Several researchers found no objective data to support this idea (Olweus 1993, Pepler 1997). However, Fried and Fried, through extensive interviews with children who have special needs, found that they are primary targets. It is important to note, however, that not all children with special needs are bullied.

Gender Differences in Bullying

Boys and girls are involved in bullying at about the same rate, although the prevalent type of bullying usually differs between girls and boys.

Until recently, most bullying research has focussed on physical aggression in boys and led many to believe that boys, being naturally more physical, are more likely to be involved in bullying than are girls. However, taking all forms of bullying into account—physical, verbal, and social—girls (22%) and boys (27%) bully in relatively equal numbers.

Both boys and girls tend to bully in ways that harm what each gender group values most. For boys who value physical dominance, bullying is more likely to take physical forms—kicking, hitting, pushing, shoving, and threatening. Likewise, as girls generally value relationships, their bullying behaviours are more likely to involve acts of social alienation—spreading rumours, withdrawing friendship, and ignoring.

Contemporary Canadian studies are discovering that female physical aggression is more prevalent and has more damaging social consequences than was previously thought. Dr. Sibylle Artz at the University of Victoria, drawing from her 1994 survey into student life, examined in detail the lives of six teenage girls, aged 13 to 16 years, who had been victims and/or instigators of violence. Artz conducted lengthy interviews with the girls, talked to their mothers, and became acquainted with their families and their friends. This investigation revealed young women who feel justified in their use of violence. Artz asked the question: What has been conveyed to these girls about men and woman, power, relationships, attachment, feelings, conflicts, rules, punishment, and most of all, themselves? Her conclusions: “They have seen men as being much more powerful than woman. They have seen that power resides for the most part in physical force, that right is tied to might, and that rules have their source in those who have the power to impose them” (Artz 1998).

Researcher Dr. Wendy Craig at Queen's University, along with colleagues from York University, is investigating the development of bullying and victimization from childhood through adolescence. Preliminary results show that children involved in bullying are more likely to be involved in sexually harassing and physically aggressive behaviour when they reach adolescence and begin dating.

This study also indicates that the developmental changes of adolescence were found to have an impact on boys who were bullied: those who matured early and became physically bigger ceased to be the target of bullying. Girl targets who matured early continued to be subjected to bullying and tended to become more involved with older boys, placing themselves at even greater risk of becoming victimized.

The Role of Those Who Observe Bullying

Kids are have the power to stop bullying among their peers.

As bullying is very much a group phenomenon, it is important to look at the role peer group onlookers play in relation to bullying episodes. While most children report that watching bullying makes them feel uncomfortable (Peplar 1997), 85% of bullying takes place in the presence of others. To understand why this is so, Olweus (1993) says we must better understand group dynamics. When children or adults see someone else they perceive as more powerful than themselves acting aggressively (physically or verbally), they are more likely to also engage in that aggressive behaviour. This effect is most powerful when those who observe bullying feel that they themselves lack status in their peer group.

Additionally, when a child sees the child who bullies being rewarded, their own inhibitions against such behaviour are reduced. Inhibitions are naturally lowered when several people are perceived to be involved. Olweus states that these dynamics combine to distort the observers' perceptions of the child who is being bullied. As a result, more positive attention is paid to the child who bullies than to the child who is bullied (Craig and Peplar 1997). These factors combine to lessen the feelings of guilt in the child who initiates bullying.

The reverse of this phenomenon is the fact that, when onlookers do intervene, they are effective in stopping bullying (Craig and Peplar 1997). In the end, we must be aware that several natural factors are at play when bullying occurs, and that providing the skills and confidence to the silent majority plays a significant role in halting bullying behaviour by the minority. If active intervention by all members of the school community in bullying situations is valued and encouraged, students are more likely to challenge bullying behaviours than remain inactive (Smith and Sharp 1994).

School-Based Interventions and the Role of Adults

Adults can play a valuable role in preventing bullying.

School-based interventions do work! In Norway, a school with a comprehensive bullying-prevention program decreased bullying behaviour by 50% over a two-year period. There was a decrease in physical bullying as well as in more covert behaviours. The social climate of the school showed significant improvement, and the students, “had more positive social relationships, and a more positive attitude to schoolwork and school” (Olweus 1993).

According to Olweus, there are two components that must be present for a school-based bullying-prevention program to be effective:

- ▶ adult awareness of the extent of bullying at the school
- ▶ adult involvement in counteracting bullying problems.

It is worth noting that Olweus refers to “adults” rather than “teachers” or “staff.” Clearly, the role of parents is critical in preventing bullying. Parents must be working in conjunction with the school in order for the bullying-prevention program to be effective.

Most researchers agree that a school-wide team approach—involving teachers, administrators, support staff, students, and parents—is required to ensure a consistent effort to prevent and stop bullying. A successful bullying-prevention program should be multifaceted, addressing school-wide codes of conduct, with links to the curriculum (i.e., classroom instruction in managing emotions, impulse control, and problem solving with specific instruction in how to respond to bullying situations). There should also be specific guidelines for adult intervention in bullying situations. Processes must be in place to support children who are bullied. Ongoing monitoring and evaluation of the bullying-prevention program will ensure that the plan is achieving its purpose.

Schools seeking to respond effectively to bullying should also work closely with community partners. The police—especially School Liaison Officers, who are more likely to know the students and the culture of the school community—can play an important role in supporting the school’s bullying-prevention program. School Liaison Officers are able to confirm for students who bully the serious nature of bullying. They are also familiar with methods for supporting individuals who are bullied.

Many communities are fortunate to have agencies able to support the school's efforts. Access to social workers, counsellors, and community recreation programs can play a valuable role in assisting the school in dealing with bullying behaviour.

To implement an effective school-wide bullying-prevention program, the school community must first realize the seriousness of the issue and encourage collective responsibility in addressing the problem. The school must secure the support of the parents and the "caring majority" of students to counterbalance peer power relationships (Garrity et al. 1994).

THE SHCOOL-WIDE PLAN

Develop a School-Wide Plan for Bullying Prevention

- Step 1: Establish a Working Group
- Step 2: Involve Parents
- Step 3: Involve Students
- Step 4: Create a School Statement
- Step 5: Build a Supervision Plan
- Step 6: Develop a Response Plan
- Step 7: Implement and Monitor the Plan

All schools can benefit from a bullying-prevention plan, including those that have had few incidents of bullying. A comprehensive school-wide plan is an important tool in making people aware of the harmful effects of bullying behaviour. It heightens expectations for a positive and respectful school climate, and acts as a springboard for ongoing discussions about the value of bullying-free schools.

A comprehensive school-wide plan is critical to any initiative that addresses the issue of bullying in the elementary school. An effective plan:

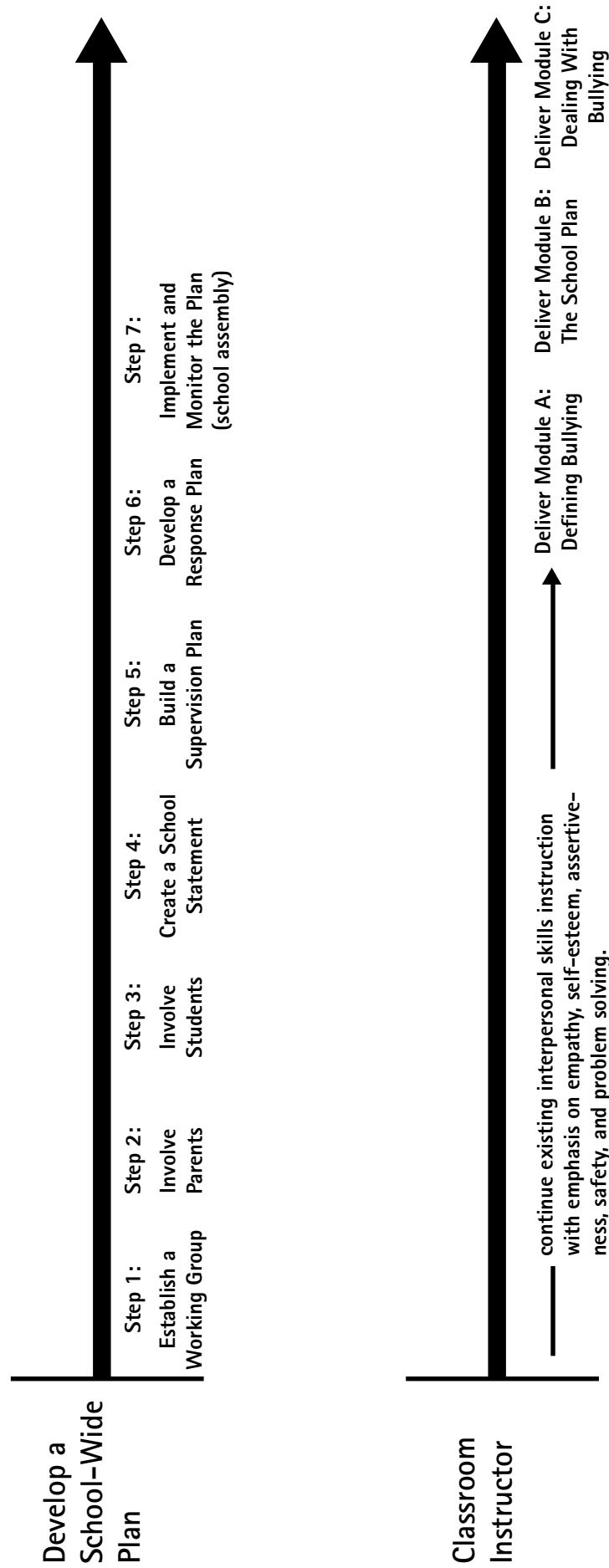
- ▶ is collaborative in nature
- ▶ creates a shared understanding about the nature of bullying and its effects on the lives of individual students and the school community
- ▶ assists the members of the school community in acquiring the specific knowledge, skills, and language to respond to bullying situations
- ▶ is proactive, not punitive
- ▶ provides a framework for bringing the plan to life
- ▶ directs the development of a wide array of prevention and intervention strategies.

Building a comprehensive plan takes time. There is often a tension between the desire to take immediate action and the need to plan for a sustained effort. It is tempting to act as quickly as possible in order to begin program implementation. However, the importance of the planning process cannot be understated—the very action of methodically constructing a plan is critical in engaging community support and developing ownership in that plan. The planning process, then, is as important as the content of the final plan, and is time well spent.

This section of *Focus on Bullying* details a seven-step plan for how a working group can engage teachers, parents, and students in the creation of a comprehensive plan to prevent bullying in elementary school communities. Note that, although the steps are numbered, schools are encouraged to adapt and rearrange these steps as necessary to suit local requirements and existing programs.

Implementing Focus on Bullying

Focus on Bullying provides for the development of a comprehensive school-wide plan for bullying prevention. It also includes classroom lessons for delivery in each classroom in the school once the school plan is in place. The following timeline outlines how the development of the plan fits with classroom instruction.



Step 1: Establish a Working Group to Steer the Project

Step 1 includes the following processes:

- ▶ recognizing the problem of bullying behaviour
- ▶ establishing a working group
- ▶ outlining the duties of the working group
- ▶ examining strategies for building momentum and sustaining the commitment of the school community.

Focus on Bullying is a comprehensive program requiring a full commitment on the part of the entire school community. Prior to initiating the program, it is suggested that schools examine their current circumstances and ensure they are prepared to commit to the work required to make a difference. Desire alone is not enough; schools that are over-burdened with other projects or that lack the leadership required to implement such a program may want to look at addressing those issues prior to embarking on this project.

Before beginning work with students or parents, it is imperative that school staff meet to discuss the issue of bullying, both generally and with regard to the specifics of implementing this model. *Focus on Bullying* is designed to provide schools with a comprehensive program that can be implemented with relative ease. Nonetheless, delivering the program represents a significant time commitment on the part of staff. Therefore, to make best use of time, all staff must agree that addressing bullying behaviours is a priority.

Once the need is identified, a working group should be formed to initiate the plan and carry the project forward. This working group could include:

- ▶ teachers
- ▶ administrators
- ▶ support staff
- ▶ parents
- ▶ students
- ▶ school nurses
- ▶ school liaison officers
- ▶ other interested community members.

Although the working group is responsible for initiating and guiding the project, full commitment from all staff members, parents, and students is essential to bring the program to life.

While it may be expedient to limit membership on the working group to school staff, consideration should be given to widening membership. Parents can play an important role in developing the plan and enlisting the support of other parents in the school community. The involvement of students in the development of the school plan is also recommended to ensure relevance and effectiveness of the plan. (For more information on involving parents and students, see Steps 2 and 3.)

In addition, many schools work closely with their police School Liaison Officers or community policing officers. These officers are often very familiar with issues surrounding bullying and can provide valuable input in the development of the plan. Their input into and support for the development of the school's response plan (Step 6), in particular, can greatly strengthen the school's ability to respond to serious incidents of bullying.

Getting Started

Before the working group initiates development of the school plan, they may wish to consider the following steps:

- ▶ Hold informal discussions with key staff (administrators, teachers, support staff) to solidify support and interest.
- ▶ Hold a meeting with all staff to introduce the *Focus on Bullying* program, and to discuss the following questions:
 - What is our understanding about the level of concern regarding bullying behaviour at this time?
 - What would be the benefits to students, staff, and parents if the school implemented *Focus on Bullying*?
 - What strengths, talents, and resources within our community might help us develop our plan?
 - Can the school community take on the task at this time?
 - How do we best involve students and parents in this initiative?
- ▶ Inform staff of the benefits of *Focus on Bullying* (as reported by schools that implemented the program during the pilot test period):
 - an opportunity to clarify and reaffirm existing practices
 - a marked reduction in the level of bullying behaviour
 - significant improvement in overall discipline within the school
 - a co-ordinated effort to address interpersonal skills instruction
 - support for children most at risk of being bullied
 - identification of student leaders who are empowered to lead by example and who refuse to stand by while others are bullied.
- ▶ Gain commitment from staff to implement *Focus on Bullying*.

Duties of Working Group Members

As work begins on the school bullying-prevention plan, the working group should consider who will be responsible for the following duties:

- ▶ arrange for staff training (see “Implementation Support” in the Introduction)
- ▶ arrange a parents’ meeting
- ▶ liaise with other schools involved in bullying-prevention programs
- ▶ develop a draft school plan incorporating input from staff, parents, and students
- ▶ present the draft plan for discussion, feedback, and revision
- ▶ facilitate delivery of the classroom lesson plans
- ▶ implement the school plan
- ▶ monitor the success of the school plan.

The Do’s of Collaborative Problem Solving

Members of the working group may find these strategies useful:

- ▶ Be enthusiastic, and optimistic;
- ▶ Be a co-problem solver, not an answer-giver;
- ▶ Actively listen to people and acknowledge them;
- ▶ Influence people with solid information, not by manipulating them;
- ▶ Accept the points of view and perspectives of others;
- ▶ Respect people’s needs;
- ▶ Allow time for reflection and time to ask questions;
- ▶ Be conscious of the contributions of people;
- ▶ Ask open and direct questions.

(Adapted from *Implementation Guide; Integrated School-Linked Services for Children and Youth at Risk*, Saskatchewan, Education, Training and Employment Ministry, 1994)

The working group as a whole should establish a timeline for implementation, and should determine how they will collaborate and communicate their progress at each stage of the plan.

An action checklist is provided with each step to guide the working group in the development of the school plan. Working group members will find it helpful to copy these pages and have them on hand as they work through the tasks in each step.

Building Momentum and Sustaining Commitment

While most people will likely support the need for a bullying prevention program, *Focus on Bullying* is an ambitious project and one that will take time. The following ideas may help to build momentum and maintain the commitment of members of the school community throughout the development of the plan:

- ▶ involve as many interested people as possible, especially students, in the planning; people become more committed to a plan they helped to create
- ▶ maintain communications with key groups—communication and information sharing not only helps to maintain commitment, it also helps avoid misunderstandings that can cause unnecessary rifts in relationships
- ▶ prepare ongoing progress reports for presentation at staff, parent, and student meetings; these help everyone to see the progress toward the goals
- ▶ recognize that building a comprehensive plan takes time—time that will result in increasing effective support for children
- ▶ take time to honour small successes.

Action Checklist

Step 1: Establish a Working Group

This checklist is designed to assist the working group as it leads the school community through the process of developing a school-wide bullying-prevention plan.

- Interested parties hold a meeting to discuss the possibility of implementing a school-wide bullying-prevention plan.
 - Consult with administration
 - Consult with key staff members
- Hold a staff meeting to discuss bullying in general and the possible implementation of a school-wide bullying-prevention plan.
- Gain staff commitment to the school plan.
- Confirm membership of working group.
- Establish timelines and determine meeting times.
- Assign tasks:
 - arrange for staff training
 - arrange a parents' meeting
 - lead discussion at staff meetings
 - liaise with other schools involved in bullying-prevention programs
 - develop a draft plan for discussion and feedback
 - facilitate classroom delivery of the lesson plans
 - implement the school plan
 - monitor the success of the school plan.
- Begin planning!

Step 2: Involve Parents

Step 2 includes the following processes:

- ▶ examining the importance of involving parents in the development of the school plan
- ▶ conducting an introductory parents' meeting
- ▶ providing the support materials for the parents' meeting
- ▶ outlining strategies for sustained involvement of parents in the school plan.

When schools reach out and invite parents to become involved in the *Focus on Bullying* program, the ensuing partnership has an enormous impact on both the school climate and on children's relationships with each other. The relationship between positive school climate and family involvement is reciprocal: each builds on the other. Joyce Epstein (1995) points out that strengthening the involvement of parents in school leads to "overlapping spheres of influence between home, school, and the community."

Parent-teacher partnerships are developmental in nature, promoting better co-operation between home and school and having a positive impact on the attitudes of students, teachers, and the parents themselves. Parental involvement in the *Focus on Bullying* program promotes co-operation between home and school, which in turn fosters improved student academic achievement, behaviour, and self-concept.

Parents and teachers collaborating on the *Focus on Bullying* program share a common basis for action. Sustained effort and commitment will secure the partnership's success.

The extent to which parents are involved in the development of the bullying prevention plan is the decision of each individual school. The approach outlined here involves a special meeting between working group members and the school or district Parent Advisory Council (PAC) to discuss the problem of bullying and to ask parents for their ideas concerning the development of a school-wide plan. Resource materials to support this meeting are included here. These resource materials include the following:

- ▶ PAC Meeting—Agenda
- ▶ Bullying Quiz (handout)
- ▶ The *Focus on Bullying* Program: An Overview (overhead)
- ▶ Imagine a Bullying Free School (overhead)
- ▶ What Parents Can Do to Support Their Children (handout)
- ▶ Selected Resources for Parents (handout)

A second meeting with the Parent Advisory Council may be held when the school plan has been developed (see Step 7 for more information). The working group may also choose to hold regular meetings with the PAC at strategic points during the development of the school plan. Alternatively, schools may choose to report regularly to parents through the school newsletter.

Guidelines for Conducting the Parent Advisory Council Meeting

Before the meeting:

- ▶ Determine who in the working group will be responsible for facilitating the meeting.
- ▶ Arrange the logistics for the meeting (e.g., time and place, childcare, refreshments, copies of the support materials).
- ▶ Arrange for translators where required.
- ▶ If possible, set up a display of relevant resources on the topic (see the “Selected Resources” later in this step, as well as the Resources section at the end of this manual).

During the meeting (note that the Agenda contains detailed suggestions for the content of the meeting):

- ▶ Communicate the purpose of the meeting: to discuss bullying in general terms and explore how the home and school can work together to address this problem.
- ▶ Set the climate or ground rules at the outset of the meeting by reviewing the purpose. Explain that neither specific bullying incidents nor the individuals involved will be discussed. Ask parents to respect this in their discussions and avoid references to specific situations or children.
- ▶ Talk briefly about why the school has decided to initiate a bullying-prevention program. You may wish to begin by talking about bullying in a larger context (e.g., the community, the workplace), then discussing bullying as it pertains to the school. One strategy for encouraging reflection and discussion is to ask parents, “How did you first learn about bullying?”
- ▶ Have parents complete the Bullying Quiz (provided here). You may also choose to distribute the introductory information contained in the section, “The Nature of Bullying in Elementary Schools” (earlier in this resource) as an outline of the dynamics of bullying.
- ▶ Outline the steps the school will undertake in implementing bullying prevention and discuss how parents can be involved.

- ▶ Ask parents for their ideas concerning how the school can respond to bullying problems. Let parents know how this information will be used and ask how they want the school to report back to parents on the school plan.
- ▶ Describe the lesson plans that will be used. Tell parents that, as part of the classroom lessons, you would like to have students in grades 2 to 7 complete a brief survey about their experiences with bullying at school.
- ▶ Listen to parents' concerns about their children being bullied. Bullying is an emotional topic and discussion may rekindle parents' own memories of bullying at school.
- ▶ Discuss some of the measures parents themselves can undertake with their children to counteract bullying (a parents' handout is included).

Involving Parents at Large

In addition to consultation with the Parent Advisory Council, schools wanting an increased level of parent involvement in the development of the school plan may choose to implement any of the following strategies:

- ▶ Have one or more parent representatives on the working group.
- ▶ Survey parents for their concerns about bullying issues and their ideas for the school plan.
- ▶ Organize a study group or series of meetings at which interested parents and school staff can discuss relevant articles, books, or videos on various aspects of bullying.
- ▶ Encourage informal discussion on bullying issues between classroom teachers and parents.
- ▶ Invite parents to attend the school assembly that launches the plan.

See Step 7 for additional information on involving parents in the school bullying-prevention plan.

Parent Advisory Committee Meeting: Agenda

(approximate time: 1.5 hours)

Welcome and Introduction (5 minutes)	<ul style="list-style-type: none">▶ review purpose of meeting▶ set climate or ground rules▶ talk about why the school is initiating bullying prevention
The Problem of Bullying (40 minutes)	<ul style="list-style-type: none">▶ distribute and complete “Bullying Quiz”▶ discuss answers to each question<ol style="list-style-type: none">1. Most bullying is just “kids being kids.” Children don’t do these sorts of things intentionally. <i>False.</i> Bullying is a pattern of repeated aggressive behaviour, with negative intent, directed from one child to another where there is a power imbalance.2. The majority of bullying involves acts of physical aggression. <i>False.</i> Bullying can be physical or verbal, or can involve social alienation.3. Adults are generally unaware of the extent of bullying among children. <i>True.</i>4. Children who bully others often believe the other child antagonized them and therefore caused the problem. <i>True.</i>5. Children who are bullied are usually more sensitive than their peers. <i>True.</i>6. Boys and girls are involved in bullying at about the same rate. <i>True,</i> although the prevalent type of bullying usually differs between girls and boys.7. Kids are powerless to stop bullying among their peers. <i>False.</i>8. Adults can play only a limited role in preventing bullying. It is up to the children to change. <i>False.</i> <p>(For a more complete discussion of the questions and answers, refer to the section, “The Nature of Bullying in Elementary Schools,” earlier in this resource.)</p>

Focus on Bullying (5 minutes)	<ul style="list-style-type: none"> ▶ display overhead, “The Focus on Bullying Program—An Overview” ▶ outline each step of the process
Developing the School Plan (20 minutes)	<ul style="list-style-type: none"> ▶ display overhead or poster: “Imagine a Bullying-Free School” and discuss in large or small groups ▶ record parents’ ideas as input for the development of a school statement for bullying prevention (see Step 4); alternatively, conduct a carousel brainstorm on flip chart paper (one sheet each for role of parents, school staff, and students)
Parent Involvement (15 minutes)	<ul style="list-style-type: none"> ▶ explain how ideas gathered at this meeting will be used ▶ discuss with parents how they can continue to be involved ▶ ask for ideas on how to communicate the plan to all parents ▶ distribute and comment on handout, “What Parents Can Do to Support Their Children” ▶ distribute handout, “Selected Resources”
Conclusion (5 minutes)	<ul style="list-style-type: none"> ▶ thank parents for attending ▶ check for questions

The Bullying Quiz

1. Most bullying is just “kids being kids.” Children don’t do these sorts of things intentionally. T F
2. The majority of bullying involves acts of physical aggression. T F
3. Adults are generally unaware of the extent of bullying among children. T F
4. Children who bully others often believe the other child antagonized them and therefore caused the problem. T F
5. Children who are bullied are usually more sensitive than their peers. T F
6. Boys and girls are involved in bullying at about the same rate. T F
7. Kids are powerless to stop bullying among their peers. T F
8. Adults can play only a limited role in preventing bullying. It is up to the children to change. T F

The Focus on Bullying Program— An Overview

Steps in the development of a school-wide bullying-prevention plan:

Step 1: Establish a Working Group

Step 2: Involve Parents

Step 3: Involve Students

Step 4: Create a School Statement for Bullying Prevention

Step 5: Build a Supervision Plan

Step 6: Develop a Response Plan

Step 7: Implement and Monitor the School Plan

Address Bullying Prevention through Classroom Lessons

- Module A: Defining Bullying
- Module B: The School Plan
- Module C: Dealing with Bullying

Imagine a Bullying-Free School

What Are the Qualities of a Bullying-Free School?

Consider the role of:

- parents
- school staff
- students

What Parents Can Do to Support Their Children

Children learn how to get along by watching adults.

- ▶ Model appropriate ways of getting along with others: showing empathy for others, managing angry feelings, accepting differences, and coping with peer pressure.
- ▶ Monitor your child's television watching. Discourage TV programs that model antisocial and aggressive behaviour.
- ▶ Help your child find ways to express anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child and talk about it.

Children learn by doing.

- ▶ Help your child develop interpersonal skills by providing opportunities for practice.
- ▶ Help your child think of and practise quick verbal comebacks to use when peers are teasing or being verbally abusive.
- ▶ Teach your child how to stick up for herself or himself through assertive, not aggressive, behaviour.
- ▶ Encourage and expand your child's interests and abilities.
- ▶ Involve your child in group activities that will enhance her or his interpersonal skills. Invite your child's friends to your home and have lots for them to do. Boredom can breed bullying.
- ▶ Discuss with your child examples of bullying that he or she notices on television, in video games, or in the neighbourhood. Help your child understand the consequences of bullying.
- ▶ Teach your child problem-solving skills. Acknowledge your child when he or she follows through.
- ▶ Help your child understand the value of accepting and celebrating individual differences.

Children need adults.

- ▶ Ask your child about his or her relationships with friends and peers.
- ▶ Encourage your child to tell you or another trusted adult if she or he is bullied or sees another child is being bullied.
- ▶ Keep lines of communication open with your child. Encourage your child to always let you know where and with whom he or she will be. Get to know your child's friends.
- ▶ Intervene in bullying incidents. Make it clear to all the children involved that bullying will not be tolerated. Ensure that those being bullied are safe.
- ▶ Inform school staff if your child tells you about bullying happening at school.
- ▶ Learn more about the topic of bullying and share your knowledge with your child. There is a wealth of information for parents and children on bullying. Check your local library.
- ▶ Talk with other parents.
- ▶ Get involved in bullying-prevention efforts at your child's school.
- ▶ Foster your child's self-esteem. A strong sense of self-worth can be a good defence against being pressured or bullied by peers.
- ▶ Be alert to signs that your child is being bullied or may be bullying others, such as torn clothing, mysterious bruises, falling behind in school work, returning home to use the washroom, changes in behaviour (e.g., angry outbursts, fighting, behaviour problems at school and in the neighbourhood, lack of friends). Get help for your child. Talk with a school counsellor or teacher.
- ▶ Talk with your child about the school's discipline policy and the school plan for bullying prevention. Talk to your child about what she or he is learning in school about bullying.

Selected Resources for Parents

Books

Zarbour, Kim. *Battling the Schoolyard Bully*. Harper, 1994.

A practical look at the bullying phenomenon from a Canadian perspective. It offers a thorough examination of the issue and advice for those who are bullied and their parents.

Stones, Rosemary. *Don't Pick on Me*. Pembroke Publishers, 1993.

A thorough look at the issue of bullying. It is designed to provide young people with information and strategies for coping with and preventing bullying. The book offers specific games and strategies that can be used to boost the self-esteem of those being bullied.

Scott, Sharon. *How to Say No and Keep Your Friends*. Human Resource Development Press, 1986.

This book aims to help teens and preteens make good decisions when confronted by negative peer pressure. The book offers concrete strategies to help young people deal with difficult decisions.

Video

Teasing and How to Stop It. Available for loan free of charge or for purchase for \$130 from the Family Resource Library at Children's Hospital, 4480 Oak St., Vancouver, B.C., V6H 3V4, (604) 875-2345 (local 7644/7205).

This video and book are designed for parents whose child is being teased by classmates. The resource takes the parent and child through five skill-building sessions.

Action Checklist

Step 2: Involve Parents

This checklist is designed to assist the working group as it leads the school community through the process of developing a school-wide bullying-prevention plan.

Tasks to be completed for
parents' meeting:

Person Responsible

- confirm date, time, location _____
- arrange logistics (childcare, refreshments, translators, etc.) _____
- confirm agenda _____
- prepare handouts and overheads _____
- prepare resources/displays _____
- determine meeting facilitator _____
- determine meeting recorder _____

other tasks:

- _____
- _____
- _____
- _____
- _____
- _____

Step 3: Involve Students

Step 3 includes the following processes:

- ▶ determining the role students will play in the development of the school plan
- ▶ outlining strategies for involving students in *Focus on Bullying*.

Students need opportunities to contribute to the well-being and vitality of their school community. Given opportunities, children will make a significant contribution to the development of *Focus on Bullying*. For this to happen, students need to be offered specific activities—both within and outside the classroom—connecting them to the school-wide plan in ways that benefit the wider community.

All students in the school can be powerful agents in changing attitudes and actions of their peers. While the majority of children do not bully others, they often inadvertently encourage bullying as onlookers. In addition, *Focus on Bullying* offers an opportunity for students who do engage in bullying to learn and practise pro-social behaviours. Together, all students can assist in the creation of a bullying-free school environment where all students have the right to safety and security.

By involving students as full partners in *Focus on Bullying*, the working group can mobilize the student population in the creation of a positive peer culture where helpfulness, friendliness, and positive leadership roles are recognized. Consider the following strategies for involving students:

- ▶ Include students as part of the working group. Students involvement on the working group provides a mechanism for ensuring that the school plan will be effective and relevant for students.
- ▶ Develop a student Bullying Prevention Committee. A student committee can meet occasionally to provide feedback to the working group on the development and the implementation of the school plan. Alternatively, co-ordinate with existing student groups (e.g., student council) for their input.
- ▶ Involve students in planning the school assembly to launch the plan (see Step 7: Implement and Monitor the School Plan). The launch assembly is a natural vehicle for including students. Their contributions to the assembly will help ensure that the message is communicated to the student body in a meaningful way.

- ▶ Conduct a poster contest during the development of the school plan. Use the phrases and slogans created during the development of the school statement (see Step 4) as the inspiration for the contest.
- ▶ Invite students to speak at parent meetings. Student participation at parent meetings could address topics such as why they think bullying prevention is important, how they can help keep the school a bullying-free environment, or what they have learned through the lesson plans.
- ▶ Provide for student involvement through classroom lessons. The lesson plans included later in this resource provide opportunities for students to give feedback to the school plan. Specific lessons that invite student input include:
 - a survey activity for students in grades 2-7 to identify the incidence of bullying at the school (Module A)
 - an opportunity for students to examine the school plan for bullying prevention (Module B)

For more information on involving students in developing and implementing the school-wide plan, refer to the sections, “Step 7: Implement and Monitor the Plan,” and “Address Bullying Prevention through Classroom Lessons,” later in this resource. The lesson plans are organized to provide students with introductory instruction in bullying prior to the launch of the bullying-prevention plan at the school assembly. The working group members should familiarize themselves with the lesson plan structure, and co-ordinate timelines for delivering the classroom lessons.

Action Checklist

Step 3: Involve Students

This checklist is designed to assist the working group as it leads the school community through the process of developing a school-wide bullying-prevention plan.

- Determine the role students will play in the development of the school plan.

- Outline strategies for involving students in *Focus on Bullying*:

Strategy

Person Responsible

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

- Become familiar with the structure of the classroom lessons.

Step 4: Create a School Statement for Bullying Prevention

Step 4 includes the following processes:

- ▶ determining the form the statement will take
- ▶ inviting staff input to the school statement
- ▶ inviting student input
- ▶ inviting input from parents
- ▶ incorporating various stakeholders' contributions to create the statement.

A School Statement:

- ▶ describes a school free of bullying
- ▶ conveys the school's commitment to bullying prevention

"At Smith Elementary we are committed to providing an environment free of bullying behaviour. We work together to:

- ▶ Resolve conflict peacefully
- ▶ Include others in all activities
- ▶ Respect differences
- ▶ Support each other"

A Mission Statement is an overall description of the school's educational philosophy.

"The Mission of Mountainview Elementary is to provide a safe and nurturing environment where all students are free to learn, grow, and pursue their personal best."

The creation of a school statement that describes a safe school community free from bullying is a crucial step in the *Focus on Bullying* program. The school statement defines common ground among staff, parents, and students, and communicates a unified vision of a school free from bullying. The vision is feasible and attainable, and is connected to the deeper values and aspirations of the school community.

The school statement energizes partners to participate in the plan. In addition, the school statement can guide the working group as they continue to develop the school's bullying-prevention plan. The working group should continually ask themselves if the plan they are constructing is consistent with the vision they portrayed in the school statement.

Statements have the most power when they are stated in simple terms so that most people can see and recall them at any time. A strong statement that includes everyone's ideas takes time to refine and select. The best phrases are "home grown" and convey a message that everyone understands.

The school statement can take many forms. It can be a separate statement or motto outlining the school's commitment to bullying prevention, or can be incorporated into an existing school Mission Statement, Code of Conduct, or Charter of Respect. Schools that already have a code, charter, or mission in place may choose to begin by examining these statements to determine whether or not they sufficiently address the school's vision for bullying prevention.

Creating the School Statement

Schools that choose to create a separate school statement on bullying prevention may consider the following process for involving staff, students, and parents in designing the statement.

A Code of Conduct is a description of the school's behavioural expectations.

"School Code of Conduct Cooperation:

- ▶ We listen to others' opinions.
- ▶ We follow instructions given by staff members and volunteers.
- ▶ We follow school rules.

Consideration:

- ▶ We care about others' feelings.
- ▶ We think before we act.
- ▶ We respect school rules.

Courtesy:

- ▶ We greet one another.
- ▶ We thank people for helping us.
- ▶ We are polite to each other."

Adapted from the Code of Conduct, Hastings Community School, School District #39 (Vancouver).

A Charter of Respect is a purpose statement outlining the school's commitment to creating a culture of trust and respect. It can include a vision statement, and descriptions of how school members will act respectfully.

Receive Staff Input

Either in staff training or at a full staff meeting, spend some time considering how the school may wish to convey its commitment to bullying prevention. The working group may choose to create a new statement; amend an existing Mission, Code of Conduct, or Charter of Respect; or create a slogan, motto, flag, or banner. Regardless of the approach chosen, it will be worthwhile to spend some time discussing the following questions:

- ▶ What is our vision for a bullying-free school?
- ▶ What are the roles of staff, students, and parents in a bullying-free school?
- ▶ What vision do our students have for a bullying-free school?
- ▶ What vision do parents have for a bullying-free school?
- ▶ What are the qualities of a bullying-free school?
- ▶ How can we state in a positive way what it is we wish to achieve at the end of this process?

The feedback received from staff will form the basis of the school statement. Record the feedback and ask staff to provide suggestions as to how this information could best be conveyed in a school statement.

Receive Student Input

Student contributions to the school statement can be garnered through the student bullying-prevention committee, the student council, from student representatives on the working group, or in selected classrooms. It is suggested that a representative group of students spend some time brainstorming their vision for a bullying free school. Consider using questions such as the following to solicit student input:

- ▶ What would a bullying free school look like?
- ▶ What do the students do in a bullying free school?
- ▶ What do the staff do in a bullying free school?
- ▶ What do the parents do in a bullying free school?

In addition, Module B in the classroom lessons provides opportunities for students to brainstorm ideas about what a bullying-free school would look like. Although this activity takes place after the school statement has been constructed, it provides a valuable opportunity for the students to strengthen their personal commitment to a bullying-free school.

A Slogan or Motto is a simple, easy-to-remember, "catchy" phrase to communicate the school's commitment to bullying prevention.

Examples of bullying prevention slogans/ mottoes:

"Respect is practised here!"

"Welcome to the respect zone."

"Smith Elementary—a bullying-free zone!"

"The C.A.R.E. Zone—Courtesy and Respect Everywhere!"

A Flag or Banner communicates the school's commitment to bullying prevention in graphic or symbolic form.

Receive Parental Input

Step 2: Involve Parents outlines a process for receiving contributions to the school statement at a parents' meeting. The working group should lead this process and receive the feedback.

Incorporate Contributions

Once the above steps have been completed, it is the responsibility of the working group to:

- ▶ tabulate feedback
- ▶ highlight and discuss key themes
- ▶ decide on a format for the school statement
- ▶ draft the statement.

Living the School Statement

For the school statement to have meaning, it must be more than just words: it should be the starting point for putting the school's bullying-prevention plan into action. In some schools, the school statement is reviewed at the start of each school year as part of an opening ceremony, and forms a personal commitment to maintain a safe and respectful community for the protection of all school members. Some schools communicate the school's statement through materials issued by the school, such as letterheads, buttons, and pencils. The working group should determine how the school statement will be communicated and personalized for all members of the school community.

Action Checklist

Step 4: Create a School Statement for Bullying Prevention

This checklist is designed to assist the working group as it leads the school community through the process of developing a school-wide bullying-prevention plan.

- Determine the form the school statement will take.

- Invite staff input: What is our vision of a bullying-free school?
- Arrange for student input to school statement.
- Invite parents' contributions to the school statement.
- Discuss and incorporate all stakeholders' contributions in developing the school statement.

Step 5: Build a Supervision Plan

Step 5 includes the following processes:

- ▶ determining staff role in supervision
- ▶ determining the role of supervision aides
- ▶ identifying areas at high risk for bullying
- ▶ planning programs to lessen bullying opportunities.

The single most effective deterrent to bullying is adult authority. Well-planned supervision, in concert with staff training, appropriate consequences, the identification of high-risk areas, and playground improvements, is an important component in the school-wide bullying-prevention program. If it is clear that bullying behaviour will not be tolerated, and if students' reports of bullying occurrences are taken seriously, then a significant reduction of bullying behaviour can be expected.

Issues relevant to the supervision of students include:

- ▶ the covert nature of bullying that makes some activities very difficult to identify (e.g., ostracism, cutting remarks, tripping, and malicious horseplay)
- ▶ the establishment of agreed-upon criteria for bullying that take into account the continuum of misbehaviour, from subtle, covert bullying such as ostracism, to physical aggression
- ▶ adult recognition that students cannot always solve all their own problems
- ▶ adult feelings of intimidation, isolation, or lack of support when intervening in bullying incidents.

Staff Role in Supervision

Since most bullying behaviours occur during break times, well-planned supervision at these times will reduce bullying incidents. Adult intervention in all bullying situations, either overt or suspected, is essential. Intervention clearly demonstrates the seriousness with which the school views bullying, while non-intervention implies it is somehow condoned. Students will feel comfortable talking to adults about problems they experience if they know that the problem will be acknowledged and addressed. Responses that indicate the students are responsible for addressing the problem themselves serve to support bullying behaviour.

"There is no evidence to suggest that a generally 'tolerant' and permissive attitude towards bullies on the part of adults will help these children outgrow their anti-social behaviour patterns."
(Olweus 1993)

All school staff, including supervision aides, should have input into and be familiar with the school's plan for responding to bullying incidents as laid out in Step 6: Develop a Response Plan. Those staff responsible for supervision must especially be familiar with the duties of first responders when dealing with bullying incidents.

The Role of Supervision Aides

Supervision aides handle some of the most difficult student behaviour in the school. Ideally, they are familiar with the skills of anger management, dealing with conflict, detecting bullying, and supporting students who are bullied. Supervision aides should also be actively involved in the school's training and planning for bullying prevention.

Promoting the supervision aides' status increases their effectiveness as school authority figures. Strategies for accomplishing this include:

- ▶ involve supervision aides in the working group
- ▶ ensure supervision aides receive all communications to staff regarding the bullying-prevention program
- ▶ develop a reporting system between supervision aides and teachers
- ▶ schedule joint teacher/supervision aide problem-solving sessions, with a supervision aide presenting a typical playground problem, followed by staff discussion
- ▶ pair a teacher with a supervision aide for break times to model effective ways of dealing with student behaviour
- ▶ arrange to involve supervision aides in the *Focus on Bullying* classroom lessons on bullying (see the lesson plans later in this resource for more information)
- ▶ arrange for supervision aides to work in the classroom (e.g., listening to students read, helping a small group with an arts activity)—this encourages communication between the supervision aide and teacher and affords the supervision aide a different type of contact with students, thus developing positive relationships
- ▶ create awards for positive, helping behaviour, presented by supervision aides during an awards ceremony.

Identification of High-Risk Areas

Close supervision is necessary in areas where bullying most frequently occurs. These areas can be identified in a variety of ways:

- ▶ Administer student surveys in each class (provided in the lesson plans for grades 2-7).

- ▶ Supply maps of the school (inside and out), and ask students to highlight the places where bullying takes place or where they feel unsafe. Areas described as unsafe by more than half the students are viewed as high risk areas.
- ▶ Take photographs of various locations around the school and grounds. Display the photos at students' eye-level with two envelopes, one marked with a happy face and one with an unhappy face, underneath each photograph. Have students place a counter/token in the happy or unhappy envelope to indicate their feelings about each location. Locations identified as “unhappy” places by most pupils are likely to be high-risk locations.

The lesson plans provided later in this resource contain additional classroom-based activities for identifying high-risk locations.

Acknowledging Pro-Social Behaviour

In addition to identifying and addressing bullying behaviours, an effective school-wide plan should include strategies for acknowledging and reinforcing positive, pro-social behaviours. This can be done in many ways. All staff should model such behaviour in their interactions with other staff and with students. It is also important to find ways to encourage and even celebrate pro-social behaviours in a more overt way. A strategy such as the “Good Stuff Ticket” provides a quick and easy way to reward positive behaviour. This strategy works in a number of ways:

- ▶ All staff should have a supply of these tickets on hand at supervision times (see the sample ticket provided here). When a staff member notices a student behaving in a pro-social manner, she or he acknowledges the behaviour, completes the ticket, and places it in a jar in the office. At regular times a draw is made and the student whose name is chosen wins a small prize.
- ▶ Staff award the good stuff ticket at the time the behaviour is acknowledged. The student then takes the ticket to his or her classroom where the teacher takes a moment to have the student restate why she or he received the ticket, and adds the ticket to a classroom total.
- ▶ Hold a special “good stuff day.” On these days, staff make an extra effort to notice pro-social behaviour. Staff may or may not announce this to the students. On the good stuff day, staff are given a set number of tickets and asked to hand them out—to students in their class, students not in their class, or both. Staff may also choose to hand out tickets to other staff to acknowledge their positive behaviours that day. At the end of the day, the tickets are tallied and the class with the most tickets win a prize.

- ▶ Design several types of tickets that acknowledge specific pro-social behaviours, such as helping, including other children in play, resolving conflict, acts of kindness, or asking for help. Staff could have a variety of tickets on hand or they could choose to acknowledge one behaviour for a specified period of time.

Good Stuff!

Date: _____

Student's Name: _____

Class: _____

What happened? _____

Staff name: _____

Planning and Programs to Support Supervision

Opportunities for bullying behaviour can be lessened by employing a variety of tactics:

- ▶ arrange indoor and outside activities for lunch and recess
- ▶ teach appropriate and enjoyable playground games
- ▶ provide supervised activities for rainy days
- ▶ offer recreational and hobby clubs
- ▶ reduce class changes as crowded hallways are a prime location for bullying
- ▶ stagger recess times, since much bullying of younger students is by older students
- ▶ provide ongoing social skills training
- ▶ use co-operative learning in the classroom
- ▶ start a playground buddies program
- ▶ form a leadership club to train volunteer playground leaders to help younger children with group games (e.g., managing equipment and refereeing).

Action Checklist

Step 5: Build a Supervision Plan

This checklist is designed to assist the working group as it leads the school community through the process of developing a school-wide bullying-prevention plan.

- Determine staff role in supervision.

- Determine supervision aides' roles.

- Identify locations that are at higher risk for bullying behaviour.

- Make a plan for acknowledging pro-social behaviours.

- Initiate programs to lessen bullying opportunities.

Program

Person Responsible

<hr/>	<hr/>
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Step 6: Develop a Response Plan

Step 6 includes the following processes:

- ▶ detailing guidelines and procedures for responding to and tracking incidents of bullying behaviour
- ▶ identifying strategies to support students who are bullied
- ▶ identifying strategies to respond to students who bully
- ▶ identifying strategies to respond to students who witness bullying
- ▶ planning restorative interventions to bring together all parties involved in a bullying incident.

School personnel intervene daily in students' inappropriate behaviours, reminding them of school rules, setting limits, and imposing consequences. However, because bullying behaviours are malicious, often covert, and repeated over time, dealing effectively with such behaviour demands a consistent school-wide response.

An effective school response to children's bullying behaviours has four goals:

- ▶ **Encourage communication**—adults provide a model for children by engaging them in discussion about bullying, teaching assertiveness and self-protection strategies, and encouraging children to seek adult assistance when other strategies are not working.
- ▶ **Develop empathy**—adults help children to recognize and interpret cues that signal other's feelings and needs, understand the impact of bullying behaviour on others, and treat others with caring and respect.
- ▶ **Promote accountability**—adults help children develop the ability to stop and think before they act, resist peer pressure, and take responsibility for their behaviour by making reparation for harm they have inflicted on others.
- ▶ **Enhance pro-social behaviour**—adults teach, model, and reinforce skills for getting along with others.

An effective response plan must be comprehensive, taking into consideration all parties involved in the bullying incident. It should provide specific supports for the student who was bullied, as well as intervention for the student who was bullying. The plan should also consider strategies for responding to students who were directly observing the bullying incident.

Each school should have a plan for responding to bullying incidents. Step 6 provides a brief outline of each of the components of the plan, as well as a process that allows the working group to alter or amend each component as appropriate. Refer to the section, “Respond Directly to Bullying Situations,” for detailed information on each of the following components:

- ▶ responsibilities of staff
- ▶ support for the student who was bullied
- ▶ intervention with the student who was bullying
- ▶ guidelines for dealing with students who witness bullying incidents
- ▶ development of social learning interventions
- ▶ restorative interventions—strategies for bringing all parties together
- ▶ tracking bullying behaviour.

Components of a Response Plan

Responsibilities of Staff

Ideally, all school personnel should be prepared and willing to intervene immediately when they observe bullying behaviour by a student, or when a student reports that bullying is occurring. This resource refers to those staff members who first intervene or receive the report of bullying as **first responders**. These first responders can be teachers, administrators, or support staff.

First responders will:

- ▶ intervene quickly to stop the incident
- ▶ calmly separate the parties involved
- ▶ talk with the children who have been bullied to acknowledge the situation, to gather any additional information, and to make a plan for staying safe that day; tell the children that another adult will meet with them to help them stay safe and avoid bullying in the future
- ▶ send the students responsible for bullying to a pre-determined location for a “time-out” (e.g., edge of the playground, office, classroom, behaviour room) and tell them there will be follow-up
- ▶ initiate a Bullying Incident Report and promptly submit it to the second responder (see the sample Report provided at the end of the section “Respond Directly to Bullying Situations,” later in this resource).

Often, first responders may have intervened to stop the bullying incident but are unable to continue to deal with the situation. Staff members who are responsible for following through on bullying reports are referred to as **second responders**. In many cases the school principal in consultation with a classroom teacher will play this role.

Second responders will:

- ▶ talk with each of the students involved separately, including those who witnessed the incident, to find out what happened
- ▶ ask open-ended questions to determine the nature of the behaviour, when and where it occurred, who was involved, what the students were doing prior to the incident and, most importantly, how each student feels about what happened
- ▶ talk to other staff who have direct knowledge of the students' other behaviours
- ▶ support the student who has been bullied
- ▶ identify strategies to respond to students who witnessed the bullying
- ▶ intervene with the students who are responsible for the bullying
- ▶ complete the Bullying Incident Report initiated by the first responder.

Note: At any point where there is reason to believe that a student may be in need of protection as outlined in Section 13 of *Child, Family and Community Service Act*, stop gathering information and promptly report to the Ministry for Children and Families. If a criminal offence has occurred, report to the police.

Support for the Student Who was Bullied

It requires courage on the part of a student who is bullied to report the bullying to an adult or to confirm a report made by someone else. Even a short-lived episode of bullying can leave a child feeling upset and fearful of possible future incidents. The child may need immediate reassurance and safety, as well as long-term support to avoid further victimization. The suggested process for supporting a student who has been bullied requires first and second responders to work together to:

- ▶ acknowledge the incident
- ▶ gather further information about the incident
- ▶ make a plan for the student's safety
- ▶ follow up with the student
- ▶ consider restorative interventions.

Remember, when dealing with bullying, it is important to label the behaviour, not the child. When addressing children involved in bullying incidents, use the following terms:

- ▶ student who bullies
- ▶ student who is bullied
- ▶ student who witnesses bullying.

Intervening with the Student who was Bullying

A system for responding to students who bully must take into account the fact that bullying behaviour among children occurs on a continuum ranging from transient and incidental to a chronic pattern of interacting with others. All children need the guidance of adults in developing the skills necessary for getting along with others. While inappropriate or hurtful behaviour must clearly be stopped and prohibited, the ultimate goal of any form of intervention is behaviour change. Behaviour change requires that children have the opportunity to reflect on their mistakes and to learn alternative, more socially appropriate behaviour. The suggested process for intervening with the student who was bullying requires second responders to:

- ▶ determine the appropriate level of intervention (Level I, II, or III) to use in response to the specifics of the bullying incident based on the nature and frequency of the behaviour, including consequences for the behaviour that encourage communication, develop empathy, promote accountability, and enhance pro-social behaviour
- ▶ provide an opportunity for the student to change the behaviour based on his/her understanding of its impact on others
- ▶ consider the use of restorative interventions to bring all parties involved in the incident together as a means of resolving the incident and possibly restoring the relationships among those involved.

Responding to Students Who Observe Bullying Incidents

At times, bullying incidents are strongly encouraged, implicitly or explicitly, by those who are witness to the incident. In such cases, it is important for second responders to follow up with those students. A discussion should include:

- ▶ a description of the nature of the behaviour they witnessed and its impact on the student who was bullied
- ▶ an opportunity for students to reflect individually and as a group about the impact of their behaviour on the incident and on each of the students involved (e.g., “At what point did you make the choice to stay and watch the bullying happen?”)
- ▶ problem solving with students about what they could have done differently in the situation and what the outcome could have been.
- ▶ consideration of the use of restorative interventions.

Development of Social Learning Interventions

A social learning intervention is a structured activity or series of activities, guided and supervised by an adult, that causes a student to reflect on his or her behaviour and its impact on others, and to learn

alternative, acceptable behaviours. Ideally, a social learning intervention engages a student in positive social interactions with her or his peers. It provides the student with the opportunity to do one or more of the following:

- ▶ make a positive contribution to the climate of the school
- ▶ make reparation for any harm she or he has done
- ▶ reconcile with the student he or she has mistreated
- ▶ learn and practise pro-social behaviour.

Restorative Interventions

A small but growing number of schools are employing restorative interventions in bullying situations. These interventions are broadly based on the principles of restorative justice used by the criminal justice system in several countries. Although these initiatives are at an early stage of development, preliminary results indicate that the infusion of these values into bullying prevention plans have made a difference. Some of the results experienced over the course of one year were reduction in the level of aggressive behaviour at school, and the overall improvement of the tone of the school environment (Classen 1996).

A restorative intervention approach views bullying situations as primarily a violation of human relationships, and only secondarily as an infraction of the school's discipline code.

Interventions based on this philosophy are intended to bring both children together to talk about the situation and find resolution. Because a child's psychological and physical safety must be of primary concern, these may be used most appropriately as early interventions. Both children must willingly participate in the process. Adults must be mindful of any power imbalance between the children and make every effort to equalize it.

Strategies consistent with this approach are outlined in the section, "Respond Directly to Bullying Situations," later in this resource.

Tracking Bullying Behaviour

The most basic prerequisite to an effective response to bullying at school is staff awareness of bullying incidents as they occur over time. A simple tracking system enables school staff to:

- ▶ co-ordinate their response to bullying incidents
- ▶ ascertain the nature and frequency of bullying at school
- ▶ identify those students who are engaging in bullying behaviour
- ▶ determine the level of response/intervention required to help students who are bullying to change their behaviour

- ▶ ensure that the needs of students who have been bullied are addressed.

All bullying incident reports should be kept in a single file or binder in the school office.

A sample Bullying Incident Report is provided in the section, “Respond Directly to Bullying Situations,” later in this resource.

The Process for Creating a Response Plan

The section, “Respond Directly to Bullying Situations” provides detailed information for responding to bullying situations. The working group should refer to this section throughout the process of developing a response plan. Each of the topic areas outlined must be examined in order to determine if there is a need for alterations prior to the development of a draft response plan to be presented to the staff.

The goals of a response plan are to:

- ▶ encourage communication
- ▶ develop empathy
- ▶ promote accountability
- ▶ enhance pro-social behaviour

- ▶ Review the benefits and goals of a comprehensive response plan, as outlined at the beginning of this step. Prepare these as an introduction to the draft response plan that will be presented to staff.
- ▶ Review and discuss the process for first and second responders as outlined here. List roles of first and second responders with any alterations deemed necessary for local circumstances. It may be helpful to name specific staff members who are most likely to play each of these roles.
- ▶ Review and discuss the process for supporting the student who has been bullied. Discuss and list any changes that may need to be made in order to present this information to staff.
- ▶ Review and discuss the process for intervening with students who are bullying. Discuss and list any changes that may need to be made in order to present this information to staff.
- ▶ Review and recommend procedures for addressing students who witness bullying.
- ▶ Review and discuss social learning interventions. Present this information to staff for future discussion.
- ▶ Present draft response plan at a staff meeting. Provide opportunities for staff commitment to the response plan. It is important that staff be provided time to become familiar and comfortable with the levels and type of responses suggested. The working group may choose to briefly introduce the draft to staff at a staff meeting, provide a copy, and arrange a follow-up meeting to discuss the plan. Following that presentation the response plan can be finalized.
- ▶ Include the response plan as part of the launch (see Step 7).
- ▶ Solicit feedback from all members of the school community regarding their experiences with the plan.

Action Checklist

Step 6: Develop a Response Plan

This checklist is designed to assist the working group as it leads the school community through the process of developing a school-wide bullying-prevention plan.

Use the information in the section, "Respond Directly to Bullying Situations" to:

- outline responsibilities of first responder and second responder
- detail guidelines and procedures to support students who are bullied
- detail guidelines and procedures for responding to students who bully
- detail guidelines and procedures for responding to students who witness bullying
- identify social learning interventions
- identify restorative interventions
- detail guidelines and procedures for tracking incidents of bullying behaviour

- | | |
|--|-----------------------------|
| <input type="checkbox"/> Provide opportunities for staff commitment to the response plan. | Person Responsible
_____ |
| <input type="checkbox"/> Include the response plan as part of the launch. | _____ |
| <input type="checkbox"/> Solicit feedback from staff and students regarding their experiences with the plan. | _____ |

Step 7: Implement and Monitor the Plan

Step 7 includes the following processes:

- ▶ informing staff of the school plan
- ▶ informing parents of the school plan
- ▶ conducting a school assembly to launch the plan
- ▶ keeping the plan alive through classroom lessons and other activities
- ▶ identifying strategies to monitor the success of the plan.

In the implementation phase, the plan is brought to life and is communicated to the school community. The school plan for bullying prevention will include:

- ▶ the school statement
- ▶ the supervision plan
- ▶ the response plan.

Launching the plan requires the involvement of the entire school community—students, staff, and parents. Launching the plan should reflect the amount of effort that has gone into the creation of the school plan. A school assembly is an effective way to unveil the plan with appropriate focus and attention.

The working group will need to determine the best means and format for communicating each part of the plan. Communicating the response plan will likely be the most challenging aspect of implementation. The response plan must be thoroughly understood by all members of the school community. It may be most efficient to outline the details of the response plan during staff meetings and in the classroom, and focus the launch assembly on the issue of bullying and the school's commitment to bullying prevention.

Inform Staff about the Plan

Prior to the launch, inform staff of the plan. This can be done in a special staff meeting for that purpose, or as a component of a regular staff meeting. It is essential to the success of the school plan that all members of staff are present at the meeting. Supervision aides, support staff, and custodial staff must be familiar with the plan as well as teachers and administrators.

Consider distributing written summaries of the plan a day or two prior to the meeting. Ask staff members to read the summaries and come to the meeting with questions or comments. Or, post the school statement in the staff room a few days ahead of the meeting for people to read and think about. Post a few blank sheets as well for staff to record their comments.

During the meeting, keep the presentation brief and allow time for questions. Consider adding a practical activity to the meeting. For example: Prepare index cards with typical bullying scenarios that school staff might encounter (note: the lesson plans provided later in this resource contain numerous bullying scenarios). Have small groups examine a scenario and comment on what their response would be given the context of the school plan.

Inform Parents

The school plan must also be presented to parents. The working group may choose to report the plan to parents through a meeting, through the school newsletter, or may invite parents to the school assembly.

If the school plan is communicated to parents through a separate meeting, it can follow a similar format to that of the staff meeting, with written materials available and presentation of key concepts. Consider the following:

- ▶ Include general information gleaned from the student survey process. Explain what response is being taken to the key themes generated by the surveys.
- ▶ Make handouts available. Develop a list of ways that parents can help.
- ▶ Communicate the school's procedure for informing parents when their children are involved in a bullying incident (e.g., telephone, letter, meeting).
- ▶ Provide translations where possible.
- ▶ Keep the presentation simple and clear.

Parents play a key role in supporting and assisting the school plan by reinforcing the schools' expectations at home. Parents will continue to be involved in the *Focus on Bullying* project out of both a general interest and concern for the school, and out of particular interest for their own children. Thus, it is important that parents understand the meaning of the school statement and are clear about the school's plan for responding to bullying.

The School Assembly

By conducting a special school assembly, the school adds commitment and momentum to the plan. The assembly can be modelled on the inauguration of public health campaigns, such as bicycle safety or anti-smoking campaigns, promoting the objectives of the school plan. The effort expended on the launch day underscores the importance of the plan to the school.

Some ideas for the school assembly include:

- ▶ invite outside speakers to deliver keynote speeches
- ▶ unveil the school statement
- ▶ give individual students or classes responsibility for preparing banners and decorating the halls and the assembly venue
- ▶ conduct workshops for cross-grade groupings, with sessions such as “What is Bullying?”, “Helping Yourself in Bullying Situations”, “Standing up for Others”; include role plays, co-operative games, and puppet presentations
- ▶ include fine arts displays linked to the event by complementary themes
- ▶ invite secondary school students to participate, thus strengthening links with the secondary school community, and highlighting youth as community resource people
- ▶ introduce new or recognize existing peer helper or peer mediation programs.

There are numerous opportunities to involve students in launching the school plan. For example, students can present or display the posters, murals, skits, etc. that they developed through classroom-based instruction (see the section, “Address Bullying Prevention through Classroom Lessons,” later in this resource). In addition, it may be appropriate to have older students (Grade 6-7) take a leadership role in presenting the school plan to younger classes. Opportunities for students to be actively involved in the development and implementation of the bullying-prevention initiative will contribute to the success of the program and to the well-being of the school community.

Keeping the Plan Alive

Once the plan has been launched, additional energy will be required to monitor and maintain the plan. This is a natural point to recruit new membership on the working group. The following suggestions may be useful in maintaining the school’s commitment:

- ▶ Conduct a “where are we with the plan” staff check-in at the beginning of each school year or term. Ensure that any new staff members are familiar with the school’s bullying-prevention program.
- ▶ Ensure that the bullying-prevention plan is incorporated as part of any school-wide or classroom-based discussions of expectations for student behaviour.
- ▶ Include the plan as part of a beginning-of-year PAC meeting and/or school newsletter. Encourage ongoing parent dialogue on the issue. Provide periodic updates throughout the year.
- ▶ Provide information on bullying in each issue of the school newsletter and/or devote a single issue of the newsletter to introducing the school plan. Include students’ writing, cartoons, or artwork to promote bullying prevention.
- ▶ Provide information on the school’s bullying-prevention efforts to the parents of all children entering Kindergarten and transferring in from other schools.
- ▶ Add bullying-prevention books and videos to the parent lending library and encourage parents to borrow these materials.
- ▶ Add information about the bullying-prevention plan to the school’s web site.
- ▶ Look for opportunities to connect with other schools in the area that are implementing bullying-prevention programs.
- ▶ Display students’ posters on bullying prevention in entrance halls and outside classrooms, particularly at times when there are family events happening at school. Public places such as libraries and community centres may also be approached to showcase student work on this topic. Hold an open house at which students’ artwork related to bullying is displayed, and have students demonstrate some of the role plays they have been practising, perform skits, or present videotapes they have created.
- ▶ Develop a bullying-prevention brochure with older students. Distribute to parents.
- ▶ Show student-produced slide shows at a Parent Advisory Council meeting.

Monitor the Plan

By periodically reflecting on the current status of the plan, the working group can determine which components of the plan are most successful and which components need to be altered. The following strategies can be used to assist schools in ensuring the plan remains relevant and effective over time.

- ▶ Track the number of bullying reports received in the office. Have they increased or decreased over the last month? the last six months? the last year? Remember that a surge in the number of reported bullying incidents is expected at first. Therefore don't look at any increase as a sign of failure; rather, try to look at the type of incident being reported and then follow up to see if more students are being assisted.
- ▶ Conduct the bullying surveys periodically (e.g., once a year). It is advisable not to conduct them at the beginning of the school year as bullying is often more frequent at that time. To obtain a more accurate picture of the incidence of bullying, conduct the surveys at the same time as they were conducted in the launch year.
- ▶ Encourage staff to maintain a bullying journal, recording bullying incidents as they become aware of them. Staff can share their findings at a special staff meeting. Remember to maintain confidentiality.
- ▶ Bring students together for small group discussions. Use cross-grade student groups to discuss bullying as an informal or formal assessment of how students seem to be coping. Report the findings back to staff and to parents.
- ▶ Track reports and concerns from parents. This will help determine whether or not the number or type of bullying behaviours that parents notice is increasing. Report this back to staff.
- ▶ Discuss bullying regularly at staff meetings. The following guiding questions might be used to start the discussion:
 - What are the most successful parts of the plan?
 - What might we need to alter?
 - What factors are keeping people motivated?
 - Has there been a noticeable difference in the relationship among the children?
 - Have perceptions changed among staff, students, and parents with regard to bullying?
 - Are additional training opportunities required to strengthen staff understandings or skills?
 - Are additional opportunities required to strengthen student and parent understanding or skills?
 - How do we reinforce and maintain our success?
 - Have we noticed any changes in the areas where bullying takes place?
 - How can we share what we have learned with other schools?

Action Checklist

Step 7: Implement and Monitor the Plan

This checklist is designed to assist the working group as it leads the school community through the process of developing a school-wide bullying-prevention plan.

- Inform staff of the school plan.

When	Who	How
_____	_____	_____

- Inform parents of the school plan.

When	Who	How
_____	_____	_____

- Determine the format and activities for the school assembly.

Activity	Person Responsible
_____	_____
_____	_____
_____	_____

- Determine strategies for keeping the plan alive.

Activity	Person Responsible
_____	_____
_____	_____
_____	_____

- Determine strategies for monitoring the plan.

Activity	Person Responsible
_____	_____
_____	_____
_____	_____

RESPOND DIRECTLY

Respond Directly to Bullying Situations

This section of *Focus on Bullying* provides a detailed description of the responses and strategies for intervening in bullying incidents. Note that this same sequence of strategies can be found in an abbreviated form earlier in the document, as Step 6 of Develop a School-Wide Plan for Bullying Prevention.

School personnel intervene daily in students' inappropriate behaviours, reminding them of school rules, setting limits, and imposing consequences. However, because bullying behaviours are malicious, often covert, and repeated over time, dealing effectively with such behaviour demands a consistent school-wide response.

All school personnel should be prepared and willing to intervene immediately when they observe bullying behaviour by a student, or when a student reports that bullying is occurring. As bullying incidents are complex and involve more staff members than the one who initially intervened, responsibilities are divided among two key groups, "first responders" and "second responders."

First responders are those staff members who witness and intervene in a bullying incident or those staff who first receive a report of bullying.

As first responders, they will:

- ▶ intervene quickly to stop the incident
- ▶ calmly separate the parties involved
- ▶ send the children responsible for bullying to a predetermined location (e.g., edge of the playground, office, classroom, behaviour room) and tell them there will be follow-up
- ▶ talk with the children who have been bullied to acknowledge the situation, to gather any additional information, and make a plan for staying safe that day; tell the children that another adult will meet with them to help make a plan to stay safe and avoid further bullying
- ▶ complete the appropriate sections of a bullying incident tracking sheet and promptly submit it to the teacher or principal. (Note that a sample tracking sheet is provided at the end of this section.)

Often, first responders may have intervened to stop the bullying incident but are unable to continue to deal with the situation. Staff members who are responsible for following through on bullying reports are referred to as **second responders**. In many cases the school principal in consultation with a classroom teacher will play this role.

Is it Bullying?

When observing students' social interactions, ask yourself:

- ▶ Does there appear to be an imbalance or abuse of power?
- ▶ Does one student appear to be more upset than the other(s)?

If so, speak privately with the student who it appears may be bullied and ask:

- ▶ "WHAT WAS HAPPENING?"
- ▶ "DO YOU USUALLY PLAY WITH THESE CHILDREN?"
- ▶ "HAS THIS HAPPENED BEFORE?"
- ▶ "WHAT HAVE YOU TRIED?"
- ▶ "HOW ARE YOU FEELING?"

Second responders will:

- ▶ talk with each of the students involved separately, including those who witnessed the incident, to find out what happened
- ▶ ask open-ended questions to determine the nature of the behaviour, when and where it occurred, who was involved, what the students were doing prior to the incident and, most importantly, how each student feels about what happened
- ▶ talk to other staff who have direct knowledge of the students' other behaviours
- ▶ support the student who has been bullied
- ▶ identify strategies to respond to students who witnessed the bullying
- ▶ intervene with the students who are responsible for the bullying
- ▶ complete the bullying incident tracking sheet initiated by the first responder.

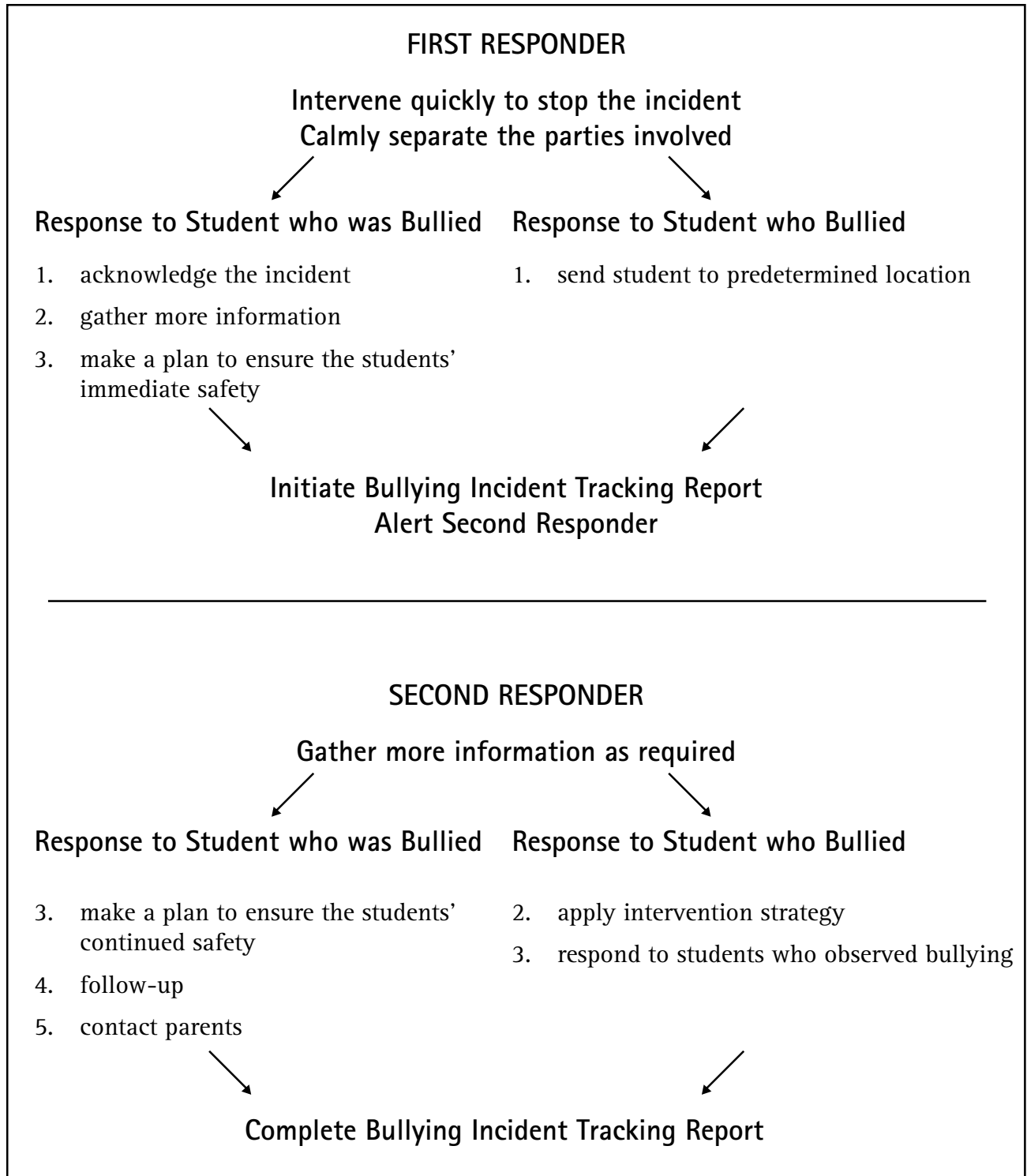
The diagram on the following page outlines the recommended series of strategies first and second responders apply to ensure a comprehensive response to bullying incidents. The techniques and strategies are described in detail on the following pages.

Supporting the Student Who Has Been Bullied

It requires courage on the part of a student who is bullied to report the bullying to an adult or to confirm a report made by someone else. Even a short-lived episode of bullying can leave a child feeling upset and fearful of possible future incidents. The child may need immediate reassurance and safety, as well as long-term support to avoid further victimization. The suggested process for supporting a student who has been bullied requires first and second responders to work together to:

- ▶ acknowledge the incident
- ▶ gather further information about the incident
- ▶ make a plan for the student's safety
- ▶ follow up with the student
- ▶ consider restorative interventions.

Responding to a Bullying Incident



The following steps form a comprehensive and shared response to the student who has been bullied. First responders begin steps 1 to 3, while second responders will complete steps 3 to 5. A tracking form allows staff to initiate an incident report and to note which steps they have completed. (A sample incident report tracking form is included at the end of this section.)

1. **Acknowledge the Incident**

“You were right to tell me.”

“I’m sorry that happened to you.”

2. **Gather Information**

“What else happened?”

“Who is doing it?”

“Has this person bothered you before?”

“What have you tried?”

3. **Make a Plan to Ensure Safety**

Help the student to brainstorm solutions and make a plan for staying safe. This plan should include:

- ▶ Where the student will play and with whom (or how to avoid further encounters with students who bullied).
- ▶ What he or she can do if bullying continues.
- ▶ Who the student will tell if there is another incident.

For each aspect of the plan consider:

- ▶ Is it safe?
- ▶ How might people feel?
- ▶ Is it fair?
- ▶ Will it work?

(adapted from the problem-solving model used in *Second Step: A Violence Prevention Program*)

Assure the student that action will be taken with the student(s) responsible.

4. Follow-up

Meet with the student within a few days to determine the success of the plan and the student's vulnerability to further bullying:

"Have you been able to put the plan we made together into practice?" "How well did it work?"

"Has any more bullying occurred?" If so, further intervention with bullying student may be required.

"If the plan hasn't worked, what else could you try?"

- ▶ Remind the student to seek adult help if the bullying recurs.
- ▶ Let the student know you will continue to check in with her or him from time to time.
- ▶ Tell the student, in general terms, that there have been consequences for the student(s) who was bullying him or her.
- ▶ Consider the use of restorative intervention strategies (see later in this section) as a means for bringing the two parties together to resolve the issue and restore or strengthen the relationship between the students involved in the incident.

If you are concerned that this student may continue to be vulnerable to bullying by other students, you may choose to involve the school counsellor or youth and family worker to work with her or him individually or in a small group. Children who are chronically bullied may benefit from opportunities to build their self-esteem, practise assertive responses and other self-protective strategies, and enhance their friendship skills.

5. Contact Parents

Contact the student's parents to inform them of the incident and the school's plan for supporting their child. Inform them of the school's plan for intervening with the students responsible for the bullying. Make a plan for any further contact that may be required.

In cases of more entrenched or problematic bullying, the school may choose to have a meeting with the parents. If such a meeting is called, the second responder may:

- ▶ inform the parents of the school's efforts to support their child
- ▶ discuss the plan made with the student and ask the parents for input and/or to support the plan at home
- ▶ listen to the parents' concerns and answer any questions
- ▶ provide strategies, resources, or activities that the parents may use at home to reinforce school's efforts (see the Resource section)

- ▶ offer school-based support for their child (e.g., counsellor)
- ▶ consider referral to community-based support services
- ▶ encourage parents to inform the school if the bullying continues.

Intervening with Students Who Observe Bullying

At times, bullying incidents are strongly encouraged, implicitly or explicitly, by those who witness the incident. In such cases, it is important for second responders to debrief with those students, using questions such as the following as a guide:

- ▶ How would you describe what happened?
- ▶ What made this a bullying incident?
- ▶ At what point did you make the choice to stay and watch the bullying happen?
- ▶ How might your presence have influenced the behaviour of the student who was bullying?
- ▶ What were your feelings as you watched the bullying incident?
- ▶ How do you feel about it now?
- ▶ How do you think the student who was being bullied felt?
- ▶ What could you have done differently, either to intervene or to prevent the incident?
- ▶ What action could you take now to make the student who was bullied feel happier and safer at school?

Some words that describe bullying behaviour:

- ▶ teasing
- ▶ making fun of
- ▶ embarrassing
- ▶ giving put-downs
- ▶ insulting
- ▶ name-calling
- ▶ gossiping
- ▶ ignoring
- ▶ excluding
- ▶ isolating
- ▶ confining
- ▶ harassing
- ▶ threatening
- ▶ frightening
- ▶ destroying property
- ▶ shoving
- ▶ hitting
- ▶ assaulting

Intervening with Students Who Are Bullying

A system for responding to students who bully must take into account the fact that bullying behaviour among children is on a continuum ranging from transient and incidental to a chronic pattern of interacting with others. All children need the guidance of adults in developing the skills necessary for getting along with others. While inappropriate or hurtful behaviour must clearly be stopped and prohibited, the ultimate goal of any form of intervention is behaviour change. Behaviour change requires that children have the opportunity to reflect on their mistakes and to learn alternative, more socially appropriate behaviour.

The following steps form a comprehensive and shared response to the student who has bullied. Refer to the tracking form later in this section, which models a process for staff to initiate an incident report and to note which steps they have completed.

First Responders

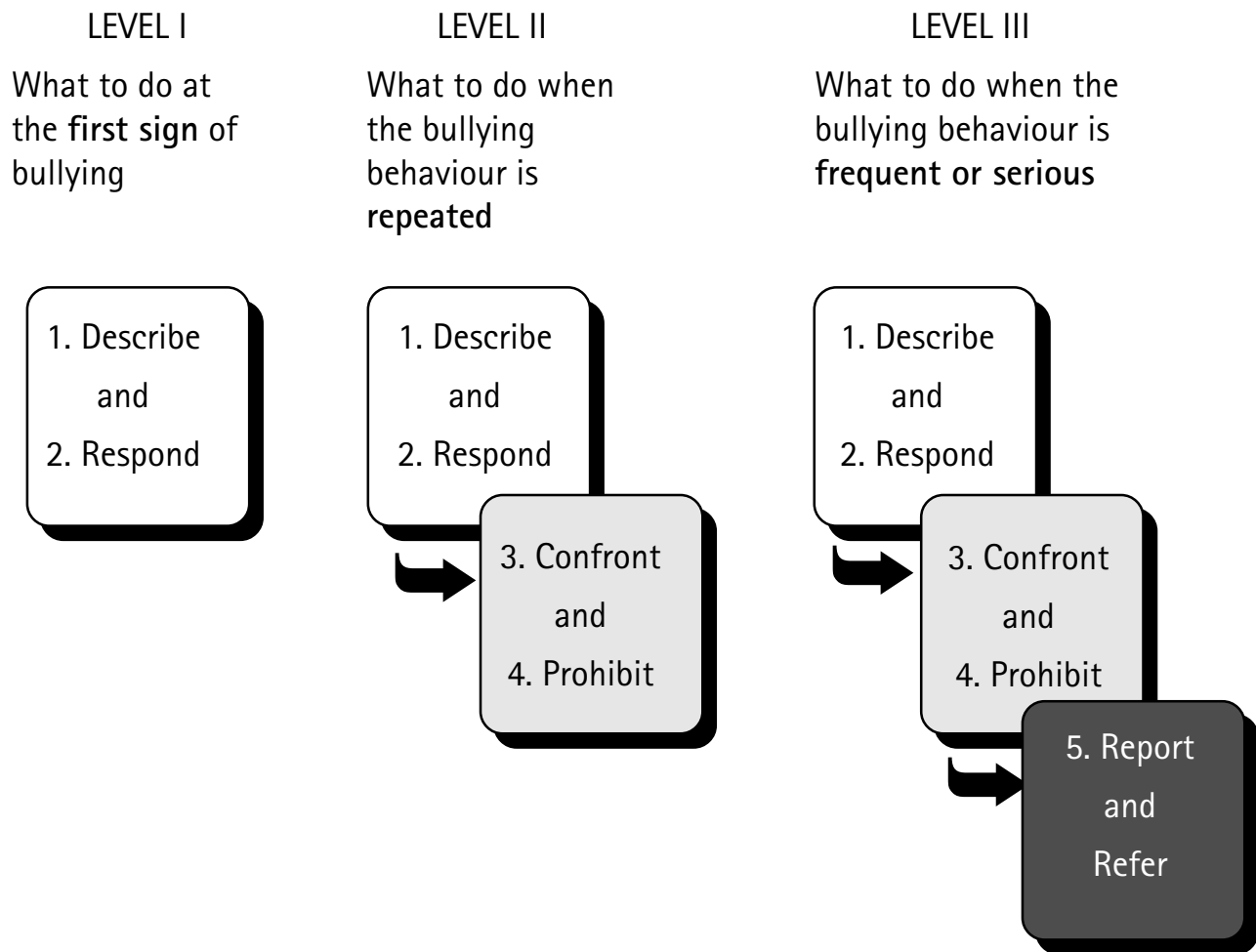
1. Send students responsible for bullying to a predetermined location (e.g, edge of playground, office, classroom) and advise them that there will be follow-up.
- ▶ Initiate an incident report and alert an appropriate second responder.

Second Responder

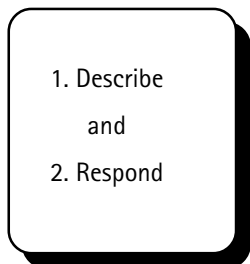
- ▶ Gather additional information as required.
2. Identify and apply the appropriate level of intervention and respond accordingly. (Details on how to identify and apply appropriate levels of intervention are provided later in this section.)
- ▶ Complete the bullying incident tracking report.

Identifying and Applying Appropriate Levels of Intervention

The severity and duration of the bullying behaviour determines the level of response required. The following pages describe a three-level response system, based on the work of Gail Ryan at the University of Colorado. Levels I and II are applied sequentially, while Level III may be applied following Level II or it may be applied to any bullying situation that is considered serious when it first comes to light.



Level I: What to do at the first sign of bullying behaviour



This level of intervention is appropriate for those situations in which bullying behaviour is first evident. In such cases, adults have become aware of a few relatively minor incidents that, together, constitute bullying.

Note: Use the Level III response for bullying behaviour that is serious in nature, even if it has only recently come to light.

The second responder gathers additional information as necessary before initiating a Level I response.

1. *Describe* the behaviour in terms that are clear and direct.
2. *Respond* by:
 - pointing out the impact on the others
 - reminding the student of behavioural expectations

Either the student's teacher or principal should contact the parents. Inform the parents that the student has been spoken to about the behaviour and suggest that they may wish to reinforce the same message at home. Do not reveal the identity of the other student involved to protect their privacy.

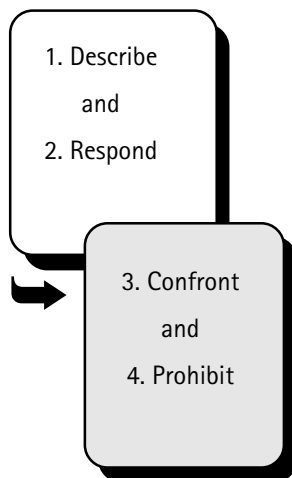
The following is an example of a Level I response:

On a few occasions a grade 2 teacher has overheard Janet, one of her students, tell other students in the class that their drawing or writing projects are dumb. Today, the teacher sees Janet put an "F" on Simon's arithmetic paper. She takes Janet aside and talks to her about the behaviour. "Janet, I saw you put an F on Simon's paper and I have heard you making unkind comments about other children's work. Those are put-downs. When you put down other students' work, it can make them feel unhappy and discouraged. At our school we treat others with kindness and respect."

1. *Describe* the behaviour in terms that are clear and direct. ("Janet, I saw you put an F on Simon's paper and I have heard you making unkind comments about other children's work. Those are put-downs.")
2. *Respond* by:
 - pointing out the impact on others ("When you put down other students' work, it can make them feel unhappy and discouraged")
 - reminding the student of behavioural expectations ("At our school we treat others with kindness and respect")

In some cases, this first level of response will be sufficient to stop the bullying behaviour. However, if the teacher believes that the student would benefit from further (early) intervention or if the behaviour recurs, the teacher may wish to:

- ▶ have the student complete a self-reflection activity sheet (see the sample Self-Reflection Activity Sheet provided in this section)
- ▶ impart a social learning intervention
- ▶ use a restorative intervention.



Level II: What to do when bullying behaviour is repeated

At this level of intervention, the student has already had a first level intervention, but the pattern of bullying behaviour has continued, aimed at the same child or another child or children. In such cases, the *describe* and *respond* steps are repeated, and new steps, *confront* and *prohibit* are added.

The second responder gathers additional information as necessary before initiating a Level II response.

1. *Describe* the behaviour in terms that are clear and direct.
2. *Respond* by:
 - pointing out the impact on the others
 - reminding the student of behavioural expectations.
3. *Confront* the student about the behaviour.
4. *Prohibit* the behaviour or set limits by:
 - telling the student that the behaviour is not allowed
 - imposing a school sanction
 - imposing a social learning intervention, which can be part of the sanction or a follow-up to it.

The principal and counsellor should contact the parents to inform them about the incident and ask to meet with each separately. The identity of the other students involved should be kept confidential.

In their meeting with the parents, the principal, teacher, and counsellor should:

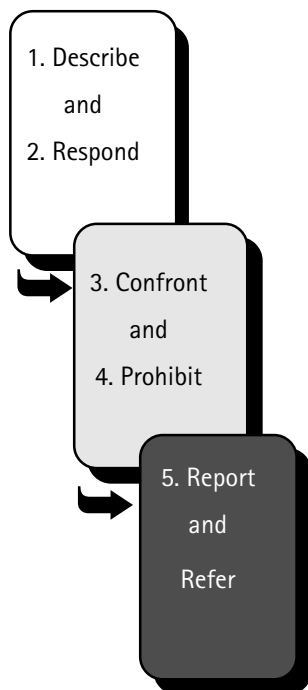
- ▶ discuss the student's behaviour and the school's immediate response
- ▶ explain the school's procedure for responding to bullying behaviours and the next step in helping their child to learn more appropriate ways of interacting with peers.

The following is an example of a Level II response:

Eleven-year-old Lenny has been picking on younger children on the playground. The supervision aide has intervened on three occasions, sending Lenny to the school steps for time-out. Following each incident, Lenny's teacher spoke with him about the behaviour. He described the behaviour, talked about the impact on the younger children, and reminded him of the behavioural expectations at school. He also spoke with Lenny's parents. To encourage Lenny to develop relationships with children his own age, the teacher and the supervision aide arranged for Lenny to participate in a five-a-side soccer game during lunch hours.

It appeared that Lenny had stopped the behaviour until one of his classmates approached the supervision aide at recess saying that Lenny was forcing some younger kids to stay in a corner of the playground and threatening to hurt them if they told an adult. This time, the supervision aide intervened and sent Lenny to the principal's office, where Lenny completed a self-reflection activity sheet. When the teacher and principal spoke with Lenny, they began by repeating their earlier message. They went on to confront him about his behaviour and prohibit it by imposing a consequence. "We have spoken to you before about picking on younger children. You do not have the right to treat anyone that way. For the next week, you will spend recess and lunch in a supervised area of the library. We are very concerned about your behaviour, and we will be having a meeting with your parents to discuss it." Lenny was also given the task of researching books on the topic of bullying and writing a report on his findings.

1. *Describe* the behaviour in terms that are clear and direct. (“Lenny, you have been threatening younger children and forcing them to stay in a corner of the playground.”)
2. *Respond* by:
 - pointing out the impact on others (“The children are frightened when you do that. It causes me to be very concerned.”)
 - reminding the student of behavioural expectations (“At our school, we treat others with respect and help them to stay safe.”)
3. *Confront* the student about the behaviour. (“We have spoken to you before about picking on younger children.”)
4. *Prohibit* the behaviour or set limits by:
 - telling the student that the behaviour is not allowed (“You do not have the right to treat anyone that way.”)
 - imposing a school sanction (“For the next week, you will spend recess and lunch in a supervised area of the library. We are very concerned about your behaviour and we will be having a meeting with your parents to discuss it.”)
 - imposing a social learning intervention, which can be part of the sanction or a follow-up to it (“I want you to use this library time to research the topic of bullying and prepare a report about its effects. I will read your report and then we will discuss it.”)



Level III: What to do when bullying behaviour is frequent or serious in nature

A Level III intervention is warranted when a student’s bullying behaviour is not responding to adult intervention and/or the nature and extent of the behaviour is serious enough to cause psychological or physical harm to other students. School staff will continue to *describe*, *respond*, and *prohibit*, however they will also *report and refer* to resources outside the school.

The second responder gathers additional information as necessary before initiating a Level III response.

1. *Describe* the behaviour in terms that are clear and direct.
2. *Respond* by:
 - pointing out the impact on the others
 - reminding the student of behavioural expectations.
3. *Confront* the student about the behaviour.
4. *Prohibit* the behaviour or set limits by:
 - telling the student that the behaviour is not allowed
 - imposing a school sanction
 - imposing a social learning intervention, which can be part of the sanction or a follow-up to it.

The principal and counsellor should contact the parents of both students to inform them about the incident and ask to meet with each separately. The identity of the other students involved should be kept confidential.

In their meeting with the parents of the student who is bullying, the principal, teacher, and counsellor should:

- discuss the student's behaviour and the school's immediate response
 - explain the school's procedure for responding to bullying behaviours and the next step in helping their child to learn more appropriate ways of interacting with peers.
5. *Report and Refer.* Depending upon the circumstances, a report or referral to any of the following might be appropriate:
- Police
 - Ministry for Children and Families
 - School Counsellor
 - District Support Services
 - Community Agencies

Reporting to Police

In considering whether or not to inform and involve the police, it is important to remember that the police may be able to play two important roles:

- ▶ Supporting the school's overall response to bullying. Many schools work closely with their School Liaison Officer or Community Policing Officers. Where this is the case, schools are encouraged to consult with the officer to determine what role the officer may be able to play in responding to serious incidents of bullying. Perhaps she or he would be available to attend the school to meet with students who have been bullied or students who have been bullying. The officer could talk with the students who have been bullied about strategies for dealing with such situations. The officer may also be able to discuss the serious nature of bullying with the student responsible for bullying. Depending on the officer's role, he or she may respond to children under 12 (who cannot be charged under the *Young Offenders Act*), or may only be able to respond to children over the age of 12. Additionally, police are required to report to the Ministry for Children and Families when they investigate an incident in which children under 12 commit an assault.

- ▶ Responding to bullying incidents that may be considered criminal offences. Although bullying is not usually thought of as potentially criminal, many forms of bullying behaviour, if perpetrated by a person over 12, may constitute a criminal offence (e.g., assault, intimidation, extortion). It is important that school staff report to police those behaviours that might constitute criminal conduct, especially if a physical injury has occurred. Not only is this important for the school, its climate, and the safety of others, it is important for the students directly involved in the incident. Even though the student may not be charged, reporting the incident to the police strengthens the message to the student responsible for bullying that these behaviours are not acceptable—at school or in the community. In many communities, the police may refer young people for counselling as an alternative to criminal charges. These resources can play an important part in providing support to that student.

Reporting to the Ministry for Children and Families

When bullying behaviour becomes entrenched as a child's behaviour pattern, there may be reason to believe that the child is experiencing difficulties in other aspects of his or her life. When a child is severely abusive to a peer, schools should consider whether a report to the Ministry for Children and Families would be appropriate.

A report to the Ministry for Children and Families is appropriate if a staff member has reason to believe that:

- ▶ the child is in need of protection as described in Section 13 of the *Child, Family and Community Service Act*, and/or
- ▶ other children may be at risk of being abused by the child.

In determining whether or not a report to MCF is appropriate, consider the following:

- ▶ the severity of the behaviour
- ▶ whether the behaviour persists or escalates despite repeated interventions
- ▶ parents' response to the schools concern—if the parents are unwilling or unable to deal with the concerns when they appear serious and an intervention could prevent a repetition of the behaviour, if parents do not follow through on safety plans made with the school, or if parents refuse to share information that is important to the safety of the child or others
- ▶ whether the school has concerns about the level of supervision and support at home
- ▶ whether the bullying behaviour is one of several indicators that the student may be in need of protection from abuse or neglect
- ▶ whether there are other vulnerable children in the home.

For detailed information on reporting suspected abuse or neglect to the Ministry for Children and Families (MCF), refer to *Supporting our Students* (Ministry of Education, 1998), or the *B.C. Handbook for Action on Child Abuse and Neglect* (Ministry for Children and Families, 1998). When contacting MCF, staff should refer to their district protocol and procedures for reporting suspected child abuse and neglect.

Referring to District or Community Supports

Each school, district, and community has its own resources to support interventions with severe behaviour concerns. It is important for the school to make clear connections with these supports in constructing their response plan so that they are familiar with the resources available and how and when to make appropriate referrals. It is important to note that reports to the police or MCF may well result in referrals to agencies in the community that are able to support the school's efforts.

The following is an example of a Level III response:

Two grade 7 students, George and Pam, report to the school principal that a friend of theirs is being severely bullied. The students explain that since the beginning of the school year, two boys from another grade 7 class, Sunny and Rafino, have been spreading embarrassing rumours about their friend Paulo, following him home from school, and threatening to beat him up. Last night, when they were walking home together, the two boys approached and started taunting him. When Paulo shouted back that what they were saying was not true, Sunny grabbed Paulo's arms and pinned him down, while Rafino punched Paulo in the stomach. Sunny and Rafino said that if Paulo, George, or Pam told anyone about this, they would tell the whole school that the rumours are true. Then they ran away.

The principal thanked the students for reporting and assured them that action would be taken. She gathered further information about the nature and extent of the incidents by first talking to Paulo. Then she and the classroom teacher spoke with Sunny and Rafino separately, each of whom initially denied the incidents. However, after some discussion and being told that their parents would be contacted, both boys admitted to the bullying. The teacher and principal followed the procedure of describe, respond, confront, and prohibit. After consulting with the school counsellor and reporting the incident to the school liaison police officer, they met with the parents of each boy to agree upon a plan.

1. *Describe* the behaviour in terms that are clear and direct. ("You have been bullying Paulo by following him, calling him names, and spreading rumours about him. That is called harassment. Yesterday, when you held him down and punched him, you committed a physical assault.")
2. *Respond* by:
 - pointing out the impact on others ("When we heard about this, we were very upset. Paulo feels so humiliated that he does not want to come to school.")
 - reminding the student of behavioural expectations ("At our school, we treat everyone with dignity and respect. Everyone here has the right to be safe, physically and emotionally.")

3. *Confront* the student about the behaviour. (“These are very serious incidents; in fact, they are against the law.”)
4. *Prohibit* the behaviour or set limits by:
 - telling the student that the behaviour is not allowed (“This must stop immediately! We will be reporting this to the school liaison police officer about this and meeting with your parents.”)
 - imposing a school sanction (“Your parents will be asked to pick you up from school each day for the next week. Also, Sunny for the next week you will spend lunch and recess in Mr. Chong’s classroom. Rafino, you will spend lunch and recess with Ms. Jones.”)
 - imposing a social learning intervention, which can be part of the sanction or a follow-up to it (“You will each be helping these teachers with projects they are doing on bullying. We will meet again to discuss this.”)

5. *Report and Refer*

The incident was reported to the school liaison police officer who met with each boy and his parents. No charges were laid; however, the students were told that this was a very serious incident and that if it happens again they could be charged with assault and intimidation. The parents were referred to community support agencies that could provide counselling. The parents agreed to make contact with one of the agencies.

School Safety and Support Plans

In some instances, a school may be so concerned about the level of bullying behaviour that they may consider developing an individual safety and support plan for the student who is bullying. A safety and support plan is a set of external controls and limits designed to help a student gain control over his or her behaviour and to protect other children. An effective plan also supports the student’s participation in age-appropriate activities with peers.

A safety and support plan is developed collaboratively with school, district, and community professionals. A team is formed to create, implement, and monitor the plan. The plan may include, but is not limited to, the following:

- ▶ supervision of the student upon arrival at school, during recess, lunch, after school, and any other less structured times
- ▶ designated play areas
- ▶ specific behaviour management strategies including a plan for reinforcing appropriate behaviour (developed in conjunction with school/district behaviour resource teachers)
- ▶ a plan for involving the student in positive activities with peers
- ▶ scheduled review and update of the plan.

A safety and support plan should never be considered a permanent arrangement. As the school year progresses and those responsible for monitoring the plan learn more about the student, the plan should be altered. The goal is to eventually remove the plan and allow the student to carry on at school as any other student.

Applying Social Learning Interventions

A social learning intervention is a structured activity, guided by an adult, that causes a student to think about his or her behaviour and its impact on others. Ideally, a social learning intervention requires positive social interaction with others. It provides the student with the opportunity to:

- ▶ take action to make reparation for any harm done
- ▶ reconcile with the student she or he has bullied
- ▶ learn and practise pro-social behaviour
- ▶ make a positive contribution to the climate of the school.

When developing social learning interventions, consider the following:

- ▶ include a range of interventions from which to choose as some may be suitable for primary students while others will work best with intermediates
- ▶ keep in mind the four goals of an effective school response to bullying—communication, empathy, accountability, and pro-social skills
- ▶ be fair and logical, not belittling or humiliating
- ▶ reflect the integrity of the school statement
- ▶ convey to the student responsible for bullying that she or he belongs to the school community and has responsibility for the social well-being of everyone in that community.

Examples of social learning interventions include the following:

- ▶ complete a self-reflection activity and discuss it with an adult (see the sample Self-Reflection Activity Sheet provided in this section)
- ▶ participate in a restorative intervention strategy (see the examples later in this section)
- ▶ assign to a lunch-hour problem-solving group
- ▶ make a verbal apology that includes taking responsibility for the behaviour and saying what he or she will do to make the bullied student feel better
- ▶ write a letter or card or apology
- ▶ prepare and give an oral presentation on what it is like to be bullied and/or how students can help others who are being bullied

Self-Reflection Activity Sheet

(adapted from McKechnie Elementary, Vancouver)

Name: _____ Grade: _____ Class: _____ Date: _____

Recently you were involved in an alleged bullying incident. In order to help prevent such incidents it is important for you to tell us, in your words, what happened.

1. When did this happen? Date: _____ Time of Day: _____

2. Where did this happen?

3. Who was there?

4. What happened?

5. Why did it happen?

6. What could you have done differently to solve the problem?

Teacher's Signature: _____

Parents' Signature: _____

- ▶ find a story or book on the topic of bullying, read it to a younger class, and lead a discussion
- ▶ survey or interview students about their experiences with bullying and write or present a report
- ▶ write or draw something about bullying for the school newsletter
- ▶ participate in a role play about helping students who are bullied
- ▶ perform and record 5 acts of kindness
- ▶ teach a classmate a special skill
- ▶ help another student with a classroom activity
- ▶ repair or restore property or personal items she or he damaged
- ▶ participate in a supervised, structured game or sport during break times to learn co-operation skills
- ▶ accompany a supervision aide at recess and assist in resolving disputes using a problem-solving model.

It is important that each school determine social learning interventions that are most appropriate for its situation.

Applying Restorative Intervention Strategies

A growing number of schools are employing restorative interventions in bullying situations. These interventions are broadly based on the principles of restorative justice used by the criminal justice system in several countries. Although these initiatives are at an early stage of development, preliminary results indicate that the infusion of these values into bullying-prevention plans have made a difference. Some of the results experienced over the course of one year were reduction in the level of aggressive behaviour at school, and the overall improvement of the tone of the school environment (Classen 1996).

A restorative intervention approach views bullying situations as primarily a violation of human relationships, and secondarily as an infraction of the school's discipline code.

Interventions based on this philosophy are intended to bring both children together to talk about the situation and find resolution. Because a child's psychological and physical safety must be of primary concern, these may be used most appropriately as early interventions. Both children must willingly participate in the process. Adults must be mindful of any power imbalance between the children and make every effort to equalize it.

Restorative interventions:

- ▶ focus on the impact of the behaviour on others, rather than on the rules broken
- ▶ show concern for children who are bullied and the children who are bullying
- ▶ provide support and accountability to both children
- ▶ work toward restoring the children who have been bullied by empowering them and responding to their needs, as they see them; they need to hear that what happened to them was wrong, unfair, and undeserved
- ▶ are the first step in a restoring and healing process—both children must recognize this
- ▶ are part of a process for making things as right as possible, rather than simply punishing the “offender”
- ▶ support the “offender” while encouraging him or her to understand, accept, and carry out obligations
- ▶ encourage collaboration and reintegration rather than coercion and isolation.

The three strategies discussed here suggest ways of dealing with bullying that are consistent with the philosophy of restorative intervention.

The No-Blame Approach

The no-blame approach seeks a constructive, non-punitive solution to the problem of bullying behaviour. British psychologists Barbara Maines and George Robinson developed this method. The intent of the process is to acknowledge and build the students' capacity for resolving student conflict. It is simple to follow and has shown to be effective without being too time consuming. The teacher, school counsellor, principal, or appropriate support staff can easily follow the steps involved in this approach.

- ▶ **Interview the child who has been bullied.** Talk with the student about his or her feelings. Do not question the child directly about the incident, but do try to establish who is involved. Explain the no-blame approach to the student, and determine if the student is willing, or strong enough, to be part of the process. The student's safety and security in this process are paramount.
- ▶ **Arrange a meeting for all students involved.** Include children who joined in but did not directly bully the other child.
- ▶ **Explain the process and outline the problem.** Outline the purpose of the meeting. Briefly outline guidelines for discussion, and then tell the children how the child who was bullied is feeling. You may want to use a drawing, poem, or piece of writing produced by the

student to illustrate this. Do not discuss the details of the incident or allocate blame to any of the children who participate in the bullying incident. The intent in this part of the meeting is to convey the impact that this incident has had on the student who has been bullied.

- ▶ **Share responsibility.** State clearly that you know the group has been involved in a bullying incident, and that they can do something about it. Focus on resolving the problem rather than blaming the students. Say, in a non-judgmental voice, “In our school it is important that everyone feels safe. We care about each other, and we treat people with respect. In a moment, I want each of us to take a turn to say how we might help [student] feel safer and less anxious about being in school.”
- ▶ **Identify solutions.** Ask each child to suggest ways in which they could help the child who has been bullied feel happier in school. Acknowledge each idea, but do not ask students to make a commitment to these solutions at this point.
- ▶ **Let the students take action.** End the meeting by giving responsibility to the group to solve the problem. Say, “I have heard some constructive suggestions today of how the group can resolve this situation. I am confident that you will follow through and a solution will be found. Let’s meet [time and place] and you can tell me how successful you have been.”
- ▶ **Meet them again.** After about a week, follow-up with each student. Find out what has been happening. In some circumstances, it may be better to follow-up with each student individually, to avoid any new group accusations about who helped and who didn’t. The important thing is to ascertain that the bullying has stopped and the child who was bullied is feeling better.

The Problem-Solving Circle

The purpose of a problem-solving circle is to have all parties in an incident:

- ▶ understand that every member of a group has some responsibility for the well-being of group members (e.g., students have some responsibility for the well-being of other students)
- ▶ recognize that problems can be addressed without blame
- ▶ find solutions to the incident that will not cause more anger or revenge.

In many bullying incidents, there may appear to be a clear bullying situation in which it is appropriate to impart a consequence on the student who is bullying. In many cases, however, the issues are less clear, and this process of problem solving may be appropriate.

One advantage of this approach is that by not clearly determining where to assign blame, and by clarifying everyone's social responsibility, there is a reduction of shame and guilt, and therefore a reduction of anger and revenge.

The procedure for the problem-solving circle is as follows:

- ▶ Establish the ground rules (e.g., one person talks at a time, no one group member speaks out of turn or interrupts, speak respectfully and calmly, no insults or raised voices).
- ▶ All those involved in the incident are brought together and seated in a circle. The group is not left unattended, and no discussion is allowed before the group leader is present and has outlined the rules.
- ▶ The leader explains that this group has been called together to solve a problem, not to lay blame. No one is "in trouble." The rules are outlined.
- ▶ The leader asks the question, "What Happened?" and each person adds a piece of the story. It may be necessary to go around the circle several times before the story is clear and each person feels heard.
- ▶ Strictly adhere to the rules and acknowledge each contribution in a respectful and non-judgmental way. One technique is to simply say "thank you" after each contribution.
- ▶ Follow the same procedure for the questions, "What could you have done differently so that this would not have happened?" "What could you do now to make things better?" These questions will be very difficult for students who are entrenched in a "good person/bad person" frame of reference, so it is very important to solicit an answer from each student as a demonstration that each is willing to move from that stance.
- ▶ Schedule a brief follow-up meeting of the group to monitor their individual commitment to "make things better." This could take place from a day to a week later, as appropriate.

Not all children who bully will choose to be co-operative. Therefore, there is a need for the school authority to make decisions for the child who is not co-operative. Consequences imposed should be reasonable, restorative, and respectful of both the child who has been bullied and the child who bullied.

Reverse Role Play

In situations where it does not seem appropriate to bring both sides together, the reverse role play is a good way to encourage empathy. It is an especially useful exercise prior to eliciting an apology from the student responsible for bullying.

This method is helpful as both a means for increasing the understanding of all parties involved in bullying, as well as for developing empathy in the child perpetrating bullying behaviour. In addition, it enables the child who was bullying to practise new behaviour.

Reverse role play begins with the student who bullied re-enacting his or her part in a bullying episode while a staff member plays the role of the student who was bullied. During the re-enactment, the staff member may ask questions to gain clarification about the incident and the role of the child who was bullying. The situation is then reversed with the staff member playing the role of the student who bullied.

While roles are reversed, the student responsible for bullying is encouraged to reconstruct the incident realistically, including details of the time, location, and names of others involved. Following the role play, the staff member discusses the incident with the student, questioning to determine how the student felt. The meeting should be closed by the staff member providing a summary of the activity and determining future action for the student (e.g., a written or verbal apology, a commitment to no further bullying, agreement to meet again).

Tracking Bullying Behaviour

The most basic prerequisite to an effective response to bullying at school is staff awareness of bullying incidents as they occur over time.

A simple tracking system such as the sample provided here enables school staff to:

- ▶ co-ordinate their response to bullying incidents
- ▶ ascertain the nature and frequency of bullying at school
- ▶ identify those students who are engaging in bullying behaviour
- ▶ determine the level of response/intervention required to help students who are bullying to change their behaviour
- ▶ ensure that the needs of students who have been bullied are addressed.

All bullying incident reports should be kept in a single file or binder in the school office.

Bullying Incident Report

Responsibility/Instructions

First Responder(s):

- 1. Describe incident in space below on page 1.
- 2. Complete steps 1 and 2 on page 2 (Steps Taken to Support Students Being Bullied).
- 3. Complete appropriate section on page 3 (Steps Taken to Intervene with Student(s) Responsible for the Bullying Behaviour).
- 4. Alert second responder(s).

Second Responder(s):

- 1. Complete steps 3 to 5 on page 2.
- 2. Complete appropriate section on page 3.
- 3. File report in a separate binder or file in the school office.

Report of Incident (To Be completed by First Responder)

Date: _____ Name of Student(s) Being Bullied: _____

Name of Student(s) Who Bullied: _____

Name of First Responder: _____

What Happened : _____

Comments : _____

2

Bullying Incident Report

Steps Taken to Support Student(s) Being Bullied

Name of Student(s): _____

Date: _____

First Responder: *Complete the first two steps only and initial each*

1. Acknowledge/Affirm

"You were right to tell me"

"I'm sorry that happened to you."

2. Gather Information

"What else happened?"

"Who is doing it?"

"Has this person bothered you before?"

"What have you tried?"

Second Responder: *Gather more information as needed*

Complete and initial the remaining steps

3. Make a Plan

Date: _____

Where will the student play and with whom? (i.e., How will she or he avoid further encounters with students who bullied?)

What will he or she will do if bullying continues?

Who will the student tell?

For each aspect of the plan consider:

- Is it safe?
- How might people feel?
- Is it fair?
- Will it work?

Assure the student that action will be taken with the student(s) responsible.

4. Follow-up

Date: _____

5. Contact Parents

Outcome(s): _____

Bullying Incident Report

3

Steps Taken to Intervene with Student(s) Responsible for the Bullying Behaviour

Name of Student(s) Responsible: _____ Date: _____
for Bullying Behaviour _____

First Responder:

- Describe initial interventions undertaken: _____

- Forward this Incident Report to second responder

Second Responder:

- Talk to student(s) involved: gather more information as required
- Determine appropriate level of intervention
- Record below
- Refer to principal as necessary
- Place form in tracking binder or file in office

Level of Intervention Applied (check one)

- Level I Response** – Describe and Respond
- Level II Response** – Describe, Respond, Confront, Prohibit
- Level III Response** – Describe, Respond, Confront, Prohibit, Report/Refer

Comments: _____

Record any Social Learning Interventions: _____

Strategies Required to Respond to Students who Witnessed Bullying Behaviour:

File Report

CLASSROOM LESSONS

Address Bullying Prevention through Classroom Lessons

Using the Lesson Plans

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

The classroom lessons provided here are intended complement, rather than replace, existing interpersonal skills programs (e.g., during the development of *Focus on Bullying*, the lesson plans were written to be taught following the empathy unit in the *Second Step* program). During the pilot phase, teachers reported that instruction related to empathy acted as a very strong foundation for teaching bullying prevention. Teachers should consider how the *Focus on Bullying* lesson plans will best fit within their existing instruction related to interpersonal skills such as empathy, expressing emotions, self-esteem, assertiveness, conflict resolution, safety, and problem solving.

The lessons are organized into the following grade levels:

- ▶ Kindergarten
- ▶ Grade 1
- ▶ Grades 2-3
- ▶ Grade 4-5
- ▶ Grades 6-7

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

Note: The modules and lesson plans have been structured with the assumption that a school-wide assembly will be used to launch the school plan (see Step 7 in the section, “Develop a School-Wide Plan for Bullying Prevention”), occurring between Modules A and B. If your school has chosen an alternative approach to initiate the school plan, some adjustments may need to be made to the module and lesson organization and content.

Module A: Defining Bullying

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

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

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

Module A includes a student survey for uses with grades 2 to 7. The purpose of the survey is to collect information from the students about their experience of bullying at school. Specifically, the surveys are designed to help school staff:

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

Note: during discussions of behaviours that constitute bullying, teachers may wish to refer to the Bullying Behaviours Chart, found in the section, “The Nature of Bullying in Elementary Schools,” earlier in this resource.

Module B: The School Plan

Module B provides students with an opportunity to discuss the school plan in detail. The purpose of Module B is to assist students to clearly understand expectations for behaviour and to develop commitment to the goal of building a bullying-free school. Students are reassured that the school is committed to creating an environment free of bullying, that there is support available to change behaviour, and that their input through the survey process is valued.

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

- ▶ imagine a bullying-free school
- ▶ discuss the impact that bullying might have on classmates and other students in the school
- ▶ understand the school statement and plan for managing bullying
- ▶ identify “rules” for how to treat others at school
- ▶ identify ways members of the school community can help students who are bullied
- ▶ contribute artwork or other projects that highlight various aspects of the school statement and plan for display in the classroom and around the school.

Prior to teaching Module B lessons, school staff will have examined student surveys and summarized key findings and themes. Staff will also have developed a school statement, a supervision plan, and a plan for responding direction to bullying.

Module B lessons provide an opportunity to build excitement and momentum in creating a school free of bullying. All students will participate in launching the plan by making artwork, writing, creating presentations, or contributing in another way.

In Module B, students are given information about the themes identified in the survey results. They imagine a bullying-free school and learn about the specific prevention plan for the school, so they will understand behavioural expectations.

As the supervision plan is an important aspect of the school’s planning, it is important that students recognize the supervision aides and know their names.

Note: Not all aspects of Module B will need to be repeated each year. Once the plan has been established, a review of the school statement and rules will be adequate.

Module C: Dealing with Bullying

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

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

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

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

Curriculum Connection

The lesson plans provided in this resource can be used to help students achieve the following prescribed learning outcomes from the *Personal Planning K to 7 Integrated Resource Package* (Draft, 1998).

Kindergarten to Grade 1

Mental Well-Being

- ▶ identify and describe a wide range of feelings
- ▶ identify components of a safe and healthy school

Child Abuse Prevention

- ▶ demonstrate a willingness to communicate their feelings
- ▶ demonstrate an ability to access help when in abusive or potentially abusive situations

Safety and Injury Prevention

- ▶ identify the hazards and use safe behaviours in the home, school, and community

Grades 2–3

Mental Well-Being

- ▶ use appropriate vocabulary to express feelings
- ▶ demonstrate behaviours that contribute to a safe and healthy school

Child Abuse Prevention

- ▶ use avoidance and assertiveness skills in abusive or potentially abusive situations

Safety and Injury Prevention

- ▶ describe appropriate solutions for hazardous situations in the home, school, and community

Grade 4

Mental Well-Being

- ▶ explore appropriate strategies for sharing and expressing feelings
- ▶ relate components of a safe school to those of a safe community
- ▶ demonstrate an awareness of factors that influence self-esteem

Child Abuse Prevention

- ▶ apply safety guidelines to protect themselves and others from exploitation and abuse

Safety and Injury Prevention

- ▶ explain reasons for school and community safety rules

Grade 5

Mental Well-Being

- ▶ use appropriate strategies to share and express feelings
- ▶ consistently demonstrate behaviours that contribute to a safe school and community

Child Abuse Prevention

- ▶ describe empathic responses in a variety of situations

Grade 6

Mental Well-Being

- ▶ refine their strategies for sharing and expressing their feelings
- ▶ encourage others to contribute to a safe school and community

Child Abuse Prevention

- ▶ distinguish between supportive and non-supportive relationships

Grade 7

Mental Well-Being

- ▶ propose and implement a plan to promote mental well-being in the school or community
- ▶ evaluate school and community resources that support mental well-being

Child Abuse Prevention

- ▶ describe characteristic patterns in abusive relationships

The following knowledge, skills, and attitudes in learning outcomes from English language arts and the fine arts subject areas may also be addressed by the classroom lessons, depending on the instructional approaches taken:

English Language Arts

- ▶ reading, listening, and viewing for specific purposes; using a variety of methods to organize details and information
- ▶ showing empathy
- ▶ creating a variety of personal communications
- ▶ working with others toward a common goal

Dance, Drama, Music, Visual Arts

- ▶ creating fine arts works to express thoughts and feelings
- ▶ creating fine arts works in response to themes and issues

Guidelines for Conducting the Lessons

Instructional Methodology

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

The stories that form the core content of the lesson scripts feature anecdotes of bullying behaviour. Teachers should preview the stories carefully, and be prepared to change the names to avoid using the names of students in their class. Teachers may also find it helpful to use props (e.g., puppets, dolls, felt figures and felt board, photographs) to help illustrate the stories.

The lesson scripts are guidelines only—it is expected that teachers will adapt and modify the structure and delivery of the lesson plans to best suit their own needs and the needs of their students.

To support the lesson plans, teachers are encouraged to refer to the Resources section at the end of this handbook. The Resources list suggested children’s literature to be used during in-class activities or for

students' independent reading, as well as several non-fiction print and video references for students, parents, and teachers on the topics of bullying prevention, conflict resolution, assertiveness, and self-esteem.

Role Play

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

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

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

Setting the Tone

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

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

Wherever possible, draw out “natural language” from students. They are much more likely to apply the skills if the language and strategies used seem familiar to them.

It is important to let children know that they should ask an adult for help if they are experiencing bullying themselves. Invite them to speak to their teacher privately, rather than in front of the group, if they are experiencing bullying themselves, or if they realize that they have been bullying others and need help to stop.

It is also important to ensure that children feel their survey is confidential. One way to ensure a feeling of safety is to set up a separate “polling station” where children can complete their surveys privately.

Note: Often students have difficulty distinguishing between bullying and other infrequent or accidental problems they encounter with other students. When a student reports such an incident it is important to determine whether it is bullying. Refer to the section, “Respond Directly to Bullying Situations” (earlier in this resource) for guidelines for responding to reports of alleged bullying.

Gaining Parent Support

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

Letter to Parents

Date: _____

From the classroom of: _____

Dear Parents:

At school we are implementing a school-wide bullying prevention program called *Focus on Bullying*. This program was created in B.C. as one of the Safe Schools Initiatives of the Ministry of Education and the Ministry of Attorney General.

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

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

Students will also complete anonymous surveys so the school can collect information about their experiences with bullying.

You can support your child's learning by:

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

I'd be happy to hear from you. Please let me know about what you think of *Focus on Bullying*.

Sincerely,

Lesson Plans

Kindergarten

Lesson
1
Kindergarten

Safety Rules

Vocabulary

classroom and school safety rules

Materials

- ▶ chart paper and pens

Context

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

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

Instructional Approach

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

Insight and Understanding

- ▶ What are the school and classroom safety rules?

Lesson Script

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

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

- ▶ Give specific examples.

I'm wondering what school and classroom safety rules you can remember? Let's make a list of the rules that help to keep students safe at school.

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

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

Assessment Strategy

- ▶ Use sentence stems to have students identify the importance of school safety rules. For example, "The school rule about _____ is important because _____."

Lesson
2
Kindergarten

Tattling vs. Asking for Help

Vocabulary



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

Materials



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

Context

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

Instructional Approach

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

Insight and Understanding

- ▶ What is tattling? How is it different from asking for help?
- ▶ When might I need to ask an adult for help?
- ▶ When should I not ask an adult for help, because it would be tattling?

Lesson Script

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

Julie was at the writing centre. She was busy writing her name on a booklet she had made. Sean came to the writing centre. He took one paper, wrote some letters with a pencil and then took another paper. He wrote some tiny marks on this paper. Then he took another paper and did the same thing. Julie didn't like him to take so many papers, so she went to tell the teacher.

Was Sean breaking a safety rule or doing anything dangerous?

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

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

Did Julie really need help from the teacher?

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

Sean was just writing on paper and then taking another one. It was not dangerous behaviour. Sean was not hurting anybody. When Julie went to tell the teacher, she was tattling. She did not really need help to keep someone safe and Sean was not really breaking any rules.

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

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

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

Listen to what else happened.

Next Kerry came to the writing centre. For some reason, he got mad at Sean and poked Sean with the sharp end of a pencil. Sean said to stop, but Kerry did it again. Sean had tears in his eyes. Then he said stop again, but Kerry didn't stop. Julie went right away to get help from the teacher.

Was Kerry breaking rules or hurting anyone?

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

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

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

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

When you ask the teacher, a supervision aide, or another adult for help, and you are doing it to help someone who is in danger, who is being hurt or having their feelings hurt. You are not tattling. You are trying to get help.

But, when children ask for help when they don't really need it, or when they only want to get someone in trouble, they are tattling.

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

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

- Teacher, Ben made a face at me. ▶ tattling
- Allison kicked me and knocked me down. ▶ asking for help
- I'm afraid of Kim. He throws rocks on the way home from school every day. ▶ asking for help
- I saw a grade three boy with a knife at recess. ▶ asking for help
- Anita didn't finish her work, but she went to the puzzle centre. ▶ tattling
- Kevin keeps on shoving me out of my place in line. ▶ asking for help
- Jim called me a name. ▶ tattling
- Teacher, I saw Gustavo take lunch money from Sarah's backpack and hide it in his own backpack. ▶ asking for help
- Paula has gum. ▶ tattling

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

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

The adults at school want you to be safe here. That means that you and your things are safe, and that your feelings are not getting hurt. If you are not feeling safe because you are getting hurt or your feelings are getting hurt, then you must ask an adult to help you.

▶ Role play asking for help, if desired.

Additional Activities

If the class has “buddies” in a higher grade, these would be suitable activities to do with them:

- ❑ Make a class “Tattling or Asking For Help” book. Have the students fold their drawing paper to divide into two halves. With their partners, on one half they draw a picture of something happening to a student. On the other half they draw the student telling an adult what happened. Have buddies print what the student is saying to the teacher on their drawings. On the back of each paper, write whether the situation is tattling or asking for help. Then bind the pictures into a book and as students read it, they can predict whether the situations are ones in which the student is tattling or asking for help.
- ❑ Have students develop with you a definition of tattling and a definition of asking for help. Print each on its own chart. Have students think of statements that they hear children say, then draw cartoons of the situations with a caption of the statement. Determine as a group which chart the cartoons should be pasted on.

Assessment Strategy

- ❑ Observe students as they sort statements between tattling and asking for help. Look for evidence that they can differentiate between the two concepts.

Lesson
3
Kindergarten

What is Bullying?

Context

Vocabulary



bullying
tattling

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

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

Instructional Approach

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

Insight and Understanding

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

Lesson Script

Today we are going to talk about students being mean to each other. I will start by telling you a story about Sam and Lee. Listen to the story so that you can tell me the ways Sam is mean to Lee.

Lee loves to play on the slide. A while ago a bigger student, Sam, said he was boss of the slide and always had to go first. A few days later, Sam pushed Lee down the slide and she landed hard and got hurt. Then in Kindergarten, Lee was painting at the easel and Sam came and painted a big X across Lee's painting. When the teacher spoke with Sam about it, he said that they were just playing.

The next week, just before school, Sam grabbed Lee's backpack, and took Lee's chocolate chip cookies away. Lee started to cry and Sam said, "Lee's a baby!"

Today Sam is telling all the other students that Lee is a baby and he won't let Lee go near the slide. Sam says not to tell or he'll do even worse things—like beat Lee up.

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

▶ no

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

What mean things does Sam do in the story?

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

How many times does Sam bother Lee?

▶ many, lots, four or five times

How do you think Lee is feeling?

▶ sad, scared, angry, hurt, upset

How will Lee feel the next time she sees Sam?

▶ afraid, scared, nervous, upset

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

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

Or your feelings could get hurt like when Sam called Lee names and painted over Lee's painting. Someone might bully you by calling you names or teasing you in other ways, or maybe by not letting you play.

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

▶ Lee is scared of what Sam might do to her.

Sam doesn't want any adults to know about his behaviour, so he said something to scare Lee. Usually students who bully others don't want adults to know about it—they don't want to get in trouble. They might be very careful to do mean things only when adults are not able to see what they are doing.

But it is important to ask an adult for help so that the bullying can be stopped. Often students cannot make the bullying stop by themselves. They need an adult to help them.

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

▶ asking for help

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

I'm going to tell you some stories, and you decide if it sounds like bullying behaviour. If you think it is bullying, then stand up. If you think it is not bullying, then stay sitting down.

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

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

▶ No, it's not happening again and again.

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

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

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

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

One student keeps knocking over the towers that Sally and Sue have built at the construction centre. Last week she was wrecking their art projects. Is this bullying?

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

One girl used to be good friends with Sarah. Now she tells other girls not to play with Sarah and she says Sarah can't come to her birthday party. She has even been calling Sarah names! Is this bullying?

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

Roy and Dan are best friends. One day they have an argument about the rules of the tag game. They yell at each other. Is this bullying?

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

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

Yesterday Peter said Todd is so small, that he looks like a baby. Today Peter says no one in the class should play with babies, especially Peter. Is this bullying?

- ▶ No, he's just saying what the rule is.
- ▶ Yes, it's mean behaviour, happening again and again.

Assessment Strategies

- Read a story with a bullying theme (e.g., *King of the Playground* by Frances Naylor). Discuss. Ask questions to assess students' ability to identify bullying behaviour.

LESSON
4
Kindergarten

Bullying Discussion

Context

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

Vocabulary

bullying



Materials

- ▶ chart paper and felt pens
- ▶ drawing paper, drawing materials



Instructional Approach

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

Insight and Understanding

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

Lesson Script

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

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

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

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

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

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

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

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

- ▶ As the students tell about their experiences, ask these key questions.
 - What happened?
 - How did you feel?
 - What did you do?
 - What else could you do?
- ▶ If desired, record notes of the discussion for yourself so that the Kindergarten students' experiences with bullying can be included in the survey process.

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

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

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

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

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

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

We have been talking about bullying behaviour and ways of getting along together at school. When students know good ways to get along together at school, there is less bullying. How can we get along well with others at school?

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

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

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

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

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

Additional Activities

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

Assessment Strategy

- ❑ Using an interview approach, invite students to talk about their pictures and explain how they illustrated ways to get along with others.

LESSON
5
Kindergarten

Assertive Behaviour

Context

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

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

Vocabulary



(in adult language)

assertive behaviour: behaviour that shows ability to stand up for oneself, express feelings and exercise rights while respecting the rights of others

Materials



- ▶ prop, puppet, or doll for role playing

Instructional Approach

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

Insight and Understanding

- ▶ What can you do when someone bothers you over and over again?
- ▶ What is assertive behaviour?

Lesson Script

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

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

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

Now we're going to learn about something you can do if someone tries to bully you. Try this idea when someone first starts to bother you. You can use this idea when someone teases, or calls names, or tries to get you to do something. But if someone is really hurting you by kicking, hitting, punching, or doing something dangerous then you will need to ask the supervision aide or another adult for help.

Anna has long hair and Kevin has pulled her hair two times. Anna is upset. She thinks Kevin is trying to bully her.

What might happen if Anna started to cry?

- ▶ Kevin might laugh and keep bothering Anna again and again. Kevin might call her names. The teacher might come and help.

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

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

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

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

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

- ▶ Probably not. He might go away this time, but could come back again. Maybe Kevin wants to get Anna in trouble by making her yell, or he might get mad and want to do even meaner things to Anna.

Crying doesn't solve problems. Hitting and yelling don't solve problems.

Anna needs to tell Kevin that hair pulling hurts. She needs to tell him to stop it. Anna can "stand tall," look at Kevin and say, "Kevin, it hurts when you pull my hair! Stop it."

When Anna "stands tall" and talks to Kevin in a clear loud voice, she is being assertive. She looks at Kevin and says Kevin's name. Then she tells what he is doing and tells him to stop. She is solving her problem in a way that doesn't hurt anyone. She is looking after herself by being assertive.

- ▶ Ask the students to “stand tall” and say together, “Kevin, it hurts when you pull my hair. Stop it!” An alternative statement that is applicable in any situation is, “I don’t like that. Stop it.” This simple statement might be useful for ESL or special needs students.
- ▶ Coach students on assertive body language (e.g., shoulders squared, standing “tall,” some degree of eye contact).

Let’s play a pretend game.

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

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

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

- ▶ Have one or two students come to the front of the room, facing the class. Each gets a turn responding to the bullying situation by making an assertive statement. The whole class can repeat in unison. Give each student a turn, using situations such as the following:
 - Chris steps on your toe again and again.
 - Chris calls you baby all the time.
 - Chris splashes water at you near the sink almost every day.
 - Chris keeps sticking a tongue out at you in class.
 - Chris pushes you out of line every time the class lines up to go to the gym.
 - Chris says that no one should play with you ever again.
 - Chris lies about you and says that you are stealing from the teacher’s desk.
- ▶ Coach students on body language and appropriate response. You may wish to have the students who are observing do a “thumbs up” for assertive body language and statement, and a “thumbs sideways” or “thumbs down” to indicate that the role player needs to practise again.

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

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

Additional Activities

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

Assessment Strategy

- ❑ Observe students as they role play assertive responses, looking for evidence that they display appropriate assertive behaviours.

LESSON
1
Kindergarten

Imagining a School Without Bullying

Context

In this lesson, students imagine a school without bullying.

Vocabulary



school without bullying

Preparation

To prepare for this lesson, you will need to decide what general information from student surveys, Kindergarten drawings, and grade 1 journal entries to share with the students.

Make some generalizations about the Kindergarten students' drawings and Module A discussions. Include a few key points from the older students' information. (You may wish to have a few key points written on a chart.)

Materials



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

Instructional Approach

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

Insight and Understanding

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

Lesson Script

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

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

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

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

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

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

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

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

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

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

What did you imagine?

What were the students doing?

How did they feel?

What sounds did you imagine hearing?

What were the adults doing?

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

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

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

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

Additional Activity

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

Lesson
2
Kindergarten

What is the School Plan for Dealing with Bullying?

Vocabulary



school statement
rules
consequences
school plan

Context

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

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

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

Materials



- ▶ the school statement on chart paper
 - ▶ chart paper and pens
 - ▶ drawing or painting materials and cut-out paper T-shirt shapes
 - ▶ puppet, doll, or prop
 - ▶ a photo of the supervision aide or a pre-arranged visit by the supervision aide(s)
- ▶ What are some rules that help us to get along well together and make sure that everyone is safe?

Insight and Understanding

Lesson Script

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

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

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

First, we'll read the school statement.

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

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

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

- ▶ Accept any responses that indicate understanding of expectations.

What should I do on the playground?

- ▶ Accept any responses that indicate understanding of expectations.

In the classroom?

- ▶ Accept any responses that indicate understanding of expectations.

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

- ▶ As students respond, chart the answers, guiding to have them stated positively such as "take turns with toys" or "use your words to work things out."

- ▶ Have the puppet pose situations and questions aimed at drawing out the practical meaning of your school statement so young children can understand. As the students respond with instructions about what to do, continue charting the positive statements about how to behave.
- ▶ Examples of what the puppet might say:

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

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

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

- ▶ We talk about things and work it out together.

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

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

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

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

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

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

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

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

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

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

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

- ▶ Read over the chart that the class created. Ask each student to make a commitment to one thing she or he is going to remember to do to contribute to the safe school climate.
- ▶ Provide cut-out paper T-shirt shapes and drawing or painting materials. Ask students to create a T-shirt design to go with the thing they will be doing to help make a school without bullying. The phrase they have illustrated can be scribed directly on to the front of the T-shirt design or can be written on a sentence strip to be displayed with their T-shirt designs.
- ▶ This activity lends itself well to teaming up with another class for co-operative projects or for involving "buddies" from a higher grade.

Additional Activities

- ❑ Have students individually write or dictate (and illustrate) a letter to their parents telling about the school statement and no-bullying rules.

Assessment Strategy

- ❑ Invite students to present their T-shirts in a student-parent-teacher conference. Ask students to explain how the idea on their T-shirt supports a school free of bullying.

Lesson
3
Kindergarten

Students Can Help Stop Bullying Behaviour

Context

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

Instructional Approach

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

Insight and Understanding

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



Materials

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

Lesson Script

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

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

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

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

What could you say? What would you do ?

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

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

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

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

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

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

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

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

- ▶ assertive behaviour toward the child who is bullying, in defence of the bullied child

- ▶ asking an adult for help

- ▶ walking with the bullied child to seek adult help

- ▶ inviting the bullied child to come and play

- ▶ telling the bullied child that it is not their fault

- ▶ comforting the bullied child

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

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

- ▶ It's not your fault.
- ▶ The bullying will stop and the person bullying will have consequences.
- ▶ Bullying is not allowed at our school.
- ▶ Let's find some other children for you to play with.
- ▶ Provide assistance with being assertive.
- ▶ Ask for more information about what happened.

Assessment Strategy

- Ask students to make up their own story about someone who is bullied and what happened to help stop the bullying behaviour. Look for evidence that students can identify appropriate strategies for dealing with bullying.

Lesson
1
Kindergarten

Be Assertive (review and practice)

Vocabulary



assertive

Context

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

Instructional Approach

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

Materials



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

Insight and Understanding

- ▶ What can I do to deal with bullying behaviour?
- ▶ What does it mean to be assertive?
- ▶ What does it feel like to be assertive?

Lesson Script

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

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

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

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

How do you think Brianne felt?

What could Brianne do to stop the bullying behaviour?

How could Brianne be assertive?

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

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

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

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

▶ sad, angry, afraid, upset, left out

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

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

You know how to be assertive. And you know that you can ask the supervision aide or another adult for help.

We are going to play a game. I am going to ask partners to come up and practise being assertive. I have a set of role play strips here. You choose one and I'll read it and then you and your partner can each have a turn to role play your assertive behaviour.

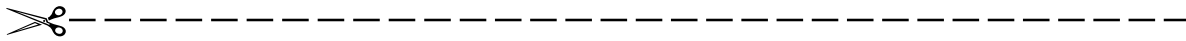
- ▶ Have the role play strips in a basket or box so that the students can take one out for you to read aloud. Coach students on assertiveness skills.
- ▶ Ask the observing students to tell what they noticed or liked about the assertive responses. Keep the tone very supportive and positive.

Assessment Strategy

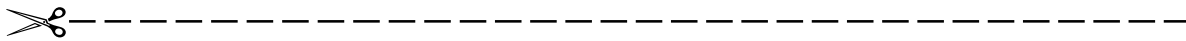
- Read the story *Chrysanthemum* by Kevin Henkes (see the Resources section), in which Chrysanthemum “wilts” when she is teased. Contrast Chrysanthemum’s reaction with an assertive response. Observe students as they role play assertive ways Chrysanthemum could have dealt with teasing.

Role Play Strips

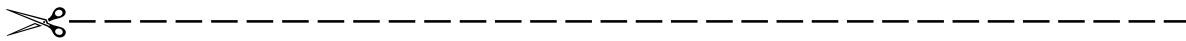
Ben took the scissors you were using and you still need them.



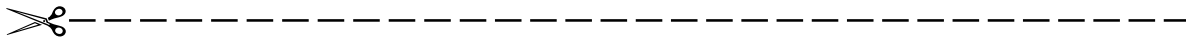
Alice is tapping your leg as you sit on the carpet.



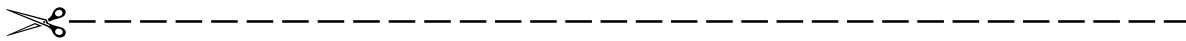
Robert is calling you cry-baby again.



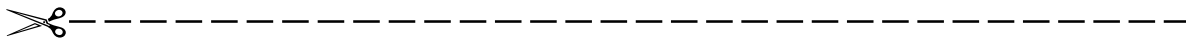
Ravi says that your sister is fat and ugly.



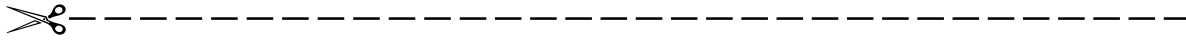
Francie wrote all over your paper with a red pen.



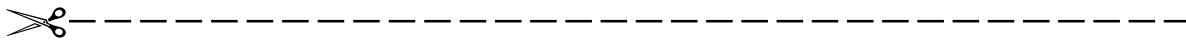
You just made a high block tower. John tries to knock it down.



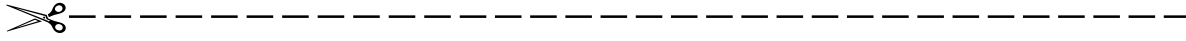
Sally says that no boys can be at the art centre.



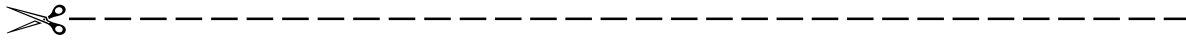
Grant pushes in front of you when you are lining up to go to the computer lab.



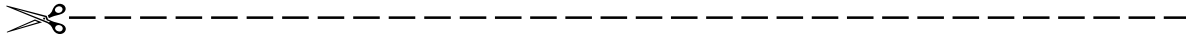
Mi-Ling is trying to take your snack again.



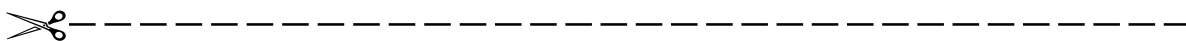
Sam is standing close to you and whispering mean things to you.



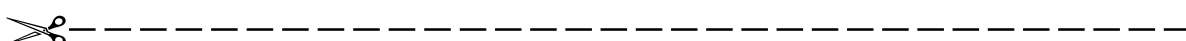
Graham is making up a teasing song and singing it to you.



Janet is making fun of your name.



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



Ask an Adult for Help

Context

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

Instructional Approach

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



Materials

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

Insight and Understanding

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

Lesson Script

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

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

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

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

▶ no

- ▶ Print "someone is breaking the rules" on the chart. Briefly discuss and review school rules.

What kind of behaviour might break school safety rules?

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

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

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

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

▶ no

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

- ▶ Add "when you tried being assertive" to the chart.

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

▶ no

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

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

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

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

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

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

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

- ▶ Add other situations that are against school safety rules.

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

Assessment Strategy

- Ask students to tell a story or draw a picture about when they asked an adult for help. Use questions to look for evidence that they understand when it is appropriate to ask for help.

Find a New Place to Play

Context

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

Instructional Approach

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



Materials

- ▶ chart paper and pens
- ▶ drawing and painting materials

Insight and Understanding

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

Lesson Script

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

Listen to the story.

Jung and Matilda like to play with the sand toys on the playground. Their favourite place to play is down by the fence where the dirt is really soft. They can make roads in the dirt and use twigs for trees. This place is away from the school building.

A few older kids like to play in that part of the school ground too. An older boy started bugging Jung and Matilda, saying only babies play with trucks at school, and calling them names. He kicked their trucks, then said it was only an accident. Another time he stepped on their roads, and kicked dirt at them.

What ways was the older boy bothering Jung and Matilda?

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

Is that bullying behaviour?

▶ yes

What could Jung and Matilda do?

▶ tell an adult, ask the older boy to stop

▶ Collect ideas from the students and discuss.

Listen to the rest of the story to find out what Jung and Matilda did to solve the problem.

Jung and Matilda decided to find a new place to play. They decided to find a place where the older boy didn't usually play. So they moved to play in the smaller playground, near the school. There is always a teacher there at recess time. Many students from their class play there.

Now the older boy doesn't bother them at all any more. Sometimes other students from their class come to play with them, too.

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

▶ moved to a new place

Why did they choose the new place?

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

One way to keep yourself safe at school is to think about where you chose to play and to stay away from students who you think might cause trouble or bother you. It's a good idea to make sure that you are not all by yourself, or that you are near a friendly group or the supervision aide or teacher on duty. Then you are less likely to be bullied.

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

Additional Activities

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

Assessment Strategy

- ❑ Take the class on a schoolground walk. Ask students where are the best places to play. Look for evidence that they can identify the features of safe play places.

Lesson Plans

Grade 1

Lesson
1
Grade 1

Tattling and Asking for Help

Vocabulary



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

Context

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

Instructional Approach

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

Materials



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

Insight and Understanding

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

Lesson Script

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

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

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

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

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

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

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

Let's see if you know the difference. These are the kind of things that students sometimes a teacher or other adults. I will read a sentence strip and you tell me if it should go on the "tattling" chart or on the "asking for help" chart.

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

- Teacher, Won is giving me silly looks. ▶ tattling
- Allison pushed me and knocked me down; now my knee is bleeding. ▶ asking for help
- I'm afraid of Peter. He says really mean things to me on the way home from school every day. And yesterday he threw a rock at me. ▶ asking for help
- I heard a grade four boy saying that there would be fight after school out back. ▶ asking for help
- Ann didn't finish her spelling, but she went to the puzzle centre. ▶ tattling
- Kevin keeps on stomping hard on my toes when we line up. ▶ asking for help

- Jim keeps singing my name in a song. ▶ tattling
 - Teacher, I saw Lee take book club order money from Michiko's backpack and hide it in his own backpack. ▶ asking for help
 - Paula has two erasers. ▶ tattling
- ▶ Sort the sentence strips into the two categories. Ask the students for more examples. Point out that sometimes a child needs help to make something stop if they have already tried themselves and the person still bothers them.

Assessment Strategy

- After the discussion, divide the class into two groups. Ask one group to make up statements that would be tattling. Ask the other group to make up statements that would be asking for help. Look for evidence that students can differentiate between the two categories.

What is Bullying?

Vocabulary



bullying behaviours
bullying
physical
verbal
social

Materials



- ▶ chart paper and pens

Context

This lesson focusses on ensuring that students understand a definition of bullying and the range of behaviours that can constitute bullying.

You may wish to mention that bullying is a sensitive topic and that students need to be respectful of others' feelings. Point out that listening to stories about bullying may make students feel angry, sad, or upset. Those uncomfortable feelings indicate how bullied students might feel and help students to understand why it's important to behave in caring, respectful ways.

Instructional Approach

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

Insight and Understanding

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

Lesson Script

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

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

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

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

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

How do you think Enrique is feeling?

This kind of behaviour would be very upsetting. When someone teases or does other hurtful things again and again on purpose we call it bullying. When someone bullies you, you could get hurt or your feelings could get hurt. You might feel sad, angry, confused, left out and all alone, or scared. You might feel like there is nothing you can do to make the person stop.

► Write on a chart, "Bullying is mean behaviour that happens again and again."

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

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

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

► sad, scared, angry, hurt, upset

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

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

- ▶ Add "name-calling and teasing" to the chart.

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

- ▶ Add "pushing, hurting, making someone look silly, leaving someone out" to the chart.

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

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

- ▶ Enrique is afraid that Geoff might beat him up.

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

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

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

It is important to ask an adult for help so that the bullying can be stopped. Often students cannot make the bullying stop by themselves. They need an adult to help them.

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

- ▶ tell an adult, get help

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

- ▶ Read the chart together.

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

- ▶ Brainstorm and add other behaviours to the chart.

Assessment Strategy

- ❑ Read a story with a bullying theme, in which children experience some minor conflicts (see the Resources section for suggestions). Discuss. Ask questions to assess students' ability to identify bullying behaviour

Lesson
3
Grade 1

Collecting Bullying Information

Context

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

Vocabulary



bullying
bullying behaviours

Instructional Approach

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

Insight and Understanding

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

Materials



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

Lesson Script

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

- ▶ Review the chart from the previous lesson.

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

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

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

Has someone ever bullied you?

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

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

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

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

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

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

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

Now that you've been thinking and writing about bullying behaviour, let's talk about some things you can do to be safe.

- ▶ Go over some basic strategies that students can do at school to be safe. For example: play with their friends; be aware of where and who the supervision aide and other adults are in case they need help; walk away or stay away from someone who bothers them or is mean to them; and most importantly, get help from an adult if they are being bullied.
- ▶ Ask these key questions.
 - What can you say?
 - What can you do?
 - Who will help you?
 - Would you be tattling or asking for help if you told about these things happening?
- ▶ Reinforce the difference between tattling and asking for help. Tattling is telling because you want to get someone in trouble, usually over something small; asking for help is a legitimate request for assistance and is intended to make sure no one is hurt or to let the teacher know if someone is being mean.
- ▶ Let students know that the adults at the school know about bullying and that they are developing a plan to help students get along well and stop bullying. Remind them that it is not their fault if someone is bullying them.

Additional Activity

- Have students complete a simple survey. Prepare a paper divided into four sections, with each section numbered. Decide on four simple yes/no questions to ask. Ask them slowly, having students answer by printing Y or N in the appropriate section. For example, ask:
 1. Have you ever been bullied?
 2. Have you ever bullied anyone else?
 3. Have you seen bullying happen at our school?
 4. Did you tell anyone if you saw bullying behaviour?Collect students' surveys.

Assertive Behaviour

Vocabulary



(in adult language)

passive behaviour: behaviour that allows others more control and doesn't meet one's own goals; behaviour that doesn't express one's opinion or feelings

assertive behaviour: behaviour that shows ability to stand up for oneself, express feelings and exercise rights while respecting the rights of others

aggressive behaviour: behaviour that seeks to meet one's goals by hurting others

Materials



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

Context

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

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

Instructional Approach

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

Insight and Understanding

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

Lesson Script

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

Now we're going to learn about something to do without adult help if someone tries to bully you. This idea is best for when someone first starts to bother you. When there is danger you need to ask a teacher, the supervision aide, or another adult for help.

Listen to this story. Rae is playing with blocks. She has built a tall tower on her castle. Rae feels uneasy when she sees that Shawna is coming over. Yesterday Shawna scribbled on Rae's art project.

Shawna stands by the blocks. She tells Rae that the castle is dumb and knocks down the tower. It looks like the teacher didn't hear all the blocks fall down—he's busy with students at the art centre.

Rae worked hard to make the castle and now it is ruined. Rae feels upset and hurt because Shawna is bothering her again. She knows the rule—don't hurt anyone and don't hurt their things. Rae feels like crying about the broken castle.

What might happen if Rae started to cry?

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

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

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

Even though Rae feels sad, she also feels angry. Rae is mad at Shawna for ruining the things she has made. She also feels like yelling at Shawna, "You're mean! You wrecked my castle!"

What might happen if Rae yelled at Shawna?

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

Would the yelling make Shawna stop bothering Rae?

- ▶ Probably not. She might go away this time, but could come back again. Maybe she wants to get Rae in trouble by making her yell.

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

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

- ▶ Refer to the prepared chart, "Be Assertive."

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

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

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

Rae wants to be assertive, so she will "stand tall," look at Shawna and use a clear, strong voice to say, "Shawna, I don't like it when you wreck my things. I want you to stop." Then Shawna would leave her alone.

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

Being assertive is something you can try. It seems to work best for times when someone just begins to bother you. You can be assertive without adult help and you can solve the problem yourself.

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

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

First I will do a role play. Toby is always poking me in the back to get attention. I want to be assertive, so I will stand tall, I look at the person, and I get ready to use a strong, clear voice. I say, "Toby, you are poking me in the back. I don't like it and I want you to stop."

- ▶ Invite students to role play at the front of the group, one or two at a time, giving them one of the following situations. As the students perform their role plays, suggest changes to their stance and expression.
 - Toby has started calling you names and teases you about your clothes.
 - Toby often tells you that you have to hand over something from your lunch.
 - Toby is always bumping into you when you are lined up, then says it's an accident.
 - Toby is splashing puddles at you on the playground again.
 - When it's your turn to take the soccer ball out at recess Toby always tries to take it from you.
 - Toby is always saying that you can't play with another friend any more.
 - Toby keeps grabbing things on your desk.
 - Toby makes fun of you by copying everything you do.
 - Toby makes faces at you at recess.
 - This is the second time Toby spits on you when you line up to come inside after recess.

- ▶ As students role play, coach them on appropriate body language and statement. Ask the other students to comment:
 - What did you see?
 - What did you hear?
 - What would the results be?

Today you practised how to be assertive if someone tried to bully you. You did very well! If someone actually does bother you in the classroom or on the playground, try your assertive behaviour.

- ▶ Refer to the "Be Assertive" chart.

Sometimes, you need to be assertive and tell the other person to stop their behaviour more than once. If you have tried to be assertive a couple of times, and the person doesn't stop, you can always ask me, the supervision aide, or another adult for help, and of course you wouldn't be tattling then.

Additional Activities

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

Assessment Strategies

- ❑ Create additional statements for students to sort into the categories of “assertive” and “not assertive.” Question students to determine their understanding of these types of behaviours.
- ❑ Observe students as they role play assertive responses, looking for evidence that they display appropriate assertive behaviours. As an extension, have students work in groups to suggest additional situations, and switch with another group to identify assertive responses.

Sort and Paste




Names: _____

Not Assertive

Assertive

 Rae y ells, "Y ou ar e mean!"

 Rays ays, "That' s pu shing. Stop it."

 Ray start s to cry .

Lesson
1
Grade 1

Vocabulary



school without bullying

Materials



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

Imagine a School Without Bullying

Context

The purpose of this lesson is to provide a follow-up to the school assembly, ensure that students understand the basics of the school plan, and begin implementation of the plan by involving the students in creating artwork to decorate the hallways.

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

Preparation

To prepare for this lesson, you will need to make some generalizations about the primary students' discussions, journal entries, and/or surveys and identify information to share with students. Include a few key points from the older students' surveys. In addition, you will need to determine which aspects of the school plan you will share with your class.

Instructional Approach

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

Insight and Understanding

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

Lesson Script

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

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

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

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

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

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

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

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

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

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

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

What would you hear? (pause) How would you feel? (pause)

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

*Now imagine recess time. Think about being on the playground. All around the school there is no bullying behaviour. What would you see at recess time? (pause)
What would you hear? (pause) How would you feel as you watched the students playing? (pause)*

*Now think about lunch time and the place where you eat your lunch, and the students who might be there with you. (pause) What would you see happening? (pause)
What would you hear? (pause) How would you feel as you watched all these things? (pause)*

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

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

- ▶ Invite students to talk about what they imagined.

Additional Activities

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

Assessment Strategies

- Ask students to help you write a class story about their idea of school with no bullying, or ask students to create their own stories. Provide these story starters, and ask students to choose one:
 - In the classroom...
 - On the playground...
 - At recess time...
 - At lunch time...

Look for evidence that students can identify the features of a school without bullying.

What is the School Plan for Dealing with Bullying?

Vocabulary



school statement
rules
consequences
school plan
taking a stand

Context

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

Instructional Approach

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

Materials



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

Insight and Understanding

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

Lesson Script

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

As you heard in the assembly, we now have a plan to stop bullying at our school. We have a school statement that tells what kind of school we want to be. We have some rules that tell us how to behave at school and help us to get along with others. We know that students learn best when they feel safe and know that they won't be bullied.

- ▶ Refer to the school statement on chart paper.

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

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

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

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

When you are on the playground at lunch time, you may have noticed the supervision aide(s). Her/His name is _____. What is her/his job in the school? As you answer, I will write them on the chart paper.

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

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

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

- ▶ Read the prepared chart of the school statement.

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

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

- *What would be the same as before?*
- *What might be different than before?*

▶ Discuss briefly.

▶ Read aloud a few excerpts from the students' writing in the previous lesson or otherwise draw students' attention back to the preceding lesson.

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

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

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

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

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

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

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

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

Additional Activities

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

Assessment Strategy

- ❑ Invite students to present their footprints or posters in a student-parent-teacher conference. Ask students to explain how their footprint or poster supports a school without bullying.

Lesson
3
Grade 1

Students Can Help Stop Bullying Behaviour

Vocabulary



consequences

Context

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

Instructional Approach

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

Materials



- ▶ a children's book that deals with bullying behaviours, such as *Chrysanthemum* by Kevin Henkes or *King of the Playground* by Phyllis Reynolds Naylor (see the Resources section)
 - ▶ construction paper, pens
- ▶ What can students do if they see someone being bullied?
 - ▶ What should adults do if they see someone being bullied?
 - ▶ How can I help students who are bullied feel better?

Insight and Understanding

Lesson Script

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

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

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

- ▶ examples of no-bullying rules

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

- ▶ examples of assertive behaviour, asking for help

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

- ▶ examples of consequences

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

- ▶ assertive behaviour toward the person who is bullying, in defence of the bullied person
- ▶ asking an adult for help
- ▶ walking with the bullied person to seek adult help
- ▶ inviting the bullied person to come and play
- ▶ comforting
- ▶ telling the bullied person that it is not their fault
- ▶ telling the bullied person that you don't like what has been happening

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

- ▶ It's not your fault.
- ▶ The bullying will stop and the person bullying will have consequences.
- ▶ Bullying is not allowed at our school.
- ▶ Let's find some other students for you to play with.
- ▶ Provide assistance with being assertive.
- ▶ Ask for more information about what happened.

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

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

Assessment Strategy

- Challenge students to make up a new ending to the story that was read, showing that a student intervened to stop the bullying behaviour.

LESSON
1
Grade 1

Vocabulary



assertive

Materials



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

Assertiveness Review

Context

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

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

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

Preparation

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

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

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

Instructional Approach

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

Insight and Understanding

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

Lesson Script

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

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

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

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

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

How do you think Brienne would be feeling?

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

Who can demonstrate what Brienne could do to be assertive?

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

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

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

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

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

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

- ▶ scared, angry, mad, upset, left out, confused
- ▶ ask an adult for help, assertive behaviour

- ▶ be assertive, ask an adult for help

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

▶ stand tall

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

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

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

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

Additional Activities

- ❑ To offer additional practice through role plays and coaching, take 10 minutes each day during regular class time to have small groups of students role play assertive behaviour, until every student has had a turn. Use the role play cards (attached), cut apart and placed in a basket, as a starting point.
- ❑ If you are able to have the supervision aide or another adult in the classroom with you to monitor and coach, have pairs of students practise the role plays simultaneously. Assign each partner a 1 or a 2. First, have all the 1s practise assertive verbal response, then have all the 2s practise.

Assessment Strategy

- ❑ Observe students as they role play in class, and during their regular classroom and playground interactions, to determine their ability to act assertively.

Role Play Cards

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

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

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

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

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

A girl keeps touching and moving your backpack.

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

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

A boy makes mean faces to you again and again.

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

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

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

Someone keeps cutting in line in front of you.

Someone is always touching your things.

Find a New Place to Play

Context

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

Instructional Approach

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



Materials

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

Insight and Understanding

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

Lesson Script

You are learning about ways to stop bullying behaviour. You already know how to be assertive and tell someone to stop bugging you. You know when to ask the supervision aide or another adult for help. And you know that if you do ask for help, you will not be tattling.

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

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

What ways was the older girl bothering Ivan?

- ▶ calling him names, teasing him, saying she hates him

Is this bullying behaviour?

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

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

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

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

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

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

What did Ivan do?

- ▶ asked his friends to play in a different place

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

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

Additional Activities

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

Assessment Strategy

- ❑ Take a schoolyard walk with the class and have them suggest good places to play and places that might not be as good. Ask them to tell you where the teachers on duty at recess time or the supervision aide(s) at lunch time usually walk. Look for evidence that they can identify the features that make a place safe to play.

Lesson
3
Grade 1

A Plan for Dealing with Bullying

Vocabulary

assertive



Context

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

Instructional Approach

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

Materials



- ▶ puppets, dolls, or other props for role plays
 - ▶ pocket chart of assertive skill steps (from lesson 1)
 - ▶ chart paper
 - ▶ poster materials: magazines, glue, paint, crayons, etc.
- ▶ What have I learning about dealing with bullying?
 - ▶ What are the best strategies for me to deal with bullying?

Insight and Understanding

Lesson Script

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

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

- ▶ Use the props.

Listen to the story about these two students.

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

Who can demonstrate what Lu could do to be assertive?

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

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

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

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

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

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

What ways has Tara tried to stop being bugged?

▶ moving to different places, assertive behaviour

What do you think Tara should do next?

- ▶ Comment on suggestions from the students.

There are a few things that Tara could try.

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

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

There are times when asking for adult help is the best thing to do. As you know, you need to ask for help when someone is breaking the safety rules and creating an unsafe or dangerous situation. You might ask for help for yourself, or you might ask for help for someone else, because we are all responsible to keep our school safe.

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

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

- ▶ Make a chart with the students that reviews the steps they have covered:
 - Know the school rules.
 - You have a right to be safe.
 - Tattling makes trouble. Asking for help makes children safer.
 - Stay away from places where kids might bother you.
 - Stay near friends or adults.
 - "Stand tall" (assertive behaviour).
 - Ask for help when you need to.
- ▶ Have the students decorate the chart with their drawings of the behaviours described, or by using magazine cutouts.

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

Additional Activities

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

Assessment Strategies

- ❑ Use a student-teacher-parent conference to have students explain what they have learned about dealing with bullying, and what strategies they will try to practise.
- ❑ Have students place their activity projects (poster, mural, etc.) in their assessment portfolios along with a description of what they have learned about strategies for dealing with bullying.

Lesson Plans

Grades 2-3

Lesson
1
Grades 2-3

Tattling and Asking for Help

Context

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

Instructional Approach

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

Insight and Understanding

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

Vocabulary



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

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



Materials

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

Lesson Script

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

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

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

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

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

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

What safety and other rules were broken?

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

How do you think Alice and Samir are feeling?

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

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

- ▶ upset, scared, angry, worried, glad it wasn't them

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

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

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

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

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

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

- ▶ Accept and comment on reasonable responses.

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

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

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

Additional Activity

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

Assessment Strategy

- ❑ Have students work individually or with a partner to complete the handout, "Tattling or Asking for Help?" (attached). When students are finished, discuss their answers and their reasons for making the choice they did.

Tattling or Asking for Help



Name: _____

Students sometimes say these things to their teacher or to the supervision aide.

Check the box to tell if the student is tattling or asking for help.

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

Write an example of tattling:

Write an example of asking for help:

Lesson
2
Grades 2-3

What is Bullying?

Vocabulary



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

Materials



- ▶ chart paper and pens
- ▶ charts and "Tattling or Asking for Help?" handout from lesson 1
- ▶ a "mailbox" for private notes to the teacher

Context

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

As you begin, mention that bullying is a sensitive topic and emphasize the need to be respectful of others' feelings. Point out that listening to stories about bullying may make students feel angry, sad, or upset. Those uncomfortable feelings indicate how bullied students might feel and help students to understand why it's important to behave in caring respectful ways.

Instructional Approach

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

Insight and Understanding

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

Lesson Script

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

Many grade two and three girls liked to play together on the adventure playground. Amanda, one of the older girls, started telling lies about Emily. She said that Emily stole stickers from her teacher's desk, then she said that Emily smelled funny and started calling Emily "Stinky Skunk."

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

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

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

How do you think Emily is feeling?

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

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

► no, she did it many times

Did Amanda bother Emily just once?

Amanda has been cruel to Emily again and again. That's one reason we know that Amanda's behaviour is bullying, it's not just students who are usually friends having a problem getting along once in a while. Bullying is mean behaviour that happens again and again. In fact, often the person who bullies does even meaner things each time, just as Amanda does to Emily.

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

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

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

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

- ▶ Write on the chart titled "Bullying": saying things to hurt someone — teasing, name calling.

What is the next mean thing that Amanda did?

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

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

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

What else did Amanda do to be mean?

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

- ▶ Write on the chart titled "Bullying": pushing, kicking, hitting, hurting someone.

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

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

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

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

▶ asking for help

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

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

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

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

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

▶ Write on the chart titled "Bullying": saying bad things might happen, threatening.

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

What do you think Emily should do about this bullying?

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

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

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

▶ Leave the chart up in the room.

▶ Invite students to put notes to you in a mailbox you have supplied for that purpose.

▶ Refer to the chart from the previous lesson that lists "asking for help" statements. Ask, "Is this bullying?" Discuss why or why not. Refine the definition of bullying as written on the chart in the discussion.

▶ Refer to the handout titled, "Tattling or Asking for Help?" (completed the previous lesson). Discuss whether the situations are bullying or not.

Additional Activities

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

Assessment Strategy

- ❑ At the beginning of the lesson, brainstorm and chart what students already know about bullying. Check for accuracy. Also brainstorm all the things students want to learn about bullying. Then, at the end of the lesson, check with students to see what they have learned about bullying. Look for evidence that students can identify their learning and articulate learning goals.

Lesson
3
Grades 2-3

Bullying Survey

Context

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

Vocabulary

bullying
bullying behaviours
private
confidential



Instructional Approach

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

Materials



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

Insight and Understanding

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

Lesson Script

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

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

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

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

Or perhaps you can remember times when you did mean things to someone on purpose. (pause)

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

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

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

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

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

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

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

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

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

Additional Activity

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

Assessment Strategy

- Ask students to brainstorm ways to be respectful to other students. Students can then chart and illustrate their ideas. Have students present their charts in a conference or portfolio, explaining how their ideas support a safe and harmonious school, and describing their personal goals for getting along well with others.

Student Survey



We want to help students in our school who are bullied by others. To do this we would like to find out ways students at our school have been bullied. Please colour the circles that answer each question.

I am: a boy a girl

I am in: grade 2 grade 3

1. Have you been bullied at school this year?

no sometimes a lot

2. In what ways have you been bullied this year?

teased kicked hit called names left out of games

I have not been bullied

3. What do you do when you are being bullied?

I tell an adult I go to another place to play I get my friends to help me

I tell the person to stop I fight back I ignore them

I have not been bullied

4. Who do you tell when you are being bullied?

teacher

principal

parent

supervision aide

I have not been bullied

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

nothing

they talk to the
kids who bullied

they help me
find ways to
fix it

they tell me to
deal with it
myself

I have not been bullied

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

no

sometimes

a lot

I have not been bullied

7. In what areas of the school have you been bullied?

playground

classroom

hallway

library

washroom

gym

I have not been bullied

Ways Students Get Along Well with Others



Name: _____

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

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

Draw one you're good at:

A large, empty rectangular box with a black border, intended for a student to draw a skill they are good at.

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

Lesson
4
Grades 2-3

Be Assertive

Vocabulary



(in adult language)

passive behaviour: behaviour that allows others more control and doesn't meet one's own goals; behaviour that doesn't express one's opinion or feelings

assertive behaviour: behaviour that shows ability to stand up for oneself, express feelings, and exercise rights while respecting the rights of others

aggressive behaviour: behaviour that seeks to meet one's goals by hurting others

impulse: urge, first action thought of

Materials



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

Context

Lesson 4 includes a look at various reactions to bullying situations, and helps students to understand the difference between assertive, aggressive, and passive behaviour. It also presents the idea of impulse and impulse control.

To help students understand the differences between assertive, aggressive, and passive behaviour, invite another adult to assist by role playing each of the behaviours.

Instructional Approach

This lesson offers a number of activities for students to learn and practise skills of assertiveness. Approaches include a lesson script with question and discussion opportunities, a sorting activity, a literature study, and opportunities to explore the theme through stories and creative expression.

Insight and Understanding

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

Lesson Script

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

We are going to learn about being assertive.

Listen to the story about Raymond.

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

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

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

Was Leon's behaviour bullying?

▶ yes

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

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

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

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

▶ angry, he could be getting madder and madder

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

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

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

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

- ▶ Make a note on chart under the heading of "aggressive":
 - angry thoughts
 - impulse
 - hurtful

- ▶ Have the adult visitor role play Raymond behaving aggressively to try and get the ball back, and fill out the chart with the students. Ask:
 - What did you see?
 - What did you hear?
 - What would the results be?

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

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

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

- ▶ Make a note on the chart under the heading of "passive":
 - scared thoughts
 - impulse
 - doing nothing

- ▶ Have the adult visitor role play passive behaviour in reaction to the ball being taken. Complete the Passive chart with the students. Ask the students:
 - What did you see?
 - What did you hear?
 - What would the results be?

I'll chart your ideas about passive behaviour.

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

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

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

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

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

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

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

I'll record your thoughts on the chart.

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

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

Additional Activities

- ❑ Use the “Sort and Paste” sheet (attached) to provide additional practice with recognizing the differences between passive, assertive, and aggressive behaviours. Have students work in groups to cut out the words and phrases on their sheets. Students discuss the category each statement should be placed in. Once consensus is reached, students glue the statements under the appropriate heading.
- ❑ Demonstrate the difference between passive, assertive, and aggressive response by using the same words, but different tone and body language each time. Have the students guess which behaviour you are modelling or have them say when it is assertive behaviour, and when it is not. As they become more familiar with the differences, emphasize the importance of body language, pointing out that assertive words don’t seem assertive at all without standing tall.
- ❑ Challenge students to create cartoons illustrating passive, assertive, and aggressive behaviour. Alternatively, students could create a song, a dance sequence, or a dramatization to illustrate these behaviours.
- ❑ Read a story that contains examples of passive, aggressive, or assertive behaviour (e.g., *Weekend with Wendell* by Kevin Henkes, or *Loudmouth George and the Sixth Grade Bully* by Nancy Carlson). Stop at appropriate places to discuss.

Assessment Strategy

- ❑ Create additional statements for students to sort into the categories of “passive,” “aggressive,” and “assertive.” Question students to determine their understanding of these three types of behaviours.

Sort and Paste



Name: _____

Passive

Assertive

Aggressive

Leon takes the ball. Raymond doesn't say anything.



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



Leon takes the ball, and Raymond hits Leon.



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



Raymond lets Leon keep the ball.



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



Lesson
5
Grades 2-3

Practising Assertiveness

Vocabulary



impulse
assertive

Materials



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

Context

Lesson 5 offers an opportunity for the students to practise assertive responses in role plays of potential bullying situations. If your students have not had much experience role playing, you may need to provide some extra guidance for them. Help them to understand that role playing is a way of practising for a real situation that might arise in the future. Remind them that the observers should be quiet and respectful while students are role playing and curtail silly or aggressive behaviour during role plays.

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

Instructional Approach

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

Insight and Understanding

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

Lesson Script

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

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

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

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

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

▶ Read over the chart.

Being assertive is something you can try. It seems to work best for times when someone just begins to bother you. You can be assertive without adult help and you can solve the problem yourself.

Now we are going to role play some situations.

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

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

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

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

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

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

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

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

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

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

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

What if it doesn't work? Well, sometimes, you need to be assertive and tell the other person to stop their behaviour more than once. If you have tried to be assertive a couple of times, and the person doesn't stop, leave and look for the supervision aide, me, or another adult and ask for help.

Additional Activities

- ❑ Allow time for groups to engage in role play activities simultaneously. Provide coaching and feedback, as you check in with various groups. Then ask several groups to demonstrate for the whole class.
- ❑ Have students work in pairs to write an assertive statement in response to the situations described in the “Be Assertive!” worksheet.
- ❑ Challenge students to create a puppet show that demonstrates assertive behaviour.
- ❑ Invite students to role play assertive behaviour as a solution for bullying situations presented in literature. Possible selections include the following (see the Resources section for more information):
 - *The Berenstain Bears and the Bully* by Stan and Jan Berenstain
 - *Loudmouth George and the Sixth Grade Bully* by Nancy Carlson
 - *Chrysanthemum* by Kevin Henkes
 - *Weekend with Wendell* by Kevin Henkes
 - *Pinky and Rex and the Bully* by James Howe
 - *King of the Playground* by Phyllis Reynolds Naylor
- ❑ Use stories about bullying previously generated by the students as opportunities for further role play practice of assertive behaviour.
- ❑ Have students work in groups to make a booklet to explain what has been learned about bullying. Include the four types of bullying behaviours and demonstrate an assertive response to each. Students can present their booklets to parents.

Assessment Strategy

- ❑ Observe students as they role play assertive responses, looking for evidence that they display appropriate assertive behaviours. As an extension, have students work in groups to suggest additional situations, and switch with another group to identify assertive responses.
- ❑ Provide students with a list of all the scenarios from the role play strips, and ask them to sort them according to physical, verbal, threatening, or social bullying. Use questions to determine students’ understanding.

Student Role Play Strips

1. Someone has been teasing you about your hair.



2. A student keeps teasing you about your shoes.



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



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



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



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



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



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



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



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



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



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



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



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



15. A student keeps touching things on your desk.



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





Be Assertive!

Names: _____

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

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

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

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

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

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

Lesson
1
Grades 2-3

Vocabulary



school where there is no bullying

Materials



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

Imagine a School without Bullying

Context

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

Preparation

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

Instructional Approach

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

Insight and Understanding

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

Lesson Script

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

- ▶ Chart the answers. As students speak, ensure that these key points about bullying are raised:
 - bullying behaviour is mean behaviour that happens again and again
 - there are different kinds of bullying, including:
 - bullying that can hurt our bodies, like pushing, kicking, and hitting (physical bullying)
 - bullying done by saying mean things like name-calling or teasing (verbal bullying)
 - bullying by leaving someone out (excluding) and making others stay away from someone (social bullying)
 - bullying that is a threat or saying that something bad might happen (intimidation)
 - it is not a your fault if you are being bullied
 - if you are bullied you might feel sad and lonely or you might feel confused, upset, and mad
 - students who bully others don't want adults to know about it
 - students can be assertive to try to stop bullying behaviour
 - students should ask an adult for help if it happens to them
 - asking for help is not the same as tattling.
- ▶ Remind students to come and speak with you privately if they have something to tell you about being bullied or about bullying others.

We have asked students to tell us about the bullying that happens at our school. Students wrote on surveys and wrote about bullying in their journals. The younger students made pictures. Some students have talked with their teachers and parents about bullying.

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

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

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

When we want to change things or to create something new, it's helpful to have a clear idea of our goal of the way we'd like things to be. Our goal is a school where

there is no bullying. We'll think about what it might be like in a school with no bullying. Each person may have different ideas. All ideas are important.

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

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

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

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

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

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

Now think about a lunch time and the place where you eat your lunch, and the students who might be there with you. (pause) What would you see happening? (pause) What kinds of things would students be saying? (pause) How would you feel as you watched all these things? (pause)

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

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

Additional Activity

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

Assessment Strategy

- ❑ Use the frame provided in the handout, “Imagine Our School Without Bullying,” for students to write about and illustrate their school without bullying. Have students present their writing and drawings, and use questions to look for evidence that students can identify the features of a school without bullying.

Imagine Our School without Bullying



Name: _____

In the classroom...

On the playground...

At recess time...

At lunch time...

Lesson
2
Grades 2-3

What is the School Plan for Dealing with Bullying?

Vocabulary



school statement
rules
consequences
school plan

Context

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

Instructional Approach

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

Materials



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

Insight and Understanding

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

Lesson Script

- ▶ If the grade 6-7 students are making presentations to the primary students, have them present to the class at this point. Ensure that their presentation covers the school statement, rules, and consequences.

As you heard in the assembly (and saw in the student presentations), at our school we now have a plan to stop bullying. We have a school statement that tells what kind of school we want to be. We have some rules that tell us how to behave at school and help us to get along with others.

- ▶ Refer to the school statement on chart paper.

We want to help students stop bullying and learn ways to get along with other students. So we have developed consequences for bullying behaviour. The consequence will show students that bullying behaviour is not acceptable, and it will also help students practise helpful behaviour and contribute to the school community.

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

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

- ▶ Either invite a supervision aide to join the class for this part of the lesson, or show their photos.

When you are on the playground at lunch time, you probably have noticed the supervision aide(s). Her/His name is _____. What is her/his job in the school? As you answer, I will write them on the chart paper.

- ▶ Accept all reasonably correct answers and record them on chart paper. Read over the chart and link to the school statement. Aim to ensure that students understand the aides are there to help prevent bullying at school and that students can approach a supervision aide if they need help.

That's right, _____ is there to supervise and to help you, just like the other adults at the school. We all know about bullying and we all want it to stop.

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

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

- ▶ Read the prepared chart of the school statement.

What does the statement mean to you?

- ▶ Discuss briefly.

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

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

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

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

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

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

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

- ▶ Distribute materials and assist students as necessary.

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

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

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

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

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

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

▶ bright colours, large lettering, clear designs or pictures, a border, good use of the space, not leaving large areas blank or without design, etc.

Additional Activities

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

Assessment Strategy

- ❑ Invite students to present their footprints or posters in a student-parent-teacher conference. Ask students to explain how their footprint or poster supports a school without bullying.

Lesson
3
Grades 2-3

Students Can Help Stop Bullying Behaviour

Vocabulary

consequences
retaliation



Context

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

Instructional Approach

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

Materials



- ▶ chart paper and pens
- ▶ coloured construction paper

Insight and Understanding

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

Lesson Script

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

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

assertive behaviour, telling an adult, getting help

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

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

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

What are the rules you might remind students about?

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

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

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

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

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

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

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

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

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

- ▶ Seek examples of caring adult behaviour and adults enforcing the rules. Add to the chart. Students' suggestions for adult behaviour may be useful information for the working group.
- ▶ Ask the students to each think of one thing that they will do to help stop the bullying or to help those who are bullied.
- ▶ Have the students trace one of their hands on a piece of coloured construction paper and cut it out. Then they are to write one thing that they will do to lend a hand to stopping bullying. Display the hands on a bulletin board or in the hallway.

- ▶ Tell the student: "it's not your fault."
- ▶ Stop the bullying and make sure the person bullying has consequences.
- ▶ Remind them that bullying is not allowed at our school.
- ▶ Say, "Let's find some other students for you to play with."
- ▶ Provide assistance with being assertive.
- ▶ Ask for more information about what happened.

Additional Activities

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

Assessment Strategy

- ❑ Read a story that features a student being bullied (see the Resources section for suggestions). Challenge students to make up a new ending to the story that was read, showing that a student intervened to stop the bullying behaviour.

Lesson
1
Grades 2-3

Find Another Place to Play

Context

In this lesson the students recall the importance of using assertive behaviour as a way of dealing with bullying behaviour. They are then introduced to a simple strategy of choosing good places to play in at school.

If the survey process identified any information about particular places around the school that seem to be places where bullying is more likely to occur, then share this information in the lesson.

Instructional Approach

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



Materials

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

Insight and Understanding

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

Lesson Script

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

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

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

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

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

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

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

Is this bullying behaviour? Why?

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

How do you think Jed is feeling?

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

Yes, he could tell an adult. However, Chris is not doing anything dangerous, he's just being rude. And Jed could certainly use assertive behaviour. Maybe there is another way that Jed could try to make the bothersome behaviour stop.

- ▶ yes, it's mean behaviour that happens over and over again
- ▶ upset, lonely, mad, sad, scared, left out
- ▶ assertive behaviour, ask an adult for help

Listen to the rest of the story.

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

Chris didn't bother Jed that day.

What did Jed do differently?

▶ went to a different place

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

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

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

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

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

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

Additional Activities

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

Assessment Strategy

- ❑ Take a schoolyard walk with the class and have them suggest good places to play and places that might not be as good. Ask them to tell you where the teachers on duty at recess time or the supervision aide(s) at lunch time usually walk. Look for evidence that they can identify the features of safe play places.

Lesson
2
Grades 2-3

Ignore and Think Positive Thoughts

Vocabulary



put-ups

Materials



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

Context

Recognize that although ignoring bothersome behaviour may look passive, it is actually quite a challenging strategy. In a potential bullying situation, students will be feeling anxious and nervous. They will have to mask these feelings in order to be successful at ignoring the bullying.

It must also be recognized that students should not ignore unsafe behaviour, particularly physical bullying. Ignoring is most appropriate in verbal bullying (teasing) or in situations of social alienation, as in the story.

Instructional Approach

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

Insight and Understanding

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

Lesson Script

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

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

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

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

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

Was this bullying behaviour?

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

How did Emily feel when the other girls excluded her?

- ▶ sad, lonely, upset

What did she do?

- ▶ found another friend to play with, played with Jan, ignored the teasing

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

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

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

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

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

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

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

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

▶ Jan is my friend. We have fun together.

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

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

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

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

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

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

- ▶ Write on the chart.

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

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

Additional Activity

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

Assessment Strategy

- ❑ Ask students to make a picture of themselves, thinking their favourite “positive thought,” which can be written in a thought bubble. Question students to determine their understanding of how positive thoughts improve their self-image.

Think Positive Thoughts!



Name: _____

1. I know I'm a neat kid.
2. I won't listen to what they say.
3. They won't get me upset. I can be calm.
4. I like myself.
5. They don't really know me well enough to know how great I am.
6. No matter what they say, I know I can ignore them.
7. _____
8. _____
9. _____
10. _____

Assertiveness Review

Context

This lesson provides another opportunity for students to practise assertive behaviour and receive supportive feedback from the teacher and the classmates, as follow-up to the lessons in Module A.

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

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



Materials

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

Instructional Approach

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

Insight and Understanding

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

Lesson Script

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

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

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

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

What do you need to do to look assertive?

- ▶ stand tall, keep shoulders back, look at the person

What would you think to yourself?

- ▶ "I can do this."

What kind of voice would you use?

- ▶ strong, clear voice

- ▶ Add to the chart.

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

- ▶ Say the person's name, name the behaviour, or tell the rule and tell them to stop. "_____, you are bullying. The equipment is for everyone. Stop it."

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

Then what could you do?

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

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

- ▶ examples of assertive behaviour

Now we're going to play a game.

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

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

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

Additional Activities

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

Assessment Strategy

- ❑ Use the full page of Role Play Cards as a handout. Ask students to work with a partner to write an assertive statement in response to three or more situations they select from the role play cards.

Role Play Cards

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

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

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

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

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

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

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

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

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

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

11. A boy is always giving you dirty looks.

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

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

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

Lesson
4
Grades 2-3

Summary of Plan

Context

In this lesson, the students put together all they have learned about dealing with bullying behaviour.

Instructional Approach

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



Materials

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

Insight and Understanding

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

Lesson Script

- ▶ Briefly review classroom and school rules. Ask the students to recall ways of avoiding someone who might bully them. Review the strategy of ignoring and thinking. Ask for examples of assertive ways to deal with someone bothering them.

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

Listen to the story.

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

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

What ways has Kaitlin tried to stop being bullied?

- ▶ moving to safer places, ignoring him, assertive behaviour

What do you think Kaitlin should do next?

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

- ▶ Comment on suggestions from the students.

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

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

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

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

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

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

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

Let's make a chart of all the ways we know to deal with bullying behaviour.

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

Additional Activities

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

Assessment Strategy

- ❑ Have students write in their assessment journals/learning logs about what they have learned about dealing with bullying, and what strategies they will try to practise.

Lesson Plans

Grades 4-5

Lesson
1
Grades 4-5

What is Bullying?

Vocabulary



bullying behaviours
power and control
physical
verbal
social
intimidation

Materials



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

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, a charting activity, and reflection writing.

Insight and Understanding

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

Lesson Script

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

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

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

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

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

How do you think John is feeling?

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

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

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

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

What are some other bullying behaviours?

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

There are many ways that bullying can happen. Let's look at our list of behaviours

▶ anxious, afraid, frustrated, scared, confused

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

and identify the behaviours that are physical, those behaviours that happen with your body, like hitting or kicking.

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

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

- ▶ Rewrite the verbal behaviours on the chart labelled "Verbal."

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

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

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

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

What else is Monica feeling?

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

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

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

How is the second story different?

What are the bullying behaviours in this story?

- ▶ upset, lonely, confused, angry

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

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

- ▶ List these behaviours on the overhead projector or chalkboard.

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

- ▶ Add to the list.

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

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

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

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

Additional Activities

- ❑ To introduce the topic, ask individual students to reflect on their own experiences with bullying behaviour, either as participants or as witnesses. Have students write about these situations. After students have had time to reflect and write, ask them to think about the bullying behaviours involved in the incident. As students list the behaviours, collect them on a classroom chart of bullying behaviours. Then look for categories and assign four small groups to each create a chart that lists one kind of behaviour (physical, social, verbal, intimidation).

Later, have students put the stories on index cards (with different names) and use them in discussions and role plays.

- ❑ Describe bullying behaviours you have experienced, either as a student or as an adult. Help the students to understand that bullying behaviour is present in the larger society as well as in schools.
- ❑ Ask students to work with a partner and create a week's worth of

▶ telling lies about, making look foolish, leaving out or excluding from the group, gossiping, embarrassing, hurting feelings again and again

fictional daily journal entries from the viewpoint of both the student who bullies others and the one who is bullied.

- ❑ Assign the students the task of interviewing an older sibling or an adult about their experiences with bullying and the way they felt as a result of being bullied. Discuss in class with a focus on understanding the impact the bullying had on the person interviewed.
- ❑ Have students watch their favourite TV shows and record bullying behaviours. Graph to compare TV shows.

Assessment Strategies

- ❑ Collect students' writings, charts, and other work, and look for evidence that they have identified and categorized bullying behaviours.
- ❑ 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.

LESSON
2
Grades 4-5

Student Survey

Vocabulary



bullying behaviours

Context

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

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.

Materials



- ▶ pencils and erasers
- ▶ handout: Student Survey
- ▶ handout: My Experiences with Bullying Behaviours

Insight and Understanding

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

Survey Activity

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

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

Assessment Strategy

- ❑ In a conference approach, invite students to share their stories or fine arts creations. Look for evidence of students’ expression of feelings.

Student Survey



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 circle the answers that tell about what has happened to you.

Are you a girl or a boy? Girl Boy

What grade are you in? 4 5 6 7

1. How often have you been bullied at school this year?

I haven't been bullied one or two times several times all the time

2. In what ways have you been bullied at school this year? Circle more than one if you need to.

I haven't been bullied called names, teased kicked, hit, punched

ignored, left out threatened, intimidated

3. In which grades are the students who bullied you?

I haven't been bullied my class same grade, different class

a higher grade a lower grade

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

I haven't been bullied never once in a while almost always

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

I haven't been bullied never once in a while almost always

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

I haven't been bullied no yes, once yes, often

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

I haven't been bullied nothing tell a supervision aide

tell a teacher tell the person to stop tell the principal or vice-principal

tell a friend tell parents ignore them

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

I haven't been bullied playground hallway washroom

classroom library gym

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

I haven't bullied others once or twice now and then often

10. Has your teacher or counsellor talked with you because someone said you were bullying others?

I haven't bullied others no yes, once yes, several times

My Experiences with Bullying Behaviours



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

A time it happened to me...

A time I saw it happen...

Lesson
3
Grades 4-5

Asking For Help

Context

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

Vocabulary



tattling or ratting:

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

Instructional Approach

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

Materials



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

Insight and Understanding

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

Lesson Script

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

- ▶ Briefly review.

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

If you told an adult about these dangerous and hurtful behaviours, you would be asking for help. You would be telling about the behaviour because you really need help to keep yourself or someone else safe. This is not tattling and it is not ratting, even though some students might say you are ratting if you tell.

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

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

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

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

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

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

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

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

Sort the sentence strips into two piles. In one pile will be situations in which the student should seek adult help. In the other pile will be the situations they should be able to handle themselves, the cases where asking for help would be "tattling."

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

Additional Activity

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

Assessment Strategies

- Use a questioning approach with groups to ask why they sorted the sentence strips the way they did. Look for evidence that they are able to differentiate between tattling and asking for help.
- Collect students' writings and look for evidence that they have appropriately identified a situation requiring asking for help.

Sentence Strips



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



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



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



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



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



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



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

Lesson
4
Grades 4-5

Be Assertive

Context

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

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

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

Instructional Approach

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

Insight and Understanding

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

Vocabulary



(in adult language)

passive behaviour:

behaviour that allows others more control and doesn’t meet one’s own goals; behaviour that doesn’t express one’s opinion or feelings

assertive behaviour:

behaviour that shows ability to stand up for oneself, express feelings, and exercise rights while respecting the rights of others

aggressive behaviour:

behaviour that seeks to meet one’s goals by hurting others

Materials



- ▶ prepared Assertiveness Role Plays
- ▶ handout: Assertive Verbal Responses

Lesson Script

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

Sasha used to be in Dena's circle of friends. Since Sasha got straight A's on her report card, Dena says that she can't be in the group. Dena is telling the other girls they shouldn't play with Sasha. Dena and the other girls are calling her "Nerd" and other names. Now all the girls make faces at her when she looks at them.

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

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

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

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

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

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

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

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

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

What else could Sasha do to solve her problems?

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

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

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

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

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

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

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

- ▶ As you speak, chart the skill steps in being assertive:
 - stand tall
 - look at the person's face
 - use a clear strong voice
 - think, "I can do this."
 - Say the person's name, name the behaviour, and tell them what you want them to do. A simple frame is, "_____, That's _____! Stop it." or "_____ I don't like that! Stop it!"

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

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

- ▶ As students role play in front of the class, ask:
 - What did you hear?
 - What did you see?
 - Was it effective?
- ▶ Assist students to note the importance of body language and of the tone of voice in being assertive.

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

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

Remember that if you are being bullied, it is not your fault. No one has the right to bully you.

- ▶ Be particularly watchful for examples of students using assertive behaviour to solve problems. Make positive comments about this behaviour.

Additional Activities

- ❑ Use student-generated stories about bullying situations, typed or written on index cards, as the basis for additional role play practice.
- ❑ After some role play practice, ask students about the language they are practising—does it seem natural to them? Ask students to brainstorm other phrases and comments that would seem more natural to them as you chart their brainstormed ideas. (For example, “Chill out” or “Back off” might be more natural to students than “Stop it.”)

Once you have a collection of their statements, evaluate the effectiveness of each—does it convey an assertive message? When you have narrowed down the list, have students vote for their two favourite phrases and rewrite the most popular ones into a class list.

Then repeat the role play activity using these new statements.

- ❑ Have the students work alone or with a partner to make cartoons illustrating verbal assertive response to bullying behaviour.
- ❑ Have students work with a partner or alone create a dance sequence or drama to depicting assertive, passive, and aggressive behaviours in response to verbal bullying behaviour.
- ❑ Have students work in groups to create a puppet show for younger students that teaches about assertive behaviour.
- ❑ Have students create a word web depicting what it feels like to be assertive in response to bullying.

Assessment Strategies

- ❑ Have students work with a partner to write assertive responses on the Assertive Verbal Response sheet (attached). Then ask them to role play the situations for the class. Observe students’ role plays looking for evidence that they display appropriate assertive behaviours. As an extension, have students work in groups to suggest additional situations, and switch with another group to identify assertive responses.
- ❑ Read a story or view a video with a bullying theme (e.g., the video, “Facing Up” that accompanies the *Second Step* program; the book *Amelia Takes Command* by Marissa Moss or *The Sandwich* by Ian Wallace and Angela Wood). Stop at appropriate places and ask students to role play assertive verbal response with a partner. Then have several pairs demonstrate for the whole class. Use questioning approach to determine the effectiveness of students’ assertive responses.

Assertiveness Role Plays



_____ has been teasing you about
it. _____ says, "Who cut your hair? Did your baby sister get at it with her scissors?"
Then _____ says, "Get a hat, cover that mess up!"



_____ buds in front of you when you are lining up, then makes weird faces
at you.



_____ won't let you play with any of her friends, even though you all used to do
things together. _____ says, "You're not part of my group. I'm telling my friends
not to do things with you."



_____ always seems to follow you around on the playground and calls you
names like, "Sissy, wimp, stupid."



_____ often says that the food you bring in your lunch looks disgusting. Today
_____ says, "Yuck, I wouldn't feed that to my dog!"

Assertive Verbal Responses



Names: _____

Write what you could say to be assertive.

1. Tina calls you "geek" after you do really well on a math test.

2. Sharon always makes weird sounds when you walk by her.

3. Marty says you have to give him candy every day.

4. Ajit is always sticking his foot out to trip you when you walk by his desk.

5. Lee is telling everyone lies about you and some kids in another class .

6. Jonathan makes fun of the way you talk and says you don't belong here.

7. Rosa always tries to take your friends away from you no matter who you try to be friends with.

Lesson
1
Grades 4-5

Vocabulary



consequences
retaliation

Materials



- ▶ two signs prepared, to be posted on opposite walls of the classroom: "True" and "False"
- ▶ optional: overhead transparency of the true/false statements (attached)

Review and Survey Information about Bullying

Context

This lesson covers a review of the definition of bullying, as well as a summary of findings from the survey process.

Preparation

In preparing for this lesson you will need to identify information from the student surveys and other data collection processes to share with the students. Make some generalizations about the information collected from primary students. Provide more detailed information about responses from the grades four and five level. Include key points from grade six and seven students' information.

Post the "True" and "False" signs on opposite sides of the classroom.

Instructional Approach

This lesson uses a true-or-false quiz in the form of a lesson script to help students review what they know about bullying.

Insight and Understanding

- ▶ What is bullying?
- ▶ How does the person being bullied feel?

Lesson Script

As you know, all members of our school community have focussed on bullying prevention. Let's see what you remember about bullying behaviour.

We'll play a game. If you think the statement I say is true, move to stand on this side of the room, near the "true" sign. If the statement is false, move to stand on the other side of the room, near the "false" sign. Be prepared to explain your choice.

- ▶ Use the overhead transparency, if desired. Read the following statements and provide clarification if the statement generates disagreement or uncertainty. Aim to ensure that all students have a good understanding of what constitutes bullying. Prior to giving the correct answers, ask some students from each side to explain why they made the choice they did.
- ▶ As an alternative approach, make this activity an opportunity for small group discussion. Arrange students into groups of three or four and use an overhead transparency with the true or false statements (attached). Show each statement in turn, read it to the class, and allow a few minutes for small groups to discuss the statement and reach agreement about whether it is true or false. Once the groups have decided, they should indicate their response holding up a paper labelled true or false.

1. *True or false? Bullying behaviour is mean behaviour that happens again and again.*

▶ True

Bullying is different from normal peer conflict that happens sometimes between kids who normally play together.

What else can you tell me about the definition of bullying?

▶ Usually there is a power imbalance between the student who bullies and the student who is bullied.

2. *True or false? All bullying behaviour is physical—like kicking, punching, spitting or hitting.*

▶ False

Bullying behaviour includes the physical behaviours already mentioned and also includes name calling and teasing (verbal bullying), threatening (intimidation) and excluding (social bullying) and other non-physical but equally mean behaviours.

3. True or false? It is not your fault if you are being bullied. ▶ True

No one deserves to be hurt or afraid. No one deserves to be humiliated or excluded, or to lose friends.

It sometimes might seem that one student does irritating things that can provoke or excite another student to bullying behaviour. Bullying behaviour is always a bad choice though, even if the bullied student's behaviour is irritating and provokes anger and frustration. In this case, both students need support to change their behaviour. No one deserves to be bullied. It is not your fault if you are being bullied.

4. True or false? If you are bullied you might feel very mixed up and confused, afraid one moment and angry the next. ▶ True

Bullying can generate many mixed feelings in the person who is being bullied.

How might a bullied student feel?

▶ afraid, terrified, lonely, sad, upset, angry, furious, shy, no confidence, embarrassed, disappointed, reluctant to go to school, like they have no friends, like there's something wrong with them, hopeless

5. True or false? Only physical bullying is dangerous. ▶ False

Over time any bullying behaviour is dangerous because it leads to lack of self-esteem, can affect school work and all other areas of a student's life. If someone is afraid to come to school or upset about what has happened to them during the day, he or she are not going to be a successful learner.

In some cases, students who have been bullied over time have even dropped out of school or done other negative things to avoid the bullying. Also, threats and intimidation are dangerous because they can lead to worse things happening.

6. True or false? Students who bully others are often very good at keeping their bullying behaviour a secret from adults. ▶ True

This time they may even threaten students in order to keep their behaviour a secret.

If someone threatens you to keep you from telling, they are threatening to retaliate. But the best way to end a bullying situation like that is to tell the adults who can help stop it. Once a student is brought to the school's attention because of bullying behaviour, there would be consequences and that student can get the help needed to stop bullying. You would also get the help you need to be safe.

If the student who bullies retaliates because you told, there would be more severe consequences. They would not be smart to bully you again! They already know you're the kind of person who seeks help. So of course, you would report again and there would be more severe consequences.

What are some other reasons students might not report bullying behaviour?

- ▶ Briefly refute each reason for not reporting and lead students to see the wisdom in telling adults about bullying behaviour.

7. True or false? A good way to deal with bullying behaviour is to fight back.

Being aggressive back is not a good strategy. You could get hurt or in trouble.

8. True or false? To deal with bullying, students could try assertive behaviour, and if that doesn't work they can ask an adult for help.

Assertive behaviour often works to stop bullying. There are other things that students might try too. But often, especially if a bullying situation has gone on for some time, students often do need adult help to end the bullying.

- ▶ Ask students to return to their places.

As you know, students completed surveys so that we could learn about the bullying behaviour at our school. The younger students wrote about bullying in their journals and made pictures. Some students have talked with their teachers or parents about bullying.

I want to tell you what we found out from students.

- ▶ Tell them a little about the extent, the forms of bullying, the places where bullying occurs, things children have done to try and stop bullying—any key points from the surveys and journals. Discuss the information with the students. Answer their questions.
- ▶ Remind students to come and speak with you privately if they have something to tell you about being bullied or about bullying others.

▶ they might feel embarrassed, they might be afraid no one would believe them, they might be too scared, they might like the attention from the student who bullies

▶ False

▶ True

Assessment Strategy

- Have students work with a partner or in groups to create a true-or-false game about bullying. Groups can then trade games with another group. Look for evidence that students' games portray accurate information about bullying.

True or False?

1. Bullying behaviour is mean behaviour that happens again and again.
2. All bullying behaviour is physical—like kicking, punching, spitting, or hitting.
3. It is not a your fault if you are being bullied.
4. If you are bullied you might feel very mixed up and confused, afraid one moment and angry the next.
5. Only physical bullying is dangerous.
6. Students who bully others are often very good at keeping their bullying behaviour a secret from adults.
7. A good way to deal with bullying behaviour is to fight or yell back.
8. To deal with bullying, students should try assertive behaviour, and if that doesn't work they should ask an adult for help.

LESSON
2
Grades 4-5

Imagine School without Bullying

Context

In this lesson, students imagine a school without bullying and make a commitment to contribute to its creation.

As you present information about the school's plan, emphasize that both students who bully and those who are bullied can learn different ways of interacting with others. Consequences for bullying behaviour are intended to demonstrate that bullying behaviour is not acceptable and to emphasize that students have a responsibility to contribute to the social well-being of the school community.

The supervision plan is an important aspect of the school's planning. Thus, it is important for students to recognize the supervision aide(s) and other school staff and know their name(s).

Vocabulary



school without bullying

Materials



- ▶ chart paper and felt pens
- ▶ journals or writing paper

Instructional Approach

This lesson uses a number of approaches to help students imagine a school environment free of bullying. Approaches include a lesson script, visualization, journal writing, and brainstorming feelings about bullying.

Insight and Understanding

- ▶ What would a school look like without bullying?
- ▶ What can I do to stop bullying?

Lesson Script

We want to create a school free of bullying. We know that students can learn best when they don't have to worry about being bullied, when they feel safe. We believe that all the students at our school have the right to learn in a safe environment. The parents, teachers, school staff, and principal have some ideas about stopping bullying. But we know that students also have some great ideas too.

When we want to change things or to create something new and different, it's helpful to have a clear idea of our goal of the way we'd like things to be. Each person may have different ideas about what a school free of bullying would be like. That's fine, all the ideas are important.

First, I'd like you to just listen and think, without talking. You might like to close your eyes so that you can get some pictures in your mind as I talk.

- ▶ As you say the next part of the script, speak slowly to allow time for students to gather their thoughts and ideas.

Imagine that you are coming to school one morning and you know that something is different. The school is now a place where there is no bullying.

Think about what would be different. (pause)

What might your school look like? (pause)

What would you notice on the playground? (pause)

What would the students be doing? (pause)

What would the adults be doing? (pause)

What might you see as you came into the school? (pause)

What might you hear? (pause)

What would you notice as you walked down the hallway? (pause)

Imagine that school is starting. What would you notice in the classrooms? (pause)

How would you feel? (pause)

In just a moment, I will ask you to tell me what you imagined, so gather your ideas together and get ready to open your eyes, if they are shut.

- ▶ Create a web on several pieces of chart paper as the students share their ideas. Prompt the students by asking:

What would you see in a school with no bullying?

What would you hear?

How would you feel in a school with no bullying?

- ▶ If the students seem to have especially vivid ideas, invite them to write a story or journal entry about coming to a bullying-free school.

Now that we have a good idea of what our school might be like if there were no bullying, we're going to talk about things that each of us can do to help make it that way.

Today you will be working in groups.

- ▶ Divide the class into small groups. Assign a facilitator and a recorder in each group.

First, we're going to discuss ways to help students stop bullying others. What can we do at school to help students stop bullying others?

What could students do or say to stop someone who is bullying?

What could adults, such as a teacher, counsellor, principal, or supervision aide do or say to stop someone who is bullying?

Talk about these ideas in your small groups. Brainstorm ideas while the recorder makes notes on chart paper for your group.

- ▶ Allow time for brainstorming.

Now within your group choose two ideas for students and two ideas for adults to report out to the rest of the class.

- ▶ As groups report, record on chart paper.

Now I'd like you to think about the students who are bullied by others. Are there some things that all of us could be doing to help students who are bullied?

What could students do to help students who are bullied?

What could adults —teachers, parents, supervision aides, the principal and counsellor do to help students who are bullied?

Again, let's brainstorm ideas while the recorder makes notes on chart paper.

- ▶ Allow time for brainstorming.

Now within your group choose two ideas for students and two ideas for adults to report out to the rest of the class.

- ▶ Record on chart paper for the whole class.
- ▶ Post the charts where others can read them.

Assessment Strategy

- 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.

Lesson
3
Grades 4-5

What is the School Plan?

Context

Your purpose is to provide a follow-up to the school assembly and begin implementation of the plan by ensuring that students understand the school statement, rules, consequences, and the supervision plan.

Alter the lesson as necessary to reflect the general or specific wording of the statement. Focus on key points to emphasize with students. Use the ideas presented here as suggestions and tailor the lesson to emphasize the points you determine are important for your students.

As in previous lessons, avoid using the names of any students in the class in examples and stories. Invite students to speak with you privately if they wish to tell you about a bullying situation.

Discuss the role of the supervision aides and link their role to the school statement. Ensure that all students recognize the supervision aide(s) and know them by name. If desired, invite the aide to speak with the class.

Vocabulary



school statement
rules
consequences
school plan

Materials



- ▶ the school statement on chart paper
- ▶ webbed charts from previous lesson
- ▶ drawing or painting materials

Instructional Approach

This lesson uses a number of approaches to help students understand the school plan for dealing with bullying. Approaches include a lesson script with discussion opportunities, several project options, journal writing, and a stations activity.

Insight and Understanding

- ▶ What is the school plan for bullying?
- ▶ How can I take a stand against bullying?

Lesson Script

- ▶ If the grade 6-7 students are making presentations to the primary students, have them present to the class at this point. Ensure that their presentation covers the school statement, rules, and consequences.

As you heard in the assembly, at our school we have made a plan to stop bullying and create a school without bullying. We have a school statement that describes what we want our school to be. We have some rules that tell us expectations of how to behave at school.

We want to help students who are bullying to stop and to learn ways to get along with other students. So we have developed a set of consequences that will happen if students bully others. When there is bullying behaviour the consequence will show students that bullying is not acceptable. The consequence will also give students an opportunity to practise helpful behaviour and contribute to the school community.

- ▶ Provide additional information about your school's specific plan so that students will know what to expect.

We have also planned how the adults will help students stop bullying by supervising students.

- ▶ Invite a supervision aide to join the class for this part of the lesson.

When you are on the playground at lunch time, you may have noticed the supervision aide(s). You may have met _____ (name), one of our school's supervision aides. What is the supervision aide's job in the school?

- ▶ Accept all reasonably correct answers and chart them. Read over the chart and link to the school statement. Aim to ensure that students understand the supervision aide is there to help keep the school safe and that they can approach a supervision aide if they need help.

That's right, (name) is there to supervise and to help you, just like all the other adults at the school. We all know about bullying and we all want it to stop. We know that students can learn best when they feel safe and aren't worried about being bullied.

Now let's read the school statement. The school statement tells us how we will be together at school.

- ▶ Use a chart prepared with the school statement and read it with the class.

▶ to help us if we are hurt, to watch out for problems among the students, to take kids to the office if they misbehave, to supervise and keep everyone safe.

Let's talk about what the school statement really means. The school statement describes a goal we are working toward. But what would it look like if our school were like the statement right now? Remember when we imagined a school without bullying?

- ▶ Refer to the web generated when students imagined a school without bullying.

Now I'd like you to think of what you can do to contribute to making our school free of bullying, just as our school statement says. It might be something you already do, such as making sure everyone gets a turn, encouraging students on your team to do their best, or not spreading rumours. Or it might be something new, such as telling a student who is bothering someone else to knock it off and leave them alone.

Let's look at the charts we made of ways students can help someone who is bullied and ways students can help stop bullying behaviour.

- ▶ Have charts from previous lesson available to review.

What is one thing that you can promise yourself that you will do to contribute to reducing bullying at our school ?

- ▶ Ask students to discuss their ideas with a partner.

Talk about your ideas until both of you have a good plan for a way you will help to reduce bullying at our school.

- ▶ Ask for their ideas. Listen and discuss briefly.

Each of you has an idea of something you will do. When we decide that something is important to us, we sometimes say we are "taking a stand." When you decide to help reduce bullying at our school, you are taking a stand.

Now we are going to make a footprint shape by tracing around one of our feet and cutting out the shape. Then each of you will write your commitment on the footprint with your name, and we will make a display of how our class is taking a stand for a school without bullying.

- ▶ Distribute materials. Use students' completed footprints to make a display called "Taking a Stand for a School Without Bullying."

Project Activity

Students can choose from among these suggestions for projects to help launch the school plan. You may wish to team grade 6 and 7 students with grade 4 or 5 students to complete the projects, providing opportunity to work co-operatively together and model respectful behaviour.

- ▶ Have students select a key phrase from the school statement or a rule and make a poster to illustrate it.
- ▶ Students can create an advertisement for one aspect of the school statement or rules or for the plan as a whole. The promotion could be in print format, such as a magazine or newspaper ad or brochure, or could be for television or radio. Show it to a primary class.
- ▶ Work with other classes in the school to create a special edition of the school newsletter to launch the initiative. Have students write a story, poem, rap, letter to an advice column and its response, or letter to the editor for publication in the special newsletter.
- ▶ Have students work co-operatively to create a mural for the wall outside the classroom to illustrate the school statement.
- ▶ Students can design and make paper or fabric flags or banners celebrating the launch of a school without bullying to be used in the public areas of the school, or around the larger community. Parents or community volunteers could assist with sewing fabric banners designed by the students.
- ▶ Ask students to plan and present a puppet show for the Kindergarten students, their parents, and younger siblings.
- ▶ Invite students to work with a small group to create a series of cartoons or drawings that could be printed in the school's newsletter.
- ▶ Students could create a personal mandala or shield design to represent their understanding of the school statement.
- ▶ Have students develop and make banners of slogans or mottoes to represent the school statement or aspects of it, such as "Welcome to the respect zone" or "Respect is practised here!"
- ▶ Have students work in small groups to create a special bullying-prevention web page for addition to the schools' web site.
- ▶ Have students paint large life-sized self-portraits. Each of the portraits should have a T-shirt whose slogan or design represents how that student will contribute to a school without bullying.
- ▶ Create an artwork display in the hall outside the classroom that tells about various aspects of the school statement.
- ▶ Have students create button or T-shirt slogans to support the school statement (e.g., "Respect spoken here.")

Additional Activities

- ❑ Discuss the school statement and plan. Ask students to write in their journals about how their own behaviour and the behaviour of others might change as a result of the school plan.
- ❑ Have the students work in small groups. Groups can rotate through four stations to discuss the question at each station and record key points.
 - Station 1: What is the effect of bullying on the student who is bullied?
 - Station 2: What is the effect of bullying on the onlookers?
 - Station 3: What is the effect of bullying on the student who bullies others?
 - Station 4: What is the effect of bullying on the feeling in the school generally?

The last group at each station can select five key points from the charts to present to the entire class.

- ❑ Discuss consequences. Have students work in small groups to develop ideas for appropriate consequences for bullying behaviour. Note that the consequences should aim to change behaviour as well as to demonstrate that bullying will not be tolerated.

Assessment Strategies

- ❑ After students have created their display, have each student select three commitments that they think they can do to “take a stand” against bullying. Use questioning to determine why students think these three choices are appropriate and how they will help address bullying.
- ❑ After students have completed their projects, have them place them in their assessment portfolios along with a description of how their projects support the school plan for dealing with bullying.
- ❑ Collect students’ journal entries and look for evidence that they demonstrate an understanding of how their own behaviour and the behaviour of others might change as a result of the school plan.

Lesson
1
Grades 4-5

Assertive Behaviour

Vocabulary



assertive

Context

This lesson is mostly a review of previous discussions. Provide any additional practice students need on assertive verbal response. Urge students to follow the frame for assertive verbal response, but to choose language that is natural and easy for them. See Module A for suggestions of ways to provide additional practice for students who need it.

Instructional Approach

This lesson uses a number of approaches to help students explore their options for dealing with bullying situations. Approaches include a lesson script with question and discussion opportunities, a charting activity, opportunities for creative writing, and role play.

Materials



- ▶ chart paper and pens
- ▶ writing paper

Insight and Understanding

- ▶ What is assertive behaviour?
- ▶ What can I do if someone tries to bully me?

Lesson Script

You already know about assertive behaviour and how to use an assertive verbal response to deal with a bullying situation.

Now we are going to learn about other things to do if someone tries to bully you or if you see someone being bullied. Over the next few discussions about bullying, each of you will be developing your own plan for dealing with bullying behaviour. Your plan will include the ideas that you feel you would be able to use comfortably.

The first part of the plan is to know the school and classroom safety rules. Then you will be really sure about what is expected of the students here. Let's briefly remember the rules.

- ▶ Brainstorm or discuss and review school and classroom rules.

Listen to a story about bullying that involved two classmates, Jason and Lenny, and some younger children.

On the playground Jason often saw Lenny and his buddies picking on younger children. Usually it was teasing and joking, but sometimes Lenny and his friends could be rough.

Jason remembered seeing Lenny chasing, pushing down, and kicking a younger boy. Just last week Jason saw Lenny shove Alicia up against the fence and shout something in her face. The next day, the same thing happened again. This time Alicia started crying. A few moments later, when the supervision aide asked Alicia why she was crying, Alicia shook her head and wouldn't tell.

Jason was really glad that Lenny had ignored him, so far.

What safety and no-bullying rules were broken?

- ▶ pushing someone down, kicking, repeated teasing and joking, shoving someone against the fence

How do you think the younger boy and Alicia felt when these things happened?

- ▶ scared, upset, angry, fearful, unhappy, hurt, worried

How do you think Jason felt as he watched these things?

- ▶ upset, scared, angry, worried, glad it's not happening to him

Let's talk about Alicia, the student who was being bullied. What could she have done to make the bullying stop?

- ▶ tell the supervision aide, ask another adult for help, use assertive behaviour, not play alone, stay away from Lenny

Now let's talk about Jason, an onlooker, who watched the bullying happen. What could he have done?

- ▶ Chart or note their various responses under headings "student who is bullied" and "onlookers."

The students who were bullied could ask the supervision aide or another adult for help, even though they might be afraid of what Lenny would do to them. Jason and other students who watched could help stop the bullying, too, by asking the supervision aide or another adult for help. They could have stayed near or played with Alicia, or offered to help her tell the supervision aide. They could also have used assertive behaviour.

How could Alicia have used assertive behaviour in the story? Who can role play Alicia being assertive?

- ▶ Ask several students to role play how Alicia could have used assertive behaviour. Ask students, "What did you see?" "What did you hear?" After a few have role played, create a chart with the students that reviews the skill steps necessary to be assertive:
 - stand tall
 - look at the person
 - think, "I can do this."
 - speak in a clear loud voice
 - say the person's name
 - name the behaviour
 - set a limit or tell the person to stop.

Could Jason have used assertive behaviour to tell Lenny to stop?

- ▶ This question will likely lead to a discussion or debate about whether onlookers can realistically intervene in bullying situations.

In this story, Jason could have been assertive and told Lenny to stop. He could ask the supervision aide or another adult for help, or invite Alicia away from Lenny and then ask an adult for help.

How might Jason have used assertive behaviour to stop Lenny's bullying? Who can role model for us?

- ▶ Ask students to demonstrate.
- ▶ Check their assertive behaviour against the chart of skill steps. Ask students, "What did you see?" "What did you hear?"

▶ talked to the supervision aide, reported the incidents to adults in the school, used assertive behaviour to tell Lenny to quit bothering Alicia, invited Alicia to join him in doing something, told Alicia he would talk to the supervision aide with her

- ▶ Examples of assertive statements:

"Lenny, you're pushing! Stop it."

"Lenny, that's bullying behaviour. Stop it!"

"Lenny, I don't like that. Leave me alone!"

- ▶ Examples of assertive statements:

"Lenny, you're pushing Alicia! Stop it."

"Lenny, leave Alicia alone!"

"Lenny, you're hurting her. Stop it."

In this story, Lenny usually bullied others when he was with his friends. Would Alicia or Jason be able to use assertive behaviour to tell Lenny to stop if he had been with his buddies?

▶ maybe not

Both Alicia and Jason probably would have been uneasy using assertive behaviour to stop Lenny from bullying if Lenny had been with friends. Lenny's behaviour was a bit dangerous. He had frightened Alicia and he was pushing. If Lenny were with his friends it would be harder to be assertive.

An important part of using assertive behaviour to intervene in a bullying situation is deciding if the situation is dangerous. If the situation is not physically dangerous, or you are with your friends or near adult help, then you can try and safely use assertive behaviour.

However, if you were all alone and there were no adults nearby to turn to, it would not be as safe. Each person needs to determine for themselves when and how to use assertive behaviour.

So far in the story, Lenny hasn't bugged Jason. Can Jason be sure that Lenny will never bother him?

▶ No, Jason can't be sure.

Jason seems very relieved that Lenny hasn't bothered him yet. But the only way to make sure that Lenny doesn't bother Jason, or anyone else, is to take responsibility for making sure that the school rules are obeyed. That means Jason needs to tell the supervision aide or another adult about what he has seen happening. Then the adults at the school could help Lenny stop bullying.

Onlookers, who watch bullying behaviour and do nothing to stop it, actually help the student who is bullying to feel more powerful. An audience can make the bullying continue. It's important not to take part in bullying even as an onlooker.

Behaviour that breaks the rules can create a dangerous or frightening situation. In these situations, even if the person breaking the rules says not to tell, you should report and get help. It is your responsibility to make sure that no one else gets hurt.

You have the right to be safe at school. If you are getting hurt or your feelings are getting hurt, then you can ask for help. But, the right to be safe at school goes along with a responsibility to help make sure others are safe, too.

What are some ways you can help make sure other students at school feel safe?

- ▶ Discuss the difference between tattling and asking for help. The goal of telling an adult is to help. The goal of tattling is just to get someone in trouble.

Additional Activities

- ❑ Have students make a list of when they would feel safe using assertive behaviour to stop bullying and when they would feel unsafe.
- ❑ Have students create a cartoon showing someone using assertive behaviour to stop bullying.
- ❑ Ask students to write a story showing how students can take responsibility for making sure others feel safe at school.
- ❑ Review assertive behaviour. Chart the skill steps involved. Use previously collected index cards of students' actual bullying situations and select situations for students to role play assertive response.
- ❑ Discuss why students might not want to seek adult help for a bullying situation. Assign small groups to discuss different reasons and to list three arguments in favour of reporting.

Assessment Strategies

- ❑ Have students chart their assertive behaviours under the headings of "I feel safe" and "I don't feel safe." Look for evidence that students are able to articulate their feelings. Use questioning to determine what they could do to make unsafe situations safe.
- ❑ Have students work in groups to dramatize assertiveness in a bullying situation. Look for evidence that they understand and demonstrate appropriate assertiveness behaviour.

LESSON
2
Grades 4-5

Choose Safe Places, Ignore and Think Positive Thoughts

Vocabulary



put-ups

Materials



- ▶ thought bubble
- ▶ chart paper, pens

Context

Two strategies for responding to bullying are presented in this lesson. In the first, students are asked to think strategically about where they choose to play. This idea may be more applicable to some schools than to others; it is likely something that many students do unconsciously.

The second strategy is ignoring the behaviours. Ignoring is appropriate when the behaviour is not dangerous. Although ignoring seems like a passive behaviour, it is actually very active. Students must be very aware of their body language and facial expressions as well as thinking positive thoughts to themselves in order to maintain confidence.

Instructional Approach

This lesson uses a number of approaches to help students imagine a school environment free of bullying. Approaches include a lesson script, and opportunities to address the theme through creative response.

Insight and Understanding

- ▶ What are safe places?
- ▶ When is it a good idea to ignore people who bully?

Lesson Script

Now we are going to learn about two simple strategies you can use to deal with being bullied. Listen to this story.

Joanne and Natasha were best friends who loved to skip. At recess and lunch time they liked skipping rope by the fence near the street.

Every day Brian, an older boy, walked along beside the fence after eating lunch at home. He started bugging Joanne and Natasha, calling them names, teasing them about their clothes and their skipping. He made rude sounds and weird faces at them.

What ways is Brian bothering Joanne and Natasha?

- ▶ calling them names, teasing them, saying mean things to them, making rude sounds, making faces

The girls could try two things to make Brian stop on their own. First, they could move to a better place, a place where they are less likely to be bullied.

What kind of place would be better for Natasha and Joanne to play?

- ▶ away from Brian's route, near other students, near adults

The girls are playing right beside the sidewalk where Brian walks every day. They don't need to be there to skip, they could move to another spot.

- ▶ If the bullying survey has identified places around the school where bullying occurs more frequently, remind students of this information.

Part of your plan for dealing with bullying behaviour can be to think about the places you are less likely to be bothered.

Another way to deal with bullying behaviour when it is not dangerous is to simply ignore it. When you ignore teasing and bugging, you don't react at all. The person who is bugging you is unable to upset you and will probably stop. It's not fun to bother someone if they show no reaction to the teasing. However, if the bullying behaviour is becoming dangerous, then ignoring it is not a good idea.

To ignore someone, stay calm, continue your activity and concentrate on what you are doing. It also helps to breathe slowly to keep anger from building up. Tell yourself that what the person bothering you says or does doesn't matter. Sometimes it helps to think positive thoughts or "put-ups" when someone says a "put-down" to you.

- ▶ Make a chart summarizing the steps involved in actively ignoring someone.

For example, if someone says, "You're stupid. You forgot your homework again!" you could say to yourself "I'm smart. I can speak two languages." You can think good thoughts about yourself, so that the "put-down" isn't so hurtful.

We're going to practise ignoring teasing by saying aloud what our thoughts might be that will help us ignore the teasing or put-downs.

- ▶ Model the process, such as: *I will stay calm and concentrate on what I'm doing. I will breathe slowly so that I don't get mad." When someone says to me, "You look funny." I'll think, "I like the way I look."*
- ▶ Choose 3 or 4 situations from the following list; or have students choose. Brainstorm put-ups for each situation and record the students' ideas on the board.
 - Someone says you smell funny .
 - A classmate calls you sissy .
 - A student on the playground says your clothes are funny .
 - Someone makes weird faces at you.
 - A boy calls you stupid.
 - A girl calls you a scaredy cat.
 - Someone says that your new glasses look weird.
 - A classmate says that your writing is terrible.
 - Your sister calls you lazy .
 - Some kids make hissing noises as you walk by .
- ▶ Choose one of the "put-ups" and model it for the class using a "thought bubble." A "thought bubble" is made from a piece of card stock, mounted on a stick, held beside the head to indicate that what the person says is thoughts, rather than speech.

Additional Activities

- ❑ Have students make comic strips to illustrate "bubble thinking" as individuals use put-ups to help them ignore bullying situations. Each comic could include a person who is bullying by making a put-down statement and the person being bullied ignoring and thinking a put-up.
- ❑ Ask students to write about a time they were able to ignore teasing or bullying and explain what the result was.

Assessment Strategy

- ❑ Collect students' comic strips and look for evidence that students understand the concept of put-ups to counter bullying.
- ❑ Have students use their journals to write about how ignoring bullying and using put-ups would make them feel. Look for evidence that they are able to articulate their feelings.

Lesson
3
Grades 4-5

Deflecting a Put-Down

Context

The strategies presented in this lesson will likely be more challenging for students than others suggested previously. Students will need facility with English to be successful using these strategies. Students who are naturally witty can be very successful in using humour to diffuse a bullying situation, but not everyone will be able to use the strategy.

Vocabulary



put-downs
put-ups
deflect
distract
distraction

Instructional Approach

This lesson uses a lesson script to introduce students to the topic of using humour to deal with bullying. Opportunities for role play are also included.

Materials



- ▶ transparency and overhead projector or prepared chart paper of Snappy Responses to Teasing
- ▶ handout: Snappy Responses Worksheet

Insight and Understanding

- ▶ How can I use humour to deal with bullying?
- ▶ How does using humour work to deal with bullying?
- ▶ How can I deflect a teasing remark?

Lesson Script

Now we'll learn about another strategy for dealing with bullying. Listen to the story.

Last week, when Marc was eating lunch, he noticed Sean walking toward him. Lately, Sean had been bugging Marc a lot. Marc wondered what Sean would try this time.

Sean looked in Marc's lunch kit, held his nose and said, "Ugh! What stinks?" All the kids started laughing at Marc, but Marc looked cool and calm. He just said, "That's my new alarm system—keeps everyone away, and I know my cookies are safe!" Then everyone, including Sean, really laughed.

The next day at recess, Sean tried to bug Marc again. This time, he came up to Marc and said, "Your nose is so fat, you look like a pig!" Again, Marc looked cool and calm. He stood tall and said, "That's your opinion." Sean realized that he wasn't going to get much of a reaction from Marc, so he decided to stop bothering him.

What might Marc have felt like inside when Sean said those things to him?

▶ nervous, shy, embarrassed, mad, sad, upset

How did Marc act?

▶ cool and calm, made a funny comment, as though the teasing didn't bother him

Even though Marc probably felt afraid or bad inside, he was able to be strong on the outside. He remained calm and replied to Sean's put-downs with comments that were funny or that deflected the put-downs. Then Sean gave up bugging Marc because he wasn't getting the reaction he wanted.

Some kids think it's fun to tease. They like teasing best when they can really upset someone, make them feel afraid or even make them cry. This kind of teasing is verbal bullying. It's not the kind of teasing that two people who are friends do because they both enjoy it.

So one way to make the teasing stop is to show that you won't react the way they expect, even though you might feel scared or upset inside.

Marc actually used two strategies in this story. What was the first thing he did to deal with teasing?

▶ made a funny comment, used humour

Marc remained calm and made a funny comment that made Sean laugh. It certainly made the other students laugh, so Sean was no longer the centre of attention. Remember that one aspect of bullying behaviour is one person having power over another? Well in this story, the power that Sean might have had was reduced by Marc's comment—he made everyone laugh and feel relaxed.

What was the second way Marc dealt with Sean's teasing?

▶ said, "That's your opinion.", didn't get upset, didn't argue

This time, Marc made a comment that deflected the teasing. He was calm and made a comment to let the put-down "slide off" him, rather than upset him. In a way, it's a little like being assertive because you need to use assertive body language—stand tall, look at the person and use a clear voice. Marc was calm and didn't argue or deny the put-down, he just didn't show that he was upset.

In order to use humour or to deflect a put-down, you need to be calm, look at the person and say the right thing back. Some people are very good at this, they often seem to be able to make us laugh because they have just the right funny thing to say at just the right time. For people like that, this strategy might seem pretty easy.

But most of us need to remember and practice some "snappy responses" that might work in many different situations. In the story, Marc used just such a "snappy response" with Sean. He said, "That's your opinion." You could use that phrase for many different teasing situations. Now let's look at some other phrases that can work in the same way.

Here's a list of possibilities—let's practice with these.

- ▶ Show overhead or chart of possible phrases to use, or distribute as a handout. Point out that a "snappy response" should be smart or funny, but not mean and not something that will make the other person angry or upset. The purpose is to avoid further teasing by demonstrating that you aren't bothered by it.

When you use a snappy response, you also need to be sure that your voice and body language don't provoke or upset the other person.

- ▶ Ask students how many different ways they can say, "That's your opinion," to change the tone.
- ▶ Ask the students to brainstorm some ideas and then evaluate them using these questions:
 - Is the response smart or funny?
 - Is the response mean?
 - Would it make the other person angry?
 - Will it work?
- ▶ Have students work in pairs to write snappy responses to teasing situations on the attached worksheet. Ask for volunteers to role play their situations. Use a puppet or other prop as the one who does the teasing, if desired.

Assessment Strategy

- After students develop their own snappy responses to teasing, use questioning to look for evidence that students are able to create statements that deflect the teasing without being rude or mean.

Snappy Responses to Teasing



- That's your opinion.
- Has this been bothering you for long?
- That's life!
- I didn't know you worried about me so much.
- You have an interesting way of looking at it.
- Well, that's news!
- Amazing, but true.
- Thanks! I'll take that as a compliment.

Snappy Responses Worksheet



Names: _____

Write "snappy responses" to each of these teasing statements.

1. You got a great mark on the science test, and now lots of kids are calling you "nerd."

2. Someone always calls you names when you end up on their team.

3. Kids in your class have been teasing you about your new haircut.

4. Many of the kids are calling you fat.

5. After you miss the ball in the game, one of the other players says, "What a loser!"

Make a Plan for Dealing with Bullying

Context

This lesson is the culmination of strategies for dealing with bullying behaviour. In this lesson students consider the strategies that they have been working with and determine which are realistic for them, so that they can develop a personal plan for dealing with bullying behaviour.

Instructional Approach

This lesson uses a number of approaches to help students summarize and apply their learning about dealing with bullying. Approaches include a lesson script, writing activities, reading, videos, and a variety of opportunities to create personal responses.



Materials

- ▶ chart paper and pens
- ▶ paper for booklets

Insight and Understanding

- ▶ What have I learned about dealing with bullying?
- ▶ What are the best strategies for me to deal with bullying?

Lesson Script

We've been talking about and practising ways of dealing with bullying situations. What strategies have we discussed and practised?

- ▶ Make a chart of the strategies.

Each of these strategies is better for some times than for others. Some students will feel more comfortable with some of these ideas than with others. That's why it's really a good idea to have many options ready, so you will feel prepared if it happens to you.

Assertive behaviour is best for times when a person just starts to bother you. If you behave assertively and tell the other person you don't like what they are doing and that you want them to stop, the bothersome behaviour will probably end. But if the person does not stop bothering you, you need to try something different or stand tall and walk away from the situation and ask for adult help.

Usually, if you try one of the ideas and it doesn't work then you can try something else. However, there may be times when you feel too uneasy to even try one strategy. If you feel too afraid to try one of the ideas, or if you are hurt or threatened, then you need to leave and report the situation to an adult.

I'm going to add, "know when to leave" to our chart of strategies for dealing with bullying behaviour.

- ▶ Add "know when to leave" to the chart.

The adults at our school know about bullying and want to help stop it. But stopping bullying and creating a bullying-free school is a shared responsibility. We all need to do our part.

You're going to work with a partner and discuss all the strategies we have covered. Talk about each idea and how you might actually use it. Then you are each going to make a booklet that tells your personal plan for dealing with bullying situations. Put one idea and an illustration of how you might use the idea on each page.

To help you remember the ideas and strategies we talked about you can refer to the chart we made.

- *use assertive behaviour*
- *stay in safe places*
- *ignore and think positive thoughts*
- *use humour*
- *deflect the bullying*
- *know when to leave*
- *tell an adult*

- ▶ Ask students to take the completed booklets home and discuss and practise the various strategies with their parents, an older sibling, or someone else whose opinion they respect.

▶ use assertive behaviour, stay in safe places, ignore and think positive thoughts, use humour, deflect the bullying, tell an adult

Additional Activities

- ❑ Ask students to make a cartoon of their best strategy for dealing with bullying behaviour.
- ❑ Ask students to create a TV ad of their favourite strategy and videotape it.
- ❑ Ask students to work in groups of three or four to prepare a skit. The skit should demonstrate a bullying situation and an effective way of dealing with it. All the students in the group should practise the various roles in the skit so that they each get a chance to practise the effective strategy. Ensure that students do not role play the student who bullies, but rather focus on friends giving each other advice.
- ❑ Have student interview older siblings or friends and some adults for suggestions as to ways of dealing with bullying. Discuss results in class.
- ❑ Discuss students' responsibility to intervene on others' behalf. When is it advisable? When not? What ways can students intervene in a bullying situation?
- ❑ Assign students the task of reading a story about bullying and then reporting to the class on the book they read (see titles suggested in the Resources section). If the class has primary "buddies" for reading and the younger students are also learning about bullying, many of the stories would be suitable for sharing during buddy reading time.
- ❑ Have students summarize strategies for dealing with bullying and develop a brochure about how to deal with bullying.
- ❑ Ask students to select one strategy they feel confident about using and make a poster that explains the steps involved in using the strategy.

Assessment Strategies

- ❑ After students have shared their booklets with a family member or respected adult, have them write in their journals about their favourite strategies for dealing with bullying, and their family member's input. Look for evidence that students are able to determine which strategies will work for them and why.
- ❑ Have students place their additional activity projects (poster, TV ad, etc.) in their assessment portfolios along with a description of what they have learned about strategies for dealing with bullying.

Lesson Plans

Grades 6-7

Lesson
1
Grades 6-1

What is Bullying?

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.

Vocabulary



bullying
power and control
intimidate, intimidation
harassment
spreading rumours
humiliation
put-downs
threatening
retaliate

Materials



- ▶ chart paper, pens
- ▶ large removable notes, cards, or separate papers that can be moved
- ▶ tape
- ▶ prepared story cards (attached)
- ▶ handout: Vocabulary Match

Insight and Understanding

- ▶ What is bullying?
- ▶ What does bullying look like?
- ▶ How does the person being bullied feel?

Lesson Script

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?

▶ scared, intimidated, sad, upset, angry, reluctant to come to school, lonely

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.

What ways are Jordan and his buddies bullying Mika?

▶ tripping, shoving, taking things, pushing him, standing close so he can't move, threatening, intimidating, demanding money

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 card, 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.

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.

- ▶ 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

How do you think LeAnn is feeling?

LeAnn is feeling anxious and intimidated. Because these students have been putting her down and teasing 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.

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 teasing. 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.

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.

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.

▶ embarrassed, nervous, anxious, upset, angry, unsure of herself, intimidated

▶ teasing her about her appearance, putting her down, making sounds as she walks by, constantly bugging in class, calling her and making rude sounds

▶ anxious, upset, sad, angry, confused, lonely

▶ hide his jacket, take things out of his lunch, tease him, write things on the sidewalk, bump him, push him down, kick him

Now let's listen to the reader from group #4 tell us the story about Edward.

How do you think Edward feels?

- ▶ hurt, left out, sad, lonely, embarrassed, upset, afraid

Edward is probably feeling hurt, left out, sad, and lonely, and that he'll never have any friends. He also feels ashamed that the boys tease 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.

What are the ways Henri is bullying Edward?

- ▶ teasing, name-calling, mimicking, put-downs

- ▶ Write each behaviour on a separate removable note, sheet of paper, or index card. Post on the chart.

Henri is teasing 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.

How do you think Paulo feels?

- ▶ scared, intimidated, worried, threatened, lonely, embarrassed

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

- ❑ 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.

Assessment Activity

- ❑ 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.

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 tease 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 tease 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.

Bully	behaviour that harms or threatens to harm someone physically, verbally, or socially
Bullying	having influence or domination over someone else
Exclude	to frighten someone in order to force or influence them to do something
Harassment	a person who uses strength or power to control someone by fear
Humiliate	repeated attacks, usually verbal, intended to torment someone
Intimidate	stories about someone else that may not be true, intended to hurt or embarrass that person
Power or control	to make someone feel embarrassed or lose self-esteem
Put-downs	to say mean things about someone else
Retaliate	to repay or get revenge
Rumours	to leave out

Types of Bullying

Context

This lesson will continue to develop students' understanding of bullying and the types of behaviours that constitute bullying.

Preparation

Pre-view and cue the video clip ahead of time. The two minute clip from about 0:10:30 to 0:12:40 shows a bullying incident in a washroom and the threat to retaliate delivered outside the principal's office.

Note that the clip is fairly graphic and might be emotionally provocative for students; you will need to determine if the clip is appropriate for your class.

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?



Materials

- ▶ video: "Facing Up: A Violence Prevention Video." VCR and monitor
- ▶ cards or notes of bullying behaviours identified in Lesson 1
- ▶ prepared chart with the headings "Physical," "Verbal," "Intimidation," "Social"

Lesson Script

I am going to start today by showing you a part of a video about a bullying incident.

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 short piece of 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 from the *Second Step* video, "Facing Up: A Violence Prevention Video."

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.

- ▶ name calling, shoving, taking things, throwing lunch away, making fun of appearance, making fun of interests and possessions, demanding money, threatening to retaliate later

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, bullying with words or talking. Although we don't usually think of words as dangerous, in fact, continued verbal bullying through put-downs or teasing can be very painful and can lead the person being bullied to feel very sad or depressed and to 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 losing self-esteem. The person who is bullied in this way may come to school each day knowing that no one will talk to her or him, that they will 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.

Additional Activity

- ❑ Choose from a novel or stories the class has already studied, or select an excerpt that students are already familiar with. Ask students to identify examples of bullying behaviour they heard in the story. Work with students to categorize these behaviours under the categories of physical, verbal, intimidation, and social bullying.

Assessment Strategy

- ❑ 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.

Student Survey

Context

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.



Materials

- ▶ handout: Student Survey
- ▶ extra sharpened pencils and erasers

Insight and Understanding

- ▶ What bullying have I experienced?
- ▶ What bullying have I witnessed?

Survey Activity

Begin with a brief review of bullying behaviour. Ask students to suggest what they can remember about bullying.

Explain that this activity is to find out about the bullying that happens in the school. 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 who they are. Emphasize that the surveys will be anonymous.

Ask students to answer the questions on the survey as honestly as they can. Point out 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 Activity

- ❑ 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 students create drawings that can be used in a class collage or bulletin board display on the topic of bullying prevention.

Assessment Strategy

- ❑ In a conference approach, invite students to share their stories or fine arts creations. Look for evidence of students' ability to identify their feelings.

Student Survey

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 circle the answers that tell about what has happened to you.

Are you a girl or a boy? Girl Boy

What grade are you in? 4 5 6 7

1. How often have you been bullied at school this year?

I haven't been bullied one or two times several times all the time

2. In what ways have you been bullied at school this year? Circle more than one if you need to.

I haven't been bullied called names, teased kicked, hit, punched

ignored, left out threatened, intimidated

3. In which grades are the students who bullied you?

I haven't been bullied my class same grade, different class
a higher grade a lower grade

4. How often do school staff try to stop bullying situations in which you are involved?

I haven't been bullied never once in a while almost always

5. How often do other students try to help when you are being bullied?

I haven't been bullied never once in a while almost always

6. Have you ever talked to anyone in your family about your being bullied at school?

I haven't been bullied no yes, once yes, often

7. What do you usually do when you are being bullied at school?

I haven't been bullied nothing tell a supervision aide
tell a teacher tell the person to stop tell the principal or vice-principal
tell a friend tell parents ignore them

8. In what areas of the school have you been bullied most often? Circle more than one if you need to.

I haven't been bullied playground hallway washroom

classroom library gym

9. How often have you taken part in bullying other students at school?

I haven't bullied others once or twice now and then often

10. Has your teacher or counsellor talked with you because someone said you were bullying others?

I haven't bullied others no yes, once yes, several times

Lesson
4
Grades 6-7

Be Assertive

Context

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.

Vocabulary



(in adult language)

passive behaviour:

behaviour that allows others more control and doesn't meet one's own goals; behaviour that doesn't express one's opinion or feelings

assertive behaviour:

behaviour that shows ability to stand up for oneself, express feelings, and exercise rights while respecting the rights of others

aggressive behaviour:

behaviour that seeks to meet one's goals by hurting others

Instructional Approach

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

- ▶ What is assertive behaviour?
- ▶ How does it feel to be assertive?

Materials



- ▶ chart paper and pens
- ▶ prepared Role Play Cards (attached)

Lesson Script

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 teasing Ben about his "girlfriend."

He decides to stop the gossiping and teasing 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 teasing 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 teasing 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 teasing. I don't like it and I want you to stop."

I'll hand out prepared role play cards. There are five different situations 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.

Assessment Strategies

- ❑ 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.
- ❑ Read a story or view a video with a bullying theme (e.g., the video, “Facing Up” that accompanies the *Second Step* program; the book *The Sandwich* by Ian Wallace and Angela Wood). Stop at appropriate places and ask students to role play assertive verbal response with a partner. Then have several pairs demonstrate for the whole class. Use questioning approach to determine the effectiveness of students’ assertive responses.

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 teasing 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
Grades 6-1

Imagine a School without Bullying

Vocabulary



school without bullying
consequences
retribution

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.

Materials



- ▶ writing paper or writing books
- ▶ chart paper and pens
- ▶ (optional) sticky dots
- ▶ drawing paper

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

This lesson uses a number of approaches to help students imagine a school environment free of 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 “bullying-free” school. 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 “bullying-free.” 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 it were bullying-free. 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 bullying-free.

Think about what would be different. (pause) What would you see in a bullying-free school? (pause) What would you see on the school grounds? (pause). What would the students be doing? (pause) What would you hear in a bullying-free school? (pause) How would you feel as you moved through your day in your school without bullying? (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 bullying-free school?
 - What would you hear?
 - What would you feel in a bullying-free school?
- ▶ 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 it were bullying-free, we’re going to talk about things we can do to help make it bullying-free. We’re going to look at what we would need to do to make our school like the bullying-free 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 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

- ❑ Ask the students to think back to their ideas about a bullying-free school, 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.

Assessment Strategy

- ❑ 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.

Lesson
2
Grades 6-7

What is the School Plan?

Context

Your purpose in this lesson is to ensure that students understand the school statement, rules, consequences, and the supervision plan.

Vocabulary



school statement
rules
consequences
school plan
retribution

Instructional Approach

This lesson uses a number of approaches to help students understand the school plan for dealing with bullying. Approaches include a lesson script with discussion opportunities, as well as several opportunities to explore the theme through hands-on activities.

Insight and Understanding

- ▶ What is the school plan for bullying prevention?
- ▶ How can I take a stand against bullying?

Materials



- ▶ the school statement on chart paper
- ▶ blank paper and envelopes
- ▶ students' charts from Lesson 1

Lesson Script

At our school we have developed a plan to stop bullying and create a bullying-free school. 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 bullying-free school. 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 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 free of 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 bullying-free school.

- ▶ 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 schools’ web site.

Assessment Strategies

- ❑ 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 combat bullying.
- ❑ After students have completed their projects, have them place them in their assessment portfolios along with a description of how their projects support the school plan for dealing with bullying.

Lesson
1
Grades 6-1

Assess the Situation

Context

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

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

- ▶ Why might I be unwilling to report bullying?
- ▶ Is it “cool” to bully?
- ▶ Is it “cool” to report bullying?

Vocabulary



assault
comply
retaliation

Materials



- ▶ chart paper and pens
- ▶ index cards

Lesson Script

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 taken 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 teasing 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.

What rules are being broken?

- ▶ pushing, kicking, punching, repeated teasing and joking, taking belongings

How do you think the grade six kids who are bullied are feeling?

- ▶ scared, upset, angry, fearful, unhappy, hurt, worried

How do you think Li feels as she watches these things?

- ▶ upset, scared, angry, worried, glad it's not happening to her

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 reported; that is, 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 the video, "Take a Stand: Youth Against Violence" (from the *Second Step* program—see the Resources section) to reinforce the importance of reporting and what to do in dangerous or threatening situations.

Assessment Strategy

- ❑ Have students use their learning logs to write about reasons a student might be unwilling to report bullying, and arguments against each of those reasons.

Student Strategies

Context

This lesson is mostly a review of previous discussions. Provide any additional practice students need on assertive verbal response. Urge students to follow the frame for assertive verbal response, but to choose language that is natural and easy for them.

Instructional Approach

This lesson uses a number of approaches to help students explore their options for dealing with bullying situations. Approaches include a lesson script with question and discussion opportunities, as well as opportunities to practise various strategies for dealing with bullying.



Materials

- ▶ chart paper and pens

Insight and Understanding

- ▶ What can I do if someone tries to bully me?
- ▶ What can I do if someone tries to bully someone else?

Lesson Script

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

What might Sasha's impulse be?

- ▶ do nothing, hide, not come to school, cry, yell and try to hurt Jewel and the others, call names back

What might the consequences be of following her impulses of doing nothing, hiding, crying, or staying home?

- ▶ the bullying would probably continue when they see her again, they may call her worse names if she cries

Doing nothing, crying, or hiding are passive responses. Acting passively doesn't solve problems.

What might the consequences be of yelling or fighting back?

- ▶ get into trouble, get hurt, make the other kids dislike her more

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?

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.

- ▶ managing reactions and body language, saying affirmations or "put-ups" to yourself to reduce the impact of "put-downs"

Additional Activity

- ❑ 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.

Assessment Strategy

- ❑ Use questions to determine which strategies for dealing with bullying students like best and why. Look for evidence that students can determine which strategies will work for them in different situations.

Lesson
3
Grades 6-7

More Strategies for Responding to Bullying

Context

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

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.



Materials

- ▶ 5 or more children's books that address the theme of bullying (see the Resources section for suggestions)
- ▶ chart paper and pens
- ▶ handout: Strategies for Dealing with Bullying

Insight and Understanding

- ▶ What are strategies for dealing with bullying?
- ▶ How might a younger student deal with bullying?

Story Analysis Activity

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*

(see the Resources section for more information).

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 type of bullying behaviour was in the story?
- ▶ Have you ever heard about this type 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 student that they try to read some of the other stories.

Additional Activity

- ❑ Have students pair with children in primary grades to read and discuss their books.

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?

Selecting Responses to Bullying

Context

This lesson is the culmination of strategies for dealing with bullying behaviour . In this lesson students consider the strategies that they have been working with and determine which are realistic for them, so that they can develop a personal plan for dealing with bullying behaviour .

Instructional Approach

This lesson uses a number of approaches to help students summarize and apply their learning about dealing with bullying. Approaches include a lesson script with question and discussion opportunities, as well as a role play activity .



Materials

- ▶ chart paper and pens

Insight and Understanding

- ▶ What have I learned about dealing with bullying?
- ▶ What are the best strategies for me to deal with bullying?

Lesson Script

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 teases 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 teasing.

They decide to stop the teasing 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.

▶ you're bugging her,
you're bothering her, etc.

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.
- ▶ 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.

▶ cut it out, knock it off, cool it, etc.

Assessment Strategy

- ❑ 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.

RESOURCES

Resources

Resources for Children

Fiction

Adler, C. S. *The Once in a While Hero*. New York: Coward, McCann & Geoghegan, Inc. (ISBN 0-698-20553-7)

Pat is being bullied and the story tells about the lessons he learns about himself when dealing with bullying.

Grade: 6/7

Use: either individual or classroom use, for examining strategies to deal with bullying

Ashley, Bernard. 1983. *High Pavement Blues*. London: Julia MacRae.

This novel, by a popular British writer, tells the story of Kevin, who is bullied by another boy. As the story unfolds, Kevin tries several strategies to deal with Alfie.

Grade: 6/7

Use: to introduce and discuss strategies for dealing with bullying

Berenstain, Stan and Jan. 1995. *The Berenstain Bears and Too Much Teasing*. New York: Random House. (ISBN 0679877061)

Brother Bear likes to tease his sister, but when he's the one who is taunted at school, he understands why Sister gets so mad.

Grade: 1/2/3/4/5

Use: read aloud; good discussion sparker with several places to stop reading aloud and ask questions

Berenstain, Jan and Stan. 1993. *The Berenstain Bears and the Bully*. New York: Random House. (ISBN 0-679-84805-3)

Sister Bear is being bullied. Brother tries to help, but feels he cannot hit a girl (the bully) so teaches sister to fight, and does not involve the adults. When Sister does fight, she gets into trouble and we see that the school has concerns about the home life of the girl who bullied Sister.

Grade: 2/3/4/5/6

Use: in training, as an example of inappropriate strategies for dealing with bullying could be used with older students

Browne, Anthony. 1995. *Willy the Champ* . New York: Knopf. (ISBN 0679873910)

Not very good at sports or fighting, mild-mannered Willy nevertheless proves he's the champ when the local bully shows up.

Grade: 1/2/3/4

Use: read aloud and discuss

Brown, Marc. 1983. *Arthur's April Fool* . Boston: Little, Brown and Company. (ISBN: 0-316-11234-8)

While Arthur and his classmates are trying to prepare for an April Fool's Assembly and magic show, they are being harassed by another student. The story illustrates how the bullying affects Arthur and how he is ultimately able to deal with Binky through humour and distraction, and with the support of his friends.

Grade: 3/4/5

Use: to foster discussions regarding the impact of bullying and strategies students can use in bullying situations

Carle, Eric. 1977. *The Grouchy Ladybug* . New York: Harper and Row.

All day the grouchy ladybug badgers and bullies until she meets her match.

Grade: K/1

Use: for discussing grumpiness and its effect on others; to introduce bullying

Carlson, Nancy. 1983. *Loudmouth George and the Sixth Grade Bully* . Minneapolis: Carolrhoda Books, Inc.

George is confronted by a bully. His friend Harriet helps George develop a plan to stop the bullying.

Grade: K/1/2/3

Use: discuss various strategies for dealing with bullying; examine feelings caused by bullying behaviour

Christelow, Eileen. 1998. *Jerome Camps Out*. New York: Clarion Books. (ISBN 0395758319)

When the swamp school gang goes away on a camping trip, Jerome Alligator conjures up a strategy for dealing with the bullying behaviour of Buster Wormly.

Grade: 2/3/4

Use: use to present many fairly realistic bullying situations and discuss various options for dealing with bullying

Cole, Joanna. 1989. *Bully Trouble*. New York: Random House. (ISBN 0-394-84949-3)

Two young boys are bullied by a bigger boy until they strike back by playing a trick.

Grade: 1/2/3

Use: independent reading, or read aloud and discuss the wisdom of the strategy used in the book

Cosby, Bill. 1997. *The Meanest Things to Say*. New York: Scholastic Books. (ISBN 0-590-95616-7)

When a new boy in his second grade class tries to get the other students to play a game that involves saying the meanest things possible to one another, Little Bill shows him a better way to make friends.

Grade: 1/2/3/4/5

Use: read aloud and discuss, good portrayal of successful strategy to diffuse bullying

Elliott, Michele. 1991. *Feeling Happy , Feeling Safe*. London: Hodder Children's Books. (ISBN 0-340-55386-3)

This series of stories, including one about bullying, are aimed at teaching children strategies for staying safe.

Grade: K, possibly 1

Use: read aloud and discuss, using the questions at the end of each story as a starting point

Elliott, Michele. 1997. *The Willow Street Kids: Beat the Bullies* .
London: MacMillan Children's Books. (ISBN 0-330-35185-0)

Gill and Charlie and their friends meet and deal with children who bully, with the help of teachers and parents. From Kidscape, a British organization whose aim is to increase children's safety.

Grade: 3/4/5/6

Use: excellent book to read aloud and discuss with the class, also for older students to read independently

Elliott, Michele. 1986. *The Willow Street Kids: Be Smart, Be Safe* .
London: MacMillan Children's Books. (ISBN 0-330-35185-0)

This selection of stories focusses on issues affecting children's safety including bullying. From Kidscape, a British organization whose aim is to increase children's safety.

Grade: 3/4/5/6

Use: read aloud and discuss strategies suggested

Estes, Eleanor. 1944. *The Hundred Dresses* . New York: Harcourt Brace and Company. (ISBN 0-15-642350-2)

In this classic children's book, a young girl is excluded because of not speaking English well and her poverty. Her classmates learn an important lesson.

Grade: 4/5

Use: to demonstrate feelings created through exclusion and unfair judgments

Fine, Anne. 1992. *The Angel of Nitshill Road* . New York: Methune. (ISBN 0-7497-0974-X)

An angel arrives at school and demonstrates a wide variety of strategies for dealing with bullying.

Grade: 2/3/4/5

Use to: read aloud to the class or for individual reading; discussion sparker for various strategies presented

Henkes, Kevin. 1991. *Chrysanthemum* . New York: Greenwillow Books, a division of William Morrow & Co. Inc. (ISBN 0-688-14732-1 PA)

Chrysanthemum's enthusiasm about entering school is dampened when she is teased about her name. A teacher intervenes in a sensitive way.

Grade: K/1/2/3

Use: to discuss teasing and its effect on children; understanding differences

Henkes, Kevin. *Weekend with Wendell* . (ISBN 0-688-140246)

Poor Sophie. What could be worse than spending the weekend with Wendell? When the children play house, Wendell is the mother, the father, and the five children—Sophie is the dog. The weekend is torture for Sophie—until she turns the tables.

Grade: 2/3

Holabird, Katharine. 1993. *Angelina Ice Skates* . New York: Crown Publishers. (ISBN 0517596199)

To keep a couple of bullies from ruining their New Years' ice skating ballet, Angelina and her friends invite them to become part of the event.

Grade: 1/2/3

Use: read aloud

Howe, James. 1996. *Pinky and Rex and the Bully* . New York: Alladin Paperbacks. (ISBN 0-689-80834-8)

Pinky learns the importance of identity as he defends his favourite colour, pink, and his friendship with a girl, Rex, from the neighbourhood bully.

Grade: 2/3/4

Use: independent reading or read aloud

Kasza, Keiko. 1997. *The Rat and the Tiger* . New York: Paper Star. (ISBN 0698116046)

A tiny rat becomes tired of his big companion Tiger's greedy, bullying manner and threatens to give up his friendship unless Tiger can mend his ways.

Grade: K/1/2/3

Use: read aloud

Kemp, Gene. 1990. *Just Ferret*. New York: Puffin Books.
(ISBN 0-14-034589-2)

A boy with learning problems enrolls in a new school.

Grade: 6/7

Use: independent reading or read aloud to the class

Larson, Kirby. 1996. *Cody and Quinn, Sitting in a Tree*. New York: Bantam Doubleday Dell. (ISBN 0-4440-41378-8)

Cody and Quinn are the best of friends. It's no big deal to Cody that Quinn is a girl. But it's a big deal to Royce, the class bully, who likes to tease.

Grade: 2/3/4

Use: independent reading or read aloud

Mayer, Mercer. 1989. *Just a Daydream*. Racine, Wisconsin: Western Publishing Company, Inc. (ISBN: 0307119734)

Little Critter is bullied by a child in his neighbourhood. He imagines ways out of the situation and in the end, befriends the child who bullies.

Grade: K/1

Use: read aloud to the class

Moss, Marissa. 1998. *Amelia Takes Command*. Berkeley, California: Tricycle Press. (ISBN 1-883672-70-8)

This is the latest in a series of fictional journals, in Amelia's own handwriting. After successfully completing a mission at space camp, Amelia returns to fifth grade where she deals with the bully who has been making her life miserable.

Grade: 3/4/5/6/7

Use: read aloud; good discussion sparker; excellent portrayal of social bullying and strategy for addressing the bullying; using a journal technique, it offers inspiration for writing assignments aimed at increasing empathy and exploring the issue of bullying

Naylor, Phyllis Reynolds. 1994. *King of the Playground*. New York: Aladdin Books, MacMillan Publishing Company. (ISBN 0-689-71802-0)

With his dad's help, Kevin overcomes his fear of the "King of the Playground" who has threatened him in various ways.

Grade: K to 4

Use: shows intimidation as a form of bullying and gives the strategy of asking for support, being calm and doing the unexpected

Passen, Lisa. 1991. *Fat, Fat Rose Marie*. New York: Henry Holt and Company. (ISBN 0-8050-1653-8)

The novel demonstrates the importance of one student taking a stand against bullying and others following the lead.

Grade: 2/3/4/5

Use: a good discussion sparker about peer pressure, taking a stand, and accepting differences

Pfeffer, Susan Beth. 1995. *Nobody's Daughter*. New York: Bantam Doubleday. (ISBN 0-440-41160-2)

As orphans, Emily and her friends are taunted by the town girls. A tragedy occurs and Emily finds strength and resources in herself and her friends; set in the early 1900's.

Grade: 5/6/7

Use: read aloud or independent reading

Pilkey, Dav. 1995. *The Hallo-Weiner*. New York: Scholastic. (ISBN 0-590-41729-0)

All the other dogs make fun of Oscar the dachshund until one Halloween when, dressed as a hot dog, Oscar bravely rescues the others.

Grade: 2/3/4/5

Use: read aloud for opportunities to discuss the impact caused by name-calling and teasing; good seasonal link to Halloween.

Scribner, Virginia. 1992. *Gopher Takes Heart*. New York: Viking Press. (ISBN 0-670-84-839-5)

Gopher is bullied until circumstances draw him and the child who bullied together.

Grade: 4/5/6

Use: start discussion about various bullying situations by reading excerpts aloud; discuss strategy of befriending the child who bullies

Shreve, Susan. 1997. *Joshua T. Bates in Trouble Again*. Toronto: Random House of Canada Ltd. (ISBN 0-679-89263-X)

After finally being promoted to the fourth grade in the middle of the year, Joshua is so worried about the bully who rules the fourth grade boys that he makes unwise decisions.

Grade: 4/5/6/7

Use: independent or read aloud; many points to use as discussion starters

Silverman, Maida. 1984. *The Get Along Gang Stories*. (various titles). New York: Scholastic.

Grade: K/1

Use: read aloud or independent reading

Skinner, David. 1995. *The Wrecker*. New York: Simon and Schuster. (ISBN 0-671-79771-9)

This story is about being new in a school, loyalty, children who bully, and children who are bullied. However, the resolution is fantasy and NOT a strategy to recommend.

Grade: 7

Use: illustrates bullying situations and provides opportunity to develop alternate strategies for resolution

Wallace, Ian and Wood, Angela. 1975. *The Sandwich*. Toronto: Kids Can Press. (ISBN 0-919964-02-8)

For lunch Vincenzo eats mortadella and provolone cheese sandwiches which the other children call “stinky meat.” He is able to stop the teasing without compromising his identity.

Grade: 2/3/4/5

Use: read aloud; use to demonstrate the importance of seeking adult advice and support; demonstrates the use of agreement or acceptance as a strategy to deal with teasing

Wells, Rosemary. 1973. *Benjamin and Tulip*. New York: The Dial Press.

Tulip regularly bullies Benjamin until they form a truce.

Grade: K/1

Use: the incidents, which occur over and over again, provide an excellent opportunity to discuss strategies children can use to deal with bullying

Wells, Rosemary. 1981. *Timothy Goes to School* . New York: The Dial Press. (ISBN 0-14-054715-0)

Timothy deals with taunting and jealousy by finding a friend who feels the same as him.

Grade: 1/2/3/4

Use: discuss teasing and the importance of making connections and having friends

Williams, Karne. 1992. *First Grade King* . New York: Clarion Books. (ISBN 0-395-58-58-3)

Joey was looking forward to first grade, but Ronald's bullying has him wishing he were back in Kindergarten.

Grade: K/1/2/3

Use: read aloud and discuss who to talk to about bullying and how to deal with bullying

Non-Fiction

Cohen-Posey, Kate. 1995. *How to Handle Bullies, Teasers and Other Meanies: A Book That Takes the Nuisance Out of Name-Calling and Other Nonsense* . Highland City, Florida: Rainbow Books, Inc.

Good, realistic advice aimed at young people. Suggests using distraction and verbal means to stop teasing and bullying.

Grade: 5/6/7 or adult resource book

Use: to present and discuss strategies for dealing with teasing and bullying

Amos, Janine. 1995. *Bully* . New York: Cherrytree Press.

Stories about bullying situations provide questions for a discussion on bullying behaviours.

Grade: 3/4/5/6

Use: to initiate discussion

Grunsell, Angela. 1990. *Bullying. (Let's Talk About)* . New York: Aladdin Books Ltd.

Discusses bullying, why it happens, and how it can be handled.

Grade: 3/4/5

Use: read aloud and discuss or use as a resource book for students

Healthy Schools Project

This project, originally developed by the B.C. Ministry of Health, and now accessible through the Ministry for Children and Families, details a simple and effective planning process that guides schools in the selection of school projects. This resource provides a step-by-step action plan and includes helpful tips for implementing the initiative. Contact the Ministry for Children and Families' Regional Operating Agency in your area for more information. The *Healthy Schools Resource Guide* will be posted on a website early in 1999, at <http://www.mcf.gov.bc.ca>

Ministry of the Attorney General. 1996. *Taking a Stand: Youth Action Kit*

This kit, distributed to all elementary schools in the province, contains a wide variety of resources and activity suggestions for young people to take action in preventing crime and violence. Also contains a video, "Taking a Stand: Youth Against Violence."

Payne, Luren Murphy and Rohling, Claudia. 1997. *We Can Get Along: A Child's Book of Choices*. Minnesota: Free Spirit Publishing, Inc. (ISBN 1-57542-013-9)

In a straightforward way, this book focusses on positive virtues in dealing with others. Note: There is also a Leader's Guide with reproducibles to use in the classroom and as letters home to parents.

Grade: K/1/2/3

Use: read aloud and discuss or use with the Leader's Guide to teach an introductory course on conflict resolution and choice making

Sanders, Pete. 1996. *Bullying (What Do You Know About)*. Connecticut: Aladdin Books Ltd.

Discusses bullying, why it occurs, and how it can be dealt with.

Grade: 5/6/7

Use: read aloud and discuss or use as a resource book for students

Solomon, Yvette. 1994. *Bullying (Dealing With series)*. Britain: Wayland Publishers.

Discusses bullying, why it occurs, and how it can be dealt with.

Grade: 4/5/6

Use: a resource book for students; read aloud and discuss

Webster-Doyle, Terrance. 1991. *Why is Everybody Always Picking on Me? A Guide to Handling Bullies for Young People*. Middlebury, Vermont: Atrium Society. (ISBN 0-942941-22-5)

Stories and activities show how to resolve conflicts non-violently. Constructive ways for young people to peacefully confront hostile aggression.

Grade: 6/7

Use: as a teacher resource, for a counsellor to use in small group work, or for reading aloud and discussing with senior students

Resources for Educators and Parents

Begun, Ruth Weltman, Ed. 1995. *Ready to Use Social Skills Lessons and Activities for Grades 1-3*. New York: Center for Applied Research in Education.

One of four books in a series, this volume is designed to help classroom teachers teach social skills to students. Includes various topics, such as Respect for Others, Expressing Feelings, Dealing with Anger, and Dealing with Peer Pressure.

Children's Hospital. *Teasing and How to Stop It*

A five-step program, which includes a video and accompanying booklet, created by Children's Hospital. It is designed to teach children the assertive skills required to take charge of teasing situations. The program is designed to help individual children who are being teased. It is not intended for use in a classroom setting where both the teased and the teaser may be present. This program could be used by a teacher counselor or other school support staff able to work one on one with a child. It is also an excellent reference for to parents wishing to teach their children pro-social skills for handling teasing behaviours. It is available for purchase or loan from Children's Hospital. Please call the Family Resource Library for more information. (875-2345, local 7644 or 7205).

Fried, SuEllen and Fried, Paula. 1996. *Bullies and Victims: Helping Your Child Through the Schoolyard Battlefield*. New York: M. Evans and Company.

Aimed at helping parents, teachers, and counsellors understand the dynamics and act effectively when children are bullying or being bullied; gives practical steps to help children prevent and solve the problem.

Garrity, C., Jens, K., Porter, W., Sager, N., & Short-Camilli, C. 1994. *Bullyproofing Your School: A Comprehensive Approach for Elementary Schools*. Colorado: Sopris West.

Based on the Olweus program, this resource provides a format for offering extra support sessions for children who are bullied. The book provides an outline and the reproducible handouts required for conducting each of six sessions. The goals of these sessions are to:

- increase the self-esteem of the children who are bullied
- empower children who are bullied
- assist children in making new friends
- decrease the isolation felt by children who are bullied.

Hoover, John H. and Oliver, Ron. 1996. *The Bullying Prevention Handbook: A Guide for Principals, Teachers and Counsellors*. Bloomington, Indiana: National Education Service.

Aimed at counsellors, this book provides details about intervening with children who bully, children who are bullied, and their families. Contains a useful chapter on bibliotherapy with a list of books. Focuses on upper elementary and middle school aged students.

Huggins, Pat. 1993. *Helping Kids Handle Anger: Teaching Self-Control*. CO: Sopris West.

A very practical resource full of teaching ideas and reproducible pages. Part of the “Assist Program,” which also includes the titles:

- Creating a Caring Classroom
- Teaching Friendship Skills (Primary)
- Teaching Friendship Skills (Elementary)
- Teaching Cooperation Skills

Lajoie, Gesele, McLellan, Alyson and Seddon, Cindi. 1997. *Take Action Against Bullying*. Coquitlam: Bully B'ware Productions.

Produced by local educators, this book provides an overview of the issue and offers several useful appendices. A video and poster are also available.

Ministry of Education. 1990. *Personal Growth*. Victoria: Province of British Columbia.

A series of lesson plans integrating the examination of children's literature with an exploration of topics such as self-esteem, assertiveness, and appropriate behaviour in relationships. Lesson plans for Primary (K to 3), Early Intermediate (4 to 7), and Late Intermediate (8 to 10).

Ministry of Attorney General. 1996. *841 KOZ: Teacher's Guide*.

A guide for teachers to support the 841 KOZ Youth Group initiative, which involves a personal presentation by a group of young people, teaching students to take a stand against violence and crime. The program looks at issues of bullying and stereotyping, and highlights the importance of looking out for each other. Available from the Community Programs Division, 604-660-2605.

Ministry of Attorney General. 1998. *TROO: Total Respect of Others: Elementary School Action Pack*. Victoria: Province of British Columbia.

TROO provides a series of training workshops to young people in elementary and secondary schools. TROO's interactive presentation addresses issues of racism, prejudice, and discrimination. It highlights the importance of respecting each other and celebrating diversity. Additionally, the *TROO Manual for Elementary Schools* details many strategies to help students build positive attitudes within their communities. Available from the Community Programs Division, 604-660-2605.

Olweus, Dan. 1993. *Bullying at School: What We Know and What We Can Do*. Great Britain: Hartnolls Limited.

The classic book on bullying prevention programs by the leading world authority on problems of bullying and victimization.

Payne, Luren Murphy and Rohling, Claudia. 1997. *A Leader's Guide to We Can Get Along: A Child's Book of Choices*. Minnesota: Free Spirit Publishing, Inc. (ISBN 1-57542-014-7)

This Leader's Guide is designed to accompany the child's book of the same name and be used to teach an introductory course on conflict resolution and making choices. Contains reproducibles to use in the classroom and as letters home to parents.

Pearce, Dr. John. 1989. *Fighting, Teasing and Bullying: Effective Ways to Help Your Child to Cope with Aggressive Behaviour*. London: HarperCollins Publishers. (ISBN 0-7225-1722-X)

Aimed at parents, this book makes suggestions for activities parents can do with their children to prepare them to deal with bullying and teasing.

Second Step: A Violence Prevention Curriculum. Available through the Committee for Children, Seattle, Washington, (800) 634-4449, fax (206) 343-1445, internet: www.cfchildren.org

This multi-media program designed to reduce impulsive and aggressive behaviour includes teacher's resource books, picture discussion cards, puppets, posters, audio cassettes, and video (components vary for each grade level). Through empathy training, interpersonal problem-solving, social skill training, and anger management, children learn how to raise their level of social competence. Available in three grade levels: K-3, 4-5, and 6-8.

Sharp, Sonia and Smith, Peter K., Eds. 1994. *Tackling Bullying in Your School: A Practical Handbook for Teachers*. New York: Routledge.

Sections include establishing a whole-school anti-bullying policy, curriculum-based intervention strategies, methods for responding directly to bullying situations, and techniques for tackling bullying during breaks and lunch times. Each section is written by an acknowledged expert and all strategies have been tried and tested by teachers.

Sheridan, Susan M. 1995. *The Tough Kid Social Skills Book*. CO: Sopris West.

Practical ideas and resources for improving social skills.

Stein, Nan. 1996. *Bullyproof: A Teacher's Guide on Teasing and Bullying for Use With Fourth and Fifth Grade Students*. Wellesley College Centre for Research on Women and the NEA Professional Library. (ISBN 0-9641921-1-X)

An excellent practical resource, which covers sexual harassment with bullying prevention.

Zarzour, Kim. 1994. *Battling the Schoolyard Bully: How to Raise an Assertive Child in an Aggressive World*. Toronto, Ontario: HarperCollins Publishers Ltd.

A good overview with practical tips and ideas for parents and teachers. Offers information about stopping the bully/victim cycle, preventing bullying and victimization, and encouraging assertive behaviour.

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Evaluation Form

How to Improve Focus on Bullying

We hope that *Focus on Bullying: A Prevention Program for Elementary School Communities* addresses most of your questions and concerns regarding the development and implementation of a school-wide strategy to for bullying prevention. Since the users of any manual are often the ones best able to identify its strengths and weaknesses, please let us know how this document, and others like it, can be improved. When the manual fails to solve a problem, or if you have any suggestions and comments, please complete a copy of this page and send it to the Ministry of Education.

How do you rate *Focus on Bullying* ?

1. Useful?	Very 5 4 3 2 1	Not At All	If not (2 or 1), please explain:
2. Easy to understand?	5 4 3 2 1		
3. Well organized?	5 4 3 2 1		
4. Complete?	5 4 3 2 1		
Other comments:			

