

Addressing Bullying in the Context of Health Education Part of the School/Community Bullying Prevention Strategy

Most children and youth experience bullying in one form or another. Children and youth struggle with being called names, picked upon, excluded, hurt, threatened, or physically intimidated; or being the one to bully others. All kinds of bullying are abuse.

Both the aggressive behaviour and unacceptable language used in bullying needs to be addressed across the grade levels and in all subject areas as well as in the hallways and playground. In Saskatchewan, Health Education is a subject that must be taught at both the Elementary Level (grades 1-5) and at the Middle Level (grades 6-9). Wellness 10 and Life Transitions 20, 30 are electives offered at the Secondary Level (grades 10-12). Healthy relationships (including anti-bullying behaviours) are introduced at the Elementary Level and are further addressed at the Middle and Secondary Levels.

Following the charts that include anti-bullying topics and objectives addressed in grades 1-12 is a brief list of recommended resources that may be of interest to parents and caregivers. These resources may be borrowed from your school or public library. A more complete listing of recommended resources, including websites, can be found at: http://www.sasklearning.gov.sk.ca/branches/cap_building_acct/school_plus/crse/anti_bully.shtml

Information for Elementary Level Teachers

Grade/Perspective/Strand	Topics
Grade 1 Becoming Models of Wellness	
Social Relationships	<ul style="list-style-type: none"> • making friends – identifying and expressing feelings • relationships in the classroom
Self-esteem	<ul style="list-style-type: none"> • respecting individual rates of growth and development • assertiveness – preventing physical abuse
Grade 2 Discovering Wellness Patterns	
Social Relationships	<ul style="list-style-type: none"> • making friends – supporting others
Self-esteem	<ul style="list-style-type: none"> • growth and development – being different
Grade 3 Gathering Facts for Wellness	
Social Relationships	<ul style="list-style-type: none"> • making friends – resolving conflict without violence
Self-esteem	<ul style="list-style-type: none"> • appearance – accepting differences
Grade 4 Applying Decisions for Wellness	
Social Relationships	<ul style="list-style-type: none"> • personal identity – stereotypes • making friends – friendship for reducing stress
Self-esteem	<ul style="list-style-type: none"> • appearance – understanding stereotypes (body image) • self-knowledge – accepting yourself the way you are
Grade 5 Considering the Wellness of Others	
Social Relationships	<ul style="list-style-type: none"> • personal identity – changes in social relationships in adolescence • making friends – fighting discrimination • community relationships – helping others
Safety	<ul style="list-style-type: none"> • avoiding dangerous situations – saying no to friends
Self-esteem	<ul style="list-style-type: none"> • growth and development – emotional changes in adolescence • assertiveness – peer pressure • self-knowledge – personal values

Saskatchewan Learning. (1998). *Health Education: A Curriculum Guide for the Elementary Level*.

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Information for Middle Level Teachers

Grade/Perspective/Unit	Objectives
Grade 6 Affirming Standards	
<p>Self-concept</p> <p>Personal Standards</p> <p>Body Image and Nutrition</p>	<p>Students will:</p> <ul style="list-style-type: none"> • give examples of how people are the same, how people are different, and how individuals are unique • define the term self-concept and the factors that influence its formation • describe how one's positive behaviour can affect the self-esteem and self-confidence of self and others • describe how self-concept influences thoughts, feelings, and behaviours • identify and prioritize their personal standards • identify events or factors that cause people to behave in ways that conflict with their personal standards • explore the relationships among self-esteem, vulnerability, and body image.
Grade 7 Committing Self	
<p>Assertiveness Skills</p> <p>Peer Pressure</p> <p>Conflict Resolution</p>	<p>Students will:</p> <ul style="list-style-type: none"> • identify passive, assertive, and aggressive behaviours • practise delivering assertive messages • recognize that peer pressure may be positive or negative • practise a variety of refusal skills • define conflict and identify different types of conflict (e.g., from teasing and bullying to harassment and assault) • identify the variety of feelings that arise during conflicts such as teasing, bullying, and arguing • explain a variety of strategies that can be used to resolve conflict.
Grade 8 Supporting Peers	
<p>Family and Community Violence</p> <p>Respect in Relationships</p>	<p>Students will:</p> <ul style="list-style-type: none"> • identify sources of information regarding violence in communities • identify the factors that are known to contribute to abuse • list ways to support those who may be experiencing abuse • identify behaviours that demonstrate respect for acquaintances, friends, and dates • identify situations when their self-respect in relationships may be threatened.
Grade 9 Promoting Health	
<p>Safety at School, at Home, and in the Community</p> <p>Tragic Death and Suicide</p>	<p>Students will:</p> <ul style="list-style-type: none"> • describe internal and external signals of danger in familiar and unfamiliar situations • identify situations when their safety might be in jeopardy • identify effective decision-making strategies to respond to peer pressure in unsafe situations • identify some warning signs of suicide • outline the connection between self-esteem and suicide • identify ways to support a peer who may be contemplating suicide • identify ways to help themselves if they are contemplating suicide.

Saskatchewan Learning. (1998). *Health Education: A Curriculum Guide for the Middle Level*.

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Information for Wellness 10 Teachers

Unit/Strand	Objectives
Strands of Wellness	
Relationships	<p>Students will:</p> <ul style="list-style-type: none"> • identify and compare various types of relationships • describe the day-to-day behaviours that demonstrate respect for all persons and relationships • outline the qualities of relationships that support the wellness of self and others • describe the factors that can support and/or destroy a relationship • identify ways to get out of unhealthy relationships • identify ways to initiate relationships that are supportive of their own wellness • identify ways to maintain relationships that are supportive of their own wellness • based upon specific criteria, select the best strategies for initiating or maintaining relationships that support wellness • establish a goal to initiate or maintain a relationship that supports wellness • design action plans to initiate or maintain a supportive relationship, manage stress, and maintain or increase physical activity in daily life.

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Information for Life Transitions 20/30 Teachers

Module/Perspective	Objectives
Personal Self-knowledge	
Managing Change	Students will: <ul style="list-style-type: none"> • identify both internal and external influences, including stereotyping, on one's self-concept • explore the relationship between feelings, defence mechanisms, behaviours, and mental health • identify sources of support to assist people in coping with pressure and frustration.
Relationships	
Managing Change	Students will: <ul style="list-style-type: none"> • identify common problems in relationships • become familiar with techniques to manage conflict.
Community Issues and Ethics	
Managing Change	Students will: <ul style="list-style-type: none"> • reflect on community issues (e.g., bullying) or ethical issues from the past, present, or future • state a personal challenge concerning community and ethical issues, recognize the complexities of such issues.
Conflict in Relationships	
Managing Change	Students will: <ul style="list-style-type: none"> • state basic causes of conflict • describe a variety of ways in which people respond to conflict • examine legal rights and responsibilities as well as policies concerning some conflicts in relationships • examine how to report some incidents of conflict • identify behaviours that escalate and those that defuse conflicts • practise skills that are effective in constructively resolving conflict • identify sources of support for individuals experiencing conflict in their personal, family, career, and community relationships.