

## Bullying Prevention in School Subjects

### Information for Parents/Caregivers of Children at the Elementary Level (Grades K-5)

The charts that follow are designed for parents/caregivers to illustrate the bullying prevention content and skills included in three of the seven Required Areas of Study. In addition, all areas of study are to incorporate the Common Essential Learning of Personal and Social Development.

	<b>English Language Arts</b>	<b>Health Education</b>	<b>Social Sciences/Social Studies</b>
Kindergarten	<b>Friendship</b> <ul style="list-style-type: none"> <li>• What can I do to be a good friend?</li> <li>• What can I do when I have a problem?</li> </ul>		
Grade 1	<b>Safety (on the playground)</b> <ul style="list-style-type: none"> <li>• When do we feel 'safe' on the playground?</li> </ul>	<ul style="list-style-type: none"> <li>• making friends</li> <li>• learning assertiveness skills (e.g., how to say no, standing up for yourself)</li> </ul>	<ul style="list-style-type: none"> <li>• learning about responsibilities and roles; family and school rules</li> <li>• making decisions at home and at school</li> <li>• resolving disagreements</li> </ul>
Grade 2	<b>Choosing Words</b> <ul style="list-style-type: none"> <li>• How do we use words to be funny and how can they also hurt others?</li> </ul>	<ul style="list-style-type: none"> <li>• supporting others</li> <li>• appreciating being different</li> </ul>	<ul style="list-style-type: none"> <li>• meeting needs and wants of self and others</li> <li>• learning about rights and responsibilities</li> <li>• practising personal decision making</li> </ul>
Grade 3	<b>Making Choices</b> <ul style="list-style-type: none"> <li>• How do we deal with others who may hurt our feelings?</li> </ul>	<ul style="list-style-type: none"> <li>• resolving conflict without violence</li> <li>• accepting differences (e.g., size, race, religion)</li> </ul>	<ul style="list-style-type: none"> <li>• learning about the rights of the child</li> <li>• examining personal and group decisions</li> <li>• learning about rules/ laws</li> </ul>
Grade 4	<b>School Life</b> <ul style="list-style-type: none"> <li>• How can we ensure that our school is a safe place to learn and play?</li> </ul>	<ul style="list-style-type: none"> <li>• learning about stereotypes</li> <li>• using friendships to reduce stress</li> </ul>	<ul style="list-style-type: none"> <li>• learning about decision-making processes</li> </ul>
Grade 5	<b>Values and Messages on WWW</b> <ul style="list-style-type: none"> <li>• How might these messages hurt or insult someone or a particular group?</li> </ul>	<ul style="list-style-type: none"> <li>• fighting discrimination</li> <li>• resisting peer pressure (i.e., how to say no to peers)</li> </ul>	

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**Information for Parents/Caregivers of Children at the Middle Level (Grades 6-9)**

	<b>English Language Arts</b>	<b>Health Education</b>	<b>Social Sciences/Social Studies</b>
Grade 6	<p>Growing Up (self and relationships)</p> <ul style="list-style-type: none"> <li>How have others dealt with the challenges of growing up, including bullying?</li> </ul>	<ul style="list-style-type: none"> <li>appreciating how individuals are unique/different</li> <li>understanding how your behaviours affect others</li> </ul>	<ul style="list-style-type: none"> <li>developing respect for different types of lifestyles</li> <li>appreciating the factors that affect lifestyle</li> <li>believing in human worth and dignity</li> </ul>
Grade 7	<p>A Better World</p> <ul style="list-style-type: none"> <li>How can we make the world a better place for all people?</li> </ul>	<ul style="list-style-type: none"> <li>identifying passive, aggressive, and assertive behaviours</li> <li>recognizing peer pressure</li> <li>practising ways to resist negative pressure</li> <li>learning about different types of conflict (e.g., teasing, bullying, harassment, and assault) and ways to resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>appreciating that the use of power must respect human dignity and the rights of individuals and societies to be treated fairly</li> <li>appreciating that decisions, resulting from the use of power, have consequences for others</li> </ul>
Grade 8	<p>Burning Questions</p> <ul style="list-style-type: none"> <li>How can searching for answers to problems in our relationships help us grow as caring individuals?</li> </ul>	<ul style="list-style-type: none"> <li>identifying the factors that are known to contribute to abuse (e.g., alcohol use, low self-esteem)</li> <li>identifying ways to support those who may be experiencing abuse (i.e., helping a friend who is being bullied)</li> <li>identifying and showing respect</li> </ul>	<ul style="list-style-type: none"> <li>appreciating the rights and demonstrating the responsibilities of Canadian citizenship</li> <li>appreciating and respecting the positive contributions of all citizens toward a healthy Canadian society</li> </ul>
Grade 9	<p>Exploring Loyalty, Love, and Relationships</p> <ul style="list-style-type: none"> <li>What does it mean to be a loyal and true friend?</li> </ul>	<ul style="list-style-type: none"> <li>identifying situations when one's safety might be in jeopardy (e.g., bullying situations)</li> <li>identifying warning signs of suicide</li> <li>learning about the connections between self-esteem and suicide</li> </ul>	<ul style="list-style-type: none"> <li>accepting and respecting others' perspectives and viewpoints</li> </ul>

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**Information for Parents/Caregivers of Children at the Secondary Level (Grades 10-12)**

	<b>English Language Arts</b>	<b>Health Education</b>	<b>Social Sciences/Social Studies</b>
Grade 10	Equality—Pain and Pride <ul style="list-style-type: none"> <li>Judging and Misjudging Others, Rights and Responsibilities, Inequalities, Racial Tensions, Justice and Fairness</li> </ul>	<ul style="list-style-type: none"> <li>describing behaviours that show respect for others</li> <li>identifying types of healthy relationships</li> <li>identifying ways to make and keep healthy relationships</li> </ul>	
Grade 11	Anticipation—On the Threshold <ul style="list-style-type: none"> <li>Roles and Responsibilities, Choices and Commitments, Perspectives and Passages, Values and Goals</li> </ul>	<ul style="list-style-type: none"> <li>identifying influences on one's self-concept (e.g., friends, media, stereotyping)</li> <li>identifying sources of support to help people cope with pressure, frustration, and/or conflict</li> <li>identifying common problems in relationships (e.g., bullying)</li> <li>becoming familiar with ways to manage conflict</li> <li>examining responsibilities, policies, and laws concerning conflicts in relationships (e.g., how to report incidents of bullying/abuse)</li> <li>identifying behaviours that make conflicts worse and practising behaviours that make them better</li> </ul>	Social Studies <ul style="list-style-type: none"> <li>learning about human rights and human dignity</li> <li>resolving conflict</li> </ul> Psychology <ul style="list-style-type: none"> <li>interacting in groups and examining inappropriate behaviours</li> </ul>
Grade 12	The Social Experience—Beyond Personal Goals <ul style="list-style-type: none"> <li>Individual and Social Responsibility; Truth and Justice; Ambition, Power, and the Common Good; Social Criticism; Causes and Crusades</li> </ul>		Psychology <ul style="list-style-type: none"> <li>emotional development during teenage years</li> </ul>