



Units for Building Character

GRADE TWO

Feeling the Hurt

Targets:

What are the defining elements of bullying? - Music of the Heart

What are the different types of bullying? - Inside and Out

Teasing vs. Bullying - Problem Postcard

What are the different roles in a bullying situation? - I Have the Right!

Strategies to reduce bullying – Anti-Bullying Poster



Primary Targets

	Grade 1	Grade 2	Grade 3
What are the defining elements of bullying?	Identifying Feelings	Music of the Heart (Readers' Theatre activity)	STAR Decision-Making Model
What are the different types of bullying behaviours?	Types of Bullying – the right to safety	Inside and Out	Physical vs. Verbal
Teasing vs. Bullying	The “NO BULLIES” rap	Problem Postcards	Real vs. Fictional
What are the different roles in a bullying situation?	Role-playing – Experiencing the Problem	I Have the Right (to say No)	Role-playing Scenarios
Strategies to Reduce Bullying	Role-playing – Solving the Problem	Anti-Bullying Poster that will include key concepts to help reduce bullying behaviours	Creating Scenarios they will use to find strategies for obtaining personal safety in the home, school and community.

Unit Expectations

English Language - Oral and Visual Communication

Students will:

- use appropriate vocabulary and oral language structures to express emotions in a variety of situations.

English Language - Reading

Students will:

- express their thoughts and feelings about ideas in a piece of writing.

English Language - Writing

Students will:

- use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming.

Health & Physical Education - Healthy Living

Students will:

- outline safety rules and safe practices;
- describe types of verbal and physical violence (e.g., name calling, kicking, hitting); and
- explain the importance of being able to say "no" to exploitative behaviours (e.g., improper touching), and describe how to seek help;

The Arts - Music

Students will:

- sing expressively, showing an understanding of the text; and
- recognize that mood can be created through music (e.g., in a work such as *Carnival of the Animals* by Saint-Saens).

Unit Overview

Task Content

Work will occur in the actual classroom and by using music and reading stories in order to examine the problem of bullying. Awareness-building activities are combined with the introduction of conflict resolution strategies. Students will be required to describe different feelings, what they look like, and associate these with bullying behaviour. Students will show an understanding of the concepts of bullying and the strategies taught by completing and solving a Bullying Puzzle.

Task Summary

Students will interpret what they think a character from a story is feeling through the use of musical instruments. They will use appropriate “emotion” language and describe the emotion they are interpreting on their instrument. During a brainstorming session students will list on a T-chart different types of physical and emotional hurt and come to understand that bullying is both verbal (emotional) and physical. Although different, they are equal in the damage they do. Students, through brainstorming, develop a strategies list to deal with bullying situations and will select a strategy to assist a friend with a bullying problem. Students will learn the importance of being able to say “no” to exploitative behaviour and the right to feel safe both emotionally and physically through the review of School and Board policies. The culminating activity requires the students to complete three activities in order to put together and solve the bullying puzzle.

Culminating Task Assessment

Individually, students will complete three activity sheets in the shape of puzzle pieces. Each puzzle piece will have an activity from a key concept learned from a previous lesson. Once the students have completed the activities and have joined the pieces together, an anti-bullying statement will appear on the back.

Background Information: Primary

Bullying Overview

Bullying is a negative social interaction in which aggression and power are combined.

What are the defining elements of bullying?

1. There is a power imbalance between bully and victim. The power imbalance can take several forms. Among them are:

role: superior position in hierarchy vs. inferior position

size: bigger vs. smaller

number: many vs. one

social status: central member of peer network vs. outsider

ability: skilled vs. novice

ethno-cultural / religious: majority vs. minority

2. The bully intends to cause distress.
3. The victim experiences distress.
4. The bullying actions are repeated over time.

What are the different types of bullying behaviours?

Bullying behaviours range from mild to severe.

Direct (face-to face)

- verbal - teasing, put-downs, insults, harassment.
- Physical - pushes, shoves, hits, punches, assault.
- Psychological - facial expression of contempt, intimidation, uttering threats, extortion.

Indirect (behind someone's back)

- exclusion, shunning
- defamatory gossip - damaging victim's reputation by spreading rumours (true or untrue) or by disclosing "secrets"
- relational aggression – causing harm to a victim by damaging victim's relationship with others (e.g., telling someone not to be the victim's friend)

In general, boys tend to use more direct types of bullying and girls tend to use more indirect forms of bullying.

Teasing Versus Bullying

Stones (1993, p.70, 72) offers these observations about teasing:

- Someone is making fun of you in a good-humoured way.
- Person doing the teasing is someone who knows you well and cares about you.
- Teasing is not something to be taken seriously - usually you will find it funny too.
- If you do feel upset by teasing, it is a mild feeling that soon goes away.
- Teasing is a two-way thing - someone who teases will soon get teased and someone who is teased will soon become a teaser.

When teasing becomes cruel and causes someone distress and/or it becomes one-sided and prolonged, then teasing has become bullying.

What are the different roles people play in a bullying situation?

- *victim or target**
- *bully**
- *bully supporter*: people who communicate approval of the bully by joining in, standing close to the bully, laughing, etc.
- *onlooker** - people who are present and witness the bullying episode
- *intervenor* - an individual who helps the victim

* These are the three basic roles in a bullying situation.

Highlights from Bullying Research

(Pellegrini et. all., 1999; Pepler & Craig, 1995; O'Connell et. all., 1999)

Anonymous Surveys

- 7-15% of students report bullying others during the current school term
- 10-20% of students report being bullied during the current school term
- 83% of students report it is unpleasant to observe others being bullied

Observational Research of Playground Interaction

Bullying occurs approximately every 7 minutes on school playgrounds.

Peers are present in 85% of bullying episodes on school playgrounds, and play the role of onlooker (54% of the time), bully supporter (21% of the time), or intervenor (25% of the time)

What are the signs of being bullied?

Aside from the obvious signs that indicate physical bullying such as bruises, torn clothing, missing personal items (hat, jacket, school supplies), look for:

- **Avoidance:**
Children who are being bullied avoid certain areas of the school, want to arrive late, stay close to the teacher on duty, stay in the classroom at lunch time, or go to the nurse/office at recess because they don't feel well. Sometimes children may try to avoid school by claiming to be ill, or refuse to go to school altogether.
- **Distress:**
Although they may claim that nothing is wrong, victims may exhibit distress by changes in sleep patterns and in attitude about school. Poor concentration, increased academic difficulties, increased activity level, or increased sensitivity to small problems or frustrations may be other signs.
- **Withdrawal:**
Children who are experiencing bullying may withdraw from their family and friends because of shame and embarrassments, and damage to self-esteem. They may be reluctant to join new groups or to try new experiences.

What should children do to become intervenors?

Children need to know that by doing "nothing" they are part of the problem. To be an effective intervenor, they can choose from the following options.

- 1) Confront the bully in an assertive, but nonaggressive manner. Label the behaviour as bullying and tell the bully to stop.
- 2) Report the bullying to school staff.
- 3) Use humour or distraction to stop the bullying behaviour.
- 4) Provide comfort and support to the victim.

Note: Reporting - intent is to get the victim out of trouble.
Tattling - intent is to get a fellow student into trouble.

What should victims do?

Victims usually cannot solve the bullying problem on their own because of the power imbalance. Victims should be encouraged to choose one of the following actions:

- 1) If possible, ignore the bullying and walk away (ignoring works best when bullying is mild).
- 2) Confront the bully in an assertive, nonaggressive manner. For example, "That hurts my feelings, and I want you to stop".
- 3) Report the bullying to a trusted adult at school.

Developmental Gains Related to Primary Anti-Bullying Curriculum

- Empathy (the ability to take the perspective of another) is fundamental to positive social adjustment throughout life.
- Understanding one's own emotions is crucial in order to empathize with the emotional responses of others. Understanding one's own emotions is also critical to the development of self-control skills.
- Fostering young children's attention to other people's emotional responses is a promising avenue for preventing the development of antisocial behaviours, such as bullying behaviour and other antisocial behaviours (Hasting et al., 2000).
- The causal links between emotions, mental states (wanting, intending, or believing something) and behaviour may be difficult for young children to understand. Promoting this understanding will enable children to develop positive friendship skills such as cooperation, fair play, and inclusiveness.

References

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Note: All of the above background information was contributed by Joanne Cummings of the LaMarsh Centre for Research on Violence and Conflict Resolution. Joanne served as a consultant for this writing process.

List of Subtasks

- i. **Parent Letter**
Outlines bullying concepts for parents
- ii. **Pre and Post Survey**
To be used if desired

1. Music of the Heart

This will be a reader's theatre activity. While the teacher reads a storybook (refer to resource list), students will identify and interpret the characters' feelings through the use of musical instruments or sound. One at a time, students play an instrument or make a sound in response to a character's feelings (e.g., beating of drums). Discuss the interpretation after each performance.

2. Inside and Out

Students will demonstrate an understanding that hurt can be both physical (outside) and emotional (inside). Students will brainstorm a list, on a T-Chart, of different types of physical and emotional hurt. The discussion will focus on the concept that bullying can be both verbal and physical and although they are different, they are equal in the damage they can do.

3. Problem Postcard

Students will draw on examples of bullying from Subtask 2. Through brainstorming with the students, teacher lists strategies to deal with bullying situations on chart paper. A bullying problem will be posed to the student in the form of a postcard from a friend. Students reply in writing with a bullying strategy, of their choice, to help their friend solve the bullying problem.

4. I Have the Right!

The importance of being able to say "no" to exploitative behaviour and the right to feel safe both emotionally (inside) and physically (outside) will be explained to students. Review of the Safe School, Code of Conduct and Code of Behaviour policies will reinforce their rights. Emphasis will be given to areas of the policy that directly refer to bullying.

5. Anti-Bullying Poster

Individually, students will create and complete an anti-bullying poster that will include key concepts learned from the previous lessons. Once the students have completed the poster they will begin to work on activity sheets. The poster will be displayed and the activity sheets will be sent home to review.



Rainy River District School Board

*Empowering All Students To Dream Of The Possibilities,
To Believe In Themselves And To Achieve*

Dear Families,

The Rainy River District School Board recognizes that bullying is an issue in many schools and communities and is committed to the development and delivery of an Anti-Bullying curriculum as a continuing project for the 2004-2005 school year. Your child will be involved in Anti-Bullying curriculum lessons throughout the school year. The following is some of the information that will be shared and discussed in class. We encourage you to discuss these topics with your child at home.

What is Bullying?

A person is being bullied when there is an imbalance of power, intent to harm, a threat of further aggression and a feeling of terror.

-Barbara Coloroso "The Bully, The Bullied and The Bystander", 2002.

Bullying is a conscious and wilful act of aggression and/or manipulation by one or more people against another person or people. Bullying can last for a short period or go on for years, and is an abuse of power by those who carry it out. It is sometimes premeditated, and sometimes opportunistic, sometimes directed mainly towards one victim, and sometimes occurs serially and randomly.

-Keith Sullivan, "The Anti-Bullying Handbook," 2001.

Teasing Vs. Taunting

Teasing... when both parties are having fun. The power is shared.

Taunting... when the feelings of one becomes hurt. The other continues and intends to be hurtful.

Tattling Vs. Telling

Tattling... if it will only get another child into trouble, don't tell me.

Telling... If it will get you or another child out of trouble, tell me. If it is both, I need to know.

Types of Bullying

Physical Bullying

- biting, hair-pulling, hitting, kicking, locking in a room, pinching, punching, pushing, scratching, spitting, or any other form of physical attack (including damaging a person's property)

Verbal Bullying

- abusive telephone calls, extorting money or material possessions, intimidation or threats of violence, name-calling, racist remarks, spiteful teasing or making cruel remarks and spreading false and malicious rumours.

Relational Bullying

- a deliberate or planned attempt to minimize a bullied child's sense of self by ignoring, isolating, excluding, or shunning.

We thank you in advance for your support of this program. Together we can make a difference.

Name: _____ Date: _____

WHAT SHOULD YOU DO?			
<p>What should you do when someone bullies you? Read each idea and decide if you think this is something you might do. Check “Yes” if you would, “No” if you wouldn’t, or “Not sure”.</p>			
When someone bullies you, you should:	Yes	No	Not Sure
1. cry			
2. tell a friend			
3. tell the bully’s parents			
4. run away			
5. try to get even with the bully			
6. tell a teacher			
7. stay home from school			
8. hit, push or kick the bully			
9. stand up straight, look the bully in the eye, and say in a firm, confident voice, “Leave me alone!”			
10. hunch over, hang your head, and try to look so small the bully will stop noticing you			
11. laugh and act like you just don’t care			
12. stand up straight, look the bully in the eye, and say in a firm, confident voice, “Stop it! I don’t like that.”			
13. tell your parents			
14. threaten the bully			
15. call the bully a bad name			
16. stay calm and walk away			
17. shout, “Cut it out!” as loudly as you can			
18. ignore the bully			
19. tell a joke, or say something silly			
20. if other people are nearby, join them so you’re not alone			

Music of the Heart

Subtask 1 - Page 1

Time Required

- 40 minutes

Description

This will be a reader's theatre activity. While the teacher reads a storybook (refer to resource list), students will identify and interpret the characters' feelings through the use of musical instruments or sound. One at a time, students play an instrument or make a sound in response to a character's feelings (e.g., beating of drums). Discuss the interpretation after each performance.

Expectations

Students will:

- use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming (Language);
- use appropriate vocabulary and oral language structures to express emotions in a variety of situations (Language);
- outline safety rules and safe practices (Health and Physical Education); and
- recognize that mood can be created through music (e.g., in a work such as *Carnival of the Animals* by Saint-Saens) (The Arts).

Teaching/Learning Strategies

- students working as a whole class
- students working in small groups
- students working individually

- open-ended questions
- read aloud
- reader's theatre

1. Students Working as a Whole Class
 - a) Teacher, through brainstorming, will review the roles involved in a bullying situation (the bully, the target, and the onlooker) and the feelings associated with each role. Common vocabulary used to describe the eight basic emotions should include: interest, surprise, happy/pleasure/joy, sad/distressed, shyness/shame, anger, fear, and disgust.
 - b) Teacher will read aloud a "bullying" picture book (see Appendix pg. 3 for list of recommended books) and discuss what the individual characters might be feeling.
2. Students Working in Small Groups:

Through a reader's theatre format, selected students (2-3 at a time) are given musical instruments. Students are called to the front of the class. Teacher will re-read the story and point to a character at a specific part in the story and request that each student individually interpret what the character might be feeling through the playing of their instrument. The student must also use appropriate language to describe their interpretation (e.g., "My music is soft because I think the target is scared").
3. Students Working as a Whole Class:

Group discussion of selected students' interpretation is done after each performance. Teacher will prompt discussion, through a question and answer format, whether the class feels that the selected student's musical interpretation on their instrument fits the emotion they thought the character was feeling.
4. Students Working Individually:

Students return to desk. In a timeframe of approximately 5 minutes, students draw a picture that shows a bullying scenario and write a sentence describing what they drew and how the characters are feeling.

Assessment

- questions and answers (oral)
- observation

Through the playing of the instruments, the teacher will assess the student's ability to recognize that a mood can be created through music when expressing the emotions experienced by the character. Teacher will listen for the vocabulary identified in the first part of the subtask being used by students when discussing the feelings associated with bullying and in reference to the musical interpretation.

Resources

- a selection of books about bullies (Appendix pg. 3)
- background information
- rhythm instruments

Notes to Teacher

If musical instruments are not available, the use of other objects or body movements may be used (e.g., stomping of feet, using pencils to drum on the desk).

Additional Lessons/Resources

1. **10 Things to do Instead of Hitting** (Sunburst Video)
-With lesson plans and follow-up worksheets
2. **Fluffy the Porcupine** (as intro) – (book)
3. **Hands Are Not for Hitting** (book by Martine Agassi , Phd)
This book demonstrates that hands are not for hitting by suggesting many positive uses for them, such as saying hello, playing, creating, and helping.
4. **I Can Handle Anger** (Sunburst Kit)
Video: “Angry? 10 Ways to Cool Off”
Video: “Use Your Words”

*****FOLLOW-UP LESSON PLANS AND WORKSHEETS INCLUDED IN KIT*****

Time Required

- 40 minutes

Description

Students will demonstrate an understanding that hurt can be both physical (outside) and emotional (inside). Students will brainstorm a list, or a T-chart, of different types of physical and emotional hurt. The discussion will focus on the concept that bullying can be both verbal and physical and although they are different, they are equal in the damage that can do.

Expectations

Students will:

- use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming (Language);
- outline safety rules and safe practices (Health and Physical Education); and
- describe types of verbal and physical violence (e.g., name calling, kicking, hitting) (Health and Physical Education).

Teaching/Learning Strategies

- students working as a whole class
 - brainstorming
 - direct teaching
1. Students Working as a Whole Class
 - a) Using a direct teaching method, teacher identifies and explains the differences between verbal hurt (inside) and physical hurt (outside). (*See background information on different types of bullying behaviours*).
 - b) The students, drawing on their own experiences, will brainstorm with the teacher a list of situations that would fall under the headings: Inside Hurt, Outside Hurt. Teacher lists examples on a T-chart (e.g., *Inside Hurt - name-calling, Outside Hurt - shoving*). When teacher feels that students have provided enough examples of the different types of bullying, teacher moves on to the Inside and Outside Hurt Dice Activity (Appendix pg. 4)

- c) With the class seated on the floor in a circle, teacher will give instructions for the Inside and Outside Hurt Dice Activity: Students will role a die to each other, when the word "inside" or "outside" appears face-up on the die, the receiving students must give the appropriate response, either with an example of an "Inside Hurt" (e.g., *put down about their hair*), or "Outside Hurt" (e.g., *being kicked in the shin*). Use the T-chart as a reference to get the activity underway if necessary. If the student gives an answer, that student then rolls the die to a classmate who has not had the opportunity to answer. Teacher may then continue the activity in smaller groups. As an extension to this activity, students are required to state a feeling associated with this type of hurt (e.g., Being kicked in the shin is an "outside hurt" that makes me angry).
- d) As a whole class, students will discuss "inside hurt," and explore the differences between teasing that is playful to them and teasing that hurts them inside (which is bullying).

Assessment

- observation
- performance task

Through observation, during the Inside and Outside Hurt Dice Activity, the teacher will assess the student's ability to use words from their oral vocabulary and the list compiled through brainstorming to describe different types of verbal and physical violence and emotional reactions.

Resources

- Inside-Outside Hurt Dice Activity (Appendix pg. 4)
- flip chart

Notes to Teacher

Please note the information on teasing versus bullying in the background information section.

Additional Lessons/Resources

1. **Ophea Document** (Pages 61 – 63)
This is from Unit I Subtask #5. This lesson could be used as an introduction. This lesson defines violence and describes different types of verbal violence through discussion and worksheets.
2. **Don't Call Me Names** (Sunburst Video) -With lesson plans and follow-up worksheets. This video also addresses the role of the bystander.
*Subtask 6 – discusses the difference between verbal and physical violence and strategies to deal with them. See the follow-up appendices and follow-up worksheets.

Time Required

- 40 minutes

Description

Students will draw on examples of bullying from Subtask 2. Through brainstorming with the students, teacher lists strategies to deal with bullying situations on chart paper. A bullying problem will be posed to the student in the form of a postcard from a friend. Students reply in writing with a bullying strategy, of their choice, to help their friend solve the bullying problem.

Expectations

Students will:

- express their thoughts and feelings about ideas in a piece of writing (Language);
- outline safety rules and safe practices (Health and Physical Education); and
- explain the importance of being able to say "no" to exploitative behaviours (e.g., improper touching), and describe how to seek help (Health and Physical Education).

Teaching/Learning Strategies

- students working as a whole class
- students working individually
- think/pair/share
- direct teaching

1. Students Working as a Whole Class

- a) Teacher asks students to recall from memory some of the examples of bullying behaviour listed in Subtask 2. Teacher posts the T-chart from Subtask 2.
- b) Students will pick a behaviour from the list, think about a strategy for dealing with it, share their strategy with a partner and then be prepared to discuss the strategies with the whole group. The teacher leads a discussion of strategies for dealing with bullying situations and lists the strategies on chart paper (list positive solutions on one piece of paper and negative solutions on another), using the common vocabulary introduced earlier in the unit.

**Problem Postcard
Subtask 3 - Page 2**

- c) Teacher explains the importance of being able to say "no" to exploitative behaviours like bullying and the importance of having strategies ready to use when needed as a way of keeping ourselves and others safe from harm. Teacher to discuss bystanders/onlookers role.
- d) Teacher introduces the Dear Zemin Activity Letter (Appendix pg. 5) by reading it aloud to students. The teacher will review the STAR Decision-Making Model with the students (Appendix pg. 6).
- e) Teacher explains that students will choose appropriate strategies to deal with the bullying problem in the letter and write a response to Zemin.

1. Students Working Individually

Students return to their desk to complete writing the response letter.

Assessment

- observation
- questions and answers (oral)

Teacher will assess student responses. They should express their thoughts and feelings about the bullying situation and describe how to seek help (the strategy) which demonstrates their understanding of safe practices.

Resources

- Postcard to Zemin Activity Sheet (Appendix pg. 5)
- STAR Decision-Making Model (Appendix pg. 6)
- flip-chart

Notes to Teacher

Teacher has an option to use the suggested STAR Decision-Making Model or their choice of model.

Additional Lessons/Resources

1. “Dealing with Bullying” (book by Marianne Johnston)
This book describes what is meant by bullying and goes on to explain why bullies act as they do, how to deal with them and how to stop being one.
2. “We Can Work It Out” (Sunburst Video). With lesson plans and follow-up worksheets. Use part 3 “Try Different Ideas.”
3. **OPHEA Document** (Page 68, Unit 1 – Subtask 7). Which discusses how to say no and how to seek help. See the follow-up appendices for worksheets.

Time Required

- 40 minutes

Description

The importance of being able to say "no" to exploitative behaviour and the right to feel safe both emotionally (inside) and physically (outside) will be explained to students. Review of the Safe School, Code of Conduct and Code of Behaviour policies will reinforce their rights. Emphasis will be given to areas of the policy that directly refer to bullying.

Expectations

Students will:

- outline safety rules and safe practices (Health and Physical Education);
- explain the importance of being able to say "no" to exploitative behaviours (e.g., improper touch), and describe how to seek help (Health and Physical Education);and
- sing expressively, showing an understanding of the text (The Arts).

Teaching/Learning Strategies

- students working as a whole class
- students working in small groups
- direct teaching
- choral reading

1. Students Working as a Whole Class

- a) Teacher will review with the students the information that they have learned from the previous three subtasks on bullying.
- b) Teacher will introduce the concept of the right to feel safe at school, by asking students to list some of the safety rules that are familiar (e.g., in the class or in the school - no running in the halls, keep your hands to yourself, etc.). Teacher will ask the students why they think there are safety rules. Teacher will then prompt the students that there are other safety rules, producing one of the policy documents such as Safe Schools Policy. Teacher will read aloud the section pertaining to bullying from the policy. Teacher then asks students to identify some of the "new rules" from the "new policy document".

I Have The Right!
Subtask 4 - Page 2

- c) Through group discussion, the teacher asks the students why they think it is important to say "no" to bullying. Possible answers to look for are, "Because everyone has a right to feel safe, both emotionally (inside) and physically (outside)".
2. Students Working in Small Groups
Teacher puts students into small groups. Each group is to come up with a role-play that demonstrates positive strategies to deal with a bullying situation. Whole class comes back together for small group presentations.
3. Students Working as a Whole Class
- a) Teacher gathers students in a circle formation and demonstrates the "I Have a Right" song (Appendix pg. 7) with actions.
- b) Teacher repeats song with students until students are able to repeat the song with minimal assistance.

Assessment

- observation
- questions and answers (oral)
- performance task

Through a question and answer format, during the group discussion, the teacher will assess the students' responses on whether they can explain the importance of being able to say "no" to bullying behaviours. Teacher will, through observation, determine whether students participate actively in group discussion and role-play and sing expressively using body actions showing their understanding of the right to say no to bullying.

Resources

- "I Have the Right" pledge song (Appendix pg. 7)
- Safe School Policy Documents
- The Very Angry Day That Amy Didn't Have by Lawrence E. Shapiro

Time Required

- 40 minutes

Description

Individually, students will create and complete an anti-bullying poster that will include key concepts learned from the previous lessons. Once the students have completed the poster they will begin to work on activity sheets. The poster will be displayed and the activity sheets will be sent home to review.

Expectations

Students will:

- outline safety rules and safe practices; (Health and Physical Education);
- describe types of verbal and physical violence (e.g., name calling, kicking, hitting) (Health and Physical Education);
- explain the importance of being able to say no to exploitative behaviours (e.g., improper touching), and describe how to seek help (Health and Physical Education); and
- produce two and three dimensional works of art that communicate ideas (The Arts).

Teaching/Learning Strategies

- students working as a whole class
- students working individually

- choral reading
- direct teaching

1. Students Working as a Whole Class

- a) The teacher leads a class review of what has been learned about bullying, and lists these ideas on chart paper. At this time, the teacher can sing the "I Have the Right" pledge song as part of the review.
- b) Teacher will explain to the students the expectations for the culminating task. Students will create anti-bullying posters that demonstrate understanding of some of the concepts learned.

- c) After completion of the posters, as a final review of anti-bullying concepts, students will be given the following three exercises to complete: "I Have the Right" pledge (Appendix pg. 8), "Inside and Out" Hurt (Appendix pg. 9), and "What to Do?" (Appendix pg. 10)

Assessment

- observation
- rubric

Teacher will use the culminating activity as a final assessment of the student's level of understanding (comprehension) in describing the types of verbal and physical violence. The student's ability to explain the importance of being able to say "no" to bullying behaviour and describe how to seek help (e.g., use of strategies), and the student's ability to connect this action to what Safe Practice is, will also be assessed.

Resources

- "I Have the Right" Pledge (Appendix pg. 8)
- "Inside and Out" Hurt (Appendix pg. 9)
- "What to Do?" (Appendix pg. 10)
- anti-bullying rubric (Appendix pg. 2)
- chart paper
- poster paper
- pencil crayons
- markers

Additional Lessons/Resources

1. “What’s Respect” (Sunburst Video). With lesson plans and follow-up worksheets.
2. “Learning to Care” (Sunburst Video). With lesson plans and follow-up worksheets. Use the last two clips (**Damon’s Story and Molly’s Story**). Great worksheets that tie into language curriculum.



Appendices

UNITS FOR BUILDING CHARACTER

GRADE TWO

Resource List
Blackline Masters
Rubric



Rubric

Solving the Bullying Puzzle Rubric

Subtask 5

Blackline Master File

A Selection of books about Bullies

Subtask 1

Inside-Outside Dice Activity

Subtask 2

Postcard to Zemin Activity Sheet

Subtask 3

I Have the Right Pledge (song)

Subtask 4

I Have the Right Pledge

Subtask 5

Inside and Outside Hurt

Subtask 5

What to Do?

Subtask 5

Student Name: _____

Rubric

Date: _____

Anti-Bullying Poster

**for use with Subtask 5: Solving the
Bullying Puzzle**

Expectations for this Subtask to Assess with this Rubric:

Students will:

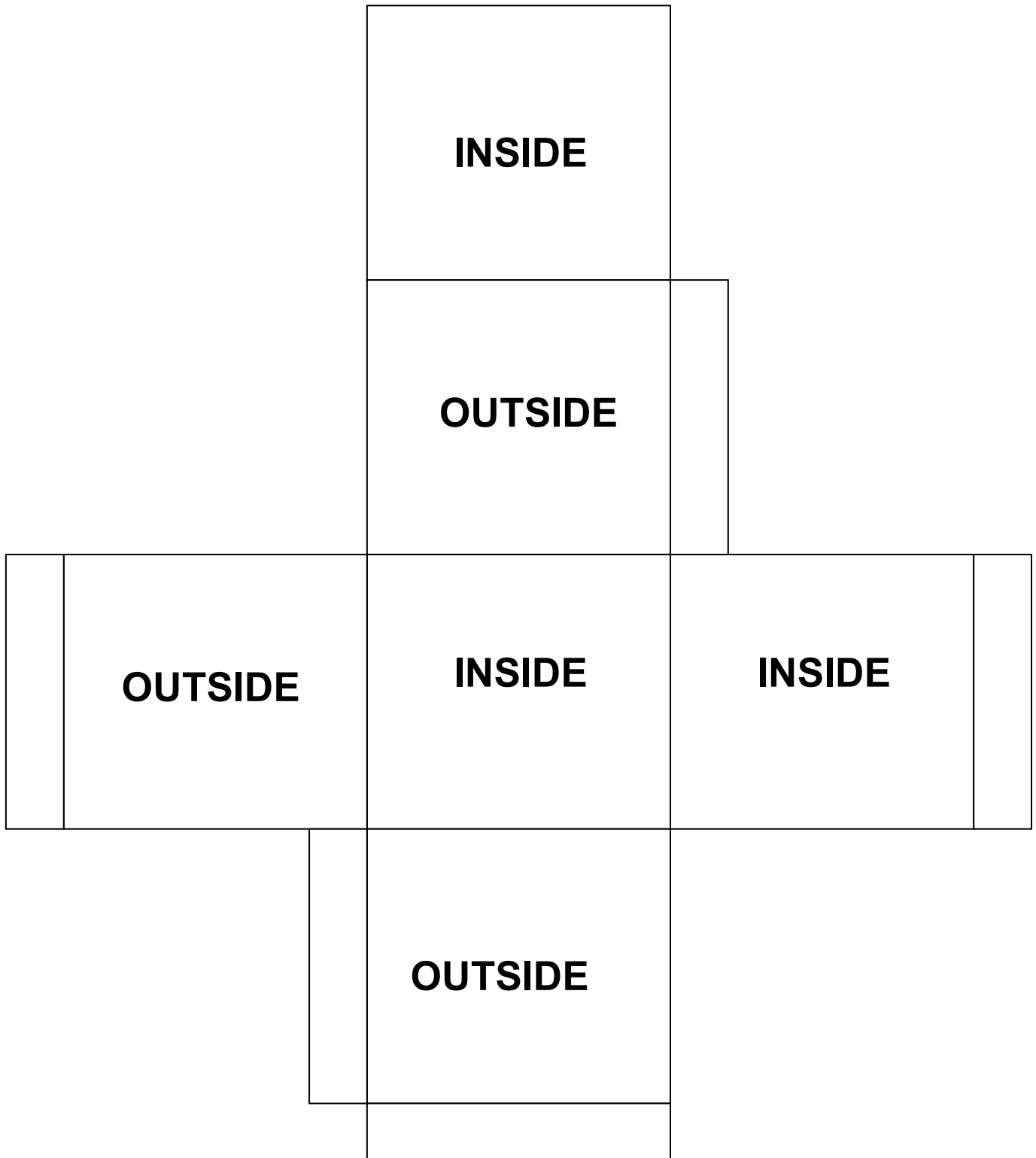
- outline safety rules and safe practices;
- describe types of verbal and physical violence (e.g., name calling, kicking, hitting); and
- explain the importance of being able to say no to exploitative behaviours (e.g., improper touching), and describe how to seek help.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts	- shows understanding of few of the required concepts taught with major errors or	- shows understanding of some of the required concepts taught with several	- shows understanding of most of the required concepts taught with a few	- shows understanding of all or almost all of the required concepts taught with practically
Communication of required knowledge	- communicates poorly, making many errors or omissions; - rarely uses appropriate terminology	- communicates with some clarity, making some errors or omissions; - sometimes uses appropriate terminology	- communicates clearly and precisely, making few errors or omissions; - usually uses appropriate terminology	- communicates clearly and precisely, making no or almost no errors or omissions; - uses appropriate and varied terminology

A Selection of Books about Bullies for Grades 2 - 3

Title	Author	Description
Baseball Ballerina Strikes Out	Kathryn Cristaldi McKeon	With the help of her coach, a young girl teaches two bullies a lesson and leads her team to victory in the baseball playoffs.
Bully Trouble	Joanna Cole	Arlo and Robby, finding themselves the victims of a neighborhood bully, work out a red-hot scheme for discouraging him.
Cory Coleman Grade 2	Larry Dimner	Seven year old Cory's birthday party is ruined by the class bully, who turns out, in the end, not to be such a bully.
Fangs and Me	Rachna Gilmore	A spider can be very useful when you are up against the school bully.
Jerome Camps Out	Eileen Christelow	Jerome, the alligator, has second thoughts about going to camp when he has to share a tent with the class bully.
Loudmouth George and the Sixth Grade Bully	Nancy Carlson	After having his lunch repeatedly stolen by a bully twice his size, Loudmouth George and his friend Harriet teach him a lesson he'll never forget.
Marvin Redpost: Why Pick on Me?	Louis Sachar	Marvin is picked on by just about everyone - including the 3 rd grade bully.
Pinky and Rex and the Bully	James Howe	A bully calls Pinky a sissy because he likes pink and his best friend Rex is a girl.
Tell me Your Best Thing	Anna Grossnickle Hines	Eight year old Sophie who reluctantly joins the new club organized by Charlotte, the class bully, is hurt when her bet friend is tricked into telling Sophie's embarrassing secret (she burnt her bottom on a radiator!).
Third Grade Bullies	Elizabeth Levy	Being short and having moved four time sin the last three years makes Sally defensive, so although she tries to help a classmate stand up to two bullies, she gets off to a bad start in her new school.
Wonder Kid Meets the Evil Lunch Snatcher	Lois Duncan	Terrorized by an evil lunch snatcher at his new school, Brian devises, with the help of a fellow comic book fan, a plan involving a new super hero called Wonder Kid.

Inside/Outside Hurt Dice Game



Postcard to Zemin

Zemin has written you a letter. Write back and help her solve her bullying problem.

<p>Dear Friend, Hi! There is a girl in my class called Sarah. Sarah always teases me at school. She pushes me during recess and always calls me dumb. One time she tripped me in the hallway, and I fell. All of my friends watched her do it, but no one helped me. Some of them even laughed. This is not funny - it hurts. Why is she always picking on me?</p> <p>What do you think I should do?</p> <p>From Zemin</p>	<p>To: <input data-bbox="1372 420 1510 493" type="text"/></p> <p>My Friend</p> <p>Please write back.</p>
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<p>Dear Zemin:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><input data-bbox="1388 1176 1534 1291" type="text"/></p> <p>To: Zemin</p> <p>From:</p> <hr/> <hr/>
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STAR Decision-Making Model

Introduction - Scenario

1. **Scenario:** Choose a recurring problem from your classroom to set up the role-play. For example, "I noticed today when I asked the class to line up, two of us had a problem because they couldn't decide who would be first in line."
2. **Role-Play:** Divide the children into groups of two. Have the children role-play the scenario. Have them re-create the situation and try different ways to sort out the problem (2 minutes maximum).
3. **Group Discussion:** Bring the group back together to discuss what was said during the role-play.
 - i. Who would like to share something that was said in the role-play?
 - ii. How did you feel?
 - iii. Has this ever happened to you?
4. **Direct Instruction:** Introduce the STAR Decision-Making Model to the class. Link the model to the role-play situation. Have the children brainstorm other situations where this model could be applied.

STAR Decision-Making Model

- | | | |
|--------|---|--------------------------|
| Step 1 | STOP
What's going on?
Is there a problem?
How am I feeling? | I feel _____ when _____. |
| Step 2 | THINK
Identify the problem (explore the issue).
List and evaluate choices. | I think _____. |
| Step 3 | ACT
Make a choice to solve the problem.
Try it! | I can _____. |
| Step 4 | REFLECT
What happened?
What did you learn?
What will you do next time? | I learned _____. |

I Have the Right (Song)

I have the right to feel safe.

(Actions: point to self and then hug self)

I will say "no" to a bully.

(Actions: on "NO" hand is up in a 'stop' position)

I have the right to feel safe.

(Actions: point to self and then hug self)

You will not hurt my feelings.

(Actions: on 'you' point with index finger indicating someone else, then on 'not' wag and shake head 'no', and then on 'feelings', open hand on heart).

I have the right to feel safe.

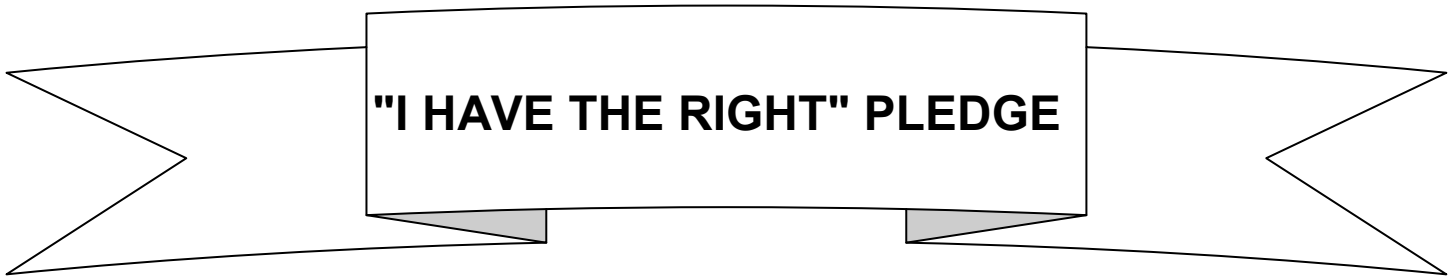
(Actions: point to self and then hug self)

You will not hurt my body.

(Actions: on 'you' point with index finger indicting someone else, then on 'not', wag finger and shake head 'no', and on 'body', slap hands at side).

I have the right...to feel safe...all of the time.

(Actions: on 'I have the right', two thumbs pointing to self, and on 'safe', hug self, and on 'All of the Time' both hands make a circle in the air).



In this activity students choose the appropriate words to fill in the missing blanks from the list given below:

feelings	safe	feel
will	no	body
right	bullying	school
		not

Saying "NO" to bullying makes sure:

I have the _____ to feel _____

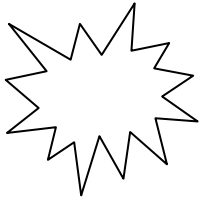
at home, in my community and at _____!

Feeling safe means _____ having your _____

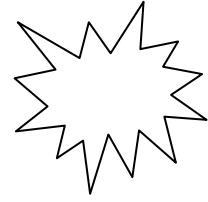
or _____ hurt!

I _____ say _____ to _____ and

I will _____ safe!



INSIDE AND OUTSIDE HURT

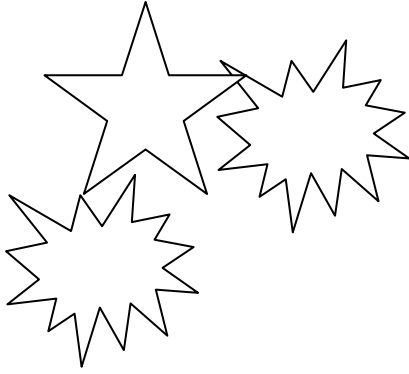


ON THE CHART BELOW LIST AS MANY TYPES OF HURTS
AS YOU KNOW.

THERE MUST BE AT LEAST 2 'INSIDE' AND 2 'OUTSIDE'
HURTS.

INSIDE

OUTSIDE



WHAT TO DO?

Circle the correct way to deal with the following bullying problem:

You are in class and a student walks by and pushes your books off of your desk. She laughs, and says it was an accident. You pick your books off of the floor and put them back on your desk. The same student walks by your desk and again knocks your books on to the floor and this time shoves you. You look up and she is laughing. You look around for the teacher and his back is turned, he has not seen what has happened.

You...

- A. PUSH HER BOOKS OFF HER DESK**
- B. IGNORE HER**
- C. TELL THE TEACHER**