



Units for Building Character

GRADE FIVE

Sharing Effective Strategies

Targets:

Conflict Resolution: Assert Yourself!

Feelings: Oh – the Stress!

Bullying: Bullying Looks Like This...

Coping with Bullies: Getting the Message Out

Perspective/Point of View: Together We Can Stop Bullying



Junior Targets

Target	Grade 4	Grade 5	Grade 6
Feelings		Oh, the stress!	
Perspective/Point of View		Together we can stop bullying.	
Conflict Resolution		Assert Yourself!	
Bullying		Bullying looks like this....	
Coping with Bullies		Getting the message	

Unit Expectations

Health & Physical Education - Healthy Living

Students will:

- apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault);
- identify strategies to deal positively with stress and pressures that result from relationships with family and friends;
- identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family and peers;
- explain how people's actions (e.g., bullying, excluding others) can affect the feelings and reactions of others; and
- apply strategies (e.g., anger management, assertiveness, conflict resolution) to deal with personal safety and injury prevention situations (e.g., swarming, threatening, harassment).

Language - Oral & Visual Communication

Students will:

- speak clearly when making presentations;
- contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group;
- discuss with peers and the teacher strategies for communicating effectively with others in a variety of situations; and
- create a variety of media works (e.g., a simple multi-media presentation).

Unit Overview

Task Content

The actual work and simulated situations will take place in the classroom. Children will learn how to deal assertively with problems involving bullying as opposed to dealing with these problems aggressively. The context will be to get the message out and invite students from other classes to recognize bullying. Posters and a presentation to the student population will reinforce the message that everyone can deal with bullying, using the correct strategies.

Task Summary

In this unit the students will begin by learning through demonstration, direct teaching and role playing the difference between aggressive and assertive behaviour. They will learn to apply this strategy for personal safety and injury prevention. They will identify situations that cause them stress and have the opportunity to apply a decision-making model to resolve those. The students will learn through direct teaching and discussion the defining elements of bullying and the different types of bullying behaviour. They will learn the strategies to use when confronted with bullying: report, confront, ignore and walk away. Finally, they will teach other students what bullying looks like and the strategies to use when confronted with bullying.

Culminating Task Assessment

Presentation (live, video, slide show, etc.) to student body at an assembly. Students will make others aware of bullying and encourage everyone to use the strategies they learned to stop bullying.

Links to Prior Knowledge

Students should know how to apply a problem solving strategy. They need to know:

- the difference between the words ***aggressive*** and ***assertive***.

The vocabulary associated with this unit:

- power
- distress
- verbal
- psychological
- direct
- indirect

Notes to Teacher

Start planning for the students' presentation at the beginning of the unit. You may decide for small group (classroom presentation), a school-wide assembly-type presentation, division-wide presentation, etc. Tell the children at the beginning of the unit that they will be presenting their knowledge and that they should start thinking about the format their presentation will take. If the technology is available, this would be a great opportunity to apply some computer skills. The students could create a slide show presentation or use clip art to create bristol board presentations. They could videotape an interview (*talk show style*) or video a skit that they produce. The possibilities are endless.

Prior to teaching this unit, please refer to the Background Information for this unit.

Background Information: Junior

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

ethnocultural/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, and assaults
- 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, and/or missing personal items (hat, jacket, school supplies), look for other signs.

- **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.

- 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 Junior Anti-Bullying Curriculum

- Children in middle childhood are developing the cognitive capacity to understand, remember, and apply increasingly refined problem-solving and decision-making processes (i.e., problem identification, response generation, response evaluation, anticipatory planning).
- During middle childhood children become selective in choosing friends, and friendship becomes based on perceived similarity rather than on convenience which was the case in the primary grades (e.g. sitting next to each other, being on the same bus - Cairns & Cairns, 1994).
- Bullying can now be defined in terms of power imbalance, intent to harm, victim distress and repeated nature. In middle childhood, children can understand and track the likely reactions and emotions associated with all the roles in a bullying interaction.
- Children's awareness of the intricacies of the social structure of their classrooms and social networks is well developed by grade 4 (Cairns & Cairns, 1994). Therefore they can understand that the power imbalance between bully and victim may be a function of status (i.e., popularity, number of supporters) in the peer network.

References

Cairns, R.B., & Cairns, B.D. (1994). Lifelines and Risks - Pathways of Youth in our Times. Cambridge: Cambridge University Press.

O'Connell, P., Pepler, D. & Craig, W. (1999). Peer involvement in bullying: insights and challenges for intervention. Journal of Adolescence, 22/4, 437-452.

Pellegrini, A.D., Bartini, M. & Brooks, F. (1999). School bullies, victims and aggressive victims: Factors relating to group affiliation and victimization in early adolescence. Journal of Educational Psychology, 91/2, 216-224.

Pepler, D.J. & Craig, W.M., (1995). A peek behind the fence: Naturalistic observations of aggressive children with remote audiovisual recording. Developmental Psychology, 31/4, 548-553.

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. **Introductory Review of Bullying Concepts (on CD)**

1) Assert Yourself!

In this activity the children will learn to differentiate between assertiveness and aggressiveness. They will read scenarios and role-play assertive behaviour and aggressive behaviour. They will write about the differences in these behaviours.

2) Oh – the Stress!

The students will identify times when they feel stressed or under pressure. Then they will identify how they deal with stress or pressure. They need to become aware that we are responsible for our own actions no matter how stressed we feel and share positive ways of dealing with stress and pressure.

3) Bullying Looks Like This.

In this activity the students will identify what bullying looks like and feels like. They will realize that bullying can be as subtle as a look and as overt as swarming and being threatened. They will review the anti-bullying strategies: report, confront, ignore and walk away

4) Getting the Message Out!

In this activity, the children will work collaboratively to make posters that will help other students recognize bullying and help sensitize other students to the problem. The posters should depict the anti-bullying strategies and create slogans that other students could use.

5) Together We Can Stop Bullying!

Students present (live, video, slide show, etc.) to student body at an assembly. Students will make others aware of bullying and encourage everyone to use the strategies they learned to stop bullying.



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.

Pre-Lesson

- Show first slide CD
- In small groups brainstorm definitions for bullied, bully, and bystander.
- As a class define the terms put on chart paper for reference and discussion.
- Continue slides and discussion until pictures of three children (slide 4), “which one is the bully?”
- Show slides and discuss in small groups ~ provide examples (verbal, relational, indirect/direct bullying).
- Bullying cycle ~ touch on targeting (initiating & escalates) everyday behaviours.
- Show and discuss (brainstorm) choices of the bystander (how can this prevent bullying from escalating).
- Teasing & Taunting ~ discuss difference
- How can you help the victim?
- Code of Conduct (pledge) refers to Columbine event, “Does anyone remember hearing of this?”
- Don't Laugh At Me ~ with slides and book. Can you relate to this song at all? How does this song/story make you feel?

Assert Yourself Subtask 1 – Lesson 1

Time Required

- 50 minutes

Description

.In this activity the children will learn to differentiate between assertiveness and aggressiveness. They will read scenarios and role-play assertive behaviour and aggressive behaviour. They will write about the differences in these behaviours.

Expectations

Students will:

- apply strategies (i.e. anger management, assertiveness, conflict resolution) to deal with personal safety and injury prevention situations (i.e. swarming, threatening, harassment) (Health and Physical Education); and
- rehearse and perform small group drama and dance presentations drawn from novels, poems, stories, plays and other source materials (The Arts).

Teaching/Learning Strategies

- students working individually
 - students working in small groups
 - students working as a whole class
 - demonstration
 - direct teaching
 - role-playing
1. Demonstration
 - a) Scenario 1: "You make me so mad. You're always late and I'm always waiting for you. You're going to have to learn to be on time or I won't be your friend anymore". (*Note the "you" messages*).
 - b) Scenario 2: "You know it really upsets me when I'm ready to go and end up having to wait for you. Why don't we just go where we're going separately and just meet there".
 - c) Ask students to indicate the differences between the two scenarios and the list the characteristics of each. (The intent is to have students determine the difference between aggressive and assertive behaviour.)

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2. Direct Teaching
 - a) Tell the children that being assertive means using “I” messages.
 - b) This means you take responsibility for your own feelings and that’s the only thing you have control over.
 - c) Students need to find solutions that work for them.
 - d) Blaming others doesn’t help resolve any problems or conflicts.
3. Role-Playing
 - a) Students work in small groups with the worksheet “Students role-play Situations Using Assertiveness and Aggressiveness”.
 - b) Students choose one of the role-play situations, discuss, and practice it using assertive behaviour.
4. Journal Entry
Students will answer questions - **Appendix Pg. 4.**

Assessment

- observation
- anecdotal record

The teacher will view and record student behaviour and comprehension for assertiveness vs. aggressiveness. Students should be using “I messages” and asking questions to draw out the underlying issues.

Adaptations

- oral presentation
- comic strip format

Accommodations for the journal – journal questions can be answered orally or be presented in a comic strip format.

Resources

- role-play assertive behaviour – Appendix pg. 4
- background Information – pg. 7 – 10
- Sunburst video **“Ways to Stay Bully Free” and guide (p. 108)**
- 5 Steps to an “I Message”

5 Steps to an “I Message”

1. Always start with “I”, not “you.”. “I” puts the focus on your feelings, wants, and needs. “You” puts the other person on the defensive.

“I _____”

2. Clearly and simply say HOW you feel.

“I feel _____”

Example: “I feel angry”

“I’m _____”

Example: “I’m upset”

3. Clearly and simply say WHAT the other person did (or is doing) that made you feel that way.

“I feel _____ when you _____”

Example: “I feel angry when you call me names because I have a real name.”

“I’m _____ because you _____”

Example: “I’m upset because you tripped me”

4. Clearly and simply say WHY you feel the way you do.

“I feel _____ when you _____
because _____”

Example: “I feel angry when you call me names because I have a real name.”

“I’m _____ because you _____
and _____”

Example: “I’m upset because you tripped me and I dropped my books all over the floor.”

5. Clearly and simply say WHAT you want or need the other person to do.

“I want you to _____”

Example: “I feel angry when you call me names because I have a real name. I want you to start calling me by my real name.”

Assert Yourself **Subtask 1 – Lesson 2**

Time Required

- 50 minutes

Description

Students will understand how people's actions can affect the feelings and reactions of others as well as learning the first steps in dealing with conflicts.

Expectations

Students will:

- explain how people's actions (i.e. bullying, excluding others) can affect the feelings and reactions of others
- apply strategies (i.e. anger management, assertiveness, conflict resolution) to deal with personal safety and injury prevention (i.e. swarming, threatening, harassment)

Teaching/Learning Strategies

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

- demonstration
- direct teaching
- role-playing

Feelings and Conflict

1. Have students complete the worksheet, "Feelings and Conflicts" (Attachment 1b). Students should recognize that our actions not only affect us, but they also affect the feelings and reactions of others

Perspectives

2. Select an activity which will illustrate that there are different ways or perspectives to interpret a situation or things in general. For example:
 - show students illustrations which can be interpreted in more than one way such as a picture of a glass of water – half empty or half full?, illustration with a hidden word, etc.).
 - read students a short story in which a character provides a different perspective to a situation or experience, or
 - point out that not only did different people see different things, they also felt that different things were important or interesting

Key points are as follows:

- There is more than one way to view a situation
- People will have different ways of viewing the same situation.
- When applied to a conflict situation:
- Sometimes, conflicts aren't what they seem
- There is more than one way to perceive a conflict; it depends on the person's point of view or perspective

Understanding Perspectives – Conflict Resolution

3. Discuss with students that one of the first steps in dealing with conflicts is understanding the other person's point of view or perspective. The following role play will demonstrate how two people can see the same situation differently. (Select two students to read the script).

Tom and Erin are working together on a science project.

Tom: We had three weeks to get the project done.

Erin: Yeh, we have lots of time.

Tom: I want to get started right away and finish it before it's due.

Erin: What's the rush? We have lots of time. Besides, I'm busy this week. Let's start next week.

Tom: No, I want to start now.

Erin: Too bad. I have other things to do. I want to get other things done first.

Tom: Last time, we started too late and I ended up doing all the work.

Erin: It won't happen this time. Last time, my family moved and I lost the information. I'll help out this time

Ask the following questions with regards to this discussion:

- What might be Tom's perspective?
 - What might be Erin's perspective?
 - What experiences and feelings affected Tom's perception of the situation?
 - What experiences and feelings influenced Erin's perception of the situation?
 - Values also influence a person's view of a situation. Values are the things in our lives that we feel are important. Ask students to identify Tom and Erin's values (Tom values getting things done ahead of time. Erin values getting other things done before starting something new).
4. Have students work in pairs. Review the overhead and allow each pair time to role play the script for guidelines for role-plays.

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Following the role play questions for discussion with the students are as follows:

- How does each character resolve conflict?
- What does each character value?
- How does each character feel?
- What experiences influence each character's perspective?

Notes To Teacher

One of the first steps in conflict resolution is being able to identify, understand and accept the perceptions of any conflict from many points of view. Due to inaccurate assumptions, limited information, and the focus on only one perspective, conflicts can be much more difficult to resolve. The skill of understanding perspective or others' point of view involves students being aware of the following characteristics of conflict:

- There are different ways people can view the same conflict
- Understanding different perspectives or points of view is important.
- There is not 'right' or "wrong" way to view a conflict, just "different" ways
- Perspectives are based on people's own experiences, feelings, values, needs and motivations.

By understanding and applying these characteristics, students move away from a "win-lose" outcome to a "win-win" outcome in conflict situations.

Adaptations

Resources

- Script Master Conflict Situation
- Feelings and Conflict
- Perspective Examples

FEELINGS AND CONFLICT

Every decision you make affects you and others too. Read each situation and answer the questions.

Situation	Will this hurt me or someone else?	What will happen if I do this.	Will it make me and my family proud?	Is this the right thing to do?
<p>You are in a video store along. There's a game that you really want and you don't have any money. "Should I take it"?</p>				
<p>The kids at your table want you to join in a food fight. "Should I?"</p>				
<p>You can imitate the way a new boy in the class talks. You know it will make all your friends laugh. "Should I?"</p>				
<p>Your dad punishes your brothers for breaking the TV remote control. You know you did it. "Should I tell the truth?"</p>				

UNDERSTANDING PERSPECTIVE –

SCRIPT MASTER CONFLICT SITUATION

Manuel: I need your help after school. That guy keeps bugging my younger sister. We're going to fight after school.

Rob: I really can't help you out. I'm busy after school.

Manuel: What do you mean you're busy? We just hang around each other after school. Come on. You're my best friend, aren't you?

Rob: Yeah, I'm your friend. But, I can't help you out today.

Manuel: fine. (*He's getting more angry*). I help you out whenever you need it/ So, when I need your help, you say forget it?

Manuel: Why? Are you afraid or something? I have to fight to get this guy to stop bugging my sister.

Rob: Yeah, I guess. Look, my older brother's friend got hurt really badly in a fight. He spent months in the hospital. He had broken bones and everything.

Manuel: That won't happen.

Rob: Things can get out of hand.

Manuel's Perspective	Rob's Perspective
How does Manuel resolve conflicts?	How does Rob resolve conflicts?
What does Manuel value?	What does Rob value?
How does Manuel feel?	How does Rob feel?
What experiences influence Manuel's perspective?	What experiences influence Rob's perspective?

GUIDELINES FOR ROLE-PLAYS

1. Create the conflict situation based on the following:
 - Two characters are in conflict
 - The audience must be able to observe two different perspectives of the conflict, feelings and values.
2. Introduce the time, place and characters involved.
3. Few, if any, props should be used.
4. Keep the role-play brief (two to three minutes).
5. No physical contact during the role-play.
6. If a group member doesn't feel comfortable acting in the role-play, that person can do more work when preparing for the role-play.

GUIDELINES FOR THE AUDIENCE

1. Respect and value every person's involvement in each role-play (no judging or criticizing anyone's performance).
2. Suggestions can be offered by classmates not involved in the role-play (no judging or criticizing anyone's performance).
3. Listen without interrupting.
4. Focus on the positive aspects of the role-play.
5. Focus on the role-play not any person's performance when giving feedback.

From: Ontario Health and Physical Education Curriculum, Unit 1, Appendix F,
Healthy Living—Personal Safety and Injury Prevention

Oh – The Stress! **Subtask 2 – Lesson 1**

Time Required

- 50 minutes

Description

The students will identify times when they feel stressed or under pressure. Then they will identify how they deal with stress or pressure. They need to become aware that we are responsible for our own actions no matter how stressed we feel and share positive ways of dealing with stress and pressure.

Expectations

Students will:

- identify strategies to deal positively with stress and pressures that result from relationships with family and friends (Health and Physical Education).
- use writing for various purposes and in a range of contexts including school work (e.g., to summarize information from materials they have read, to reflect on their thoughts, feelings and imaginings) (Language).

Teaching/Learning Strategies

- students working individually
- students working as a whole class

- direct teaching
- decision-making models
- response journal

1. Direct Teaching

- a) Ask the students to think about the last time they felt stressed (e.g., before a test, before a soccer match) and share their responses with the rest of the class.
- b) Ask them to describe how that felt. Did their heart race faster? Did their stomachs feel funny? Talk about how a little bit of stress is all right in some circumstances, like the stress we experience when we want to do well while working on an assignment.
- c) Talk about the stress we feel when we are confronted with situations over which we have little control (e.g., tests, body image, war).
- d) Identify some stressful situations (e.g., getting into a fight with a friend, being grounded, etc.).

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2. Decision-making Model (**Appendix pg. 5**)

- a) We need to learn how to deal with stress positively using a decision-making model.
- b) Review with students the steps to decision making using an example. (e.g. You think a friend has spread a rumour about you.)
 - 1) Identify the problem.
 - 2) Identify ways to deal with the problem. (What are the alternatives?)
 - 3) Evaluate each alternative (Positives and Negatives for each).
 - 4) Make a decision (Select the most appropriate decision).
 - 5) Reflect on the decision (Evaluate the results of your decision. What was learned?).

3. Feeling Stressed Sheet (**Appendix pg. 6**)

- a) Ask the children to list some things that caused them to feel stress. Ask them to think about how they handled the stress. Could they have handled the situation differently?
- b) Individually, they fill in the “feeling stressed” worksheet (Appendix pg. 3).

4. Response Journal

Students reflect on their learning in their personal response journals. Students write about two things they have learned and one question they still have.

5. Teachers can also discuss other resources in the community and/or invite guest speakers such as:

- Northwest Health Unit (807-274-9827)
- Block Parents; and/or
- OPP 1-888-310-1122

Assessment

- observation
- rubric

The teacher will read, and respond to, students’ response journal, which should determine whether or not students are progressing towards meeting the expectation of identifying strategies to positively deal with stress.

Adaptations

Accommodations for Special Education students:

- Audio learning for some students
- Students can record answers using a tape recorder

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Resources

- Decision-Making Model – appendix pg. 5
- Feel Stressed Worksheet – Appendix pg. 6
- Assessment Rubric – appendix pg. 2

Notes to Teacher

Encourage the children to try different alternatives to solving problems.

Oh – The Stress!
Subtask 2 – Lesson 2

Time Required

– 30 minutes

Description

See Sunburst video “Respect Yourself”

Expectations

- Explain the actions of people (i.e. bullying, excluding others) can affect the feelings and reactions of others
- Apply strategies (i.e. anger management, assertiveness, conflict resolution) to deal with personal safety and injury prevention (i.e. swarming, threatening, harassment)

Teaching/Learning Strategies

See Sunburst video “Respect Yourself” guide which includes handouts and activities

Assessment

Adaptations

Resources

- VHS video “Respect Yourself”

Bullying Looks Like This Subtask 3 – Lesson 1

Time Required

- 50 minutes

Description

In this activity the students will identify what bullying looks like and feels like. They will realize that bullying can be as subtle as a look and as overt as swarming and being threatened. They will review the anti-bullying strategies: report, confront, ignore and walk away.

Expectations

Students will:

- discuss with peers and the teacher strategies for communicating effectively with others in a variety of situations (Language);
- apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault) (Health and Physical Education); and
- explain how people’s actions (e.g., bullying, excluding others) can affect the feelings and reactions of others (Health and Physical Education).

Teaching/Learning Strategies

- students working in small groups
 - students working as a whole class
 - brainstorming
 - direct teaching
1. Brainstorming
Group the students into small groups. Give each group some chart paper. Write the word “bully” on the board and ask the children to write down what they think bullying looks like, sounds like, and feels like (both from the bully’s point of view and the victim’s point of view).
 2. Direct Teaching
 - a) Define **bullying** (see background information and notes to teacher).

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- b) Identify the different types of bullying behaviours (see background information and notes to teacher).
 - c) Review the skills and strategies to use when confronted with bullying. What should we do when we witness or are a victim of bullying?
 - 1) **Report** – Review “Tattling” vs. “Reporting” in background information. The skill here is to convey accurate information.
 - 2) **Confront** – The skill here is to assertively look the bully in the eye, assert one’s position, and avoid aggression.
 - 3) **Ignore and Walk Away** – The skill here is to look like you’re not upset. This strategy should be used for minor incidents of bullying (such as teasing). For different types of bullying behaviour, children should use one of the other two strategies.
- Distribute the “What is Bullying” worksheet (Appendix pg. 7). Students can use it for reference and to jot down additional notes.

Assessment

- questions and answers (oral)
- anecdotal record

Questions are posed by the teacher to determine if students understand what is being/has been presented i.e., What bullying looks like and sounds like. Children need to realize that bullying can be as simple as being ignored and as dramatic as being threatened or swarmed. Students’ answers provide opportunities for assessing oral abilities when the student responds to a question by speaking rather than by writing.

Resources

- What is Bullying – Appendix pg. 7
- Sunburst VHS: *I Was Just Kidding*

Notes to Teacher

What are the defining elements of bullying?

- 1) There is a power imbalance between bully and victim. The power imbalance can take several forms:
 - bigger vs. smaller;
 - many vs. few;
 - high position in hierarchy vs. lower position;
 - skilled vs. novice;
 - central member of peer group vs. outsider; and/or
 - majority vs. minority.
- 2) The bully intends to cause distress.
- 3) The victim experiences distress.
- 4) The bully's actions are repeated over time.

Different Types of Bullying

- 1) Direct Face-to-Face
 - verbal: teasing, insults, harassment
 - physical: pushing, shoving, assault
 - psychological: facial expressions of contempt, uttering threats, intimidation, extortion.
- 2) Indirect
 - exclusion
 - shunning
 - damaging the victim's reputation by spreading rumours
 - gossip
 - disclosing private information
 - manipulation friendships.

THE ASSERT FORMULA

A stands for **Attention**. Before you talk about and try to solve a problem you're having with someone else, you need to get his or her attention. Example: "Sean I need to talk to you about something. Is now a good time?"

S stands for **Soon, Simple, and Short**. Speak up as soon as you realize that your rights have been violated. Look the person in the eye and keep your comments brief and to the point. Example: "It's about something that happened in the hall today."

S stands for **Specific Behaviour**. What did the person do to violate your rights? Focus on the behaviour, not the person. Be as specific as you can. Example: "I didn't like it when you pushed me against my locker, I dropped my books, and you kicked them across the hall."

E stands for **Effect on Me**. Share the feelings you experienced as a result of the person's behaviour. Example: "It was embarrassing, plus I was late for class. I had to wait for the hall to clear before I could pick up my books."

R stands for **Response**. Wait for a response from the other person. He or she might try to brush you off with "What's the big deal?" or "Don't be a baby" or "Can't you take a joke?" or "so what?" don't let it bother you. At least it's a response. On the other hand, the person might apologize.

T stands for **Terms**. Suggest a solution to the problem. Example: "I want you to stop bothering me in the hall. If you don't, I'll report you to the teacher."

Tips: The ASSERT Formula may feel strange and awkward at first. It isn't foolproof, and it won't always work. In some situations – for example, bullying that involves physical violence – it might make things worse. And some bullies feed on getting *any* kind of response, even an assertive response. If your being assertive seems to anger or provoke the bully, walk away or run away.

Adapted from fighting *Invisible Tigers: A Stress Management Guide for Teens*, by Earl Hipp. Free Spirit Publishing Inc., for *The Bully Free Classroom* by Allan L. Beane, PhD.

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Bullying Looks Like This
Subtask 3 – Lesson 2

Time Required

- 50 minutes

Description

- See *Sunburst video “Problems at School” Guide*

Expectations

- discuss with peers and the teacher strategies for communicating effectively with others in a variety of situations (Language);
- apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault) (Health and Physical Education); and
- explain how people’s actions (e.g., bullying, excluding others) can affect the feelings and reactions of others (Health and Physical Education).

Teaching/Learning Strategies

- See *Sunburst video “Problems at School” Guide*

Assessment

Adaptations

Resources

Sunburst VHS video “Problems at School”

Notes to Teacher

JOKING, TEASING OR BULLYING SCENARIOS

Michelle and her friends are hanging out together on school property. A guy from her class comes along and takes her baseball cap. She turns in his direction and while laughing says, “Hey, give it back!”

Joking , teasing or bullying?

On his way to school every morning, Brian is stopped by a group of older students. They help themselves to the contents of his lunch and tell him not to say anything to anyone or else.

Joking , teasing or bullying?

Mike borrows a ruler from someone who sits near him in class. He takes his time giving it back even though the other student has asked for it several times. Mike tends to annoy his classmate from time to time.

Joking , teasing or bullying?

Grade 1 students are playing outside at recess. One student shouts over and over again, “You can’t catch me!”

Joking , teasing or bullying?

Sarah has been receiving the silent treatment from a group of girls in her class. Over the past month, each time she tries to talk to them, they ignore her by not answering, acting as if she isn’t there, turn and face another direction, or talk about her as if she isn’t there. Sarah is feeling frustrated and upset over the way they are treating her. She doesn’t understand why this is happening.

Joking , teasing or bullying?

In the hallway, two friends are having the following conversation:

“Hey, guess who Jeff is going out with?”

“Jeff’s going out with someone”

“Just kidding. Boy, you really do like this guy.”

“Yeah, so what?”

Joking , teasing or bullying?

From: Ontario Health and Physical Education Curriculum, Unit 1, Appendix L, Healthy Living – Personal Safety and Injury Prevention

Getting the Message Out! Subtask 4 – Lesson 1

Time Required

- 50 minutes

Description

In this activity, students will work collaboratively to make posters that will help other students recognize bullying and help sensitize other students to the problem. The posters should depict the anti-bullying strategies and create slogans that other students could use.

Expectations

Students will:

- contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group (Health and Physical Education);
- apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault) (Health and Physical Education);
- identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers (Health and Physical Education); and
- explain how people's actions (e.g., bullying, excluding others) can affect the feelings and reactions of others (Health and Physical Education).

Teaching/Learning Strategies

- students working in small groups
- students working as a whole class
- collaborative/cooperative learning
- discussion
- sketching to learn

1. Collaborative Learning & Sketching to Learn

- a) In groups of 3 or 4, the students design and paint posters that will illustrate for other children in the school what bullying looks like. Make sure that all the defining elements are illustrated:
 - power imbalance
 - the distress caused by the bully and experienced by the victim
 - the repetitive nature of bullying

**Units for Building Character
Grade 5**

- b) The different types of bullying behaviours also need to be illustrated
 - direct
 - indirect
- c) The posters should also include the strategies being used by the victim:
 - report
 - confront
 - ignore and walk away
- d) The strategies should be prominent on the posters.

2. Discussion

- a) Discuss with the class, questions that could come from other staff members or students regarding the posters.
- b) They might have questions about the strategies (Should we ignore bullying if someone hurts me?)

Assessment

- performance task
- anecdotal records (discussion)

The children are required to demonstrate their knowledge about bullying by creating anti-bullying posters as an open-ended, “hands-on” activity. The teacher should objectively report specific and observed behaviours: Do the children understand the different types of bullying? Are they able to define bullying? Teaching/learning strategies should be adjusted based on this information.

Notes to Teacher

Provide all the necessary materials for the posters

- bristol board
- paint
- markers
- crayons

Teachers can also discuss other resources in the community and/or invite guest speakers to come in and speak to the class.

- Northwest Health Unit (807-274-9827)
- Block Parents
- OPP 1-888-310-1122

Together We Can Stop Bullying! **Subtask 5 - Lesson 1**

Time Required

- 100 minutes

Description

Presentation (live, video, slide show, etc.) to student body at an assembly. Students will make others aware of bullying and encourage everyone to use the strategies they learned to stop bullying.

Expectations

Students will:

- speak clearly when making presentation (Language);
- apply strategies (e.g., anger management, assertiveness, conflict resolution) to deal with personal safety and injury prevention situation (e.g., swarming, threatening, harassment) (Health and Physical Education);
- identify strategies to deal positively with stress and pressures that result from relationships with family and friends (Health and Physical Education);
- identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers (Health and Physical Education);
- apply strategies (e.g., anger management, assertiveness, conflict resolution) to deal with personal safety and injury prevention situations (e.g., swarming, threatening, harassment) (Health and Physical Education);
- produce two and three dimensional works of art that communicate (ideas, thoughts, feelings, experiences) for specific purposes and to specific audiences (The Arts); and
- create and perform music using a variety of sound sources (The Arts).

Teaching/Learning Strategies

- students working in small groups
- technology
- peer teaching

**Units for Building Character
Grade 5**

1. Students Working in Small Groups

- a) Group the students in groups of 3 or 4. Each group will be responsible for a defining element of bullying or a different type of bullying. Make sure that all the defining elements are represented: power imbalance, the distress caused by the bully and experienced by the victim, and the repetitive nature of bullying.
- b) All the different types of bullying behaviours also need to be represented i.e., direct and indirect (*see background information*).
- c) The presenters should also include the strategies being used by the victim: **report, confront, ignore and walk away**.
- d) Have the students practise their presentations in the class. Students could use different presentation formats such as slide show, bristol board, video, interview.

2. Peer Teaching

Arrange with other teachers a time when students could present to students in their classrooms. The presentations could be done in individual classrooms, at a school assembly, either presented from the stage or set up as workstations in the gym.

3. Technology

- a) Students can create slide shows using different applications (e.g., Corel Presentation, Power Point, Claris Works, etc.).
- b) Students can videotape interviews or use clip art to enhance their bristol board presentation. They may also videotape interviews or skits.

Assessment

- classroom presentation
- performance task
- rubric

Students are required to verbalize their knowledge; select and present samples of finished work and organize their thoughts, in order to present a summary of their learning about bullying. Students are required to demonstrate their knowledge and skills about the strategies to use when confronted with bullying.

The teacher will use the *Together We Can Stop Bullying!* Rubric (Appendix pg. 3) with criteria and associated descriptions to assess the actual performance.

**Units for Building Character
Grade 5**

Adaptations

- board games which students create (reinforces all concepts covered)
- trivia games to reinforce work
- listening games, etc.

Resources

Together We Can Stop Bullying! Rubric - (Appendix Pg. 3)

Notes to Teacher

Please share the rubric prior to the students starting to work on their presentations. This will give them the opportunity to see the expectations for success. Feel free to design, with your students, your own vision of what each level will look like.

Arrange with other teachers as to when the students could present to their classes or organize an assembly either for a particular division or the entire school. The students will have to keep in mind the audience they will be addressing. They will need to use simpler language if they are presenting to JK and K classes. If possible, they could also present to the school council. Encourage the children to present without reading too much text. Let the students be creative. Remember, the goal is for them to teach others what bullying looks like and to teach the strategies children should use to deal with bullying.



Appendices

UNITS FOR BUILDING CHARACTER

GRADE FIVE

Resource List
Blackline Masters
Rubrics



Rubric

Assessment Rubric

Subtask 2

Together We Can Stop Bullying! Rubric

Subtask 5

Blackline Master File

*Student Role Play Situations Using
Assertiveness and Aggressiveness*

Subtask 1

Decision-Making Model

Subtask 2

Feeling Stressed Worksheet

Subtask 2

What is Bullying?

Subtask 3

Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:
Students will:

- identify strategies to deal positively with stress and pressures that result from relationships with family and friends; and
- use writing for various purposes and in a range of contexts including school work (e.g., to summarize information from materials they have read, to reflect on their thoughts, feelings and imaginings).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts	- limited knowledge of strategies to reduce stress and solve a problem	- some knowledge of the strategies needed to reduce and solve a problem	- uses strategies to reduce stress and solve a problem	- uses the strategies to reduce stress and solve a problem and can extend it to other scenarios
Active Participation	- student demonstrates a few of the steps of the decision-making model	- student demonstrates some of the steps of the decision-making model	- student demonstrates all the steps of the decision-making model	- student extends the decision-making model to other related scenarios

Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

Students will:

- speak clearly when making presentations;
- apply strategies (e.g., anger management, assertiveness, conflict resolution) to deal with personal safety and injury prevention situations (e.g., swarming, threatening, harassment);
- identify strategies to deal positively with stress and pressures that result from relationships with family and friends; and
- identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family and peers.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Communication	- speaks clearly only with teacher assistance	- speaks with some clarity and some precision - can explain how people’s actions affect the feelings and reactions of others	- speaks clearly and precisely independently - can explain how people’s actions affect the feelings and reactions of others	- speaks clearly, precisely, and confidently independently and consistently
Organization of Ideas	- creates a simple multi-media presentation with assistance using few resources	- creates a simple multi-media presentation with limited assistance using a limited number of resources	- creates a simple multi-media presentation independently using many available resources	- creates a simple multi-media presentation independently using most available resources
Understanding of Concepts	- shows understanding of few of the strategies taught to: deal with personal safety and deal positively with stress and pressure	- shows understanding of some of the strategies taught to: deal with personal safety and deal positively with stress and pressure	- shows understanding of most of the strategies taught to: deal with personal safety and deal with stress and pressure	shows understanding of all or almost all of the required concepts taught to: deal with personal safety and to deal positively with stress and pressure

Student Role-Play Situations Using Assertiveness and Aggressiveness

Remember:

1. Ask relevant questions to make sure that terms “assertiveness” and “aggressiveness” are fully understood.
2. Use “I feel” statements to take responsibility for feelings about the situations.
3. Suggest positive alternatives to negative behaviours such as “Why don’t we _____ instead”?

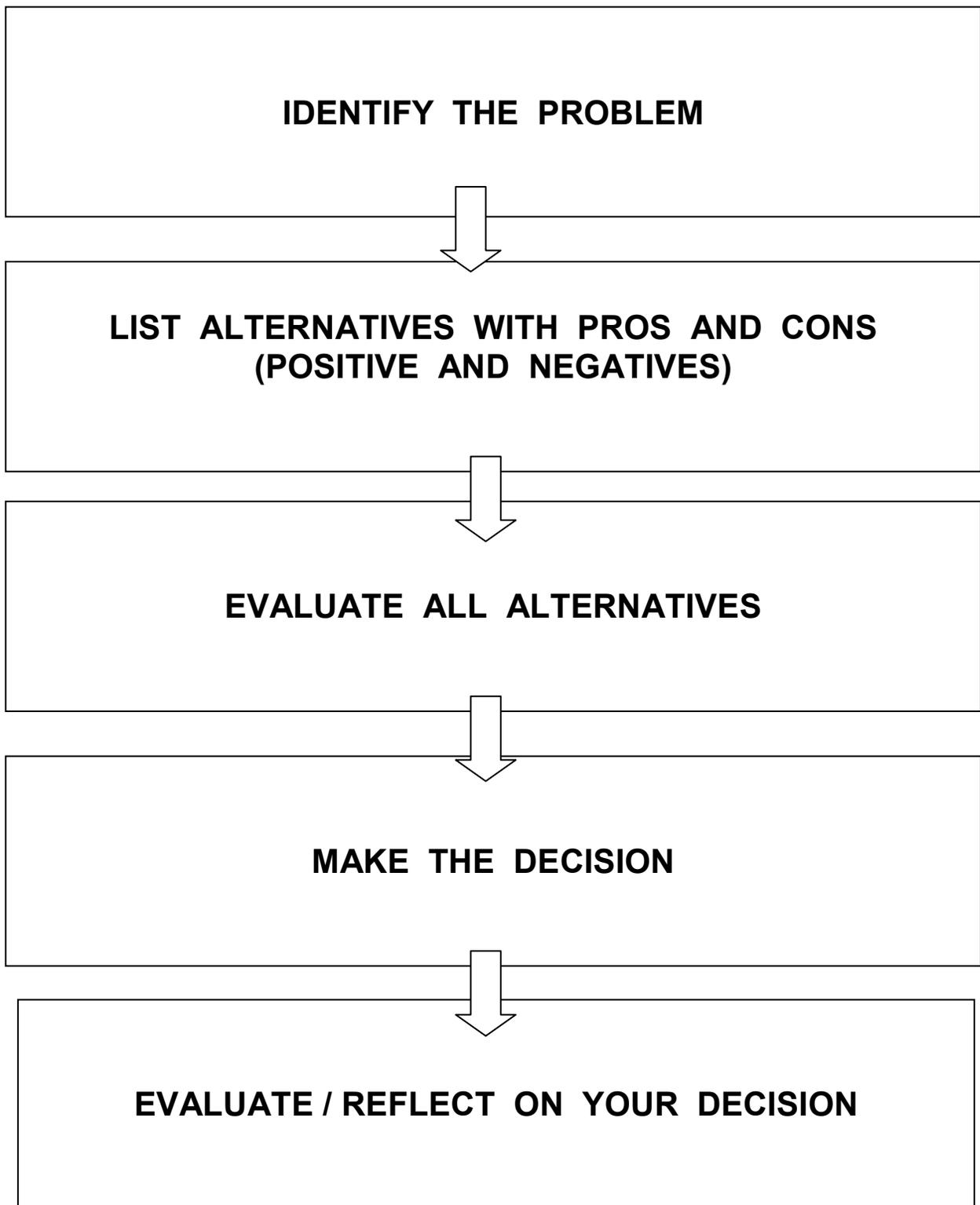
Scenarios

- A. Several of your friends want to throw firecrackers at the home of a person you don’t like. You think it’s a lousy idea. What will you say and do?
- B. Your group of friends is ganging up on a person who supposedly started some rumours. You’re quite sure this person is innocent. What will you say and do?
- C. Some of your friends are deliberately ignoring a student in your class. You feel bad for this person. What will you say and do?
- D. At recess, you notice a group of your friends swarming a student from another class. You know this student is afraid. What will you say and do?
- E. You are becoming the target of jokes at your school. Everyone feels free to laugh at something about you. At first, it wasn’t so bad but now you want the jokes to stop. What will you say and do?

Questions

1. Why is assertive behaviour better in friendships?
2. How does it help both the person being assertive and the person or people being dealt with?
3. What is wrong with aggressive behaviour?

Decision-Making Model



Feeling Stressed

CAUSE OF STRESS STRESS (e.g., someone is repeatedly teasing me) trust)	HOW I HANDLED THE (e.g., report it to someone that I
_____	_____
_____	_____
_____	_____

USING THE DECISION-MAKING MODEL TO HELP ME DEAL WITH STRESS

1. What was the problem? What was causing my stress?
2. How did I deal with it? What other things could I have done?
3. What are the positive and negatives (pros and cons) of each alternative way?
4. Did I select the most responsible or appropriate decision? What other alternative could I have selected?
5. How did things turn out? Did my stress go away? What will I do next time?

What is Bullying?

1. *A power imbalance between bully and victim.*

This can take several forms:

- bigger vs. smaller
- many vs. few
- high position in hierarchy vs. lower position
- skilled vs. novice
- central member of peer group vs. outsider
- majority vs. minority

2. *The bully intends to cause distress.*

3. *The victim experiences distress.*

4. *The bully actions are repeated over time.*

What does bullying look like?

1. *Direct face-to-face*

- Verbal – teasing, insults, harassment
- Physical – pushing, shoving, assault
- Psychological – facial expression of contempt, uttering threats, intimidation, extortion

2. *Indirect*

- Exclusion, shunning, damaging the victim's reputation by spreading rumours, gossip, disclosing private information, manipulating friendships

What I can do if I'm being bullied or if I witness bullying?

- 1) **Report** – I want to get someone out of trouble.
- 2) **Confront** – I can look the bully in the eye, assert my position and avoid aggression.
- 3) **Ignore and walk away** – I can use this strategy for minor incidents of bullying like teasing. I can walk away and look like I'm not upset.