



# Units for Building Character

## GRADE ONE

### Responding to Bullying

#### Targets:

What are the defining elements of bullying? – Identifying Feelings

What are the different types of Bullying? – Right to Safety

Teasing vs. Bullying – The NO BULLIES! Rap

What are the different roles in a bullying situation? - Role-Play – Part 1-  
Experiencing the Problem

Strategies to reduce bullying - Role-Play – Part 2 – Solving the Problem



## Primary Targets

	<b>Grade 1</b>	Grade 2	Grade 3
What are the defining elements of bullying?	<b>Identifying Feelings</b>	Music of the Heart (Readers' Theatre activity)	STAR Decision-Making Model
What are the different types of bullying behaviours?	<b>Types of Bullying – the right to safety</b>	Inside and Out	Physical vs. Verbal
Teasing vs. Bullying	<b>The “NO BULLIES” rap</b>	Problem Postcards	Real vs. Fictional
What are the different roles in a bullying situation?	<b>Role-playing – Experiencing the Problem</b>	I Have the Right (to say No)	Role-playing Scenarios
Strategies to Reduce Bullying	<b>Role-playing – Solving the Problem</b>	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**

### ***Health & Physical Education - Healthy Living***

**Students will:**

- describe exploitative behaviours (e.g., abusive behaviours, bullying, inappropriate touching) and the feelings associated with them; and
- identify people who can provide personal safety assistance (e.g., block parents) and explain how to access them (e.g., by phoning 911).

### ***The Arts - Drama and Dance***

**Students will:**

- solve problems in everyday situations through role-playing and movement in drama and dance;
- describe ways in which the experiences of characters in simple performances relate to their own experiences; and
- demonstrate an understanding of different points of view (e.g., by playing the role of different characters, and identifying and solving problems they face).

### ***The Arts - Visual Arts***

**Students will:**

- produce two and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes; and
- produce two-and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts and feelings (e.g., painting a picture about a class trip).

## **Unit Overview**

### ***Task Content***

Work will occur in actual situations in the classroom and in dramatic situations (role-play and puppet play) to examine the problem of bullying. Awareness-building activities are combined with the introduction of conflict resolution strategies. Students will be required to describe bullying behaviours and the feelings associated with them, show an understanding of the purpose of the strategies taught and apply the strategies during their participation in a puppet play.

### ***Task Summary***

Through the sharing of pictures and stories, students will begin to identify the eight basic emotions using a common vocabulary. They will be encouraged to show themselves experiencing some of these emotions in a picture drawing and labeling activity. Pre-written scenarios are introduced to prompt discussion and identify types of bullying and appropriate strategies for conflict resolution. Types of bullying are listed for use in the culminating task.

The three character roles in a bullying situation; bully, target and onlooker(s) are identified and the feelings associated with experiencing each role are discussed. In a small group activity, students create paper puppets for each role and write or draw the emotions associated with each of the puppets. Puppets are used in the culminating task.

### ***Culminating Task Assessment***

Students continue to explore the bullying situation through role-play with a focus on appropriate responses to bullying. They will draw three different ways to respond to the situation in their learning logs. Students will be asked to reflect on their learning over the course of the unit and an opportunity to record responses to it will be provided in the learning log.

### ***Links to Prior Knowledge***

Prior to beginning this unit, students should have been introduced to a decision-making model. A decision-making model highlights some basic skills required for positive conflict resolution. Students should be aware of their ability to control their emotions when triggered and begin to problem-solve around their need to feel better. The STAR Decision- Making Model, with a corresponding lesson plan, is provided as an option at this time. Students should have some ability to identify basic emotions (e.g., happy, sad, angry) in themselves and on the faces of others (see Appendix in Kindergarten Unit).

### ***Notes to Teacher***

Graphic representations of people experiencing emotions should always be photographs if possible. Symbolic pictures are provided for use when a photograph or more realistic drawing is unavailable.

## **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. al., 1999; Pepler & Craig, 1995; O'Connell et. al., 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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Izard, C. E. (1992). Basic emotions, relations among emotions, and emotion-cognition relations. Psychological Review, 99/3, 561-565.

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Ontario Physical and Health Education Association (OPHEA) Support Document, K-10, 2000.

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.

Stones, R. Don't Pick On Me: How to Handle Bullying. Markham: Pembroke Publishing, 1993. Pg. 70-72.

**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) Identifying Feelings

Using pictures and/or a story, students begin to identify eight basic emotions using the appropriate vocabulary. Students will draw three pictures of their own face, expressing three different emotions in their learning log. They will label each emotion as a way of showing their ability to describe these emotions.

### 2) Types of Bullying - Right to Safety

Students will examine several scenarios that illustrate different types of bullying as a means of addressing the expectations involving the ability to recognize safety risks and to describe exploitative behaviours. The discussion focuses on issues of justice, fairness and the right to emotional and physical safety. Students will choose two bullying scenarios and illustrate them.

### 3) The NO BULLIES! Rap

With the introduction of a poem, students will review the roles of participants in a bullying situation, and discuss the related emotions for each role.

### 4) Role-Play Part 1 - Experiencing the Problem

Based on a scenario from Subtask 2, and the discussions about roles in a bullying situation from Subtask 3, students will role-play the bullying situation. Students will have an opportunity to experience all three roles and discuss how they felt in each one. They will record some of the feelings they experienced in their learning logs.

### 5) Role-Play Part 2 - Solving the Problem

Students continue to explore the bullying situation through role-play with a focus on appropriate responses to bullying. They will use their learning logs to draw three different ways to respond to the situation. Students will be asked to reflect on their learning over the course of the unit. They will be given an opportunity to record responses in their learning log.



## **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			

## **Time Required**

- 80 minutes

## **Description**

Using pictures and/or a story, students begin to identify eight basic emotions using the appropriate vocabulary. Students will draw three pictures of their own face, expressing three different emotions in their learning log. They will label each emotion as a way of showing their ability to describe these emotions.

## **Expectations**

### **Students will:**

- describe exploitative behaviours (e.g., abusive behaviours, bullying, inappropriate touching) and the feelings associated with them (Health and Physical Education); and
- identify ways in which the voice and body can be used to convey thoughts and feelings when role playing (The Arts).

## **Teaching/Learning Strategies**

- students working as a whole class
- students working individually
- read aloud
- discussion
- direct teaching

### **1. Students Working as a Whole Class**

- a) Teacher shares Talking About Bullying Jillian Powell ISBN 0-8172-5535-4 (copy in central library) that contains photographs of people whose emotions are clearly evident on their faces, or shares photographs from other sources (e.g., books, and magazines).
- b) Students identify the emotions that are portrayed on the faces in the pictures. Teacher re-phrases responses to reflect the common vocabulary that will be used to describe feelings and emotions in this unit (see Appendix pg. 3 & 4).
- c) Teacher labels a picture of each of the eight basic emotions with the appropriate vocabulary and posts them in the classroom.

## Identifying Feelings Subtask 1 – Page 2

- d) The teacher chooses one emotion, and has the whole group of students practice showing that emotion on their face. Split children into eight small groups, designating one emotion for each group.
- e) Discuss students' own experiences with the emotion that they are portraying. Teacher might ask, "What might make you feel this way?"
- f) Students are introduced to a learning log for this unit through the letter from the teacher (Appendix pg. 5). This will be the first page in their log. The second page of their log is the emotions activity (Appendix pg. 3 & 4). The pages should be kept in a duo-tang or folder.

### 2. Students Working Individually

- Students choose three emotions and draw themselves experiencing each of these emotions (Appendix pg. 6). Using the vocabulary generated, listed, and displayed earlier in this lesson, children fill in the blanks for each sentence beside their drawing (e.g., "I feel happy.")

## Assessment

- Observation

The teacher will determine the students' ability to describe their feelings and relate them to their experiences through observation during discussions. Students who have difficulty identifying and labeling their own basic feelings will need more experience with, and discussion about, photographs and literature that deal with emotions.

## Resources

- Emotional Faces (Appendix pg. 3 & 4)
- My Emotions Worksheet (Appendix pg. 6)
- Letter from the Teacher (Appendix pg. 5)
- Background Information
- Talking About Bullying (Subtask 1)

### **Additional Lessons/Resources**

1. **I'm So Frustrated** (Sunburst Video)  
-With lesson plans and follow-up worksheets
2. **10 Things to do Instead of Hitting** (Sunburst Video)  
-With lesson plans and follow-up worksheets
3. **Talking About Bullying** (as intro) (book ) by Jillian Powell  
-A book about bullies and bullying. How to deal with bullies and where to get help.
4. **A Rainbow of Feelings** (Sunburst Video)  
-With excellent lesson plans and 9 follow-up activity sheets  
-Lesson 3 works on how to recognize how someone feels just by looking at them.
5. **OPHEA Document for Grade 1** (page 61 – 64) Unit 1 – Subtask 5  
-This lesson describes behaviours that lead to bullying and the feelings associated with them.
6. **Peacemaking Skills for Little Kids** (primary)  
-which is part of the **I Care Cat Kit**  
-Concept 3: Feelings (Workbook – S-18 – 19, S-29 – 33)



## **Time Required**

- 80 minutes

## **Description**

Students will examine several scenarios that illustrate different types of bullying as a means of addressing the expectations involving the ability to recognize safety risks and to describe exploitative behaviours. The discussion focuses on issues of justice, fairness and the right to emotional and physical safety. Students will choose two bullying scenarios and illustrate them.

## **Expectations**

### **Students will:**

- describe exploitative behaviours (e.g., abusive behaviours, bullying, inappropriate touching) and the feelings associated with them (Health and Physical Education);
- produce two-and three-dimensional works of art that communicate ideas (thought, feelings, experiences) for specific purposes (The Arts); and
- produce two-and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts and feelings (e.g., paint a picture about a class trip) (The Arts).

## **Teaching/Learning Strategies**

- students working as a whole class
- students working individually
- read aloud
- discussion
- direct teaching
- tableaux
- role-playing

### **1. Students Working as a Whole Class**

- a) Teacher reads aloud first scenario, "Sarah, Sam and Johnny" (Appendix pg.7). Teacher may want to introduce STAR Decision-Making Model (Appendix pg. 9).
- b) Teacher leads a discussion of the bullying situation with questions like, "Have you ever seen anyone do this or something like this?" "If it happened to you, how did you feel? What did you do?" "What did the onlookers do?" Students respond with their own experiences of bullying situations.

## Types of Bullying - Right to Safety Subtask 2 – Page 2

- c) Teacher will lead the class into a think/pair/share activity and discuss their definition of bullying with their partner; they will then share with the entire class.
- d) The teacher will discuss with the class the term "bullying" and define it as a situation where a person or persons mean to cause bad feelings in someone else (*the bully intends to cause distress*), someone ends up feeling bad or sad (*the target experiences distress*) and the bully acts this way a lot (*actions are repeated over time*).
- e) Discuss "right to safety" as being able to feel safe from people who hurt your feelings on purpose. Equate feelings of emotional well-being and physical well-being by explaining that "hurt" can happen on the inside of our bodies (*emotional*) and on the outside of our bodies (*physical*). Emphasize that we have the right to be safe from being hurt on the inside and on the outside.

### Role Playing:

- a) Teacher divides the class into groups of 3 or 4 students.
- b) Students decide which of them are designated as person A, B, C and/or D in their group.
- c) Teacher assigns roles to each group member (e.g., person A is the bully, person B is the target, and person C and/or D are the onlookers).
- d) Students explore the thoughts and feelings of the 3 characters in the bullying situation by responding and behaving as each person would.
- e) After an appropriate length of time has been allowed for this first investigation (1 to 2 minutes), the teacher stops the work and leads a whole class discussion about what they have discovered so far. Teacher may say to the target, "What did the bully say to you? How did you feel?", to the onlooker, "How did you feel? What were you thinking?"
- f) Teacher re-assigns a new role to each person in the group, and they continue to role-play or tableaux for short periods and discuss after each investigation, as a class, the thoughts and feelings of the characters. Teacher explains that the class will revisit this activity in the next lesson.

### Tableaux:

Tableaux are used in many of The Treasure Chest lesson maps. Groups use their bodies to create frozen pictures which crystallize a key moment, idea, or theme in the drama. This technique requires that students discuss, collaborate, and decide upon one image to communicate or represent their ideas. Tableaux are shared in complete stillness and silence. Students are encouraged to consider:

- a) Different levels – high, medium, low
- b) Body shapes – open, closed, etc.
- c) Relationships in space and with others – physical distance or proximity
- d) Focus – main element, eye contact

e) Emotions – body language and facial expression

When tableaux are shared, it is important to emphasize that there are many messages contained within a single image and that all are valid. There is the intended message of the members who designed the tableaux, and there are many interpretations offered by students who bring their own meaning making to the process.

Tableaux can be brought to life, contrasting the stillness of the tableaux to the action of the scene. Improvisations in dance and drama are often shaped with an opening and closing tableaux or statue.

## 2. Students Working Individually

- a) Teacher asks students to illustrate at least two different bullying situations from the list made during the whole group discussion (Appendix pg. 8).
- b) Teacher looks for a sketch that clearly illustrates a bullying situation that can be role-played or tableaux used in the next lesson.

## Assessment

- observation
- questions and answers (oral)

Through observation, questioning and by assessing the sketches in the learning log, the teacher will determine the students' ability to describe exploitative behaviours (specifically bullying).

## Resources

- What Does Bullying Look Like? (Appendix pg.8)
- Bullying Scenarios (Appendix pg. 7 )
- chart paper/markers
- student learning log
- STAR Decision-Making Model (Appendix pg. pg.9)

## Notes to Teacher

Teacher has the option to use the suggested STAR Decision-Making Model (Appendix pg.9) or a model of their choice.

### **Additional Lessons/Resources**

1. **Stop Picking on Me** (as intro) - book by Pat Thomas  
This approachable book explores the issue of bullying in simple terms. The fears, worries and questions surrounding bullying are made accessible to you children. This book promotes interaction on personal, social and emotional issues.
2. **Don't Laugh at Me** – book by Steve Seskin  
For anyone who's ever been bullied or been a bully themselves. This book will give you the works you need to stop the cycle of teasing.
3. **I Can Handle Anger** (Sunburst Kit)  
Video: "You Can Solve a Problem"  
Video: "How Not to Fight"  
Video: "Angry: 10 Ways to Cool OFF"

**\*\*\*FOLLOW-UP LESSONS AND WORKSHEETS ARE INCLUDED IN KIT\*\*\***

## Time Required

- 40 minutes

## Description

With the introduction of a poem, students will review the roles of participants in a bullying situation, and discuss the related emotions for each role.

## Expectations

### Students will:

- describe exploitative behaviours (e.g., abusive behaviours, bullying, inappropriate touching) and the feelings associated with them (Health and Physical Education); and
- identify people who can provide personal safety assistance (e.g., block parents) and explain how to access them (e.g., by phoning 911); (Health and Physical Education).

## Teaching/Learning Strategies

- students working as a whole class
- students working individually
- cloze
- discussion
- direct teaching

### 1. Students Working as a Whole Class

- a) Review meaning of "right to safety" (Subtask 2). Teacher introduces rap poem (Appendix pg. 10) as a "cloze" activity. Teacher introduces poem (3 key words **"right"**, **"away"**, and **"solve"** covered by a blank card). Class reads first verse aloud together. Teacher prompts, "Think about what you have learned about bullying in our lessons so far. What word would make sense where the word is covered?" Take all suggestions that make sense.
- b) Read second verse together omitting the word **"away"**. Teacher again asks, "What word would make sense where the word is covered?" Take all suggestions. Review strategies for dealing with physical and emotional bullying (e.g., walk away, confront the bully by saying, "I don't like what you are doing, it hurts me", or "I don't like what you are doing, it hurts my feelings."

- c) Read third verse together omitting the word "solve". Teacher asks, "What word would make sense where the word is covered?" Take all suggestions that make sense.
- d) Review role of the onlooker(s) in a bullying situation. Teacher asks, "If your friends are being bullied and you are an onlooker, what can you do to help?" Discussion centres around 3 responses: 1. ***Encourage your friend to walk away***, 2. ***Confront the bully***, 3. ***Report the bully and ask for help***.
- e) Teacher and students identify and name the 3 roles in a bullying situation i.e., the bully, the target and the onlooker(s).
- f) Student label 3 shapes in their learning logs (Appendix pg. 11) in preparation for their response to the next subtask.

## **Assessment**

- observation
- questions and answers (oral)

During the discussions about the "cloze" activity and through questioning, the teacher will assess the students' ability to describe exploitative behaviours and identify people who can provide safety assistance.

## **Resources**

- shape - 3 per student (Appendix pg.11)
- rap/poem for "cloze" activity (Appendix pg. 10)
- rap/poem on chart paper

**Role Play - Part 1 - Experiencing the Problem**  
**Subtask 4 - Page 1**

**Time Required**

- 40 minutes

**Description**

Based on a scenario from Subtask 2, and the discussions about roles in a bullying situation from Subtask 3, students will role-play the bullying situation. Students will have an opportunity to experience all 3 roles and discuss how they felt in each one. They will record some of the feelings they experienced in their learning logs.

**Expectations**

**Students will:**

- describe exploitative behaviours (e.g., abusive behaviours, bullying, inappropriate touching) and the feelings associated with them (Health and Physical Education);
- identify people who can provide personal safety assistance (e.g., block parents) and explain how to access them (e.g., by phoning 911) (Health and Physical Education);
- describe ways in which the experiences of characters in simple performances relate to their own experiences (The Arts); and
- demonstrate an understanding of different points of view (e.g., by playing the role of different characters, and identifying and solving problems they face) (The Arts).

**Teaching/Learning Strategies**

- students working as a whole class
- students working in small groups
- case study
- tableaux
- role-playing
- learning log/journal

**Role Play part 1 - Experiencing the Problem**  
**Subtask 4 – Page 2**

**1. Students Working as a Whole Class**

**Case Study:**

- a) Using a student-created picture from Subtask 2 (*see notes to teacher*), the teacher explains that it shows a real-life problem that they will be investigating during this lesson.
- b) The student responsible for the picture talks about the situation that they sketched, what was happening and what might have led to the situation.

**Tableaux:**

Tableaux are used in many of The Treasure Chest lesson maps. Groups use their bodies to create frozen pictures which crystallize a key moment, idea, or theme in the drama. This technique requires that students discuss, collaborate, and decide upon one image to communicate or represent their ideas. Tableaux are shared in complete stillness and silence. Students are encouraged to consider:

- i. Different levels – high, medium, low
- ii. Body shapes – open, closed, etc.
- iii. Relationships in space and with others – physical distance or proximity
- iv. Focus – main element, eye contact
- v. Emotions – body language and facial expression

When tableaux are shared, it is important to emphasize that there are many messages contained within a single image and that all are valid. There is the intended message of the members who designed the tableaux, and there are many interpretations offered by students who bring their own meaning making to the process.

Tableaux can be brought to life, contrasting the stillness of the tableaux to the action of the scene. Improvisations in dance and drama are often shaped with an opening and closing tableaux or statue.

**Role Playing:**

- i. Teacher divides the class into groups of 3 or 4 students.
- ii. Students decide which of them are designated as person A, B, C and/or D in their group.
- iii. Teacher assigns roles to each group member (e.g., person A is the bully, person B is the target, and person C and/or D are the onlookers).
- iv. Students explore the thoughts and feelings of the 3 characters in the bullying situation by responding and behaving as each person would.



- v. After an appropriate length of time has been allowed for this first investigation (1 to 2 minutes), the teacher stops the work and leads a whole class discussion about what they have discovered so far. Teacher may say to the target, "What did the bully say to you? How did you feel?", to the onlooker, "How did you feel? What were you thinking?"
  - vi. Teacher re-assigns a new role to each person in the group, and they continue to role-play or tableaux for short periods and discuss after each investigation, as a class, the thoughts and feelings of the characters. Teacher explains that the class will revisit this activity in the next lesson.
2. Students Working Individually
- Students will respond to the role-playing activity in their learning log by returning to the shapes labeled after Subtask 3 as the bully, the target and the onlooker. On the shapes, students write words that describe their feelings while in each role.

**Role Play Part 1 – Experiencing the Problem**  
**Subtask 4 – Page 3**

**Assessment**

- observation
- response journal

Through observation, the teacher will assess the student's ability to demonstrate an understanding of different points of view (e.g., by playing the role of different characters). By reading their learning logs, the teacher will assess their ability to describe the feelings associated with bullying.

**Resources**

- sketch
- learning log

**Notes to Teacher**

From the pictures sketched by the students in Subtask 2, the teacher selects one that clearly depicts the 3 roles of bully, target and onlooker(s). The teacher explains that the picture shows a real-life problem that they will be investigating during this lesson.

**Role Play Part 1 – Experiencing the Problem**

**Subtask 4 – Page 4**

**Additional Lessons/Resources**

1. **We Can Work It Out** (Sunburst Video)
  - with lesson plans and follow-up worksheets
  - use Part I “Ask Questions and Listen”, and Part II “Use Your Words”
2. **Learning to Care** (Sunburst Video)
  - with lesson plans and follow-up worksheets
  - use first two clips (Matt’s Story and Pam’s Story). – great worksheets that tie into language curriculum
3. **Peacemaking Skills for Little Kids** (primary) – (book/cassette)
  - which is part of the **I Care Cat Kit**
  - Concept 4: Peacemaking strategies
  - Workbook – S12 – S17, S-34 – 41
4. **I Can Handle Anger** (Sunburst Kit)
  - Video: “ I Know How to Listen”
  - Video: “Use Your Words”

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

## **Time Required**

- 40 minutes

## **Description**

Students continue to explore the bullying situation through role-play with a focus on appropriate responses to bullying. They will use their learning logs to draw three different ways to respond to the situation. Students will be asked to reflect on their learning over the course of the unit. They will be given an opportunity to record responses in their learning logs.

## **Expectations**

### **Students will:**

- describe exploitative behaviours (e.g., abusive behaviours, bullying, inappropriate touching) and the feelings associated with them (Health and Physical Education);
- identify people who can provide personal safety assistance (e.g., block parents) and explain how to access them (e.g., by phoning 911) (Health and Physical Education);
- solve problems in everyday situations through role-playing and movement in drama and dance (The Arts);
- describe ways in which the experiences of characters in simple performances relate to their own experiences (The Arts); and
- demonstrate an understanding of different points of view (e.g., by playing the role of different characters, and identifying and solving problems they face) (The Arts).

## **Teaching/Learning Strategies**

- students working as a whole class
- students working in small groups
- students working individually
- discussion
- direct teaching
- learning log/journal

## Role Play Part 2 - Solving the Problem

### Subtask 5 – Page 2

#### 1. Students Working as a Whole Class and in Small Groups

- a) In the groups from Subtask 4, re-visit the role-play activity based on the same or a new bullying situation from the list made in Subtask 2. Teacher gives the students an opportunity to experience all 3 roles in the situation (the bully, the target and the onlooker). This lesson focuses on identifying possible responses to the situation for the target and the onlooker(s).
- b) Students are reminded of the decision-making model in the classroom, or the model outline in the lesson, STAR: "Stop, Think, Act, and Reflect".
- c) As students discuss what they might do in the **"Act"** phase of the model, the teacher encourages the groups to role-play the suggestions to give them practise at using the strategies and to determine which ones are the most appropriate and why. Issues discussed should include:
  - the target's right to emotional and physical safety;
  - the responsibility of the onlooker to act in the situation; and
  - the difference between "tattling and reporting" (Tattling is done to get someone into trouble, reporting is done to get someone out of danger or trouble.)
- d) Appropriate responses should include walking away, confronting the bully and identifying people who can provide personal safety assistance.

#### 2. Students Working Individually

- a) Students respond to the role-play by stating what they would do to problem solve in a bullying situation using the prompts in "Solving the Problem" (Appendix pg. 12).
- b) "Other Things I Learned" (Appendix pg. 13) is an opportunity for incidental learning to be recorded.

## Assessment

- observation
- learning log
- rubric

Through the learning log entries and rubric, the teacher will evaluate the student's ability to describe exploitative behaviours and the feelings associated with them. One of the strategies listed to use in response to bullying should be that the target or the onlooker seeks assistance from an adult. The arts expectation is also evaluated using the rubric.

**Role Play - Part 2 - Solving the Problem**  
**Subtask 5 – Page 3**

Appendix pg. 14. It is evaluated through observation during subtasks 4 and 5. Some evidence of student's ability to understand point of view may also appear in the Learning Log.

**Resources**

- Solving the Problem (Appendix Pg. 12)
- Other Things I Learned (Appendix pg. 13)
- STAR Decision-Making Model (Appendix pg. 9)
- I Care Language Sheet (as option to STAR Decision-Making Model, Appendix 9)
- Anti-Bullying Rubric (Appendix pg. 14)
- List of Types of Bullying from Subtask 2

### **Additional Lessons/Resources**

1. **Working It Out** (Sunburst Video)  
-With lesson plans and follow-up worksheets



## Appendices

### UNITS FOR BUILDING CHARACTER

## GRADE ONE

Resource List  
Blackline Masters  
Rubrics





## **Rubric**

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***Solving the Problem Rubric***

***Subtask 5***

## **Blackline Masters**

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***Emotional Faces***

***Subtask 1***

***Learning Log Letter***

***Subtask 1***

***My Emotions***

***Subtask 1***

***Bullying Scenario***

***Subtask 2***

***What Does Bullying Look Like?***

***Subtask 2***

***STAR Decision-Making Model***

***Subtask 3, 4, 5***

***RAP Poem***

***Subtask 3***

***Shape Person***

***Subtask 3, 4***

***Solving the Problem***

***Subtask 5***

***Other Things Learned***

***Subtask 5***

Student Name: \_\_\_\_\_

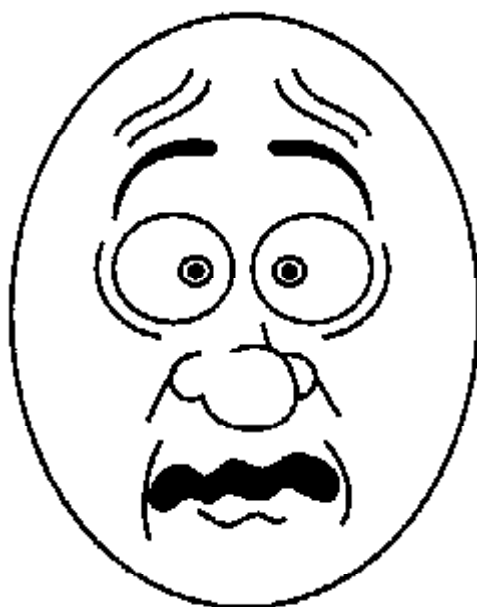
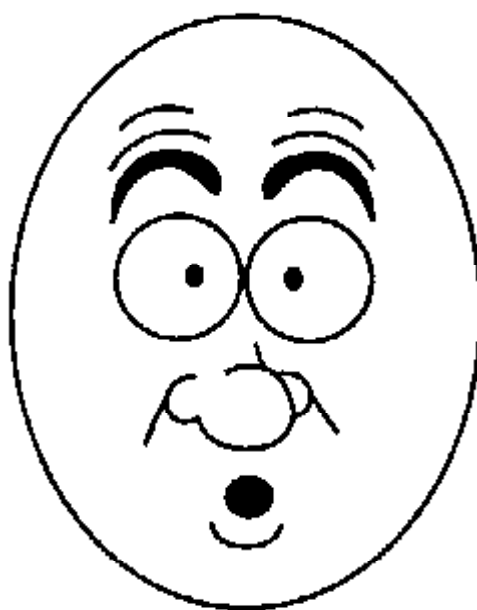
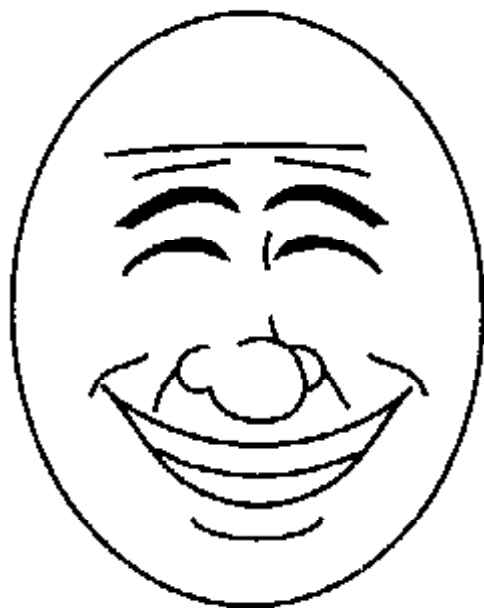
Date: \_\_\_\_\_

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

- solve problems in everyday situations through role playing and movement in drama and dance;
- describe ways in which the experiences of characters in simple performances relate to their own experiences;
- demonstrate an understanding of different points of view (e.g., by playing the role of different characters, & identifying & solving problems they face);
- describe exploitative behaviours (e.g., abusive behaviours, bullying, inappropriate touching) and the feelings associated with them; and
- identify people who can provide personal safety assistance (e.g., block parents) and explain how to access them (e.g., by phoning 911).

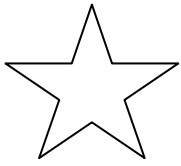
<b>Category/Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>The Arts (Drama): Critical analysis and appreciation</b>	<ul style="list-style-type: none"> <li>- analyses and interprets the role-play only with assistance</li> <li>- provides analysis that shows limited understanding, and does not give evidence to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>- analyses and interprets the role-play only with assistance - provides partial analysis, and gives some evidence to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>- analyses and interprets the role-play only with only occasional assistance</li> <li>- provides complete analysis, and gives sufficient evidence to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>- analyses and interprets the role-play with little or no assistance -provides complete analysis, and gives well-considered evidence to support opinions</li> </ul>
<b>The Arts (Drama): Communication</b>	<ul style="list-style-type: none"> <li>- rarely communicates with clarity - rarely uses appropriate terminology to describe bullying and associated feelings in discussions and learning log</li> </ul>	<ul style="list-style-type: none"> <li>- sometimes communicates with clarity - sometimes uses appropriate terminology to describe bullying and associated feelings in discussions and learning log</li> </ul>	<ul style="list-style-type: none"> <li>- usually communicates with clarity - usually uses appropriate terminology to describe bullying and associated feelings in discussions and learning log</li> </ul>	<ul style="list-style-type: none"> <li>- consistently communicates with clarity - consistently uses appropriate terminology to describe bullying and associated feelings in discussions and learning log</li> </ul>
<b>Health and Physical Education: Understanding of Concepts</b>	<ul style="list-style-type: none"> <li>- shows understanding of few of the required concepts taught with major errors or omissions through participation and learning log entries.</li> </ul>	<ul style="list-style-type: none"> <li>- shows understanding of some of the required concepts taught with several minor errors or omissions through participation and learning log entries.</li> </ul>	<ul style="list-style-type: none"> <li>- shows understanding of most of the required concepts taught with a few minor errors or omissions through participation and learning log entries.</li> </ul>	<ul style="list-style-type: none"> <li>- shows understanding of all or almost all of the required concepts taught with practically no errors or omissions through participation and learning log entries.</li> </ul>
<b>Health and Physical Education: Communication of Required Knowledge</b>	<ul style="list-style-type: none"> <li>- communicates poorly, making many errors or omissions - rarely uses appropriate terminology to describe feelings and discuss bullying</li> </ul>	<ul style="list-style-type: none"> <li>- communicates with some clarity, making some errors or omissions - sometimes uses appropriate terminology to describe feelings and discuss bullying</li> </ul>	<ul style="list-style-type: none"> <li>- communicates clearly and precisely, making few errors or omissions</li> <li>- usually uses appropriate terminology to describe feelings and discuss bullying</li> </ul>	<ul style="list-style-type: none"> <li>- communicates clearly and precisely, making no or almost no errors or omissions</li> <li>- rarely uses appropriate and varied terminology to describe feelings and discuss bullying</li> </ul>

## Emotional Faces





## Letter From a Teacher - Learning Log



Dear \_\_\_\_\_,

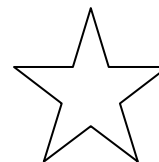


**A learning log is about the things you are learning. We are going to explore some ways to keep our friends and ourselves safe, and happy. We will talk about our feelings too. I know we will have fun and learn a lot together.**

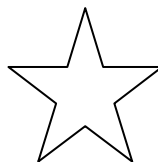


**I look forward to reading this book that talks about what you are learning.**

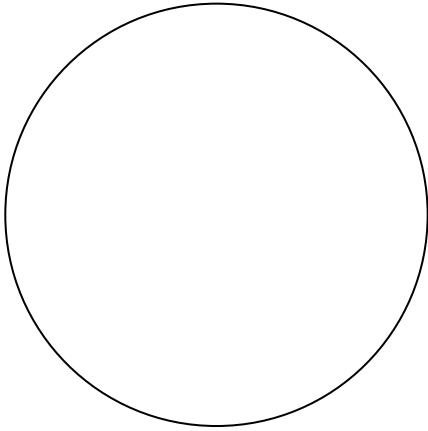
**Yours truly,**



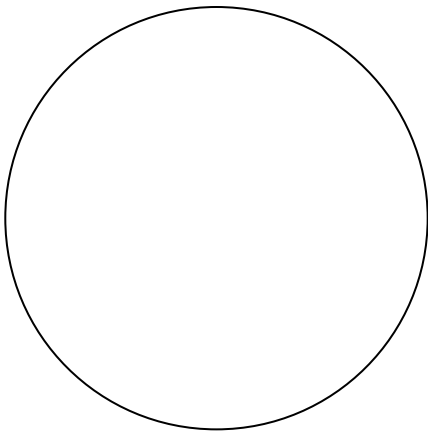
\_\_\_\_\_



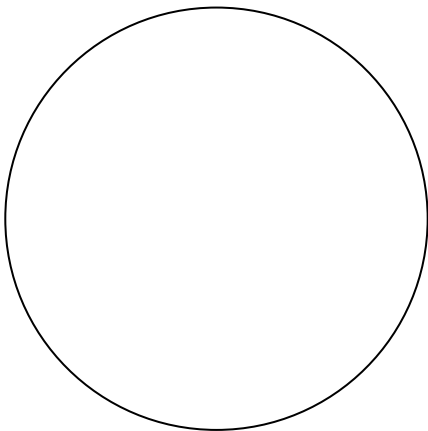
## My Emotions



**I Feel** \_\_\_\_\_



**I Feel** \_\_\_\_\_



**I Feel** \_\_\_\_\_

## **Bullying Scenarios**

### ***Bullying Scenario #1***

One day Mrs. Givens asked her class to line up to go to the gym. Johnny had to change into his running shoes so he was the last one to come to the line. He decided to "butt" in between Sam and Sarah. He bumped Sarah when he stood between them. Sarah said, "Hey, Johnny, you can't do that, you butted in. That's not fair!"

Johnny looked mean and growled, "Who cares Sarah?" as he turned away.  
What can Sarah say/do now?

### ***Bullying Scenario #2***

Julie and Kereen and Azarina were playing soccer on the field at recess. Anna wanted to join them. She said, "Can I play too?"

Azarina said, "No, don't let her play!"

Kereen said, "Why not?"

"Because we don't like her", answered Azarina. Azarina kicked the ball away and Kereen and Julie ran after her.

What could Kereen or Julie say/do?

### ***Bullying Scenario #3***

During lunch Zena and Paula were sitting in the lunchroom eating their lunch. All of a sudden, Aaron grabbed Paula's lunch from her.

Paula yells, "Hey, that's my lunch. Give it back!"

Aaron looked at her meanly and yelled back, "Oh yeah...make me!"

What could Zena do?  
What could Paula do?

### ***Bullying Scenario #4***

You are digging in the sand at the beach when a little boy comes along and takes your shovel.  
What should you do?

***Bulling Scenario #5***

Some kids are playing baseball and they won't let you play because they say you are too small.

What should you do?

***Bullying Scenario #6***

You can't find your back pack. Then you see a girl with a backpack that looks just like yours.

What should you do?

***Bullying Scenario #7***

At breakfast your sister spills her milk all over your plate. Your toast gets soggy.

What should you do?

***Bullying Scenario #8***

Your brother has a new toy that you like very much, but he won't let you touch it.

What should you do?

***Bullying Scenario #9***

Your brother borrowed your favorite baseball cap and now you can't find it. He says he gave it back.

What should you do?

***Bullying Scenario #10***

Liz is whispering to Jessica. Her friend Toni thinks they are talking about her.

What could Toni say?

What could Liz say?

***Bullying Scenario #11***

Don and his brother Chris are playing. By accident, they knock over a lamp. They start arguing about whose fault it is. Their mother comes in and says, "Who broke the lamp?"

What could Don say?

What could Chris say?

**Resources**

- Don't Laugh at Me (Video)



**What does bullying look like?**



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

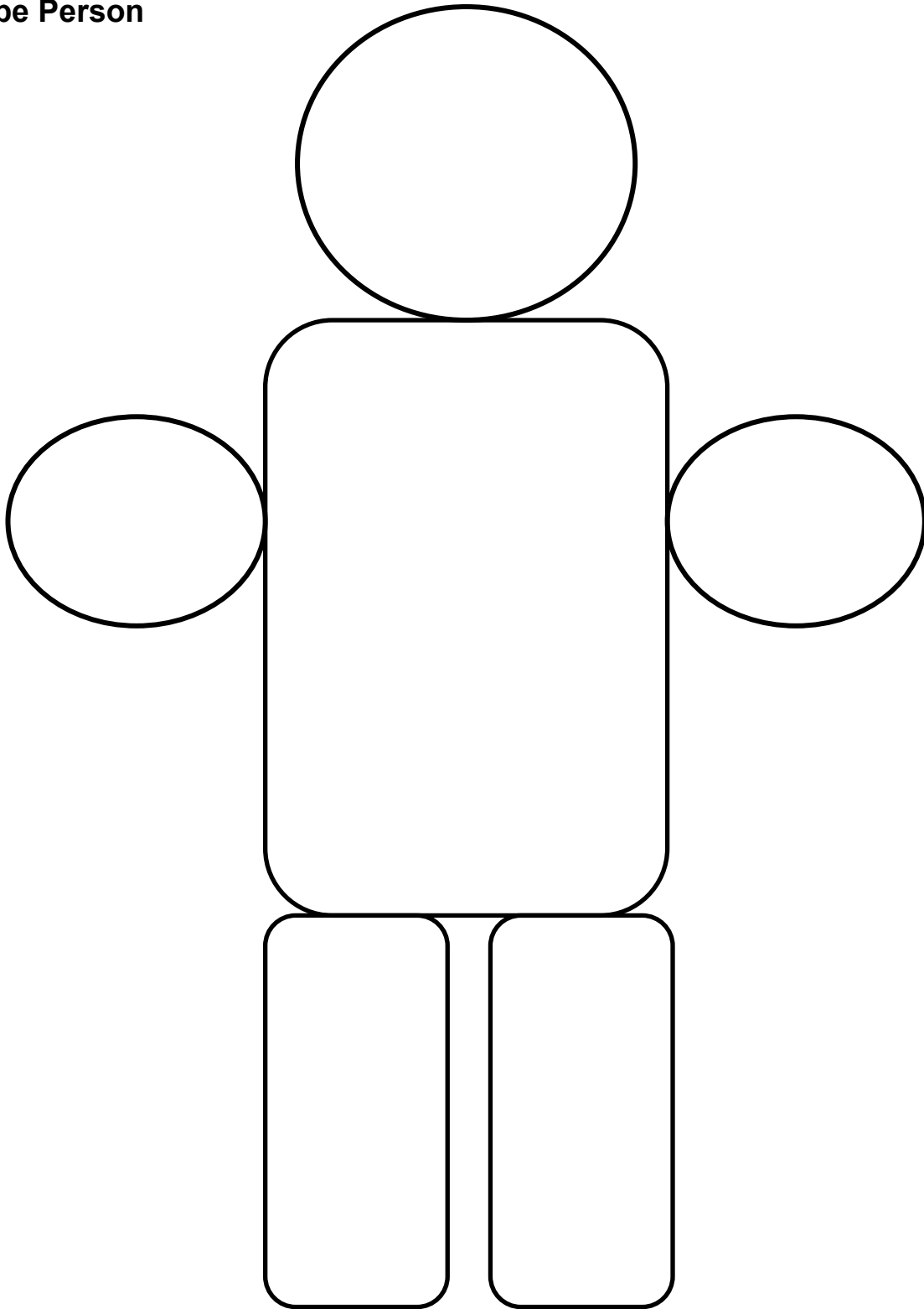
## **The No Bullies Rap!**

I like to feel happy,  
I don't like feeling bad.  
No one has the right to make me feel sad.

I can say how I feel,  
I can just walk away.  
I can ask for help, I know what to say.

If my friends are being bullied,  
I know what to do,  
I can help to solve the problem  
You can too!

## Shape Person



**ROLE** \_\_\_\_\_

## Solving the Problem



Draw a picture of a bullying situation. Show how the people feel.

If I am being bullied I could ...

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If my friend is being bullied I could ...

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## Other Things I Learned



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**A selection of books about ‘bullies’ – for primary children, ages 4-8.**

<b>TITLE</b>	<b>AUTHOR</b>	<b>DESCRIPTION</b>
Arthur’s April Fools	Marc Brown	Arthur worries about remembering his magic tricks for the April Fools’ Day assembly and Binky’s threat to pulverize him.
Bootsie Barker Bites	Barbara Bottner	Bootsie Barker only wants to play games in which she gets to bite the other kids until one day her friend comes up with a better game.
Goggles	Ezra Jack Keats	Two boys must outsmart the neighbourhood bullies before they can enjoy their newfound treasure, a pair of old motorcycle goggles.
Hooway for Wodney Wat	Helen Lester	All his classmates make fun of Rodney because he can’t pronounce his name, but it is Rodney’s speech impediment that drives away the class bully.
King of the Playground	Phyllis Reynolds Naylor	With his dad’s help, Kevin overcomes his fear of the “king of the Playground” who has threatened to tie him to the slide, put him in a deep hole, or put him in a cage with bears.
Martha Walks the Dog	Susan Meddaugh	Martha, the talking dog, rescues the neighbourhood from a bullying dog. She comes to understand why the dog is a bully.
Tyrone the Terrible	Hans Wilhelm	A little dinosaur named Boland tries several ways of dealing with the biggest bully in the swamp forest, until finally finding a successful tactic.
Wally Walrus	Barbara DeRubertis	Bad experiences with a bully make Wally the Walrus reluctant to go to school until he learns to call upon his natural abilities to prove himself.
Weekend with Wendell	Kevin Henkes	Sophie does not enjoy bossy Wendell’s weekend visit until the very end, when she learns to assert herself and finds out Wendell can be fun to play with after all.