



Units for Building Character

GRADE 3

Blazing Trails

Targets:

What are the defining elements of bullying? – STAR

What are the different types of bullying? - Physical vs. Verbal

Teasing vs. Bullying - Real vs. Fictional

What are the different roles in a bullying situation? - Role-Playing

Scenarios

Strategies to reduce bullying - Creating Scenarios



Primary Targets

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

Unit Expectations

Health & Physical Education - Healthy Living

Students will:

- use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community; and
- identify examples of real and fictional violence (e.g., schoolyard fights, cartoons, movies).

The Arts - Drama and Dance

Students will:

- solve problems presented in different kinds of dramatic situations through role-playing and movement;
- create works of drama and dance, using appropriate elements (e.g., rhythm, form); and
- communicate, through movement, their thoughts and feelings about topics studied in other subject areas (e.g., create a movement sequence to express their fear of an environmental event such as a storm).

Language - Oral and Visual

Students will:

- listen to discussions and ask questions to clarify meaning; and
- contribute ideas appropriate to the topic in group discussion and listen to the ideas of other.

Language - Writing

Students will:

- write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes).

Unit Overview

Task Content

The actual work and simulated situations will take place in the classroom. Students will discuss different types of violence and view fictional and real violence on video. They identify examples of real and fictional violence as they witness schoolyard fights, cartoons, and movies. Role-playing scenarios will give them the opportunity to learn and apply problem-solving strategies that will help them identify ways of obtaining support for personal safety in the home, school, and community.

Task Summary

In this unit, children will learn to determine the difference between physical and verbal violence as well as real and fictional violence. They will discuss what violence means to them and view videos that depict both real and fictional violence. The children will classify the violence they see under different headings and write about their personal experiences in their journals. Teachers will respond to the journal entries to correct any misconceptions the children might have.

The children will role-play scenarios provided by the teacher and will then learn how to use the problem-solving process. This will enable them to identify ways of obtaining support for personal safety in the home, school, and community. Finally, they will write, produce, and perform their own role-playing scenarios.

Culminating Task Assessment

The children will demonstrate their knowledge and skills by writing, producing, and performing role-playing scenarios that depict some form of violence. They will use the problem-solving process to demonstrate their ability to find strategies for obtaining support for personal safety in the home, school, and community.

Links to Prior Knowledge

Students should be familiar with:

- the decision-making/problem-solving process (available at beginning of unit);
and
- the terms: physical, verbal, real, and fictional

Notes to Teacher

"Reporting" vs. "Tattling": The critical element of reporting is to convey important information so that someone will be safe. Children should be encouraged to view reporting bullying as analogous to reporting a fire or reporting a serious injury. Tattling, on the other hand, is conveying trivial information with the intent of getting a fellow student in trouble. "Reporting" = getting someone out of trouble, "Tattling" = getting someone in trouble.

Journal entries can result in a student disclosing physical or sexual abuse. The steps outlined in the Board's procedure, 'Reporting Children in Need of Protection' NP610 (located in each school) must be followed if this occurs. The protocol provides information on what to report, the necessary documentation and most importantly how to support the child. It is important to familiarize yourself with the protocol so you are prepared if a child should disclose to you.

The following statements are appropriate and reassuring to the child:

- "I am glad that you told me about this."
- "I'm sorry this happened to you."
- "I believe you."
- "What happened is not your fault."
- "I'm going to do what I can to help you with this."
- "It takes a lot of courage to talk about these things and I am going to do what I can to help you."

A child may ask that you not tell anyone about the disclosure. It is critical that you are honest with the child. Tell the child that you are going to do what you can to help him/her and that you will talk to caring people who will be able to make sure he/she is safe.

The teacher can also discuss other resources in the community and/or invite guest speakers including the following:

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

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.

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

List of Subtasks

- i. **Parent Letter**
Outlines bullying concepts for parents
- ii. **Pre and Post Survey**
To be used if desired
- iii. **Introductory Review of Bullying Concepts (on CD)**

1. **STAR Decision-Making Model**

The teacher will choose a recurring problem in the class or in the playground to set up a role-play. The children will role-play the scenario and the teacher will guide them to use the STAR decision making model to assess children's ability to apply STAR when problem solving. The teacher will verify that children understand the terms: physical, verbal, fictional, and real.

2. **Physical vs. Verbal**

Brainstorming activity about what 'violence' means to the children. Classifying violence under the headings "Physical" and "Verbal".

3. **Real vs. Fictional**

The children will view video clips that depict both fictional violence (cartoons, TV programs, etc.) and real violence (news clips). After a class discussion, the children will write in their journals about their experiences witnessing real and fictional violence.

4. **Role playing Scenarios**

Students will apply the STAR decision-making, problem-solving model while role- playing scenarios dealing with violence. Teacher will direct discussion to help children identify strategies that will help them be safe. The three strategies are: (1) ignore and walk away, (2) get help (report not tattle), and (3) confront.

5. **Creating Scenarios**

The children will demonstrate their knowledge and skills by writing, producing and performing role-playing scenarios that depict some form of violence. They will use the problem-solving process to demonstrate their ability to find strategies for obtaining support for personal safety in the home, school, and community.



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.

Units for Building Character
Grade 3

Name: _____ Date: _____

WHAT SHOULD YOU DO?			
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".			
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

- 40 minutes

Description

The teacher will choose a recurring problem in the class or in the playground to set up a role-play. The children will role-play the scenario and the teacher will guide them to use the STAR decision making model to assess children's ability to apply STAR when problem solving. The teacher will verify that children understand the terms: physical, verbal, fictional, and real.

Expectations

Students will:

- use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community (Health and Physical Education); and
- communicate, through movement, their thoughts and feelings about topics studied in other subject areas (e.g., create a movement sequence to express their fear of an environmental event such as a storm) (The Arts).

Teaching/Learning Strategies

- students working in pairs
- role playing
- discussion

1. Introduction to STAR Model (Appendix pg. 4).

2. Introduction - Scenario

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, that some children had a problem because they couldn't decide who would be first in line". Remind them about STAR.

STAR Decision-Making Model
Subtask 1 – Page 2

3. Role-Play

Divide the children into groups of two. Have the children role-play the scenario, acting out the situation presented (3 minutes maximum).

4. Group Discussion

Bring the group back together to discuss what was said during the role-play. Ask how they applied STAR to the situation.

Bring the discussion around to how they demonstrated the conflict. Did they just use words (use the word 'verbal')? Did anyone push or shove (use the word 'physical')? Was the role-play situation 'real' or 'fictional'?

Assessment

- observation
- anecdotal record

The teacher will systematically view and record student behaviour for the purpose of making programming decisions.

The teacher will look for children's ability to apply STAR in a structured environment. The teacher will walk them through the process and make note of any misconceptions the children might have about the meaning of STAR.

The children should be able to articulate what's going on, how they feel, alternate ways of solving problems, and how they will assess the results. The teacher will describe student performance in detail, in anecdotal comments.

Resources

- STAR Decision-Making Model (Appendix pg. 4)

Notes to Teacher

The atmosphere should be conducive to class sharing and discussion. Have children sit on the carpet or in a circle or whatever makes for a more relaxed atmosphere. For examples of Direct and Indirect Bullying, see pg. 39 of the OPHEA document (Healthy Living – Personal Safety and Injury Prevention section.)

Additional Lessons/Resources

1. “Dealing With Teasing” (book by Lisa K. Adams)
This book discusses why people tease, the difference between affectionate and mean or cruel teasing and offers suggestions for how to deal with the latter
2. “No More Teasing” (Sunburst Video) with lesson plans and follow-up worksheets
3. **OPHEA Document** (Page 55-Unit 1, Subtask 4)
This is a problem solving process to identify ways of obtaining support for personal support in the home, school, and community.

***Pre Lesson**

1. “What’s Respect” (Sunburst Video) with lesson plans and follow-up worksheets

Time Required

- 40 minutes

Description

Conduct a brainstorming activity about what 'violence' means to the children. Students then classify violence under the headings "Physical" and "Verbal".

Expectations

Students will:

- listen to discussions and ask questions to clarify meaning (Language Arts); and
- contribute ideas appropriate to the topic in group discussion and listen to the ideas of others (Language).

Teaching/Learning Strategies

- students working as a whole class
 - students working in pairs
 - brainstorming
 - classifying
 - discussion
1. Brainstorming
Brainstorm with the whole class what the term 'violence' means to them. Note all the ideas on the board or on chart paper.
 2. Classifying
On another board or chart paper, write the words 'Physical' and 'Verbal'. As a group, classify the terms on the board under these two headings.
 3. Discussion
Group the children in pairs and ask them to discuss and list where they're likely to witness physical and verbal violence (schoolyard, school bus, in the playground, on TV, in video games, books, etc.).
 4. Ask them to classify the types of violence they witness (Appendix pg. 5). After the activity, start a whole class discussion on how witnessing violence makes them feel.

Assessment

- observation
- anecdotal record

Children should be able to differentiate between verbal and physical violence. They should be able to determine that these are both hurtful. They will articulate how violence of any kind makes them feel.

Teacher should objectively report specific and observed behaviours.

Adaptations

Audio testing may be required.

Resources

- Types of Violence - Physical vs. Verbal (Appendix pg. 5)

Notes to Teacher

Remind children that verbal violence is often as hurtful as physical violence. Verbal violence often accompanies physical violence. Have children discuss how they feel when they witness violence.

Bring in police, youth workers, students, sport figures, etc. to speak to the group about bullying.

Additional Lessons/Resources

1. **OPHEA Document – Pages 72-73**

Time Required

- 40 minutes

Description

The children will view video clips that depict both fictional violence (cartoons, TV programs, etc.) and real violence (news clips). After a class discussion, the children will write in their journals about their experiences witnessing real and fictional violence.

Expectations

Students will:

- identify examples of real and fictional violence (e.g., schoolyard fights, cartoons, movies) (Health and Physical Education); and
- write materials that show a growing ability to express their point of view and to reflect on their own experiences (e.g., journal notes) (Language).

Teaching/Learning Strategies

- students working as a whole class
 - students working individually
 - concept clarification
 - direct teaching
 - response journal
1. Direct Teaching
 - a) Show children a videotape depicting fictional violence (e.g., a cartoon, an appropriate TV program, a clip from a movie, etc.).
 - b) Ask them to identify examples of violence they saw on the video. Encourage them to use the terms 'physical' and 'verbal'.
 2. Concept Clarification
 - a) Introduce the concept of 'fictional' violence. This refers to violence that is not real, it is just pretend. Was the violence they witnessed on the tape 'real' or 'fictional'? How do they know? Where else would they witness fictional violence (e.g., computer/video games, books, comic books, puppet shows, plays, etc.)?

**Real vs. Fictional
Subtask 3 – Page 2**

- b) Show the children a video clip with 'real' violence, such as a news clip. Ask them how this is different from the 'fictional' violence previously viewed. How do they know the difference between 'fictional' and 'real' violence?
 - c) Bring the discussion around to when they've experienced or witnessed fictional violence (e.g., play fighting in the schoolyard, pillow fights at a sleep over, cops and robbers types of games, etc.).
3. Response Journal
- a) Have they ever witnessed 'real' violence? Limit discussion so as to give children the opportunity to write in their personal journals about their personal experiences.
 - b) Teachers need to respond to the journal writing and clarify any misconceptions that may be expressed. (e.g., students may identify real violence such as fighting in the playground as fictional).

Assessment

- select response
- anecdotal record

Children will be familiar with fictional violence that they witness on TV shows but may not realize that some of what is shown on TV is real. They will know that what happens in the schoolyard, at home, and in the playground is real. The T-chart will serve as pencil and paper assessment in which the student is to correctly classify the violence as real or fictional. The teacher should objectively report specific and observed behaviours.

Adaptations

Audio testing may be required.

Resources

- Violence on Television - Real or Fictional (Appendix pg. 6)
- Anti-Bullying videos - YRDSB Resource Library (e.g., *Be Cool Series*)
- Don't Laugh At Me (video – real life violence)
- The Road Runner (video – fictional violence)

Notes to Teacher

Bring TV videos familiar to the children. Saturday morning cartoons are a good choice. Care should be taken when selecting a news item. While it needs to show some sort of real violence it shouldn't be so graphic as to frighten the children.

Note: Teachers should check the source chosen for copyright restrictions and follow Board policy re: use of copyright materials.

Links with Home - Additional Assignment: Students can have additional discussions/reflections at home with parents over something they view together. (e.g., video game, television show, etc.)

Additional Lessons/Resources

Fiction

1. “Loudmouth George and the Sixth-Grade Bully”
Lesson plans included in Peace Scholars – Learning through Literature (author – Nancy Carlson).
Use this story as a springboard to teach appropriate techniques for solving conflicts in a peaceful manner. (George uses his peace-making skills to resolve his problem.)
2. “Big Al”
-Lesson plans included in Peace Scholars – Learning through Literature
3. **OPHEA Document** (Page 57- 60 Unit 1 – Subtask 5)
-Students identify examples of real and fictional violence in the home, school and community with strategies to use.
-In the appendices there are follow-up activities.

Time Required

- 80 minutes

Description

Students will apply the STAR decision-making, problem-solving model while role playing scenarios dealing with violence. Teacher will direct discussion to help children identify strategies that will help them to be safe. The three strategies are: (1) ignore and walk away, (2) get help (report not tattletale), and (3) confront.

Expectations

Students will:

- use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community (Health and Physical Education);
- solve problems presented in different kinds of dramatic situations through role playing and movement (The Arts); and
- communicate, through movement, their thoughts and feelings about topics studied in other subject areas (e.g., create a movement sequence to express their fear of an environmental event such as a storm) (The Arts).

Teaching/Learning Strategies

- students working as a whole class
- students working in small groups
- problem-solving strategies
- role-playing

1. Role-Playing
 - a) Explain to the class that they will be role-playing some scenarios that depict some sort of violence. They will learn some strategies that will help them identify ways of obtaining help.
 - b) Divide the class into small groups and distribute scenarios. Provide the children with enough time to practise the scenarios.
2. Problem-Solving Strategies
 - a) Stop each role-play and guide the students to problem solve using the STAR Problem-Solving Model.
 - i. Step 1:*
 - **What's going on?**
 - **Is there a problem?** (e.g., Josie is bullying Holly; Anna is joining in).
 - **How am I feeling?** (e.g., Holly is feeling bad, angry, and sad; Josie is feeling powerful; Anna is feeling confused). Teacher needs to solicit responses from performers and other students.
 - ii. Step 2:*
 - **Think** (explore the issue).
 - **Identify the problem.** (e.g., Josie is a bully who picks on Holly. Holly is a target who is often bullied. Josie and others pick on her. Anna is a bystander who doesn't want Josie to pick on her and joins in picking on Holly).
 - **List and evaluate the choices (e.g., What can Holly do?).** Teach the three strategies:
 1. Get Help (e.g., Holly can report to the teacher).
 2. Confront (e.g., Josie can tell Holly to stop).
 3. Ignore (e.g., Holly can just walk away).
 - iii. Step 3:*
 - **Make a choice** (e.g., Have 'Holly' make a choice).
 - **Then try it** (e.g., "Holly" tries out her choice). Have children try the 3 strategies and play it out.
 - iv. Step 4:*
 - **Reflect.** What happened? What did you learn? What would you do next time?
 - b) Do as many scenarios as time permits. Go through the 4-step problem-solving model each time.

Assessment

- classroom presentation
- rubric

The children should be familiar with the steps in the STAR Problem-Solving Model. The children should be able to communicate their feelings through movement and words. This assessment requires students to verbalize their knowledge and organize their thoughts in order to present a summary of learning about a topic. The rubric provides criteria and associated descriptions to assess the actual performance.

Resources

- role play scenarios (Appendix pg. 7)
- rubric - How Do I Solve Problems? (Appendix pg. 2)

Notes to Teacher

Children enjoy role-playing. It is important to give them the scenario and give them time to think and practise with their group before presenting.

Reinforce the strategies to use when confronted with bullying: Get Help, Confront, Ignore.

Reinforce the difference between "Telling" and "Reporting".

Additional Lessons/Resources

1. “What’s Respect” (Sunburst Video) With 6 lesson plans and follow-up worksheets. Many are language activities.
2. “All About Anger” (Sunburst Video) With lesson plans and 9 follow-up worksheets.
3. “The Lean Mean Machine – Handling Emotions” (Video)
No lesson plans included.

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)

Time Required

- 80 minutes

Description

The children will demonstrate their knowledge and skills by writing, producing and performing role-playing scenarios that depict some form of violence. They will use the problem-solving process to demonstrate their ability to find strategies for obtaining support for personal safety in the home, school, and community.

Expectations

Students will:

- use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community (Health and Physical Education);
- identify examples of real and fictional violence (e.g., schoolyard fights, cartoons, movies) (Health and Physical Education);
- solve problems presented in different kinds of dramatic situations through role-playing and movement (The Arts);
- create works of drama and dance, using appropriate elements (e.g., rhythm, form) (The Arts); and
- communicate, through movement, their thoughts and feelings about topics studied in other subject areas (e.g., create a movement sequence to express their fear of an environmental event such as a storm) (The Arts).

Teaching/Learning Strategies

- students working in small groups
 - role-playing
1. Role-Playing
 - a) Divide the class into cooperative learning groups of no more than 3 or 4.
 - b) The students need to write and perform a scenario where there will be a bullying conflict to solve.
 - c) Each group will have to use the STAR Problem-Solving Model to resolve the conflict.
 - d) Scenarios should be short enough to allow for discussion.

Assessment

- classroom presentation
- performance task
- rubric
- anecdotal record

Students will need to demonstrate their problem-solving skills and proficiency by creating and performing conflict scenarios, for which they will apply the STAR model of decision making and use the strategies we learned to use with bullying.

Teacher will observe groups of students performing a specific task to demonstrate skills and/or knowledge through an open-ended, "hands-on" activity.

The teacher could describe student performance in anecdotes and will use criteria and associated descriptions to assess the actual performance.

Adaptations

Alternate assessments (for students who were absent or have performance anxiety):

- present to small group
- oral or visual presentation (e.g., journal entry, poster)

Resources

- Culminating Assessment Task - Creating Scenarios Rubric (Appendix pg. 3)

Notes to Teacher

Share the rubric that will be used for evaluation with the students prior to this lesson. If time permits, it is preferable to design a simple rubric with the students.

Children should be in cooperative learning groups no larger than 3 or 4. The larger the group, the harder it is for students to perform a role-play activity. The scenarios should be no longer than 2 or 3 minutes to leave time for discussion. Remind the children what you will be looking for in their presentations.

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)



Appendices

UNITS FOR BUILDING CHARACTER

GRADE THREE

Resource List
Complete Set of Blackline Masters
Rubrics



Blackline Master File

Rubrics

How do I solve problems?

Subtask 4

Cumulative Assessment Task

Subtask 5

Blackline Master/File

STAR Problem-Solving

Subtask 1

Physical vs. Verbal

Subtask 2

Real and Fictional

Subtask 3

Role Play Scenarios

Subtask 4

Student Name: _____

Date: _____

How do I Solve Problems? Rubric

Expectations for this Subtask to Assess with this Rubric:

Students will:

- communicate, through movement, their thoughts and feelings about topics studied in other subject areas (e.g., create a movement sequence to express their fear of an environmental event such as a storm)

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Performance and creative work	<ul style="list-style-type: none"> - applies few of the skills, concepts, and techniques taught - performs and creates only in limited and incomplete way - rarely shows awareness of safety procedures 	<ul style="list-style-type: none"> - applies some of the skills, concepts, and techniques taught - occasionally performs and creates in complete way - sometimes shows awareness of safety procedures 	<ul style="list-style-type: none"> - applies most of the skills, concepts, and techniques taught - usually performs and creates in complete way - usually shows awareness of safety procedures 	<ul style="list-style-type: none"> - applies all (or almost all) of the skills, concepts, and techniques taught - consistently performs and creates in well-developed ways - consistently shows awareness of safety procedures
Communication	<ul style="list-style-type: none"> - rarely communicates with clarity and precision - communicates only in limited and incomplete ways 	<ul style="list-style-type: none"> - sometimes communicates with clarity and precision - occasionally communicates in complete ways 	<ul style="list-style-type: none"> - usually communicates with clarity and precision - usually communicates in complete ways 	<ul style="list-style-type: none"> - consistently communicates with clarity and precision - consistently communicates in well developed ways
Understanding of concepts	<ul style="list-style-type: none"> - shows understanding of few of the concepts - rarely gives explanations that show understanding of the concepts 	<ul style="list-style-type: none"> - shows understanding of some of the concepts - sometimes gives complete explanations 	<ul style="list-style-type: none"> - shows understanding of most of the concepts - usually gives complete or near complete explanations 	<ul style="list-style-type: none"> - shows understanding of all (or almost all) of the concepts - consistently gives complete explanations

Units for Building Character
Grade 3

Appendix - Page 3
Bully for You Rubric

Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

Students will:

- solve problems presented in different kinds of dramatic situations through role playing and movement;
- communicate, through movement, their thoughts and feelings about topics studied in other subject areas (e.g., create a movement sequence to express their fear of an environmental event such as a storm);
- use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community; and
- identify examples of real and fictional violence (e.g., schoolyard fights, cartoons, movies).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Communication	- rarely communicates with clarity and precision - communicates only in limited and incomplete ways	- sometimes communicates with clarity and precision - occasionally communicates in complete ways	- usually communicates with clarity and precision - usually communicates in complete ways	- consistently communicates with clarity and precision - consistently communicates in well developed ways
Communication of required knowledge	- communicates poorly, making many errors or omissions - rarely uses appropriate terminology	- communicates with some clarity, making some errors or omissions - sometimes uses appropriate terminology	- communicates clearly and precisely, making few errors or omissions - usually uses appropriate terminology	- communicates clearly and precisely, making no or almost no errors or omissions - uses appropriate and varied terminology
Performance and creative work	- applies few of the skills, concepts, and techniques taught - performs and creates only in limited and incomplete way - rarely shows awareness of safety procedures	- applies some of the skills, concepts, and techniques taught - occasionally performs and creates in complete way - sometimes shows awareness of safety procedures	- applies most of the skills, concepts, and techniques taught - usually performs and creates in complete way - usually shows awareness of safety procedures	- applies all (or almost all) of the skills, concepts, and techniques taught - consistently performs and creates in well-developed ways - consistently shows awareness of safety procedures

STAR

Decision-Making Model

Stop

What's going on? Is there a problem?
How am I feeling?

Think

What's the problem? List and evaluate the choices:

1. Get Help
2. Confront
3. Ignore and walk away

Act

Make a choice. Then try it.

Reflect

What happened? What did I learn? What
would I do next time?

Types of Violence

Physical	Verbal
1. pushing	1. name calling
2. shoving	2. threats

Violence on Television

Real	Fictional
1. news - fire	1. cartoons
2. sports - hockey	2. movies

Bullying Scenarios

Bullying Scenario #1

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

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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?

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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.

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

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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)

Role-Play Scenarios

Role-Play Scenario 1

Holly and Anna are playing in the schoolyard and Josie comes along and calls Holly a "geek" because she is not wearing *cool* running shoes. Josie and Anna start laughing at Holly who gets angry, hits Josie and says, "You are always picking on me".

Role-Play Scenario 2

Jasmine and Mohammed are playing in the park near their home when a group of boys approach them. Joel, who seems to be the leader of the group, starts calling Mohammed a *bad name*. Mohammed starts to cry. The other boys join in and start laughing at Mohammed too. Jasmine stands quietly, not knowing what to do. Then she slowly joins the other boys laughing at Mohammed.

Role-Play Scenario 3

Colin usually plays with Nidal at recess. Nidal is one of his best friends. One day Colin plays soccer with some other children instead of playing with Nidal. Nidal doesn't mind because he has other friends too. During the soccer game, Colin looks over and sees Nidal in a fistfight with Mitchell. Nidal doesn't ever play with Mitchell but they live in the same neighbourhood and ride the bus together, so Colin knows that they know each other. Colin has never seen them fight before and he is really surprised.

Role-Play Scenario 4

Nina and Hui were play-fighting at home. While play-fighting, Hui used some techniques he saw on a previous TV show. Nina fell, and hit her head on a table and was badly hurt.

Role-Play Scenario 5

Pablo and Manuella are always arguing with each other about who gets to the head of the line during gym class. Manuella constantly calls Pablo a "loser" and Pablo tries to ignore Manuella. One day, Pablo becomes very angry because of Manuella's constant teasing and yells at her. He takes his gym bag and hits Manuella on the head. Manuella is shocked by Pablo's sudden attack and starts to cry.