



# Units for Building Character

## GRADE FOUR

### Skills for Respecting Our Peers

Targets:

Feelings: Being Positive

Perspective/Point of View: Being Empathetic and Considerate

Conflict Resolution: Challenges and Responsibilities

Bullying: Decision-Making Skills

Coping With Bullies: Advice for a Friend Who is Bullies



### Junior Targets

Target	Grade 4	Grade 5	Grade 6
Feelings	<b>Being Positive. Personal safety and the results of negative communication</b>		
Perspective/Point of View	<b>Being empathetic and considerate. Healthy relationships with family and friends through empathy and consideration.</b>		
Conflict Resolution	<b>Challenges and responsibilities of conflicting opinions in peer relationships.</b>		
Bullying	<b>Decision-making skills. Defining the elements of bullying through language and role play.</b>		
Coping with Bullies	<b>Characteristics of a healthy relationship – advice for a friend who is bullied.</b>		

## **Unit Expectations**

### **English Language - Writing**

**Students will:**

- begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);
- contribute and work constructively in groups; and
- listen to others and stay on topic in group discussions.

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

**Students will:**

- identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication);
- identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends;
- apply decision-making and problem-solving skills in addressing threats to personal safety (e.g., from abuse or physical fighting) and injury prevention (e.g., bicycle safety, road safety); and
- identify people (e.g., parents, guardians, neighbours, teachers) and community agencies (e.g., Kids' Help Phone) that can assist with injury prevention, emergency situations, and violence prevention.

### ***Language - Arts and Drama***

**Students will:**

- enact or create, rehearse and present drama and dance works based on novels, stories, poems and plays.

## **Unit Overview**

### ***Task Content***

The actual work will take place in the classroom. The emphasis will be on developing positive peer relationship skills that can be transferred to the playground, the home and the community.

### ***Task Summary***

In the first two lessons students will learn to avoid verbal bullying and understand the feelings of students who are being bullied. Next they will learn how to be an active listener, especially when their classmates have differences in opinions. They will learn a decision-making model that can be applied to many kinds of problems, including bullying problems. Students will learn about the power imbalance that distinguishes bullying from other forms of peer conflicts. The importance of helping victims of bullying will be emphasized.

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

Students will respond to a letter from a friend who is a target of bullying. Students will avoid negative communication, show consideration and empathy, and use a decision-making model to give advice.

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

Students should be familiar with:

- writing in response journals;
- the decision-making/problem-solving process; and
- the terms: “physical and verbal bullying, real and fictional violence”.

In grade three, students will have learned to respond to being a victim of bullying by choosing from one of the following three options: ignore and walk away; confront assertively and non-aggressively, or report to a teacher or adult. Now, the idea of helping peers who are bullied is emphasized. Students are taught that they should not passively watch, not ignore the bullying of a fellow student. The confronting assertively and non-aggressively strategy is refined by incorporating the use of positive communication skills. The responsibility to report to an adult continues to be emphasized, and students are introduced to other community agencies that can help them if they are bullied.

## **Notes to Teacher**

Prior to teaching this unit please refer to background information. The overview of bullying should be used to clarify issues arising from the various role-play situations throughout the unit that involve bullying interactions.

The entire unit should be introduced to students prior to Subtask One. The teacher can introduce the unit as a series of lessons aimed at developing skills that will enable them to not bully other students (including bullies), and to help students who are victims of bullying.

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

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

## **Background Information: Junior**

### ***Bullying Overview***

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

### ***What are the defining elements of bullying?***

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

*role*: superior position in hierarchy vs. inferior position

*size*: bigger vs. smaller

*number*: many vs. one

*social status*: central member of peer network vs. outsider

*ability*: skilled vs. novice

*ethnocultural/religious*: majority vs. minority

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

### ***What are the different types of bullying behaviours?***

Bullying behaviours range from mild to severe.

#### **Direct (face-to face)**

- verbal - teasing, put-downs, insults, harassment
- physical - pushes, shoves, hits, punches, and assaults
- psychological - facial expression of contempt, intimidation, uttering threats, extortion

#### **Indirect (behind someone's back)**

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

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

### ***Teasing Versus Bullying***

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

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

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

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

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

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

### ***Highlights from Bullying Research***

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

#### **Anonymous Surveys**

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

#### **Observational Research of Playground Interaction**

Bullying occurs approximately every 7 minutes on school playgrounds.

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

***What are the signs of being bullied?***

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

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

***What should children do to become intervenors?***

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

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

**Note:**

**Reporting** - intent is to get the victim out of trouble.

**Tattling** - intent is to get a fellow student into trouble.



### **What should victims do?**

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

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

### ***Developmental Gains Related to Junior Anti-Bullying Curriculum***

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

### **References**

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

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

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

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

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

## **List of Subtasks**

- i. **Parent Letter**  
Outlines Bullying Concepts for Parents
- ii. **Introductory Review of Bullying Concepts (on CD)**

### **1. Being Positive**

The teacher will discuss negative communication (put-downs and bossy statements), and will teach how and when such statements can be changed into a more positive form. With a partner, or individually, in their response journals students will practise changing written negative statements into positive ones.

### **2. Being Empathetic and Considerate**

The teacher will read the story "A New Friend for Igor" to the whole class. The teacher will do a character sketch on the chalkboard of the character in the story. The teacher asks students if they understand the meaning of "being considerate" and "showing empathy for someone"?

### **3. Challenges and Responsibilities**

The teacher will use a role-playing scenario to demonstrate the challenge of conflicting opinions in peer relationships. Active listening skills will be directly taught by the teacher, and practiced by students in small groups. Students will fill out an active listening checklist, and reflect on their small group experience in their response journal.

### **4. Decision-Making Skills**

Students will learn and apply the Decision-Making Process to challenging peer situations involving exclusion, relational aggression, and other forms of bullying.

### **5. Advice for a Friend Who is Bullied**

Students will respond to a letter from a friend who is a target of bullying. Students will avoid negative communication, show consideration and empathy, and use a decision-making model to give advice.



## Rainy River District School Board

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

**Dear Families,**

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

### **What is Bullying?**

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

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

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

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

### **Teasing Vs. Taunting**

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

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

### **Tattling Vs. Telling**

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

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

### **Types of Bullying**

#### **Physical Bullying**

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

#### **Verbal Bullying**

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

#### **Relational Bullying**

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

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

### Pre-Lesson

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

## **Being Positive**

### **Subtask 1 – Lesson 1**

#### **Time Required**

- 25 minutes

#### **Description**

The teacher will discuss negative communication (put-downs and bossy statements), and will teach how and when such statements can be changed into a more positive form. With partners, or individually, in their response journals students will practice changing written negative statements into positive ones.

#### **Expectations**

##### **Students will:**

- identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication) (Health and Physical Education); and
- begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information) (Language).

#### **Teaching/Learning Strategies**

- students working as a whole class
  - students working in pairs
  - direct teaching
  - collaborative/cooperative learning
  - response journal
1. Introduction to Unit  
Review bullying concepts learned in prior grades (*Background Information*) and the STAR Decision-Making Model from previous grade units.
  2. Direct Teaching
    - a) Positive communication makes us feel safe, comfortable and respected while negative communication makes us feel unsafe, hurt and disrespected. "Put-downs" and "bossy statements" are two types of negative communication that will be discussed.

- b) Some **put-downs** contain a message and should be changed into a positive form. For example, the statement, "You talk funny and I don't understand you" can be changed to, "I'm sorry, I didn't understand what you said. Can you say it again"? Put-downs should not always be changed into a positive statement, e.g., "If you have nothing nice to say, say nothing at all". It depends on whether there is an important message that needs to be sent. For example, the put-down "You look funny" contains no important message.
  - c) **Bossy statements** often start with "Don't...", "You can't...", "You better...", etc. For example, "Don't touch my markers" can be changed to, "If you would like to see my markers, please ask me first".
  - d) The teacher will model several examples of both kinds of negative communication, and then, when appropriate, change each to a more positive statement. This should be done verbally and through modeled writing.
3. Collaborative Learning  
The students will have the opportunity to work with a partner on a positive communication worksheet (Appendix Pg.3). Together, students will decide whether the statements should be changed (e.g., "Does it contain a message that needs to be sent"?), and then change the negative statements into positive ones.
  4. Response Journal  
The students will record several negative statements from their own personal experience with peers, and change them into positive statements. This response journal will be used throughout unit.
  5. Culminating Activity to Subtask 1  
After initial assessment, students take their journals home to share their responses with their parents. After a parent-child discussion the student could complete a journal entry based on their experiences and advice from their parents.

## Assessment

- exhibition/demonstration
- observation
- response journal

The class discussion and positive communication worksheet will enable students to demonstrate their ability to discriminate between **put-downs**, with and without a communicative message, and between **bossy** and **respectful** statements. The teacher will observe students' ability to change negative communication to a more positive form. The response journals will exhibit the student's comprehension of the lesson, and will demonstrate the student's ability to relate this learning to his/her own experiences with peers.

## **Resources**

- Positive Communication (Appendix Pg. 3)

## **Notes to Teacher**

Allow the students to fully grasp the concept of negative versus positive statements by inviting students to imagine how each kind of statement would make them feel. Remind students that verbal bullying often takes the form of put-downs and bossy statements. Clarify the distinction between put-downs with and without an important communicative message.

The teacher should choose partners in order to create an inclusive environment.

The teacher should emphasize that students should draw on their own experience with peers for writing in their response journals. Students should write from their own experiences with negative communication, whether they were the senders or the receivers of the negative statements. Invite students to speculate (in writing) about how they and their peer(s) may have felt differently, if the communication had been positive in the first place.

**Being Positive**  
**Subtask 1 – Lesson 2**

**Time Required**

- 30 minutes

**Description**

Students will define bullying.

**Expectations**

**Students will:**

- Apply decision-making and problem solving skills in addressing threats to personal safety.
- Listen to others and stay on topic in group discussions

**Teaching/Learning Strategies**

- Class discussion
- Survey
- Students work as a whole class

**Assessment**

- Anecdotal

**Resources**

- Rainy River District School Board Code of Conduct
- Copies of Bullying Survey



## **Bullying Survey**

### **TRUE OR FALSE?**

- |     |  |   |   |
|-----|--|---|---|
| 1.  | Bullying is just teasing   | T | F |
| 2.  | Some people deserve to be bullied.   | T | F |
| 3.  | Only boys are bullies.   | T | F |
| 4.  | People who complain about bullies are babies.                              | T | F |
| 5.  | Bullying is a normal part of growing up.                                   | T | F |
| 6.  | Bullies will go away if you ignore them.                                   | T | F |
| 7.  | All bullies have low self-esteem.<br>That's why they pick on other people. | T | F |
| 8.  | It's tattling to tell an adult when you're being bullied.                  | T | F |
| 9.  | The best way to deal with a bully<br>is by fighting or trying to get even. | T | F |
| 10. | People who are bullied might hurt for a while,<br>but they'll get over it. | T | F |

**Being Positive**  
**Subtask 1 – Lesson 3**

**Time Required**

- 30 minutes

**Description**

Students will write/draw bully stories.

**Expectations**

**Students will:**

- addressing threats to personal safety
- language arts writing – begin to write for more complex purposes

**Teaching/Learning Strategies**

- students will write about 4 life experiences regarding bullying
- students working individually

**Assessment**

- select response
- performance task

**Resources**

- copies of Bullying Stories

## BULLYING STORIES

Use the spaces below to write about experiences from your life.  
NO NAMES RULE: Don't use anybody's name.

Describe a time when someone's words  
or behaviour hurt you.

Describe a time when you said or did  
something to hurt another person.

Describe a time when you saw/heard  
bullying but didn't do anything about it.

Describe a time when you saw/heard  
bullying and either got help or tried to stop  
it.

## **Being Empathetic and Considerate**

### **Subtask 2 – Lesson 1**

#### **Time Required**

- 50 minutes

#### **Description**

The teacher will read the story "A New Friend for Igor" to the whole class. The teacher will do a character sketch on the chalkboard of the character in the story. The teacher asks the students if they understand the meaning of "being considerate" and "showing empathy for someone".

#### **Expectations**

##### **Students will:**

- begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose question, to record information) (Language);
- identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication) (Health and Physical Education); and
- contribute and work constructively in groups (Language).

#### **Teaching/Learning Strategies**

- students working individually
- students working as a whole class
- students working in small groups
- response journal
- role-playing
- read aloud

##### **1. Read Aloud**

- a) The teacher will read the story "A New Friend for Igor" to the class (Appendix pg. 4). After reading the story, the teacher will ask the students if they understand the meaning of "being considerate" or "being empathetic". The teacher will then give examples of the meaning of "being considerate" by saying, "If Devon falls off the swing during recess and hurts his knee, would you walk by without helping him, or would you take him to the teacher on duty to get some help?" If you helped Devon, then you are being considerate. "To be empathetic" means that you could share Devon's feelings. You might tell him that last week you also fell off the swing and Sarah was kind, and took you to the teacher on duty and got some help for you.

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- b) The teacher will ask the students to describe the characters in the story and will record the students' responses on the chalkboard (e.g., "mean, kind, considerate, etc."). Allow the students to use strategies from the previous lesson to generate some ideas.

**2. Role-Playing**

Ask groups of five students to role-play the characters in the story. Allow the students some time to organize themselves. Each group will role-play the characters and ask the audience (the non-participating students) to discuss whether the group demonstrated "being considerate" and/or "being empathetic".

**3. Response Journals**

The students will record in their journals what they have learned about empathy and consideration.

**Assessment**

- response journal
- anecdotal record

The teacher will observe students as they work co-operatively in a group setting and record how they respond to each other.

Read response journal; make notes on student learning and understanding of empathy and consideration.

**Resources**

- A New Friend for Igor (Appendix pg. 4)

**Notes to Teacher**

The teacher can choose other stories to relate different examples of "being considerate" or being "empathetic". Explain to the students that "empathy" is the ability to identify with and understand another person's feelings. Let the students know that empathy underlies positive relationships with friends, peers, family and people in the community. As well, feeling empathy prevents us from using negative communication and bullying. Stress also that students can be empathetic to someone who is different. Ask, "How would you feel if...you were a new student in the class"? "How would you feel if...you could not speak English very well"?

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Journals - Reading the students' journal entries can give you an insight into their actions. This will help you to understand the problems they encounter daily. Brief comments and encouraging notes, never critical, can strengthen relationships and improve mutual communication.

Create a class bulletin board with famous quotes relating to empathy and consideration. The room set up should accommodate role-playing scenarios.

## **Being Empathetic and Considerate**

### **Subtask 2 – Lesson 2**

#### **Time Required**

- 30 minutes

#### **Description**

Threats to personal safety. Students will cut strips of paper and place in correct column.

#### **Expectations**

##### **Students will:**

- Sorting and classifying (Math)
- Addressing threats to personal safety

#### **Teaching/Learning Strategies**

- Review of emotions/bullying

#### **Assessment**

- Performance task (OPHEA, page 73)

#### **Resources**

- OPHEA Manual (Pages 68, 69, 70)

#### **Notes to Teacher**

Send home page 72 from OPHEA Manual for homework.

# Threats to Personal Safety

Cut out the strips of paper and place the words and phrases in the correct column. You may write additional threats on the empty strips and paste them in the correct column.

PHYSICAL	EMOTIONAL



**Hitting**

**Poking**

**Name-Calling**

**Making Faces**

**Pinching**

**Shoving**

**Tripping**

**Passing Negative Notes**

**Pulling Hair**

**Sticking Out Tongue**

**Blocking**

## **Making Fun of / Mocking**

### **Ganging Up On**

## **Making Offensive Comments**

## Interview – Getting Along

### Assignment:

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- Write at least four questions to ask someone (friend, sibling, parent, neighbour, etc.) about why people do not always get along and what can be done
- Ask the person you would like to have participate in the interview. Explain what the interview will involve. Be prepared to ask another person in case the first one refuses.
- Arrange the date, time, and place of the interview.
- Hand in questions by \_\_\_\_\_, and before the interview.
- Conduct the interview. Tape record the responses if possible.
- Hand in the assignment by \_\_\_\_\_.

Be sure to include the following:

- your name
- date
- person interviewed (no name needed, just relationship)
- questions and responses
- personal comments – Do you agree or disagree with what the person said in each question? Why?

## Interview – Getting Along Rubric

Indicators	Level 1	Level 2	Level 3	Level 4
Inclusion of required elements (name, date, person interviewed, questions and responses, personal comments)	-includes a few of the required element.	-includes some of the required elements	-includes most of the required elements	-includes all of the required elements
Organization of ideas	-organizes ideas incompletely	-organizes ideas in a mechanical way	-organizes ideas appropriately and logically	-organizes ideas appropriately and in a complex and logical way
Reasoning	-makes comments on a few of the ideas of the interviewee -demonstrates an understanding of some of the “getting along” concepts	-makes comments on some of the ideas of the interviewee -demonstrates an understanding of some of the “getting along” concepts	-makes comments on most of the ideas of the interviewee -demonstrates a general understanding of the “getting along” concepts	-makes comments on all or almost all of the ideas of the interviewee -demonstrates a thorough understanding of the “getting along” concepts
Communication	-communication is unclear	-communicates with some clarity	-communicates clearly and precisely	-communicates clearly, precisely and confidently
Application of Language Conventions (spelling, grammar, punctuation and style)	-applies conventions with several major errors and/or omissions	-applies with several minor errors and/or omissions	-applies with a few minor errors and/or omissions	-applies with practically no minor errors and/or omissions

Comments:

## **Challenges and Responsibilities**

### **Subtask 3 - Lesson 1**

#### **Time Required**

- 60 minutes

#### **Description**

The teacher will use a role-playing scenario to demonstrate the challenge of conflicting opinions in peer relationships. Active listening skills will be directly taught by the teacher, and practised by students in small groups. Students will fill out an active listening checklist, and reflect on their small group experience in their response journal.

#### **Expectations**

##### **Students will:**

- identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication) (Health and Physical Education);
- identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends (Health and Physical Education);
- listen to others and stay on topic in group discussions (Language); and
- enact or create, rehearse and present drama and dance works based on novels, stories, poems and plays (The Arts).

#### **Teaching/Learning Strategies**

- students working as a whole class
- students working in small groups
- students working individually
- discussion
- Role-Playing

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**Grade 4**

**1. Role-Playing**

The teacher will select 3-5 students to role-play a scenario depicting "different opinions" (Appendix pg. 5). After the role-play has taken place the teacher will debrief the role-play discussing:

- a. What was the conflict?
- b. Whether the opinions could be considered "right" or "wrong"?
- c. Whether the boys really listened to one another and respected one another?
- d. Was the conflict resolved successfully?

**2. Direct Teaching**

The teacher will emphasize the importance of listening skills in communication, particularly when there is a conflict of opinion. Active listening will be presented as a responsibility in their relationships with family and friends, along with avoiding negative communication, empathy and consideration. The teacher will discuss each listening skill listed on the "Am I an Active Listener?" checklist (Appendix pg. 6)

**3. Small Groups**

The teacher assigns students to groups of 4 -5. Each group will select a topic about which they have differing opinions. Each group will select a spokesperson to present to the whole class afterward. Each student will take a turn expressing her/his opinion, while the other students actively listen.

**4. Whole Class**

At the end of the group work, each of the spokespersons will address the whole class and summarize the following:

- a) the group's topic
- b) whether it was easy or difficult for the group to choose the topic
- c) the different opinions held by each group member

**5. Working Individually**

Students will each fill out an "Am I an Active Listener?" checklist, based on their listening in the small group. Students will address whether:

- a) they felt "heard";
- b) they felt safe and respected within the group; and
- c) whether their opinion had changed at all as a result of listening to their fellow group members

## **Assessment**

- observation
- anecdotal record

The teacher will continue to use ongoing observation and anecdotal records to assess the students. Students will self-evaluate their listening skills with the checklist.

## **Resources**

- role-playing scenario (Appendix pg. 5)
- "Am I an Active Listener?" checklist (Appendix pg. 6)

## **Notes to Teacher**

Select students for the role-play, and give them time to prepare before the lesson. The teacher should assign students to the small groups in order to create an inclusive atmosphere.

During the whole class discussion, the teacher should have the opportunity to make positive observations and comments about the manner in which each small group chose its topic and its' spokesperson. Observe for active listening, respect, consideration, empathy, and avoidance of negative communication among students. The teacher will provide positive feedback.

## **Challenges and Responsibilities**

### **Subtask 3 – Lesson 2**

#### **Description**

Conflict Resolution

#### **Expectations**

##### **Students will:**

- Apply decision making skills/problem solving
- Identify challenges and responsibilities in their relationships with family and friends

#### **Teaching/Learning Strategies**

- class discussion
- brainstorming

#### **Assessment**

- anecdotal
- Observation

#### **Resources**

- Bully Free (pg. 59)
- 8 Steps to Conflict Resolution – handout



## 8 STEPS TO CONFLICT RESOLUTION

1. **Cool down.** Don't try to resolve a conflict when you're angry (or the other person is angry). Take a time-out or agree to meet again in 24 hours.
2. **Describe the conflict.** Each person should tell about it in his or her own words. No put-downs allowed! *Important:* Although each person may have a different view of the conflict and use different words to describe it, neither account is "right" or "wrong."
3. **Describe what caused the conflict.** What specific events led up to the conflict? What happened first? Next? Did the conflict start out as a minor disagreement or difference of opinion? What happened to turn it into a conflict? *Important:* Don't label the conflict either person's "fault."
4. **Describe the feelings raised by the conflict.** Again, each person should use his or her own words. Honesty is important. No blaming allowed!
5. **Listen carefully and respectfully while the other person is talking.** Try to understand his or her point of view. Don't interrupt. It might help to "reflect" the other person's perceptions and feelings by repeating them back. *Examples:* "You didn't like it when I called you a name." "Your feelings are hurt." "You thought you should have first choice about what game to play at recess." "You're sad because you feel left out."
6. **Brainstorm solutions to the conflict.** Follow the three basic rules of brainstorming:
  - Everyone tries to come up with as many ideas as they can.
  - All ideas are okay.
  - Nobody make fun of anyone else's ideas.Be creative. Affirm each other's ideas. Be open to new ideas. Make a list of brainstormed ideas so you're sure to remember them all. Then choose one solution to try. Be willing to negotiate and compromise.
7. **Try your solution.** See how it works. Give it your best efforts. Be patient.
8. **If one solution doesn't get results, try another.** Keep trying. Brainstorm more solutions if you need to.

If you can't resolve the conflict no matter how hard you try, agree to disagree. Sometimes that's the best you can do. Meanwhile, realize that the conflict doesn't have to end your relationship. People can get along even when they disagree.

## **Challenges and Responsibilities**

### **Subtask 3 – Lesson 3**

#### **Time Required**

- 30 minutes

#### **Description**

Students will role play bullying scenarios.

#### **Expectations**

##### **Students will:**

- acting/speaking on role (Drama/Dance)
- apply a decision making model in addressing threats to personal safety
- enact, rehearse and present drama and dance works based on novels, stories, poems and plays (Arts)

#### **Teaching/Learning Strategies**

- role playing bullying scenarios
- collaborative/co-operative learning
- students working in small groups

#### **Assessment**

- observation
- anecdotal record

#### **Resources**

- OPHEA Manual (Pages 82, 83, 84)

#### **Notes to Teacher**

Give time to prepare.

## Scenarios

Sue and Jennifer are both ten years old. One Saturday they decided to go to a park about 3km away. While walking home from the park, it started to rain. They became wetter and colder by the minute. To their surprise, a car stopped, and the driver, a nice-looking man, leaned over and offered them a lift. Sue started to get into the car, but Jennifer remembered that her mother had warned her never to accept rides from strangers. "I'm not sure we should do this," said Jennifer. "Aw, c'mon," said Sue, as she jumped into the car. What should Jennifer do?

You and your friends are jumping rope. Suddenly, two classmates near the end of the line start calling each other names. They start pushing each other. They knock over one of your friends who is turning the rope. What should you do?

Victor is a neighbourhood bully in Grade 5, who yells and insults John, a Grade 4 student, everyday when he walks home from school. Today, Victor calls John a name, and will not let him pass by on the sidewalk unless John gives him some money. John says he does not have any money and tries to walk past. Victor gives John a push and replies that he wants the money tomorrow morning by 8:30 or else John will be in more trouble. What should John do?

Billy and John do not usually play together because they do not get along. On the snow hill Billy is bumped from behind and rolls down the hill. Lying at the bottom of the hill, he sees John at the top pointing and laughing. What should Billy do?

Maggie and Emily, two Grade 6 girls, want to go to the movie theatre tonight to see a new adventure film that contains foul language and is very violent. The theatre is several kilometers away. The girls have only enough money to pay for the tickets. They will have to walk there and back. Emily wants Maggie to lie to her parents and say she is at Maggie's and that she will say she is at Emily's doing homework. Maggie does not want to lie to her parents. She knows they would not let her see the movie. As well, she wonders about the safety of two girls walking alone at night. However, Maggie does not want to make her new friend angry because she is cool and popular at school. What should Maggie do?

Ann is nine years old. Her mother just remarried and now Ann has two stepbrothers – Sid and Carl. They are always roughhousing and wrestling with each other. Now they have started wrestling with Ann. She does not like it. Sometimes they really hurt her. The other day one of her brothers threw her onto the sofa. She was not hurt but she was scared and cried. Ann has asked Sid and Carl to stop and that she did not like the wrestling. They said they were just playing around and told her not to be a crybaby. Ann is afraid that if she tells her mom, she will get mad because she has said that they all had to work hard to get along with each other. What should Ann do?

Tara is nine years old. She just got a new jacket for her birthday. The jacket is one just like the grade eight kids wear. On the way home from school four Grade 7 girls stopped Tara. One of them told Tara to give her the jacket. Tara said no. The girl said she would hurt Tara if she did not hand over the jacket or if she told anyone. What should Tara do?

You are home alone until your mom and dad get home from work shortly. Someone keeps knocking on your door. What should you do?

Pete is nine years old and enjoys riding his bike, especially trying stunts and tricks. Pete's friends Ron and Mary are building a ramp and have invited Pete over to try it out. Pete's parents say he can only try the ramp if he wears protective gear and an adult is present. Pete really wants to try it but if he feels if he goes to Ron's house with a helmet, knee pads, elbow pads, wrist guards and ask whether his parents are home, he will be laughed at and called a baby. If Pete went after school tomorrow, before his parents get home from work, then they would not even know. What should Pete do?

## **Decision-Making Skills**

### **Subtask 4 – Lesson 1**

#### **Time Required**

- 120 minutes

#### **Description**

Students will learn and apply the Decision-Making Process to challenging peer situations involving exclusion, relational aggression, and other forms of bullying

#### **Expectations**

##### **Students will:**

- identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication) (Health and Physical Education); and
- apply decision-making and problem-solving skills in addressing threats to personal safety (e.g., from abuse or physical fighting) and injury prevention (e.g., bicycle safety, road safety) (Health and Physical Education).

#### **Teaching/Learning Strategies**

- students working as a whole class
- students working in small groups
- brainstorming
- collaborative/cooperative learning
- decision-making models

##### **1. Class Brainstorming**

As a class, discuss the question, "When do we make decisions in our lives?" (e.g., homework, friends, clothes, allowance, etc.)

Students must understand concept of pros and cons.

##### **2. Problem Solving**

- a) In small groups, the students will solve the following problem using any decision-making model. Ask groups to select a scribe and a spokesperson to report their

results (decision) to the class. The students will record and report their discussion using the decision-making template (Appendix pg. 7).

- b) **Problem** - "You are having a birthday party and can only invite five friends in your class. You pass out the invitations at school. Later your best friend tells you to invite a classmate to your party, because this classmate is really hurt not to be included. Your best friend says she won't come unless you invite the classmate." What do you do?

3. Sharing

Each spokesperson in turn will present their group decision-making process using the decision-making template. Allow ample time for discussion.

4. Introduce the Decision Making Model

Using the above example, walk the students through the decision-making model, incorporating the ideas that students identified earlier.

5. Decision-Making Application

In small groups, students solve one of the listed situations (Appendix pg. 8) using the decision-making model handout (Appendix pg. 9). Groups report back to the whole class.

## Assessment

- exhibition/demonstration
- select response
- observation
- anecdotal record

Through formative assessment, the teacher will observe the role-play to determine whether students understand and are able to apply the decision-making process.

## Adaptations

Students can role-play to demonstrate their application of the Decision-Making Model.

## **Resources**

- Decision-Making Template (Appendix pg. 7)
- list of situations (Appendix pg. 8)
- Decision-Making Model (Appendix pg. 9)

## **Notes to Teacher**

The Decision-Making Model can be put on an overhead to use as a teaching tool in the classroom. Go through the steps methodically to ensure that the students understand the concepts. You can use chart paper or the chalkboard for brainstorming. Randomly choose your small groups for role-playing or group work to avoid anyone being excluded from a certain group.

The birthday party problem raises several common bullying-related concerns. Passing out party invitations in school often results in uninvited students feeling excluded and hurt. The best friend who threatens to not attend the party is actually using relational aggression. If these issues do not naturally come up in discussion, the teacher should raise them.

## **Decision-Making Skills**

### **Subtask 4 – Lesson 2**

#### **Time Required**

- 30 minutes

#### **Description**

Students will watch a bullying video, What We Learned About Bullying (Real Kids) (16 min.) and complete a worksheet (listed below).

#### **Expectations**

##### **Students will:**

- Identify the characteristics of healthy relationships (showing consideration of others' feelings by avoiding negative communication).

#### **Teaching/Learning Strategies**

- watch a video
- complete a worksheet on bullying

#### **Assessment**

- observation
- performance task

#### **Resources**

- Video – What We Learned About Bullying (Real Kids)
- Discussion sheet (Viewing the Video)
- Copies of p. 20 What We Learned About Bullying
- (Refer to pgs. 14-19 for further activities related to video)



## Discussion Questions

### Part One: What is a Bully?

- What is your definition of a bully?
- Have you ever been bullied? What was it like? How did it make you feel?
- Have you known any bullies like the ones described by the kids in the video? Tell about one of them.
- Have you ever bullied anyone? Why did you do it? How did it make you feel?

### Part Two: Not All Bullies Are the Same

- Do you think there's any excuse for being a bully? Does a kid who is unhappy or scared have a right to take it out on another kid?
- Have you ever known a bully who was popular in school? Why do you think bullies might have trouble making friends? Would you want to be friends with a bully? Why?
- Have you ever stood by while someone was being bullied and not tried to help? How did this make you feel about yourself? Did it make you feel like a bully, too?

### Part Three: What Can You Do?

- What do you do when someone tries to bully you? Does it work?
- Can you suggest any ways to stop bullying that weren't mentioned by the kids in the video? Tell about them.
- Do you think it takes courage to tell an older person that you are being bullied? Why might someone be afraid to do this?

## **VIEWING THE VIDEO**

### **Introduction**

The program opens with a scene that depicts one child bullying another. The host asks viewers if they, or someone they know, has ever been bullied. This sets the stage for the interviews that follow.

### **Part One: What is a Bully?**

The host asks a number of children the same question: “What is a bully?” The kids’ answers, based on their own experiences, produce a variety of definitions of a bully. The host then asks the interviewees to give examples of the different ways that they’ve been bullied. Noting that bullies often seem to be enjoying themselves but that this may not always be the case, the host next asks kids to tell about a time when they themselves were bullies, and how it made them feel. The video pauses here for discussion and completion of the activity sheets for this section.

### **Part Two: Not All Bullies Are the Same**

The host begins by giving examples of different reasons why some kids bully others. Then he asks the ‘real kids’ to tell why they think bullies behave the way they do. Several vignettes depict kids bullying others in different ways and for different reasons. The host points out that a person who stands by while someone is being bullied is actually part of the problem. The video paused here for discussion of different kinds of bullies, and completion of the activity sheets.

### **Part Three: What Can You Do?**

The host reviews the points that have been covered so far, and then asks kids for their suggestions on what you can do if you are the victim of a bully. Suggestions include walking away, asking the bully to stop, standing up to the bully with a group of friends, and telling an older person. Kids sum up the program by telling why they think bullying is wrong.

**Decision-Making Skills**  
**Subtask 4 – Lesson 3**

**Time Required**

**Description**

Computer Game

**Expectations**

**Students will:**

- apply decision-making problem solving model
- identify challenges and responsibilities in their relationships to family and friends
- computer skills

**Teaching/Learning Strategies**

- Cool Heads in the Zone (computer game)

**Assessment**

- performance tasks (create templates)
- observation

**Notes to Teacher**

- rubrics and assessments are all on the CD

**Resources**

- “Cool Heads in the Zone”

## **Advice for a Friend Who is Bullied**

### **Subtask 5 – Lesson 1**

#### **Time Required**

- 30 minutes

#### **Description**

Students will respond to a letter from a friend who is a target of bullying. Students will avoid negative communication, show consideration and empathy, and use the Decision Making Model to give advice.

#### **Expectations**

##### **Students will:**

- begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information) (Language);
- identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication) (Health and Physical Education);
- identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends (Health and Physical Education);
- apply decision-making and problem-solving skills in addressing threats to personal safety (e.g., from abuse or physical fighting) and injury prevention (e.g., bicycle safety, road safety) (Health and Physical Education); and
- identify people (e.g., parents, guardians, neighbours, teachers) and community agencies (e.g., Kids' Help Phone) that can assist with injury prevention, emergency situations, and violence prevention (Health and Physical Education).

#### **Teaching/Learning Strategies**

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

**Units for Building Character**  
**Grade 4**

**1. Direct Teaching - Whole Class**

- a) Teacher will differentiate bullying from peer conflict by emphasizing the power imbalance between bully and victim (see Bullying Overview pg.3). Bullies might have more power than the victim might because they are bigger, older, outnumber the victim, or have more friends who support them. Victims might be vulnerable because they are more alone, or have fewer skills than the bully (e.g., Igor who was new to the school and did not speak English well).
- b) Teacher will emphasize students' responsibility to help victims of bullying because it is unjust and unfair. Coming to the aid of victims, by reporting bullying and supporting the victim, helps to "re-balance" the power imbalance between bully and victim.
- c) Teacher will discuss the role of teachers, school administrators and parents as helpers for students who are bullied. The importance of reporting should be emphasized when:
  - a. bullying causes distress in victim; and/or
  - b. confronting the bully with positive communication is not a realistic choice or has not succeeded.
- d) Keeping bullying a secret adds to the bully's power, and is never helpful. Teacher will also discuss other resources in the community and invite guest speakers to talk to the class (see Unit Overview - Notes to Teacher pg.2 ).
- e) Reinforce understanding of types of bullying (see Bullying Overview pg. 3).

**2. Working Individually**

Students will respond to one of the letters from a friend (Appendix pg. 10) who is a victim of bullying. Students will write their "friend" a letter and give advice on the strategies to use for the particular type of bullying.

**Assessment**

- performance task
- rubric

Each student will submit the response letter. It will be evaluated using the rubric that was shared with the students when they were introduced to the task.

**Adaptations**

Teachers can present the "Letter From a Friend" as an overhead. This is a simple yet effective method of teaching Subtask 5.

## **Resources**

- Letter From a Friend (Appendix pg. 10 & 11)
- Advice for a Friend Who is Being Bullied Rubric (Appendix pg. 2)

## **Notes to Teacher**

Teacher should refer to background information on bullying before teaching this lesson.



## Appendices

### UNITS FOR BUILDING CHARACTER

## GRADE FOUR

Resource List  
Blackline Masters  
Rubrics



## **Rubric**

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*Advice for a Friend who is Being Bullied Rubric*      *Subtask 5*

## **Blackline Master/File**

*Positive Communication*      *Subtask 1*

*A New Friend for Igor*      *Subtask 2*

*Am I an Active Listener Checklist*      *Subtask 3*

*Role Playing Scenarios*      *Subtask 3*

*Decision-Making Model*      *Subtask 4*

*Decision-Making Template*      *Subtask 4*

*List of Situations*      *Subtask 4*

*Letter From a Friend*      *Subtask 5*



**Units for Building Character**  
**Grade 4**

**Student Name:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

Appendix - Page 2  
**Advice for a Friend Who is Bullied**  
**Rubric for Use with Subtask 5**

**Expectations to be Assessed with this Rubric:**  
**Students will:**

- identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication);
- identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends;
- apply decision-making and problem-solving skills in addressing threats to personal safety (e.g., from abuse or physical fighting) and injury prevention (e.g., bicycle safety, road safety);
- identify people (e.g., parents, guardians, neighbours, teachers) and community agencies (e.g., Kids Help Phone) that can assist with injury prevention, emergency situations and violence prevention; and
- begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information).

<b>Category/ Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Understanding of Concepts</b>	<ul style="list-style-type: none"> <li>- identifies people and community agencies that can assist with injury prevention, emergency situations and violence prevention with assistance</li> <li>- applies decision-making skills to threats to personal safety with assistance</li> <li>- identifies characteristics of healthy relationships with assistance</li> <li>- identifies challenges and responsibilities in their relationships with family and friends with assistance</li> </ul>	<ul style="list-style-type: none"> <li>- identifies people and community agencies that can assist with injury prevention, emergency situations and violence prevention with limited assistance</li> <li>- applies decision-making skills to threats to personal safety with limited assistance</li> <li>- identifies characteristics of healthy relationships with limited assistance</li> <li>- identifies challenges and responsibilities in their relationships with family and friends with limited assistance</li> </ul>	<ul style="list-style-type: none"> <li>- identifies people and community agencies that can assist with injury prevention, emergency situations and violence prevention independently</li> <li>- applies decision-making skills to threats to personal safety independently</li> <li>- identifies characteristics of healthy relationships independently</li> <li>- identifies challenges and responsibilities in their relationships with family and friends independently</li> </ul>	<ul style="list-style-type: none"> <li>- identifies people and community agencies that can assist with injury prevention, emergency situations and violence prevention independently and consistently</li> <li>- applies decision-making skills to threats to personal safety independently and consistently</li> <li>- identifies characteristics of healthy relationships independently and consistently</li> <li>- identifies challenges and responsibilities in their relationships with family and friends independently and consistently</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>- writes using simple ideas with assistance</li> </ul>	<ul style="list-style-type: none"> <li>- writes with some clarity and precision with limited assistance</li> </ul>	<ul style="list-style-type: none"> <li>- writes clearly and precisely independently</li> </ul>	<ul style="list-style-type: none"> <li>- writes clearly, precisely and confidently independently and consistently</li> </ul>

## Positive Communication

Turn these negative statements into positive statements, but only if there is an important message that should be sent. Remember: If you don't have something nice to say, don't say it at all.

1. Never touch my desk!

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2. You always cheat, so I'm not going to play with you.

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3. You have an ugly name.

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4. Your writing is too messy to be the scribe (writer) for our group.

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5. Don't sit here. Can't you see I'm already saving the seat?

---

6. You can't do it that way. You never follow the directions.

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7. You are terrible at baseball and there's no way I'll play with you.

---

8. You're such a baby.

---

9. You better do it right this time.

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## A New Friend for Igor

Igor was a new student in Mrs. Allan's grade 4 class. Igor and his family moved to Canada from Russia during the summer holidays. He was unfamiliar with the customs and language of Canada.

On the first day of school his mother accompanied him to school. The principal, Mrs. Paris, took Igor to his classroom to meet his new teacher and classmates. He shyly looked around the classroom and noticed that the students were looking quite strangely at him. Mrs. Allan introduced him to the students and Igor gave them a wry and timid smile as he walked cautiously to his seat.

Danny, not able to think before he speaks, whispered as Igor walked by him, "Hey, where did you get those strange looking clothes"?

Two students giggled as Igor tried to ignore Danny's comments.

"Don't be so mean!" shrieked Lisa, breaking the silence in the room. Scr-eeeeee-ch, scree-ee-ch, was the sound of the chalk across the board. Mrs. Allan jumped with fright as she heard Lisa's shrill voice. The student's began laughing as they saw Mrs. Allan's reaction to Lisa's screaming.

"What is the matter class?" yelled Mrs. Allan, as she tried to gain control of the class.

"M-M-Mrs. All-an", stuttered Lisa, as she tried to explain to Mrs. Allan. "Danny was being mean to the new student and I was only trying to stop him from teasing Igor", replied Lisa.

Igor sat quietly at his desk, not understanding what was happening. He took out his notebook and started to draw.

"Danny", inquired Mrs. Allan, "How do you think Igor felt when he was teased about his clothes"?

"I was just kidding", replied Danny.

"It's not really funny, Danny, especially if you are a new student", exclaimed Lisa as she smiled at Igor. Igor smiled back. He knew that he had found a new friend.

## **Role-Playing Scenario**

Two students (Zach and Julian) have a difference of opinion.

Zach and Julian are discussing what their grade 4 class should do for the Winter Carnival. Zach thinks an obstacle race would be really fun and popular among other students. Julian thinks that the class should have a Snowman Contest. Zach and Julian argue back and forth, without really listening to one another. They're not respectful, and use some negative communication (put-downs and bossy statements). They continue the conflict and the role-play ends when the teacher calls, "Freeze"!

## **Am I an Active Listener?**

### ***Do I:***

- ☐ face the speaker?
- ☐ look into the speaker's eyes?
- ☐ relax and listen well?
- ☐ keep an open mind?
- ☐ hear the words, and try to picture what the speaker is saying?
- ☐ avoid interrupting?
- ☐ avoid fidgeting?
- ☐ wait for a pause to ask a question?
- ☐ try to feel what the speaker is feeling?
- ☐ nod and say "uh-huh" to let the speaker know that I am listening?
- ☐ repeat back what the speaker has said to let the speaker know that I am listening?

### Decision-Making Template

What is the problem, and why is it a problem?

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What were the two main choices your group discussed?

Choice #1	Choice #2

What were the pro's (positives) and the con's (negatives) for the two main choices?

Choice #1 Pro's	Choice #2 Pro's
Choice #1 Con's	Choice #2 Con's

What was your group's final decision? Why?

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## List of Situations

*The following situations can be used for role-play and/or to promote discussion and exchange ideas between students.*

1. You get on the school bus and the person behind you starts to tease you.

**What would you do?**

2. During recess at school, you see two students bullying another student by yelling and kicking.

**What do you do?**

3. Your friend borrowed your favourite markers and refuses to return them.

**What do you say to your friend?**

4. A few students in your class make fun of your new friend because he/she is from another country and looks and speaks differently.

**What do you do?**

5. You just found out that your best friend is spreading hurtful rumours about you.

**What do you say to your friend?**

6. Your friend just got a new pair of glasses and is being teased and called "four eyes".

**What do you do? What can you say to him/her?**

7. You're waiting in line for gym and someone pushes and takes your place.

**What do you say to that person?**

8. After school, you are walking home and a bully is following and teasing you.

**What would you do?**

9. An older student stops you and tells you to give him/her your lunch money.

**What would you do?**

10. At lunch time, a student comes to you and grabs your lunch from you.

**What do you say?**

## **Decision-Making Model**

### ***Step 1 - Identify the problem***

- What's going on?
- Is there a problem?
- What emotion(s) am I feeling?

### ***Step 2 - List as many options and choices as you can***

- What choices do I have?

### ***Step 3 - Evaluate each option***

- Is the option safe?
- Is the option fair?
- How do I feel about the option?
- How will other people feel about the option?

### ***Step 4 - Make a decision***

- Which choice will I make?

### ***Step 5 - Act***

- What do I need to do to carry out the choice/option I picked?

### ***Step 6 - Reflect on the decision***

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



## Letter From a Friend

***Choose Letter A or Letter B, and write a letter in response.***

### Letter A

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

Well, I was hoping I could write good news about my new apartment and my new school. I guess I've gotten half my wish because my new apartment is really great. There's a beautiful playground right next to our building, and my bedroom is really cool. I can't wait for you to come and see it.

Things at school are not good. The kids in my grade 4 class seem really mean. There's this one boy, Fred, who constantly picks on me. He calls me names, and yesterday he told everyone I was stupid because I didn't know how to do the math homework. Nobody ever talks to me, and I feel lonely. My mom can't understand why I don't like school anymore. Well, I've got to go and finish my homework. Write soon.

Your friend,

Bob

## Letter From a Friend

***Choose Letter A or Letter B, and write a letter in response.***

### Letter B

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

I'm having a really bad problem and I don't know what to do. It all started when Janet and Lizzie had a huge fight on Monday. I told Janet that I thought Lizzie was a stuck-up, conceited girl. Janet said she agreed. Then I got to school late on Tuesday because I had a dentist appointment. I sat next to Janet, and she told me that she didn't want me to sit anywhere near her. I was so hurt!

At lunch time, Lizzie came up to me and said, "Don't you ever talk behind my back again! If you do, I'm going to get you". The next thing I knew, Janet came up to Lizzie and the two of them left me standing there in a state of shock. None of the girls in my class are talking to me, except for Keesha. She called me on the phone, and said that Lizzie told all the girls to stay away from me. This is terrible!

Your sad friend,

Vivienne