



Units for Building Character

GRADE SIX

Roles People Play

Targets:

Bullying: Types of Bullying and the Roles People Play

Feelings: Conflicting Emotions

Coping with Bullies: S.A.F.E. Strategies

Conflict Resolution: Majority Rules: The Onlooker

Perspective/Point of View: We All Have the Power!



Junior Targets

TARGET	GRADE 4	GRADE 5	GRADE 6
FEELINGS			Conflicting emotions. Direct and indirect harassment – identify feelings in all participants of bullying.
PERSPECTIVE/ POINT OFVIEW			We all have the power!
CONFLICT RESOLUTION			The role of the onlooker in dealing with bullying.
BULLYING			Characteristics in and types of bullying.
COPING WITH BULLIES			S.A.F.E. strategies for dealing with bully/bullies.

Expectation List

Health & Physical Education - Healthy Living

Students will:

- apply a problem-solving/decision-making process to address issues related to friends, peers and family relationships; and
- describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media).

The Arts - Drama & Dance

Students will:

- evaluate, orally and in writing, their own and others' work in drama and dance (e.g., performances, multimedia presentations);
- demonstrate understanding of ways of sustaining the appropriate voice or character (e.g., through language, gestures, body movements) when speaking or writing in role for different purposes (e.g., to entertain, inform, persuade); and
- evaluate drama and dance performances, with reference to their own experiences in daily life.

Language – Writing

Students will:

- use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas to express thoughts and opinions).

Language - Oral & Visual Communication

Students will:

- contribute and work constructively in groups.

Unit Overview

Task Content

The tasks will cover:

- a) types of bullying;
- b) roles people play in a bullying situation;
- c) emotions that are involved and how to act them out (for the culminating activity);
- d) S.A.F.E. (S-seek help A-assert yourself F-formulate a plan E-educate your friends;
- e) the power of the onlooker; and
- (f) creating a script that demonstrates an understanding of the above.

Task Summary

The tasks include a review of bullying terminology and the need to address these situations. Through the subtask students will explore the emotions involved. Students will be given a set of strategies entitled S.A.F.E. These strategies will be demonstrated and reinforced through role- play and discussion. The subtasks are meant to highlight the power the onlooker has in redirecting the bully's efforts. Students will gain, and demonstrate, an understanding of how to shift the power of the bully through S.A.F.E. strategies. (Please note that the strategies urge students to use practices that will be safe and avoid more confrontation). This knowledge and understanding will be assessed through the culminating activity.

Culminating Task Assessment

Students will demonstrate their knowledge of all of the skills they have learned throughout the unit. Specifically, students will develop scripts that demonstrate their understanding of the types of bullying and roles people play in bullying situations. Students will apply S.A.F.E. bullying strategies in order to demonstrate a power shift from bully to victim an/or onlooker.

Links to Prior Knowledge

Students need to have acquired knowledge of the following:

- 1) different types of bullying (e.g., physical, verbal, indirect)
- 2) different roles people play in a bullying situation (victim, bully, bully supporter, onlooker, and intervenor)
- 3) a problem-solving process

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Students also need to be able to apply the following skills:

- 1) mime/tableau
- 2) script writing
- 3) play presentation
- 4) response journal writing

Notes to Teacher

Prior to teaching this unit, please refer to the background information found in resources for Subtask 1.

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 an/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'Connel 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, non aggressive 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/Intermediate Anti-Bullying Curriculum

- Early adolescents are actively constructing new identities that accommodate the significant changes in their mental and physical selves.
- Friendships play a crucial role in identity formation because close friendships provide support and consolidation for the identity adolescents are constructing (Cairns & Cairns, 1994).
- Clusters of close friends become more tightly knit, and the resultant peer clusters develop norms and behavioural similarities, which either support or compete with those of other social influences such as the family or school (Cairns & Cairns, 1994).
- Clusters of close friends become highly exclusive, as adolescents group themselves based on similarities in aggression, academic and athletic ability, timing of puberty, popularity, etc.
- Within clusters of friends, strong reciprocal forces operate on all members, promoting conformity with respect to lifestyle choices (modes of dress, preferred music, etc.). Desire to be part of the group may weaken inhibitions against direct and indirect bullying.
- Breaches or deviations from group conformity pressures form a basis for ridicule, teasing, and exclusion.
- Adolescents judge one another by the company they keep. Because their identities are not yet consolidated, they are often reluctant to associate with peers who might detract from the social identity they desire. Bullying at this age may be a clumsy attempt to differentiate themselves from peers who do not conform to their desired social image.

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- Adolescent friendships are frequently "reshuffled" as adolescents mature at different rates, and develop interests, values, and identities that take them in new and different directions.
- Increases in interactions with opposite-sex peers usher in themes of sexual attractiveness, popularity, and rivalry that may give rise to bullying behaviour. A breach in trust within an intimate friendship is a common precipitating factor for indirect bullying.

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)**
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- 1) **Types of bullying and the roles people play.**
Teacher needs to introduce the topic of bullying and the right and need to feel safe. Students will listen to a case study and be prepared to answer questions and respond in a journal. This will serve as a diagnostic assessment for the teacher.
 - 2) **Conflicting emotions**
Based on the previous case study, students (in groups) will discuss and list emotions of each main character in the case study. Following class discussion, students will create a tableau to elicit the emotions as compiled by the class.
 - 3) **S.A.F.E. strategies**
Students are introduced to Bully Safe strategies (Seek Help Assert Yourself, Formulate a Plan, and Educate Your Friends). Based on this information, students demonstrate the strategies through provided scripts. This information will be consolidated as students identify the strategies in their journal.
 - 4) **Majority rules - the Onlooker**
The teacher poses the question - "If research shows us that peers are present and feel uncomfortable in 85% of all bullying episodes, then why does it still occur?" Students answer this question as a small group and share with the class. Students learn about the power of the onlooker through small group, and whole class discussions, as well as in the journal response activity.
 - 5) **We All Have the Power**
Students will demonstrate their knowledge of all the skills they have learned throughout the unit. Specifically, students will develop scripts that demonstrate their understanding of the types of bullying and the role people play in a bullying situation. Students will apply S.A.F.E. bullying strategies in order to demonstrate a power shift from bully to victim and/or onlooker.



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?

Types of Bullying and the Roles People Play

Subtask 1 - Lesson 1

Time Required

- 80 - 100 minutes

Description

Teacher needs to introduce the topic of bullying and the right and need to feel safe. Students will listen to a case study and be prepared to answer questions and respond in a journal. This will serve as a diagnostic assessment for the teacher.

Expectations

Students will:

- describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media) (Health and Physical Education); and
- use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions (Language).

Teaching/Learning Strategies

- students working individually
 - students working as a whole class
 - response journal
 - case study
 - discussion
1. Discussion
 - a) Introduce the unit, expectations and culminating activity.
 - b) Refer to Ground Rules for Discussion (Appendix pg. 2).
 - c) Teacher shares research which indicates that a student is bullied on the playground every 7 minutes. Given this information, teacher reveals that this unit is going to address each individual's right to be safe at school.
 2. Case Study and Discussion
 - a) Read the case study, "Melea's Journal Entry", (Appendix pg. 3&4) to the class. Students respond to questions individually and then share their responses with the class. Through discussion, the teacher clarifies the types of bullying:
 - (i) verbal
 - (ii) physical
 - (iii) indirect

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b) This is followed by clarification of the roles people play in a bullying situation:

- bully
- victim
- onlooker
- bully supporter

3. Response Journal

Students respond to Melea's situation using the handout "Response Journal #1" (Appendix pg.5).

Assessment

- observation
- response journal

The teacher will use the case study, discussion, and response journal as diagnostic tools that will direct further instruction.

Adaptations

This entire lesson could be presented as a class or group discussion; however, the response journal is a critical communication tool for the student and teacher. Students who have difficulty writing a response should be encouraged to express their ideas using a different modality (e.g., drawing) or have a person scribe for them.

Resources

- Ground Rules for Discussion
- Case Study - Melea's Journal
- Response Journal #1
- background information

Notes to Teacher

- a) This unit will provide opportunities to discuss and dramatize anti-bullying strategies.
- b) The allotted time is only a suggestion. Teachers may need to separate steps 1 and 2 into individual lessons.
- c) Use of the video, "Put the Brakes on Bullying", may assist in introducing the topic of bullying. (This resource is available through the Learning Resources Centre of the YRDSB)

Types of Bullying and the Roles People Play

Subtask 1 –Lesson 2

BULLY DANCE VIDEO

Time Required

- 60 minutes

Description

Students view video to determine who is involved when bullying occurs, the different kinds of bullying and techniques they use when being bullied.

Expectations

Students will:

- describe and respond appropriately to potentially violent situations relevant to themselves

Teaching/Learning Strategies

- visual communication
- brainstorm
- group discussion

Before beginning this unit on bullying, teacher may review the “Ground Rules for Discussion” (See Appendix page 29)

1. Student view video called “Bully Dance”.
2. Teacher writes the following questions on the blackboard.
 - Who is involved when bullying takes place?
 - List the different kinds of bullying/harassment observed.
 - What techniques can you use when dealing with a bully?
3. Students form groups and brainstorm their ideas of the video/what they observed.
These ideas are recorded on chart paper.
4. Discuss group responses and use worksheet for all students if desired.

ASSESSMENT

ADAPTATIONS

RESOURCES

- Background information
- *Bully Dance video*

NOTES TO TEACHER

THE BULLY DANCE WORKSHEET

Group Members: _____

1. Who is involved when bullying takes place?

2. List the different kinds of bullying/harassment you have noticed.

3. What techniques can you use when dealing with a bully?

Conflicting Emotions

Subtask 2 - Lesson 1

Time Required

- 80 minutes

Description

Based on the previous study, students (in groups) will discuss and list the emotions of each main character in the case study. Following class discussion, students will create tableaux to elicit the emotions as compiled by the class.

Expectations

Students will:

- describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media) (Health and Physical Education);
- evaluate, orally and in writing, their own and other's work in drama and dance (e.g., performances, multimedia presentations) (The Arts);
- evaluate drama and dance performances, with reference to their own experiences in daily life (The Arts); and
- contribute and work constructively in groups (Language).

Teaching/Learning Strategies

- students working individually
 - students working in small groups
 - collaborative/cooperative learning
 - discussion
 - tableau
1. Collaborative/Cooperative Learning
 - a) In small groups, re-read case study.
 - b) On chart paper, record character names and list the emotions that the character may be feeling (e.g., Melea - hurt, disappointed, sad, unwanted).
 - c) Teacher collects and displays charts.

OPTIONAL – Use if desired

2. Tableau of Emotions

- a) Tableau is a purposeful arrangement of a group of people representing a moment frozen in time.
- b) The teacher will divide the class in half. One group will observe the others while they do their tableaux and then the roles will be reversed.
- c) Students will create a tableau as the teacher calls out emotions from the chart paper (a common strategy is to count down from 3 and then students freeze when the teacher arrives at 1).

3. Miming Emotions

- a) An extension of the above activity is to create a mime of emotions.
- b) Review the purpose of mime (expression with no words, exaggerated movement and exaggerated facial expressions).
- c) Once again, students will mime emotions as teacher calls out emotions from the chart paper.

4. Discussion

- a) Orally describe and discuss the most effective mimes presented.
- b) Teacher should state there is no right way to feel. The bully, the victim, and/or the onlooker (the onlooker is laughing but feels upset) could experience all emotions listed.
- c) Teacher directed discussion should emphasize the need to empathize with the victim and onlooker.

5. Extension Activity

- a) In small groups, students create a tableau or mime based on a schoolyard bullying situation.
- b) Follow up will include discussion regarding feelings.

Assessment

- **Observation**

Teacher is observing the students' ability to:

- work in groups;
- contribute effectively;
- perform tableaux and mimes; and
- demonstrate emotions with understanding and respect towards characters in the case study.

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- **Anecdotal Record**
Based on observation, this activity will serve as a formative assessment. The teacher may use the information gathered from this activity to create effective groups for the culminating activity.

RESOURCES

Notes to Teacher

- a) Teacher should carefully structure the small groups.
- b) Consider any relevant situation in the classroom or school year (do not place bully with repeated victim).
- c) There is an assumption that students have been introduced to mime and tableau.
- d) Allow extra time if these skills need to be taught.

Conflicting Emotions

Subtask 2 – Lesson 2

Time Required

35 – 45 minutes

Description

Students will view video to develop an understanding of direct and indirect harassment.

Expectations

Students will:

- Describe different kinds of harassment (direct and indirect)

Teaching/Learning Strategies

- Visual communication
 - Group discussion
1. Discuss “The Bully Dance” and the types of bullying notices
 2. Show video – Part Two of “I Was Just Kidding”
 3. Discuss kinds of harassment
 - **Direct**
(Verbal, physical, psychological): name teasing, taunting, stalking, embarrassing others, unwanted touching, physical violence, uttering threats, intimidation, reacting fear in victim OR
 - **Indirect**
(shunning, exclusion, damaging the victim’s reputation and/or relationships): spreading rumours, defamatory gossip, telling secrets, disclosing private information
 4. Complete activities found in video kit.

ASSESSMENT

RESOURCES

- Video “I Was Just Kidding”

NOTES TO TEACHER

S.A.F.E. Strategies

Subtask 3 – lesson 1

Time Required

- 80-100 minutes

Description

Students are introduced to Bully Safe strategies (Seek Help, Asset Yourself, Formulate a Plan, and Educate Your Friends). Based on this information, students demonstrate the strategies through provided scripts. This information will be consolidated as students identify the strategies in their journals.

Expectations

Students will:

- apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships (Health and Physical Education);
- describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media) (Health and Physical Education);
- evaluate, orally and in writing, their own and others' work in drama and dance (e.g., performances, multimedia presentations) (The Arts);
- demonstrate understanding of ways of sustaining the appropriate voice or character (e.g., through language, gestures, body movements) when speaking or writing in role for different purposes (e.g., to entertain, inform, persuade) (The Arts);
- use writing for various purposes and in a range of contexts including schoolwork (e.g., to develop and clarify ideas to express thoughts and opinions) (Language); and
- contribute and work constructively in groups (Language).

Teaching/Learning Strategies

- students working in small groups
- students working as a whole class
- students working individually
- prompts
- role-playing
- brainstorming

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1. Brainstorming
Students and teacher have discussed the roles and emotions felt by bullies, victims and onlookers. Pose the question - "What can onlookers and victims do to deal with bullying situations?"
2. Present acronym S.A.F.E. for dealing with a bully situation
 - a) S - Seek Help
A - Assert Yourself
F - Formulate a Plan
E - Educate your Friends
 - b) Blackline master may be used for students or used as a teacher reference (Appendix pg. 6).
3. Small Group Activity
 - a) Place students in groups of 4 or 5.
 - b) Distribute role-plays that outline a S.A.F.E. strategy(ies) that will be used (see Blackline master in Appendix pg. 7-14).
 - c) In groups, students orally review discussion questions to prepare for the presentation of the role-play.
 - d) Students decide on roles for group members and rehearse (students carry scripts - i.e., memorization of script is not required).
4. Presentation and Whole Class Discussion
 - a) Groups present their role-plays.
 - b) Students/teacher directs discussion questions.
5. Journal Response
Question - "Think back to a situation when you were a victim or onlooker. How could you have used S.A.F.E. to change the outcome?"

Assessment

- classroom presentation
 - response journal
 - anecdotal record
 - group work
- a) Formative assessment through observation; teacher will observe students understanding of S.A.F.E. strategies through role-play activities and group discussion.
 - b) Students will personally respond to S.A.F.E. strategies through a response journal entry.

Resources

- S.A.F.E. Strategies Role-Play
- More S.A.F.E. Role-Plays
- Decision-Making Model

Notes to Teacher

- a) Teachers may have a decision-making model in place already. If not, they may refer to Appendix pg.15.
- b) Depending on group dynamics, determine whether it would be appropriate for a student to lead the discussion.
- c) During discussion/debriefing of role-plays, teacher should assist in the identification of S.A.F.E. strategies by having students refer back to Blackline master e.g., Assert Yourself. Highlight "I" statements, use humour and agreement with bully.
- d) The culminating activity requires students to write scripts. As a result, it is important to point out to students the format used in the role-plays so those students can model this format in their culminating activity.
- e) If teacher needs further reference, please refer to teaching/learning strategies in the culminating activity.

S.A.F.E. Strategies
Subtask 3 – Lesson 2

Time Required

- 35 – 45 minutes

Description

Students will view video to clarify the differences between playful friendly teasing and hurtful bullying.

Expectations

Students will:

- identify when they are playing vs when they are being bullied

Teaching/Learning Strategies

- visual communication
 - group discussion
 - response questions
1. Review the types of bullying/harassment.
 2. Show video – Part One of “I Was Just Kidding”
 3. Discuss all feelings when being teased in order to clarify the difference between playful, friendly, fun teasing vs hurtful, unwanted teasing.
 4. Complete activities found in video kit.

Assessment

Resources

- “I Was Just Kidding” (Sunburst Video Package)

Notes to Teacher

Majority Rules - The Onlooker

Subtask 4 – Lesson 1

Time Required

- 80 - 100 minutes

Description

The teacher poses the question - "If research shows us that peers are present and feel uncomfortable in 85% of all bullying episodes, then why does it still occur?" Students answer this question as a small group and share with the class. Students learn about the power of the onlooker through small group, large discussion, and journal response activity.

Expectations

Students will:

- apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships (Health and Physical Education);
- describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media) (Health and Physical Education); and
- use writing for various purposes and in a range of context, including schoolwork (e.g., to develop and clarify ideas to express thoughts and opinions) (Language).

Teaching/Learning Strategies

- students working as a whole class
 - students working in pairs
 - students working individually
 - discussion
 - response journal
 - think/pair/share
1. Class Discussion
 - a) Teacher poses the question - "If research shows us that peers are present and feel uncomfortable in 85% of all bullying episodes, then why does it still occur?" Students may come up with the following ideas:
 - peers are drawn into bullying interactions by arousal and excitement of aggression

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- fear of bully turning on them
 - onlooker may become desensitized to bullying situations
 - onlooker may experience protection and increased social status through group cohesion
- b) If these points do not come out through discussion, write the above statements on the chalkboard and ask if students agree or disagree and why.
2. Think/Pair/Share
- a) Discuss how the power of the bully is reinforced by onlookers (bystanders).
- b) Discuss the shift of power when the onlooker chooses to support the victim (refer to role-play from Subtask 3).
3. Journal Response
- Write the following statement on chart paper or chalkboard - "The onlookers hold the greatest power. They can support bullying or they can make it stop! They can be an audience to bullying and make the problem worse, or they can support the victims and help prevent the problem." Students reflect on this statement in their journals.
4. Students share journal responses with the class. Use the responses to reinforce the need for everyone to take responsibility to stop the bullying behaviour. Power can be taken away from the bully by removing the audience.

Assessment

- response journal
- anecdotal records (discussion)

Notes to Teacher

- a) Teachers may want to follow the sharing of the response journals with a poster activity
- b) Students can complete the statement, "I can make a difference by..."
- c) Artwork can be added and posters can be displayed.

Majority Rules - The Onlooker

Subtask 4 – Lesson 2

Time Required

- 80 – 100 minutes

Description

Students discuss (as a class) the roles in a bullying situation and the right to feel safe.

Expectations

Students will:

- describe and personally respond to a potentially violent situation
- use writing for various purposes and within a range of contexts (including school work).

Teaching/Learning Strategies

- group discussion
 - case study
 - response journal
1. Review Lesson Two – How does teasing feel? Fun vs hurtful
 2. Discuss the roles people play in a bullying situation – bully, victim onlooker/bystander, bully supporter.
 3. Teacher should share research which indicates that a **student is bullied on the playground every 7 minutes.**
 4. Introduce the idea that everyone has the right and need to feel safe.
 5. Teacher reads the case study, “Melea’s Journal Entry”, to the class (See Appendix, Page 37).
 6. Students respond to questions individually and then share their responses with the class.

Assessment

- Response journal
- Anecdotal records (discussion)

Notes to Teacher

We All Have the Power

Subtask 5 – Lesson 1

Time Required

- 200 minutes

Description

Students will demonstrate their knowledge of all of the skills they have learned throughout the unit. Specifically, students will develop scripts that demonstrate their understanding of the types of bullying and the roles people play in a bullying situation. Students will apply S.A.F.E. bullying strategies in order to demonstrate a power shift from bully to victim and/or onlooker.

Expectations

Students will:

- apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships (Health and Physical Education);
- describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media) (Health and Physical Education);
- evaluate, orally and in writing, their own and others' work in drama and dance (e.g., performances, multimedia presentations) (Language);
- demonstrate understanding of ways of sustaining the appropriate voice or character (e.g., through language, gestures, body movements) when speaking or writing in role for difference purposes (e.g., to entertain, inform, persuade) (The Arts);
- evaluate drama and dance performances, with reference to their own experiences in daily life (The Arts); and
- contribute and work constructively in groups (Language).

Teaching/Learning Strategies

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

Units for Building Character
Grade 6

1. Whole Class Discussion

- a) Teacher introduces the task and the rubric using Blackline masters (appendix pg. 16)
- b) Teacher divides the students into groups of 3 – 5.

2. Small Group Discussion

- a) In their groups, students create a bullying situation to be dramatized. Students seek teacher approval of topic or situation.
- b) Teacher conferences with students to ensure the expectations as outlined in the rubric are met in their scripts.

3. Presentation of Role-Play

In groups, students present their role-play situations.

4. Debriefing

Teacher leads discussion and students orally assess presentations by asking the following five questions:

- i) Who is the bully?
- ii) What type of bullying is being demonstrated?
- iii) How did the onlooker support the victim?
- iv) What S.A.F.E. strategy did the victim and/or onlooker use?
- v) Were the strategies and situations realistic?

5. Journal Response

- Based on class discussion, students will write a response in their journal to each presentation:
 - i) Retell the situation presented
 - ii) Relate to the situation from your own experience
 - iii) Reflect on the strategy and evaluate its authenticity (Was it real? Why or Why not?)

Assessment

- questions and answers (oral)
- exhibition/demonstration
- rubric

During the culminating activity, assessment will take four forms.

- 1) The teacher will summatively assess the dramatic presentation using the rubric.
- 2) The students will self-assess their presentation using the rubric.
- 3) The teacher/students will orally assess the presentation through debriefing sessions (making reference to the roles people play, S.A.F.E. strategies used, and power shift).

Units for Building Character
Grade 6

- 4) The teacher will assess the students' ability to transfer their knowledge of bullying into their everyday lives.

Adaptations

Students may choose to respond to one role-play in their journals.

Resources

We All Have the Power Rubric - (Appendix Pg. 15)

We All Have the Power **Subtask 5 – Lesson 2**

Time Required

- 35 – 45 minutes

Description

Students view video to determine how the victim feels and how to deal with a bully.

Expectations

Students will:

- describe and use techniques when dealing with a bully

Teaching/Learning Strategies

- visual/oral communication
 - respond to questions
 - group discussion
1. Review types of bullying/harassment and how the victim feels
 2. Show Part Three of “I Was Just Kidding”
 3. Discuss how the characters deal with the bullies
 4. Complete activities found in the video kit

Assessment

Adaptations

Students may choose to respond to one role-play in their journals.

Resources

“I Was Just Kidding” (Sunburst VHS Kit)

We All Have the Power

Subtask 5 – Lesson 3

Time Required

- 35 – 45 minutes

Description

Students will determine all those involved in a bullying situation, specifically the bystander, and their responsibilities.

Expectations

Students will:

- describe the responsibility of the bystander
- use S.A.F.E. strategies when encountering a bully

Teaching/Learning Strategies

- group discussion
 - oral/visual communication
 - response questions
1. Review S.A.F.E. Strategies – How to deal with a bully
 2. Show Video – Part Four of “I Was Just Kidding”
 3. Discuss the bystander and their responsibilities
 - Don’t add to the problem by going along with the bully
 - Tell the bully how you feel (be sure to talk to bullies in an area where others are located)
 - Don’t be alone with a bully
 - Be safe – tell an adult
 4. Complete activities found with Sunburst video package (“I Was Just Kidding”)

ASSESSMENT

ADAPTATIONS



Appendices

UNITS FOR BUILDING CHARACTER

GRADE SIX

Resource List
Blackline Masters
Rubrics



Rubric

We All Have the Power

Subtask 5

Blackline Master File

Case Study - Melea's Journal

Subtask 1

Case study - Melea's Journal
Bully incident outlined in grade 6, journal entry

Ground Rules for Discussion

Subtask 1

Ground Rules for Discussion

Response Journal #1

Subtask 1

Response Journal #1

S.A.F.E. Strategies Role-Play

Subtask 3

Bully Role-Plays
Scripts for Student Use

Decision Making Model

Subtask 3

Ground Rules for Discussion

1. **Respectful Listening:** I agree to give everyone respect, including myself. I agree to listen to others in the group without interruptions, and I expect that others in the group will listen to me. When I want to speak when we are all assembled; I will raise my hand. When we are taking turns by going around the circle, I will wait until it is my turn.
2. **Keep Confidentiality:** I agree to keep what comes up in the group to myself. This means I won't repeat what someone says without his/her permission, even to other members of the group outside the meeting.
3. **No Put-Downs:** I agree not to put down, make fun of, minimize, or attack other people.
4. **Offer Amnesty:** I agree not to blame, or "get back at" later anyone for what he/she says in this group. Exception: If someone says that he/she is being hurt now, or is going to hurt him/herself or someone else, I will get that person help by talking to an adult.
5. **The Right to Pass:** I agree to do my part to make the group work, but I have the right not to talk in the group when I don't want to.
6. **Respect Feelings:** Everyone in the group will sometimes feel hurt, sad, bored or angry. These feelings are part of the healing and change process. I agree to respect my feelings and the feelings of other group members.
7. **Trying on the Process:** I agree to try on the process of this group. I don't have to agree with it or accept it, just try it on.
8. **Taking Care of Myself:** I agree to take charge of my own needs. I will make myself comfortable and I will ask for help when I need it. I will try and have fun during the process.
9. **Working Inclusively:** I agree to work with all group members. I understand that when we break into pairs or smaller groups, it will always be done randomly, so that we will have opportunities to work with everyone in the group.
10. **We Value Honour and Diversity:** I agree to respect the differences that others bring to this process, and honour the experiences and perspectives of others.

Case Study - Melea's Journal Entry

This is an entry from a grade six student journal. This story details a student who no longer feels safe at school.

Dear Journal,

I am writing my entry rather early this morning. I have been up since 5:00 a.m. I just couldn't sleep anymore. I like school but I just don't want to go anymore. I am just scared. I am sick of feeling this way. My stomach hurts and I don't like to eat anymore and I have a hard time sleeping. I do feel safe in my room but I still feel sad. Everything changed over the winter holidays. The first day back things just didn't feel right. My best friend stopped being my best friend. Then slowly our friends became just her friends. Now I am alone. Alone before first bell. Alone at lunch and alone walking home. Well I am not really alone. There is always someone shouting something out about me. Some days they shout about my clothes, other days it is about my family. Some days I just don't listen. Some days I think they are going to be nice and things are going to go back the way they were. Cassy, my old best friend, pushed me yesterday and told me I better watch out. She told me I was looking at the wrong guy. Looking at the wrong guy! I don't even look at anyone; I just look at my books, which don't make sense anymore. You know if Leslie would just look at me and talk to me instead of laughing when Cassy shouts, then maybe I could take everything that is happening at school. Leslie's mom and my mom are friends and we have known each other a long time. Some days I think she might want to talk to me...but then Cassy or someone from the class gets her over to their group and my hopes are dashed...then I asked myself again...What did I do? What did I say? Why is Cassy picking on me? We used to do everything together...now we don't do anything and I don't talk to anybody. I feel like crying and sometimes I feel like hurting Cassy like she hurt me. It just doesn't go away and nobody can tell me what I did wrong!

1. Who is being targeted in this story? _____

2. Why does Melea feel scared? _____

3. Who would you say is the bully in this story? _____

4. Who would be considered the onlooker in this story? _____

5. Who would be considered the bully supporter? _____

6. Identify which type of bullying is taking place in this story by circling the correct response:

Direct: Face to Face

- verbal
- physical
- psychological (uttering threats, intimidation, creating fear in victim)

Indirect

- exclusion, shunning
- damaging the victim's reputation and/or relationships by spreading rumours and defamatory gossip, telling secrets, disclosing private information

Pretend that you are Melea's teacher and have just read her journal entry. Write a response to her based on what you know about bullying.

[illegible]

S.A.F.E. Strategies

The following is an outline of possible strategies students could use when dealing with a bullying incident.

S - Seek Help

Look for help from friends, classmates, acquaintances, allies, and adults. Ask others to help. Agree to help others who ask for help.

A - Assert Yourself

Stick up for yourself with words and assertive body language. Avoid passive responses to bullying (e.g. "Oh" or silence). Avoid aggressive responses to bullying (e.g., "So what, you are fat too!", and "What are you going to do about it?"). Respond with calm assertive behaviour. Use "I am" statements; use humour and deflect conversation with other topics or activities.

F - Formulate a Plan

Talk to family and friends. Be smart about planning your time and activities. Choose places and people that feel comfortable and safe from bullying. Help yourself by avoiding bullying trouble spots. Plan ways to stay safe. Report bullying to authorities.

E - Educate Your Friends

Talk to family and friends. Bring bullying out into the open and call it by name. Don't be silenced by fear of retaliation.

S.A.F.E. Strategies Role-Plays

Strategy: Seek Help and Formulate a Plan

The Cast

The Bullies - Amanda, Sarah

The Victim - Carlie

Bystanders - Megan, Jen

The Setting

End of lunch period heading into class.

A group is walking down the hall and is met by Sarah and Amanda.

Sarah: "Amanda! There she is - Oh Carlie...Carlie"

Amanda: "Okay, I warned you yesterday. I told you to stop hanging around with Keith. I saw you at lunch with him."

Carlie: "It's a free country Amanda!"

Amanda: "So, you'll be free to meet me tomorrow after school in the park. We can settle your problem there. Be there - and be scared!" (*sneers and stomps away with authority, Sarah running behind*).

Megan: "Will you be okay Carlie? She'll probably bring her gang with her, including that Sarah."

Carlie: "I don't know. I don't know what to do."

Jen: (*Another friend who has witnessed the exchange.*) "Just don't go!"

Carlie: "Then she'll have something else to complain about. She or someone in her gang always has to say something to upset me. She will just keep bugging me until I do something."

Megan: "Then maybe you better tell someone other than us. WE are just as scared as you are."

Carlie: "My mom wants to call the principal but I told her not to."

Jen: "Well, this time I think you'd better; she's getting too mean and nasty."

Megan: "I think it sounds like a plan, this is too crazy now! You, Jen and I could all get hurt. I don't want to fight!"

Carlie: "I'll call you tonight and tell you what the principal says."

Megan: "Okay, I feel better already. Make sure you tell your mom. This is too serious."

The girls leave for their class.

Discussion Questions:

Answer these questions in a group first. You will be expected to lead a class discussion after your role-play.

1. What type of bullying did the bully use?
2. What S.A.F.E. strategies did the victim use?
3. How did the bystanders react to the bullying?
4. Were the bystanders supportive? In what way?
5. Why did Carlie hesitate to seek help? Why would you encourage her to seek help?
6. It would not be safe to meet Amanda at the park. What would you have said to encourage Carlie not to go to the park?
7. What other S.A.F.E. strategies could be used in this role-play?

S.A.F.E. Strategies Role Plays

Strategy: Asserting Yourself/Educate Your Friends

The Cast

The Bully: Egan

The Victim: Matt

Supportive Bystanders: Andre and Cosmo

The Setting

Outside after school at the bike rack. The boys have gathered to collect their bikes.

Egan: "Nice haircut! You look stupid!"

Matt: "Hey, thanks! I'm glad you like it!"

Egan: "It's ugly, and that style is way out!"

Matt: "If you want to talk to me, do it without bugging me about my hair."

Egan: "I can't help it. You look silly."

Matt: "Listen, I don't like when you bug me about how I look. Just leave me alone."

Egan: "OHHH. What a baby!"

Andre: *(walks up to the bike rack and overhears the bully and victim.)* "Come on, Egan, leave him alone. Why are you bugging Matt?"

Cosmo: *(he has been standing silent next to Egan while he has been bullying Matt)*
"Yeah, just leave him alone."

Egan: "Whose side are you on?" *(he says to his friend, Cosmo)*

Cosmo: "I don't like it when you hassle him about how he looks. I like his haircut."

Egan: "What are you going to do about it?"

Cosmo: "Be friends with him instead."

Andre: "Yeah, come on you guys. Let's go home." *(he says to Matt and Cosmo)*

Matt: "Do you guys want to get a Slushy and go to my house?"

Cosmo: "See ya, Egan."

Discussion Questions:

Answer these questions as a group first. You will be expected to lead a class discussion after your role-play.

1. What type of bullying did the bully use?
2. What S.A.F.E. strategies did the victim use?
3. How did the bystanders react to the bullying?
4. Were the bystanders supportive? In what way?
5. Do you think the victim talked to the bystanders (friends) about Egan's comments? Why or why not?
6. What other strategies could be used in this role-play?

S.A.F.E. Strategies Role Plays

Strategy: "Make a Plan" and "Educate Your Friends"

The Cast

Bully: Stephanie

Victim: Laura

Bystanders: Chantal, Ms. Pratt

Setting

The girls are in the hall, getting ready for recess.

Stephanie: "Hope you have a hat for recess to cover up that hairdo! What happened? It hurts to look at it!"

Ms. Pratt: "Stephanie, you have not cleared your desk off. Please come back into the classroom."

Chantal: "Come on Laura. Let's go out for recess. There's a chip sale, and I brought money."

Laura: "I don't think I will today."

Chantal: "Why not? You'll miss the chip sale."

Laura: "I don't know. I just want to stay inside."

Chantal: "What's your reason?"

Laura: "I don't really have one."

Chantal: "You must have, or you wouldn't be allowed."

Laura: "I don't want to go out, that's all. Ms. Pratt said I could stay in so Stephanie and her friends will leave me alone."

Chantal: "So you aren't going out because of them?"

Laura: "I can't take their comments. I feel bad enough about my hair without them pointing and laughing. If I go out, they just bug me more."

Chantal: "Is that your only choice?"

Laura: "No, I suppose not. Maybe I could hang out with you over by the chip sale. I could pretend to have money so I can stand in line."

Chantal: "Look, why don't I buy you a bag of chips?"

Laura: "Would you? I could buy some tomorrow."

Chantal: "Great! Don't let Stephanie run your life Laura."

Discussion Questions

Discuss the following questions with your group. You will be expected to lead a class discussion after your presentation.

1. What type of bullying did the bully use?
2. What S.A.F.E. strategies did the victim use?
3. Were the bystanders supportive?
4. Do you think Laura's plan will work?
5. What other plans could Laura and Chantal make?
6. If you were Ms. Pratt, would you say anything to Stephanie as she was clearing off her desk? What would you say?

S.A.F.E. Strategies Role Plays

Strategy: "Educate your Friends" and "Seek Help".

The Cast

Bully: Anthony

The Bully Supporter: Steven

The Victim: Cody

Bystanders: Dave, Aaron, Harrison

Setting

Boys are at the local skate park.

Steven: "Hey guys! What's up?"

Dave: "Well, Aaron just got a new board and he looks good!"

Steven: "Yeah, not bad. Anthony is better."

Cody: "No way! Aaron rocks."

(Anthony enters and hears remark)

Anthony: "And who asked you? Look at your baby board man. No wonder you can't kick flip!" *(Anthony grabs the board and takes off into the park)*

Steven: "Are you going to cry now baby?" *(Steven follows Anthony)*

(Cody stands with Dave, Aaron, and Harrison)

Cody: "I am getting really sick of Anthony and his remarks. I'm not going to come to the park anymore."

Aaron: "You can't stop coming because of those guys."

Harrison: "Steve is always a nice guy until Anthony shows up."

Aaron: "Okay, let's get your board back and have some fun."

Cody: "How am I going to get my board back? He'll probably try to wreck it."

Dave: "Let's chase him down and grab it."

Harrison: "We just might get kicked out if Boss Brad sees us."

Dave: "Well, Cody, what are you going to do?"

Cody: "If you guys come with me I'll talk to him."

Dave: "I'll hang out by Boss Brad. If Anthony or Steven try anything, I'll tell Boss Brad to come over."

Harrison: "Let's go!"

Discussion Questions

1. What type of bullying did the bully use?
2. How did Steven change when the bully appeared on the scene? Why do you think his behaviour changed?
3. How did the bystanders support Cody?
4. Give examples of S.A.F.E. strategies being used.
5. Do you think the boys' plan would work? Do you have any other suggestions?
6. What do you think Cody should say to Anthony?

Student Name: _____
Date: _____

Expectations for this Subtask to Assess with this Rubric:

Students will:

- demonstrate understanding of ways of sustaining the appropriate voice or character (e.g., through language, gestures, body movements) when speaking or writing in role for different purposes (e.g. to entertain, inform, persuade);
- describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media); and
- apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships.

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Performance	<ul style="list-style-type: none"> - applies few of the skills, concepts, and techniques taught (acting in role, using appropriate voice, body movement, gestures and language) - performs and creates only in limited and incomplete ways 	<ul style="list-style-type: none"> - applies some of the skills, concepts, and techniques taught (acting in role, using appropriate voice, body movement, gestures and language) - occasionally performs and creates in complete ways 	<ul style="list-style-type: none"> - applies most of the skills, concepts, and techniques taught (acting in role, using appropriate voice, body movement, gestures, and language) 	<ul style="list-style-type: none"> - applies all (or almost all) of the skills, concepts, and techniques taught (acting in role, using appropriate voice, body movement, gestures and language) - consistently performs and creates in well-developed ways
Understanding of Concepts	<ul style="list-style-type: none"> - shows understanding of few of the required concepts taught (roles of the bully, S.A.F.E. strategies, power shift) 	<ul style="list-style-type: none"> - shows understanding of some of the required concepts taught (roles of the bully, S.A.F.E. strategies, power shift) 	<ul style="list-style-type: none"> - shows understanding of most of the required concepts taught (roles of the bully, onlooker, victim, and power shift) 	<ul style="list-style-type: none"> - shows understanding of all or almost all of the required concepts taught (roles of the bully, S.A.F.E. strategies, power shift)
Creative Work	<ul style="list-style-type: none"> - creates a script with assistance - the purpose is unclear (to inform) and the situation is unrealistic 	<ul style="list-style-type: none"> - creates a simple script with limited assistance - the purpose is somewhat clear (to inform) and the situation is somewhat unrealistic 	<ul style="list-style-type: none"> - independently creates a script of some complexity - the purpose is clear (to inform) and the situation is realistic 	<ul style="list-style-type: none"> - independently creates a complex script - the purpose is clear (to inform) and the situation is realistic
Communication of Required Knowledge	<ul style="list-style-type: none"> - communicates poorly, with limited clarity, the S.A.F.E. strategy to address issues of bullying 	<ul style="list-style-type: none"> - communicates with some clarity, the S.A.F.E. strategy to address issues of bullying 	<ul style="list-style-type: none"> - communicates clearly and precisely the S.A.F.E. strategy to address issues of bullying 	<ul style="list-style-type: none"> - communicates clearly, thoroughly and precisely, the S.A.F.E. strategy to address issues of bullying