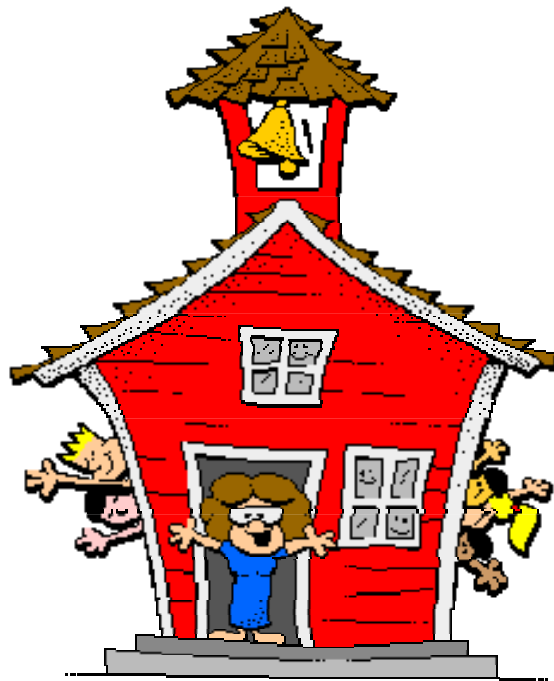


ELEMENTARY

Safe Schools

Unit Plans



A sample of comprehensive, integrated unit plans for the Elementary grades.

Ray Hughes, M.Ed., Peter Jaffe, Ph.D., C.Psych, and Erin Howarth, B.Ed
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About this Safe Schools Resource....

Educators, parents and students are committed to safe schools to enhance students' safety, well-being and learning. Safe schools don't just happen by accident. Usually there are multiple strategies that involve professional development, school policies, special programs, community partnerships and curriculum initiatives. This document is intended to promote the latter, curriculum initiatives. These initiatives are critical because they integrate the learning of skills and attitudes that promote healthy relationships into the curriculum. Rather than a special assembly or event, violence prevention is part of every day activities for students. Rather than adding a burden to busy teachers with a crowded curriculum, these lessons can be integrated into the provincial expectations for students at every grade level. Like other skills and attitudes, students have a chance to learn through repeated practice in different units of study.

The following is a compilation of violence-prevention lesson plans submitted by Faculty of Education students at the University of Western Ontario during the 2005-2006 school year. As part of course requirements for an elective course on safe schools, students were requested to submit comprehensive 5-lesson unit plans that addressed any issue related to violence prevention or safe schools.

These unit plans are intended to be used as a guide for ideas and strategies on how to integrate healthy-relationship and violence prevention teaching into the standard Ontario curriculum. In all cases, efforts were made to make the units comprehensive; however the units should be viewed as a framework or starting point from which to develop more detailed lessons that are adapted and suited to a particular class. There is a 'Safe-Schools' unit for every elementary grade (from Grade 1 to Grade 8), and units for selected high school subjects. All units integrate at least two different subjects (e.g. language and drama), and most units integrate at least three or four different subject areas.

The collection of workshops and units has been created as a collaborative effort of the Centre for Research and Education on Violence Against Women and Children and the CAMH Centre for Prevention Science. To receive more information about this project, as well as related projects, please visit the following websites: <http://www.crvawc.ca/> or www.thefourthr.ca.

This resource has been compiled by Ray Hughes, M.Ed., Peter Jaffe, Ph.D., C.Psych., and Erin Howarth, B.Ed.

The following students have submitted lesson plans as part of the Safe Schools course taught by Dr. Peter Jaffe and Ray Hughes, and their project in whole or in part has been incorporated into this resource:

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**An Introduction to Violence Prevention:
Overcoming Barriers and Engaging Schools**

The following introduction is adapted from chapter 9 from the book *Adolescent Risk Behaviors* written by David Wolfe, Peter Jaffe & Claire Crooks and published by Yale University Press in 2006. It is reproduced with consent of the authors and the publisher. Please refer to the complete text for additional material and references. This section is offered to put the curriculum material produced in this resource document in a broader context. Promoting safe schools requires comprehensive and integrated efforts of educators, parents, students and community professionals. There is no quick fix, as there is no one program or initiative that provides an easy answer. It is a combination of many partners working together and ensuring that programs, policies, training and community partnerships are abreast of the latest challenges to safety. Whether it is media violence, cyber bullying or date rape, it is critical that initiatives evolve from the most recent information available and from students' feedback. This resource material promotes new curriculum ideas as a starting point for the development of many others. This introduction is a reminder of the context and complexity of this undertaking.

Recent episodes of lethal violence in schools have made every parent, teacher, and student more aware of violence in schools and much more conscious of safety. The Columbine incident, in particular, led to a widespread feeling of "if it can happen there it can happen anywhere.". According to the Commission Report, the Columbine incident mirrored previous incidents of school shootings: the perpetrators were students who had been bullied at school and who were seeking to kill students and teachers they knew. This tragedy illustrates the importance of the day-to-day school climate and context in which the majority of violence is perpetrated. The reality is that youth are more likely to experience violence at the hands of somebody they know than from a stranger. This reality is at the heart of the "Fourth R" concept. The Fourth R is a consortium of researchers and professionals dedicated to promoting healthy adolescent relationships and reducing risk behaviours. The Fourth R develops and evaluates programs, resources and training materials for educators and other front-line professionals who work with youth. The "Fourth R" is intended to draw attention to the importance of "Relationships," (ie the "Fourth R" after Reading, Writing and 'Rithmetic) both in understanding violence and knowing how to prevent it. Switching to this focus on relationships and providing students and teachers with the skills to foster healthy relationships is the best way to shift towards prevention strategies and away from a crisis response to school violence.

The past decade saw numerous initiatives developed to reduce risk behaviors such as violence, binge drinking, and unsafe sex. Unfortunately, there is still much confusion about how to address this concern, and some efforts may miss the mark. Many of these programs have been short-lived, and their success has often depended on the enthusiasm and vision of a handful of dedicated staff. Although many motivated and committed teachers and administrators have worked to implement prevention programs, despite their best efforts these programs often do not live up to their potential.

Early efforts were critical forerunners in bringing social issues to the school setting, however the result was sometimes a series of disjointed, compartmentalized awareness-raising activities. It is not uncommon for schools to have separate anti-hate weeks, sexual harassment activities, bullying programs, and date-rape education, each totally disconnected from the others. The result both minimizes the impact of any one campaign and overwhelms teachers and students with the demands of each event. Despite increased awareness around violence, we are currently facing a great divide in how to respond to the issue of violence: reactively or proactively. This same issue is the hot topic in the youth justice arena: do we go for rehabilitation and prevention or just “get tough” through the use of boot camps and stricter sanctions? Countless sources recognize the potential for schools to become a leading force in providing programs to reduce and prevent violence in adolescence. However, this potential has not been fulfilled despite new funding in the area of violence prevention.

There are several barriers that can and have limited the success and longevity of these programs:

1) Seeking the Quick Fix

For many years police departments and shelters for abused women have faced resistance to their involvement in schools. The good news is that now the role of schools is no longer debated; many educators want to be leaders in the effort against violence. The bad news is that people are still looking for quick solutions: find the “bad kids” and suspend or expel them, and increase physical security and monitoring. The emphasis continues to be on extreme and stranger-perpetrated violence, rather than the daily reality of bullying, harassment, and abuse in peer and romantic relationships. Far from being at the cutting edge of promoting healthy relationships proactively, many school boards are moving more towards reactive, security-driven approaches.

There is a need for an integrated, comprehensive approach that provides a background context for all of these other activities. The theme of healthy relationships as the “Fourth R” underscores all of these other domains, and can be used as the unifying ingredient. Community agencies that work with at-risk youth in the justice, mental health, social service, and health system recognize the value of prevention and early identification efforts. They also see that schools offer an ideal forum for these initiatives. Fueling this trend are parents who are increasingly anxious about the headlines they read about date-rape, drugs, bullying, and school shootings.

2) Working towards an all-encompassing non-violent atmosphere

Violence prevention and health promotion efforts need to focus on the day-to-day life and general climate of the school. A violence prevention program may be futile in a school that tolerates daily acts of racism, sexism, and homophobia. Violence prevention is more than an assembly where kids “just say no to violence;” programs have to operate at all levels in the life of a school. The importance of this is obvious when we think of how sensitive many teens are to perceived hypocrisy among teachers and parents. Adolescents often take new learning experiences and apply them to the adults in their lives. Presentations on violence against women, for example, are quickly undermined by teachers’ sexist jokes or comments. For far too many schools, the totality of their prevention efforts is receiving a binder of material, watching an entertaining video, or

listening to an inspirational speaker. Any prevention program, even in its earliest stage, needs to target multiple levels to ensure long-term benefits will be realized.

3) Over-reliance on the Charismatic Leader

Although having a leader in violence prevention and healthy relationships is an excellent idea, reliance on one key person may undermine success. The burden on any one person trying to change a school climate and culture alone is overwhelming, and raises the likelihood of burn-out. Not only that, but the impact of one person, even if she or he is talented and committed to making changes, will be limited as long as there are other teachers or staff in the school who are sending out opposing messages. It is also unsustainable to depend on one person in case she or he leaves the school. These leaders are essential to get people excited about a new movement, but a critical mass of people who share the same ideas is what transforms an idea from a fad to a sustainable reality.

4) Eliminating the myth of the “bad kids”

The term "zero tolerance" evokes a get-tough sentiment. This concept has been widely applied in a number of campaigns, such as anti-drug campaigns and action against drinking and driving. The true concept of zero tolerance indicates a philosophy that no amount of violence is acceptable and is a commitment to dedicating resources towards ensuring that. Unfortunately, “zero tolerance” has often been misapplied. Front page stories of 8-year-old students being suspended from school for trying to kiss a girl, or for bringing a war relic to class for show and tell are examples of this misinterpretation. A better application of “zero tolerance” would be for adults to respond in an age-appropriate manner to any incident of abuse or violence, depending on the circumstances and the seriousness of the incident. The ideal application of “zero tolerance” to violence has to include all aspects of society, including schools, parenting, interpersonal conflict resolution, and the media and entertainment industries.

5) The cost of insufficient follow-through

Schools are asked to take on many social problems. The average high school in North America is bombarded with requests to address issues ranging from eating disorders to suicide. Often, this means that there is insufficient follow-through. Many people believe that one inspirational speaker or classroom presentation will go a long way to solving complex problems. Although well intentioned, most presentations fall short of their goals because there is no thoughtful plan on how this material will be integrated over the long haul. Repeated presentations, integration into curriculum, teacher preparation, administrative and school resource support, and school policies are all necessary aspects of any such program. Prevention efforts need to begin with the end goals in mind, which include sustained efforts by educators, parents, and students to carry the message into the future.

6) Teacher morale, community support, and parental and student involvement

There has never been greater pressure on teachers and school systems to maximize success of all students in academic areas, while at the same time being faced with less funding. As a result, the morale in many staff rooms has suffered, and the threat of strikes, work-to-rule, and conflicts among education partners has become the norm.

Within this climate it is not surprising that teachers are resistant to take on new challenges, such as prevention programs, and that they may feel overwhelmed with their existing mandate.

There is often a limited understanding of the education system and the struggles within individual schools. Without such an understanding programs cannot take root. We need to listen to teachers and the reality of their jobs, find ways to implement programs within existing initiatives and curricula, produce teacher-friendly material, and promote the benefits of such materials in creating safe, effective learning environments. Teachers are also more likely to be supportive when they feel prevention programs are part of an overall community plan. A program that represents a community interest and is supported by committed parents, enthusiastic students, and community organizations is most likely to succeed.

The Solutions

There are clearly many challenges to implementing meaningful and sustainable programs. We think there are six main ingredients to achieving this long-term success despite and in consideration of these obstacles: understanding how systems change, matching strategies to the stage of change, differentiated programming, teacher training, mobilizing the community, and engaging and empowering students.

Solution #1: Understanding how systems change and matching interventions to the stage of change

Inertia Phase

Understanding the change process involves recognizing that any school will go through several phases when it comes to violence prevention. It is important to match strategies to the particular stage, since schools at different phases of the change process require different types of interventions. In the case of violence, schools are largely past the stage where they do not recognize the problem exists, but may be overwhelmed by feelings of helplessness or hopelessness. In what some coin the “inertia phase” violence is often seen as random, discrete acts on the part of individuals who are either mentally ill or inherently bad. Such schools might react swiftly and severely to violent incidents, but minimize their own role in promoting healthy relationships and preventing violence.

There are several processes required to bring a school out of the “inertia phase”. Essential to this is the process of helping a school see that it cannot afford *not* to change. A variety of performing arts-based activities have been used to evoke the emotions that many see as a way to provoke this change. Students perform plays written by students and teachers to challenge people to think about violence, followed by discussion groups led by trained university student facilitators. Another activity is to have students view a film, such as [A Love That Kills](#) (National Film Board of Canada, 1999), accompanied by facilitated discussion. [A Love That Kills](#) is based on the true story of a young woman who was in an abusive relationship and was eventually murdered by her boyfriend. The young woman’s mother, Dawna Speers, has developed six lesson plans to complement the video and help youth identify warning signs of abusive relationships and make responsible choices (www.speerssociety.org). Both the drama presentations and the video tend to stimulate emotional reactions in students and staff, and in this capacity help to generate momentum regarding the need to change. Critical to both of these initiatives is

the follow-up activities and lessons, which help students carry the information into the future.

Naming the Problem

Other schools may be in a phase where the concept of violence is seen as a widespread community problem rather than the acts of a few disturbed individuals. This indicates that the school is becoming aware that remedies exist and change is possible, and the staff is making a commitment to address violence in the school community. It also involves recognizing that schools play an integral role in perpetuating or addressing violence in the larger community.

Understanding the Problem

Yet another phase in this transition process involves the school staff and administration coming to understand the role of behavioral expectations and sanctions in preventing violence. An integral part of this stage is the recognition that most violence occurs in relationships. A school must conceptualize violence as a complex, multiply-determined social issue, with an appreciation of the roles played by family, media, and peers. There also needs to be an awareness of the overlap of the links between violence and other risk behaviors. Schools can also form committees, focus groups, and teams with members of the different systems such as students, teachers, administrators, and parents. The multiple components of understanding serve as the foundation for this preparatory work.

Program and Policy Development

During this phase where the school is beginning to understand the problem the core need is to shift the emphasis away from violent individuals who must be punished, and more towards an understanding of the numerous factors involved. One way to approach this phase is to present those people who are ready to act with opportunities to brainstorm about policy planning and to share ideas with others. For example, conferences can be organized to allow students to meet and discuss domestic and dating violence, as well as to develop a plan for violence prevention.

A school even further along the transition will be developing a program and policies. This phase generally involves activity, including policy review, poster competitions, displays, newsletters, and a high degree of teacher, administrator, parent, and student involvement. The type of actions that a school chooses to engage in during the program and policy development phase reflect the complexity of understanding achieved previously. For example, a school that understands violence simply as an act of aggression that should be punished will focus on punishment, but perhaps miss the opportunity for skill development and the promotion of healthy, positive relationships. This is why all phases are important.

Most schools have a safe schools policy document that outlines pertinent policies and procedures to ensure student safety. However, schools in a latter phase attempting to create a program and design policy often require additional resources and strategies. One of the hallmarks of this transition is developing programs of sufficient dosage and duration—these activities need to be more than one-time events. At the same time there has to be an alignment of school policies with the new learning material being developed. For example, violence occurring off school property or after school hours should remain a concern of educators.

Integration and Accountability

Once schools are at the stage where most of the activities are self-sustaining, they are said to be in the “Integration and Accountability” phase. Skill-building activities integrated into a curriculum or regular meetings of a social action club are examples of activities in this category. In comparison with schools in the previous phases, these schools might not appear as outwardly busy in their pursuit of violence prevention primarily because many of the activities are seamlessly integrated into the everyday routine of the school. This type of integration means shifting away from addressing various issues as separate policies or one-day events, and moving toward a comprehensive program to build a school climate of respect and positive relationships. In addition to program integration, there is integration between parties such as parents, teachers, and the school board, and among policies for related issues such as sexual harassment and bullying. Integration also includes networking between schools and community agencies, and between schools that are at different points along the change continuum.

In terms of the accountability part of this phase, schools must have a strong commitment to ongoing surveillance and re-assessment of their status with respect to violence prevention. One idea is to have a full-time violence prevention coordinator for the school board. These schools provide a supportive and motivational role for schools that are earlier in the change process.

Solution #2: Differentiated Programs and Youth Empowerment Strategies

Schools are not homogeneous, and the variety of audiences within a school community requires differentiated strategies. For example, there are pervasive differences in the ways boys and girls are socialized, which become more exaggerated during adolescence when youth adhere to rigid gender roles. Boys are socialized to be more accepting of abusive and violent behavior and to remain silent about victimization, while girls are socialized to value relationships and provide supportive networks. Programs must not ignore these critical differences in basic socialization.

While adolescent girls are generally more open to exploring and discussing relationships, extra effort is often required to engage boys. One important way to engage boys is to structure activities in such a way that they are encouraged to engage in roles that do not follow the rigid gender code (for example, social action committees and awards events). While we hope that adolescents will develop an understanding of gender inequalities, we also recognize the need to engage students by making the material relevant to their current level of understanding. It is important to create an environment where issues of gender and violence can be openly discussed and explored as opposed to a punitive environment.

Any successful prevention program directed toward adolescents needs to look to them for leadership. Adolescents turn to their peers first for most problems, and if they get the impression that programs are lectures from adults about how to live their lives, the message is likely lost. Accordingly, prevention is not something that is done *to* adolescents. Rather, we need to find meaningful ways to engage adolescents, help them develop leadership skills, and use these skills to promote health and safety among their peers. One way to engage students in the area of violence prevention is having older students write plays and perform them for grade 7 and 8 students who visit the high

school. The older students are trained to facilitate discussions with the younger ones on the topics raised by the performance following these presentations, such as bullying, sexual harassment, and dating violence. The grade 7 and 8 students pay attention to the words of wisdom from their older peers. In writing and performing the play the mentors learn more about the issues and become part of the solution as agents of social change. A youth empowerment approach should provide opportunities to develop in ways consistent with individual values and cultures. For example, in schools with a significant number of First Nations students, prevention and promotion strategies should be holistic in their approach and engage the larger community, including elders. For example, while role plays are an integral part of the “Fourth R” approach, the *content* of the role plays can be adapted to be more relevant to different cultural and geographically-defined groups of students.

In addition to the cultural make-up of a school and the importance of gender-specific programming, there is also a diversity of needs with respect to the level of problems individual students are already experiencing. Universal prevention efforts alone could fail to meet the needs of everyone. Schools need to have a strong universal prevention program as a foundation, coupled with additional services for those at various levels of risk. It is important to look at individual students’ complex needs while at the same time recognizing more universal trends in adolescent behavior.

Solution #3: Teacher Preparation and Training

Many program developers naively assume that a new initiative will be met with enthusiasm as it is parachuted into the school. In reality, educators need a strong foundation of understanding and collaboration to support the success of any new program. They need orientation (to raise awareness about the role and relevance of prevention in the school setting), training (to enhance skills and comfort level, developing champions within the school to deal with the critics), and opportunity to build partnerships with community agencies and researchers to share the burden.

The success of any program requires leaders in the school to develop a sense of ownership and commitment. Schools that have a program leader tend to implement programs with more success. In our previous system-wide violence prevention efforts we identified two key staff in every school who received specialized training. This leadership role is validated when community partners arrive at the school to support new programs with funding, expertise, and high levels of enthusiasm.

Solution #4: Mobilizing the Community

Another important step in a successful program is mobilizing the community around the issues of violence and other risk behaviors. To successfully mobilize communities we need to align the interests of parents, students, and community service providers with those of forward thinking educators. The enthusiasm for this involvement by community agencies can be overwhelmingly positive. It is not the enthusiasm or even mandate that is lacking; rather, specific activities and opportunities are needed to provide a focus and a structure for these fledgling cooperative events.

Conclusions

As the missing piece in current educational approach, relationships (the "Fourth R") are crucial both to understanding violence and to countering violence in our schools. Implementing comprehensive prevention programs in schools and communities is very new and many important barriers need to be recognized and addressed. Many schools and educators do not have enough funding or have competing priorities. Too many school districts define violence prevention as simply providing cameras and security guards and ignore a proactive approach. Many individuals seek a quick fix or ride the tail of an enthusiastic leader for a short period of time. These are not programs built for success.

Change on social issues is a process with various stages and players. Research studies recognize that preventing violence must be an intensive, ongoing process that involves all players. There is a need to encourage students to break the code of silence. Alongside these students, teachers and members of the community need to ensure the implementation of violence prevention programs in all schools.

(Excerpt from Chapter 9: Wolfe, Jaffe & Crooks (2006). *Adolescent Risk Behaviors*. New Haven: CT , Yale University Press. Reproduced with permission)

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Lesson 1

(A) Specific Expectations

Language

- Communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g. write a letter to a friend describing a new pet).
- Listen and react to stories and recount personal experiences.
- Apply some of the basic rules of participating in a conversation and working with others.
- Use words from their oral vocabulary as well as less familiar words from class displayed word lists.
- Allow others to speak, and wait their turn in conversations or class discussions.
- Listen to and comment positively on the contributions of others in group and class discussions.

Social Studies

- Identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities.
 - Explain why rules and responsibilities have been established (e.g. for protection and safety, for fair division of work).
-

(B) Materials and Resources

- Chart paper
 - Markers
 - Classroom rules
 - *Just a Bully* by Gina & Mercer Mayer
 - “It’s Hurtful When...” worksheet (see Appendix A)
 - “Bullying Behaviour is...” worksheet (see Appendix B)
-

(C) Important Terminology

- Bully
 - Bullying behaviour
 - Feelings
 - Rules
 - Working together
-

(D) Background Knowledge

- Students should know and understand the previously established class rules. These rules are to be followed by all students and teachers to ensure that an enjoyable experience is had by all.

- The students should know:
 - They must take turns, raise their hands, respect what other people say, one person talking at a time etc.
 - If they break these rules, there are consequences that will follow.
 - Some of these behaviours are connected to being fair and kind to their fellow classmates. Deviations from these rules can be hurtful to others.
-

(E) Motivator

- Read *Just a Bully* by Gina and Mercer Mayer
-

(F) Lesson Overview

DAY 1: approximately 45mins.

- Ask the students what bullying means. Write responses on chart paper.
 - What have you seen someone do to another student that makes the victim feel bad?
 - What have you seen someone do to another student that makes the recipient feel good?
 - When you're at school doing work, what have you seen someone do to another student that is really nice? ...that is not very nice?
 - When you're outside at recess, what have you seen someone do to another student that makes them feel good? ... that makes them feel bad?
- Ask, what it means to be a bully.
 - Answer: When someone does something to make someone feel bad, that person is being a bully.
 - Discuss how bullies hurt others through their actions
 - Read *Just a Bully* to the class
 - Discuss the book with the students.
 - Talk about what is hurtful to them and how hurtful actions or words make them feel.
- Assign individual work
 - Instruct the students to go back to their seats and work on their worksheet "It's Hurtful When..." (Appendix A)
 - Provide the opportunity to express their feelings through writing, and also by drawing on their experience of someone's hurtful actions towards them.

DAY 2: approximately 45min.

- Refresh what was talked about the previous day.
- Have charts (completed the previous lesson) up for students to look at.
- Do a picture walk of the book *Just a Bully* to refresh the concept of bullying behaviours.

Group Work

- Pair up the students to work on “Bullying Behaviour Is...” worksheet (Appendix B).
 - Allow students to visually present ideas, actions, words, pictures of what they believe bullying behaviour is.
 - Students will present their responses to the class and discuss why they believe their answers to be true.
-

(G) Assessment

- Able to listen to others, take turns.
 - Able to follow classroom rules of respect to others.
 - Able to list a few bullying behaviours.
-

(H) Accommodations / Modifications

- Write a story about a bully, and how that person’s actions could make someone feel.
 - Be a facilitator in the group discussion, and keep people on track.
 - Suggest situations in which bullying occurs.
 - Sit at the front to see the book and chart.
 - Answer key questions directed towards them.
 - Work with another student for help
 - Provide examples.
-

(I) Implications for Future Lessons

- Finish drawing pictures on the worksheet if not finished.
- Follow the classroom rule and not participate in bullying behaviours.

Lesson 2

(A) Expectations

Language

- Communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g. write a letter to a friend describing a new pet).
- Listen and react to stories and recount personal experiences.
- Use words from their oral vocabulary as well as less familiar words from class displayed word lists.

Social Studies

- Identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities.
 - Describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g. by sharing, being courteous, cooperating, not littering).
-

(B) Materials and Resources

- Book *Franklin's New Friend* by Paulette Bourgeois & Brenda Clark.
 - "I Can Help By..." Worksheet (see Appendix C)
 - "Writing a Friendly Letter" Worksheet (see Appendix D)
-

(C) Important Terminology

- Differences
 - Acts of kindness
 - Welcoming
-

(D) Background Knowledge

- Students should have experienced an instance where they were new to a group.
 - Even if it was their first day at school, they know how it felt being new and not knowing others.
 - They should also know how great it feels when someone extends a hand of kindness.
 - This should allow them to apply this knowledge to experiences when someone new is joining them.
-

(E) Motivator

- Read *Franklin's New Friend*.
-

(F) Lesson Overview

DAY 1: approximately 45mins.

- Read *Franklin's New Friend* by Paulette Bourgeois and Brenda Clark.
- Discuss the story.
 - What are friends?
 - What do friends do for one another?
 - How do you become a friend?
 - What do you have to do to be a good friend?
 - What makes someone know a good friend?
 - What are some kind things you can do for others?
- Talk to the class about kindness and how you should be kind to everyone, not just your best friends.
- Have students think about what they can do to make someone new feel welcome in their class or neighbourhood.
- Instruct students to complete the worksheet "I Can Help By..." (Appendix C)

DAY 2: approximately 45mins.

- Remind students about previous day's ideas.
- Talk about writing a letter, and what needs to go into a letter.
- Have the students write a letter to someone who has been bullied, or someone they feel needs to hear words of kindness, using the worksheet "Writing a Friendly Letter." (Appendix D).

(G) Assessment

- Able to communicate feelings regarding bullying and kindness.
- Able to show how everyone in the class should be treated the same regardless of differences.

(H) Accommodations / Modifications

- Create a story displaying acts of kindness.
- Provide examples.
- Work with the teacher to write the letter.
- Put ideas in point form and verbally explain these ideas to the teacher.

(I) Implications for Future Lessons

- Finish up letter and worksheet if not completed in class.
- Think of and discuss some experiences where they felt bullied or unwelcome in a group.

Lesson 3

(A) Expectations

Language

- Communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g. write a letter to a friend describing a new pet).
- Listen and react to stories and recount personal experiences.
- Use words from their oral vocabulary as well as less familiar words from class displayed word lists.
- Allow others to speak, and wait their turn in conversations or class discussions.
- Listen to and comment positively on the contributions of others in group and class discussions.

Social Studies

- Identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities.
- Describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g. by sharing, being courteous, cooperating, not littering).

The Arts

- Solve problems in everyday situations through role playing and movement in drama and dance.
 - Demonstrate an understanding of different points of view (e.g. by playing the role of different characters, and identifying and solving problems they face).
-

(B) Materials and Resources

- Chart paper
 - Markers
 - “How Would You Feel?” worksheet (see Appendix E)
 - Drama Club
 - Have older students (or students involved with Drama) present a bullying situation to the Grade One students.
 - Scenarios
-

(C) Important Terminology

- Feelings
 - Compromise
-

(D) Background Information

- This lesson will allow students to put themselves in bullying situations and think about how they would feel.

- The students will learn that treating others with kindness can feel good and realize that they would rather treat others this way than bully them.
 - By having the students listen to situations where they are bullied, they will learn how that makes the victim feel.
-

(E) Motivator

- Have students from an older drama class come in and perform a role play of an incident of bullying.
-

(F) Lesson Overview

DAY 1: approximately 45mins.

- Talk to the class about feelings, and how the way someone treats you can elicit different emotions.
- Distribute “How Would You Feel” worksheet (Appendix E)
 - Go over the scenarios, discussing answers as a group.
- As a class, instruct students to show thumbs up if someone was being kind and thumbs down if they were being a bully.
- Instruct the students to pair up to create their own mini role play, based on the scenarios and the role play presented by the drama class.
 - Arrange students in pairs.
 - Have them brainstorm something that they don’t think is very nice (i.e., when their brother takes their toys, or when their friend calls them names).
 - Have the students write down their situation.
 - Instruct students to determine who was being mean, who was being ‘picked on’, and who are the people who are watching.

DAY 2: approximately 45mins.

- Instruct the students to continue working on their role play and then ask them to present it to their classmates.
 - Remind students to get out their sheets where they decided the situation (something they thought was mean, i.e., their brother taking their toys).
 - Instruct students to have a conversation about the issue.
 - What would you say to the mean person?
 - How would you try to reach a compromise?
 - What would you say that you think is fair?
 - With their partners, students will determine the ‘roles’ each will play.
 - From there, instruct students to write four lines that represent a conversation that incorporates the above questions.
- Ask each pair to present their lines/conversation.
- As a class, discuss the scenario after the students have presented.
 - Do you think what happened was fair?
 - What do you think about the ‘mean person’ (bully)?
 - How would you have solved the problem?

(G) Assessment

- Ability to distinguish between kind behaviors, and bullying behaviours.
 - Ability to express themselves through role play.
 - Ability to take part in class discussions.
-

(H) Accommodations / Modifications

- Explain why an experience of being bullied is wrong.
 - Suggest what someone can do if they see someone being a bully.
 - Create a simpler scenario.
 - Have a role play written out already.
-

(I) Implications for Future Lessons

- Practise their role in the role play.
- Finish up any worksheets not yet finished.

Lesson 4

(A) Specific Expectations

Language

- Communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g. write a letter to a friend describing a new pet).
- Listen and react to stories and recount personal experiences.
- Use words from their oral vocabulary as well as less familiar words from class displayed word lists.

Social Studies

- Identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities.
 - Describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g. by sharing, being courteous, cooperating, not littering).
-

(B) Materials and Resources

- *The Sneetches* by Dr. Seuss
 - “What should I do?” Worksheet (see Appendix F)
 - One big gold star
 - Gold stars for everyone to wear
 - Safety pins
-

(C) Important Terminology

- Kindness
 - Fairness
 - Exclusion
 - Followers
 - Differences
-

(D) Background Information

- Students are at an age when friends mean a lot to them.
- Students strive to be included and liked by others.
- This means that at times, some students may follow what their friends do just to be liked and included in the group.
- It is important that students understand that they should not always go along with what their friends do if they are being bullies.

- Students need to learn at young ages that names hurt, and excluding someone from the group is not a kind thing to do.
 - Students must learn to treat others the way they would like to be treated.
-

(E) Motivator

- Place a big gold star up on the board (don't tell the class what it is; keep them curious).
 - Read *The Sneetches* by Dr. Seuss.
-

(F) Lesson Overview

DAY 1: approximately 45mins.

- Read the book and discuss it.
 - What do you think it would have felt like to be those Sneetches without stars on their bellies?
 - How do you think they felt when they were excluded from playing games, going to picnics or parties because they had no stars on their bellies?
 - How would you feel if you were not allowed to play ball with friends because you were different?
 - What would you like to have happen if you were a Sneetch with no star?
 - Why is it unkind to say that you are better than someone?
 - What should you say instead?
 - What happened at the end of the story?
 - How could you be like the Sneetches at the end of the story?
- Explain to the class that the gold star on the board is a reminder of how you should treat others.
- Tell the class that when someone in the class demonstrates kind behaviour, then they will receive a gold star to wear to show everyone that they know how to treat others.

DAY 2: approximately 45mins.

- Go over the book again with a picture walk and touch briefly on last day's talk.
 - Lead this discussion into what they should do in situations where they see bullying occur.
 - Point out that in the story, the Sneetches without stars were excluded from things.
 - Suggest that just because there are differences between people does not mean one is better than another. Students must understand that they should not practise the mean behaviour of excluding others; this would mean they were followers and bullies.
 - Lead students to recognize that individuals can make a difference. They can be the ones who stop the bullying behaviour simply by having someone join in their group and playing together (Appendix F).
-

(G) Assessment

- Demonstrate they know the rules of being kind to one another.
 - Demonstrate that they know excluding others is bullying behaviour.
-

(H) Accommodations / Modifications

- Write a story about stopping a bully from excluding others.
 - Suggest some strategies to stop bullying in the classroom and at recess.
 - Get help from someone to complete the writing assignment.
 - Read another more directed story that specifically spells out being nice to others (see appendix G for other books).
-

(I) Implications for Future Lessons

- Finish their writing assignment.
 - Think of some ideas they want to do for the school assembly “A day of kindness”.
-

Lesson 5

(A) Specific Expectations

Language

- Communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g. write a letter to a friend describing a new pet).
- Listen and react to stories and recount personal experiences.
- Apply some of the basic rules of participating in a conversation and working with others.
- Use words from their oral vocabulary as well as less familiar words from class displayed word lists.
- Allow others to speak, and wait their turn in conversations or class discussions.
- Listen to and comment positively on the contributions of others in group and class discussions.

Social Studies

- Identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities.
- Explain why rules and responsibilities have been established (e.g. for protection and safety, for fair division of work).
- Describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g. by sharing, being courteous, cooperating, not littering).

The Arts

- Solve problems in everyday situations through role playing and movement in drama and dance.
 - Demonstrate and understanding of different points of view (e.g. by playing the role of different characters, and identifying and solving problems they face).
-

(B) Materials and Resources

- All the students' work they have done throughout the unit (with their permission to have it up on the bulletin board)
 - Books related to the topic of bullying and kindness (see Appendix G)
 - Computer and library booked for classes to visit.
 - Baked goods to share (provided by parent volunteer).
 - Guest speaker from Safe Schools if available.
-

(C) Important Terminology

- Whole school approach
-

(D) Background Information

- The students have learned a great deal about this topic and they will now share their learning with the rest of the school.
-

(E) Motivator

- To be able to share with everyone what they have learned so far.
 - Taking pride in their work.
 - Celebrating all their hard work with a little party.
-

(F) Lesson Overview

- Tell students that the day will be full of different workshops that all relate to safe schools, anti-bullying, and acts of kindness themes.
 - Examples of the workshops are dramas, shared reading, writing, poster making, and gym activities.
 - Organize the combining of this class with an older class. Instruct the students to work together to help other students, and to share experiences and ideas with one another.
 - Provide a selection of books for students to read and discuss.
 - Instruct the older students (perhaps reading buddies) to join with the students in JK/SK and grade one, to read together, or even work on stories together.
 - Tell the students to present their role play skits to their reading buddies.
 - Instruct students also to share any writing and pictures they have created.
 - Provide baked goods after completion of the workshops.
-

(G) Assessment

- Demonstrates acts of kindness.
-

(H) Accommodations / Modifications

- Take charge of some part of the planning.
 - Write a poem about bullying to present.
 - Make a poster on safe schools.
 - Team up with stronger students to complete activities.
 - Listen to stories and focus discussions more.
-

(I) Implications for Future Lessons

- Hopefully this will be a start of having the whole school take a stance against bullying.

Appendices

**Appendix A:
It's Hurtful When**

It's Hurtful When...



It hurts my feelings when someone _____

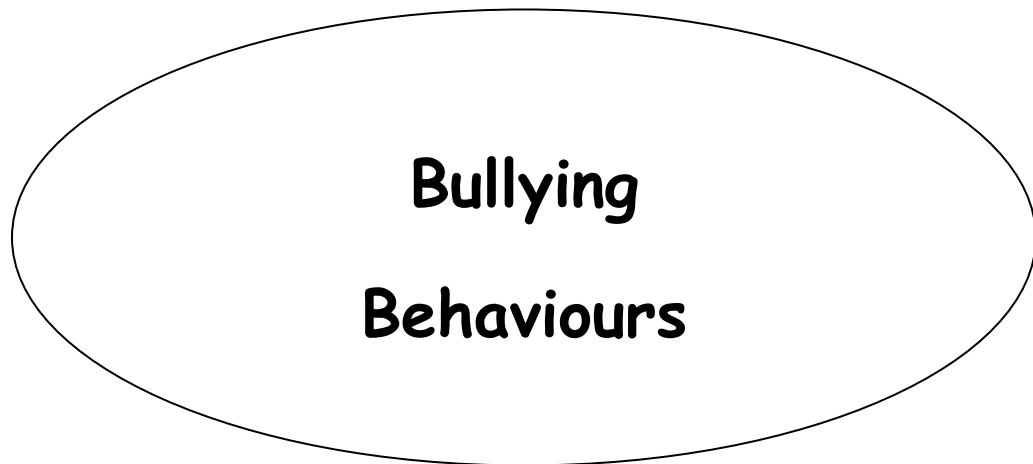
(describe what someone can do to hurt your feelings)

Draw a picture of this

**Appendix B:
Bullying Behaviour Is...**

Bullying Behaviour Is...

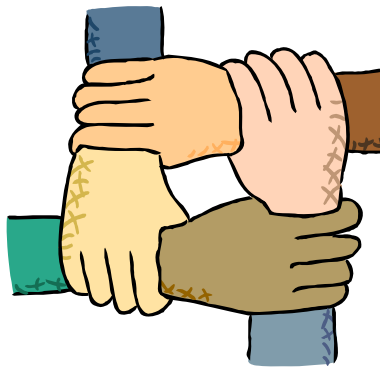
Below, write as many words or actions you can think of that describe bullying behaviours. You may write or draw your ideas.



**Appendix C:
I Can Help By...**

I Can Help By...

Write some of the ways you could help someone new in your class. What are some acts of kindness, or ways you could help someone new feel welcome in the class?



Appendix D:
Writing A Friendly Letter

Writing a Friendly Letter

Write a friendly letter to someone who has been bullied. Tell them these things:

- 1. How do you think he or she must feel?
- 2. Why is bullying not okay at school?
- 3. What will you do to be kind to the person who was bullied?

Dear _____,

Your friend,

**Appendix E:
How Would You Feel?**

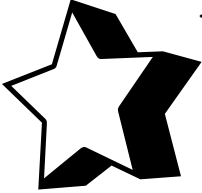
How Would You Feel?

Read the scenarios below, and write how you would feel in that situation.
State whether the children are being kind, or being a bully.

1. At recess Tanya showed Lisa how to play hopscotch.
2. Corey told his friend Kevin to do his homework all week.
3. Broden helped his friend Shaelyn with her math work.
4. Kealyn told Leslie that she was not her friend and that she didn't want to play with her.
5. Dave and his buddies would not let anyone new play ball with them.
6. Tristin and Julie showed the new students around the school.
7. Sally took turns in gym class while shooting baskets.
8. Tom called his friend Justin 'stupid' because he wouldn't share his book.

**Appendix F:
What Should I Do?**

What Should I Do?



"I'm quite happy to say
that the Sneetches got really quite smart on that day,
The day they decided that Sneetches are Sneetches
And no kind of Sneetch is the best on the beaches.
That day, all the Sneetches forgot about stars
And whether they had one, or not, upon thars."

~Dr. Seuss *The Sneetches*

What have you learned from the Sneetches? If you were in the same position, where someone was excluded from joining in, what should you do? How would you make them feel welcome and be kind to them?

**Appendix G:
Book List**

- *Move Over Twerp* by Martha Alexander
- *The Big Bad Bully Bear* by Ginnie Hofmann
- *The Berenstain Bears, No Girls Allowed* by Stan and Jan Berenstain
- *The Berenstain Bears and the Bully* by Stan and Jan Berenstain
- *Mean Maxine* by Barbara Bottner
- *Tyrone the Horrible* by Hans Wilhelm
- *Maxine in the Middle* by Holly Keller
- *Chrysanthemum* by Kevin Henkes
- *Loudmouth George and the Sixth Grade Bully* by Nancy Carlson
- *Who's Afraid of the Big, Bad Bully* by Teddy Slater
- *The Berenstain Bears and the In Crowd* Stan and Jan Berenstain
- *What a Wimp* by Carol Carrick
- *Bully on the Bus* by Carl W. Bosch
- *Mitch and Amy* by Beverly Cleary
- *Bullies are a Pain in the Brain* by Trevor Romain
- *Amelia Takes Command* by Marissa Moss
- *The Ant Bully* by John Nickle
- *Big Bad Bunny* by Alan Durant
- *Buddy Bear and the Bad Guys* by Margery Cuyler
- *The Bully Buster Book* by John William Yee
- *Hooway for Wodney Wat* by Helen Lester

This unit was originally developed by Jocelyn Kroeker, and has been revised to suit this resource.

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Lesson 1: “Don’t Laugh at Me”

(A) Specific Expectations

Visual Arts

- Recognize and name the secondary colours of pigment (purple, orange, green).
 - Produce two and three dimensional works of art that communicate their thoughts and feelings on familiar topics
-

(B) Materials and Resources

- *Don’t Laugh at Me* story book by Steve Seskin (and accompanying audio version)
 - Cassette tape player/CD player
 - 11 x 14 white paper for every student
 - Red/blue/yellow paint
 - Popsicle sticks
 - Paint palettes for every student
-

(C) Important Terminology

- Secondary colours
 - Primary colours
 - Thoughts/feelings
-

(D) Background Information

- None
-

(E) Motivator

- Students will gather on the carpet, and the teacher will play the audio version of *Don’t Laugh at Me*, by Steve Seskin, while showing the illustrations in the book.
 - A brief discussion will follow to discuss the feelings elicited by the narrator(s), and the impact of bullying on victims and bystanders.
 - Students will be encouraged to share their thoughts, feelings, and experiences.
-

(F) Lesson Overview

- Ask students to stand/clap/touch their nose etc. when a primary colour is called out.
 - Secondary colours are introduced using the same strategy.

- Provide each student with a painting palette with the three primary colours of paint.
 - Each group will also have a pile of popsicle sticks for transferring and mixing paint.
 - Mount on the wall two large spinners, which have been divided into three equal parts and coloured the primary colours.
 - Select a student to spin each of the spinners.
 - Students will then mix the two colours, which were spun, to determine the secondary colour created by mixing these two primary colours.
 - Use coloured felt squares with an adhesive backing to mount on a wall or white board to illustrate the creation of secondary colours from primary colours.
 - Place these colour relationships in a location that is easy for the students to reference.
 - This strategy allows students to make the secondary colours independently.
 - Instruct students to finger paint a picture using each of the secondary colours and only the secondary colours that represent their thoughts and/or feelings about the story *Don't Laugh at Me*.
 - Key Questions:
 - What are primary colours?
 - What are secondary colours?
 - What colours are created when each combination of the primary colours is mixed?
 - How do you feel about the ideas presented in the book?
 - What do you think of bullying?
-

(G) Assessment

- Demonstrate an ability to use secondary colours, and express thoughts or feelings in their paintings.
 - Demonstrate an ability to follow instructions and mix the colours appropriately.
-

(H) Accommodations / Modifications

- Think about how each of the colours portrays a feeling.
 - E.g., green may portray jealousy, whereas blue conveys sadness.
 - Use these colours in painting to illustrate the feelings elicited by the book.
 - Use the colour reference board and try to mix the colours as outlined.
 - Use some guiding questions to determine the content of the painting:
 - How do you think it would feel to be the last person chosen for a team in physical education class?
 - How do you feel about that?
 - What do you think about bullying?
-

(I) Implications for Future Lessons

- Future lessons may focus on using another form of materials, such as play-doh, to design an artistic creation using only secondary colours.
-

Lesson 2:
It's Cool to Care
(3 periods)

(A) Specific Expectations

Language Arts

- Correctly spell words identified by the teacher.
 - Use words and pictures to create a message.
 - Print legibly.
-

(B) Materials and Resources

- A projection screen
 - LCD projector
 - Sound system
 - Multi-coloured construction paper
 - Markers
 - White glue
 - Website: www.bullying.org
 - A book related to bullying, appropriate for the class
-

(C) Important Terminology

- Bullying
 - Bullied, bully, bystander
 - Abuse
-

(D) Background Information

- None
-

(E) Motivator

- Read a story related to bullying that would be appropriate for the class
 - Focus on the severity of the bully, and the suffering of the bullied person.
 - Students will be asked to reflect in silence for 1 minute, about their feelings in regard to this “true” story.
 - Students will be chosen to share their thoughts.
-

(F) Lesson Overview

- www.bullying.org Canada Inc. will provide a 30-45 minute presentation entitled “It’s Cool to Care”, which is tailored specifically for grades K-6.
 - Following the presentation, instruct students to sit in a circle on the carpet area to discuss the concepts introduced in the presentation.
 - The discussion will be facilitated by the teacher’s questions: What do you care about? Why is that important to you?
 - Think/pair/share can be implemented to enhance the effectiveness of the pre-writing stage and promote a collaborative approach.
 - Tell students to draft their written responses to these two questions and plan a visual representation to parallel their sentences.
 - Provide a sentence structure, such as “I care about... because...”, which will be written on chart paper for student reference.
 - Allow students to conference with a classmate to revise and edit their writing responses.
 - Instruct students that after all revisions and editing modifications are complete, they will publish their writing and accent it with a cut-and-paste visual representation.
 - Students could colour pictures from their personal colouring books and include them.
 - Once each student has completed the published piece, the teacher will again gather the students in a circle on the carpet area to share their “It’s Cool to Care” page with the other students.
 - The teacher will collect these published pieces from each student and use this work to form a class booklet, which will be accessible to students during self-selected reading.
 - Key questions:
 - What do you care about?
 - Why is this important to you?
-

(G) Assessment

- Participation in the pre-writing discussion and the post-published page sharing.
 - Level of thought expressed, use of proper conventions, and overall aesthetic presentation of their published page
-

(H) Accommodations / Modifications

- Write a meaningful response to the author of the bullying book read at the beginning of class
 - The response may describe personal experiences with bullies, provide empathy, or ask inquiring questions about experiences with bullying.
 - The student may also access the website www.bullying.org to post a response.

- Reflect on their own experiences, activities, and significant people in their lives to create a brainstorming map.
 - Use teacher assistance to answer guiding questions that focus on what is personally relevant in their own lives.
-

(I) Implications for Future Lessons

- This lesson was designed to provide students with the opportunity to develop their familiarity with the writing stage process. Subsequent lessons will focus on enhancing students' skills in the revision and editing stages.
-

Lesson 3:

(A) Specific Expectations

Social Studies

- Identify origins and features of various families

Language Arts

- Use words and pictures to create a message.
 - Retell a story in proper sequence, identify the main idea and characters, and discuss some aspects of the story.
 - Express their thoughts and feelings about ideas in a piece of writing.
-

(B) Materials and Resources

- Children’s literature that discusses family diversity.
 - E.g., *One Dad, Two Dads, Brown Dads Blue Dads* by Johnny Valentine
Heather Has Two Mommies by Leslie Newman.
Families: A Celebration of Diversity, Commitment, and Love by Aylette Jenness.
-

(C) Important Terminology

- Mixed family
 - Adoption
 - Birth mother/father
 - Divorce
 - Stepparent
 - Blended family
 - Single-parent family
 - Gay
 - Lesbian
 - Foster parent
-

(D) Background Information

- Students should know classroom rules, and what is expected of them when listening to or reading a story.
-

(E) Motivator

- Pre-reading:
Before reading the story, go over some general terms that the students will encounter, such as mixed family, adoption, birth mother/father, divorce, stepparent, blended family, single-parent family, gay, lesbian, foster parent.

- Write some of the main points/ideas on poster board and display these during the lesson.
-

(F) Lesson Overview

- Provide a vocabulary review.
 - Read the story
 - Read the story in chunks, and review the vocabulary words to reinforce learning.
 - Answer any related questions.
 - If students feel uncomfortable asking questions, they can write them down and put them in a question box.
 - Lead a discussion (this can be done as a class, or individually in the students' journals)
 - Draw or list the different family structures presented in the book.
 - Make a list of facts they learned from the book.
 - Tell students to answer some or all of the following questions in their journals:
 - Which part of this book felt most familiar to you?
 - Does anything in this book remind you of something that has happened to you?
 - Which part of this book felt the most unfamiliar to you?
 - What was your favourite part of the book? Why?
 - How did you feel about some of the teasing these children experienced? Have you ever seen people in this school tease other children because of their families? What did you do? What else could you have done?
 - Do you think there is such thing as a perfect family?
 - If you are being teased, what can your classmates or adults in school do to support you?
 - Instruct students to create a booklet.
 - Have each student make a booklet about the story.
 - Each page will describe a different kind of family from the book, and students will draw a picture of that family. This could be a ribbon book (book held together by a ribbon).
 - At the bottom of each page, students should write:
_____’s family is unique because _____.
-

(G) Assessment

- Completion of journal responses and booklet

(H) Accommodations / Modifications

- Write a more detailed description of the family for the booklet.
 - Pair with another student to offer or receive assistance in the journal writing/booklet making.
-

(I) Implications for Future Lessons

- Students can draw a picture/design that explains the many ways to be a family.
 - Students can create a family tree where the child is the trunk, and the student then decides which way the roots and branches will grow and how they will be labeled.
-

The lessons in this unit were originally developed by the following authors:

Delena Niskanen

Jennifer Juul

It has been adapted to suit this resource.

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www.bullying.org

Lesson 1

(A) Specific Expectations

Music

- Substitute different words in familiar songs or create new verses, using their knowledge of rhythm to ensure that the new text fits with the melody.
 - Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., storytelling, software program for drawing, creative movement).
-

(B) Materials and Resources

- *Don't Laugh at Me*, CD by Brad Paisley
 - CD player,
 - *Don't Laugh at Me* book by Steve Seskin
 - paper, pencil
-

(C) Important Terminology

- Bullying
 - Difference
-

(D) Background Information

- The students should be familiar with the music room.
 - Also, students should know how to behave in the classroom and listen carefully and critically to the material presented in the class.
-

(E) Motivator

- Motivator Question:
 - Have a question on the board for the students to think about as they proceed through the lesson.
 - The question could be “what makes you different?”
 - Tell the class to think about this question as they go through the lesson.
-

(F) Lesson Overview

- Discuss with the class the idea that music is often made with a message to share.
- Tell the students that we are going to listen to a song and we have to listen to the words and try to understand what the message is in the song.
- Play the song for the students.

- Have the students provide feedback about the song, including the instrumentals and the lyrics.
 - Discuss the mood of the song and try to figure out what the message was in the song.
 - Play the song again.
 - This time have the book displayed in front of the students for students to look at the book as the song plays.
 - The words are all in the book so the students will be able to clearly understand what the song is about and will get a chance to see the pictures that go along with the words of the song.
 - Again have the students discuss the message in the song and the book.
 - Talk to the students about the song and whether they think it has a good message.
 - Ask the students to think again about the question that was asked of them at the very beginning of the class: What makes you different?
 - Then give students a piece of paper and a pencil and ask them to write down on the paper two things that make them different.
 - One thing must be about their physical appearance, and one thing must not be physical.
 - Explain that the students should feel comfortable sharing their differences because we learned in the song that people do not want us to laugh at them because of their differences.
 - It is people's differences that make them special, even though sometimes those differences can make us uncomfortable.
 - We need to learn to be proud of our differences and others need to be understanding and kind to us about our differences, and never laugh at us because of them.
 - Ask students if they have a favourite line from the song
 - Write that line on the board, with blanks where differences can be filled in.
 - Ask the students to fill in the blanks with the differences they wrote down about themselves.
 - Instruct the class to read the lyrics together.
-

(G) Assessment

- Assessment will be anecdotal.
 - Participation in the discussions
 - Demonstrates understanding of the message from the song.
-

(H) Accommodations / Modifications

- Participate in the discussion.
- Write more lyrics for the song on their own.
- Work with the teacher to receive more help with understanding the song.

- Examine the book in front of them when listening to the song so they can see the words and pictures.
-

(I) Implications for Future Lessons

- Listening to this song can lead to a lot of great discussion about understanding people's differences, and about respect.
-

Lesson 2

(A) Specific Expectations

Language Arts

- Identify and describe some elements of stories (e.g., plot, central idea, characters, setting).
 - Use their knowledge of the organization and characteristics of different forms of writing as a guide before and during reading.
 - Correctly use nouns, verbs, adjectives, and adverbs, use phonics and memorized spelling rules. Introduce new words from their reading into their writing; choose words that are most appropriate for their purpose.
-

(B) Materials and Resources

- *My Secret Bully* by Trudy Ludwig.
 - Character and Setting worksheets (see Appendix A).
 - Chart paper.
 - Writing Rubric (see Appendix B).
-

(C) Important Terminology

- Bullying
 - Setting
 - Conclusion
 - Characters
-

(D) Background Information

- Students will have previous experience writing short stories and will know the basic structure of a story.
-

(E) Motivator

- Read the book *My Secret Bully* to the class.
-

(F) Lesson Overview

- Read the book to the class.
- Have the students fill out a Character and Setting worksheet about the book (Appendix A).
 - The sheet will ask the students to identify the main characters, where the book took place, what the plot of the book was, and what the conclusion of the book was.

- Then have the students fill out a chart-sized Character and Setting sheet together to be sure they all agree on the characters and ideas in the book.
 - Next have the class discuss the conclusion of the book, and suggest why the book ended this way.
 - Why was Monica able to finally stand up for herself and get Katie to stop bullying her?
 - Then ask the students to write a short story of their own in which they substitute their own name in for either Katie or Monica's name.
 - Clarify that they should provide a conclusion that is different than the one in the book, but still results in the bullying stopping.
 - Make a chart of all the different ways that the students were able to resolve the issue of bullying in their books.
 - After, discuss the ideas on the chart paper and talk about how important it is to do these things when they see bullying in their lives.
-

(G) Assessment

- Quality of stories that the students wrote (see Writing Rubric, Appendix B)
-

(H) Accommodations / Modifications

- Increase the creativity of the story.
 - Read other bullying books to help get some resolution ideas for their own story.
-

(I) Implications for Future Lessons

- This lesson opens the door for a lot of discussion about bullying and how to stop it.
 - In the next lesson (when all the stories are finished) the students will be asked to describe how their stories ended.
-

Lesson 3

(A) Specific Expectations

Visual Arts

- Recognize and name the warm (red, orange, yellow) and cool (purple, green, blue) colours, and describe their emotional impact (e.g., a warm colour scheme may make people feel warmer).
 - Identify and explain the specific choices they made in planning, producing, and displaying their own art work (e.g., the choices of subject matter, colours, location for display).
-

(B) Materials and Resources

- Paint
 - Paint brushes
 - Large paper
 - *The Brand New Kid* by Katie Curic
 - Artwork Rubric (see Appendix C)
-

(C) Important Terminology

- Warm colours
 - Cool colours
 - Bullying
-

(D) Background Information

- Students should know what warm and cool colours are.
 - Students should also know that these colours can create emotion in an art piece.
-

(E) Motivator

- Read the book *The Brand New Kid* to the class.
 - Begin to discuss the way that new students feel when they come to school.
 - What are the emotions that they feel when they come to a new school and they don't know anyone and they don't have any friends?
-

(F) Lesson Overview

- Read the book to the class.
- Begin a discussion on being a new kid and how that feels.
- Ask the students to think of colours that would represent the way that a new student may feel at school.

- Ask the students to paint a picture of a scene from the book or a scenario about a new student in school.
 - It could be something that they went through.
 - Instruct students to use paint colours that will best represent the emotions that are being displayed in the picture.
 - When they are done the painting, tell the students to write a short paragraph explaining the picture and the colours they used in their picture.
-

(G) Assessment

- Demonstrate an understanding of warm and cool colours
 - Ability to explain clearly why they used specific colours in their pictures to show emotions
-

(H) Accommodations / Modifications

- Write more about their picture.
 - Write a short story to go along with their picture, much like in the book *The Brand New Kid*.
 - Accept help to understand the ideas of warm and cool colours creating emotion.
 - Examine some samples of artwork that use colours to create emotions and discuss these with the teacher
-

(I) Implications for Future Lessons

- The class could have a gallery tour where they display all of their art work and go around and look at each other's pieces.
 - As a group, they could discuss the overall colour choices made by the class and why they think this was the case.
 - They could discuss what could be done to make a new kid in school feel more comfortable.
 - Students could also do a follow-up art piece where the student has now made friends and is comfortable at the school.
-

Lesson 4

(A) Specific Expectations

Mathematics

- Demonstrate an ability to organize objects into categories, by sorting and classifying objects using two or more attributes simultaneously.
 - Collect data by conducting a simple survey about themselves, their environment, issues in their school or community, or content from another subject.
 - Collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar graphs), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence (e.g., in a pictograph, one car sticker represents 3 cars; on a bar graph, one square represents 2).
-

(B) Materials and Resources

- *We Are All Alike* by The Cheltenham Elementary School Kindergarten Class
 - Graph paper
 - Pencils
 - Rulers
 - Paper
 - Class list for each student
-

(C) Important Terminology

- Differences
 - Similarities
 - Bullying
 - Respect
 - Graphing
 - Bar graphs
-

(D) Background Information

- Students should know how to read and make their own graphs.
 - They will also be learning about respecting each other and how this results in an atmosphere of anti-bullying.
-

(E) Motivator

- Read the story *We Are All Alike* to the class.

(F) Lesson Overview

- Read the book to the class.
 - Discuss what the book was about.
 - Highlight the ideas of differences and similarities amongst people.
 - The discussion can focus on how everyone is different yet it is these differences that make us so unique and make the human race so interesting.
 - Next have the students pick some things about the class that make them different and write these things down on a piece of chart paper.
 - Encourage the students to come up with such things as hair colour, eye colour, size of family and so forth.
 - Then tell the students that they have to pick one of these items and survey the class.
 - Provide a class list for the students, and tell them to go around to each student and ask them to answer the question they chose.
 - E.g., How many people are in your family?
 - Tell students that they must use the information that they gather to graph the results of their survey in the form of a bar graph.
 - Instruct each student to create a bar graph depicting a difference among the students in the class.
 - Post the end results on a bulletin board, which will constantly remind the class that they all share many similarities and many differences with each other. These things make them unique and special. Differences are not reasons to tease or bully other members of the class or school.
-

(G) Assessment

- Completion of graphs (Did students gather the information needed for their graphs, properly build and label their graphs, and appropriately displaying the information?).
-

(H) Accommodations / Modifications

- Form a pair with another student to offer or receive help with the task of gathering the data.
 - Use creative freedom to make the graph as detailed as they like.
 - Accept assistance from other students as well as the teacher with gathering the data.
-

(I) Implications for Future Lessons

- The bulletin display is a great way to remind the students constantly of all the differences that exist in the class, and can be drawn from when discussing respecting classmates and anti-bullying topics.
-

Lesson 5

(A) Specific Expectations

Art, Drama

- Demonstrate an understanding of a character's point of view through writing and speaking in role.
 - Demonstrate the ability to concentrate while in role in drama and dance.
 - Defend a point of view through speaking and writing in role.
 - Communicate, through movement, their thoughts and feelings about topics studied in other subject areas.
-

(B) Materials and Resources

- *The Meanest Thing to Say* by Bill Cosby
 - All the books read during anti-bullying unit
 - Paper, pencil
-

(C) Important Terminology

- Theatre
 - Anti-bullying
 - Script
-

(D) Background Information

- Students will have learned and been discussing anti-bullying topics throughout the past few weeks and will be familiar with the topic and the resources in the classroom.
-

(E) Motivator

- Read the book *The Meanest Thing to Say* to the class.
 - Refresh the students' memories about what they have been talking about for the past few weeks by looking at some of the great ideas on how to stand up to bullying.
 - Go over some of the past books looked at in class over the last few weeks.
-

(F) Lesson Overview

- Split the students into groups of four and have them write a short skit about some form of bullying or respect issues that they have been learning about.
 - They must include some form of bullying or disrespect and some strategy for resolving the issue.

- If students are having trouble identifying a situation, tell them to think about when someone was mean to them.
 - Students should be instructed to write a few lines of a conversation that would have an ending that everyone is happy with.
 - Go over in detail the roles people can play in a bully situation.
 - The bully (the person being mean).
 - The bullied/victim (the person getting picked on)
 - The bystander (anybody around or watching).
 - Instruct the groups to practise the skits and act them out for the rest of the class.
 - Point out that not all members of the group must have speaking roles, but they must be involved in the skit in some way (E.g., physically act out the part of the couch).
-

(G) Assessment

- Students should receive a mark out of 10 for the following categories:
 - Ability to recognize one form of bullying or disrespect, and one strategy for resolving the issue.
 - Ability to demonstrate an understanding of the point of view of the character that they are acting out.
 - Ability to communicate thoughts and feelings about the topic studied (bullying).
-

(H) Accommodations / Modifications

- Focus on the writing part of the assignment and take a lesser role in the acting part.
 - Watch and act in scenarios like this to reinforce the ideas studied over the past few weeks.
-

(I) Implications for Future Lessons

- While this lesson will wrap up a unit on anti-bullying, there are still plenty of teaching opportunities that will arise throughout the year when the teacher can reinforce the ideas learned throughout this unit.
-

Appendices

**Appendix A:
Character and Setting Worksheet**

Who are all the people in the book? List the characters below

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Where did this book take place?

<hr/>
<hr/>
<hr/>

Appendix B: Writing Rubric

4	<p>An excellent writing sample: establishes and focuses on the purpose of the writing task; shows a clear awareness of the basic story writing structure; organizes content and ideas in a logical way; is fluent and cohesive; includes appropriate details to clarify ideas; comes up with a strong resolution to the bullying in the story.</p> <p><i>Mistakes in grammar, mechanics and usage do not detract from clarity and meaning</i></p>
3	<p>A good writing sample: focuses on the purpose of the writing task; shows some awareness of the basic story writing structure; organizes content and ideas in a logical way, transitions are mostly fluent; includes some details to clarify ideas; comes up with a reasonable resolution to the bullying in the story.</p> <p><i>Mistakes in grammar, mechanics, and usage do not detract from clarity and meaning.</i></p>
2	<p>A fair writing sample: has some awareness of the purpose and basic story structure; attempts to organize content and idea, somewhat fluent; includes some details; comes up with a weak resolution to the bullying in the story.</p> <p><i>Mistakes in grammar, mechanics, and usage do not detract from clarity and meaning.</i></p>
1	<p>A developing writing sample: shows development of purpose; there is presentation of content; includes a few details</p> <p><i>Mistakes in grammar, mechanics, and usage do not detract from clarity and meaning.</i></p>

**Appendix C:
Art Rubric**

Warm/Cool Colours Project	1	2	3	4
<i>Follows Directions</i>	Occasionally followed directions.	Sometimes followed directions.	Mostly followed directions well.	Complete understanding of directions; follows direction well.
<i>Originality Creativity</i>	Uses un-original ideas	Occasionally uses original ideas.	Usually original, expressive	Unique, very original, individual
<i>Use of Warm/Cool Colours</i>	Occasional use of warm and cool colours	Some use of warm and cool colours to represent emotions	Has very good idea of warm and cool colours, mostly uses colours to represent emotions	Complete understanding of warm and cool colours; uses colours to represent emotions
<i>Working Attitude</i>	Occasionally involved.	Often helpful or cooperative.	Is helpful.	Very helpful, positive and considerate.

This unit was originally developed by Katie Sommerville, and has been adapted to suit this resource.

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Lesson 1: Problem Solving Strategies

(A) Specific Expectations

Language Arts (Oral and Visual Communication)

- Express and respond to ideas and opinions concisely and clearly.
 - Demonstrate the ability to concentrate by identifying main points and staying on topic.
 - Use appropriate tone of voice and gestures in social and classroom activities.
 - Listen to others and stay on topic in group discussion.
 - Use appropriate strategies to organize and carry out group projects (e.g. brainstorming, summarizing, reporting, giving and following instructions).
 - Communicate various types of messages, explain some ideas and procedures, and follow the teacher's instructions.
-

(B) Materials and Resources

- Chart paper
 - Markers
 - Role-play Scenarios (see Appendix A)
-

(C) Important Terminology

- Problem solving
 - "I" messages
 - Bullying
 - Understanding
 - Compromising
 - Ignoring
 - Humour
 - Tolerance
-

(D) Background Information

- How to work with a partner.
 - School and classroom rules and safety measures.
 - What a bully is (definition of a bully).
-

(E) Motivator

- Discussion/reminder of the classroom and school rules.
-

(F) Lesson Overview

- Remind students that the school is a safe place, and that we need to respect one another and respect the answers that each student gives.
 - Go over the agenda of the lesson:
 - Brainstorm problem solving strategies.
 - When to tell a teacher?
 - Find resolutions for various problem scenarios.
 - Ask students to list off different ways to problem solve a bully situation other than telling a teacher.
 - Scribe students' answers.
 - Be sure to give students examples of how these methods can work.
 - During the session, reinforce the use of “I” messages, compromising, and problem solving on their own or with the help of a friend.
 - This list will be posted in the classroom in order to reinforce problem strategies on a daily basis.
 - Ask when it is important to tell a teacher. Lead a classroom discussion.
 - Make a distinction between serious problems and problems students can solve themselves.
 - When students are at risk of harm, physically or verbally, they should tell a teacher.
 - Also, when students have run out of their own ways to solve the problems, they could consult a teacher.
 - Remind the students that the school is a bully-free zone, and discuss why this is important.
 - Have students choose partners.
 - Read aloud scenarios (see Appendix A), and ask students to discuss for a few minutes, with their partners, how the people in the story could solve the problem.
 - Have students then share their suggestions with the class (this could also be done in role-play format).
 - Remember to give feedback to each suggestion.
 - Repeat as needed.
-

(G) Assessment

- Ability to come up with effective problem solving strategies.
 - Ability to present ideas and listen to others.
 - Ability to work with a partner, demonstrated in the dynamics of their presentation.
-

(H) Accommodations / Modifications

- Act out a solution, using different scenes to demonstrate how various resolutions may work.
- Reflect on their own experiences rather than reflecting on the scenario.
- Work with another student to offer or receive assistance.

(I) Implications for Future Lessons

- Students are reminded of what appropriate classroom behaviour is, and how to resolve a bully situation.
 - They will use their knowledge while creating a commercial that asks students to problem solve in a particular situation.
-

Lesson 2: Creating an Anti-Bullying Commercial

This lesson will take 4-5 periods.

(A) Specific Expectations

Drama/ Language Arts

- Identify and apply solutions to problems presented through drama and dance, and make appropriate decisions in large and small groups.
 - Express and respond to ideas and opinions concisely and clearly.
 - Communicate ideas and information for a variety of purposes and to specific audiences.
 - Begin to write for more complex purposes.
 - Use appropriate strategies to organize and carryout group projects.
 - Enact or create, rehearse, and present drama and dance works based on novels, stories, poems, and plays.
 - Demonstrate control of voice and movement by using appropriate techniques.
 - Demonstrate the ability to maintain concentration while in role.
 - Create a variety of media works.
-

(B) Materials and Resources

- Examples of commercials
 - Camera
 - Props
 - Markers
 - VCR
 - Chart paper
-

(C) Important Terminology

- Lens
 - Shot
 - Perspective
 - Script
 - Tolerance
 - Acting
 - Character
 - Roles
-

(D) Background Information

- An understanding of how to read and write short scripts.
- An understanding of how to use a camera.

- Problem solving strategies.
-

(E) Motivator

- Introduce the lesson by telling students that this is their big chance to star in their very own commercial.
-

(F) Lesson Overview

- Show students examples of anti-bullying commercial campaigns promoting safe schools or disclosure of abuse.
 - Ask students how these videos are affective in demonstrating anti-violence.
 - Discuss problems they see every day that impact school safety.
 - Brainstorm:
 - What are some issues that need to be addressed in terms of school safety and anti-bullying? Scribe these.
 - Emphasize that solutions need to be reasonable, and follow the problem-solving strategies discussed in the previous lessons.
 - Tell the students that they will be creating their own commercial to let students know that safe schools and bullying prevention is important.
 - Watch the clips again, paying attention to the script: language used, length, setting.
 - Reflect on what is vital to an affective commercial.
 - Note these details on the board.
 - Review with students what a script looks like:
 - As a class, begin to write a script on chart paper and emphasize script format.
 - Emphasize the steps to writing a script: brainstorm, draft, edit, final copy. Write these on the board as a reminder.
 - Assign students to groups of 4 or 5, and ask them to brainstorm and create a script on one of the following topics:
 - How to promote safe schools
 - How to problem solve
 - How to inform a teacher or parent
 - How to stop bullies.
 - Students will be given a few periods to complete their scripts and come up with props.
 - Show the clips again and this time instruct students to pay attention to camera angle, setting, acting and props.
 - Once scripts are teacher-approved, provide the students with an opportunity to film their commercials.
 - Once all assignments are complete, arrange a viewing day where each group will present their commercial and lead a discussion with the class about the topic they chose.
-

(G) Assessment

- Ability to create an effective commercial, as outlined in the Commercial Rubric (see Appendix B).
-

(H) Accommodations / Modifications

- Use this open-ended challenge to be creative.
 - Work with another student to offer or receive extra assistance.
-

(I) Implications for Future Lessons

- From this lesson, students will be able to recognize bully behaviour.
 - Students will have a foundation of knowledge on which to build when discussing issues like the media influence on violence.
-

Lesson 3: Creating a story dealing with Bullying

This lesson will take 5 periods

(A) Specific Expectations

Language Arts

- State their own interpretation of a written work, using evidence from the work and from their own knowledge and experience.
 - Communicate ideas and information for a variety of purposes and specific audiences.
 - Begin to write for more complex purposes.
 - Use a variety of sentence types correctly and appropriately.
 - Use verb tenses correctly and appropriately.
 - Use appropriate strategies to organize and carry out group projects (e.g. brainstorming, summarizing, reporting, giving and following instructions).
-

(B) Materials and Resources

- *Nobody Knew What to Do: A Story about Bullying* by Becky Ray McCain and Todd Leonardo
 - Chart paper
 - Marker
-

(C) Important Terminology

- Verb tense
 - Bullying
 - Description
 - Simple/compound sentences
 - Sentence structure
 - Interpretation
 - Strategies
 - Problem solving
-

(D) Background Information

- How to write in proper sentence structure.
 - The structure of a story (beginning, middle and ending).
 - What bullying is and problem solving strategies.
-

(E) Motivator

- Read the book *Nobody Knew What to Do: A Story about Bullying*.

(F) Lesson Overview

- After reading the story, discuss it:
 - What was the problem in the story?
 - How did the students solve their problems?
 - What strategies that you saw in the book would you use in your life and how?
 - Note the formatting of the story:
 - Discuss the style.
 - Discuss the audience.
 - What does this teach us?
 - Review with students the various strategies that can be used to stop bullies (most are discussed within the story).
 - Brainstorm some ideas for our own story.
 - Lead a guided writing session for the class, and scribe a short story about bullying.
 - Enforce that the story should have a beginning, middle and end.
 - The story should be a believable scenario about bullying.
 - The story should teach students how to deal with bullies.
 - Instruct students then to write their own story, either based on some of the ideas discussed or their own ideas.
 - Instruct students that proper writing strategies must be followed. Once the story is complete, it will be edited and a final illustrated version will be done.
 - Assist students in creating a classroom library where all books on bullying can be shared with the rest of the class (and perhaps other classes).
 - Provide students with an opportunity to read each other's stories and make comments.
-

(G) Assessment

- Ability to use the writing and pre-writing process.
 - Ability to use peer and self-editing for drafts.
 - Ability to create an effective story, as outlined in the Story Rubric (see Appendix C).
-

(H) Accommodations / Modifications

- Create alternate endings and demonstrate different outcomes.
 - Generate solutions to bullying, with assistance from the teacher.
 - Use a scribe to record the story.
 - Work with another writer when editing and developing the story, to offer or receive assistance.
-

(I) Implications for Future Lessons

- Students could take their Readers theatre and turn it into a small dramatic production.
-

Lesson 4: Singing as a form of Communication

This lesson will take 1-2 periods

(A) Specific Expectations

Music

- Create and perform music, using a variety of sound sources.
 - Sing and/or play in tune songs from a variety of times and places.
 - Demonstrate knowledge of techniques to produce a clear and open head tone while singing.
-

(B) Materials and Resources

- *Don't Laugh at Me* by Steve Seskin,
 - Print out copies of the poem for the class (see Appendix D).
 - Recording of the song.
 - CD/Tape player.
-

(C) Important Terminology

- Songs
 - Lyrics
 - Tolerance
 - Self-esteem
 - Music
 - Poetry
 - Prejudice
-

(D) Background Information

- Students should know what to listen to when hearing music.
 - Students should understand how to read basic music.
 - Students should be knowledgeable on what melody is.
-

(E) Motivator

- Listen to the song *Don't Laugh at Me*, and follow along with the book.
-

(F) Lesson Overview

- Listen to the song.
- Pass out copies of the poem (see Appendix D).

- Ask students to listen to the song again and this time pay attention to the lyrics of the song.
 - Discuss with the students what the song is about:
 - Who are some of the people mentioned in the poem who are feeling pain? Why are they feeling that way?
 - The poem includes words like “I’m fat, I’m thin, I’m short, I’m tall, I’m deaf, I’m blind, hey, why aren’t we all...” What do those words mean? How might we all be ‘blind’ to some people?
 - Do you think most people can relate to the words of the song? Have you ever felt the way the people mentioned in the song feel?
 - Is it fair to say that *tolerance* is one of the main themes of the song?
 - Describe a situation where you felt excluded or unwelcome. How has that event affected you?
 - How can music be an effective way to inform people about an important issue?
 - How effective was the music?
 - Why is it important that all students recognize the importance of tolerance?
 - Students are likely to think that the school should be aware of the problem; therefore, suggest that the class sing the song in front of the school at the next assembly.
 - Teach the song using the route method:
 - Sing the whole song all the way through.
 - Have the students repeat the teacher’s words after each phrase.
 - Sing it all together.
 - Practise singing in unison, phrasing and reading music.
 - Perform the song and have the pictures on the overhead for all students attending the assembly to see.
-

(G) Assessment

- Anecdotal notes and observation of students based on:
 - Participation in discussion and singing
 - Tone in singing
 - Proper posture and attitude.
-

(H) Accommodations / Modifications

- Develop their own verse of the song, following the structure of the song and the theme of the song.
 - Use the route method of learning.
 - Read the book *Don’t Laugh at Me*.
-

(I) Implications for Future Lessons

- Students are able to recognize that their differences make them unique individuals, and they should take pride in their differences.
 - Students are also able to use this song as an example to examine the influence of beat and tone on the music.
-

Lesson 5: Readers Theatre on Bullying

This lesson will take 2 periods

(A) Specific Expectations

Language Arts/Art

- Read aloud, speaking clearly and with expression.
 - Read a variety of fiction and non-fiction materials for different purposes.
 - Demonstrate understanding of the proper and controlled use of art tools, materials, and techniques singly and in combination (e.g. outline shapes, create shading or colour a surface using both the point and the side of pencil crayons, create texture using cross-hatching).
 - Use their knowledge of the organization and characteristics of different forms of writing to understand and use content.
-

(B) Materials and Resources

- *That's What Bullies Do!* by Lois Walker (see Appendix E)
 - Scissors
 - Construction paper
 - Glue
 - Markers
 - Readers Theatre rubric (see Appendix F)
-

(C) Important Terminology

- Tolerance
 - Readers theatre
 - Bullying
 - Expression
 - Empowerment
 - Symbolize
 - Contract
-

(D) Background Information

- Some previous experience with Readers Theatre.
 - Various forms of art (abstract, true to life etc.).
-

(E) Motivator

- Challenge students with introducing the Readers Theatre. They are all going to be 'actors'.

(F) Lesson Overview

- Introduce the class to the idea that we are going to be looking at the topic of bullying in the form of a Readers Theatre.
 - Review with the class what a Readers Theatre is and how it is run.
 - Divide the class into two or three separate groups.
 - Give each a Readers Theatre script to work with (either all the same, or each a different one) dealing with the topic of bullying.
 - Assign each student in the group a number for their section of the reading.
 - Allow students enough time to practise the Readers Theatre passage at least twice.
 - If each group has a different Readers Theatre script, have the students perform their reading in front of the class.
 - Discuss what kinds of emotions this script instills in the readers and the listeners.
 - Discuss the concept of an anti-bullying contract.
 - What are the benefits of an anti-bullying contract?
 - Why could it be useful to have one posted in our classroom?
 - Create a contract and have each student sign it.
 - Ask students then to create their own art piece expressing how performing or listening to the performance made them feel. Possible examples include:
 - A depiction of a bullying scene.
 - Abstract art.
 - A symbol of empowerment.
 - After the art is complete, those who choose to do so can explain their art work and post it around the classroom.
-

(G) Assessment

- Present an effective Readers Theatre, as outlined in the Readers Theatre rubric. (See Appendix F)
-

(H) Accommodations / Modifications

- Assume more complex/complicated reading roles.
 - Take on smaller parts or simply read along with 'ALL'.
-

(I) Implications for Future Lessons

- Reader's Theatre can be used as a lead-in to Role Plays, or in future Language Arts classes

Appendices

APPENDIX A: Scenarios

Scenario 1

During recess, you notice a grade 6 boy playing with a group of grade 4 students. They are playing a competitive ball game and the older student uses his physical size and ability to dominate the game. He constantly yells at the younger players, telling them off and making them feel inferior.

Scenario 2

John is a grade 1 boy who is physically much bigger than the other students. During class he often takes toys and games from other students. If a student argues with him, he is likely to push the student over or make threatening statements.

Scenario 3

At playtime, Jan and two new friends have begun to follow younger students around. They tease and taunt them, then laugh and run away. When the incidents are reported to a peer mediator, Jan and her friends are asked to apologize to the students. Their apology lacked sincerity and later that day they were again seen taunting students.

Scenario 4

Sara is a grade 4 student in a small rural school. Sara reports to her teacher that a group of girls are hurting her feelings. When she walks by them, they start whispering and looking at her, then laughing. When she tells them to stop, they tell her that they weren't talking about her and that she should mind her own business. Sara reports that they do this every time she walks by and because there are no other girls her age in the school, she has no friends.

Scenario 5

At recess, Lizzie, a grade 6 student, is always by herself. Lizzie busies herself with her work to hide the fact that she is upset. She tries to be friendly and make conversation with some of the other girls in class, but they either ignore her, or speak rudely to her. The teacher always uses Lizzie as an example of a good worker, but this does not appear to make her feel happy.

Scenario 6

Jeff is a popular boy who has represented the school in track and field events and has a group of friends who look up to him as a role model. In class, Jeff teases a couple of boys when they are working. Sometimes he scribbles on or destroys their work. Other times he calls them names like "nerds" or "sucks". His friends laugh at his jokes.

**APPENDIX B:
Commercial Rubric**

	Level 1	Level 2	Level 3	Level 4
Content	One message. Message was developed.	One message. Message was somewhat clear and understandable.	At least two messages. Each message was applicable.	At least two messages. Each message was clear, concise, and understandable.
Group Work	Some group members participated in the commercial. Commercial showed some preparation.	All group members participated in the commercial. Commercial was somewhat organized and showed beginning signs of preparation.	All group members participated in the commercial and in the preparation of the commercial. Commercial was organized and fairly well prepared.	All group members participated EQUALLY in the commercial and in the preparation of the commercial. Commercial was very organized and very well prepared.
Presentation	There were speaking lines, and students spoke.. Props were used on a limited basis. Limited space used or character movement	Students spoke clearly OR loudly. Occasionally props were used. Occasional use of the space, with some character movement.	Students spoke clearly and loudly Some props were used in supporting the commercial. Often used the space with character movement.	Students spoke very clearly and very loudly. Props used were very effective in supporting the commercial. Excellent use of space and movement during the commercial.

**Appendix C:
Story Rubric**

	Level 1	Level 2	Level 3	Level 4
Topic	Limited relevance	Somewhat related	Mostly relevant	Directly relevant
Organization	Limited organization	Some organization, start and end are clear	Organized, events are somewhat logical	Good organization, events are logically ordered, sharp sense of beginning and end
Quality of Information	Limited specific details	Details are somewhat sketchy	Some details are non- supporting to the subject	supporting details specific to subject
Grammar & Spelling	Limited correct use of grammar / spelling	Some correct use of grammar / spelling	Most spelling and grammar are correct	All grammar and spelling are correct
Interest Level	Limited descriptive words	Vocabulary is consistent	Vocabulary is varied Some supporting details present	Vocabulary varied Supporting details are vivid

**APPENDIX D:
Don't Laugh At Me**

Artist/Band: Wills Mark
Lyrics for Song: Don't Laugh At Me

I'm a little boy with glasses
The one they call the geek
A little girl who never smiles
'Cause I've got braces on my teeth
And I know how it feels
To cry myself to sleep

I'm that kid on every playground
Who's always chosen last
A single teenage mother
Tryin' to overcome my past
You don't have to be my friend
But is it too much to ask

Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me

I'm the cripple on the corner
You've passed me on the street
And I wouldn't be out here beggin'
If I had enough to eat
And don't think I don't notice
That our eyes never meet

I lost my wife and little boy when
Someone crossed that yellow line
The day we laid them in the ground
Is the day I lost my mind
And right now I'm down to holdin'
This little cardboard sign...so

Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me

I'm fat, I'm thin, I'm short, I'm tall
I'm deaf, I'm blind, hey, aren't we all

Don't laugh at me
Don't call me names
Don't get your pleasure from my pain
In God's eyes we're all the same
Someday we'll all have perfect wings
Don't laugh at me

APPENDIX E:
THAT'S WHAT BULLIES DO!

by Lois Walker

VERSE 1

READER 1: Pushing, pulling, picking on,
READER 2: Hitting, holding, sitting on,
READER 3: Punching, poking, spitting on,
ALL READERS: THAT'S WHAT BULLIES DO!
(Clap, clap, clap/clap/clap)
ALL READERS: THAT'S WHAT BULLIES DO!

VERSE 2

(READERS 4, and 5 turn to face audience):
READER 4. And sometimes they invade your space
And sometimes grab your pencil case
READER 5: And leave you feeling out of place
ALL READERS: THAT'S WHAT BULLIES DO!
(Clap, clap, clap/clap/clap)
ALL READERS: THAT'S WHAT BULLIES DO!

VERSE 3

(READERS 6 and 8 turn to face audience):
READER 6: Making fun of, never pleasing,
Taunting, laughing,
READER 8: Ever teasing,
Friendly talk, forever freezing,
ALL READERS: THAT'S WHAT BULLIES DO!
(Clap, clap, clap/clap/clap)
ALL READERS: THAT'S WHAT BULLIES DO!

VERSE 4

READER 1: And sometimes they insult your race
Are sometimes rub it in your face
READER 7: And leave you feeling in disgrace
ALL READERS: THAT'S WHAT BULLIES DO!
(Clap, clap, clap/clap/clap)
ALL READERS: THAT'S WHAT BULLIES DO!

VERSE 5

READER 2: Name-calling, causing stress
READER 6: Excluding someone too, I guess
READER 3: Ignoring someone in distress?
(Reader 3 pauses and looks around, waiting for an answer)
ALL READERS (except 3): YES
ALL READERS: THAT'S WHAT BULLIES DO!
(Clap, clap, clap/clap/clap)
ALL READERS: THAT'S WHAT BULLIES DO!

VERSE 6

READER 5: But all of us have rights, you know,
To feel safe when we come and go
READER 4: If not, we reach an all time low
ALL READERS: THAT'S WHAT BULLIES DO!
(Clap, clap, clap/clap/clap)
ALL READERS THAT'S WHAT BULLIES DO!

VERSE 7

READER 1: We sometimes wish they'd take a hike
READER 2: But really what we all dislike
READER 3: Is what they say and how they strike
ALL READERS: THAT'S WHAT BULLIES DO!
(Clap, clap, clap/clap/clap)
ALL READERS: THAT'S WHAT BULLIES DO!

VERSE 8

READER 4: No turning back, we've reached the edge
READER 5: Don't drive a wedge, or try to hedge
(Pause and slow down the reading pace to accommodate and punch the next two lines)
READER 6: To stamp out bullying
READER 7: Sign the pledge!
READER 8: IT'S WHAT WE ALL COULD DO!
(Clap, clap, clap/clap/clap)
ALL READERS: TO MAKE THIS DREAM COME TRUE!
(Clap, clap, clap/clap/clap)
READER 1: And so we ask
(Pause and time the ending so that all readers speak in unison and with emphasis)
ALL READERS: WILL YOU?

Appendix F:

Readers Theatre Rubric

	Level 1	Level 2	Level 3	Level 4
Preparation	Limited rehearsal.	Students were somewhat prepared, and had minimal rehearsing.	Students worked well together and rehearsed a few times.	Students worked well together, and provided peer feedback while practising for the Readers Theatre
Involvement	Limited cooperation while working in group.	Students worked somewhat well as a group.	All students participated in the practising and development of the Readers Theatre.	All students participated equally in the practising and presentation of the Readers Theatre.
Execution	Limited enthusiasm, and limited projection of their voice.	Students were somewhat enthusiastic, and occasionally projected their voice.	Students were enthusiastic, and projected well most of the time.	Students used strong voices, spoke clearly and were enthusiastic.

This unit was originally developed by Michelle Craig, and has been adapted and formatted to suit this resource.

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Lesson 1

(A) Specific Expectations

Mathematics

- Read, interpret, and draw conclusions from primary data and from secondary data presented in charts, tables, and graphs.
 - Compare similarities and differences between two related sets of data, using a variety of strategies.
-

(B) Materials and Resources

- www.oecta.on.ca/forteachers/bullyresources.htm
 - Bar graphs (each graph represents a different set of variables)
 - Math notebooks
 - Pencil
-

(C) Important Terminology

- Bullying
 - Incidence
 - Comparison
 - Colleague
-

(D) Background Knowledge

- From grade 4, students have already learned how to read data from a graph.
 - Students must have an idea of what the term bullying means.
-

(E) Motivator

- Introduce the lesson to the class.
 - Tell students that they will be learning how to analyse and read a graph.
-

(F) Lesson Overview

- Bullying Incidence
 - Supply each student with two graphs that depict a particular bullying incidence
 - One general, one broken down by elementary and secondary
 - Graphs are available (for all components) online
<http://www.oecta.on.ca/pdfs/bullyingaffilslidepresfinal.pdf>
 - Instruct students to list some observations about each graph individually and then make a collective comparison.

- Give about five minutes to complete their observations, and then have students regroup to discuss possible reasons for the results.
- Ask leading Questions:
 - Why are elementary teachers consistently higher than secondary teachers for *bullying incidence*?
 - Excluding colleagues, why are elementary teachers consistently higher than secondary teachers for *source of bullying*?
- Bullying by a Parent/Guardian
 - Illustrate the aggression between adults, highlighting why we need to address bullying at a young age.
 - Supply each student with two graphs:
 - One depicting bullying by a parent towards male vs. female teachers.
 - The other depicting elementary vs. secondary teachers.
 - Tell students to list some observations about each graph.
 - After giving students about 5 minutes to observe each graph, regroup as a class and discuss the findings.
 - Ask these leading questions:
 - Why might there be a difference between the bullying of men and women, and the number of bullying incidents by parents?
 - Why might there be a difference between elementary and secondary teachers?
- Bullying by a Colleague.
 - Supply each student with two graphs:
 - One depicting bullying by a colleague towards male vs. female colleagues.
 - The other depicting elementary vs. secondary colleagues.
 - Instruct students to list some observations about each graph.
 - After about 5 minutes, regroup and discuss class findings.
 - Ask these leading questions:
 - Is there a difference between the bullying of men and women?
 - If so, what might this suggest about working relationships?
 - Is there a difference between elementary and secondary?
 - Why might this difference occur?
- Violence in Schools.
 - Supply students with three graphs:
 - One depicting type of violence in a specific region, another depicting type of violence in a specific area, and the final depicting type of violence based on grade.
 - Instruct students to list some observations about each graph.
 - Instruct students then to consider their specific grade and determine what the highest type of violence for their grade is.
 - Instruct students then to list suggestions as to how they can help prevent violence.
- Regroup and discuss class findings.

(G) Assessment

- This exercise is not for formal evaluation; however, math notebooks can be collected at the end of class to assess student understanding of how to read graphs correctly, and also to check to make sure that they are doing the work.
 - Informal Observation: as students work on this exercise, circulate the classroom and observe how students are interpreting each graph.
-

(H) Accommodations / Modifications

- Make more analytical connections, or compare and contrast alternate graphs.
 - Take part in a peer group that will assist with learning.
-

(I) Implications for Future Lessons

- Students are now introduced to the topic of bullying, and issues surrounding bullying.
 - Students also aware that it occurs at many different levels, and the importance of addressing it at a young age.
 - In addition, students will take their knowledge of how to read a table, and translate that data into a graph.
-

Lesson 2

(A) Specific Expectations

Mathematics

- Collect and organize discrete or continuous primary data and secondary data and display the data in charts, tables, and graphs that have appropriate titles, labels, and scales that suit the range and distribution of the data.
 - Demonstrate an understanding that sets of data can be samples of larger populations.
-

(B) Materials and Resources

- Bully Statistics (see Appendix A)
 - Taken from:
<http://www.antibullying.net/knowledge/questiononeemore1to7.htm>
 - Graph Rubric (see Appendix B)
 - Graph paper
 - Calculator
 - Ruler
 - Pencil
 - Pencil Crayons
-

(C) Important Terminology

- Bar graph
 - Percentages
 - Total number (n)
 - Plot
 - Analyse
-

(D) Background Information

- Students must know how to read a table of data and translate that table into a graph.
 - Students must know how to draw bar graphs (how to label, how to plot data, etc.).
 - Students must know how to apply percentages to other groupings.
-

(E) Motivator

- Question the students:
 - Create a question about bullying, from statistics (Appendix A).
 - Ask the students to predict how the students answered.

- After students give some possibilities, discuss the actual results for that particular question.
-

(F) Lesson Overview

- Graphing Data: Instruct students to complete the following tasks:
 - Students should be supplied with two different tables of data (see Appendix A).
 - Students must then create two different bar graphs illustrating the data from the tables.
 - Appropriate titles and labels must be included.
 - Students must also colour their bar graphs.
 - Students are encouraged to write down any observations they make about the data (what is surprising, what is not surprising, etc.).
 - Question and Answer
 - Instruct students to use the appropriate table to turn the percentages into an actual number of persons when given a set group of individuals.
 - Possible Questions:
 - Using Graph #1, given a junior/middle class size of 30, ask the students to determine the following:
 - How many boys are bullied once a week or more?
 - How many girls are bullied once a week or more?
 - Overall how many students are bullied once a week or more?
 - How many boys have bullied others?
 - How many girls have bullied others?
 - Using Graph #2, given a group of 35 girl victims, ask the students to determine the following:
 - How many have been bullied only by boys?
 - How many have been bullied mainly by boys?
 - How many have been bullied by both boys and girls?
 - How many have been bullied mainly by girls?
 - How many have been bullied only by girls?
 - Lead a discussion
 - Before ending the math class, discuss what has been determined by the tables.
 - Brainstorm ways we could decrease the number of victims.
-

(G) Assessment

- Informal Observation: while students are working on their graphs and on the questions, the teacher should circulate the classroom to observe student progress.
 - Formal Assessment: Ability to create accurate graphs and offer appropriate answers, as outlined in Graph Marking Outline (Appendix B).
-

(H) Accommodations / Modifications

- Work with more detailed and complex charts, and represent the data in a graph.
 - Represent the data in an alternative graphing format.
 - Write a brief analysis on the information graphed.
 - Use a graph template to complete the work:
 - Fill in the bar graph; label the axis; and title the graph.
 - The general graph layout is part of the template.
-

(I) Implications for Future Lessons

- Students can learn to how to create other types of graphs (pie, line, scatter plot etc.)
-

Lesson 3

(A) Specific Expectations

Social Studies

- Identify services provided by the federal, provincial/territorial, and municipal governments.
 - Describe the basic rights that are specified in the Canadian Charter of Rights and Freedoms.
-

(B) Materials and Resources

- <http://laws.justice.gc.ca/en/charter/> (website for the Canadian Charter of Rights and Freedoms)
 - Notebooks
 - Pen/Pencil
 - Blackboard/Whiteboard and appropriate writing materials
-

(C) Important Terminology

- Charter of Rights and Freedoms
 - Bullying
 - Citizen
-

(D) Background Information

- The terminology in the Canadian Charter of Rights and Freedoms will most likely be confusing for students; take time to explain the particular sections that will be considered.
 - Students have a background in issues surrounding bullying and therefore can apply the Charter to issues of bullying.
 - Students must understand the term “citizen.”
 - Students also must have an understanding of the terms “federal”, “provincial”, and “municipal.”
-

(E) Motivator

- Read the Canadian Charter of Rights and Freedoms
 - Read to the class, or have students read selected parts of the Charter.
 - As an alternative, a paraphrase of the Charter can be read.
-

(F) Lesson Overview

- Discuss the Canadian Charter of Rights and Freedoms
 - Explain to students what purpose the Canadian Charter of Rights and Freedoms serves.
 - Discuss specific areas of the charter that later can be associated with bullying [§2(a, b, c, d), §12, §15(1), §24(1)].
 - Once a specific section has been read, ask students to describe what this section might mean in their own words.
 - Connect Our Role as Citizens to Anti-Bullying
 - Discuss what it means to be a citizen.
 - Ask what is meant when someone is given a citizenship award.
 - Write all suggestions/points that students give.
 - Once a few points have been written on the board, have students break up into smaller groups and discuss what our role as citizens means in terms of bullying prevention.
 - Students are encouraged to include the sections from the Charter that have been discussed in class in their group discussions.
 - Once students have been given an adequate amount of time to discuss, regroup and discuss as a class.
 - Discuss Possible Governmental Interventions
 - It is important that students know what programs are available for bullying prevention.
 - List possible governmental organizations and local organizations that can help in bullying prevention.
-

(G) Assessment

- Ability to participate in a group discussion
-

(H) Accommodations / Modifications

- Do research on other countries' definitions of a citizen, and compare to Canada's definition.
 - Use a handout of the key points (paraphrased) of the Charter.
 - Use a provided definition of a bully.
-

(I) Implications for Future Lessons

- Students will be able to examine and connect how the Charter affects their every day life.

Lesson 4

(A) Specific Expectations

Drama and Dance

- Demonstrate the ability to sustain concentration in drama and dance
 - Create characters and portray their motives and decisions through speech and movement.
 - Rehearse and perform small-group drama and dance presentations drawn from novels, poems, stories, plays, and other source materials.
 - Describe, orally and in writing, the differences between their own responses to a situation and the responses of a character they have portrayed.
-

(B) Materials and Resources

- <http://www.eduweb.vic.gov.au/bullying/stuzone/scenprim.htm>
 - Role play scenarios (see Appendix C)
 - Role Play Topics (see Appendix D)
 - Role Play Marking Scheme (see Appendix E)
-

(C) Important Terminology

- Role play
 - Bullying
 - Bullied
 - Bystander
 - Resolution
-

(D) Background Information

- Previous lessons in other subject areas have familiarized students with bullying.
 - Students already have brainstormed their roles in regards to bullying.
 - Students must know how to read a role play and assume various characters.
-

(E) Motivator

- What would you do if ...
 - Ask students “What would you do if...” (pick one of the situations from Appendix C).
 - Tell students to think about it quietly and independently.
 - Then explain to students that they will be doing some role play in class that deals with this situation, and situations similar to it.
-

(F) Lesson Overview

- Group students in groups of 4-5 students
 - Role Play- What Would You Change?
 - Give students a bullying scenario to act out (Appendix C).
 - Remind students who the bully, bullied, and bystanders are in a bully situation.
 - Once the students have acted out their scenarios for the class, they must then discuss how they would have responded if they were the victim, bully, or the bystander.
 - Role Play- How Would You Respond?
 - Give students a topic for a role play (Appendix D).
 - Have students decide in their groups how they want to portray the bullying incident, and then decide how they will solve the problem.
 - Instruct students to act out their role play for the class.
 - After each performance, as a class, discuss whether or not the solution is appropriate. If the solution is not appropriate, discuss what should be changed.
-

(G) Assessment

- Informal Observation: the teacher will circulate the classroom and observe how students are solving the problems they are given and how students are working together as a team.
 - Formal: Ability to create an effective role play, as outlined in Role Play Marking Scheme (Appendix E).
-

(H) Accommodations / Modifications

- Use additional basic scenarios to write a formal resolution.
 - Use a list of different possible resolutions to various scenarios (i.e., confrontation, walking away, not saying anything etc), and for each scenario, indicate whether or not it is a good resolution for all the people involved.
-

(I) Implications for Future Lessons

- Students now have the groundwork to discuss various different types of communication styles (passive, aggressive, assertive), and learn how those communication styles can resolve or escalate conflict.
-

Lesson 5

(A) Specific Expectations

Art

- Organize their art works to create a specific effect, using the elements of design.
 - Produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences.
-

(B) Materials and Resources

- 12”x18” white paper
 - Paints (many colours)
 - Paintbrushes
 - Pastels (many colours)
 - Paper Towels
 - Poster Rubric (see Appendix F)
-

(C) Important Terminology

- Media Campaign
-

(D) Background Information

- In previous lessons, students have discussed the issue of bullying and what role they have in reducing the occurrence of bullying.
 - Students are equipped with background knowledge on what fosters bullying and what stops bullying.
 - Students must know how to work with either pastels or paints (their choice).
-

(E) Motivator

- Tell the students that they will be “Advertising Managers”
 - As advertising managers they are responsible for creating anti-bullying posters
-

(F) Lesson Overview

- Anti-Bullying Poster (Full Class, more time may be needed)
 - Tell students that they must create an anti-bullying poster.
 - Instruct students to decide what they feel are the most important issues surrounding bullying.
 - Tell students that these issues will be portrayed visually in the poster.

- Instruct students that the purpose of the poster is to raise awareness to stop bullying.
 - Instruct students that they must create an organized poster, and must limit the amount of white space on their posters.
 - Once students have had a chance to complete their artwork, they will present their artwork to the class.
 - Encourage students to make their artwork personally meaningful.
 - Put each art piece on display in the school to promote anti-bullying (only with the student's approval)
-

(G) Assessment

- Ability to create an effective poster, as outlined in Poster Rubric (see Appendix F).
-

(H) Accommodations / Modifications

- Create a poem, short story, article etc. to support the poster.
 - Cut images from a magazine, and create a collage to support their pictures/drawings on the poster.
-

(I) Implications for Future Lessons

- Students could conduct anti-bullying workshops for younger grades.
-

Appendices

Appendix A: Data Tables

Below are descriptive statistics that can be given to students, to be used as part of the math graphing lesson.

	Junior/Middle Schools		Secondary Schools	
	Sometimes or more	Once a week or more	Sometimes or more	Once a week or more
Been bullied:				
Boys (N = 1271)	28	10	12	5
Girls (N = 1352)	27	10	9	4
Overall (N = 2623)	27	10	10	4
Bullied others:				
Boys (N = 2152)	16	6	8	2
Girls (N = 1983)	7	1	4	1
Overall (N = 4135)	12	4	6	1

Appendix B: Graph Marking Criteria

Title

- Includes independent and dependent variable.
- Mentions phenomena or item being tested.
- Grammar, spelling and punctuation are correct.

Axes

- Axes are labeled with variables and units
- The X-axis is labeled with the independent variable and the y-axis with the dependent variable
- The origin is in the lower left hand corner

Scaling

- Consistent intervals used in numbering, or an appropriate sign is used to indicate a break
- Tick marks must be appropriate
- The entire range of data is included in the graph
- The numbers are neatly written and spaced appropriately and logically

Data

- Appropriate symbols are used to indicate data points.
- Data is accurately plotted.

Line

- Determine and draw a best-fit line OR curve (unless no line or curve is appropriate)
- Use rule for line OR interpolates the position and shape of the curve.
- The number of curves drawn is appropriate for the data sets.

Appendix C: Role Play Situations

1. John is a grade 5 boy who is physically much bigger than the other students. During class and recess he often picks on Tom. If Tom tries to walk away from John, John pushes Tom and begins teasing Tom. The other students in the class know that John is bullying Tom; however, they do nothing to intervene because they are afraid that Tom will turn on them. They choose to ignore the situation.
2. During recess, you notice a grade 8 student playing with a group of grade 4 students. They are playing a competitive ball game and the older student uses her physical size and ability to dominate the game. She constantly yells at the younger players, telling them off and making them feel inferior. You have seen this happen on several occasions and have decided that if it really bothered the younger students, they would stop playing with the older student. Your decision is to walk away and do nothing.
3. During recess, Jan and two of her friends have begun to follow younger students around. They tease and taunt them, then laugh and run away. When the incidents are reported to a peer mediator, Jan and her friends are asked to apologize to the students. Their apology lacks sincerity and later that day they are again seen taunting other students.
4. Sara is a grade 5 student in a small rural school. When she walks past a certain group of girls, they start whispering and looking at her. Then they all laugh. When she tells them to stop, they tell her that they weren't talking about her and that she should mind her own business. You are a member of this group of girls. You don't start the teasing; however, you do participate in the teasing when the other girls start.
5. Jeff is a popular boy who has represented the school in track and field events and has a group of friends who look up to him as a role model. In class, Jeff teases a couple of boys when they are working. Sometimes he scribbles on or destroys their work; other times he calls them names like 'nerds' or 'sucks.' His classmates laugh at his antics.

Appendix D: Possible Role Play Topics

Bullying Topics:

1. Ben continuously picks on Eric, and always steals Eric's lunch money.
2. Sarah decides to tease the new girl, Emily, and she tries to encourage her group of friends to join in with the teasing.
3. A group of boys decides to physically pick on another student.
4. You see people whispering, and they are looking at you.
5. Bobby always takes John's lunch money, and says he'll repay him, but Bobby never does.
6. You decide to join a group of friends, and as you walk up, they stop talking.
7. Someone pushes you while you are waiting in line.

Appendix E: Role Play Marking Scheme

Student: _____

Group: _____

Grading criteria	Level 4 Excellent	Level 3 Good	Level 2 Needs Some Improvement	Level 1 Is developing
Relates to audience.				
Provides a fluent rendition of scenario.				
Role-plays scenario with feeling and expression.				
Varies intonation.				
Presents characters appropriately.				
Gives the scenario its full range.				
Breaches are easily identified.				

Comments

**Appendix F:
Poster Rubric**

Criteria	Level 1	Level 2	Level 3	Level 4
audience	the poster uses images and captions, however they are inappropriate to the target audience	the poster uses some images and captions appropriate to the target audience	the poster uses images and captions appropriate to the target audience	the poster effectively uses images and captions appropriate to the target audience
purpose	the poster communicates limited information	the poster communicates some information	the poster communicates relevant information appropriately to the target audience	the poster communicates relevant information appropriately and effectively to the target audience
organization	the poster is a series of random images and captions or labels	the poster is organized clearly and logically	the poster is organized logically and coherently	the poster is organized logically and coherently, and is unified
appearance	the poster uses images and captions that have been arranged carelessly	the poster uses some images and captions that have been arranged carefully	the poster uses images and captions that have been arranged carefully	the poster uses images and captions that have been arranged precisely and neatly

This unit was originally developed by Jacquie DeMoor, and has been adapted and formatted to suit this resource.

References

Addressing bullying behaviour: It's our responsibility.

<http://www.eduweb.vic.gov.au/bullying/stuzone/scenprim.htm>

Bullying in the workplace: Graphs and charts.

www.oecta.on.ca/forteachers/bullyresources.htm

Bullying questions and answers.

<http://antibullying.net/knowledge/questiononeemore1to7.htm>

Canadian Charter of Rights and Freedoms.

<http://laws.justice.gc.ca/en/charter/>

Compass: A manual on human rights education with young people.

http://eycb.coe.int/compass/en/chapter_2/2_12.html

Global citizenship.

<http://www.oxfam.org.uk/coolplanet/teachers/literacy/bullp6.htm>

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Lesson 1: Creating the Drama Presentation

(A) Specific Expectations

Drama

- Evaluate drama and dance performances, with reference to their own experiences in daily life.
-

(B) Materials and Resources

- Scenarios for role-play (see Appendix A).
 - Senior level class or student council to present a drama presentation on bullying or harassment.
 - A few days before the lesson, select some senior level students who will perform a short role play in front of the class.
 - Some preparation/practising may be required in order for the older students to perform confidently the role-play scenario.
-

(C) Important Terminology

- Harassment
 - Bullying
-

(D) Background Information

- Students will need to have familiarity with mind maps.
 - Students will have background knowledge on role plays, as well as creating/performing a role play.
 - Students will have basic knowledge about what a bully is, the roles people can play in a bully situation (bully, bullied, bystander), and the effects of bullying.
-

(E) Motivator

- The drama presentation by the senior students will be the motivator.
-

(F) Lesson Overview

- Lead a class discussion of what bullying and harassment are.
 - Students complete a mind map of their thoughts (this can be done in groups).
- Arrange to have senior students perform the drama presentation for the younger students.

- After the presentation, ask the class what they can relate to in the events in the drama presentation.
 - Introduce the class to the assignment, with the presentation they just saw as their example.
 - Students will create and perform a drama on any form of bullying or harassment.
 - Instruct students that the drama must demonstrate an example of bullying they have seen in the school yard.
 - Organize students into groups of four and allow class time to work on the project.
 - Students will present their dramas during the next lesson.
-

(G) Assessment

- The teacher will use anecdotal notes and observations to assess student participation, involvement and effort.
-

(H) Accommodations / Modifications

- Create more complicated situations, with more emotions and resulting problems.
-

(I) Implications for Future Lessons

- This helps to create the foundation of knowledge regarding bullying and harassment. Future lessons will utilize the problem-solving skills witnessed and practiced.
-

Lesson 2: Presentations

(A) Specific Expectations

Physical Education

- Apply a problem solving/decision making process to address issues related to friends, peers, and family relationships.
-

(B) Materials and Resources

- Stage (e.g. gym stage)
 - Drama Presentation Rubric (see Appendix B)
 - Conflict Resolution Worksheet (see Appendix C)
-

(C) Important Terminology

- Conflict resolution
 - Active listening
-

(D) Background Information

- None required
-

(E) Motivator

- The presentations created by students in a previous lesson will act as their motivator.
-

(F) Lesson Overview

- Have students present their bullying/harassment presentations.
 - After each one, have students quickly summarize the situation and key points.
 - Remind students in the audience that it is important that they pay attention because there will be an assignment that relates to what they are watching.
- After the groups have finished, return to class to discuss the presentations.
- Discussion should focus on:
 - The priorities for solving problems, such as respect for others, respect for self, inclusion, equal opportunities for everyone, etc.
 - Key points to know to achieve a mutually desirable outcome for both parties;
 - Ideas to deal with situations, such as timeout, practising active listening, compromising, etc.

- Handout Conflict Resolution Worksheet (see Appendix C).
 - Instruct students to work on two situations other than their own, and apply their own thoughts to the problem-solving process.
-

(G) Assessment

- Ability to create an effective presentation, as outlined in the Drama Presentation Rubric (see Appendix B).
 - Completion and accuracy of Conflict Resolution Worksheet
-

(H) Accommodations / Modifications

- Research local newspaper articles that relate to the topic and include them in the assignment.
 - Make notes on appropriate responses when the marked assignment is taken up next class.
-

(I) Implications for Future Lessons

- In the next lesson, students will use the skills they developed through creating and problem solving difficult situations, and apply them to other experiences when they become 'movie critics'.
-

Lesson 3: Movie Critics

(A) Specific Expectations

Language Arts

- Analyze and assess a media work and express a considered viewpoint about it (e.g. write a movie review).
-

(B) Materials and Resources

- Video clips: *For the Birds* from the movie *Monster Inc.*, *Mean Girls*, *D2: The Mighty Ducks*.
-

(C) Important Terminology

- Critic
 - Critique
-

(D) Background Information

- Bullying and harassment terms from the previous lessons.
-

(E) Motivator

- During snack time (following recess), pop some popcorn to share with the class.
 - Tell them they're going to be movie critics and this is their 'brain food'.
-

(F) Lesson Overview

- Briefly discuss what a movie critic does, and the criteria they use when analyzing a movie.
 - Challenge the students to be critics. They will be critics of the examples of bullying and harassment shown in the movie clips.
 - Tell the class that although they may have seen the entire movie, they must only critique what they will be watching in class.
 - Have the students choose one video example on which to write a journal to elaborate on the actions seen, and relate the clip to their own experiences.
 - Critique the clip as well, with an explanation of how the example of bullying or harassment could be more realistic. Focus also on the resolution of the bullying or harassment.
-

(G) Assessment

- Demonstrate an ability to make a connection with the topic. This relationship is very important and needs to be positively reinforced.
-

(H) Accommodations / Modifications

- Become observers at recess, and note any examples that would relate to the movie.
 - Share with the class the examples, and possible strategies to resolve the issue.
 - Read aloud the journal created.
 - Discuss the critique of the video clips.
-

(I) Implications for Future Lessons

- The next two classes, the students will be able to use everything they have learned and express this knowledge in various art forms.
-

Lesson 4: Creating a Comic Strip

(A) Specific Expectations

Language Arts

- Select words and expressions to create specific effects (e.g. to distinguish speakers in dialogue).
-

(B) Materials and Resources

- 1 digital camera
 - Examples of comic strip books
 - Sample of Action Comic Strip (see Appendix D)
 - Self-Evaluation/Peer-Evaluation (see Appendix E)
-

(C) Important Terminology

- None
-

(D) Background Information

- None required
-

(E) Motivator

- Ask students the day before to bring in any of their own comic strips to use in the lesson.
 - The day of the lesson, present some of the comic strips to capture interest.
-

(F) Lesson Overview

- Ask several students to read a few pages of their example comic strip to the class.
- Discuss what makes a comic strip effective.
- Discuss how the writer gives each speaker in the strip a different personality.
- Have a few students read a page from their action strip that they think best fits the criteria above.
- Show the class an example of what they are to do, using the Sample of Action Comic Strip (see Appendix D).
- Give the class the criteria for this assignment:
 - They are to design an action strip to convey to the class a form of bullying, physical or verbal, and include different dialogue techniques to differentiate the characters.

- Like in the example, they will use a digital camera to take still shots and put together a strip.
 - Finally, they will include a solution to deal with the situation.
 - The task will be completed in groups of four.
 - Divide the class into groups of four students each.
 - Instruct students to assign each student in the group a role (e.g. photographer, screenplay writer, props and set manager, and overall solution expert).
 - Give class time this period and more in another before making the assignments due.
-

(G) Assessment

- Completion of the Self-Evaluation/Peer-Evaluation sheet (see Appendix E).
-

(H) Accommodations / Modifications

- Send the action strips away to an anti-bullying website.
 - Take pictures of the ideas.
 - Answer questions on how to express bullying or harassment.
-

(I) Implications for Future Lessons

- The class will have another opportunity to express what they have learned in a different medium- e.g. music.
-

Lesson 5: Musical Performance

(A) Specific Expectations

Music

- Create and perform a song based on a scene from a story, poem, or play.
-

(B) Materials and Resources

- Specific poems and stories related to anti-bullying themes (see Appendix F)
 - Background beats or karaoke-type instrumental background.
 - *Don't Laugh at Me* by Brad Paisley
 - *Angel* by Sarah McLachlan
-

(C) Important Terminology

- Structural patterns for songs.
-

(D) Background Information

- Previously learned structural patterns in songs (AABA)
-

(E) Motivator

- *Don't Laugh at Me* by Brad Paisley played at the beginning of class
 - This will illicit discussion and help develop a model for the class.
-

(F) Lesson Overview

- Play *Don't Laugh at Me*.
- Initiate discussion as to what the song is about.
- Play the song again, asking the class to listen for ways the words and instruments convey the meaning of the song.
 - What lines make you think of yourself?
 - What lines make you think of someone else?
- Review the idea of structures in song, verse/chorus (e.g. AABA).
- Introduce the class to the assignment.
 - Have students develop their own song/rap/narrative in which they use their own background music that will be provided by the teacher.
 - Instruct students that their song/rap/narrative must involve the anti-bullying theme (similar to that of *Don't Laugh at Me*)
 - Offer related poems to help students get ideas.

- Have students present their songs in front of the class, with the background music, in the next music period.
-

(G) Assessment

- Completion of the task (This encourages participation and creates an environment that sets up students for success).
-

(H) Accommodations / Modifications

- Listen carefully to *Angel* by Sarah McLachlan. Suggest what kind of emotion she is trying to evoke, and identify the methods McLachlan used to do this.
-

Appendices

Appendix A: Role Play Scenarios

Sample role-play scenario for senior students:

During recess, you notice a grade 6 boy playing with a group of grade 4 students. They are playing a competitive ball game and the older student uses his physical size and ability to dominate the game. He constantly yells at the younger players, telling them off and making them feel inferior.

At recess, Lizzie, a grade 6 student, is always by herself. Lizzie busies herself with her work to hide the fact that she is upset. She tries to be friendly and make conversation with some of the other girls in class, but they either ignore her, or speak rudely to her. The teacher always uses Lizzie as an example of a good worker, but this doesn't appear to make her feel happy.

APPENDIX B: Drama Presentation Rubric

Level 4

- Student demonstrates high-level creativity and imagination.
- Student is in role and believable at all times.
- Student performance demonstrates careful planning and precision execution of a dramatic presentation.
- Student performance demonstrates a thorough understanding of all of the elements of drama.
- Student is enthusiastically involved and committed.
- Student's voice is clear, inflective, and suitable to character portrayal.

Level 3

- Student demonstrates some creativity and imagination.
- Student is in role and it is clear
- Student performance demonstrates planning and the dramatic presentation is effective.
- Student performance demonstrates a general understanding of most of the elements of drama.
- Student participates willingly with enthusiasm.
- Student voice is clear and appropriate to character portrayal.

Level 2

- Student performs as directed.
- Student attempts to stay in role but role is not always clear.
- Student performance demonstrates some planning and rehearsal.
- Student performance demonstrates a simple understanding of some of the elements of drama.
- Student participates.
- Student voice varies

Level 1

- Student performs with teacher direction and part is limited.
- Student maintains role for a limited time.
- Student performance is perfunctory and demonstrates limited involvement and planning.
- Student performance demonstrates a very limited and simplistic understanding of some of the elements of drama.
- Student participates when required to do so.
- Student voice is monotone

APPENDIX C:
Conflict Resolution Worksheet

Level of seriousness:

Not Sure	Minor		Serious		Extremely serious
0	1	2	3	4	5

Conflict Resolution

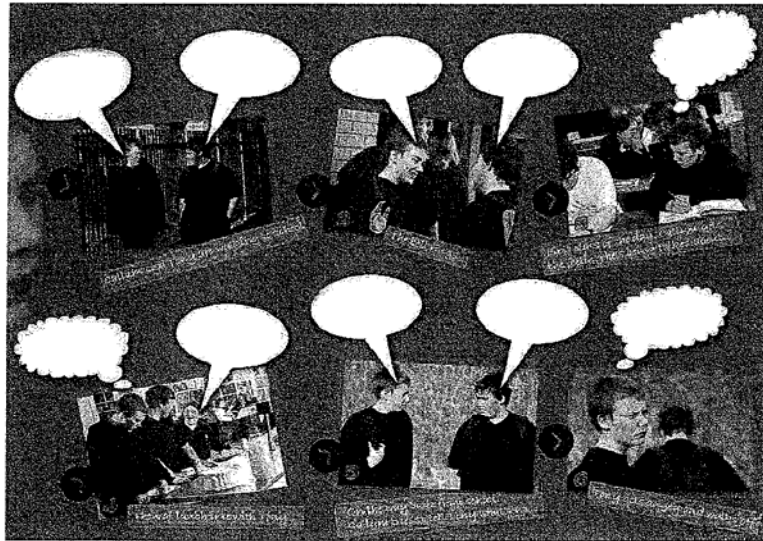
What is the problem?

Brainstorm ways of solving the problem by listing options.

Choose the best option that is a win-win for everyone.

Try the option. Check how well you did in solving the problem.

**APPENDIX D:
Sample of Action Comic Strip**



**APPENDIX E:
Self-Evaluation/Peer-Evaluation**

Your Name: _____ **Group Member's Name:** _____

	1 Unsatisfactory	2 Needs Improvement	3 Satisfactory	4 Excellent
Research	Limited collection information that relates to the topic.	Collects a little information, some of which relates to the topic.	Collects some basic information, most of which relates to the topic.	Collects a great deal of information, all of which relates to the topic.
Share Information	Limited sharing of information/ ideas with the group.	Shares some information or ideas with the group.	Shares relevant basic ideas and information with the group.	Shares a great deal of information and many ideas with the group.
Fulfill Duties of Role	Limited performance of duties of the role.	Performs some duties of the role.	Performs nearly all duties of the role.	Performs all duties of the assigned role.
Share Responsibilities	Limited independent work.	Completes some of the assigned work.	Usually does the assigned work, rarely needing reminders.	Always does the assigned work, without being reminded.
Listen to Other Group Members	Limited support towards others' input.	Usually does most of the talking.	Listens, but sometimes talks too much.	Listens and speaks a fair amount.
Cooperate with Group Members	Limited cooperation with group members.	Some cooperation with group members.	Rarely argues.	Never argues with group members.

APPENDIX F:
Poems and stories related to the anti-bullying theme.

Quit While You're Ahead

by *Eleanor Horn, from Lockerby Academy*

Friends are chatting happily,
Having a really good time.
Wouldn't you like to be part of it?
Instead of being unkind?

You might feel good for just a sec.
And feel really big and rough,
But later you'll regret your move
And then you'll not be so tough

If you stopped being so bad
And messing up people's lives,
You could go and join the fun
And have a really good time.

So stop this rubbish and silliness,
Just be nice instead,
Why don't you just give it up
And quit while you're ahead?

Friends are chatting happily,
Having a really good time,
Aren't you glad you're part of it
And not being so unkind?

Bullying Hurts

by *Karen Kirkpatrick from Lochfeld School*

If you don't tell someone it will keep
going on and on.
But if you tell someone the bullies will
stop bullying you.
If a bully says that they will get you,
You will have to tell an adult or
someone or they will
Really hurt you
If I was getting bullied I would stand up
for myself
And if that didn't work
I would tell my mum and she'll sort it
out.

Why Judge Them?

by *Avirup Chowdhury from Woodhill
Primary School*

Why judge them,
Before you know them?
What good will it do?
Wouldn't it be better to
See what they do?

They might dye their hair,
Black, pink or blue
But that's no reason
To start hating them too.

Some people have different skin,
Come from a different race
Why not treat them like your kin?
Or at least treat them with grace

Don't bully people, 'cos bullies are bad,
Lots of people are bullies,
They make people sad.

Why do people bully?
I don't understand
If we work together,
We can make this a happier land.

Don't Bully

by *Abigail Lamb from Kinloch Rannoch
Primary School*

Whoever you are whatever you do,
I've got something to say to you,
Having a prejudice is very bad,
It will make people awfully sad,
It doesn't matter if they're black or white,
Bullying is just not right,
Don't make fun of disability,
It's great to have individuality,
So think very hard before you speak,
And that individual person will have a
great week.

This unit was originally developed by Eric Rodgers, and has been adapted and formatted to suit this resource.

References

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Conflict Resolution Worksheet. www.eduweb.vic.gov.au/bullying/stzone/scenprim.htm.

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Lesson 1: Navigating the Web/Bullying

This lesson will take 1-2 periods

(A) Specific Expectations

Computers

- The students will practise using and navigating the internet/websites to find specific information, and then evaluate the websites based on their searches.
 - The students will explore different aspects of the topic “bullying” and begin to reflect and relate these topics to their own personal experience.
-

(B) Materials and Resources

- Computer Lab Time
 - Internet Scavenger Hunt Worksheet (see Appendix A)
-

(C) Important Terminology

- Website
 - Link
 - Bullying
-

(D) Background Information

- Students will have previous knowledge of computer lab rules.
 - Students will have prior experience searching the internet and navigating websites.
-

(E) Motivator

- Brainstorming Activity-What are your favourite websites? What purpose do they serve? (e.g. entertainment, research, informative)
-

(F) Lesson Overview

- Complete the Motivator-Brainstorm Activity.
- Using the Think/Pair/Share method, have students discuss techniques for navigating the internet or searching for information on a specific topic.
- Ask the class if they have ever visited a site that offers facts and advice on bullying. Ask how this kind of site would be valuable or useful.
- Distribute the Internet Scavenger Hunt Worksheet (see Appendix A). Read over the assignment and answer any questions about what is expected.
- Outline the reflection questions

- Pair students according to level and ability to work well together.
 - Review proper computer lab conduct before taking the class to the lab.
 - Once in the lab, help students to find spaces in pairs and access <http://pbs.org/itsmylife/index.html>
 - Circulate, guiding and helping students as needed, as they complete the Internet Scavenger Hunt activity and reflection questions.
 - Return to the classroom and give pairs time to choose and organize one aspect of the activity that most interests them.
 - Have students share their results with the class.
 - Instruct students to turn in their completed work.
-

(G) Assessment

- Completion of the assignment
 - Accuracy of answers (see Appendix A for correct answers).
-

(H) Accommodations / Modifications

- Find more websites that are valuable when dealing with the topic of bullying, and offer a more in-depth analysis.
 - Work with a partner to offer or receive assistance with the task.
 - Use teacher assistance when necessary.
-

(I) Implications for Future Lessons

- This lesson will get students thinking about the topic of bullying and begin to inform them of some common bullying facts.
 - This knowledge will be expanded in future lessons in other subjects when students will consider further the topic of bullying.
-

Lesson 2: Exploring Bullying Scenarios/Resolutions

This lesson will take 1-2 periods

(A) Specific Expectations

Drama

- Demonstrate understanding of ways of sustaining the appropriate voice or character (e.g., through language, gestured, body movements) when speaking or writing in role for different purposes.
 - Create, rehearse, and present drama and dance works to communicate the meaning of poems, stories, paintings, myths, and other source material drawn from a wide range of cultures.
 - Evaluate drama and dance performances, with reference to their own experiences in daily life.
 - Explain their preference for specific drama and dance works.
-

(B) Materials and Resources

- Conflict Box contributions (see Appendix B)
 - Bullying Facts/Quotes (see Appendix C)
-

(C) Important Terminology

- Improvisation
 - Passive supporter
 - Disengaged onlooker
 - Possible defender
 - Follower
-

(D) Background Information

- Students will have been previously introduced to the idea of the Conflict Box and some will have made contributions.
 - This lesson will expand on issues of bullying raised in previous lessons.
 - The students will have used improvisation before.
-

(E) Motivator

- Drama Ambush: After class enters and settles down, have two students enact a scene that you have previously arranged with them. The scene will be brief and will create a realistic bullying situation. Just as the situation is about to erupt into violence, the students freeze and the instructor steps in. Ask: “Now, how could

this have been resolved without resorting to violence? What obligation to intervene do you as bystanders/witnesses have?”

- The object is that the class does not realize these students are acting until they freeze and the teacher steps in. The dramatization is designed to grab their attention and make them think.
-

(F) Lesson Overview

- Present the Motivator: Drama Ambush
 - Using the Think/Pair/Share method, ask students to respond to the following questions: If you witnessed this happening, what could you do to help the victim? How would you try to stop the bullying? What is the best way to resolve the conflict?
 - Review the meaning of improvisation.
 - Instruct the students to act out the scene again, this time adding a bystander who intervenes. (It is improvised which means there is no planning/preparation before the fact.)
 - Review the possible roles in a bullying situation: bully, victim, passive supporter, disengaged onlooker, possible defender, follower, and authority figure.
 - Ask for four volunteers willing to improvise a scene.
 - Assign a role in a bullying situation to each of the volunteers.
 - Take a situation out of the conflict box, and allow each of the volunteers to read it.
 - Instruct the volunteers to begin their improvisation of the scene immediately.
 - Repeat the activity once or twice, each time stopping to discuss the outcome. Consider whether different actions would have led to a better resolution.
 - Break students into groups of 4 (number off for random grouping)
 - Distribute 1-2 bullying facts per group (see Appendix C)
 - Explain that the group is to use at least one of the facts they have been given for the inspiration for the dramatic presentation they will now create. They do not have to quote the fact directly.
 - Allow time for discussing and creating a skit.
 - Have the students present and comment on their peers' presentations.
 - Debrief: Ask the students to choose their favourite presentation and write a brief explanation as to why they preferred it over the others.
-

(G) Assessment

- Participation in the activity
 - Completion of the written briefs .
-

(H) Accommodations / Modifications

- Take on a leadership role within the group, and expand further upon the ideas to be discussed in the brief. Make connections to your life.
 - Review the instructions and confirm that they have been understood.
 - Respond to guiding questions and/or a provided starting point.
-

(I) Implications for Future Lessons

- This lesson is a good precursor to an upcoming art lesson in which students will respond to media clips of bullying incidents/reports/facts/cases.
-

Lesson 3:
Using Elements and Principles of Design to
Evoke Emotional Response and
Responding to Media Sources on Bullying

This lesson will take 2-3 periods

(A) Specific Expectations

Visual Art

- Describe how artists may use texture to represent or to evoke an emotional response.
 - Identify the most appropriate tools, materials, and techniques for the size and scope of the work and use them correctly.
 - Solve artistic problems in their work, using the elements of design and at least one of the principles of design specified for this grade.
 - Produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences.
 - Describe, in their plan for a work of art, how they will research their subject matter.
 - Demonstrate awareness that an artist intentionally uses some of the elements and principles of design to convey meaning, and explain how the artist accomplishes his or her intentions.
 - Explain their preference for specific art works, with reference to the artist's intentional use of the elements and principles of design to communicate an idea or feeling.
-

(B) Materials and Resources

- Various forms of media dealing with topic of bullying (e.g. newspaper articles, movie clips, music, journal excerpts)
 - A variety of media (paint, charcoal, pencil crayons etc.)
 - Slide show of authentic artwork that evokes emotional response (see Appendix D)
 - Art Rubric (see Appendix E)
-

(C) Important Terminology

- Elements of Design
 - Principles of Design
 - Emotional response
 - Evoke
-

(D) Background Information

- Students will have knowledge from previous lessons of the Elements and Principles of Design that are appropriate to this grade.
 - Students will have had previous opportunity to experiment with different media.
-

(E) Motivator

- Present a short slide show of authentic artwork by Masters that focus on evoking an emotional response (e.g. Picasso's *Old Man with a Guitar*, Edvard Munch's *The Scream*. See Appendix D).
 - Discuss how these artworks evoke emotion (using elements & principles of design) and what emotions they evoke.
-

(F) Lesson Overview

- Present Motivator: Slide show and discussion.
 - Introduce the media sources as the starting point/inspiration for the project. Allow students time to examine and consider the media examples.
 - Divide the class into small groups, and instruct students to create a Mind Map about bullying.
 - What emotions can you focus on when dealing with the issue of bullying? (e.g. sadness, anger, jealousy, empathy...)
 - Share the results of this brainstorming activity with the rest of the class.
 - Present the art project to the students.
 - Students will create a piece of art that uses a variety of media.
 - The artwork itself should be representative of feelings/emotions associated with bullying.
 - Students should consider all people involved in the bullying (bullied, bully, bystander, friends etc.)
 - Solicit ideas from the students about what media might be most effective for this project, and why.
 - Provide research/planning time for students to explore further the sources of inspiration, and to begin planning out their piece.
 - Allow time for students to produce the artwork.
 - Move around the classroom, offering guidance and technical assistance.
 - Guide a non-judgmental critique of the artworks. Have each student explain their artwork. Encourage positive and constructive comments from the classmates.
-

(G) Assessment

- Participation in the critique
 - Ability to create an effective artwork, as outlined in the Art Rubric (see Appendix E).
-

(H) Accommodations / Modifications

- Experiment and expand on the project.
 - Choose media and a topic appropriate to ability.
-

(I) Implications for Future Lessons

- The students will be expected to carry forth the objects of this lesson and apply them to future projects.
-

Lesson 4:
***Three Little Pigs* :**
A Study in Problem Solving and Conflict Resolution

This will take 2 periods

(A) Specific Expectations

Language Arts

- Use subordinate clauses correctly.
 - Apply generalizations about spelling to identify exceptions to the spelling pattern.
 - Select words and expressions to create specific effects.
 - Use their knowledge of word origins and derivations to determine the meaning of unfamiliar words.
 - Use punctuation to help understand what they read.
 - Analyse and assess a media work and express a considered viewpoint about it.
 - Follow up on others' ideas, and recognize the validity of different points of view in group discussions or problem-solving activities.
-

(B) Materials and Resources

- Model for Effective Problem Solving (see Appendix F)
 - *The Three Little Pigs* storybook
-

(C) Important Terminology

- Conflict
 - Resolution
 - Strategy
 - Outcome
-

(D) Background Information

- Most students will be familiar with the story; this will make it easier for them to delve straight into dissecting/analyzing it.
 - Students will have looked at the “Model for Effective Problem Solving” in other subject areas.
-

(E) Motivator

- Have students do a dramatic reading of the story *The Three Little Pigs*.
-

(F) Lesson Overview

- Organize students to complete the Motivator: Dramatic Reading.
 - Review the “Model for Effective Problem Solving.”
 - Organize students into small groups and have them discuss the story and possible endings according to the “Model for Effective Problem Solving”
 - Remind students to assign group roles (e.g. scribe, speaker, motivator, etc...)
 - Allow time for discussion.
 - Bring the students back to a whole class discussion forum and have the speakers from each group share their results.
 - Discuss ideas for alternate endings and record these on chart paper.
 - Have the students rewrite the ending of the story so that the conflict is resolved and there is a better outcome for everyone involved.
 - Have the students make a connection to a conflict that they have witnessed or experienced. Use the “Model for Effective Problem Solving” to help come to a decision about what actions should be taken.
 - Instruct students to write their responses about connections, and submit these for evaluation.
-

(G) Assessment

- Ability to work effectively in a group
 - Ability to make complete and appropriate connections
-

(H) Accommodations / Modifications

- Write multiple alternative endings.
 - Work with an Educational Assistant
 - Work in a group to offer or receive assistance
 - Take a group role that capitalizes on strengths.
-

(I) Implications for Future Lessons

- This lesson directly ties into a future lesson on perspectives and empathy, using John Scieszka’s *The True Story of the Three Little Pigs* and/or Eugene Trivizas and Helen Oxbury’s *The Three Little Wolves and the Big Bad Pig*.
-

Lesson 5:
Walking a Mile in a Wolf’s Shoes:
Considering Different Perspectives, Using Subversive Fairy Tales

This lesson will take 1-2 periods

(A) Specific Expectations

Language Arts

- Use subordinate clauses correctly.
 - Apply generalizations about spelling to identify exceptions to the spelling pattern.
 - Select words and expressions to create specific effects.
 - Use their knowledge of word origins and derivations to determine the meaning of unfamiliar words.
 - Use punctuation to help understand what they read.
 - Analyse and assess a media work and express a considered viewpoint about it.
 - Follow up on others’ ideas, and recognize the validity of different points of view in group discussions or problem-solving activities.
 - To connect this lesson to real life experiences.
-

(B) Materials and Resources

- *The True Story of the Three Little Pigs* by John Scieszka
 - *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas and Helen Oxenbury
-

(C) Important Terminology

- Perspective
 - Point of view
-

(D) Background Information

- This lesson extends our work with the story of *The Three Little Pigs* in a previous lesson.
 - Students have participated in journal writing throughout the year and are familiar with the process and expectations associated with it.
-

(E) Motivator

- Picture Walk Speculation using “The True Story of the Three Little Pigs” by John Scieszka. Students will speculate about the content of the story by looking at the pictures.
-

(F) Lesson Overview

- Lead the discussion of the Motivator: Picture Walk Speculation.
 - Read the story, modeling effective reading techniques such as the use of intonation, expression and enunciation.
 - Facilitate a group discussion about how this story compares to *The Three Little Pigs*. Explore both the similarities and the differences.
 - Instruct students to use the Think, Pair, Share method to answer the following question: Is the wolf a ruthless predator or a misunderstood victim of prejudice? Encourage students to justify their opinions by giving reasons.
 - Review the Journal writing process, and discuss the idea of writing from another person's point of view.
 - Explain the assignment: Think of a time that you had a conflict with someone, or you witnessed a situation involving conflict between two people. Write a journal entry looking back on that situation from the other person's point of view. Describe what happened, and what you felt. Consider: How could it have been better resolved?
-

(G) Assessment

- Creation of an effective Journal, as outlined in the Journal Rubric (see Appendix G).
-

(H) Accommodations / Modifications

- Extend this activity by writing your own subversive fairy tale (e.g. Snow White told from the perspective of the Stepmother. Maybe she is not evil after all. Could she be misunderstood, just like the wolf?)
 - Work with the assistance of an Educational Assistant/Teacher
 - Write the journal entry from your own perspective.
-

(I) Implications for Future Lessons

- This lesson ties in nicely with our other work on the topic of bullying in that it encourages students to consider other people's points of view, and encourages thoughtful conflict resolution.
-

Appendices

Appendix A

Internet Scavenger Hunt

- In pairs you will explore the website:
<http://pbs.org/itsmylife/index.html>
- Go to the “Friends” link and find the section on bullying.

1. In the game, “Beat the Bully”, what is Krog best known for?

A: -stealing your stuff, threatening to beat you up, trying to copy your work in class, not letting you pass by him in the hallway

2. Who does Snidra pick on?

A: Anyone outside her circle of friends.

3. Find the video clip on Bullying and click on the “More on this Topic” link below.

What is “Relationship Bullying”?

A: 1. Refusing to talk to someone.

2. Spreading lies or rumors about someone.

3. Making someone do things he/she doesn’t want to do.

4. Under the “Topics on Bullies” heading, choose “Are You a Bully?”
What are two ways to tell if you are a bully?

A: - If it makes you feel better to hurt other people or take their things.

-If you are bigger and stronger than other people your age and you sometimes use your size and strength to get your way.

-If you have been bullied by someone in the past and feel like you have to make up for it by doing the same thing to others.

-If you avoid thinking about how other people might feel if you say or do hurtful things to them.

5. What are 3 strategies to help you stop being a bully?

A: - Apologize to people you've bullied, and follow it up by being friendly to them. They may not trust you right away, but eventually they'll see that you're for real.

-If you're having a hard time feeling good about yourself, explore ways to boost your self-esteem. Pick up a new hobby, do volunteer work, or get involved with a sport.

-If you feel like you're having trouble controlling your feelings, especially anger, and talk to a school counsellor about it.

APPENDIX B

The Conflict Box

The conflict box is simply a container into which students can put slips of paper. On these slips of paper, they are to write a conflict scenario. It can be something they witnessed, something that happened to them, something they saw on T.V., etc. The teacher also may decide to submit conflicts. It is advised that the teacher review and edit scenarios before allowing the students to choose.

Sample 1: A student is playing basketball outside at recess when some students from a higher grade come and start pushing him/her around. The older students take the basketball and push the younger student down.

Sample 2: A group of popular girls pass another girl in the hall. She dresses in hand-me-down clothes, and is very plain looking overall. One of the popular girls makes a mean comment about the girl's outfit and the other girls begin to laugh and join in.

APPENDIX C

Sample Bullying Facts/Quotes

“...bullying crosses ethnic, gender and religious lines. Like war and disease, it knows no boundaries.”

(Lynn Cockburn. “Teen bullying’s deadly consequences” *London Free Press*. Nov. 19, 2005)

Eighty-five percent of bullying is on school playgrounds and peers are part of the problem 75 percent of the time.

(“Getting tough with bullies” *London Free Press*. Nov. 19, 2005)

When peers intervene, bullying stops within 10 seconds 57 percent of the time.

(“Getting tough with bullies” *London Free Press*. Nov. 19, 2005)

“While boys usually bully in an obvious and physical manner, girls tend to hurt each other with words and body language in covert and manipulative ways.”

(Dahlia Reich, “Power Play”, *OWL Canadian Magazine*. September 2003)

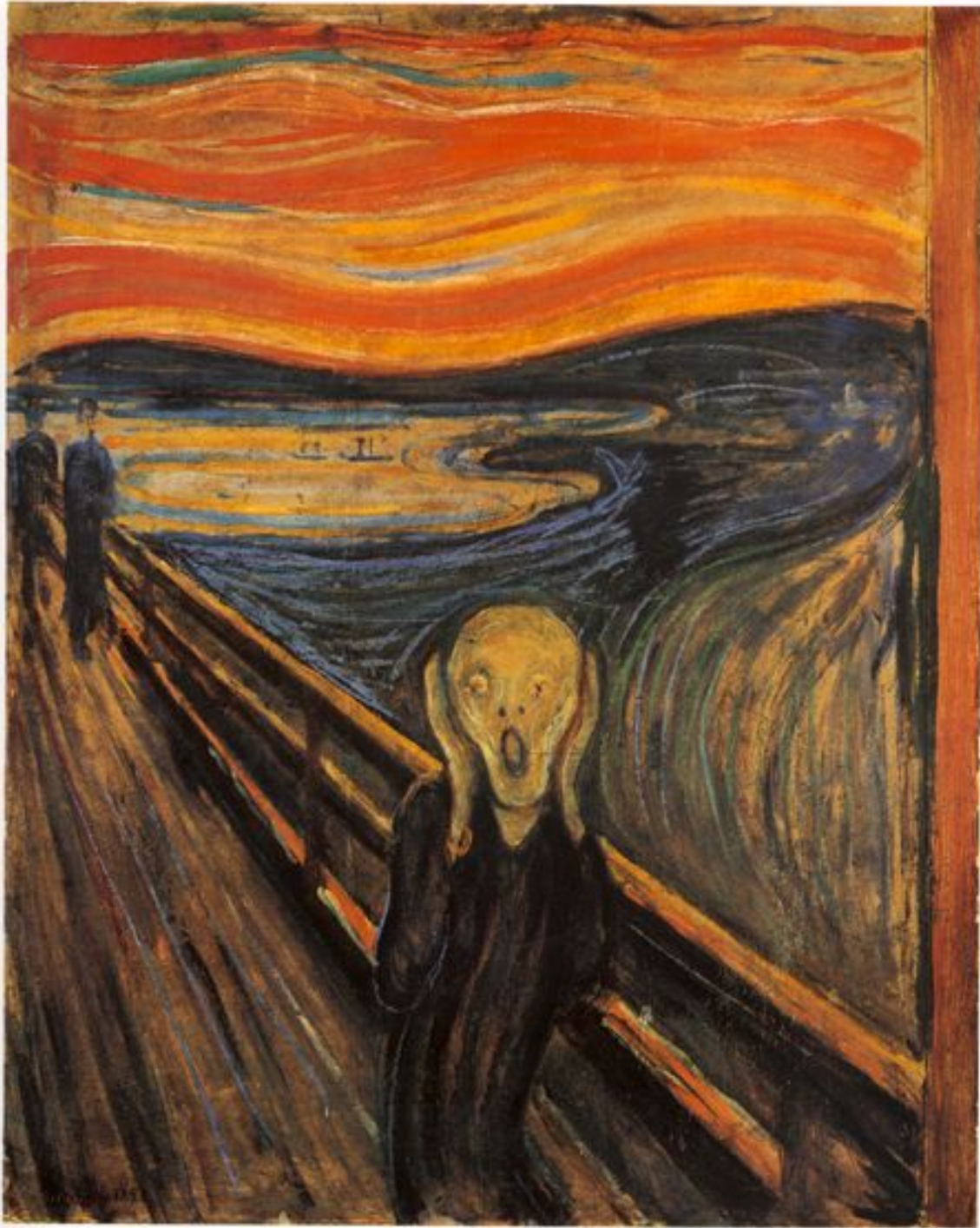
APPENDIX D

Slide Show Sample Artwork #1



Picasso- “Old Man with a Guitar”

Slide Show Sample Artwork #2



Edvard Munch- “The Scream”

APPENDIX E:
Art Rubric

Category	Description	Check & comment here		
		Good	Average	Needs work
Growth	How does this work compare to previous work by same person?			
	Does it show more feeling and expressiveness?			
	Does it show more thought?			
	Does it show more skill?			
Creativity	How original, innovative, and daring is the work?			
	Does it extend or change from past work done by same student?			
Fulfills Assignment	How well does the work solve the problems outlined in this assignment?			
	Are the variations from the assignment made for a valid reason?			
Care	Is the making of the work appropriate for the style of art being made?			
	Didn't rush to get it done, but paid attention to consistency in the work.			
Helpful	Was the student cooperative & generous in discussions & in helping others without doing it for them?			
	Were good questions asked?			
Work Habits	Did the student stay on the job?			
	Were conversations with classmates about the artwork, not other topics?			

APPENDIX F

Model For Effective Problem Solving

What is the problem?



What are my choices?



What are the consequences?



Make a decision.



Evaluate your decision.

APPENDIX G
Journal Assessment Criteria

1. The topic of the journal entry meets the requirements of the assignment.

1 2 3 4 5

2. The journal entry covers various aspects of a person's life which shows the student's understanding of that person's way of life.

1 2 3 4 5

3. The entries provide very descriptive explanation of that person's surroundings.

1 2 3 4 5

4. The organization of the journal entries are clear and easy to follow.

1 2 3 4 5

5. The journal entry flows smoothly from one idea to another.

1 2 3 4 5

6. The spelling, grammar, and punctuation in the journal is accurate.

1 2 3 4 5

7. The journal entry is neatly typed or handwritten.

1 2 3 4 5

8. The journal offers various experiences and perspectives of that person's life.

1 2 3 4 5

10. The effort put forth has demonstrated the full potential of the student's capability.

1 2 3 4 5

Additional Comments:

This unit was originally developed by Shelley Lawrence, and has been adapted and formatted to suit this resource.

References

Art Rubric Template. <http://www.goshen.edu/art/ed/rubric2.html>

Cockburn, L. (2005). "Teen bullying's deadly consequences". *London Free Press*, Nov. 19.

"Getting tough with bullies." (2005). *London Free Press*. Nov. 19.

Internet Scavenger Hunt. <http://pbs.org/itsmylife/index.html>

Journal Writing Template:

http://www.saskschools.ca/~aboriginal_res/evaluation/jrnlrub.htm

Ontario Ministry of Education and Training (1997). *The Ontario Curriculum, Grades 1-8: Language*. Toronto, ON.

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Reich, D. (2003). "Power play: Welcome to the subtle but cruel world of schoolgirl aggression." *OWL Canadian Magazine*, Sept.

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Trivizas, E. & Oxenbury, H. (1993). *The Three Little Wolves and the Big Bad Pig*. New York, NY: Simon & Schuster.

Lesson 1

(A) Specific Expectations

Health Education

- Explain how harassment relates to personal safety.

Language

- Understand the vocabulary and language structures appropriate for this grade level.
 - Make judgments and draw conclusions about ideas in written materials on the basis of evidence.
-

(B) Materials and Resources

- Overhead transparency "What is Bullying" (see Appendix A)
 - Overhead markers
 - Student worksheets "Types of Bullying" (see Appendix B)
 - Student worksheets "Bullying on Television" (see Appendix C)
 - Pencils or pens
-

(C) Important Terminology

- Bullying
 - Incident
 - Physical
 - Social
 - Verbal
 - Intimidation
 - Written
 - Discrimination
 - Criminal
-

(D) Background Information

- Students should have been exposed to the term "bullying" in the past.
 - Students should know what a bully and bystander are.
-

(E) Motivator

- Class-generated Word List
 - Have students generate words associated with bullying (e.g., hitting, harassing, tormenting, making-fun) and record words on the board in brainstorm format.
 - Students copy the brainstorm into their notebooks.

(F) Lesson Overview

- Begin the lesson by asking students what defines bullying or what is bullying (Word List).
 - Place "What is Bullying" (Appendix A) sheet on the overhead.
 - Call upon students to read each one of the situations on the sheet.
 - Ask students to raise their hands if they believe the situation involves bullying behaviour.
 - Have students provide reasons for their responses.
 - Record correct responses on the overhead sheet.
 - Provide instructions for and distribute the "Types of Bullying" worksheet (Appendix B).
 - Students will be given ten minutes, working independently, to complete the "Types of Bullying" worksheet.
 - On the worksheet, students must identify physical, social, verbal, intimidation, written, discrimination, and criminal forms of bullying behaviour.
 - Students then write their own examples of bully behaviour.
 - After students have completed the worksheet, discuss with students the different types of bully behaviour identified.
 - Have students share their own examples of bully behaviour.
 - Explain homework activity instructions and distribute the homework activity sheet.
 - Students will watch television to record incidents of bullying behaviour on the "Bullying on Television" worksheet (Appendix C).
 - Students must describe the participants involved, the incident, reasons for the bullying, and their own reactions towards the behaviour.
-

(G) Assessment

- Demonstrate an understanding of bullying during the class discussion.
 - Identify correctly the type of bullying in each instance.
 - Demonstrate effective reasoning and the ability to complete the homework activity
-

(H) Accommodations / Modifications

- Generate your own examples of physical, social, verbal, intimidation, written, discrimination, and criminal bullying behaviour.
- Write about situations that explore bully behaviour.
- Assist and discuss situations with other classmates.
- Complete a limited number of questions on the "Types of Bullying" worksheet and "Bullying on Television" worksheet.
- Offer or receive assistance with the assignment.

(I) Implications for Future Lessons

- Students will know and understand the different types of bullying so they can comprehend why people bully (discussed in Lesson 2).
 - Also, students need to be able to identify when a bully situation is happening, in order to address and react appropriately to it.
-

Lesson 2:

Understanding Why People Bully

(A) Specific Expectations

Health Education

- Describe harassment and identify ways of dealing with it.

Drama

- Solve, in various ways, a problem that is presented through drama using criteria developed by the class.

Language

- Listen and respond constructively to alternative ideas or viewpoints.
-

(B) Materials and Resources

- Student worksheets “Why Do People Bully – 2” (see Appendix D)
 - Chart paper
 - Markers
 - Pencils or pens
-

(C) Important Terminology

- Bullying
 - Body language
 - Expression
-

(D) Background Information

- Students should be familiar with different types of bullying.
 - Students should be able to identify situations that involve bullying behaviour.
 - Students should have identified types of bullying on television.
-

(E) Motivator

- The discussion of the television shows that students watched will act as the motivator for this lesson.
-

(F) Lesson Overview

- Have students discuss the television shows they watched that showed acts of bullying behaviour.
- Ask students why they think a person would bully another person.
- Write students’ responses on the board and have students copy the list into their notebooks.
- Add to the list other reasons that students do not mention.

- Divide the class into groups (four students per group).
 - Hand each group the role play worksheet “Why Do People Bully-2” (Appendix D).
 - After students have read through the role play, give chart paper to each group.
 - Students will read about and discuss a role-play situation that involves social and verbal forms of bullying.
 - After reading through the role-play, each group will work together to record words or sentences on chart paper about how each character might feel in that situation.
 - Each group will think of one idea that might work to resolve the situation.
 - Groups will then present their chart paper and one solution to the situation for the class.
 - Refer back to the reasons people bully on the board, and have students link those ideas of reasons people bully to the role-play situation.
 - Collect homework from previous lesson.
 - Discuss instructions for homework activity (if time permits students may begin homework activity in class).
 - Homework: Students will write a one-page paper (double-spaced) describing how they might feel or react if they were being (a) physically bullied, (b) verbally bullied, or (c) socially bullied at school.
-

(G) Assessment

- Demonstrate knowledge of why people bully during the class discussion.
 - Demonstrate reasoning and ideas during the group discussions.
 - Present effectively an understanding of how each character might feel, and an idea that might resolve the situation.
 - Demonstrate effective ideas, communication, and completeness of work.
-

(H) Accommodations / Modifications

- List different responses that Tiffany, Nicola, and Daniel could have used to diffuse the bullying behaviour.
 - Sit in with another group to listen to the role-play and ideas discussed.
 - For homework, write half a page about feelings about bullying, using references to the notes made in class.
-

(I) Implications for Future Lessons

- Creating a role-play situation helps students to practise conflict resolution skills. In addition, it provides a foundation of skills to be able to address issues surrounding victims of bullying.
-

Lesson 3: Victims of Bullying Behaviour

(A) Specific Expectations

Health Education

- Describe harassment and identify ways of dealing with it (e.g., by communicating feelings and reporting incidents of harassment).

Language

- Produce pieces of writing using a variety of forms, techniques and resources appropriate to the form and purpose, and materials from other media.
 - Revise and edit their work, focusing on content and elements of style independently and in collaboration with others.
 - Use correctly the conventions specified for this grade level.
-

(B) Materials and Resources

- Overhead transparency - "How Do You React?" (see Appendix E)
 - Overhead transparency - "The Letter" (see Appendix F)
 - Student worksheets of "The Letter" transparency
 - Paper
 - Pencils or pens
 - Letter Rubric (see Appendix G)
-

(C) Important Terminology

- Bullying
 - Self-esteem
 - Reaction
-

(D) Background Information

- Students should understand situations that involve bullying behaviour.
 - Students should understand why people bully and how a victim might feel after being bullied.
-

(E) Motivator

- Read the first two paragraphs of the letter, and tell students that being a victim of bullying is the focus for the lesson.
-

(F) Lesson Overview

- Ask students how they might react if they were being bullied.
- Copy students' responses on the board.

- Place "How Do You React?" (Appendix E) transparency on the overhead.
 - Have a different student read aloud each scenario.
 - After each scenario is read, give students thirty seconds to discuss the scenario with their neighbour/partner.
 - Discuss students' responses after each scenario and ask students how they would react in each instance of being bullied.
 - Have students record their brainstorm session, discussing each.
 - After students finish copying the note about bullying, place the letter by Alan Littlefield on the overhead.
 - Have a student read aloud the letter.
 - Discuss with students Alan's feelings, the seriousness of bullying, and how Alan reflects back on his childhood. Be sure to mention how people who bully often see the negative effects of bullying only when they are older.
 - Ask students to link some of the short and long-term consequences of bullying they noted with Alan's story.
 - Distribute a copy of Alan Littlefield's letter (Appendix F).
 - Provide instructions for the written letter to Alan Littlefield and discuss evaluation of letter.
 - Students begin rough drafts of letters to Alan Littlefield.
 - Collect homework from previous lesson.
 - Homework: students will write a one page letter to Alan Littlefield expressing how the letter made them feel, what they have learned from Alan's letter, and what they can do in their school to ensure no one is treated like Alan.
-

(G) Assessment

- Ability to write an effective letter to Alan Littlefield, as outlined in the Letter Rubric (Appendix G).
-

(H) Accommodations / Modifications

- Write a letter to Alan Littlefield describing what could have been done to better the situation at school.
 - Write letters about similar bullying situations witnessed at their own school.
 - List words to describe their feelings about Alan's letter.
 - Highlight adjectives in the letter that describe how a victim of bullying might feel.
 - Work with a partner to write the letter.
-

(I) Implications for Future Lessons

- This lesson allows students to examine their own reactions to bullying through role-play scenarios.

- Students practice the skills necessary for resolving conflict in a variety of different situations (as will occur in the next lesson).
 - Having students write a letter to an adult who was bullied as a child provides them with the opportunity for reflection on the importance of healthy relationships.
-

Lesson 4

(A) Specific Expectations

Health Education

- Describe harassment and identify ways of dealing with it (e.g., by communicating feelings and reporting incidents of harassment).

History

- Identify types of conflict (e.g., war, rebellion, strike, protest), and describe strategies for conflict resolution.

Language

- Identify the main ideas in information materials, and explain how the details support the main ideas.
-

(B) Materials and Resources

- Bullying Scenarios sheet (see Appendix H)
 - Student worksheets – “Conflict Resolution-1” (see Appendix I)
 - Students worksheets – “Human Rights Heroes” (see Appendix J)
 - Overhead transparency - "Conflict Resolution-1" (made from Appendix I)
 - Pencils or pens
-

(C) Important Terminology

- Conflict resolution
 - Boycott
-

(D) Background Information

- Students should understand why people engage in bullying behaviour.
 - Students should understand the impacts of bullying on the victim.
-

(E) Motivator

- Have two students come to the front of the room and read aloud for the class a bullying/conflict scenario from the sheet “Bullying Scenarios” (Appendix H).
-

(F) Lesson Overview

- Instruct students to complete the Motivator: Read aloud a scenario about a confrontation where nothing is solved.
- After the scenario is read, ask students why they think the problem is not being solved in the scenario.
 - List students’ responses on the board.

- Present on the overhead six strategies for resolving conflict/bullying situations. These should include assertiveness, avoidance, "I" statements, telling someone, having positive thoughts, and knowing your rights.
 - Discuss each strategy for resolving conflict.
 - Have the students copy down the six strategies in their notebooks.
 - Distribute "Conflict Resolution- 1" (Appendix I) worksheet to students.
 - Have students read through the sheet and apply the conflict resolution skills they have learned to each scenario.
 - Take up students' solutions on the overhead.
 - Distribute "Human Rights Heroes" (Appendix J) worksheet to students.
 - Read "Human Rights Heroes" to students (Story of Rosa Parks; Civil Rights).
 - Discuss the historical significance of the event and how it shed light on the problems of intolerance, racism, and conflict at the time.
 - Discuss how OUR society has made steps in the right direction to resolve the problem of racism and how bullying is a similar problem in our society.
 - Have students answer questions on the worksheet.
 - Students must have the "Human Rights Heroes" worksheet completed for next class.
 - Collect the homework from the previous lesson.
-

(G) Assessment

- Demonstrates the ability to employ the correct conflict resolution strategies to each scenario, during the class discussion
 - Demonstrates ability to complete accurately the "Human Rights Heroes" worksheet
 - Demonstrate understanding of concepts to this point.
-

(H) Accommodations / Modifications

- Generate other conflict resolution strategies to add to the list.
 - Link conflict/bullying to other historical situations (e.g. WWI, WWII, American Revolution).
 - Practise expressing "I" statements with another student.
 - Make use of additional examples of when to use each conflict resolution strategy.
 - Work with a teacher or classmate to increase understanding of the historical significance of the Rosa Parks story.
 - Offer or receive assistance from a classmate.
-

(I) Implications for Future Lessons

- Knowing and understanding the implications of past conflict will help students identify with and resolve future conflict situations.

Lesson 5

(A) Specific Expectations

Health Education

- Describe harassment and identify ways of dealing with it (e.g. by communicating feelings and reporting incidents of harassment).
- Identify people and resources that can support someone experiencing harassment.

Language

- Create a variety of media works.
-

(B) Materials and Resources

- Hand-out of school anti-bullying initiatives (obtained from the school).
 - Poster paper
 - Pencils and pencil crayons
 - Anti-Bullying Campaign Posters Rubric (see Appendix K).
-

(C) Important Terminology

- Inequality
 - Conflict resolution.
 - Initiatives
 - Policy/Policies
-

(D) Background Information

- Students will identify and examine anti-bullying strategies in school environments.
 - As a culminating activity, students will create written anti-bullying campaign posters to display around the school.
-

(E) Motivator

- With the students, create a word wall of words associated with inequality.
 - Write the words on the front board.
-

(F) Lesson Overview

- Check and record the results of the students' homework sheet, "Human Rights Heroes," from the previous class.
- Compare civil rights today with civil rights of earlier historical periods.
- Give students evidence and examples of progress humans have achieved (e.g. women now have the right to vote; apartheid has been outlawed in South Africa).

- Ask students how some of the historical progress made in conflict resolution could be applied to bullying behaviour in school (e.g. How did past human inequalities and conflicts get recognition or get resolved?).
 - Introduce the idea that written policies had to be established and are now established to protect many human rights.
 - Ask students to think of ways they and others could work to enforce anti-bullying in the school.
 - List students' responses on the board in a brainstorm format.
 - Have students copy brainstorm into their notebooks.
 - Distribute the list of non-bullying initiatives in the school.
 - Read and discuss the non-bullying initiatives with students.
 - Make sure to give students concrete examples of each initiative.
 - Discuss instructions for an anti-bullying campaign that students will create.
 - As a culminating activity to the five-lesson series on bullying, students will create a written anti-bullying campaign to enforce at their school.
 - Write a mission statement to describe the purpose of your anti-bullying campaign.
 - Draw and colour an anti-bullying symbol that can be recognized by those people who read your campaign poster.
 - Inform your audience about the different types of bullying that can occur at school (at least three types).
 - Write a short paragraph (7-9 sentences) describing why bullying needs to stop in your school (e.g. impact on the victim, safety issues etc).
 - List three things that students can do and three things that teachers can do to enforce anti-bullying in your school.
 - At the bottom of your poster, provide a contact for students so they can report acts of bullying in your school or community (e.g. school authorities).
 - Distribute and discuss the rubric used to evaluate students' anti-bullying campaigns (Appendix K).
 - Distribute poster paper and have students create their posters.
 - Display the posters around the school.
-

(G) Assessment

- Ability to create an effective anti-bullying campaign poster, as outlined in the Anti-Bullying Campaign Posters Rubric (see Appendix K).
-

(H) Accommodations / Modifications

- Access the internet to locate anti-bullying websites, resources, or help centers that support victims of bullying.
- Focus on one form of bullying that needs to be addressed in the school.

- Complete an anti-bullying campaign poster with a reduced the number of requirements.
 - Use suggestions from others in the poster.
-

(I) Implications for Future Lessons

- The posters will be a constant reminder for the students on the importance of anti-violence and healthy relationships.
 - With the foundation knowledge on healthy relationships taught, students are now equipped to incorporate the relationships skills into their everyday classroom communications.
-

Appendices

Appendix A:

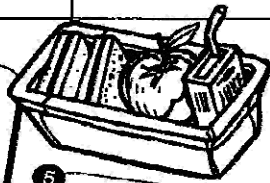
What is Bullying?

Bullying is usually deliberate, hurtful treatment that is repeated over time. The person bullying has more power, physically or psychologically, than the person being bullied.

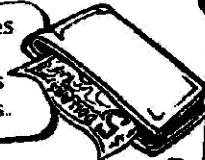
Read each of the incidents and complete the form below. Decide whether or not the incident is a form of bullying and explain why or why not.

Incident	Is this a type of bullying?		Why or why not?
	probably	probably not	
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

1 Tuyen usually eats lunch alone because people often make fun of the type of food she is eating.



2 Often, Jemma makes a rude comment about what Laura is wearing, Kia laughs.



3 Talia wears leg braces to help her walk. When she first came to her new school, Tyler called her "Stumpy." Now, all the kids call her that—and she hates it.

4 Adara is new to the school. No one has asked her to play with them and some kids have made fun of her dark skin color.

5 Tom loses his temper easily. He tends to solve his arguments by punching, pushing, or kicking.

6 Jarod says to Tao, "Each day you will give me five bucks to protect you."

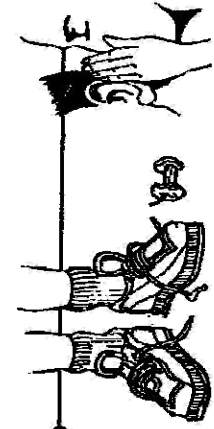
7 Bevan waits outside the school gate. When Aiko tries to walk past him, he won't let her and keeps blocking her path. She is forced to take the long way home.

8 Rosie asks a group of classmates playing basketball if she can join in. Anna, the most popular of the group says "No! Only people who can catch can play." Rosie walks away.

9 Lisa is reading while she is eating lunch. Astrid walks up and snatches the book away from her. Lisa grabs it back and says, "You might want to ask first before you go taking my books."

10 Rico is walking across the playground to the classroom after lunch. Jack runs up behind him and tackles him to the ground. Jack gets up, walks off, turns, and says, "You coming or what?"

Appendix B



Types of Bullying

- 1 Add four more incidents to the list and check the types of bullying they are.
- 2 Rank the incidents in order of seriousness from 1 to 15 (with 15 being the least serious).

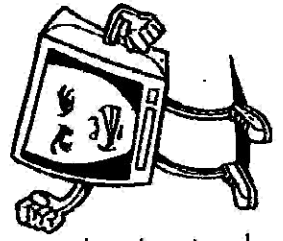
Rank	Incident	Physical	Social	Verbal	Intimidation	Written	Discrimination	Criminal
	<i>Taking someone's property</i>							
	<i>Hiding someone's property</i>							
	<i>Hitting someone</i>							
	<i>Spreading rumors about someone</i>							
	<i>Teasing someone about their appearance</i>							
	<i>Writing threatening graffiti about someone</i>							
	<i>Calling someone a name</i>							
	<i>Tripping someone</i>							
	<i>Purposely leaving someone out of a group</i>							
	<i>Teasing someone about their background</i>							
	<i>Sending a threatening text message to someone</i>							

Appendix C

Bullying on Television

Program: _____ Rating: _____ Time Slot: _____

By whom	To whom	Bullying incident	Reasons for bullying	Reaction	How would you have reacted?



What is one positive and one negative effect of showing bullying on television?

(a) positive _____
 (b) negative _____

Appendix D

Why Do People Bully? – 2

Bullying often happens in front of other people. The person bullying may want others to see his or her actions. Why do you think this is? In your group, think of as many reasons as you can.

- 1 Discuss with your group which children in the picture are bullying or promoting bullying.



- 2 (a) Read the script below and, in your group, decide who will play each character.
(b) Rehearse the play, considering your character's body language and expression.

The students are entering the school building, hanging their coats in their lockers.

Nicola: *(walking with Jerome and Dan)* How is your dad doing? Did he get that job in the end?

Jerome: Nah ... *(spotting Tiffany)* Hey, Tiffany! Nice bag! That'll look cool on me!

Jerome takes the bag and starts putting it on his back.

Tiffany: *(softly)* Don't Jerome. It's new! Please don't ...

Daniel: *(starts laughing)* Heh – it suits you, Jerome!

Jerome: I think I'll just keep it for the day. Look at me and my new backpack!

Tiffany: *(looking down at her shoes)* I'll get into trouble. Please give it back.

Jerome: I can't hear you! Let's go, guys!

Jerome places the backpack high up on top of the lockers where Tiffany can't reach it.

The playground at lunchtime

Nicola: Are you going to give Tiffany her backpack? You are always picking on her and making her cry.

Jerome: She deserves it! She is always showing off her new stuff! This week it's that bag, last week it was her jacket. She's just so spoiled.

Daniel: Yes, but didn't Mr. Wyatt say that you had to leave her alone?

Jerome: I don't know. She's not getting that bag back, though! She can cry all she wants!

Nicola: *(standing up)* Tiffany's nice, Jerome. She can't help it if her parents buy her stuff. I'm going.

Daniel: I think you'd better give the bag back, Jerome, and give Tiffany a break.

Jerome: Whatever!

Appendix E

How Do You React?

How we react to a situation can depend on a number of factors. These can include:

- our personalities
- our self-esteem (confidence)
- how we are feeling that day
- if we are worried about something
- if we are hungry or tired



It is important that we think before we react to certain situations.

- 1 Read the scenarios below. Discuss with a partner how you think you would react. Does your partner agree that you would react that way?

You come to school with a new haircut that you like a lot. You walk into the class proudly and notice that Ms. Laird hasn't arrived yet. It isn't long before the "new haircut" jokes begin. They stop when your teacher enters the room. Halfway through the morning you feel a small bit of eraser hit the back of your neck. You turn around but every one's eyes are diverted to their work. At recess and lunch, the jokes continue. The next morning you walk into the classroom anticipating a comment. You hear a whispered joke and a few chuckles coming from the front of the class.

How would you react?

Does your partner agree? (Y) (N)

You always spend a lot of time on your homework. You make sure that it is well presented and include extra information found on the Internet. Every Thursday, Mr. English discusses the class' homework and mentions any outstanding efforts. Your name is mentioned every week and sometimes your work is shown. At recess on Thursdays your class is allowed to have the soccer balls. You always try to get one but they are usually all taken. You try to join in with a group that is playing a game but they won't let you.

How would you react?

Does your partner agree? (Y) (N)

Friday morning is the whole-school assembly. Everyone is in a hurry to sit at the back, so it is a challenge getting through the hall without being squashed. Last week, you had been pushed against the wall by Billy and his elbow ended up in your ribs. At the time, you thought it was accident, so you didn't say anything. This week you shuffled through the hall to get to the back of the crowd and, before you knew it, Billy had his elbow in your ribs again.

How would you react?

Does your partner agree? (Y) (N)

Yesterday, you sat with Tayla and Tiffany while you worked on your project for English. The three of you worked well together and sat next to each other at assembly. Today, you hear Tiffany complaining to Tayla that she was sick of you following them around. You went to sit with them to work on your project again and asked if they wanted hang out with you at lunchtime. Tayla and Tiffany shake their heads. Tayla tells you that she and Tiffany are best friends and that you should go and sit with someone else.

How would you react?

Does your partner agree? (Y) (N)

Appendix F

The Letter

To whom it may concern,

My name is Alan and I am 37 years old. I was bullied at school from the ages of eight to 17. (I left school at 17.)

What I remember most about the bullying I endured was not being hit or physically threatened (although that did happen sometimes), but constantly being criticized and made to feel small and weak. I remember feeling pathetic most of the time.

I was never very good at mixing with others and I was quite a nervous child. I always felt that other children found me irritating. I can remember the faces of most of the kids that bullied me on a regular basis. I think now that they were either unhappy, fed-up, or angry (but back then I just thought they were mean!).

Now I wish that I had reacted differently when the kids teased me. If only I hadn't burst into tears and crawled pathetically away every time I was offended or hurt. I can remember clearly when I was in sixth grade, sitting on a bench in the playground, wishing over and over that no one would notice I was there. I realize now that I didn't like myself very much. I should have said, "Alan, you deserve to be treated better than this!" Perhaps then I would have sought help and tried to change my situation.

If my children are ever bullied, I will tell them to take a deep breath, stand up straight and walk away with long confident strides. I will tell them to let the hurtful words "bounce off" their chest and be blown away in the wind, and I will remind them that they deserve to be treated with respect.

Although I still look back on my school days and become angry that I let others make me feel so weak and frightened, I can now say that I do like myself. By having lots of love from family and friends, and by finding out what I am good at, I have been able to feel better about myself.

I hope my letter will be read to children and that it will make them think about their behavior (whether they bully other kids or are being bullied themselves). I hope my letter shows that being bullied can affect a person's whole life.

Yours sincerely,
Alan Littlefield



1 Read the letter written by Alan Littlefield.

(a) How does it make you feel?

(b) Discuss your thoughts about the letter with the people in your group.

2 Summarize your thoughts about Alan's letter below.

- _____
- _____
- _____
- _____

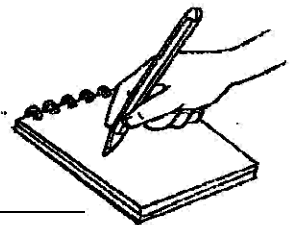
3 Write a letter responding to Alan. Include:

(a) How his letter made you feel.

(b) Any similar experiences you have had.

(c) The bullying situation in your school.

(d) Positive actions that you can take to make sure people you know are not affected by bullying the way Alan was.



Appendix G Letter Rubric

	Level 1	Level 2	Level 3	Level 4
Letter parts	Letter has been started, the framework is complete..	Has most of the parts and in the proper places.	Letter has all parts in the proper places: date, greeting, body, salutation, and signature.	Letter has all parts in the proper places: date, greeting, body, salutation, and signature. Letter is neatly printed/typed, and is well-presented.
Content	Letter identifies one component (how the letter made them feel, what they have learned, and what they can do for their school), and has limited thought and insight.	Letter identifies some of the main components (how the letter made them feel, what they have learned, and what they can do for their school), and has some thoughts and insights.	Letter identifies all three components (how the letter made them feel, what they have learned, and what they can do for their school) in a fairly clear manner. There is limited depth to the thoughts and insights.	Letter identifies all three components (how the letter made them feel, what they have learned, and what they can do for their school) in a clear, thoughtful and concise manner. The letter offers original insights with well-developed thoughts.
Structure	Limited number of complete sentences.	Most sentences are complete and make sense with proper punctuation.	Letter is fairly well developed, with complete sentences and proper punctuation.	Letter has been written in well developed paragraphs using complete sentences with proper punctuation.

Appendix H Bullying Scenarios

Possible Bully Role-Play Scenario (unresolved):

Narrator: Last weekend, when Seth's parents were out of town, he had a party. There were a lot of people at his house. After the party, when Seth was cleaning up, he realized his parent's CD player was broken. A couple of his friends told him that they saw Marcel playing with it at the party and are pretty sure he broke it. When Seth sees Marcel in the hallway at school, he confronts him about the situation:

Seth: Hey, I heard you were the one who broke my CD player. That's going to take \$100.00 to fix. Do you have the money?

Marcel: I don't know what you are talking about. I didn't touch it.

Seth: Don't lie to me... everybody saw you.

Marcel: I was just putting a CD on -- I didn't break a thing.

(Marcel starts to walk away)

Seth: Hey -- I'm not finished talking to you.

Possible scenarios from which to create a role-play situation:

Scenario 1

A student walks up to the front of the beanery line and says "I'm getting in front of you" and cuts in front of other students who have been waiting in line.

Scenario 2

A group of girls plays double-dutch at lunch. Another student wants to join in but is denied every day. She begins screaming at the girls.

Scenario 3

One student writes a rude note in class about another student's body. The letter is passed on to several other students who read it, laugh, and pass it on. Eventually it is passed to the person it is written about.

Scenario 4

A group of girls decide one day that another girl in their group will no longer be their friend. They don't explain anything to that girl, but they make it really obvious that they don't want her around by ignoring her, writing mean notes about her, or teasing her.

Appendix I

Conflict Resolution – 1

1 Write or role-play better endings for each of these scenarios, using conflict resolution skills.

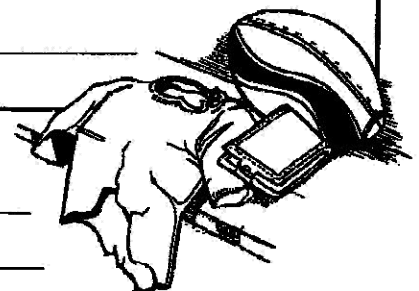
(a) *A group of students wants to play touch football on the field right where another group wants to play soccer. A big argument starts and some pushing goes on. A teacher breaks up the argument and both groups are banned from the field for a week.*

(b) *One student believes another has stolen his wallet and grabs the other student by his shirt and threatens to hurt him if he doesn't give it back. The other student doesn't have the wallet and so can't give it back. The threats to hurt him continue daily.*

(c) *One student lends another a sweater to wear and it gets torn. The owner of the sweater gets angry and demands that the other student pay for a new one. They argue and are no longer friends.*

(d) *Two students argue over who will go first in a game. They push each other out of the way and end up in a fight.*

2 What did you learn from these situations?



Appendix J

Human Rights Heroes

People such as Nelson Mandela, Mahatma Gandhi and Martin Luther King, Jr., are peacemakers who fought for freedom and human rights. These people made a big difference to many people's lives in this world.

The following is a description of Martin Luther King, Jr. and Rosa Parks' huge contributions to the fight for civil rights.



In December 1955, a bus pulls up in Montgomery, Alabama. After a weary day working as a seamstress, Rosa Parks boards the bus. The seats at the front are marked "Whites Only." She walks to the middle of the bus where African-Americans are allowed to sit as long as no white person is standing. Rosa sits down in one of those seats. A few stops later, as more people have boarded the bus, all the seats in the middle section are taken and a white man is left standing. Upon noticing this situation, the bus driver tells the African-American people seated in the middle to stand down the back of the bus. When Rosa refuses to do so the bus driver stops the bus and demands she move at once. Rosa decides to stand her ground and the bus driver hurries off to get the police. As it is illegal to disobey the segregation laws, Rosa is arrested. The African-American community rallies behind her.

A man named Martin Luther King, Jr. is elected to run a large-scale boycott by all African-Americans against the bus company. They decide not to use the buses until the segregation laws are changed. The bus company refuses to change its rules and does not think the boycott will go on. Martin Luther King, Jr. makes a powerful speech to the people on why the boycott must continue and that it must be done peacefully.

"There comes a time," he says, "that people get tired. We are here this evening to say to those who have mistreated us for so long, that we are tired, tired of being segregated and humiliated, tired of being kicked about by the brutal feet of oppression."

The boycott continues, but still the bus company refuses to give in and begins to suffer financially. Shopkeepers also begin losing money because people are shopping closer to home. Things become very unsettled — protesters are hassled and a bomb is set off in Martin Luther King, Jr.'s home. Even after the bomb, Martin Luther King, Jr. urges the people to continue the boycott peacefully—which they do. Nearly a year later the Supreme Court rules the segregation laws are unconstitutional. African-Americans will no longer have to sit in the back of the bus or give up their seats to anyone.

Martin Luther King, Jr. fights ceaselessly for civil rights. Among his tireless actions for the cause, he makes many influential speeches, including "I Have a Dream" and "Let Freedom Ring," which become famous. Many awards are given to him, including the Nobel Peace Prize in 1964.

In 1968 he is assassinated in Memphis. His birthday is celebrated by a national holiday for recognition of his great fight for civil rights.

1 Why did Rosa Parks refuse to move from her seat on the bus?

2 How do you know what Rosa Parks was feeling when she was asked to move?

3 What is a boycott?

4 List three reasons why the boycott was successful.

(i) _____

(ii) _____

(iii) _____

5 How many years ago were the segregation laws changed?

6 Discuss why the Montgomery Bus Boycott was such an important event in the fight for civil rights. Record your answer as a class list of reasons.

Appendix K
Anti-Bullying Campaign Posters
Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
audience	the poster uses limited images and captions appropriate to the target audience	the poster uses some images and captions appropriate to the target audience	the poster uses images and captions appropriate to the target audience	the poster effectively uses images and captions appropriate to the target audience
purpose	the poster has limited communication to the target audience	the poster communicates some information, the target audience	the poster communicates relevant information appropriately to the target audience	the poster communicates relevant information appropriately and effectively to the target audience
organization	the poster is a series of random images and captions or labels	the poster is organized clearly and logically	the poster is organized logically and coherently	the poster is organized logically and coherently, and is unified
design elements (form, shape, line, colour, balance and shape)	the poster uses a few design elements to communicate information	the poster uses some design elements to communicate information	the poster uses design elements to communicate key information	the poster uses design elements to create an impact on the target audience
captions	the poster limited print style, and some words are spelled incorrectly	the poster uses some print style, few words are spelt incorrectly	the poster uses an appropriate print style, and all words are spelled correctly	the poster uses an appropriate and effective print style, and all words are spelled correctly
appearance	the poster uses images and captions that have been arranged carelessly	the poster uses some images and captions that have been arranged carefully	the poster uses images and captions that have been arranged carefully	the poster uses images and captions that have been arranged precisely and neatly

This unit was originally developed by Bryan LaRue, and has been adapted and formatted to suit this resource.

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Lesson 1: Fiction Is All About the Character

(A) Specific Expectations

Language Arts

- Students will use writing for a variety of purposes
-

(B) Materials and Resources

- Pencil
 - Paper
 - Handout of “Fact or Fiction?” (see Appendix A)
 - Large Paper for Placemat
-

(C) Important Terminology

- Character
 - Fiction
 - Trait
 - Physical
 - Social
 - Emotional
 - Intellectual
 - Philosophical
-

(D) Background Knowledge

- They should know what fiction is.
-

(E) Motivator

- In groups, have them think of as many character traits as possible.
-

(F) Lesson Overview/Sequence

- As a class, determine a definition of the phrase “character trait”.
- Instruct students to complete the motivator on a place mat, on their own.
- As a class, discuss and agree upon the four best character traits.
- Create a list on the blackboard of all the different character traits.

- As the traits are placed on the board, put them into different groupings, focusing on physical, social, emotional, intellectual and philosophical traits (adapted from www.ttms.org). Do this without telling the students why you are arranging the traits in this manner.
 - Once the traits are placed on the board, see if the students can put the correct title on each grouping.
 - Distribute the handout with different traits, called “Fact or Fiction?” and read through the handout (Appendix A).
 - Talk about different character traits that a bully would have.
 - Talk about character traits of a victim.
 - Give students an opportunity to do a piece of writing that involves bullying and how the problem is solved.
 - The piece can be a short story, poem, article, or journal entry on their thoughts of bullying.
-

(G) Assessment

- Ability to create a piece of writing to show they have learned how to create a strong character.
 - Demonstrate an understanding of conflict resolution in the case of bullying.
-

(H) Accommodations / Modifications

- Be more creative and rise to the challenge of drawing a more detailed character.
 - Write the examples from the board and use those examples in building the character.
-

(I) Implications for Future Lessons

- After this lesson, students will learn about how a character can be motivated, whether they succeed or not, how the character changes, and about the world that can be created within fiction.

Lesson 2: Differences

(A) Specific Expectations

Visual Arts

- Use tools, materials, and techniques correctly, selecting those that are appropriate for the size, scope and intent of the work
-

(B) Materials and Resources

- Variety of flowers
 - Scrap paper for sketches
 - Pencils for sketching
 - Tempera paint
 - Paintbrushes
 - Water
 - Water containers
 - Large manila paper
 - Chalk for sketching under painting
 - Handout of “Primary, Secondary, and Tertiary Colours” (see Appendix B)
-

(C) Important Terminology

- Tertiary, secondary
-

(D) Background Knowledge

- Students should know how to use chalk to outline major shapes before applying paint.
 - Students should have learned how to produce a secondary colour.
 - Students should have learned how to tint and shade.
-

(E) Motivator

- *Differences Flower Arranging* (taken from <http://www.stopbullyingnow.com/Guidance%20Object%20Lessons.pdf>)
- Use 6 or more types of flowers to make an arrangement.
- Let each type of flower represent the differences of children.
- Show that as these “differences” are added to the bouquet, they make a beautiful arrangement.

- E.g. One enjoys hockey; one makes friends easily; one is nice to everyone; one needs special help in class; one does well in school but sometimes forgets to do homework, etc.
 - Point out that each flower is unique, but together they make a gorgeous bouquet.
-

(F) Lesson Overview/Sequence

- Complete the motivator: bouquet of flowers.
 - Arrange students in small groups of 2-3 to come up with examples where differences can be a good thing.
 - Have the students demonstrate that differences can make up one beautiful overall picture through a painting (e.g. painting of patchwork quilt).
 - Review skills of creating a secondary colour.
 - Introduce creation of tertiary colours.
 - Give the rest of the period (and possibly a second period) for students to paint their “differences are beautiful” painting, using skills learned thus far.
-

(G) Assessment

- Ability to apply in the painting the skills learned thus far.
 - Ability to create two secondary and three tertiary colours.
 - Ability to use the appropriate tools.
-

(H) Accommodations / Modifications

- Use the open-ended task to be creative and challenge yourself.
 - Use a hand-out with definitions and examples of secondary and tertiary colours.
-

(I) Implications for Future Lessons

- They will learn how to reduce the intensity of a colour by adding the complementary colour, as well as how to produce browns and grays from complementary colours.

Lesson 3: Bullying Statistics

(A) Specific Expectations

Mathematics

- Collect and organize categorical, discrete, or continuous primary data and secondary data, and display the data in charts, tables, and graphs, and scales that suit the range and distribution of the data, using a variety of tools
-

(B) Materials and Resources

- Bullying statistics (see Appendix C)
 - TVDSB Safe Schools Survey <http://www.tvdsb.on.ca/safeschools/>
 - <http://www.sae.k12.nf.ca/bullying.htm>
 - Chart Paper
 - Access to Computer Room
 - Chart/Graph/Spreadsheet Rubric (see Appendix D)
-

(C) Important Terminology

- Bully
 - Victim
 - Bystander
 - Statistic
 - Chart
 - Scale
 - Legend
 - Category
 - Primary data
 - Secondary data
 - Table
-

(D) Background Knowledge

- Basic information about graphing (from Grade 7)
 - Basic introduction to a spreadsheet program
-

(E) Motivator

Lead a discussion of “Did you know?” Give random bullying statistics.

(F) Lesson Overview/Sequence

- Complete the Motivator. Give statistics in regards to bullying (Appendix C).
 - Discuss the different roles people play in a bully situation (Bully, Bullied, Bystander).
 - Discuss what you should do if you are a victim or a bystander.
 - Give a handout with list of numbers for bullying statistics, adapted from Appendix C.
 - Use statistics that you feel are relevant to your students, and the learning community.
 - Review chart creation terminology.
 - Review how to create a circle graph, a bar graph, a line graph, and in what context each graph is used.
 - Hand out selected statistics to each group (e.g. 5 different questions for each group).
 - Tell students that the information provided in the statistics must be arranged into some sort of chart format that will accurately represent the data.
 - Students will be expected to do 5 graphs (one for each question).
 - In addition, students should represent the data in more than one way (e.g. 3 circle graphs, and two bar charts).
 - One of the graphs should be done on the computer using a spreadsheet program.
-

(G) Assessment

- Demonstrate an ability to create effective charts, as outlined in the Chart/Graph/Spreadsheet Rubric (see Appendix D)
-

(H) Accommodations / Modifications

- Use the open-ended assignment to be creative and challenge yourself.
 - Offer or receive assistance in using the computer program
 - Complete fewer or more charts.
-

(I) Implications for Future Lessons

- Students will be able to design and conduct their own survey, which they can then compile into charts.
-

Lesson 4: Confederation

(A) Specific Expectations

History

- Confederation--Students will identify roles of key individuals, the main events leading to the signing of the British North America Act, and the reasons for the exclusion of certain groups from the political process (e.g., First Nation peoples, women, the Chinese and Japanese)
-

(B) Materials and Resources

- Paper
 - Pencils
-

(C) Important Terminology

- John A. Macdonald, George Brown, D'Arcy McGee, George Étienne Cartier, Alexander Galt, Leonard Tilley, Charles Tupper, John Gray, Ambrose Shea, Joseph Howe
 - Confederation
 - First Nations people
 - Chinese
 - Japanese
-

(D) Background Knowledge

- Students have learned some of the main events leading to the signing of the British North American act
 - Students have learned the roles of key individuals
-

(E) Motivator

- “Who am I”? Activity

- In pairs, students come up with names and significance of important people talked about thus far.
 - Have students record three names and their significance in terms of Confederation (Adapted from: http://www.enoreo.on.ca/met_update/rtf/confed/Activity_2.html)
-

(F) Lesson Overview/Sequence

- Complete the Motivator: “Who am I”? This game also can be used as a review in the following class.
 - Ask students if they knew that Canada, as a country, was a bully.
 - Lead a class discussion about groups not included in Confederation.
 - Discuss how the country has changed over the years.
 - Ask if we still exclude groups.
 - Have students think of some current examples where Canada or other countries might be considered bullies.
 - Discuss the importance of including all groups of people.
-

(G) Assessment

- Ability to complete notes about people and their significance
 - Ability to complete a group quiz, based on the notes made, for review .
-

(H) Accommodations / Modifications

- Offer or receive assistance for the “Who am I?” activity.
 - Participate in the open discussion.
 - Use notes for this activity.
-

(I) Implications for Future Lessons

- Students will move on to illustrate the growth of Canada, using outline maps.

Lesson 5: Trust and Cooperation

(A) Specific Expectations

Physical Education

- Apply a variety of movement skills in combination and sequence in physical activities and formal games
-

(B) Materials and Resources

- Different sized balls
 - Gymnasium
 - Cones for boundaries/stop and start points
-

(C) Important Terminology

- Cooperation
 - Trust
 - Teamwork
 - Communication
 - Handicap
-

(D) Background Knowledge

- The students have participated in physical education for a number of years.
-

(E) Motivator

- Place miscellaneous balls all over the gym
 - The object is to make two successful passes to a partner, with as many different pieces of equipment, in the time allotted (Adapted from: <http://championshipproductions.com/streams/PEV-01937D.MPG>)
-

(F) Lesson Overview/Sequence

- Complete the Motivator/Warm-up; *2 Pass Game*
- Work on trust and respect in this period.

- Discuss how partners had to work together to do the passing, e.g. run in the same direction.
 - Stress the importance of trusting and respecting each other in and out of classroom
 - Discuss the importance of sticking up for classmates in trouble.
 - *Team-A-Pod* (Adapted from:
http://www.cwu.edu/~jefferis/unitplans/cooperativegames/games/games_lessonplans.html)
 - Members must physically assist and balance one another while traveling across a designated space.
 - The group will make their bodies into a large millipede-like creature that moves with only a limited number of body parts touching the ground.
 - The team (7 people) will move themselves across an area (about 30 feet) with collectively only five body parts in contact with the ground.
 - Rules:
 1. If more than the number of specified contact points touches the floor, the entire team must return to the starting line.
 2. No last names or put-downs may be used.
 - Debrief by discussing the easy and difficult aspects of the game just completed.
 - Close with group trust game.
 - The class stands in a circle in a line-up style.
 - Everyone sits on the person behind them, and the whole class supports each other.
 - This will only work if everyone participates.
-

(G) Assessment

- Ability to work as a team
 - Ability to discuss what went well and what could be improved upon
-

(H) Accommodations / Modifications

- Offer or receive assistance during the group tasks
-

(I) Implications for Future Lessons

- Try similar, but more advanced activities at the end of the year to see what the students have learned from each other and how much they have learned to trust one another.
-

Appendices

**Appendix A:
Fact or Fiction?**

Fact or Fiction #1- Fiction is all About the Character

Physical Traits: Name? Age? Hair Colour? Eye colour? Other physical characteristics? Affects of these on character and situation?

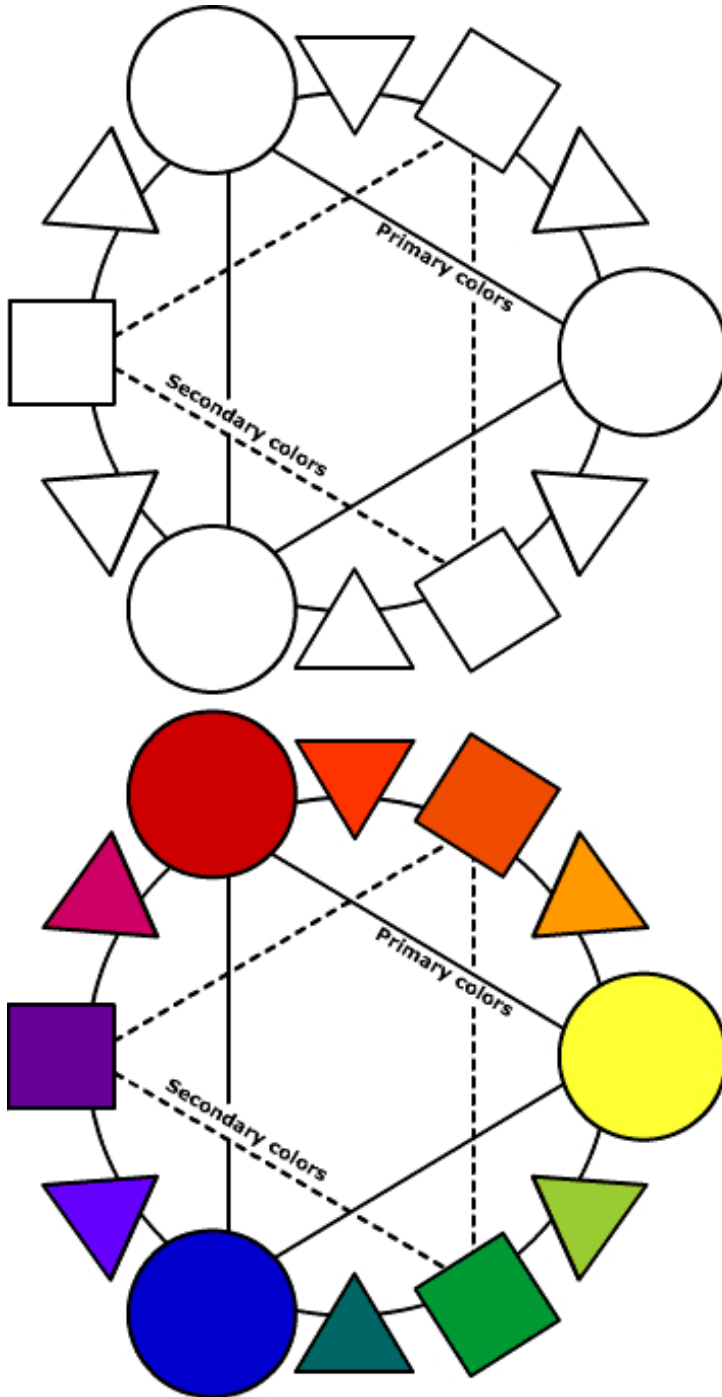
Emotional Traits: How does your character feel?

Social Traits: Interactions with friends? Family? Strangers?

Philosophical Traits: Beliefs about self? Life? World?

Intellectual Traits: How does your character think?

Appendix B: Primary, Secondary, and Tertiary Colours



Primary Colours

The primary colours are red, blue and yellow. Primary colours cannot be made from other colours. Artists create secondary and tertiary colours by mixing primary pigments.

Secondary Colours

The secondary colours are orange, green and violet. A secondary colour is made by mixing two primary colours. Each secondary colour is made from the two primary colours on either side of it in the colour wheel. The secondary colours are orange, green and violet.

red + blue = violet
red + yellow = orange
yellow + blue = green

Tertiary Colours

Tertiary colours are made by mixing a secondary and a primary colour together. Some examples of intermediate colours are red-violet and yellow-green.

Appendix C

Below are descriptive statistics taken from the Thames Valley District School Board Safe Schools Report Spring 2006.

Safe Schools: Elementary Survey – System Level Descriptive Data

Student Perception of Safety, Respect, and School Atmosphere: Percentages Shown

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
This is a safe school for students.	3.2%	9.5%	21.9%	40.8%	24.6%
Students show respect for all other students.	13.2%	26.4%	30.0%	25.7%	4.7%
Students show respect for all staff.	6.4%	17.6%	24.7%	32.1%	19.2%
Staff show respect for all students.	3.6%	7.1%	13.0%	25.0%	51.2%
Students are proud of this school.	6.8%	12.0%	29.2%	29.8%	22.2%
There is a caring, respectful atmosphere at this school.	6.5%	15.2%	28.6%	31.5%	18.2%
I feel safe in the school building	4.1%	6.7%	14.3%	25.2%	49.7%
I feel safe on the school yard.	8.0%	12.5%	19.1%	30.2%	30.2%

Table 2: Student Reports of Feelings of Safety in Various Locations: Percentages Shown

How safe do you feel in the following locations?	Not at all Safe				Very Safe
	1	2	3	4	5
School washrooms	4.1%	7.9%	22.9%	31.8%	33.2%
School entrances/exits	3.1%	6.2%	17.5%	30.5%	42.7%
Classrooms	1.4%	2.4%	8.0%	21.0%	67.2%
Gym	2.0%	4.0%	13.0%	28.3%	52.7%
Lunch area	2.8%	5.2%	14.7%	26.5%	50.9%
Library/resource centre	1.5%	1.9%	8.1%	20.4%	68.1%
School buses	6.8%	10.4%	26.1%	28.0%	28.7%
School yard	7.7%	14.9%	23.8%	30.2%	23.4%
School stairwells	5.7%	8.9%	24.3%	25.0%	36.0%
School hallways	3.3%	8.2%	19.0%	30.5%	39.0%
Gym change areas	7.7%	10.1%	21.6%	25.3%	35.3%
Walking to and from school	9.8%	11.6%	21.1%	24.8%	32.7%

Table 3: Student Reports of Bullying Experiences: Percentages Shown

How often have you personally been:	Daily	Weekly	Monthly	Seldom	Never
verbally bullied?	10.4%	10.6%	9.0%	41.6%	28.4%
physically bullied?	4.3%	5.6%	6.4%	28.4%	55.3%
socially bullied?	6.1%	6.5%	9.2%	32.2%	46.0%
sexually bullied?	2.8%	2.6%	3.4%	12.0%	79.2%
bullied over the Internet?	2.3%	2.4%	3.5%	14.2%	77.5%
bullied based on sexual orientation?	2.1%	1.9%	2.6%	9.7%	83.7%
bullied based on ethnic background?	2.0%	1.7%	3.0%	12.7%	80.6%
threatened to hand over money?	1.0%	9%	1.4%	6.1%	90.6%
threatened by a gang or gang member?	2.4%	2.1%	3.2%	13.2%	79.2%
intimidated by a group of students?	4.6%	4.3%	5.8%	28.2%	57.0%

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Student Reports of Likelihood of Responses to a Friend Being Bullied: Percentages Shown

If you know of a friend who is being bullied how likely would you be to do the following?	Not Very Likely				Very Likely
	1	2	3	4	5
talk to your friend about what is happening to him/her	8.7%	6.9%	18.0%	26.6%	39.8%
talk to another student about what is happening to your friend	23.1%	15.4%	22.1%	21.6%	17.8%
talk to your parent(s) about what is happening to your friend	22.0%	14.0%	18.6%	18.6%	26.9%
tell your friend's parents	33.9%	16.1%	16.7%	13.5%	19.8%
tell a school staff member (e.g., teacher) about what is happening to your friend	19.8%	14.1%	18.7%	19.4%	28.0%
tell the police about what is happening to your friend	58.6%	16.3%	13.0%	5.9%	6.2%
talk to a trusted adult in the community about what is happening to your friend	38.1%	19.7%	18.6%	12.1%	11.5%
ignore what is happening to your friend	74.6%	8.5%	6.8%	4.4%	5.7%
approach the person responsible for the bullying	15.1%	13.5%	23.7%	20.6%	27.2%
use skills you have learned to deal with the bullying	14.8%	12.8%	23.7%	22.6%	26.0%
use community programs or resources	44.2%	20.4%	20.0%	8.3%	7.2%
call a hotline to report the bullying	65.5%	14.2%	10.2%	4.5%	5.6%

Table 6

Student Beliefs About the Helpfulness of Ways to Deal With Bullying: Percentages Shown

Rate the suggestions in terms of potential helpfulness	Not Very Helpful				Very Helpful
	1	2	3	4	5
Anonymous reporting hotline.	38.9%	16.2%	25.0%	9.3%	10.6%
School presentations by adults about bullying	22.1%	17.5%	24.6%	17.6%	18.2%
School presentations by students about bullying	21.3%	16.4%	26.2%	19.6%	16.5%
Some way to report anonymously at school.	14.8%	11.9%	28.6%	23.1%	21.5%
Increase supervision at school by school staff	16.4%	12.4%	22.0%	21.9%	27.2%
Monitoring of the Internet by parents	30.9%	15.4%	21.6%	14.8%	17.3%
Students need to understand the harm caused by bullying	10.9%	9.1%	21.9%	24.2%	33.9%
Improve the skills of students to deal with bullying.	13.4%	11.8%	25.0%	23.9%	25.9%
Buddy system for students	22.5%	15.0%	22.9%	18.5%	21.1%
Classroom discussions about bullying.	19.4%	15.1%	23.4%	20.4%	21.6%
Rewards for reporting bullying incidents.	23.0%	12.5%	19.1%	17.7%	27.8%
Consequences for bullying	11.8%	8.7%	19.1%	20.1%	40.4%
Call the police.	33.6%	15.9%	21.2%	12.9%	16.5%
Having a trusted staff member to talk to	14.5%	11.6%	21.8%	23.1%	29.0%
Follow through so they see that something happens	15.0%	11.7%	31.6%	21.8%	19.9%
See that there are consequences for the bully.	10.4%	7.4%	19.3%	23.5%	39.5%

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Appendix D:
Chart/Graph/Spreadsheet Rubric

	Level 1	Level 2	Level 3	Level 4
Graph Appearance	<p>No graph is present.</p> <p>No spreadsheet present with graph.</p> <p>Title and axis labels are not present.</p>	<p>Graph is present, however is not appropriate to represent data provided.</p> <p>An spreadsheet was present with the graph, however it was incomplete.</p> <p>The X- and Y- axis are labeled.</p>	<p>Graph chosen is not the most appropriate to clearly represent data.</p> <p>A spreadsheet was provided, however the graph was not created from the spreadsheet.</p> <p>Most titles and labels are indicated.</p>	<p>Graph chosen is the most appropriate graph to clearly represent data.</p> <p>A spreadsheet was provided and was used to create the graph.</p> <p>All titles and labels are indicated.</p>
Data Accuracy	<p>Limited accuracy.</p> <p>Limited following of instructions.</p>	<p>Data is somewhat accurate.</p> <p>Student followed some instructions.</p>	<p>Data contains a few mistakes.</p> <p>Student followed most instructions.</p>	<p>Data contains no mistakes.</p> <p>Student followed instructions explicitly.</p>
Spreadsheet Accuracy	<p>Data inputted is, however incomplete and/or incorrect.</p>	<p>Correct and complete data is inputted.</p>	<p>Correct and complete data is inputted, all labels and titles are present.</p>	<p>Correct and complete data is inputted, all labels and titles are present, and the information is organized in a clear and understandable manner.</p>

This unit was originally developed by Angela Martin, and has been adapted and formatted to suit this resource

Resources

Bullying statistics: Thames Valley District School Board safe schools survey.
<http://www.tvdsb.on.ca/safeschools/>.

Confederation review. Adapted from www.enoreo.on.ca.

Differences Flower Arranging. Adapted from www.stopbullyingnow.com.

Ontario Ministry of Education and Training (1997). *The Ontario Curriculum, grades 1-8: Language*. Toronto, ON.

Ontario Ministry of Education and Training (2005). *The Ontario Curriculum, Grades 1-8: Mathematics*. Toronto, ON.

Ontario Ministry of Education and Training (1998). *The Ontario Curriculum, Grades 1-8: Physical Health and Education*. Toronto, ON.

Ontario Ministry of Education and Training (2004). *The Ontario Curriculum, Grades 1-8: Social studies, Grades 1-6, History and Geography, Grades 7 and 8*. Toronto, ON.

Ontario Ministry of Education and Training (2004). *The Ontario Curriculum, Grades 1-8: The Arts*. Toronto, ON.

Physical education ball activity. Adapted from <http://championshipproductions.com>.

Physical, social, emotional, intellectual and philosophical character traits. Adapted from www.ttms.org.

Lesson 1

(A) Specific Expectations

Health Education

- Analyze situations that are potentially dangerous to personal safety and determine how to seek assistance
-

(B) Materials and Resources

- Paper
 - Writing utensils
 - Handout of “Questions to Consider in Conflict Resolution” (see Appendix A)
 - Handout of “Conflict Scenarios” (see Appendix B)
-

(C) Important Terminology

- Conflict
 - Resolution
-

(D) Background Information

- Students will have basic knowledge of conflict resolution strategies from work in previous grades.
-

(E) Motivator

- Have students brainstorm a list of conflicts they have encountered recently.
 - Create a list of how these conflicts were resolved (positive or negative).
-

(F) Lesson Overview

- Complete the Motivator discussion.
- Instruct students to arrange their desks in a round table formation.
- Have students choose one of their conflicts.
 - Each student should choose one of their conflicts and share with the class their method of solving the problem.
 - **NOTE:** if a student does not feel comfortable sharing, he/she may pass.
 - Allow enough time to go around the circle twice.
 - If a student is having trouble finding resolutions, have him/her brainstorm with the entire class.

- Give students the handout “Questions to Consider in Conflict Resolution” (Appendix A).
 - This handout can be used by students as a guide when discussing the scenarios.
 - Break the class into small groups (3-4 students).
 - Distribute the handout “Conflict Scenarios” and have students read these.
 - Each group should:
 - Define the problem in the scenario.
 - Note actions that could be taken by the parties involved.
 - Discuss ways the conflict could have been avoided.
 - Have students re-enact the story they have read and create new endings to express their ideas on positively resolving or avoiding the conflict.
-

(G) Assessment

- Ability to complete answers to the group questions
-

(H) Accommodations / Modifications

- Write a second story.
 - Offer or receive assistance while working through the conflict resolution steps.
-

(I) Implications for Future Lessons

- Conflict resolution strategies will tie directly into the lessons of the cross-curricular unit on bullying prevention.
-

Lesson 2

(A) Specific Expectations

Language Arts

- Communicate ideas and information for a variety of purposes and to specific audiences, using form appropriate for their purpose and features appropriate to the form.
-

(B) Materials and Resources

- Paper
 - Writing utensil
-

(C) Important Terminology

- Bullying
 - Verbal bullying
 - Physical bullying
 - Emotional bullying
 - Financial bullying
 - Social bullying
 - Cyber bullying
 - Threats
-

(D) Background Information

- Students should have an understanding of what constitutes bullying.
 - If students are unsure about bullying, then the concept should be reviewed.
-

(E) Motivator

- Discuss with students the definition of bullying and various locations it can take place (i.e. classroom, playground, hallways etc.).
-

(F) Lesson Overview

- Complete the Motivator activity.
- Instruct students that each of them will keep a bullying journal for a week.
 - Students are to record incidents of bullying that occur within the classroom, on the playground, in the hallways, and on the way in and out of school in the morning and afternoon.
 - Students are encouraged to write/record their feelings (E.g. “I felt ...”, “I saw ...”, “I wish ...”).

- Students should discuss questions such as: What happened? Why did it happen? Was it resolved? How? What type of bullying was it?
 - During the week, allow time for students to share their journal entries.
 - Make sure that students only share their entries voluntarily, and that they are not identifying anyone personally involved in the bully situation.
 - Students should try to organize the bullying incidents into categories.
 - E.g. verbal, physical, emotional, financial, social, cyber.
 - At the end of the week, lead a discussion with students about the types of incidents occurring, and why they think the incidents occur.
 - Discuss strategies to prevent these incidents from occurring.
-

(G) Assessment

- Ability to complete the assignment (Note: To maintain student privacy, journals will not be collected.)
-

(H) Accommodations / Modifications

- Compose anti-bullying strategies to supplement the journal.
 - Conference with the teacher to gain a better understanding of the task.
 - Conference with the teacher privately when explaining bullying incidents, instead of writing them down.
-

(I) Implications for Future Lessons

- This lesson will lay a foundation for a cross-curricular anti-bullying unit.
 - Students will be provided with an understanding of what, where and how bullying occurs in the school.
-

Lesson 3

(A) Specific Expectations

Mathematics

- Make connections among mathematical concepts and procedures, and relate mathematical ideas to situations or phenomena drawn from other contexts (Ex. other curriculum areas, daily life, current events, art and culture, sports).
-

(B) Materials and Resources

- Paper
 - Graph paper
 - Writing utensils
 - Graph Assessment Rubric (see Appendix C)
-

(C) Important Terminology

- No new terminology will be introduced in this lesson.
-

(D) Background Information

- Students should be adept in simple data collection and graphing representations.
-

(E) Motivator

- Have students compile a data sheet detailing the number of bullying incidents recorded in their journals (from the previous lesson).
 - Data should be divided according to the bullying category:
 - Verbal
 - Physical
 - Emotional
 - Financial
 - Social
 - Cyber
-

(F) Lesson Overview

- Instruct students to complete the Motivator activity, producing their own data sheet from the journal kept over the past week.
- Organize a discussion in which students share their results with one another, to compile a master data sheet of all results in the class. This should be written on the board.
- Instruct students to use the class data to create a graph that illustrates the prevalence of different types of bullying at their school.

- Once their graph is complete, tell the students to analyze the results and try to answer the following important questions (write questions on the blackboard):
 - What type of bullying is the most prevalent?
 - Why is this type of bullying the most prevalent?
 - What type of bullying is least prevalent?
 - Why is this type of bullying the least prevalent?
 - What are methods of reducing the amount of bullying occurring at school?
 - What surprises you about your results?
 - What inferences have you made concerning bullying at school?
 - What causes bullying to take place at school?
 - Allow students to work in pairs or small groups to discuss their results with one another.
-

(G) Assessment

- Ability to create accurate and effective graphs and to answer questions, as outlined in the Graph Assessment Rubric (see Appendix C)
 - Demonstrate an understanding of the seriousness of bullying.
-

(H) Accommodations / Modifications

- Prepare a second graph comparing locations that bullying takes place in the school.
 - Prepare a “Bully Map” of the school, outlining the most frequent locations.
 - Offer or receive assistance to complete the graphs.
-

(I) Implications for Future Lessons

- Results from the graph will be used in the subsequent drama lesson.
-

Lesson 4

(A) Specific Expectations

Drama

- Produce pieces that deal appropriately with youth problems.
-

(B) Materials and Resources

- The bullying prevalence data obtained and compiled during the previous math class.
 - Drama Skit Assessment Criteria (see Appendix D)
-

(C) Important Terminology

- Bystander
 - Active listening
 - Delay skills
 - Negotiation skills
 - Assertive communication
-

(D) Background Information

- Students should have knowledge of the most prevalent sources of bullying in their school (from previous math lesson).
 - Students should have former practice with writing short dramatic skits.
-

(E) Motivator

- Students should be placed in groups of 4 or 5 to discuss and begin planning methods of preventing bullying and conflicts at the school.
-

(F) Lesson Overview

- Arrange students in groups of 4 or 5 to complete the Motivator discussion.
- In the same groups, students should prepare interactive skits showing a type of bullying that is prevalent at the school.
- Each skit should portray the real-life problem and then contain two alternative endings.
- Before students prepare the skit, a class discussion should be conducted focusing on the following:
 - The roles people can play in a bully situation (e.g. bully, bullied, bystander).
 - Possible conflict resolution skills (delay skills, negotiation skills, assertive communication).

- Once suitable time has been given for planning, writing, and practising the skit, students should prepare to present it.
 - **Note:** this might take several classes to prepare.
 - After each skit is presented, the class should be given an opportunity to vote on which ending choice to choose.
 - Following the vote, the “actors” present the consequences of the choice.
-

(G) Assessment

- Demonstrate the ability to create and perform an effective skit, as outlined in the Drama Skit Assessment Criteria (see Appendix D)
-

(H) Accommodations / Modifications

- Create more than two possible endings to the skit, and offer consequences for each.
 - Read the script when performing.
 - Offer or receive assistance from group members to complete the assignment.
-

(I) Implications for Future Lessons

- This activity leads up to the final project in the anti-bullying unit of study.
-

Lesson 5

(A) Specific Expectations

Language arts

- Create media works of some technical complexity.
-

(B) Materials and Resources

- Video camera
 - Audio recorders
 - Computers
 - Commercial Assessment Rubric (see Appendix E)
-

(C) Important Terminology

- No new terminology will be introduced this lesson.
-

(D) Background Information

- Students should understand how to operate a video camera or audio tape recorder.
-

(E) Motivator

- Students will be put into new groups to discuss the main points about bullying and conflict that they have learned over the last few lessons.
-

(F) Lesson Overview

- Organize the groups of students.
- Complete the Motivator discussion about bullying and conflict.
- Instruct students that they will develop a two-minute anti-bullying commercial. The commercial could be for radio or television.
 - The commercial should include points about the emotional, physical and mental effects of bullying.
 - In addition, the commercials can demonstrate some of the skills learned in the previous lesson (assertive communication, delay, negotiation, refusal etc).
 - The commercial should also indicate why it is important not to participate, or be a passive bystander.
 - **Note:** Video cameras should be booked ahead of time.
- Record the completed commercials.
- Present the finished product to the rest of the class.

- As a follow-up activity, the commercials could be shown to younger classes, and audio commercials could be played for the school during morning announcements.
-

(G) Assessment

- Ability to create an effective commercial, as outlined in the Commercial Assessment Rubric (see Appendix E).
-

(H) Accommodations / Modifications

- Use the open-ended activity to be creative and challenge yourself.
 - Create an anti-bullying website instead of a commercial.
 - Offer or receive assistance with the task.
 - Choose a role that will allow for success.
-

(I) Implications for Future Lessons

- Students may use their commercial as a means from which to teach anti-bullying information to younger students in the school.
-

Appendices

Appendix A:
Questions to Consider in Conflict Resolution

- How are things going between you and the person with whom you are having a conflict?
- Why is this conflict occurring?
- Can you remember how the conflict started?
- How big do you think this conflict is?
- Are you more upset about what caused the argument, or are you more upset about the fact that you are in a fight?
- Do you feel like one of you should be the first to apologize?
- Do you feel like it is important for you to be the “winner” of this fight, or do you just want to be good friends again?
- Do you think you are being fair to each other?
- Would you feel more comfortable if someone else was brought into this situation to help mediate things?
- How can we arrange that?

Appendix B: Conflict Scenarios

Scenario #1:

Eric and George have been best friends for over a year, and they hang out together almost every day. About a month ago, they got into the biggest fight they've ever had. It started on a Saturday, when Eric went over to George's house to play video games on his X-Box. George said he wanted to watch his girlfriend's soccer game instead. When Eric asked if he could come too, George said "No". Eric felt hurt and betrayed, and didn't know what was going on. He asked why he couldn't come, and George got mad and said "I want to do something without you for a change!" Monday, at school, George chose to sit at a lunch table on the other side of the cafeteria, rather than his regular table with Eric. Angry, Eric left a nasty note on George's locker, and the two friends stopped talking for a week.

Scenario #2

Cindy and Linda met in dance class and became close friends very quickly. Soon Linda felt comfortable talking to Cindy about her most private thoughts and feelings, and Cindy always seemed willing to lend a sympathetic ear. One day after school, Linda heard some other girls talking, and they were saying things about her that only she and Cindy knew. Later, Linda found out that Cindy was talking behind her back, and even spreading gossip and rumors about her. Linda didn't understand how Cindy could be so nice when she was with her, and be a totally different person when they were apart. She made up her mind to get even, and the next day at school, Linda started spreading terrible lies about Cindy. The next time they saw each other, all they could do was say mean things to each other.

Scenario #3

Sara and Steph have been best friends for years, but last summer Sara also became good friends with Marie. When the school year started, Sara tried to divide her time between Steph and Marie because Steph and Marie didn't get along. Steph felt angry at both Sara and Marie. She stopped talking to Sara, and started being mean to Marie by calling her names. This only made things worse, and made Sara spend even less time with Steph and more time with Marie. When Sara's mom told her that she could take only one friend on the family trip to Canada's Wonderland, Sara chose Marie. Steph couldn't believe it.

Situation #4

Jake and Andrew have been best friends for as long as anyone can remember, but lately it seems that they argue about almost everything. They have fought about which TV shows to watch, what kind of pizza tastes best, and whether *Star Wars: Episode III* is cooler than *Lord of the Rings*. They even stopped talking to each other for two days after arguing about who would win in a wrestling match: Batman or Superman.

Appendix C Graph Assessment Rubric

	Level 1	Level 2	Level 3	Level 4
Appearance	<p>Graph is present.</p> <p>Limited care in drawing line.</p> <p>Some title and axis labels are present.</p>	<p>Graph appears plain.</p> <p>Some care was taken in drawing lines.</p> <p>All title and axis are labeled, however labeling is not clear.</p>	<p>Neat and relatively attractive with good use of colour.</p> <p>A ruler and graph paper are used to make the graph more readable.</p> <p>Title and labeling of axis is clear.</p>	<p>Exceptionally well designed, neat, and attractive with effective use of colour.</p> <p>A ruler and graph are used and graph is easily readable.</p> <p>Title and labeling of axis is very clear.</p>
Accuracy	<p>Limited accurate data.</p> <p>Limited following of instructions.</p>	<p>Mostly accurate data.</p> <p>Student followed some instructions.</p>	<p>Data contains few mistakes.</p> <p>Student followed most instructions.</p>	<p>Data contains no mistakes.</p> <p>Student followed instructions explicitly.</p>

Appendix D

Drama Skit Assessment Criteria

Level 4

- Student demonstrates high level creativity and imagination.
- Student is in role and believable at all times.
- Student performance demonstrates careful planning and precision execution of a dramatic presentation.
- Student performance demonstrates a thorough understanding of all of the elements of drama.
- Student is enthusiastically involved and committed.
- Student's voice is clear, inflective and suitable to character portrayal.

Level 3

- Student demonstrates some creativity and imagination.
- Student is in role and it is clear.
- Student performance demonstrates planning and the dramatic presentation is effective.
- Student performance demonstrates a general understanding of most of the elements of drama.
- Student participates willingly with enthusiasm.
- Student voice is clear and appropriate to character portrayal.

Level 2

- Student performs as directed.
- Student attempts to stay in role but role is not always clear.
- Student performance requires more planning and rehearsal.
- Student performance demonstrates a simple understanding of some of the elements of drama.
- Student participates.
- Student voice varies and character portrayal is weak.

Level 1

- Student performs with teacher direction and part is limited.
- Student spends limited time in role.
- Student performance is perfunctory and demonstrates little involvement and planning.
- Student performance demonstrates limited and simplistic understanding of some of the elements of drama.
- Student participates when required to do so.
- Student voice is monotone and character portrayal is superficial and/or simple.

**Appendix E:
Commercial Assessment Rubric**

Level	1	2	3	4
Required Elements	One elements included in the storyboard.	Storyboard included all required elements.	Storyboard included all required elements and one additional element.	Storyboard included all required elements as well as a few additional elements.
Use of Time	Used time for the commercial was 30 or more seconds off the 2 minute time frame.	Used time for the commercial was 25 seconds off the 2 minute time frame for the commercials.	Used time well, commercial was 15 seconds off the 2 minute time frame for the commercials.	Used time well, commercial was exactly or within 5 seconds of the 2 minute time frame for the commercials.
Cooperation	Worked cooperatively with partners some of the time, limited work without adult supervision.	Worked cooperatively with partner most of the time, some self-resolution.	Worked cooperatively with partner most of time but had a few problems that the team resolved themselves.	Worked cooperatively with partner all the time with no need for adult intervention.
Creativity	Commercial limited level of creativity. The commercial indicated a limited number of anti-bullying strategies.	Commercial demonstrated some level of creativity. It contained some audience interest. The commercial indicated few anti-bullying strategies.	Commercial demonstrated a moderate level of creativity. It was interesting. The commercial indicated anti-bullying strategies.	Commercial demonstrated a high level of creativity. It was exciting and interesting. The commercial very clearly indicated anti-bullying strategies.

This unit was originally developed by Corey Windover, and has been adapted and formatted to suit this resource.

References

Ontario Ministry of Education and Training (1997). *The Ontario Curriculum, Grades 1-8: Language*. Toronto, ON.

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