

# BULLYING PREVENTION



LESSONS *4 Life*

EQUIPPING TODAY'S CHILDREN 4 TOMORROW

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## **Version 2.0 [2012]**

## **Introduction**

Bullying is a hot topic of discussion in the media, schools, playgrounds and homes around the world. Attend any playgroup, mothers' group or staff meeting and it's sure to come up in conversation.

Parents are faced with the great responsibility of trying to protect and prepare their children for what they may encounter in the school yard, and teachers are faced with the challenge of creating a safe and bully-free environment in which children can play and learn.

It makes no difference what background the child comes from. Bullies can be found everywhere – in any school, home or church group. They can be any age and from any socio-economic, cultural or educational background.

As parents and facilitators of education, we have a responsibility to socialise children and equip them with the skills and knowledge they need to survive and thrive throughout their childhood years. This includes providing love, guidance and support for the children who are displaying bullying behaviour.

The Lessons4Life multimedia resource helps adults communicate with children in a fun and interactive way. Our resource is an effective tool to engage children and adults in open discussions about the real issues they are facing.

We wish you and your child/children a safe and fun-filled journey through life.

## **Overview**

The interactive resource is divided into three sections to address the different types of bullying behaviour displayed by young children. Each section tells a different story and is carefully written to engage the child in a unique and interactive learning experience.

### **Section 1 – Kate’s new bag**

'Kate's new bag' looks at verbal bullying and the effects of saying hurtful things to other children. It also discusses where to get help and what to do if the child witnesses someone being bullied.

### **Section 2 – Ben and Jack go to the playground**

'Ben and Jack go to the playground' discusses physical bullying and explains what to do if the child is being bullied or has been bullying others.

### **Section 3 – Jodie tells a lie**

'Jodie tells a lie' shows the harmful social and emotional effects of making up lies and rumours about another person.

Suggested role-plays and learning activities have been developed to support each section of the resource. The parent/teacher/adult should adapt and utilise these to suit the learning environment and unique needs of the child/class. General learning activities to promote anti-bullying behaviour have been included at the end of this guide. Completion of the multimedia resource is not required for participation in these activities.

## **How to use the resource**

Lessons4Life interactive resources are designed with the child learner in mind. It is however, essential that an adult facilitate the lesson to ensure that the concepts are fully understood and interpreted correctly by the child. The multimedia component of the lesson should not be undertaken in isolation; it should be used as a tool to aid the learning experience and be supported by questioning, discussions and other activities.

## **Delivery**

The resource can be delivered in different ways depending on the age and individual needs of the child or group, the desired outcomes and the learning environment.

Here are some examples.

- One-on-one – parent/teacher/adult and child
- Small group – one parent/teacher/adult per 2-4 participants
- Small class – teacher projects the resource onto large screen and navigates depending on the class/group response
- Class with multiple computers for individual children or small groups – recommended ratio of children to adults is 5:1 to ensure quality discussion throughout completion of the resource. (The ratio may vary depending on the age and ability of the group concerned).

## **Environment**

Each screen contains audio narration and instructions to enable non-readers the opportunity to benefit from interactive learning. For this reason, it is important that there is minimal noise and distraction.

Depending on the needs of the child, privacy may also need to be considered to allow for open and non-threatening communication to take place.

## **Pace**

The child, not the adult, should control the pace of the lesson. This may mean taking extra time to discuss the content of one screen before rushing onto the next.

Where delivery is to occur in a small group or classroom setting, the teacher should ensure that everyone in the group has the opportunity to participate and verify their understanding before progressing to the next screen.

## **Navigation**

Most young children will feel comfortable navigating a mouse; others may need assistance. You can assess how much assistance each child needs on the first screen of the resource.

Here the child is introduced to the character Buffy Bear. Buffy demonstrates how to use the mouse and allows the child the opportunity to practice before commencing the lesson.

### **Discussion tips**

Knowing how to tackle sensitive life issues with children can be difficult for many adults. To help you engage in valuable conversation with the child or class, discussion tips have been provided throughout the resource. Click on the blue discussion icon wherever it appears in the resource to read tips and advice on how to maximise the child's/children's learning experience.

### **Overall aim**

To educate children on the type of behaviour that is considered bullying and the harmful effects it can have on others.

To give children the knowledge and confidence to respond appropriately when confronted with a bullying situation or a situation which makes them feel unsafe or threatened in any way.

To engage children and adult carers in open discussion about the real-life issues they are facing.

### **Section 1: Kate's new bag**

#### **Outcomes**

Following completion of the interactive resource, suggested discussions and activities, the child should be able to:

- Explain the effects of being mean to others.
- Identify the type of behaviour that is considered bullying.
- Identify situations when help may be required.
- Identify where to get help if they experience bullying.
- Explain what action they should take if they witness someone being bullied.

## **Discussion**

Print out the picture activity card from 'Kate's new bag'. Show the picture to the child/children and ask them to respond to the following questions.

1. What is happening in the picture?
2. How do you think each child in the picture is feeling?
3. What would you do if you saw this happen?
4. What would you do if you were the child in the picture? (Refer to all of the children in the picture.)

## **Role-play for small groups or classroom environment**

**Warning** – Some children may be particularly vulnerable or sensitive to the role-plays based on their age, personality type and prior experience. It is essential for the safety and well-being of every child, that role-plays are carefully facilitated and directed by the parent/teacher/adult.

**Role-play** – A child is being teased by another child. This sort of thing happens all the time. Some friends nearby see it happen.

## **Role-play discussion questions**

1. How did it feel to be the person being teased?
2. How did it feel to watch that person being teased?
3. What things could the person being teased do to feel better? Who could they talk to?
4. What should the friends nearby do?
5. Is teasing 'bullying'? Explain that teasing is never nice but is only called bullying if the behaviour is repeated.

## **Adaptation to role-play for one-on-one learning environment**

1. Say something mean to the child and ask them to respond.

## Section 2: Ben and Jack go to the playground

### Outcomes

Following completion of the interactive resource, suggested discussions and activities, the child should be able to:

- Identify the type of behaviour that is considered physical bullying.
- Identify the action they should take if they are being physically bullied.
- Explain what it feels like to be physically bullied.
- Explain why bullying is wrong.
- Explain what action should be taken if they have bullied someone else.
- Identify who they can turn to for help if they are being physically bullied or have been responsible for physically bullying someone else.

### Discussion

Print out the picture activity card from 'Ben and Jack go to the playground'. Show the picture to the child/children and ask them to respond to the following questions.

1. What is happening in the picture?
2. How do you think each child in the picture is feeling?
3. What would you do if you saw this happen?
4. What would you do if you were the child in the picture? (Refer to all of the children in the picture.)
5. What should the bully do?
6. Does the bully deserve our help?
7. Is fighting with your brother or sister over a toy 'bullying'?
8. Is accidentally pushing someone over 'bullying'? What about if they hurt themselves and have to go to hospital? Is that considered bullying?

### **Role-play for small groups or classroom environment**

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**Role-play** – A child is too scared to go outside and play because they are afraid of another child who often pushes them around in the playground. Today he has been saying nasty things and threatening to hurt them again.

### **Role-play discussion questions**

1. How did it feel to be the person being bullied?
2. Why is it wrong to bully another person?
3. Why do you think bullies do what they do?
4. What should you do if you are being bullied by someone?
5. Where could you go for help? Who could you talk to?
6. Can bullies change? What should they do to the people they have hurt or upset?

### **Adaptation to role-play for one-on-one learning environment**

1. Say something mean to the child and ask them to respond.

## Section 3: Jodie tells a lie

### Outcomes

Following completion of the interactive resource, suggested discussions and activities, the child should be able to:

- Identify the harmful social and emotional effects of making up lies and rumours about others.
- Explain why it is wrong to make up lies or rumours about another person.
- Explain what action they should take if they say something nasty about another person, make up a lie or rumour that is not true.
- Identify opportunities to correct bullying behaviour.

### Discussion

Print out the picture activity card from 'Jodie tells a lie'. Show the picture to the child/children and ask them to respond to the following questions.

1. What is happening in the picture?
2. How do you think each child in the picture is feeling?
3. What would you do if you saw this happen?
4. What would you do if you were the child in the picture? (Refer to all of the children in the picture.)

### Role-play for small groups or classroom environment

**Warning** – Some children may be particularly vulnerable or sensitive to the role-plays based on their age, personality type and prior experience. It is essential for the safety and well-being of every child, that role-plays are carefully facilitated and directed by the parent/teacher/adult.

**Role-play** – A child is talking to a group of friends and starts saying mean things about one of the other children in their class. She makes up nasty lies about them.

### **Role-play discussion questions**

1. How would you feel if you were the person they were talking about (the victim)?
2. Why is it wrong to make up nasty rumours about another person?
3. What would you say/do if you heard someone saying mean things about someone you know that is not true?
4. If someone has made up nasty lies about another person, what should they do to make things right?
5. What could you do if someone is spreading nasty lies or rumours about you? Who could you talk to? Where would you go for help?
6. What would you do if you saw someone crying because they had just found out that other people are saying nasty things about them behind their back?

### **Adaptation to role-play for one-on-one learning environment**

1. Tell the child something mean and nasty about someone they know and ask them to respond.

## **Additional learning activities**

Lessons4Life has developed a number of additional activities to reinforce the valuable lessons provided in the multimedia learning resource. It is important that these activities are adapted to suit the learning environment and the age, developmental level and previous experience of the individual child/children.

### **Colouring-in**

Free colouring-in pictures have been provided by Lessons4Life. These may be downloaded, printed and re-produced in multiple copies for classroom use.

### **Drawing**

Ask the child to draw a picture of:

- What it feels like to be bullied.
- An example of a bullying situation.
- Something nice they could do for a friend.

### **Emotion picture cards**

Sometimes it can be difficult for a young child to express how they are feeling in words. Lessons4Life has produced two emotion picture cards – one female and one male.

The cards show the emotions of happiness, sadness, anger and surprise.

Print out the picture cards and use them as a resource to help young children identify and discuss the feelings and emotions of characters in stories, in role-plays or in real-life situations.

### **Classroom/group activity**

1. Ask the children to agree on a set of class/group behaviour rules and write them up on a chart. Support what is written with pictures.
2. Ask the children to design and decorate posters that promote inclusive behaviour.

3. Create a 'Wanted' advertisement to attract the children's idea of the ideal classmate.
4. Get each child to draw a picture of themselves. Say something mean to each child such as 'I don't like you', 'Your hair looks ugly', 'You can never come to my house and play!'

Every time you say something mean, tear the child's picture in half.

Once every child has a few torn pieces in front of them, start apologising. For each apology, hand out one piece of sticky tape for the child to start repairing their picture.

Conclude the lesson by talking about the effects of being mean to others – cruel words can leave permanent scars.

5. Ask small groups of children to make up a puppet play about a bullying situation.
6. Implement a private sharing box. Encourage children to write the teacher a letter or note to address anything they are afraid of, unsure about, intimidated by or upset about. The teacher should take the letters home and address any topics of concern with the class in a subsequent lesson – without naming the child or identifying them in any way.

## **Where to get help**

Bullying behaviour should not be ignored. Whether a child is being bullied or is doing the bullying, it is essential that they get the love and support they need. This resource is not designed to replace the valuable and much needed assistance of child counsellors and psychologists. If you are in any way concerned about the effects of bullying on a child, seek professional help as soon as possible. Speak to the child's teacher/principal/parent or refer to the free child support agencies in your country.

Early intervention is the key to directing the child towards positive life experiences and social interactions with others. Ignoring issues can have long-term repercussions including depression, social withdrawal, sickness, nervous disorders, anxiety, eating disorders and in some severe cases suicide.

Taking the right steps now will help ensure that every child develops to their full potential.