

# Safe Schools and Safe Communities

## GRADE 1

### *Anti-bullying and Conflict Resolution*

*Children have never been very good at listening to their elders, but they have never failed to imitate them.*

James Baldwin.

### Suggested Activities

#### Pre-Reading

##### What is conflict?

Explain what the word conflict means. Brainstorm different situations in which a person might encounter conflict. Make a conflict web chart using feelings and action words. When conflicts arise in the classroom, hold classroom meetings and use role-playing to help resolve conflicts (see Reproducibles).

##### What is bullying?

Initiate a class discussion about what a bully is. Discuss myths and realities about what bullies look like. Brainstorm ideas of what to do if a student meets a bully. Through role-playing, demonstrate resolution to examples of bullying situations. The scenario can be described and then the students show ways they might react keeping safety in mind..

##### What does it feel like to be teased?

Have students print a journal entry or draw a picture of a time when they were teased by another student. Ask them to describe what happened and how it got resolved. Share their scenarios with the class.

#### Post-Reading

##### “How to Keep Your Friends” Big Book for the Class

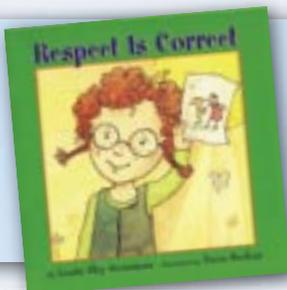
Have students brainstorm ideas of all the positive things they can do to keep a friend. Have them consider what kinds of words they can say to a friend. Students print sentences and illustrate pictures for the big book. Students are encouraged to use words about respecting others and being courteous in their stories.

##### Positive Statements

Have students brainstorm positive statements they can say about themselves. Students then create “I Can” posters for the classroom. Some of the mottoes they can use are:

- Be Proud of Yourself
- Say “I Can” and Practise It!
- Be the Best You Can Be
- I am My Best Friend

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#### Focus Book

Linda Sky Grossman

##### **Respect is Correct**

Toronto: Second Story Press, 2002. ISBN: 1896764508

*Written in rhyme, these empowering messages instil confidence, self-esteem, and respect in young children.*

This excerpt from *Imagine a World That Is Free from Fear\** has been edited for length.

## Extensions

### Tape Friendly Messages

Set up a tape recorder at an activity centre. When students want to say a few friendly words about their classmates, record their messages. The class will listen to the messages at the end of the week. Ideas for friendly statements:

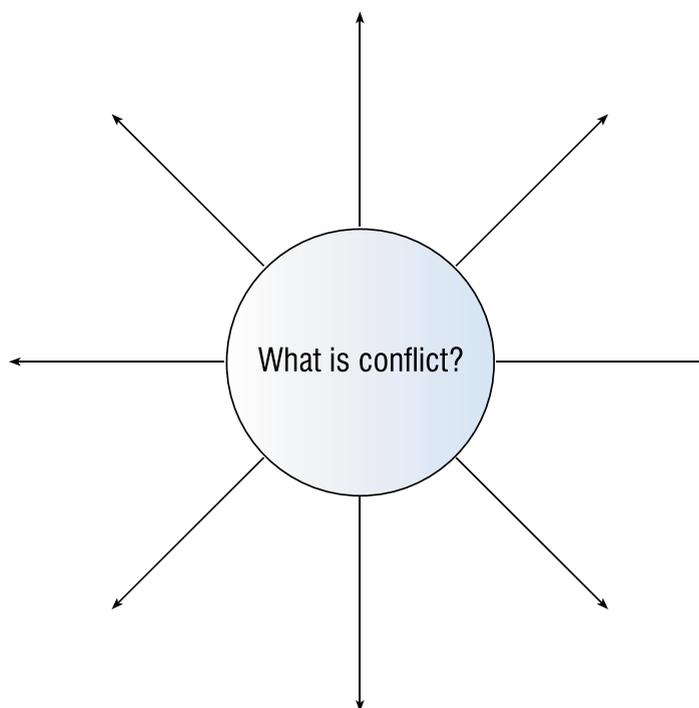
- One thing I like about my friend is ...
- My best friend can be counted on to ...
- A person I learn a lot from is ... because ...
- I want to thank ... for ...

### Friendship Fruit Salad

Each student brings in one piece of fruit. Create a fruit salad and share it among friends. During the activity discuss sharing things with friends. Emphasize that each student had an important part in creating this salad. This is an example of teamwork. Eat and enjoy!

## Conflict Web

Brainstorm and record different situations in which conflict could occur. What feeling and action words can you think of?



## Additional Resources

### Stop Picking on Me!

(video)

Sunburst Visual Media

Item #4240

*Students will learn the dos and don'ts for dealing with bullies safely. Components: 16-minute video and a teacher's guide with 16 student worksheets*

Carlson, N. (1997).

### How to Lose All Your Friends

Puffin

ISBN: 0140558624

*This book shows that if people act in negative ways, they might lose all their friends.*

### "Stop, Talk and Tell"

#### Anti-Bullying Program

The Ottawa 67s Hockey Team

(For more information, visit [www.ottawa67s.com/StopTalkTell.](http://www.ottawa67s.com/StopTalkTell.))

*The Ottawa 67s have produced three videos, posters, and a teacher resource to assist in building awareness and stressing that bullying is not allowed.*

You can find more curriculum resources on our website, [www.etfo.ca](http://www.etfo.ca)>Professional Development>PD Publications/Documents.

For information about curriculum expectations that this lesson plan addresses, please see *Imagine a World That Is Free from Fear*, Grade 1, page 86.



## LESSON PLAN

### GRADE 7

# Anti-bullying and Conflict Resolution

## Suggested Activities

### Pre-reading

#### Breaking Down Stereotypes

What should boys/men like to do? What should they look like and how should they act? Brainstorm stereotypes about boys. Record answers on a chart under the headings "should" and "should not." Conduct the same activity with girls' stereotypes.

Ask students:

- How do you, your friends, or adults fit these stereotypes?
- What do these stereotypes encourage? Discourage?

#### Think-Pair-Share

Using the Bullying Web (see Reproducibles), initiate a class discussion about bullying. Students will record their responses. Ask students:

- Have you ever been bullied?
- Have you ever bullied someone?
- What are some forms of bullying that occur due to stereotypes?

#### Why does bullying occur?

Students will work in partners and create lists explaining why bullying/intimidation

occur. Once completed, compare students' lists with the teacher's list. Some of the ideas might be

- power/control
- peer pressure
- to be cool
- to be noticed
- to impress
- poor communication skills
- envy
- jealousy
- revenge
- false beliefs
- misunderstanding
- cultural or religious conditioning.

### Post-reading

#### Novel Study

The teacher reads the novel aloud.

Initiate a group discussion by asking:

- Does going against a socially accepted male role make someone like Travis the target of prejudice?

- Why are some people afraid of being labelled lesbian or gay?
- How does the fear of being called lesbian or gay limit the choices some girls and boys make about what they do or how they act?
- What could be done to change this fear?
- Why are some young people who feel they might be lesbian or gay often afraid to talk with others about this?
- What could be done to change that?

### Journal Writing

Students write answers in their journals to the following questions:

- Why does bullying happen to Travis and Chantelle?
- What can bullied victims, their friends, families, peers, schools, and communities do to prevent and stop bullying and violence due to homophobia?

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### Focus Book

Glen Huser

#### Stitches

Groundwood Books, 2003. ISBN: 0888995784

*Travis and Chantelle are facing different types of conflicts and challenges in their lives. They overcome bullying and homophobia by using creativity in drama and arts.*

\* *Imagine a World That Is Free from Fear* is available from shopETFO.

### Summary of Name-Calling Statements

Students review the text and make a list of name-calling, put-downs, stereotypes, and prejudiced statements mentioned in the novel. As a class, brainstorm alternatives to the put-downs.

Students can write reports on “bullying due to homophobia and heterosexism, sexism, or ability” and present them to the class. Ensure students include quotations from the novel.

### Strategies to Stop Bullying

Read from ETFO’s “Say No to Bullying” flyer.

Ask students to identify ways to stop bullying and bullies. Brainstorm ideas.

Some of the tactics might include:

- Confront bullies honestly and clearly.
- Get adult help.
- Check with peers.
- Talk with parents or other trusted adults.
- Phone the Kids Help Line.

### Role-playing

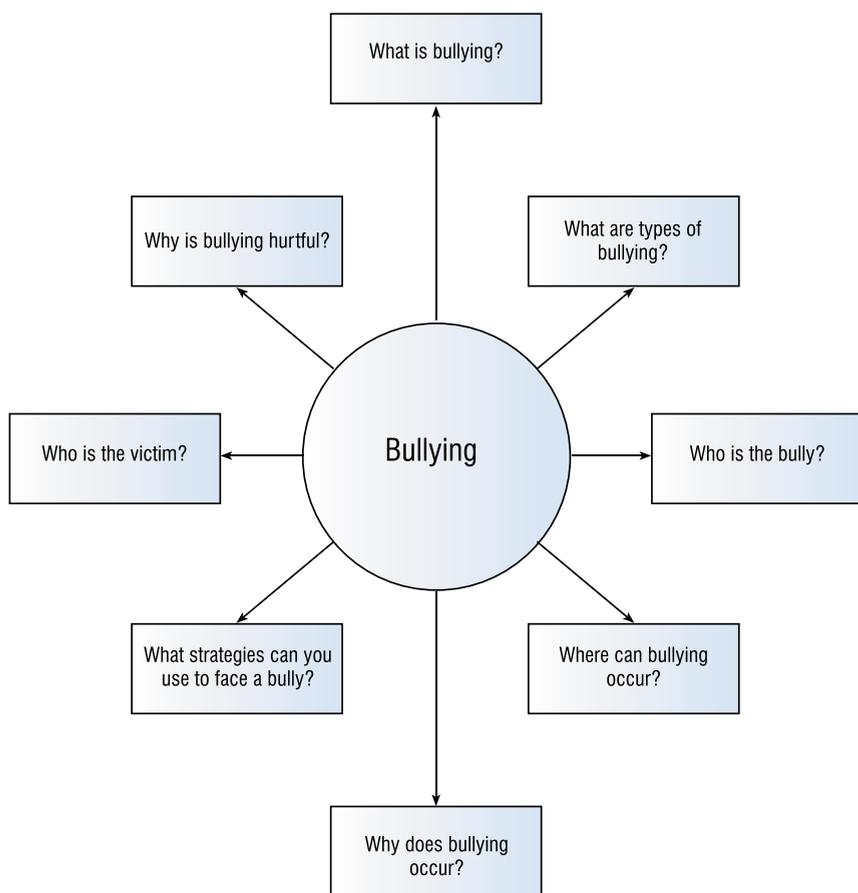
Note: Prior to doing this activity, make sure the class understands all the terms and definitions.

Students create short skits presenting scenarios of bullying based on racism, sexism, classism, language, and ability. They should include ways to stop bullying.

Students present their skits and the rest of the class guesses their topics. Classmates also give comments and suggestions, and ask questions about how it felt to be the bully and how it felt to be the victim.

## Bullying Web

Answer these questions prior to reading the novel.



## Extensions

### Puppet Show for Primary Students

Create a puppet show for primary grades to teach them about respecting everyone. Focus on LGBT\* people.

### Anti-Bullying Presentation

Invite presenters from TEACH or PFLAG to discuss bullying due to homophobia.

### Compare and Contrast

Using a Venn diagram, compare and contrast this novel with another title in which the protagonist faces similar bullying and violence due to racism, ability, or sexism.

## Additional Resource

E. Wiesel

**One of Them** (video)

National Film Board of Canada, 2000.

\*LGBT: lesbian, gay, bi-sexual, trans-gendered.

For information about curriculum expectations that this lesson plan addresses, please see *Imagine a World That Is Free from Fear*, Grade 7, page 103.