



Reproducible Resource

# Bullying

➤ Identify

➤ Cope

➤ Prevent

Grades 5 – 6

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# Foreword

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Bullying has been likened by some commentators to lifestyle physical ailments prevalent in modern society, such as obesity, smoking-related disease, heart disease and even skin cancers. The “likeness” is that, in a majority of cases, adequate and appropriate preventive measures will stop the condition from arising altogether. All too often, bullying is treated as a condition only after it manifests itself, rather than pre-emptively, before it actually arises.

Bullying is a complex issue. It requires an ongoing education of students to develop skills and strategies to allow them to IDENTIFY, COPE with and, ultimately, PREVENT bullying from occurring.

This series provides developmental activities to promote positive attitudes in students, forestalling the development of injurious, bullying behavior.

Titles in this series:

***Bullying***, Grades 3–4

***Bullying***, Grades 5–6

***Bullying***, Grades 7–8



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# Where Does Bullying Happen?

## Teacher's Notes

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### Indicators

- Realizes how and why someone who bullies attempts to keep bullying a secret from adults.
- Understands the terms “leader,” “follower” and “peer pressure.”

### Teacher Information

Students who witness bullying may act in the following ways:

- Help the person bullying by joining in.
- Help the person bullying by watching, laughing, or shouting encouragement.
- Remain completely uninvolved.
- Help the person being bullied by telling the person bullying to stop or getting an adult, etc.

Bullying usually happens where the person doing the bullying has an “audience” of other children. It might be people they don’t know or a group of their friends. If adults are nearby, though, bullies can be very careful to not let them see what they are doing.

When a group of people bully, there is often a “leader” and “followers” who go along with what the leader is doing or saying. Sometimes the followers do not really agree with what the leader is doing, but might feel that they have to. This is sometimes called “peer pressure.”

Openly discussing ways for students to assist others who are being bullied will help foster an anti-bullying attitude in the school.

Keeping bullying a secret from adults gives the person bullying more power to continue. That is why they go to so much trouble to keep it from the view of adults and attempt to stop the victims from telling.

### Discussion Points

- Ask the students for keywords and phrases to help define the meaning of “leader,” “follower” and the term “peer pressure.”
- Ask students to think about if they have been a leader and/or a follower and if they have experienced peer pressure. (Students should not have to explain to the class – just contemplate to assist in answering questions.)
- Questions 1, 2 and 3 could be discussed as a whole class after answering individually. The cartoon strips could be displayed at the teacher’s discretion only if students wish. Otherwise, the teacher could collect them and talk about a selection, while maintaining anonymity.

Extra Discussion Points

- How does it feel to watch someone being bullied?
- Does that make that person as bad as the person bullying?
- What do you think stops people from helping the person being bullied?

### Did You Know?

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About 75-80% of students in surveys said they would not join in or would like to help the bullied child.

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- ❶ Name three places at your school where bullying might take place.

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- ❷ What might be some ways a bully could avoid being seen by an adult?

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- ❸ What might be some reasons a “follower” might feel he/she has to support a bully?

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- ❹ Draw a cartoon strip of four pictures showing an example of peer pressure.

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