

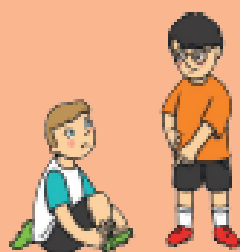
Grade 2 Life Skills

No more bullying



Term 1 Week 4

Bullying can mean many different things to different people. These actions can be described as bullying if they happen often and are done on purpose.



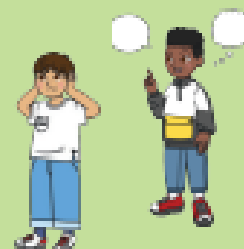
Being called names or teased.



Being threatened or intimidated



Being hit, kicked or physically hurt.



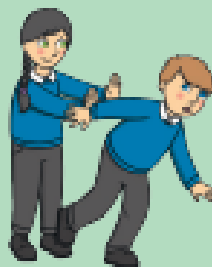
Being ignored and left out.



Having rumours spread about you.



Having money and other possessions taken or messed about with.

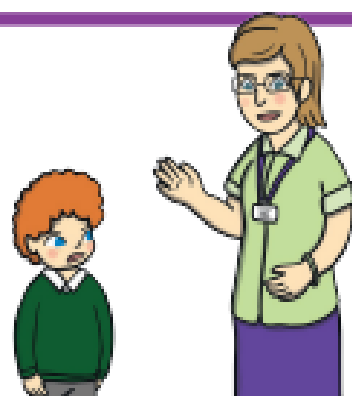


Being pushed or pulled about.



Being put down or humiliated.

These things can happen at school or at home, but they can also happen online and on social networks. If you are being bullied, or someone you know is telling you that they are being bullied, always tell someone. A grown-up will be able to help.



No more bullying

Let's write Look at each of the pictures.

What would you do if you were the child who was being bullied? Next to each picture, write one sentence about how we should treat other people.







What should you do if you are being bullied?



You should tell the bully to stop.

What should you do if they do not stop?



You should tell your parents, a teacher or lunchtime supervisor.

High 5

Do the High 5...

Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.
- Use role play to show what ignoring looks like, sounds like and may feel like.

Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use 'I' statements 'I feel... When you... Because...'

Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently, don't run.

Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your 'I' statement. E.g. 'I said...'
- State the consequences of continued bullying.

Report

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders support and report.
- Report, report, report until somebody listens.

What is High 5?

- It is an effective strategy to develop problem-solving strategies for our students.
- A whole school approach that can also eradicate bullying.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

How does High 5 help?

- High 5 values used to foster better relationships, personal achievement and improved student well-being.
- High 5 can be used to build student's social skills and resilience.
- High 5 can have a positive impact and help shape the schools code of behaviour.

As a Staff:

- We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills.
- We want to promote pro-active strategies to prevent incidents becoming bullying.

How is High 5 implemented?

- High 5 program takes 4/5 sessions to implement. (1 structured lesson for 4/5 weeks to teach the strategy).
- Use the Y chart (looks like, feels like, sounds like).
- All steps should be modelled and taught through role play.
- Each class will have a High 5 display showing steps for problem-solving strategies.

Reporting Vs Dabbing:

Children need to know the difference between reporting and dabbing.

Reporting is helping/getting yourself out of trouble.

Dabbing is trying to get someone in trouble using a whiny voice.

Reporting:

- Children should in most circumstances attempt to problem solve themselves first.
- Unsuccessful after doing High 5 steps see teacher.

Asking the teacher for support:

Teacher dialogue should take the following format:

- Is this a serious problem?
- Is this your problem?
- What have you tried already to solve it? (Have you tried the High 5?)
- Do you want a solution?
- What sort of solution do you want?

Reporting straight away

- If the issue involves health or safety children to report straight away to a teacher.
- They are not to solve problem themselves. E.g. incidents of physical danger, child running out of school gates

Reporting Phase

Role of Teacher:

- Investigate and discuss incident with child.
- Refer to detention/advise Class Teacher
- Serious refer to Administration

Success occurs when children can not only talk the talk...

but walk the walk.

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Everyone is special

Term 1 - Week 4 - Worksheet



Let's talk

Look at the pictures and say how these children are the same. Say how they are different.



Date:



Let's read

Do this next activity in a group. Look at all the other children in your class. Then read each of the following statements. If a statement is true, add a tick (✓) in the box on the right, and if the statement is wrong, add a cross (X).

	Add a ✓ or a X
Do the boys and girls look the same?	
Does everyone have the same hair colour?	
Does everyone have the same eye colour?	
Does everyone have the same size hands?	
Are all the classmates the same height?	



Let's talk

Can you see that we are all different? And can you see that we are also all the same? Talk about the ways in which we are the same.



Let's draw

Draw a picture of yourself. Then use some lipstick to make your unique fingerprint next to the picture frame.



Did you know that no one else in the world has your fingerprint? You are unique and special!



My Face



My Face



My Face

