



## Dealing with Bullying: Grade 8s Peer Teach Grade 3s

### Contributors

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### Unit Objective

This is a peer teaching unit designed for Grade 8 and Grade 3 students. The focus is on bullying. In teaching Grade 3s, Grade 8 students will recognize their potential to be role models for younger students and begin to understand the importance of building self-esteem in themselves and others. The Grade 8s will be encouraged to speak publicly, share knowledge and learn actual teaching strategies. They will participate in active evaluation of their own work and the work of the Grade 3 students. Pre-arrange to work with two Grade 3 teachers from a nearby school.

As well as meeting curriculum outcomes from Grade 8 Language Arts, these lessons link to the Grade 8 Health curriculum in two ways: building self-concept and self-esteem and relating to others. This lesson also meets curriculum outcomes in social studies and art at the grade 8 level. Consider integrating these lessons into these subjects.

 **Time**    single classes over a three week period

### **Materials**

- Grade 8 Peer Teaching Guide 1 “Grade 3—Out Your Talent—Nobody Is Good at Everything, but Everybody Is Good at Something!”
- Grade 8 Handout 1 “Be a Buddy Not a Bully—Lesson Ideas to Stimulate Grade 8s in Lesson Creation”
- Grade 8 Handout 2 “Peer Teaching Assignment”
- Grade 8 Handout 3 “Planning Your Peer Teaching Presentation—What do I need to be successful?”
- Grade 8 Handout 4 “Lesson Plan”
- Grade 8 Handout 5 “Peer Teaching Checklist”
- Handout 6 “Evaluation for Elementary Peer Teachers”

### Getting Started

#### Knowledge Now

Engage the middle school students in a discussion that reveals their perception of school violence. Ask them to make a journal entry on this topic: “What can truly be done to end violence in schools?”

Tell the grade 8 students that one way to do something about bullying and school violence is to work with younger students. This series of lessons is designed to do just that.

Begin to ask your students to think about the qualities of a good teacher. What constitutes a good teacher and a good lesson?

Ask the Grade 8s to stimulate an interest in the topic of bullying among Grade 3s by helping them complete the first section of Grade 8 Teaching Guide 1 - Out Your Talent: Mini-Talent Show. The goal of this activity is to help younger students begin to recognize their personal strengths. Use the second part of Grade 3 Student Handout 1 to begin to generate ideas for peer teaching this topic.

### **Engaging Interest**

Provide definitions of bullying (bullies, victims, bystanders, peacemakers) first. Ask students to speculate on why people bully and what effects bullying behavior has on victims, on society? (Use the ATA's Safe and Caring booklets on bullying and other materials cited in the Supplementary Resources section to assist in developing class definitions.)

Bullying is prevalent in our society both among adults and children. In fact, bullying goes beyond our classroom, school and community to become a global issue. For example, statistics show that kids who bully in junior high, can end up in jail. It is a fact that without intervention, 40% of childhood bullies become criminal offenders.

Look at today's newspaper. Find international stories of countries bullying other countries to gain political power over each other. What other stories feature acts of bullying or harassment? Why is this in the newspaper?

Discuss real-life cases of what happens when people are bullied, read narratives from Columbine, Taber and include stories of suicides due to bullying.

### **Learning Activities**

After the middle schools students have a grounding in the definitions, causes, roles and the impact of bullying, they will be prepared to help Grade 3 students explore the issues in a peer teaching situation.

Challenge students to develop their presentation skills by planning and presenting a 30 minute lesson on bullying, self-esteem and/or media awareness. To prepare to teach Grade 3s, your students will need to consider how to present the information they have learned about bullying, self-esteem and media awareness to Grade 3s students.

Go over Grade 8 Student Handout 2 (Peer Teaching Assignment). Help students organize their Grade 3 group lesson by doing the following:

- Establishing a clear purpose.
- Showing them the parts of a lesson plan—Grade 8 Student Handout 4 (Lesson Plan).
- Helping them become aware of different learning styles and teaching methods.

- Planning, refining and rehearsing for constructive feedback. Use Grade 8 Student Handout 3

(Peer Teaching Presentation) and Grade 8 Student Handout 5 (Peer Teaching Check List).

- Evaluating the assignment Grade 8 Student Handout 6 (Evaluation for Elementary Peers).

In a class of 30 Grade 8 students, form 6 groups of five students. Assign the three topics (two groups will be doing the same topic).

Line up two elementary teachers to receive 3 different lessons. Half of your students will go to one teacher's class and half to the others'. Make sure that each Grade 3 class gets three different lessons.

Grade 8s can increase their knowledge and presentation skills by researching information on how control is used by governments in power; understanding how the media influences teenagers and kids (in terms of popular culture, consumerism and as an education medium) and learning how to effectively use technology to enhance their lesson. For example, video camera, digital camera, VCR, scanners, and so on.

Before they start, your students will need to understand how to present a clear and concise lesson that results in measurable learning. They will need to construct a quiz to find out whether or not the Grade 3s understood their lessons. What questions might be posed to ask Grade 3s to let them show their understanding of bullying, self-esteem and having a positive attitude?

## **Assessment/Analysis**

Ask students to write a personal reflection in their journals at the end of this experience. Suggest that the elementary teachers help the Grade 3s create a Memory Book that describes what they learned from their experiences with the Grade 8s. Share these books with the Grade 8 students. Use Handout 6 "Evaluation for Elementary Peer Teachers" to evaluate Grade 8 students.

## **Application**

For Grade 8s, use the following ideas to stimulate writing and thinking.

- Reinforce the idea that middle school students can be powerful role models for younger children. What do you think?
- Discuss how teaching Grade 3s made them feel. (Encourage students to reveal the potential for personal empowerment and describe how their own self-esteem was affected.)
- Ask them to think about their own roles in bullying situations (bully, victim, bystander/witness and peacemaker).
- Encourage them to explore conflict resolution strategies that they could use in their solving their own disputes. What is a way to resolve a conflict peacefully?
- Ask them to consider their role in influencing children in a positive way?

## **Language Arts 8 Learner Outcomes**

2.1 Use strategies and cues

3.1 Plan and focus

- 3.2 Select and Process
- 3.4 Share and review
- 4.3 Present and share

## Safe and Caring Topics and Concepts

### Developing Self-Esteem

Taking responsibility for our language and actions  
 Using affirmative language  
 Communicating thoughts and feelings

- Learning and applying constructive ways to express emotions to peers  
 Putting people down and building them up
- Explaining the effects of put-downs and boosters on the classroom atmosphere
- Practising using boosters and eliminating put-downs

### Dealing with Bullying

Defining bullying and describing a range of bullying behaviors

- Exploring the motivation behind bullying
- Analyzing the role of witnesses/bystanders in bullying
- Identifying a variety of ways to respond to bullies

Dealing with intimidation

Defining intimidation and identifying examples of verbal, nonverbal and physical intimidation

- Analyzing the influence of bystanders during intimidation
- Identifying and practising strategies that discourage intimidation
- Identifying sources of help for people being intimidated or abused

### Resolving Conflict

- Demonstrating that students can use conflict resolution skills spontaneously
- Exploring and analyzing examples of peaceful and non-peaceful resolution of conflict in our society
- why avoidance is the preferred way of dealing with conflicts that are trivial or dangerous
- Using “what, why and how” messages to resolve other conflicts peacefully

## Teaching Strategies

Go to www.sacsc.ca Click on <i>Strategies/Resources</i> for strategy descriptions	<b>Cooperative Learning</b>	<b>Inquiry Learning</b>	<b>Direct Instruction</b>

<b>Generalization and Transfer</b>	<b>Peer Teaching</b>	<b>Empathy/Affective Education</b>	<b>General Teaching Activities/Ideas</b>
	<ul style="list-style-type: none"> <li>• Student Mentors</li> <li>• Cross Grade Peer Teaching</li> </ul>		

## Supplementary Resources

- *TV and Me Kit*, Concerned Children’s Advertisers, Cumberland, ON, 1999 – available from Shaw Cable
- Presentation Outline
- SACS Posters and Booklets
- Elementary Books (e.g. *The Berenstain Bears Don ’t Bully Me*)
- Middle School Books (e.g. *Holes* by Louis Sachar and *Lord of the Flies* by William Golding)
- Lion’s Quest – Skills for Growing Activity Books
- Web-sites relating to Bullying
  - Discovery School’s Puzzlemaker [www.Puzzlemaker.com](http://www.Puzzlemaker.com)
  - Learn bullying [www.bullying.org](http://www.bullying.org)
- Newspaper and media related current events on violence
- SACS resources - *Expecting Respect* The Peer Education Project: A school-based learning model
  - Volunteer Mentorship Programs: K-12*
  - Bullying —What you can do about it* - A guide for primary level students
  - Bullying —What you can do about it* - A guide for parent and teachers of primary level students
  - Beyond bullying* - A booklet for junior high students
  - Beyond Bullying* - What you can do to help a handbook for parents and teachers of junior high students
  - Toward a Safe and Caring Community workshop 4A - “Dealing with Bullying”
- related handouts and overheads (see end of lesson)

## **Grade 3—Out Your Talent**

### **Nobody Is Good at Everything, but Everybody Is Good at Something!**

#### **Grade 3s - What are the things you do well?**

##### **Possible Activities**

1. Mini Talent Show - Ask Grade 3s to demonstrate a particular talent. Make a display of these talents by posting photos of students showing these talents. Call the display “Class of Kids Using Their Talents.”
  
2. Chanting Memorizing Game - There is nobody like you in the world!
  - Accept Yourself
  - Believe in yourself
  - Challenge Yourself
  - Dare yourself
  
3. Ask Grade 3s to create a poster. Make a bulletin board display and call it the Talents Posters and/or Feeling Good about Yourself.

## **Be a Buddy Not a Bully**

### **Lesson Ideas to Stimulate Grade 8s in Lesson Creation**

- ✓ Definition of a bully - generate a definition of bullying from the Grade 8s' point of view.
- ✓ What can you do if you are bully—list students' ideas
- ✓ Trust Cards - ask Grade 3s to make a list of people they can trust and whom they tell if they were being bullied at school, at home and in the community.
- ✓ Books / Discussion - ask Grade 8s to compile a list of books and resources that Grade 3s could use to explore bullying
- ✓ Lots of handouts and interactive activities—ask Grade 8s to create activities for Grade 3s. For example, they could make word finds, puzzles, fill in the blanks, etc.
- ✓ Coloring contest to be displayed—plan a coloring contest and determine the criteria for success.

#### **Other ideas to help you explore bullying with Grade 3s**

Provide these phrases or ideas to the Grade 8s . It will help them explore bullying, self-esteem and the media.

- ✓ Who are you? List strengths and interests.
  
- ✓ Feeling good about yourself just the way you are!
  
- ✓ Heroes vs. super heroes
  
- ✓ Reality/make believe
  
- ✓ Draw a super hero
  
- ✓ GROUP—for example, what the qualities of a hero (give an example of your own personal hero and explain why that person is a hero to you)?

## Peer Teaching Assignment

You have studied the effects of bullying on individuals and on society. We know that bullying can start at a very early age. Unless young children understand the harm it causes it can lead to other more serious problems. Bullying can even affect one's chances of success in life for both victims and bullies. The behaviour and attitudes of older kids is one of the most powerful influences on young children, who think that the way teens talk and act is the right way. You can be an important role model. You can choose to use this influence positively or negatively.

This assignment will give you an opportunity to be a positive role model with Grade 3 students. You and your group will help the children learn about bullying. You will get to be the teacher. You will make a lesson plan, deliver it in a creative manner and grade your students on their learning.

The topics you can choose to present in a 30-minute lesson are:

1. Bullying
2. Celebrating you (self-esteem)
3. Media awareness—heroes (real life vs. TV)

### GOAL

1. The goal is to build your confidence as a public speaker and a presenter, while getting across a very important message about bullying to younger students.
2. Statistics show that 90% of what is taught to others is learned AND remembered. Despite what you might think, Grade 3s are more likely to believe the message if it comes from an older student whom they look up to and respect.
3. This project relates to our novel study.  
Questions to ask are:
  - a. Does bullying lead to violence?
  - b. Is bullying learned behaviour and is it cyclical (a repeated pattern throughout life?)
  - c. Is it human nature to pick on the under-dog?
  - d. What builds self-esteem in children?
  - e. Why are some people natural leaders in both positive and negative ways?



## What is required

- ✓ effort and enthusiasm
  - ✓ hard work and planning as a team
  - ✓ completion of Grade 8 Peer Check List 5
  - ✓ an outline of your lesson
  - ✓ detailed lesson plan
  - ✓ pre-presentation to your teacher BEFORE going to the elementary school. (This will be to fine tune your presentation and get some helpful hints. Time minimum requirement is 5 minutes per student.)
1. Select a team leader who will be the liaison to the **two** teachers (Grade 8 and Grade 3), keep group work organized and ensure that all requirements are met
  2. Determine who will do what tasks in the group. These must be distributed equitably amongst members. Capitalize on each person's strengths in language arts.
  3. Allow three weeks preparation time.

## Overall Comments - Peer Teaching Project

### 100 marks for presentation

planning	/50
effort and originality	/25
effective use of class time	/25

## EVALUATION

### 100 marks for presentation (See Grade 8 Student Handout 6)

Marks based on opening, speaking at the appropriate level, lesson plan, review, organization, energy, enthusiasm, and so on.

### 100 marks for planning

outline, checklist and lesson plan	/25
content (quality and audience appeal)	/25
extras (visuals, activities, puzzles, books)	/25
pre-presentation (done on OWN time) must book a time with teacher before classes, lunch or after school	/25

### 25 marks for Peer Evaluation

/25

Students who cannot meet the expectations of the assignment or are not participating fairly in their group will be assigned an alternative written project. This alternative will be worth 200 marks.

## Planning Your Peer Teaching Presentation

### What do I need to be successful?

1. **Introduction:** Introduce yourself. Explain who you are and what you are doing. For example, “Good morning Mrs. Bowles and Grade 3s. You are probably wondering why on earth there are three students from Grade 8 in your classroom! Well, today we are your teachers. We have spent the last month learning public speaking. Last week we learned all about bullying, self-esteem and lots of other topics. This information will tie into a book we are reading (name the book), and, hopefully, this will relate to some problems you may have in and out of school.”
2. **Attention Grabber:** Think of something really creative that will grab the kids attention and gain their attention. For example, write the word BULLY in huge letters on the chalkboard and ask the Grade 3s what words come to mind. Write their responses around the word BULLY.
3. **Question and Answer:** Ask the students a question that they can all answer (an opinion question). Make sure it’s a question where there is no right or wrong answer or where anyone feels put on the spot. For example, “What did they do to you?” “How can you handle those who bully you? bully others?” “Who are your heroes?”
4. **Written Work:** Ask the question—what do you want the kids to learn? What will be the best way for them to remember the ideas of your lesson? Remember it will be important for students to write down ideas from the lesson. You may want to avoid giving notes, but may choose to use a fill-in-the-blank format to get the message across. You may choose to make overheads, flip charts and/or graphs to help Grade 3s write in their notebooks or Memory Books.
5. **Visuals** These are essential to an effective presentation. Visuals will stimulate interest, build excitement and make your lesson appear to be action filled. Remember that the more the kids can see and do (seat them in a circle), the longer their attention span and the more they will learn. (You know how much you like it when the teacher just lectures and gives notes.)
6. **Review:** All effective lessons must have a review to find out what the kids have learned.

**Quiz:** Give 5 or 10 easy questions.

**Verbal Review:** Ask questions to the class as a whole. Use Think-Pair-Share so that each child can answer with a partner.

**Closing** - Wrap things up by thanking them for their time and for being such an excellent audience. Check for questions before you leave, leave them with something to think about and say thank you!

## Lesson Plan

Lesson Plan for \_\_\_\_\_ Approximate Time Needed: \_\_\_\_\_  
(Name of the lesson)

Group Leader: \_\_\_\_\_

Photocopy of the lesson for:

\_\_\_\_\_ Your Teacher \_\_\_\_\_ Presenters \_\_\_\_\_ Elementary teacher

After the lesson the students will be able to:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

The students will learn that....

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Introduction**

**Body**

**Conclusion**

**What Do I need to Bring With Me? (e.g.: TV and VCR)**

## Peer Teaching Checklist

### Written:

Puzzles  
(age appropriate language using  
key words from presentation!)

Content (fill in the blanks)

Word search

Overheads / Flip charts

Quiz (review info)

Poster

### Visuals:

\_\_\_\_\_ Videotapes (supplied)

\_\_\_\_\_ Role Playing  
(make it real! i.e. shunning)

\_\_\_\_\_ Live Action  
e.g. bullying  
talent demos (self-esteem)  
heroes (cartoon super hero)  
\_\_\_\_\_ Coloring Contest

### Extra Activities:

Banner (e.g. BE a Buddy, not a Bully)

Trust list Who do you trust?

Brainstorming

Solutions to . . .

Circle on the floor  
(story circle)

\_\_\_\_\_ Brain drain (A - Z)

\_\_\_\_\_ Reinforcement drawing  
(groups)

\_\_\_\_\_ On the spot survey

\_\_\_\_\_ Read a book

\_\_\_\_\_ Role-playing with volunteers

### Equipment

T.V. & VCR, Markers, Pens, Props, Visual Aids, Flip Chart, Overhead

## Evaluation for Elementary Peer Teachers

Peer teachers' names

Group members \_\_\_\_\_

Language Arts Teacher \_\_\_\_\_

Introduction	1	2	3	4	5	6	7	8	9	10
Greetings and an explanation for WHY they are there?										

Attention Grabber	1	2	3	4	5	6	7	8	9	10
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Voice (loud & clear)	1	2	3	4	5	6	7	8	9	10
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Tone (enthusiasm)	1	2	3	4	5	6	7	8	9	10
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Eye Contact	1	2	3	4	5	6	7	8	9	10
Did you get a lesson plan? YES NO										

Audience Interest	1	2	3	4	5	6	7	8	9	10
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Message (delivered at appropriate level)	1	2	3	4	5	6	7	8	9	10
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Content	1	2	3	4	5	6	7	8	9	10
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Transition (between activities)	1	2	3	4	5	6	7	8	9	10
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Preparation and Planning	1	2	3	4	5	6	7	8	9	10
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**COMMENTS**