

# No Bullying Allowed

## PROTECTION FROM TORTURE OR HARM OR HUMILIATION (BULLYING)

AGE: 6 – 10 years



### LEARNING POINTS

1. Bullying is when someone does something on purpose to make you feel bad or hurts you, and they do it often, and it's hard to make the person stop.
2. Torture means to cause terrible pain to the victim.
3. Harm means to hurt someone.
4. Humiliate means to embarrass or take away someone's dignity or make him or her feel ashamed.

### MATERIALS

- Talking Stick
- Class Roll
- Class Rules
- Chalkboard or flipchart
- Chalk or markers
- Posters from the previous lessons
- Mini poster: Protection from Torture
- Story: Ogugua and the Bully
- UDHR #5, 2 copies, one to show, and one to cut up for Part B and put in an envelope or other container
- Song: Be Our Best
- Words for the song: Be Our Best

## THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

### FREEDOM FROM TORTURE AND DEGRADING TREATMENT (BULLYING)

#### Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

#### SIMPLIFIED

*Nobody has the right to torture, or to harm or to humiliate you, which means nobody has the right to bully you.*

## THE CONVENTION ON THE RIGHTS OF THE CHILD

#### Article 37

No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment.



- Say it with me all together: I have rights to lift my voice,  
Re - spon – si - BI - - LI - - TY with every choice,  
To help each person have a voice,  
To live in freedom and rejoice!
- Excellent! Let’s sing that all together. I have value, yes I do.  
I have value, you do, too.  
With rights to do what we can do  
To be our best, yes, me and you.  
  
I have rights to lift my voice,  
Re - spon – si - BI -- LI -- TY with every choice,  
To help each person have a voice,  
To live in freedom and rejoice!
- Who can tell us what REJOICE means?

## REVIEW

- Let’s sing it from the top!
  - Verse 1**  
I have value, yes I do.  
I have value, you do, too.  
With rights to do what we can do  
To be our best, yes, me and you.
  - Verse 2**  
I have rights to lift my voice,  
Responsibility with every choice,  
To help each person have a voice,  
To live in freedom and rejoice!

Say: You are amazing singers! We’ll sing it again next time!

## INTRODUCTION

### FACILITATOR TIP ABOUT TODAY’S LESSON ON BULLYING:

It is important to coach our children about how to respond to inappropriate behavior from others. It is never okay for any child to be bullied. **Ultimately, it is up to adults to STOP the bullying.** Coaching children with powerful, assertive phrases can build confidence and can be a tool to stop inappropriate and bullying behavior.

Ask: Who can tell me what kindness feels like? (Accept all answers.)

- And what does it feel like when someone is mean or hurtful? (Accept all answers.)
- Did you know that we have a right that protects us from that kind of behavior?

## DEVELOP & DISCUSS

(5 minutes)

Show mini poster, **The Right to Be Protected from Torture or Harm or Humiliation.**

Ask one of the children to come up and hold the poster.

Say: (Pointing to the dog) He looks pretty fierce, doesn't he?

Ask another child to come up and hold the poster with Article 5.

Say: Let's all read or say this together.

*Article 5. Nobody has the right to torture or harm or humiliate you, which means nobody has the right to bully you.*

Ask: What words do you see that we don't always talk about? (Let the children answer.)

- What does torture mean? (Accept all answers.)

Say: **Torture** means to cause terrible pain to someone.

Say: And look at the word **harm**. That means to hurt someone.

Ask: What does humiliate mean? (Accept all answers.)

Say: **Humiliate** means to embarrass or take away someone's dignity or make him or her feel ashamed.

Thank the students and have them go back to their places.

Display the mini poster and Article 5 where everyone can see them.

Ask: Can someone tell me what bullying is? (Accept all answers.)

Say: Thank you. Bullying is all of those things, isn't it? It's hurting people or embarrassing them or making them feel bad. And doing that over and over again.

- **Bullying is when someone does something on purpose to make you feel bad or hurts you, and they do it often, and it's hard to make the person stop.**

**Activity: Story, "Ogugua and the Bully"** (5 minutes)

Say: Everybody come closer and sit by me. I want to tell you a story about a girl named Ogugua and her new friend, Kneda.

Read or tell the story, and show the pictures as you go.

Ask: Who was kind in the story? (Kneda and Jamal).

- What does kindness look like in this story?

Have the children turn to their neighbor and say something to make Ogugua feel better.

Ask: Who was hurtful and what did he do? (Musa said and did mean things to hurt Ogugua's feelings.)

Say: Let's read Article 5 together again:

*Article 5. Nobody has the right to torture or harm or humiliate you,  
which means nobody has the right to bully you.*

- Or in other words, nobody has the right to what?  
(Wait a few seconds for the children to answer.)
- To bully you. That's right. Nobody has the right to bully you, not even someone like Musa.

Ask: If we don't want bullying in our community, what can we do to stop it? (Accept all answers.)

Say: Very good. One of the most important things we have to do is to make sure that WE don't bully other people. No bullying allowed! Let's say that all together: **No bullying allowed!**

## **CONCLUSION** (5 minutes)

Ask: What did we learn from the story of Ogugua and Knedo and Musa?

Accept all answers and guide the children to recognize:

- It's never okay to be a bully.
- Kindness is the opposite of being a bully.
- Kindness is making other people feel good.
- We can help by being kind to people who get picked on or bullied.
- We should make sure that we don't bully other people ourselves.

## **CHALLENGE**

Say: Share the story of Ogugua and the Bully with your family and friends.

- Let's all say and do things that will make other people feel good.
- I also want you to be especially careful that you don't bully other people by the things you say or do that might embarrass or hurt them or make them feel bad.

# No Bullying Allowed



## PROTECTION FROM TORTURE OR HARM OR HUMILIATION (BULLYING)

### LEARNING POINTS

1. Bullying is when someone does something on purpose to make you feel bad or hurts you, and they do it often, and it's hard to make the person stop.
2. Bullying is unkind and makes people feel bad and is never okay.
3. The difference between a Bystander and an Upstander.
4. Kindness is contagious and creates more kindness.

### MATERIALS

- Talking Stick
- Class Roll
- Class Rules
- Song: Be Our Best
- Mini poster: Protection from Torture
- UDHR Article 5
- UDHR Article 5, one copy cut up and put into an envelope
- Charts: Is It Bullying?  
Are You an Upstander or a Bystander?

### THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

#### FREEDOM FROM TORTURE AND DEGRADING TREATMENT (BULLYING)

#### Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

#### *SIMPLIFIED*

*Nobody has the right to torture, or to harm or to humiliate you, which means nobody has the right to bully you.*

## WELCOME & WARM-UP

(5 minutes)

### Activity: Chant & Song, Be Our Best (5 minutes)

Begin with the chant, and then do the chant and song all together.  
Post the words to the chant where everyone can see them.

Ask: Who remembers what DIGNITY means? (It means respect or courtesy.)

- I'm going to teach you a chant (or poem) today. Let's listen for the word DIGNITY. See if you can do what I'm doing.



*Nobody has the right / to torture / or to harm/ or to humiliate you,/ which means / nobody has the right / to bully you.*

- Which means, nobody has the right to what? (Wait a few seconds for the children to respond.) That's right -- to bully you. Nobody has the right to bully you.

## **INTRODUCTION** (5 minutes)

### **Activity: What Does Bullying Look Like?**

Ask: If you accidentally trip over someone's foot on the playground and fall down, and the other person quickly apologizes to you, is that bullying? Why not?

Show the "Is It Bullying?" chart just long enough to point out the difference between being RUDE or MEAN and what BULLYING means.

#### *Questions*

- Can someone tell me who Ogugua was? (Show her picture. Ogugua was the new girl.)
- Who was the bully? (Show Musa – the boy throwing rocks and saying mean things.)
- How do we know that he was a bully and not just being mean or rude? (It happened again.)

Accept all answers. Guide the children to recognize that:

- It was on purpose, and it happened over and over again.
- It hurt Ogugua's feelings and made her feel bad.
- Musa did not apologize.

## **DEVELOP & DISCUSS** (5 minutes)

Show the picture of Kneda.

Ask: Did you know that Kneda was a **bystander** and also an **upstander**?

- Who knows what a **bystander** is or an **upstander**? (Accept all answers.)

Explain: At the beginning of the story, Kneda was just a **bystander**.

- A **BYSTANDER** is a person who knows something s wrong but stands by and watches the bullying. He or she doesn't do anything to stop it or to help the person being bullied.
- Kneda saw what was happening but didn't know what to do to help Ogugua, so she didn't do anything. She was a **bystander**.
- Later, after she talked with her mother, she did help Ogugua. She was an **upstander**.
- An **UPSTANDER** is someone who knows that what is happening is wrong, and he or she stands up to the bully and tells him or her to stop it, or figures out a way to stop it herself.

Show the "Are You an Upstander or a Bystander?" chart. Read it to the children.

#### *Questions*

- Who else was an **upstander** in the story? (Accept all answers.)  
Kneda told Jamal her idea, and he invited the other children to walk with Ogugua so that Musa couldn't bully her. So Jamal was an upstander, too, wasn't he?

- What did Jamal do that helped Musa actually change? (He invited Musa to join them.)  
Knedo and Jamal both showed kindness to the bully. They helped Musa stop being a bully.

## CONCLUSION

(5 minutes)

### Activity: Paper Mash-up

Give everyone a piece of paper and a pencil or marker.

Say: Let's write the word BULLYING. (Slowly spell out the word: B - U - L - L - Y - I - N - G.)

- Please crumple up your paper into a ball, nice and tight. Be careful not to rip it.
- Now unfold your picture and smooth it out as flat as possible.
- Look at how scarred it is even though it's flat.
- Raise your hand if you were able to make your paper as smooth as it was before.

Explain: This is what it's like when one person bullies another person. It is very hard to take back unkind looks, words, actions or behaviors.

### QUESTIONS

- How long did it take you to crumple up the paper?
- How long did it take you to flatten it out?
- How is this like bullying and then trying to fix the hurt or harm that's caused?

Guide the children to recognize that it takes only a few seconds to hurt someone, but it takes much more effort to restore the hurt or make them feel better.

#### *Questions*

- How do you let someone know you're sorry if you've been the bully? (Apologize.)
- When you say you're sorry, what are you saying you're sorry about?  
Be sure you say **WHAT** you are sorry for, or **WHY** you're sorry.
- How would our school (or community or village) be different if everybody said and did more kind things?

Explain: Just like in the story of Knedo and Ogugua, actions can be contagious.

- Kindness creates more kindness.
- One small act of kindness can cause many more kind acts.

Say: Let's sing (or say) our new song and chant together, starting with the chant.

### CHALLENGE

- When you see mean behavior or bullying, ask yourself, "How would I feel if that happened to me?" Try to do one act of kindness each day.
- Let's all practice being **Upstanders** this week.
- Have a wonderful and kind week! I miss you already.

**FACILITATOR NOTES AND REFLECTIONS**

Lesson and Date \_\_\_\_\_

How do I feel about what happened with today's lesson?

What would or should I do differently next time?

*(Adapted from Keating-Chetwynd, Sarah, ed., How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences. Council of Europe, 2008, p. 61.)*

Make two copies of this page, one for each lesson.

# Be Our Best

## CHANT

Pat pat pat (on thighs), snap (fingers)! Pat pat pat, snap! Pat pat pat! Clap clap clap clap!

*Pat pat pat, snap! Pat pat pat, snap! Pat pat pat! Clap clap clap clap!*  
**Dig- ni- ty, and child- ren's rights, oh dig- ni- ty for ev'- ry - one!**

*Pat pat pat, snap! Pat pat pat, snap! Pat pat pat! Clap clap clap clap!*  
**Dig- ni- ty, and child- ren's rights, oh dig- ni- ty, it can be done!**

Verse 1

Musical notation for Verse 1. The first system shows the melody and bass line for the first four measures. The second system shows the melody and bass line for the next four measures. The lyrics are: "I have val - ue, yes I do. I have val - ue, you do, too, With rights to do what we can do To be the best that we can be."

Verse 2

Musical notation for Verse 2. The first system shows the melody and bass line for the first four measures. The second system shows the melody and bass line for the next four measures. The lyrics are: "I have rights to lift my voice, Re - spon - si - bil - i - ty with ev - 'ry choice, To help each per - son have a voice, To live in free - dom and re - joice!"

Text: Shonnie Scott & Loretta N. Walker, 2019  
 Music: Vanja Y. Watkins, 2019

**Repeat Verse 1**

**ARTICLE 5**

**Nobody has the  
right to torture  
or to harm  
or to humiliate you –  
which means  
nobody has the  
right to bully you.**

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

ARTICLE 5

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

*BEFORE CLASS, CUT UP ARTICLE 5, and put the pieces in an envelope or container.*

Nobody has the
right to torture
or to harm
or to humiliate you –
which means
nobody has the
right to bully you.

**THE RIGHT TO**



**PROTECTION**

**from**

**TORTURE, HARM or  
HUMILIATION**

UDHR 5 and CRC 37

# Is It **BULLYING**?

How can you tell if someone is being bullied? This chart can help you decide if it's bullying or something else.

When someone says or does something **unintentionally** hurtful, and they do it **once**, that's **RUDE.**

When someone says or does something **on purpose** that is hurtful, but they only do it **once**, that's **MEAN.**

When someone says or does something **on purpose** that is hurtful, and they **keep doing it** – even when you tell them to stop it or show them that you're upset – that's **BULLYING.**





## ARE YOU AN UPSTANDER?

Sees bullying and **stands up** to the bully by speaking out to stop it or getting help from a trusted adult.

## OR A BYSTANDER?

Sees bullying, and **stands by** and watches, but says and does nothing to stop it.



# OGUGUA & THE BULLY



It was Ogugua's first day at the new school. The teacher met her at the door and showed her where she could sit.

"Children, this is Ogugua. She is new to our village. She will be living here with her grandmother," the teacher said.

"Taraji, will you be her special friend today?" the teacher asked.

When it was break time, all the children ran outside to play games together.

But Taraji forgot all about taking Ogugua with her.

Ogugua walked slowly outside and quietly sat down all by herself to watch the other kids playing.





At the end of the day, everyone began walking to their homes, laughing and talking with their friends. Except Ogugua. She didn't have anyone to walk with so she started walking home by herself behind some of the other kids.

Suddenly she heard a gruff voice say, "Hey, you! Stupid!" She stopped, and this time she heard the voice say, "You sure are ugly," just as a rock narrowly missed her!

She turned around to see a very angry, red-faced, big boy named Musa yelling, "Get outta my way! I hate you!"

Ogugua could not believe it! What had she done? Luckily for her, Musa stomped off down another path. Unfortunately, however, it happened again the next day.

By the third day, when school ended, Ogugua hardly knew what to do. She was afraid the same boy would find her yet again. Sure enough, she'd only walked a couple of blocks when a rock went flying over her head and she heard the same gruff voice.

"Hey, Stupid," bellowed Musa. "Why don't you go back where you came from?"



Tears began to trickle down Ogugua's face as she ran the rest of the way home as fast as she could. Nobody liked her or even cared what happened to her.

But Kneda had heard Musa yelling. When she looked back to see what was going on, she saw exactly what had happened.



She saw Ogugua's tears as she ran home, and it made Kneda feel very sad. But she didn't know how to help.

Kneda walked back to her friend Jamal who was chasing birds under the nearby bushes. She told him about what had just happened. It made Jamal sad, too.

"What should we do?" Kneda asked. "Let's think about it," said Jamal. "We'll figure it out tomorrow."





The next morning, Kneda's mother noticed her sad face. "Is something wrong?" she asked. When Kneda told her what had happened to the new girl at school, her mother thought for a moment, and then gave her a suggestion. "What a great idea! Thanks, Mom!" Kneda said as she jumped up, grabbed her bag and went running out the door on her way to Ogugua's house.

On the way, she stopped to tell Jamal her plan. She asked him to run ahead and tell some of the other children.



"Ogugua," called Kneda softly when she got to Ogugua's door. "Do you want to walk to school with me?" Smiling happily, Ogugua eagerly nodded her head.

Kneda stretched out her hand to Ogugua, and the two of them began walking to school.



Soon, Jamal came running up to join them.  
He took Ogugua's other hand.

“I told everybody in the neighborhood,” he said. “And they all want to come so Musa won’t bother you,” he told Ogugua.



Next, Taraji joined them.

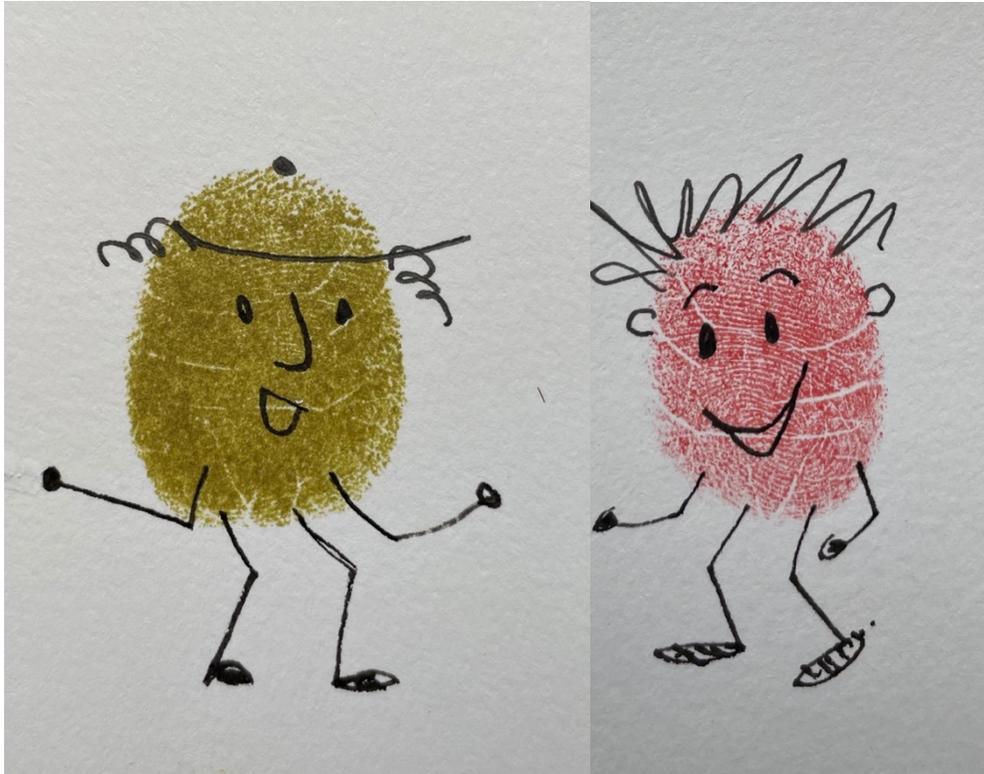
Pretty soon, other children came out of their homes also on their way to school. “Hey!” they said as they smiled and joined the group.



By the time they got to school, all the students were happily walking and talking and playing together, including Ogugua.



ALL except MUSA. He still had a big frown on his face. "I don't want to play with you, anyway," he said loudly as he went off to be by himself. However, Jamal and Kneda had other ideas.



“Hey, Musa,”  
Jamal called out.  
“Let’s be friends.  
C’mon and play  
with us. We need  
another player on  
our team.”

Musa couldn’t  
help smiling.  
“Sorry I was so  
mean,” he said.



Off he went to  
find Ogugua,  
and apologize.

Then he planned  
to go have some  
fun with  
everyone else  
on the  
playground.