

No Bullying Allowed

FREEDOM FROM TORTURE AND DEGRADING TREATMENT (BULLYING)

AGE: 11 – 16 years



LEARNING POINTS

1. **Bullying** is when someone does something on purpose to hurt you or to make you feel bad.
2. It is difficult to stop the bully.
3. A **Bystander** is someone who **stands by** and watches the bullying and does nothing to stop it.
4. An **Upstander** is someone who **stands up** to the bully and looks for ways to stop the bully.

MATERIALS

- Talking Stick
- Class Roll and Class Rules
- Chalkboard or flipchart
- Chalk or markers
- Song: Be Our Best
- Words for the song: Be Our Best
- Story: Nikola and the Bullies
- Rights and Responsibilities Cards
- Mini poster: Bullying
- Article 5, the UDHR
- Article 5, cut up *BEFORE* class
- Paper and pencil for each student
- Chart: Bystander vs. Upstander

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

FREEDOM FROM TORTURE AND DEGRADING TREATMENT

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, harm or 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.

WELCOME & WARM-UP (10 minutes)

- *Before class:* Display the Class Rules and previous Mini Posters.

Activity: Song, Be Our Best (Music and link at the end of the lesson.)

Sing or read or listen to the song, and ask:

What did the song say you all have? (accept all answers.)

Say: Thank you. Repeat this after me: I have value, yes I do.
I have value, you do, too.

- But then it changes. With rights to do what we can do
To be our best, yes, me and you.
- I have rights – why? To our best!
- Let’s say that together. With rights to do what we can do
To be our best, yes, me and you.

Say: Let’s sing that much all together, and then we’ll listen to the rest again.
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.

Play the rest of the song.

- The verse starts right out with “I have rights” – to do what? To lift my voice.
- Did you notice that the next few lines in this section all rhyme – voice, choice, rejoice.
Say it with me.

I have rights to lift my – what ?	voice,
Responsibility with every –	choice,
To help each person have a	voice,
To live in freedom and	rejoice!

Ask: Who can tell us what the word “responsibility” means? (Accept a couple of answers.)

Say: Responsibility means duty or obligation. Listen for it in the song.

- Let’s beat out the word “responsibility” together (either on their desks or on their knees) –
3 short beats and 3 long beats, let’s count: 1, 2, 3, 1 . . . 2 . . . 3. 1, 2, 3, 1 . . . 2 . . . 3.
- Now the words: Re - spon - si - BI -- LI -- TY
- Again! Re - spon - si - BI -- LI -- TY
- 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!

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 I can do
To make life better. Yes I do.

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!

INTRODUCTION

(5 minutes)

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.

Questions:

- What was our song saying that you all have? (Accept all answers.)
- How does it make you feel? (Allow participants to answer freely. Guide them to include the idea that they feel like they have **value** and **rights** and a **voice**.)
- How do you feel when someone treats you as if you have NO value or dignity? (Accept all answers.)

Say: That's what we're going to talk about today: What it feels like to be BULLIED.

DEVELOP & DISCUSS

(5 minutes)

Ask: Who can tell me what bullying is? (Accept all answers.)

Explain: Thank you. There are different kinds of bullying. **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, Nikola and the Bullies (at the back of the lesson)

I want to tell you about a young man who liked to play basketball.
(Read or tell the story, asking questions as you go along.)

After the story:

- Here's an astonishing fact: **More than half of most bullying will stop in LESS THAN 10 SECONDS when someone intervenes on behalf of the victim.** Ten seconds!! Isn't that amazing?
- You'll be happy to know that one of the Universal Declaration's human rights says that you are protected from bullying.
- Benjie, will you please hold up this sign for everyone to see? Thank you. Let's read it together.
Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
- In other words, what is this article telling us?

Write on the board as youth respond, guiding them to include:

- No one has the right to hurt you or embarrass you.
- You have the right to be protected from bullying.
- Degrading treatment is cruel and embarrassing.

CONCLUSION (5 minutes)

Show the mini poster: The Right to Be Protected against Bullying

Questions

- What do you think is happening here?
- How do you think this young man is feeling?
- How does the photograph make you feel?
- What unkind acts have you seen at YOUR school that made you feel bad?
- Is there anyone who would share their experience or what they have seen?
How did it make you feel?
- What are some kind things kids can do at school that make you feel good?

Accept two or three examples.

CHALLENGE

- Share the story of Nikola and the Bullies with your family and friends.
- This week, let's find some ways to make other people feel good by the things we say or do.

No Bullying Allowed



PROTECTION FROM TORTURE AND DEGRADING TREATMENT (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 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
- Chalkboard or flipchart
- Chalk or markers
- Song: Be Our Best
- Mini poster: Protection from Torture
- UDHR Article 5
- *Before class:* UDHR Article 5, one copy cut up as indicated
- Paper and pencil for each student
- Charts: 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)

Before class begins, display the mini posters where everyone can see them.

- Greet each youth warmly by name as they come in and show them where to sit.
- Display the Class Rules and mini posters where everyone can see them.

Ask: Do you think this boy is being treated with dignity?

Remove the entire piece of paper.

Ask: Does he look like he's being helped to be the best that he can be?

- What does Article 5 say?
- I need someone to put the words to Article 5 in order. Who would like to help me?

Take the words out of the envelope and have the student help you, holding up each piece and asking where it goes. Guide the students to recognize which ones don't fit.

Say: Thank you. Let's read it together.

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

INTRODUCTION (5 minutes)

FACILITATOR TIP: 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.

Activity: What Does Bullying Look Like?

Ask one of the students to hand out paper and pencil to each participant.

Say: Article 5 of the Universal Declaration of Human Rights says that no one has the right to bully you.

Ask: But what does bullying look like?

- Please write the words "BULLYING IS" at the top of your paper.
- Please draw a simple picture or write words about what bullying looks like to you. You have 2 minutes.
- It could be something that somebody does, on purpose, and it makes you feel bad or hurts you, and the person does it many times.
- It could be making fun of your clothes, or hitting or pushing, teasing or calling names, taking things without permission, saying things about people behind their back, not letting them play, or sending mean notes, emails or text-messages.

Allow the students to complete their pictures.

- Turn to your friend and show them your picture and tell them why it is bullying.
- Ask your friend, "How would you **stop** this?"

- Now switch: Have your friend show you his or her picture and tell you why it is bullying.
- Your friend will then repeat the same question to you: “How would you **stop** this?”

DISCUSS AND DEVELOP (10 minutes)

Explain: 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.

- But sometimes accidents happen and somebody gets hurts. For instance, you accidentally trip over someone’s foot on the playground and fall down, and the other person quickly apologizes to you.

Ask: Is that bullying? Why not? (Accept all answers.)

- Because it wasn’t on purpose and it wasn’t something that happened over and over again.

Explain: Here’s an astonishing fact: **More than half of most bullying will stop in LESS THAN 10 SECONDS when someone intervenes on behalf of the victim.** Ten seconds!! Isn’t that amazing?

Ask: Have you ever heard of an Upstander? Has anyone heard of a Bystander?

Show the chart, “Are You an UPSTANDER or a BYSTANDER?”

- Who would like to read the definition of an Upstander?

Student: AN UPSTANDER is a person who sees bullying and stands **UP** to the bully by speaking out to stop it or getting help from a trusted adult.

- Thank you. Now I need someone to read the definition of a Bystander.

Student: A BYSTANDER is a person who sees bullying, and stands **BY** and watches but says and does nothing to stop it.

Ask: Which takes more courage – being a Bystander or being an Upstander?

Say: It takes tremendous courage to be an Upstander and stand up to a bully.

Ask: Remember how long it often takes to stop most bullying if you are an UPSTANDER? (Allow youth to answer.)

- **More than half of most bullying will stop in LESS THAN 10 SECONDS when someone intervenes on behalf of the victim.** Ten seconds!! Isn’t that amazing?

Ask: Can you think of something you could say that might stop the bully from hurting you or someone else? (Accept all answers.)

- Thank you. I’m going to share some phrases you can use against the bully, whether you’re the one being bullied or if it’s someone else.

- We'll practice a few so that they'll feel natural and comfortable. You need to say them loudly to call attention to the bullying problem so that it doesn't get worse.
- I'll say a phrase, and then I want everyone to repeat it. I don't want you to yell, but I want you to say it loudly and clearly.
- The phrases are not meant to insult or attack the bully. They're meant to show your strength of character and that you care about the person being bullied.

FACILITATOR TIP: Choose **3 or 4 of the phrases** that you think your students will feel most comfortable using. Or ask the students to suggest phrases that **THEY** would use to **STOP** a bullying situation.

Stop it!

Not cool!

Knock it off.

Cut it out.

That was not funny.

That was mean.

That's bullying.

After practicing the phrases you've chosen, pick 2 more phrases.

- Now let's do two more phrases. This time I want you to look at your neighbor when you repeat them. Turn to the right for the first one. Then turn to the left for the second one.

CONCLUSION (5 minutes)

Activity: Paper Mash-up

- Look at the picture that you drew or wrote about bullying.
- 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.

Say: Raise your hand if you were able to bring your paper back to its original look and feel.

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

- What can you do to repair the paper? (Accept all answers. Guide the youth to consider ironing the paper, turning it into a piece of art, or pressing it between heavy books.)
- What can you do if you've bullied someone and you're sorry? (Accept all answers. Guide the youth to think about apologies, acts of kindness and other positive efforts.)
- It's hard to fix the hurt, but it can be done.
- How would our school be different if everybody said and did more kind things?

Say: Remember . . . We are **not** going to tease, call each other names or use put downs.

- We are **not** going to laugh at things that hurt others.
- We are **not** going to shove, kick, punch or hit.
- We **are** going to help others that are being bullied by speaking out or getting adult help.
- We **are** going to include all classmates in our activities.
- We **are** going to listen to other opinions and respect differences.

CHALLENGE

- I want you to think about what you're going to do the next time you see someone being bullied, and in need of an UPSTANDER.
- Teach our Be Our Best song to your family and friends.

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.

- Most of all, we're going to treat others with dignity and kindness.

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, consisting of two systems of a treble and bass staff. The key signature has one flat (Bb) and the time signature is 2/4. The first system has four measures with chords F, Bb, C7, and F. The lyrics are: "I have val - ue, yes I do. I have val - ue, you do, too, With". The second system has four measures with chords F, Bb, C7, and F. The lyrics are: "rights to do what we can do To be our best, yes, me and you."

Verse 2

Musical notation for Verse 2, consisting of two systems of a treble and bass staff. The key signature has one flat (Bb) and the time signature is 2/4. The first system has four measures with chords F, Bb, C7, and F. The lyrics are: "I have rights to lift my voice, Re - spon - si - bil - i - ty with ev - 'ry choice, To". The second system has four measures with chords F, C, F, Bb, F, F, C. The lyrics are: "help each per - son have a voice, To live in free - dom and re - jice!"

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

Repeat Verse 1

NIKOLA AND THE BULLIES



Most days Nikola could be found on the court at the park shooting his basketball, sometimes alone but often with his friends, while some of the girls from school enjoyed watching them play.

One day as Nikola and the others were shooting baskets, Stefan and his buddies appeared, a little bit bigger and a little bit tougher. As the bigger boys rounded the corner, they began chanting, chiding and calling out belittling names towards Nikola and his friends.

Ask: What do you think is going to happen? (Take all responses.)

- *Let's read and see what happens.*

As he'd done on other occasions, Stefan swaggered up to Nikola and demanded the basketball. "You can play with us if you want, but it's my ball!" responded the younger boy, as Stefan began shoving him. The girls at the fence had seen this before, but this time they decided to take action, especially when they saw Stefan pushing hard enough that Nikola tripped and fell backwards.



Ask: Is there a bully in this story? Is there a victim? (Pause and let the students respond.)

- *Why do you think that? (Accept all answers.)*
- *Back to the story.*

"C'mon, Vera!" called Dragana as she turned to run back toward the school. "We can't just stand here and watch them bully Nikola!" As they reached the entrance, they began screaming. "Nikola needs help!" they yelled. "Please help!" Again, Vera screamed, "Nikola needs help, now!"

Ask: Why do you think we would call Dragana and Vera Upstanders? (Take all responses.)

AN UPSTANDER is a person who sees bullying and stands **UP** to the bully by speaking out to stop it or getting help from a trusted adult.

Ask: What if they had just stood and watched what was happening?

- *What would you call them? Have you ever heard of a bystander?*

(Accept all answers.)

- A **BYSTANDER** is a person who sees bullying, and stands **BY** and watches but says and does nothing to stop it.

Back to our story.

Attracted by the noise, students and some of the security guards joined the girls and rushed after them back to the park. They found Nikola flat on his back on the sidewalk. Helping him to his feet, Nikola's friends quickly turned around and headed toward the basketball court, ready to take on the neighborhood bullies.

"Wait!" yelled Nikola. He stepped to the front of the group and began walking slowly toward Stefan and his friends. A hush fell over the crowd as they watched Nikola. "Gimme the ball," he said quietly, stretching out his hand. Glancing quickly around at the gathering numbers, Stefan reluctantly gave up the ball, and then began stepping carefully away. Much to his surprise, Nikola leaned forward and thrust out his hand in a gesture of peace. Stefan immediately grabbed it and the two boys shook hands and then gave each other a fist bump, as their friends cheered from the sidelines.

With a huge smile, Nikola tossed the ball to Stefan and motioned everyone else to join in a friendly game of basketball before resuming their afternoon activities.



Ask: What is so remarkable about Nikola? (He was a peacemaker, he offered forgiveness and wanted everyone to be friends.)

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.
There are two or three more short statements that do NOT relate to Article 5 (to be accepted / as a person). Include those in the container as well.

Nobody has the
right to torture
or to harm
or to humiliate you
which means
nobody has the
right to bully you.
to be accepted
as a person



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.



THE RIGHT TO



**PROTECTION AGAINST
TORTURE OR
HUMILIATION**