

# Lesson 4A - No Bullying Allowed

## Freedom from Bullying

You have the right to live, to be free and to feel safe.

*The Universal Declaration of Human Rights, Article 3*

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

*The Universal Declaration of Human Rights, Article 5*



### Learning Points

1. Rights and rules help to keep us safe.
2. Bullying occurs when someone purposely does something to hurt or to make you feel bad, and they do it more than once.
3. You have the right to be protected from being bullied or hurt or mistreated in mind or body.
4. Kindness is always the right thing to do.

**Display Class Rules where students can see them.**

### 1. WELCOME (5 minutes)

**Song: "Kindness Begins with Me"** (page 23)

- Have the music playing as students arrive, or use your own song that makes this point.
- Read the words and sing or read the lyrics.

#### Questions

- What does this song say about being kind?
- Who should be kind?

### 2. REVIEW (5 minutes)

Remind the students about the classroom rules from their first weeks together.

#### Questions

- Someone please tell us which of our class rules is your favorite and why.
- Why do we have rules in our class? With our families? On the soccer field?
- How do you feel about rules?

### 3. INTRODUCTION (5 minutes)

Rules are like our human rights. **Article 5** is a human right that protects us from bullying.

Call on a student to read **Article 3** and explain what it means. Call on another student to do the same with **Article 5** (page 23).

#### Questions

- Who can tell us what bullying is?

Bullying is purposely doing something to hurt someone or to make someone feel bad, and doing it more than once.

- Does anyone ever have a right to hurt other people? (Only in self defense.)

### 4. DEVELOPMENT (5 minutes)

**Show the Bullying mini poster** (page 25).

- What can you tell about the young boy?
- How does the photograph make you feel?
- What could make him feel sad or unsafe?
- Would someone like to share a time when you have ever felt that way?
- Can you think of a time when you helped someone who was in danger or felt sad?

### 5. CONCLUSION (10 minutes)

*As a student hands out paper and pencils, ask:*  
What does bullying look like?

**Activity: Paper Mash-up** (page 24)

After the game, explain that it takes courage to stop a bully.

Point out this important fact: **More than half of most bullying will stop in LESS THAN 10 SECONDS when someone intervenes on behalf of the victim.**

**Activity: How to Stop a Bully** (page 24)

- What are some phrases you can use to stop a bully? (Write answers on the board. Other suggestions are at the end of the lesson on page 24.)
- Choose 2 or 3 phrases from the board and have students repeat them to each other a couple of times.

### 6. CHALLENGE

- Tell family and friends that it takes less than 10 seconds to stop most bullying.
- Brainstorm and role play together about what you can do when you see bullying.

## Kindness Begins with Me

*Simply* ♩ = 60-69 (Conduct two beats to a measure.)

I want to be kind to ev - 'ry-one, For that is right, you see. So I

say to my-self, "Re - mem - ber this: Kind-ness be - gins with me."

*slower*

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### Article 3

**You have the right to live, to be free and to feel safe.**

*The Universal Declaration of Human Rights*

### 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*

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## Lesson 4A - No Bullying Allowed

### Activity: Paper Mash-up

Have a student pass out paper and pencils to everyone.

1. Ask students to write the words **“BULLYING IS”** at the top of their paper. Students take 1 minute to draw a simple picture or words about what bullying looks like to them. BULLYING is something that somebody does on purpose to make you feel bad or hurts you, and the person does it many times. (Making fun of your clothes, or hitting or pushing, teasing or calling names, taking things without permission, saying things about you behind your back, not letting you play, or sending mean notes, emails or text-messages, etc.)
2. When finished, have students pair up. Give them 2 minutes to discuss their pictures and words.
  - Explain to each other why it is bullying.
  - Ask each other: **“How would you stop this?”**
3. Now ask students to look at their own picture and follow these instructions:
  - 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 is flat.
  - Raise your hand if you were able to bring your paper back to its original look and feel.

Explain that this is what it's like when one person bullies another person.

### Questions

1. What can we do if someone is experiencing abuse or they are afraid because someone is bullying them?
2. Why is it important that we all feel safe?
3. How can we help each other feel safe?

### Activity: How To Stop A Bully

These phrases are suggestions only. Students should choose their own. Remind them that any phrases they use to stop a bully 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.

**Stop it!**

**Not cool!**

**Knock it off.**

**Cut it out.**

**That was not funny.**

**That was mean.**

**That's bullying.**



Remember to fill in your brief *Facilitator Notes and Reflections* (page 67).



## The Right to Protection from Torture or Bullying

UDHR 5 and CRC 19

# Lesson 4B - No Bullying Allowed

## Freedom from Torture or Bullying

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*

Government should protect you from all forms of violence, abuse or neglect by your parents or anyone else who looks after you.

*The Convention on the Rights of the Child, Article 19*



### Learning Points

1. Bullying occurs when someone purposely does something to hurt or to make you feel bad and does it more than once.
2. It is difficult to stop the bully.
3. A Bystander stands by and watches the bullying but does nothing to stop it.
4. An Upstander stands up to the bully and looks for ways to stop him or her.

### 1. WELCOME (5 minutes)

Song, “Kindness Begins with Me” (page 23) or a song or poem of your own choice with the same message.

### 2. REVIEW (5 minutes)

Questions

- What is the message from the song?
- Why is kindness always the right thing to do?

### Activity: Kindness Circle

- Sit in a circle. Starting with one student, take turns saying something she/he likes about each person.
- When finished: Would someone please share how that made you feel?



With a large group, create more than one circle by counting off (1, 2, 3, 4). Tell all the “ones” to make a circle, all the “twos” to make another circle, and so on. Each circle follows the instructions above.

### 3. INTRODUCTION (10 minutes)

Ask 2 students to read UDHR Article 5 and CRC Article 19 (page 27).

Questions:

- What are the Important words?
- What is different about these two articles?

### Activity: “Nikola and the Bullies” (page 28)

Tell students to think about the words from the UDHR and CRC Articles above as they listen to the story.

### 4. DEVELOPMENT (5 minutes)

Questions

- How might this story have ended differently?
- How was Stefan stopped?
- What was so remarkable about Nikola?
- How are Dragana and Vera **Upstanders**?

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.

- If they just stood there and watched what was happening, what would you call them?
- Have you ever heard of a **BYSTANDER**? What do you think a bystander is?

A **BYSTANDER** sees bullying, and **STANDS BY** and watches, and does nothing to stop it.

### 5. CONCLUSION (5 minutes)

- What part of the story shows that sometimes adults need to step in? (The security guards)
- Who would like to remind us of some of the phrases we shared last time that could help to stop a bully (page 24)?

Show the **Bullying mini poster** on page 25 and read **Article 5 together as a class**.

### 6. CHALLENGE

- Be an **Upstander**. Decide right now not to be a bystander the next time you see someone being bullied.
- Kindness is always the right thing to do. Think how you can share it. For one whole day, treat everyone you meet with kindness and respect.



It is important to coach our youth to use powerful, assertive phrases to respond to inappropriate behavior from others. **It is never acceptable for any young person to be bullied. Ultimately, it is up to adults to STOP the bullying.**

### **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 19**

**Government should protect you from all forms of violence, abuse or neglect by your parents or anyone else who looks after you.**

*The Convention on the Rights of the Child*

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### **Reminder: Optional Conclusions**

- Were we able to get rid of the scars or lines on our crumpled papers in our last lesson?
- What did the lines represent?
  - It is very difficult to take back unkind words, actions or behaviors.
  - It takes only a few seconds to hurt someone.
  - It is hard to fix the hurt but, it can be done.
- How would our world, school and family be different if everyone did more kind things?
- What is the opposite of kindness that we discussed last time?
- Who would like to share or demonstrate what you practiced for stopping a bully?



Remember to fill in your brief **Facilitator Notes and Reflections** (page 67).

## Lesson 4B - No Bullying Allowed

### Story: Nikola and the Bullies

Most days Nikola was at the park shooting his basketball with a few friends. The girls from school enjoyed watching them play. One day as the boys were shooting baskets, Stefan and his buddies appeared, and began chanting and calling Nikola and his friends ugly names.

**Ask: What do you think is going to happen?**

After allowing for responses, continue the story.



As he had done on other occasions, Stefan swaggered up to Nikola and took the ball. “You can play with us if you want, but it’s my ball,” responded the younger boy, as Stefan began shoving him. When the girls at the fence saw the pushing and shoving, they sprang into action, especially when they saw Stefan pushing hard enough that Nikola fell backwards to the ground.

**Ask: Who is the bully and who is the victim? Why do you think that?**

## Lesson 4B - No Bullying Allowed

“Come on, 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 school, the girls began screaming. “Please help! Nikola needs help, now!”

Students and security guards went rushing back to the park with them, where they found Nikola still lying flat on his back. Helping him to his feet, Nikola’s friends quickly turned around and headed toward the basketball court, ready to take on the bullies.

“Wait!” yelled Nikola. He stepped forward and began walking slowly toward Stefan and his buddies. A hush fell over the crowd. “Give me the ball,” Nikola said quietly, stretching out his hand. Glancing quickly around at the growing crowd, Stefan reluctantly gave up the ball, and began backing away. Much to his surprise, Nikola leaned forward and thrust out his hand in a gesture of friendship. Stefan immediately grabbed it, and the two boys shook hands followed by a fist bump.

With a huge smile, Nikola tossed the ball to Stefan and motioned everyone else to join in a friendly game of basketball before returning to class.

