

Learning and Playing Together

Respectful, Open-minded,
Cooperative, Kind, Safe

Respectful

to oneself, other people, and other things

What does this look like and sound like...

- In the classroom
 - **Work quietly with inside voices**
 - **Use appreciative statements and kind words; no put-downs**
 - **Use active listening: face the speaker, eyes on speaker, voices off**
 - **Cooperating and including others**
 - **Allow one person to speak at a time**
 - **Being supportive and helpful toward others**

Respectful

to oneself, other people, and other things

What does this look like and sound like...

- In the hallway
 - Travel in a quiet line on the right side
 - Travel with quiet feet and voices, and keeping your hands to yourself
 - Look at displays but not touching them
 - Hold doors for others
 - Pick up garbage you see in the hallways
 - Use entrance and exit doors closest to classroom

Respectful

to oneself, other people, and other things

What does this look like and sound like...

- **Outside**
 - **Take turns on play equipment; sharing equipment**
 - **Using kind words**
 - **Include others in play**
 - **Taking turns being the leader in a game**
 - **No bullying; Taking part in stopping a bullying situation**

Open-minded

to the views, values, and traditions of others

What does this look like and sound like...

- In the classroom
 - **Listen to and be open to the ideas of others**
 - **Celebrate different holidays and traditions**
 - **Celebrate and respect our differences**
 - **Consider different points of view**
 - **Make new friends**

Open-minded

to the views, values, and traditions of others

What does this look like and sound like...

- In the hallways
 - **Greet and smile at visitors**
 - **Take the time to appreciate hallway displays**

Open-minded

to the views, values, and traditions of others

What does this look like and sound like...

- On the playground
 - Try new games and ideas
 - Welcome others' ideas
 - Help new students feel welcome
 - Accept everyone's abilities during play

Cooperative

working respectfully and collaboratively with others

What does this look like and sound like...

- In the classroom
 - **Use attentive listening**
 - **Work together, help each other, equally share in the work**
 - **Take turns**
 - **Follow directions**
 - **Share ideas and materials**

Cooperative

working respectfully and collaboratively with others

What does this look like and sound like...

- On the playground
 - **Follow the Supervision Aides' instructions and suggestions**
 - **Take turns**
 - **Share equipment**
 - **Be a role model for younger kids**

Cooperative

working respectfully and collaboratively with others

What does this look like and sound like...

- In the hallways
 - **Move to the right side of the hall to make way for others passing you**
 - **Keep quiet**
 - **Share equally in play**
 - **Keep in your place in line**

Kind

demonstrating empathy, respect, and consideration for others

What does this look like and sound like...

- In the classroom
 - Use good manners
 - Use a positive tone
 - Encourage others
 - Share with others
 - Be friendly

Kind

demonstrating empathy, respect, and consideration for others

What does this look like and sound like...

- In the hallway
 - **Hold doors for others**
 - **Move to the right out of pathways of others**
 - **Smile at others when they pass**
 - **If somebody drops something, help them pick things up**

Kind

demonstrating empathy, respect, and consideration for others

What does this look like and sound like...

- On the playground
 - **Include students while playing**
 - **Be friendly**
 - **Treat others the way you would like to be treated**
 - **Share the leadership of games**
 - **Compromise on game or play ideas**

Safe

acting in a way that keeps oneself and others
from injury

What does this look like and sound like...

- In the hallways
 - **Travel on the right**
 - **Walk**
 - **Slow down to travel around corners**
 - **Report food or water spills on the floor to Mr. Davies or clean it up yourself**
 - **Use entrance and exit closest door to classroom**

Safe

acting in a way that keeps oneself and others
from injury

What does this look like and sound like...

- In the classroom
 - **Keep personal belongings organized and off the floor**
 - **Keep hands and body to yourself and under control**
 - **Use equipment properly and with care**
 - **Walk**
 - **Push chairs in when you leave your desk**
 - **Sign in/out at office if late or leaving early**

Safe

acting in a way that keeps oneself and others
from injury

What does this look like and sound like...

- On the playground
 - Leave rocks, pinecones and branches on the ground
 - Stay **Stay out of the parking lot**
 - When the bell rings **PICK UP** play equipment and **CARRY** it in
 - Use playground equipment safely: **Go feet first on slide; Don't climb the sides of slide; Stay back from the swings**

Safe

acting in a way that keeps oneself and others from injury

- **Control play - Keep balls from going into the parking lot, over fences and on roof;**
- **Get help from Supervision Aides if there are problems on the playground that can't be solved or if there is dangerous or unfair play**

IB Learner Profile and Attitudes

- Caring
- Principled
- Communicator
- Open-minded
- Balanced
- Inquirer
- Knowledgeable
- Reflective
- Risk-taker
- Thinker
- Appreciation
- Commitment
- Confidence
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Respect
- Tolerance

people who are here to help you!

- Your teachers and Educational Assistants working in the classrooms
- The counselor, Mrs. Bates
- The supervision staff outside – Ms. Morgan, Mrs. Leonard, Mr. Ryan, Mrs. Rexworthy, Mrs. Ireton
- The office staff – Mrs. Roberts, Ms. Boyd, Mrs. Ireton
- Your Principal Ms. Wilson and Vice Principal Mrs. Robertson
- Our custodian, Mr. Davies
- Parents

Bullying

What is the difference between bullying and teasing or unkind acts?

- Bullying is TARGETED, and REPEATED and done PURPOSEFULLY to HURT or HARM.
- Bullying happens when someone hurts, insults, scares, intimidates, or excludes another person on purpose REPEATEDLY.
- Bullying is when someone is mean to the same person over and over again,

TYPES OF BULLYING

- **Verbal** – when someone repeatedly uses name-calling, sarcasm, teasing, spreading rumours, or threats.
- **Social** – when someone repeatedly uses excluding others from a group, humiliating others with gossip or writing, intended to put others down.
- **Physical** –when someone repeatedly uses hitting, poking, pinching, chasing, shoving, coercing, destroying, or stealing belongings
- **Cyber** - when someone repeatedly uses the internet or text messaging to intimidate, put-down, spread rumours, or make fun of someone.

Teasing or occasional unkindness:

- Teasing is done with the intention to poke fun but NOT to hurt or harm (even though it may!)
- Random, occasional unkindness that is not purposefully targeting you - it is just someone having a BAD DAY so try not to take it personally!

What to do if someone is teasing you or being unkind:

1. Ignore them
2. If you ARE hurt or bothered by the teasing or unkindness, you need to let the person know how their teasing or unkindness makes you feel and ask them to stop

“When you laughed at my new backpack and called it a ‘baby’ backpack that made me feel sad and uncomfortable – please don’t do that - my Grandma picked this out for me as a Christmas gift and I happen to like it and because it came from my Grandma it means something special to me.”

3. Find out how to make their day better so they don’t hurt or bother anyone else!

How to identify a bully:

- Bullies are people who are trying to TAKE YOUR POWER away from you.
- Bullies often ACT tough or mean because they are sad or hurting themselves inside.
- Bullies will intimidate others into supporting them – they rarely actually have any TRUE friends
- Bullies bully to get a reaction from their victims - so control your reactions!

Don't let a bully steal your power!

Dealing with Bullying

- *Talk about bullying –in classrooms, with friends and parents*
- *Let a trusted adult know what is going on – report bullying incidences EARLY and OFTEN – Who are your “trusted adults” – NAME THREE*
- *Hold the anger – bullies get satisfaction from seeing someone get angry*

Dealing with a Bully

- *Never get physical with a bully or bully back*
- *Act brave, walk away, and ignore the bully*
- *Stand tall, look them in the eye and with confidence, SAY SOMETHING (see the next slide) – don't let yourself look like an easy target*
- *Use a buddy system – bullies are more likely to bully a person when they are alone*

http://www.canadiancrc.com/Bullying_Canada_Resources_Provincial_Programs.aspx

How to deal with bullies? Speak up!

Stand tall, look the bully in the eye, and then with confidence, say something - then **WALK AWAY**,

because it is a waste of YOUR time and energy to get into an argument with the bully.

Try one of these "SAY SOMETHING" strategies:

- Tell it like it is

"I don't like it when you ___ because it makes me feel ___. Please stop!"

- Simply disagree with them

"I don't think so!"

- Act surprised and walk away.

"I can't believe you just said that!!"

More “SAY SOMETHING” strategies:

- Let the bully have their opinion – but let them know you don’t have to agree!

“Well, that’s your opinion...”

- Use humour or sarcasm to get the bully and those around the bully laughing

“Thanks for the compliment – I’ve been working on that!”

“Really? GREAT! Because that’s what I was going for!”

- Ask a question

“Was that really necessary? REALLY??”

- Use the “one word” technique

“WOW!” or “REALLY?”

More “SAY SOMETHING” strategies:

- Look VERY confused just say “WHAT?” or question what was said – this often confuses the bully

“What do you mean by that? That doesn’t even make sense!”

- Say the bully’s name with a tone surprise or disappointment
- Completely change the topic to confuse the bully – take them off track!

“So any of your going to the hockey game tonight? Did you see the game yesterday?”

!

Dealing with a Bully

Remember - don't get into any further argument with the bully - that's what they want so don't let them have it!

WALK AWAY!! BE THE BETTER PERSON! ACT in ways that make the situation BETTER, not WORSE!

GET HELP from an Adult!

Who are YOUR "GO TO" adults?

Anonymous reporting

<http://www.erasebullying.ca/bullying/bullying-vs.php>

BYSTANDERS

Being a BYSTANDER encourages the bully so DON'T
BE a *Bully Bystander!*

- Being close to, standing beside or behind, or watching someone while they bully someone GIVES the bully POWER and makes the bullying WORSE.

When bullying occurs - if your are there and do NOTHING to intervene or stop the bullying you are part of the bullying, even if you don't participate or agree with what they are doing.

What to do if you are a BYSTANDER to Bullying

- Tell the bully to STOP doing what they are doing
“Stop calling _____ names – that’s not going to solve anything.”
- Get the bully away from the victim
“Come on, just let it go – leave them alone - let’s just go play soccer.”
- Get the victim away from the bully. Ask the person who is being bullied to walk away with you.
“Let’s get out of here – come with us, let’s go play 4-square.”
- **GET an ADULT** - tell the adult what you saw and heard and ask for them to help!
- **REPORT** bullying incidences to an adult – as soon as possible!

What to do if you are a BYSTANDER to Bullying

If the intensity of the situation increases and a heated argument or a fight breaks out:

- Run to get an adult to intervene
- YELL “STOP!” over and over again in a very loud urgent voice

Never step into a fight and/or physically to try to stop those who are fighting by holding back or hitting one of the fighters. This makes the fight increase in intensity and YOU could then get hurt. If you are hitting or holding YOU also then become one of the “fighters”!

How to support a victim of bullying

- Give support to those who are being bullied by being kind, caring, and supportive.
 - *Ask them to play with you and your friends or to work with you on projects in class.*
- Let the person who is the victim know that you and others care about them and that you will support them.
 - *Talk to the victim – get to know them!*
- Encourage the victim to get help and support from an adult
 - *Offer to go with them to talk to an adult and remind them that the adults care and are here to help.*
 - *Remind them adults will help them with a plan and will always work to protect them from further bullying*

How to support a victim of bullying

The more people who turn their support toward the victim and show they CARE, the less power the bully will have over them and the less bullying will happen.

Bullying Quiz

Assess the following scenarios - Which are bullying situations? Which are not? Why?

Empathy

What is empathy?

http://www.youtube.com/watch?v=icllUdTEQnU&list=PLvzOwE5IWqhSwkvkhIPP5qIF362aBRSxe&index=2&feature=plpp_video

Why is empathy important?

Taking Responsibility

Misbehaviours are usually classified in three categories and dealt with in the following ways:

Level 1 Misbehaviours:

- Minor and occasional violations of the Code of Conduct
 - Running in hallway
 - Occasional name-calling
 - Occasional bothersome teasing

Consequences & Restitution

- Problem solve with an adult; usually involves apologies and restitution

Taking Responsibility

Level 2 Misbehaviours:

Repeated or more serious violations of the Code of Conduct

- Repeated name-calling/teasing that is bothersome to others
- Repeated exclusion of others
- Repeated disruptions in class, or unsafe or dangerous play

Consequences & Restitution

- Problem-solving facilitated by adults
- Completion of a reflective “Think Paper”
- Apology or restitution
- May contact parents
- May be loss or restriction of privileges

Taking Responsibility

Level 2 Misbehaviours:

Severe violations of the Code of Conduct that significantly impact the safety of self or others

- Violent behaviours (fighting)
- Bullying
- Physical aggression
- Coercion or extortion
- Major theft/illegal acts
- Major damage to property
- Racist or sexist taunts
- Discrimination
- Repeated significant disruptions to the learning environment

Consequences & Restitution:

- Problem-solving facilitated by adults
- Completion of a reflective “Think Paper”
- Apology or restitution
- Loss of privileges
- Parents contacted
- May include suspension

Everyone has the right to be respected and the responsibility to respect others

- **The Playground Kids' Anti Bullying video**

<http://www.youtube.com/watch?v=-yRGGt7nJOM>

- **Bullying ain't cool PSA**

http://www.youtube.com/watch?v=KYUV_nYYEE&feature=related

- **Bently Green – Bullying Ain't cool song/Rap**

<http://www.youtube.com/watch?v=ZL7pC25-0Eg>

- **Kindness – Intermediate**

<http://www.youtube.com/watch?v=qZgUIGMOI6M>

<http://www.youtube.com/watch?v=ufQpgYSDRdU>

Kindness Primary

<http://www.storylineonline.net/chesters-way/>

More Videos

[More Videos - kindness and empathy](#) – click
[HERE](#)

ERASE Bullying

- - information about the ERASE program is available at <http://www.erasebullying.ca/>

- <http://bullyingcanada.ca/content/239900>
- <http://www.cbc.ca/news/canada/story/2012/10/12/bullying-prevention-funding.html>
- <http://www.bullying.org/htm/main.cfm?content=1084>
- <http://www.edutopia.org/blog/teaching-kindness-the-kind-campaign-lisa-dabbs>