

Teaching Guidelines to Support Bully Awareness

Created by author and early childhood educator, Lana Button

Empathy is one of the most important social skills involved in bullying prevention. A child is less likely to hurt and more likely to help if they can imagine how that person might be thinking and feeling. These activities, based on Lana's books *What if Bunny's NOT a Bully?* (Kids Can Press) and *Willow Finds a Way* (Kids Can Press) are intended to foster empathy, kindness and positive action in your classroom.

Let's Celebrate our Differences with "Would You Rather...?" Surveys

Play "Would you Rather...?" with the class. Have them raise their hand at their preference. You might ask, "Would you rather eat pizza or spaghetti?" "Would you rather go swimming or play hockey?" "Would you rather go on a hike or watch a movie?" Then invite each student to create their own "Would you Rather...?" Survey. Have each student share their results. This is a great way to celebrate everyone's differences.

Life is more interesting- more fun because we are all different! But we are all the same when it comes to feeling some type of emotion when something happens to us.

Fill in the "Feelings" Chart When I am at school, I feel...

sad when _____.	happy when _____.
left out when _____.	included when _____.
discouraged when _____.	'liked' when _____.
frustrated when _____.	proud when _____.
disappointed when _____.	appreciated when _____.

* "Are there other happy and sad feelings based on school experiences that you can think of"?

*Fill in this chart as a whole group. Then have each student create their own picture of when they had a 'sad feelings' moment, and then a 'happy feelings' moment.

*Students might share their work with the class, allowing for further understanding of how our peers feel throughout the day, based on their experiences and interactions.

Role Play: Giving Space to Say, "I'm Sorry."

In pairs, have students act out a scenario and role play. One student expresses a 'sad feeling' example from the "Feelings Chart" The other student states, "I'm Sorry." Then reverse roles. This exercise normalizes people both making mistakes and apologizing for making mistakes.

Let's Brainstorm, "What To Say!"

If we see someone leaving a person out, we might say _____. (Ie: "That's not nice." "Let them have a turn." "Let's make room." etc.)

If you hear someone saying mean comments about a person, we might say _____. ("You need to stop that." or "We don't treat each other like that in this class.")

If you see someone push someone or hit them you might _____. (Ie: Tell them to stop. Tell an adult.)

If you realize you've said or done something that has made someone feel 'sad feelings' you might say _____. (Ie: I'm sorry I did that. I made a mistake. I won't do that again.)

Let's Make Kindness Pledge Posters

Make Class Kindness Pledge Posters incorporating the three action rules:

"NO NAMES!" "HELP EVERYONE!" and "TAKE ACTION!"

*This can be done in groups or individually. Students can be encouraged to come up with creative ways to illustrate how they will tell classmates how they feel instead of calling someone a name, they will help all of their classmates, and take action when they see that someone needs help. And sometimes taking action means taking responsibility for your own behavior and saying, "Sorry."

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