

Bullying Awareness and Prevention Resource Pack for Year 2 children

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BED 06

May, 2016

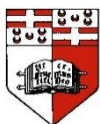
A Dissertation Presented to the FoE in Part Fulfilment
of the Requirements for the Degree of Bachelor in
Education (Honours) at the University of Malta;

ABSTRACT

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Bullying Awareness and Prevention Resource Pack for Year 2 Children

This dissertation focuses on the importance of creating awareness in young school children so as to prevent bullying. The different bullying styles were described and how these influence the life of a child was explained. After analyzing the curriculum for Year 2 classes, a cross-curricular hands-on resource pack which can be used by teachers at this grade level was developed. Through these resources, teachers can increase awareness and prevention of bullying through several subjects, namely, English, Maths, Maltese, Religion and PSD. In order to make the pack more easily accessible to teachers, lesson plans to complement the resources in order to maximize their potential were also developed.



UNIVERSITY OF MALTA

FACULTY/INSTITUTE/CENTRE:

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Bullying Awareness and Prevention Resource Pack

I hereby declare that I am the legitimate author of this Long Essay/Dissertation/Thesis and that it is my original work.

No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of learning.

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Dedication

This dissertation is dedicated to my family, especially my mother and my father who have been my rock throughout my course of studies.

I would also like to dedicate my work to all those who have been or are victims of bullying. Stay Strong.

Acknowledgements

Firstly, I would like to express my sincere gratitude to Prof. Mark Borg and Dr. Gorg Mallia for their constant support, motivation, patience and invaluable feedback whilst working on my dissertation.

Furthermore, I would like to thank my brother Beppe Antignolo and my sister Krista Spiteri Antignolo for motivating me and helping me throughout the design of the resource pack.

My sincere thanks go to my family and friends, namely, Nicole Attard, Julia Buttigieg, Michela Catania, Dawn Grech and Gayle Grech, for the friendship and support throughout the four years at university.

Above all, I would like to thank God, my Hero, for being my strength and beacon while writing this dissertation. Without Him I would not have acquired wisdom.

Table of Contents

Abstract	II
Declaration.....	III
Dedication	IV
Acknowledgements	V
 Chapter 1: Introduction.....	 1
 Chapter 2: Literature Review.....	 6
2.1 Introduction	7
2.2 Defining Bullying	7
2.3 Different Types of Bullying	9
2.4 Bullying in Malta.....	11
<i>2.4.1 Influence of the sexes.....</i>	<i>12</i>
<i>2.4.2 Differences between primary and secondary schools</i>	<i>13</i>
2.5 The Victims	14
2.6 The Bullies	14
2.7 Teachers' Perspectives on Bullying	15
2.8 Anti-Bullying Programmes	16
<i>2.8.1 Awareness Week.....</i>	<i>16</i>
<i>2.8.2 Whole-School Approach.....</i>	<i>16</i>
<i>2.8.3 Peer Mediation Schemes.....</i>	<i>16</i>
<i>2.8.4 Hosting a National Campaign</i>	<i>17</i>
 Chapter 3: The Resource Pack	 18
3.1 The PowerPoint Presentation	19
3.2 The Game	20
3.3 The Story Book	21

3.4 The Interactive Game.....	22
3.5 The Poem	24
 Chapter 4: Teachers’ Feedback	25
4.1 Year 2 Teacher – Our Lady Immaculate School	26
4.2 Year 2 teacher- Kulleġġ Santa Tereża Birkirkara.....	31
4.3 Year 2 Learning Support Assistant -Chiswick House School	32
 Chapter 5 : Concluding Chapter	35
 Appendices	39
Appendix 1 : The Bee-Bot Game Cards.....	40
Appendix 2: The Book.....	49
Appendix 3: The PowerPoint presentation	52
Appendix 4: The Poem.....	55
Appendix 5: The interactive Game	56
 Lesson Plans.....	63
Appendix 1.1 Maths Lesson Plan: Bee-Bot Game	64
Appendix 1.2 English Reading Lesson Plan: English Reading Book	67
Appendix 1.2.1 Maltese Reading Lesson Plan: Maltese Reading Book	70
Appendix 1.3 Religion Lesson Plan: PowerPoint Presentation	73
Appendix 1.4 English Poetry Lesson Plan: The Poem.....	76
Appendix 1.5 Personal and Social Development Lesson Plan: Interactive Game	79
 References	83

Chapter 1: Introduction

Bullying in schools has been a serious problem for many years. Social workers, teachers and parents have been facing this problem in their classroom, at work and even at home. “Violence, harassment and bullying are human rights issues that profoundly affect the lives of children” (United Nations, 1989). Every school must plan and enforce a policy on bullying. Schools should provide a safe environment and appropriate education. This problem does not merely hinder the provision of this type of education and environment, but is indicative of lack of respect towards individuals and violates a number of rights, such as:

The right to a safe and supportive educational environment free from violence and aggression both on an emotional and physical level. The right to be safeguarded from physical injuries and emotional distress, taking into account a person’s self-worth, dignity and wellbeing. The right to healthy mental, physical, spiritual, moral, sexual and social development. The right to be treated equally, free from discriminatory comments, labelling and stereotyping. The right to adequate access to recreation and play. The right to freedom of expression and involvement. The right to privacy (Ministry of Education, 2014,).

In Malta, it was only following a publication of findings on school bullying by Borg in 1995 that Bullying featured on the national agenda. This was followed by a succession of initiatives (e.g. Ministerial Committee on Bullying, and Anti-Bullying Policy) to help deal with bullying in schools. Recently, the Office of the President has been instrumental in creating more awareness about this problem and to help say NO to bullying.

The United Nations Convention on the Rights of the Child of 1989 was ratified by Malta a year later. The Convention places the onus on the state which must ensure that schools provide discipline which safeguards the dignity of the child. The Education Act (1988) Chapter 327 of the Laws of Malta clearly states that it is the duty of the Maltese state to address bullying and ‘undesirable behaviours’. A number of legislations mention the need of involvement of parents, teachers and heads of school to redress this problem. The legislations clearly emphasize that any type of bullying,

discrimination, exclusion or restriction based on colour, race, culture or ethnic differences are strictly prohibited.

Personally, I feel that bullying can be a traumatic experience to many youngsters. Bullying can break a person since it has several negative effects which unfortunately have forced many individuals to resort to illegal substances and, in isolated cases, even suicide. Research clearly demonstrates that this problem causes short and long-term effects on the wellbeing of individuals. Bullying affects them psychologically, physically and academically (Raphael, 2000; Rowling, 2005). Therefore, my aim is to create more awareness for primary school children to refrain from engaging in bullying. "Where there is little sense of connectedness there is little relational trust and few shared goals. This is the atmosphere in which prejudice, intolerance and bullying thrive" (Roffey, 2011, pp. 125).

During my teaching practice experience while reading my B. Ed. (Hons.) primary course, I have witnessed bullying in my classroom with children as young as six years of age. On most occasions, I felt very helpless and repeatedly questioned myself what I was supposed to do. It is perhaps rather futile stopping it temporarily by applying traditional methods in order to suppress misbehaviour. When speaking to professionals about the issue, I often received the response that Year 1 children are 'too young' to bully each other. Skepticism and misinformation promotes the idea that bullying is not so serious or that it does not exist. Stereotypical mentalities, such as, "it is all part of growing up", hinder us from working together to curtail and prevent this problem.

School bullying is a very grave issue which all educators should treat with immediacy and the seriousness it deserves. Indeed, Fredriksson (1996) classifies bullying as the central issue related to school violence, claiming that such attitudes are the primary source of school-related bullying.

The aim of this study is thus to help raise greater awareness and promote a zero tolerance attitude to bullying among primary school children. I shall attempt to do this by creating a resource pack for six to seven-year-old students. Absence of resources pertaining to bullying awareness has been the motivating force behind this decision. As a topic, Bullying is introduced in schools in Year 3. Therefore, my project can assist teachers to introduce bullying to students at a younger age while teaching core subjects. For example, during an English reading lesson, the teacher can read a story which includes children engaging in verbal and physical abuse. These resources are devised according to the Maltese National Curriculum for Year 2. Hence, the teacher can raise more awareness on bullying in a cross-curricular manner.

The resource pack will introduce children to the problem of bullying and familiarize them with its effects. This will help them to understand the concept, be aware of it, and start learning how to deal with such situations. The pack will comprise a number of resources, namely, a PowerPoint presentation, interactive game, poster, poem, game, and a story.

This dissertation is organized in four chapters. The first chapter is the literature review which explores different forms of bullying and how schools address this problem. I have carried out considerable research on the effects of bullying on children which has helped me to take a particular approach when creating the resources.

In the second chapter, I researched different ways children learn in an influential way. Consequently, I created my resources on this body of research. I have included lesson plans for each resource for teachers to use during their lessons. The lesson plans are very simple to follow and easy to use in class. In this chapter, I further included pictures of each resource in order to explain step by step how this is to be used.

The third chapter focuses on feedback obtained from three teachers who hail from State, Church and Independent schools. All three teachers have tested the resource pack in their respective classrooms.

The final and concluding chapter includes a discussion arising from the teachers' feedback. Furthermore, it explains the rationale for the selected resources and considers the best ways how educators can adopt these ideas to create a positive learning experience with a zero tolerance to bullying in their classroom.

Chapter 2: Literature Review

2.1 Introduction

“Be hopeful and you’ll find a way, I know it’s not easy but that’s okay, just be hopeful.” (Evans, 2005)

Teachers are not merely responsible for the education of their students in the core subjects. They are duty-bound to impart nonacademic knowledge, skills and competence which are vital for their wellbeing.

This chapter shall first offer different definitions of bullying followed by the current situation in Maltese schools, and how manifestations of bullying differ from primary to secondary levels. The various facets of bullying occurring in different countries and the influence of pupil sex will also be reviewed. One cannot discuss the problem of bullying without giving due importance to the victim. Thus, this chapter will review research which explains the characteristics of the victim and how bullying affects them. Since teachers have a very important role in the classrooms, they are crucial when bullying takes place. Therefore, teachers’ perspectives on bullying will also be discussed. Finally, this chapter will present a number of anti-bullying programmes devised in several countries in their attempts to curb bullying.

2.2 Defining Bullying

Most experts in the field agree that there is considerable debate on a clear definition for the term bullying. Ross (2002) observes that while many researchers agree that bullying is a common problem, very few agree on a widely accepted definition. The definition of bullying coined by Olweus (1993) is the one which most researchers apply, namely that “... a student is being bullied or victimized when he is exposed repeatedly and over time to negative actions on the part of one or more other students” (Olweus, 1993, p. 9, as cited in Sanders & Phye, 2004).

Olweus (1995) further elaborates on bullying as an asymmetric power relationship (that is, imbalance in strength), explaining that bullying or victimization occurs when a student is constantly exposed to negative behaviour from one or more students. Moreover, manifestations of bullying can take the form of physical contact, verbal abuse, vulgar gestures, and

other forms such as making faces or intentional social exclusion. “The unjust exercise of power of one individual over another by the use or means intended to humiliate, frighten, denigrate or injure” (cited in Whitehead, 1996, p. 6) is the definition of bullying according to the National Association of Schoolmasters Union of Women Teachers (NASUWT).

Bullying may be defined as an activity of aggressive behaviour intended to hurt another individual physically, emotionally or even mentally. Physical bullying implies hitting, punching or kicking. Verbal bullying denotes name calling or taunting, whereas relational bullying means destroying peer acceptance and friendships. The most recent form of bullying is cyber-bullying which involves the use of digital technologies (such as the internet and mobile phones).

Quigg (2012) defines bullying as an act of abuse, intimidation and threat by others which can be done through verbal harassment, physical assault and other behaviour directed at particular targets. Such behaviour can take place for a number of reasons, namely, religion, race, social class, sexual orientation, appearance, behaviour, body language, personality, lineage, strength, different abilities, as well as stature.

Therefore, bullying is clearly an undesirable form of behaviour having negative consequences on victims. The quintessential question hence remains, namely, how we can provide an understanding of this phenomenon of bullying at school, and how it can be addressed effectively.

2.3 Different Types of Bullying

In order to address the problem of bullying, one must be aware of the different forms of bullying in today's schools. The six most common types of bullying are verbal, physical, emotional, cyber, sexual and prejudicial (Dupper, 2013).

Physical Bullying: Physical bullying is the most obvious and readily identifiable form of bullying. It occurs when students use physical actions to gain power and control over their targets. This form of bullying is typically more aggressive and includes kicking, punching, hitting, slapping, shoving and other physical attacks (Heinrichs & Smith Myles, 2003, p. 25). This type of bullying has received more attention from schools than other subtle forms of bullying since it is by far the easiest to identify (Sexton-Radek, 2005, p. 52).

Verbal Bullying: "Verbal bullying includes teasing and making fun of someone, verbal threats, name-calling, and other types of incidents involving language" (Heinrichs & Smith Myles, 2003, p. 25). Perpetrators of verbal bullying use verbal language such as name calling in order to take control or gain power (House of Commons Education and Skill Committee, 2006/7; p. 94). Consequently, the bully insults, hurts and belittles another person. The bully here tends to target certain individuals based on particular features or characteristics. This can also be evident with children with special needs. This is not very easy for teachers to identify since verbal attacks most often take place when no adults are around. The biggest mistake teachers can make is to simply tell the victim to 'ignore' the comments thinking that there is no significant impact (Smith, Pepler, & Rigby, 2004). Research shows that verbal bullying can have deep emotional scars on the victim.

Emotional Bullying /Social Bullying: This form of bullying takes place when peers try to sabotage each other, spread rumours, manipulate and tarnish each other's confidence. This is so insidious that it often goes unnoticed by teachers and parents. The main objective for the bullies is to

increase their own social standing by having control over other people or demeaning them. Girls tend to use this sort of relational aggression more than boys. As a result, the victim tends to be teased, insulted, ignored and excluded from the group and others (Heinrichs, & Smith Myles, 2003; p. 27).

Cyberbullying: This form of bullying is most common among youths. Through the use of digital technology, such as, mobile phones, internet and other technological gadgets, people cyber-harass others. Manifestations of cyber-harassment include the use of online threats, sending insulting emails or texts, or posting damaging images (Kowalski, Limber, & Agatston, 2012). This type of bullying is becoming more of an issue as it is constantly and steadily increasing. It is also becoming more widespread since bullies are much less likely to be caught. A research conducted by The Cyberbullying Research Center in 2012 concluded that “20 percent of students have reported being bullied electronically, up from just 3.7 percent in 2007. Also, 13.7 percent have either posted on their website or texted mean hurtful comments” (Hansen, 2012, p.1).

Furthermore, Hinduja and Patchin (2012) believe that since teens are constantly attached to technology, they are most likely to be victims of this sort of bullying.

Cyberbullying is a growing problem because increasing numbers of kids are using and have completely embraced interactions via computers and cell phones...Because the online communication tools have become an important part of their lives, it is not surprising that some kids have decided to use the technology to be malicious or menacing towards others. The fact that teens are connected to technology 24/7 means they are susceptible to victimization (and able to act on mean intentions toward others) around the clock. Apart from a measure of anonymity, it is also easier to be hateful using typed words rather than spoken words face-to-face. And because some adults have been slow to respond to cyberbullying, many cyberbullies feel that there are little to no consequences for their actions. (p.2)

Sexual Bullying: This type of bullying manifests itself in actions that target a person sexually, such as, vulgar comments or gestures, uninvited touching, and exposure to pornographic material. In extreme cases, sexual bullying can lead to sexual assault. Sexual bullying in schools can take place by name calling with sexual connotations and insulting one's appearance or physique. Moreover, boys might touch girls inappropriately and tend to make crude comments. Banyard et al. (2006) found that from a sample of 980 adolescents in grades 7-12, 10% of boys and 2.5% of girls reported sexual harassment, such as, unwanted kissing, touching or even intercourse (Duncan, 2013, p. 33).

Prejudicial Bullying: This form of bullying revolves around differences in religion, sexual orientation and race. Prejudicial bullying is mostly carried out by means of all the types of bullying discussed above and its motivation or reason is grounded in religion, sexual orientation and race. Children tend to suffer from this form of bullying since they are perceived different from others. For instance, according to Sanford, black children tend to be blamed more often by their own friends and adults than their white counterparts. These prejudicial and rejecting behaviours hinder and affect how children perceive themselves and also influence their perception of acceptance (Beane, 2008).

2.4 Bullying in Malta

Bullying in school has always been a universal problem. Various research studies have been carried out in several countries to explore ways to tackle and control this problem. Since the current resource pack is aimed for Maltese primary year two classes, I shall focus on findings on bullying in Maltese schools. An extensive nationwide research was carried out in local state schools by Borg (1999) in order to find out more about the nature and extent of bullying. A total of 6,282 pupils from both state secondary and primary schools in Malta participated in this study. Results clearly demonstrated the seriousness of bullying in Maltese schools.

Bullying was also the focus in Mizzi's dissertation (1998) entitled "Perception of Bullying in Maltese State Schools". A staggering 60.5% of these students were identified as victims, whilst 48.9% were bullies. A total of 72.7% were occasional bullies, whereas 27.3% were frequent bullies. It was further discovered that occasional bullying increased during the transition between primary and secondary schooling, and then declined again for the remaining three years in secondary school (Whitney & Smith, 1993). Therefore, one can conclude that bullying tends to increase during the transition from students' primary years to early adolescence.

2.4.1 Influence of the sexes

Mizzi (1998) further discusses results of differences in sex. The study evidently shows that more boys were victims of bullying (22.4%) as opposed to girls (15.5%). The sex of the bully or victim was another influential factor. For instance, there were less girl bullies (10.2%) than boys (18.2%), thus showing that boys tend to resort more to bullying than girls. When it comes to name calling, 62% of boys suffered this type of abuse, whereas 31.1% of girls admitted to being called names. Additionally, boys suffered more physical bullying (44.4%) than girls (24.1%). This also applies to threatening since 24.9% of boys were threatened by their peers, as opposed to 19.1% of girls. Similarly, percentages pertaining to thefts show that 18% of girls reported that they had been robbed, while boys suffered this abuse more (25.8%). Results also demonstrate that more boys tend to be perceived as the bully (33.6%) than girls (15.3%).

However, if one were to look at percentages of bullying, one could clearly see that overall, more girls are victims of bullying (53.8%) than boys (46.2%). Social exclusion is more frequent with females (35.8%), whereas 19.5% of boys claim to have been ostracized by their peers.

2.4.2 Differences between primary and secondary schools

Results of the research study further demonstrate that there are fewer primary school bullies (19%) than secondary school ones (30.4%). However, when it came to primary schools, there were more victims who suffered physical abuse, were ostracized by their peers, and were lied about. Beating at primary level reached 61.1% as opposed to 41.4% at secondary level. Exclusion at primary level was also higher (36.3%) than at secondary level (30.9%). Furthermore, 25.8% of primary school children tend to lie about their victims, whilst 16.5% of secondary school bullies do so. Therefore, through these statistics, teachers can aim to increase awareness related to social inclusion, lying and physical abuse as soon as children enter primary school. The pack will focus on these situations and will thus include resources to enhance children's awareness of this problem, hence preventing future incidents.

This study further demonstrates that the most common places for bullying in schools are the playground and classroom. Nonetheless, students were also bullied in school corridors, on their way home from school and on their way to school. Again, more primary school children were bullied on the playground (55.7%), the school corridor (23.2%), on their way home from school (15.3%), and on their way to school (27.7%) than their older counterparts. In secondary schools, bullying took place more in the classroom (46.1%) (Mizzi, 1998).

Another noteworthy finding is that bullying was most frequent amongst children of the same age groups. In fact, 66.7% of students were bullied by their friends, and 78.7% of those participating in this research bullied their friends. On the other hand, 44% were bullied by older peers, whereas only 10.2% were bullied by younger peers. This percentage also shows that, yet again, 30.9% of students admitted to bullying older pupils and 28.9% victimized older children.

Clearly, bullying is a major problem in Malta at both primary and secondary levels. Therefore, at the beginning of students' academic experience, all teachers, heads of schools, counsellors, parents and other authoritative people in their lives must endeavour to create awareness and teach them about the effects and influences of such behaviour (Mizzi,1998).

2.5 The Victims

One quintessential question recurs, namely, who is the victim? Is it the person being bullied, the bully, or both? Olweus (1993) believes that the victims are those students who are more insecure and anxious than others. They tend to be lonely and abandoned and have a negative perception of themselves. Due to their experience, they tend to develop low self-esteem and look at themselves as inferior to others, stupid, ashamed and unattractive. Olweus labels the type of victims who are neither aggressive, nor provocative, as the 'passive' or 'submissive' type. Due to their behaviour and non-verbals, they show others that they are insecure and worthless. Consequently, they convey the message that if they were to be attacked, they would not defend themselves or retaliate. When taking into consideration males, physical weakness also plays a crucial role thus causing the victim to be perceived as easy prey to bullies.

The next victim type according to Olweus is the 'provocative type'. Victims pertaining to this group are both anxious and aggressive. Due to their reactions, these students cause tension and irritation to both their surroundings and peers.

2.6 The Bullies

On the other hand, when referring to bullies, a more positive view of themselves and a stronger physique is a more suitable description. Indeed, bullies tend to have a stronger desire to dominate others, and have little or no empathy for their victims. Olweus emphasizes that although there are students who participate in bullying, they do not take the initiative to bully.

He refers to these students as 'followers', 'henchmen' or most commonly, 'passive bullies'.

Olweus identifies three main principles that motivate bullies to behave the way they do. Firstly, bullies tend to crave for power and dominance. Secondly, certain conditions might cause bullies to become hostile to the environment thus gaining satisfaction from hurting, causing injury, or inflicting pain on individuals. Thirdly, Olweus speaks about the 'benefit component' of their behaviour. Hence, bullies manipulate and intimidate victims to provide them with goods, such as, money or other things of value.

2.7 Teachers' Perspectives on Bullying

Several studies have been conducted worldwide in order to delve into how teachers perceive bullying. Borg (1998) carried out a study in Malta whereby he developed a clear understanding of how teachers look at the problem of bullying as well as behaviour of bullies. According to the study, the worst form of bullying was drug abuse, followed by 'cruelty/bullying'. A major factor which affected how teachers perceived the gravity of bullying cases was the teachers' own gender. Male teachers described 'disruptive forms of behaviour' as, for example, class interruptions, whereas female teachers focused more on 'more forms of behaviour' such as cruelty/bullying (Borg, 1998 as cited in Meyer, 2015).

Teachers were once students themselves, and therefore have personal experiences of their childhood years at school. These experiences and backgrounds are crucial to how they respond to and handle certain situations in schools. Boulton (1997) found that teachers did not feel capable of dealing with bullying situations. In fact, 87% expressed the desire to have further training in order to handle these cases (Boulton, 1997 as cited in Meyer, 2015). Ellis and Shute (2007) conducted a study in Australia and found out that teachers' personal morals influenced and affected how they interceded in bullying (Ellis & Shute as cited in Meyer,

2015). Furthermore, male teachers were unlikely to deal with verbal harassment and social exclusion (Meyer, 2015).

2.8 Anti-Bullying Programmes

The following is a list of resources and ideas already available and taking place around Europe.

2.8.1 Awareness Week

Every school has a variety of activities going on throughout the year. Teachers can work together in order to promote a zero tolerance policy to bullying. This can be complemented in class when teaching core subjects. Additionally, the school can host discussions, invite guests, have children deliver presentations and show students videos or movies related to bullying.

2.8.2 Whole-School Approach

In 1996, Stacey introduced the concept of resolving conflict involving both students and school staff. According to Stacey, most teachers are not well experienced in adopting strategies to reduce conflict. Therefore, both students and staff members are provided with opportunities to reflect upon their attitudes towards conflict and think about various ways of handling certain situations.

2.8.3 Peer Mediation Schemes

This can be described as a

“structured process in which neutral third party assists voluntary participants to resolve their disputes. Mediators do not offer solutions, but by establishing agreed ground rules and providing guidance, they assist participants to find their own solutions” (Stacey, 1996, p. 7).

In other words, students are still learning how to deal with conflict themselves, however they are helped by mediators in order to guide them.

2.8.4 Hosting a National Campaign

Technology and Media are very powerful. If one were to look back, the mascot 'Xummiemu' had a great influence on both adults and children in order to retain a clean environment. If we were to come up with such a mascot in order to promote a zero tolerance policy to bullying or to portray bullying as unacceptable behaviour, we would create more awareness on a national level.

Today, we are taking Bullying awareness to a whole new level. The Maltese President Marie-Louise Coleiro Preca has recently addressed a conference on the Foundation for the Well-Being of Society in collaboration with the University of Malta related to bullying. This conference was organized after the President visited a number of schools, where in most cases, the issue and problems pertaining to bullying were openly discussed. Many children spoke out and opened up about the different forms of bullying ranging from verbal to physical abuse, divulging that this made them feel ostracized. The President of the Republic emphasized the need for us to educate children more and raise more awareness in order to prevent bullying. It is imperative for us teachers to equip students with the necessary educational tools in order for them to accept themselves as they are and to respect others (Malta Independent, 2015).

Bullying can determine school success or failure. Teachers, parents and adults want children to enjoy their time at school while they learn. Children therefore need healthy friendships to remain focused on learning. If they are being bullied or are bullying others due to other conditions, then they have the right to seek and get the attention and help they need.

Chapter 3: The Resource Pack

3.1 The PowerPoint Presentation

This PowerPoint Presentation will be used during a Religion lesson in the Year 2 classroom. Through this resource, images, text, sounds and other animation can be combined. "PowerPoint can become not only a tool of teaching but a tool of learning" (Finkelstein & Samsonov, 2007, p. 278).

This technological device integrates pens, books and paints. Additionally, PowerPoint presentations are very user friendly. Hence, children can understand that they can create a project without the use of actual paper, pencils and crayons while learning about the world (Finkelstein & Samsonov, 2007). "According to Vygotsky in 1978, children construct their knowledge using learning tools, and computer applications are extremely powerful tools of such construction" (Finkelstein & Samsonov, 2007; p. 278).

As part of the study unit, children cover a topic entitled "Friends that love us" where in it they are taught to understand the importance of friendship, how to adapt themselves according to the friends they are with, recognize a good friendship from a bad one, and understand the importance of teachers, parents and guardians. The aim of this topic is for children to acquire skills which enable them to respect others and forge healthy and strong friendships, to be good and to appreciate that teachers can also be good friends together with their other friends.

I shall therefore deliver a presentation which involves children in a discussion followed by a quiz outlining the definitions of what constitutes a friend. Chance (2008) explains that quizzes help students to grasp material. Furthermore, quizzes are known to be a good way of stimulating discussion and motivating the class (Thompson & Evans, 2005). Through this activity, children will not only start thinking about what they look for in a good friendship, but also start developing good qualities that other people would like to see in them.

Whilst doing my research, a number of books, such as, “Stop Bullies Now: How to Protect Your Child Against School Bullies and Cyber Bullies” by Anne Marie and “PowerPoint for Teachers: Dynamic Presentations and Interactive Classroom Projects (Grades K-12)” by Finkelstein and Samsonov, suggest the use of PowerPoint presentations in order to introduce an anti-bullying campaign in classrooms.

3.2 The Game

Since most children enjoy playing games, I often incorporated different games in my lessons during teaching practice. I believe that children enjoy and remember better the learning experience. Through this game, children can learn odd and even numbers whilst being exposed to the topic of bullying. This should raise more bullying awareness and start helping children to learn more about this problem.

Thus, it is quite apt to create bullying awareness through games while learning Maths. For this game, children will be using the Bee-Bot. They will have pictures of different people and various places on the mat. Each picture will have a number. Each child will be given a different situation; for example, the teacher will ask: “If someone is fighting with you, will you feel happy or sad?” Children will then press the arrows on the Bee-Bot accordingly. The Bee-Bot will then move on the chosen image. In this case, children are expected to select the sad face.

The programmable toy Bee-Bot⁴ was awarded as the most impressive hardware for kindergarten and lower primary school children on the world educational technology market BETT 2006. It uses Logo-related principle of controlling floor robot. It enables the child to program a journey on the square grid.

The design of a toy is adapted to a child user – the toy has a shape of a yellow bee with black stripes. (This design is not fixed. It can be slightly modified by the use of special plastic shells, on which the child can stick paper antennae, woolen wings etc.) The toy has a small connector for a toy carriage or other moving device in its back part.

One can control the toy by a few colourful buttons. By pushing them the child enters a sequence of simple instructions for motion or rotation of a toy.

Four orange buttons serve for a backward/forward motion and rotation to the left/right (Janka, 2008, p.112)

The teacher shall then instruct children to identify the number they land on as an even or odd number, and whether that number is greater or smaller than any other number the teacher chooses. The teacher will further instruct children to describe the position of the picture they land on. This game focuses on the following topics:

Chapter A.2.3 Recognise odd and even numbers up to 30;

Chapter A.1.4 Compare and order numbers including ordinal numbers;

Chapter A.2.7 Compare and order numbers to at least 30, and position them on a number track of the year 2 Maths syllabus.

3.3 The Story Book

Every child loves a good story book. This book provides a number of ideas on how bullying can be handled in a very subtle manner. Through this story, teachers will be addressing the following topics:

Chapter 2.2.1 Demonstrates knowledge that written language conveys meaning;

Chapter 2.2.4 Identify subject-matter of a text through titles and illustrations;

Chapter 2.2.10 With support demonstrate ability to answer questions on text;

Chapter 2.2.11 Begin to develop an extensive repertoire of vocabulary in context from the English syllabus for year two.

Moreover, since the story will be translated to Maltese, teachers can use it during reading time thus covering:

Chapter 2.3.4 Il-vokabularju jissafha aktar bil-qari għall-gost mingħajr sfurzar u bl-akbar inkoraġġiment. Għalhekk għandhom kostantement jinholqu opportunitajiet fejn it-tfal jaqraw mhux biss quddiem sħabhom fil-klassi, iżda quddiem udjenzi varji wkoll;

Chapter 2.3.1 Juru li għandhom il-ħila jaqraw kliem u sentenzi sempliċi f'kuntesti ta' stejjer;

Chapter 2.3.2 Juru l-ħila li jagħtu spunt/tifsira ta' dak li jkunu qraw, megħjuna minn mistoqsijiet.

Every time I read out a story to children during teaching practice, they participated eagerly. Indeed, I always managed to engage them in a discussion about the story afterwards. Jennifer Moon believes that

...stories convey information in a way that does help learning. The chance of learning from a story may be increased if there is knowledge to build on – if the internal experience is such that it is ready for the assimilation of the information in the story, and possible accommodation to it (Moon, 2010, p. 82).

3.4 The Interactive Game

Interactive whiteboards are primarily a new technological device in many classrooms in Malta. I have had the opportunity to make use of them during my four years of teaching experience and believe that this has been a very effective way of involving children in their own learning. Nonetheless, students enjoy the entire experience. In a study conducted in English primary schools, results demonstrate that interactive whiteboards helped students in their learning process, motivated them, and helped them to concentrate and pay more attention. Moreover, it has transpired that some students feel frustrated when certain technical difficulties arise (Smith, Higgins, Wall, & Miller, 2005).

Having been successful at incorporating interactive games in several lessons, I believe that this experience has enabled children to remember more the material being discussed. Therefore, this technological game could be exploited in order to raise more awareness on bullying. Brown (2001) claimed that interactive electronic games can motivate children to learn and enhance their attitudes about learning.

Using the Year 2 syllabus pertaining to Personal and Social Development, I shall thus devise an interactive game in order to engage children in the

topic entitled Relationships (2.3). This topic is divided into several sections. Nonetheless, I shall only focus on Section 2.3.2 Friends. The objectives of this section are to make children aware that teasing and name calling constitute bullying, and make them realize that methods of dealing with bullying exist, including how to seek help. This section further helps children to recognize the importance of being assertive when addressing bullying. This resource can therefore be used by either the class teacher or PSD teachers.

This interactive game will present to children several bullying scenarios and each child is invited to leave their place and tackle the situation accordingly. Real life bullying situations shall be addressed by children thereby placing themselves in the guise of cartoon characters in the story. This is an opportunity for the teacher to show them the best ways of dealing with certain situations.

One of the benefits of an interactive whiteboard game is that this technological tool promotes dialogue and collaboration in the classroom between students themselves as well as between students and the teacher. It creates an opportunity for children to speak and discuss whilst listening to each other (Barber, Cooper, & Meeso, 2007, p. 44). This is clearly ideal for the underlying purpose and aim of the game I have created.

3.5 The Poem

The poem is intended to be placed in a prominent place in the classroom where children can be constantly reminded to be nice to others and to help their friends when in need. This poem is written in English, thus allowing for the possibility of being used during an English poetry lesson. At the same time, children will be following Chapter 2.1.4 Recite simple rhymes, songs, chants and poems together with other topics in the English syllabus.

Rasinski, Rupley and Nichols (2008) (as cited in Harrison & Fresch, 2013) observe that rhyming poetry presented to students on a regular basis can have a positive and significant impact on word recognition and reading fluency. In the book “Learning through Poetry: Consonants”, Harrison and Fresch (2013) state that teachers who read poems not only help with recognition and fluency, but also demonstrate intonation, expression and more.

According to Trelease (1982) (as cited in Harrison & Fresch, 2013),

Because good literature is precise, intelligent, colorful, sensitive, and rich in meaning, it offers the child his best hope of expressing what he feels...Rhyming words, expressing feelings, and engaging in fun learning activities all help beginning readers feel successful (Harrison & Fresch, 2013, p.11).

Hopefully, I will achieve this through my poem while raising more awareness on bullying.

Chapter 4: Teachers' Feedback

4.1 Year 2 Teacher – Our Lady Immaculate School

Feedback about the Bee-Bot Game

1. Do you think this resource is appropriate for a year two classroom?

Yes, I think it is appropriate.

2. Do you think the children will get more knowledgeable about bullying through this resource?

I think this resource will assess what the children already know about bullying. It will also help them to become more knowledgeable as they think of ways to resolve the problems in order to answer the questions.

3. What do you think about the cross curricular link?

This lesson is appropriately linked to a Mathematics topic which is covered in year two.

4. Do you think this resource is easily manageable?

I think that this lesson is doable but the children need to be already familiar with odd and even numbers. While at station 1 and station 2 children can work independently, while the teacher stays at station 3 as some of the children might need help to read the questions.

5. Do you feel that the children will be actively engaged in the learning?

I think that the children would be actively engaged as the activity is hands on.

6. What would you change or adapt from this resource and why?

I think that the resource is good as it is. In order to cater for the different needs of the students I would split the children into mixed-ability groups and be available on hand to provide support if necessary.

Feedback about the Poem

1. *Do you think this resource is appropriate for a year two classroom?*

Yes, it is. The text is simple and most of the children would be able to read it by themselves. The rhyming words are simple and easy to spot. The message given is direct.

2. *Do you think the children will get more knowledgeable about bullying through this resource?*

Yes, the poem directly gives instructions for dealing with bullies.

3. *What do you think about the cross curricular link?*

The identification of rhyming words and reading for pleasure is part of the year 2 curriculum.

4. *Do you think this resource is easily manageable?*

I think it is, because it allows the teacher the flexibility to use it as s/he likes.

5. *Do you feel that the children will be actively engaged in the learning?*

I think that it ultimately depends on how the teacher decides to use the poem.

6. *What would you change or adapt from this resource and why?*

I think that the poem itself does not need to be changed or adapted, however the class teacher could adapt the lesson to the needs of his/her students.

Feedback about the Interactive Game.

1. Do you think this resource is appropriate for a year two classroom?

Yes, it is colourful and appealing, yet simple.

2. Do you think the children will get more knowledgeable about bullying through this resource?

Yes, the children will go through different situations and have time to think about different solutions/responses to these situations.

3. What do you think about the cross curricular link?

Bullying is directly linked to the grade 2 PSD curriculum.

4. Do you think this resource is easily manageable?

I think that the resource is very easy to manage as the teacher does not need to prepare anything. I think it is also manageable for the children.

5. Do you feel that the children will be actively engaged in the learning?

Yes, I find that the children are always actively engaged when they get to do things themselves, as is the case with this activity on the interactive whiteboard.

6. What would you change or adapt from this resource and why?

I think that I would not change the resource itself, but I would adapt it by reading the text to make sure that all the children can follow the game.

Feedback about the Reading Book

1. Do you think this resource is appropriate for a year two classroom?

Yes, it is. There are illustrations and there is not too much text per page. The text is simple to understand, although it might be difficult for some of the children to read themselves.

2. Do you think the children will get more knowledgeable about bullying through this resource?

Yes, definitely. The story presents situations that the children are likely to come across themselves and provides a 'solution' to each situation.

3. What do you think about the cross curricular link?

This book could be used for 'story-telling' by the teacher, in which case the curricular link would be that the children would be showing an interest/preference for listening to certain texts. If the children read the book themselves it would be related to the curricular outcomes of reading a variety of texts.

4. Do you think this resource is easily manageable?

Yes, the resource is very easily manageable and lends itself to being used in a variety of ways.

5. Do you feel that the children will be actively engaged in the learning?

I believe that the children would be engaged, because they love stories.

6. What would you change or adapt from this resource and why?

I can't think of anything that would make this resource better than it already is.

Feedback about the PowerPoint Presentation

1. Do you think this resource is appropriate for a year two classroom?

Yes, it is appropriate and appealing.

2. Do you think the children will get more knowledgeable about bullying through this resource?

Yes, it shows the children what characteristics a true friend should have, although it does not provide strategies for dealing with bullies.

3. What do you think about the cross curricular link?

The cross curricular link is very good, as the topic of friendship is directly linked to the story of the Good Samaritan.

4. Do you think this resource is easily manageable?

Yes, the resource is very easy for a teacher to use in class.

5. Do you feel that the children will be actively engaged in the learning?

I think that the children would be involved as it provides an opportunity for them to answer questions themselves and uses the interactive whiteboard, which the children like to use.

6. What would you change or adapt from this resource and why?

Although this resource is very good and provides a lot of information, I think one or more slides could be added before the parable briefly outlining ways in which a child who is being bullied could deal with his/her bully.

4.2 Year 2 teacher- Kulleġġ Santa Tereża Birkirkara

Feedback about the whole resource pack.

1. *Do you think these resources are appropriate for a year two classroom?*

Yes

2. *Do you think the children will get more knowledgeable about bullying through these resources?*

Yes

3. *What do you think about the cross curricular link?*

I think the cross curricular link is very interesting

4. *Do you think the resources are easily manageable?*

Yes very much.

5. *Do you feel that the children will be actively engaged in the learning?*

Yes

6. *What would you change or adapt from any of the resources and why?*

I would take more from certain resources. I would include other activities too. They are good resources which should be used to the full.

Other comments:

I think it would be a great idea to create a colouring book. Each colouring page could include a bullying situation.

I also loved the reading book. I love how you give good alternatives to how the children can use their hands, feet, mouth and words.

4.3 Year 2 Learning Support Assistant -Chiswick House School

Feedback about the whole resource pack.

1. Do you think this resource is appropriate for a year two classroom?

Yes I think that the Resources are appropriate for a year two classes as by 6-7 years they should have developed the theory of mind to understand right from wrong and to answer adequately to the questions.

2. Do you think the children will get more knowledgeable about bullying through this resource?

YES. Children will be able to understand more what is bullying and what to do in such circumstances. Quoting from the poem; "Reporting is always the wisest decision". It is imperative for the children to understand that they need to report any bullying so that it stops. The resources do not only teach about what it is and what to do, but also teaches children to take better decisions. It teaches them that there will be conflict but conflict needs to be resolved with communication and not physical abuse.

3. What do you think about the cross curricular link?

I think that it's a good idea as the children will be given a broader exposure to the subject through main subjects such as "Maths", "Maltese" and "English".

4. Do you think this resource is easily manageable?

The resources are definitely easily manageable and any teacher can adapt the lesson to use such resources in the Schemes of Work.

5. Do you feel that the children will be actively engaged in the learning?

The children will be certainly engaged in the learning. All resources are colourful, child friendly and easy to understand. Pictures make it easy for children to have a better understanding of what is being taught and discussed. Through the resources they are also participating and giving their say about the subject. These resources can also be used for children with special needs, such as children with SEBD and ADHD who need to be specifically taught about not engaging in aggressive behaviour.

6. What would you change or adapt from this resource and why?

I am not sure if the power-point was meant to be for a Religion lesson I would change the Religious part from the power point “Il-Ħbieb li jħobbuna” as schools are becoming more intercultural and not everyone practices the same Religion. I would also remove the part where the children are told that they may speak to a priest if they have any bullying problems. To keep it within school I would replace it with “Pastoral Team” or “School counsellor”

My comments:

Overall, through feedback and comments provided by the three primary teachers coming from the three different educational sectors, I feel that the aim of my resource pack has been achieved. All teachers were unanimous that the resources I produced have created greater awareness on bullying while involving children in their own learning. I was pleased to learn that all three teachers are willing to actually use these resources in their classroom.

I feel that the only difficulty would be the PowerPoint presentation used in the private sector. However, with some minor adjustments, this could be adapted according to the needs of the classroom.

As the learning support assistant from Chiswick House School observed, “[t]hese resources can also be used for children with special needs, such as children with SEBD and ADHD who need to be specifically taught about not engaging in aggressive behaviour”. I am very glad to hear that my resources can also help to create a more inclusive classroom.

Chapter 5 : Concluding Chapter

The objective of the resource pack presented in this dissertation is to help Year 2 primary school teachers to adopt a zero tolerance policy to bullying in their classrooms. This is achieved in a cross-curricular manner by creating opportunities for positive and exciting learning activities for students while attaining the learning objectives. I have constantly kept in mind ideas I have witnessed that were effective in my classroom whilst I was on teaching practice. I have thus endeavoured to create resources I felt were most effective and which children enjoyed while avoiding unnecessary complications and difficulties when used.

All children in the classroom come from diverse backgrounds and have different levels of knowledge. It is hence paramount for teachers to take these disparities into consideration. Furthermore, every child grows at a different rate; therefore, teachers must plan according to the needs and interests of all their pupils. Indeed, attention, observation as well as understanding are some requirements that all students need in order to learn (Rao, 2003). These three important features can only occur if teachers create activities and resources which are exciting and engaging. Rao (2003) suggests creating activities which are engaging and which enable students to become active participants in their own learning. “[L]earning is primarily a social activity and participation in the social life of the school is central for learning to occur” (Rao, 2003, p. 8). This is what I have attempted to incorporate in my resource pack while teaching children about the problem of bullying.

I believe that creating a lesson plan for each resource makes it easier for Year 2 teachers to use thus capitalizing on the learning outcomes of every resource. This will further reduce their work load since they will not need to create their very own resources for these particular lessons.

Whilst in the process of devising the resource pack, I faced a number of challenges. First of all, since the topic of bullying is not introduced in Year 2, I had to be very careful what vocabulary to use and how to introduce the topic. I researched several online resources and read many children’s books

related to bullying in order to familiarize myself with what this age group is expected to know about bullying. Additionally, I scrutinized each syllabus to select the best topics where bullying can feature thereby enabling my pedagogy to be cross-curricular.

In order to produce high definition pictures, I had to colour each one after it was drawn with the help of Photoshop. This programme was new to me, therefore, being a novice at it, I sought out some assistance and training on how to use it. Admittedly, this was a time consuming process however I am quite pleased with the quality of the pictures.

As is evident from the resource pack, I attempted to introduce the issue of bullying very subtly through a number of subjects, namely, Maths, English, Maltese, Religion, and Personal and Social Development. The aim was to merge important topics pertaining to the core subjects with friendship and bullying. Hence, children do not merely learn about rhyming words or poems for instance, but they also learn how to be good friends. I feel that in this manner, teachers can teach the core subjects whilst educating children about an issue that can affect them and influence their lives.

Moreover, while working on the resource pack, I kept in mind several educational theories. Referring to Howard Gardner's multiple intelligences, Heard (1999) explains that both reading and writing poetry are a very important aspect enabling students to learn more and manage their feelings. This is known as emotional literacy (Davis Sloan, 2003).

Bullying has always been a topic close to my heart since I know how much children can suffer as a result. Unfortunately, bullying leaves indelible marks, and I feel that it is the responsibility of future educators to address this issue not only in primary schools, but throughout children's educational journey. Since I am a member of the Malta University Student Teacher organization, whilst working on my dissertation, I contributed in the drawing up of a policy paper entitled '*Draw the Line*' with other student organizations at university. I have also participated in a three-day event called 'Time to

Stand Up' where, together with 35 university student organizations we created awareness and discussed better solutions to fight bullying. My role in this event was to promote a zero tolerance stance to cyber bullying in the university's quadrangle. I feel that this experience has made me more passionate in my battle against bullying to create more awareness on this issues and I feel more competent and prepared.

I sincerely hope that my resources do not only help teachers in their efforts to curb bullying, but they also help children to learn about the various facets of bullying. I wish that through these resources, six-year-olds learn more about this problem and will be in a position to identify its early signs. Finally, I would like to see this problem being addressed on all levels and in other subjects in order to be eradicated.

Appendices

Appendix 1 : The Bee-Bot Game Cards

1



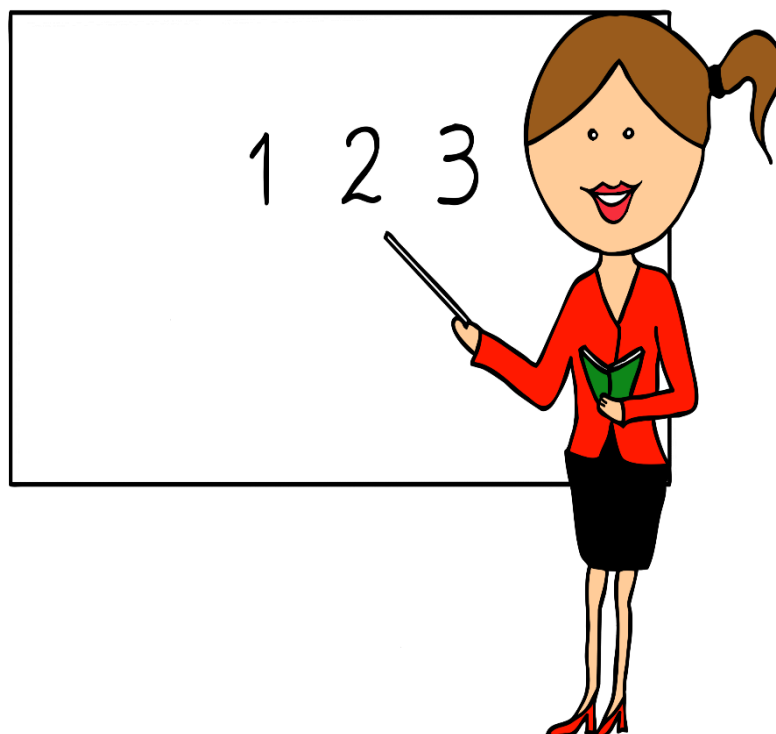
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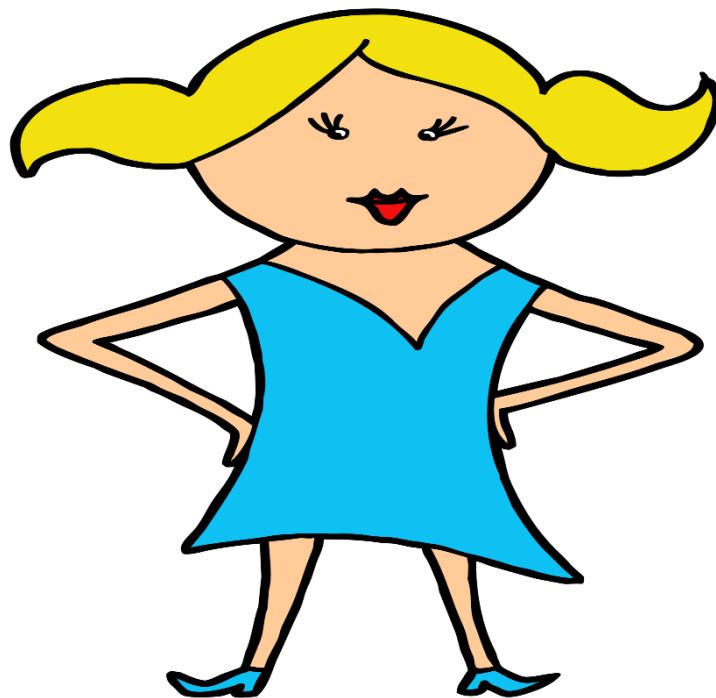
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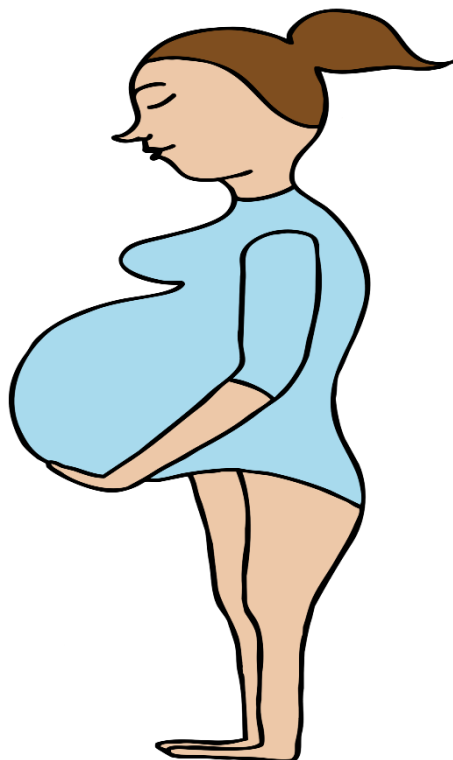
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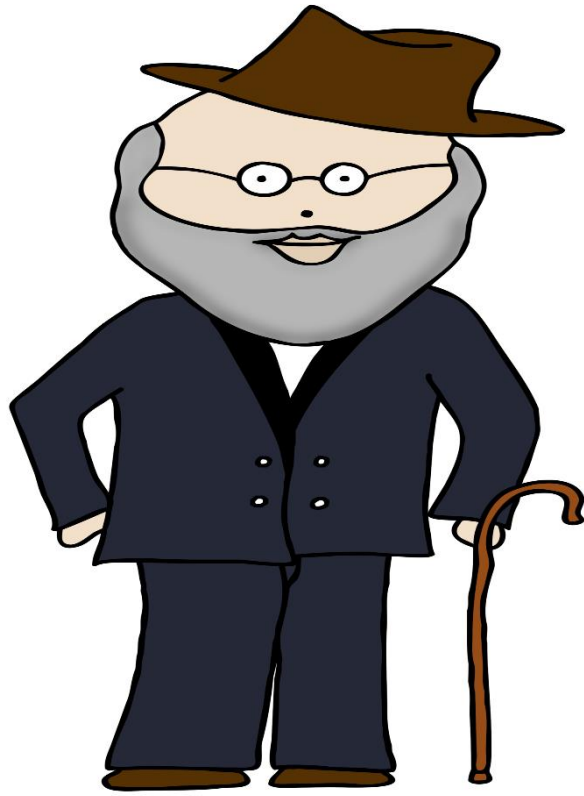
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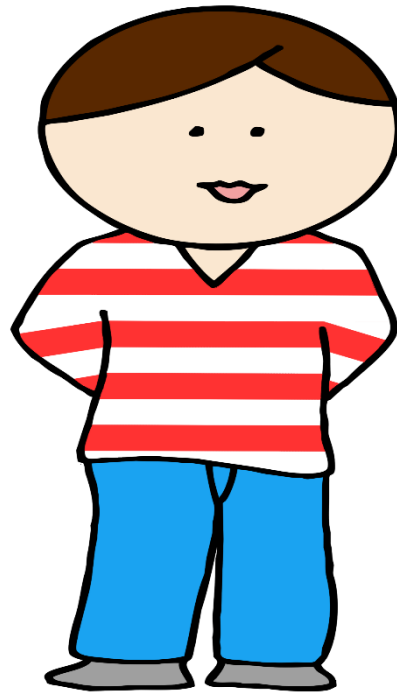
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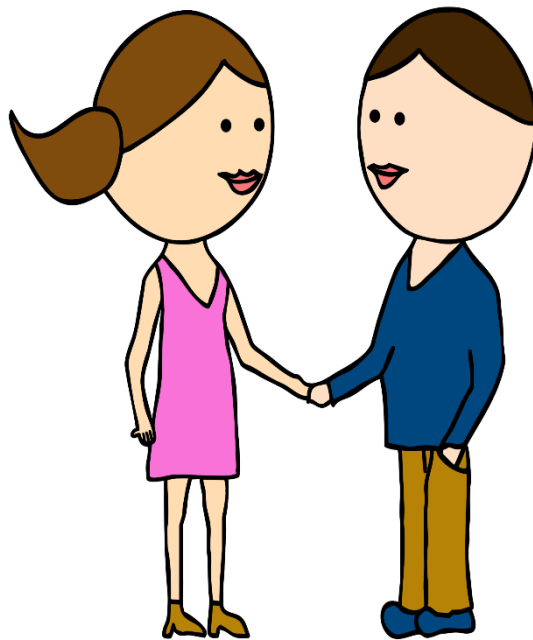
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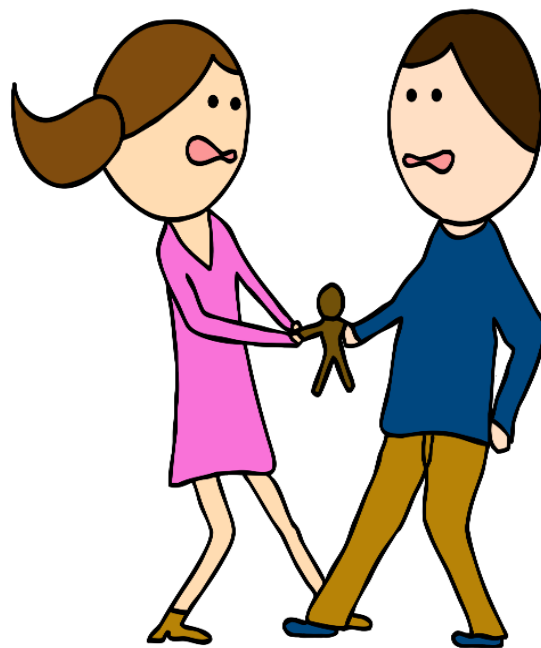
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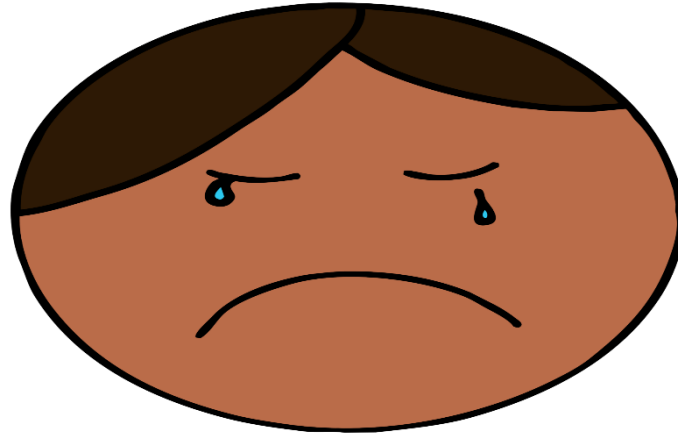
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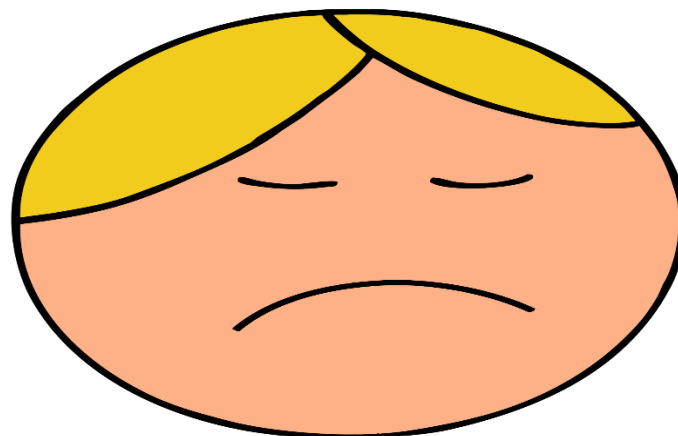
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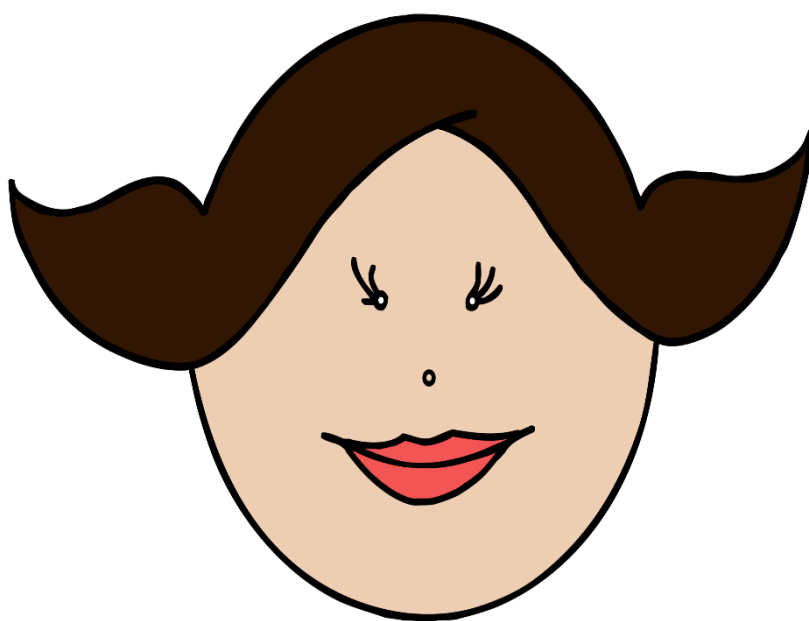
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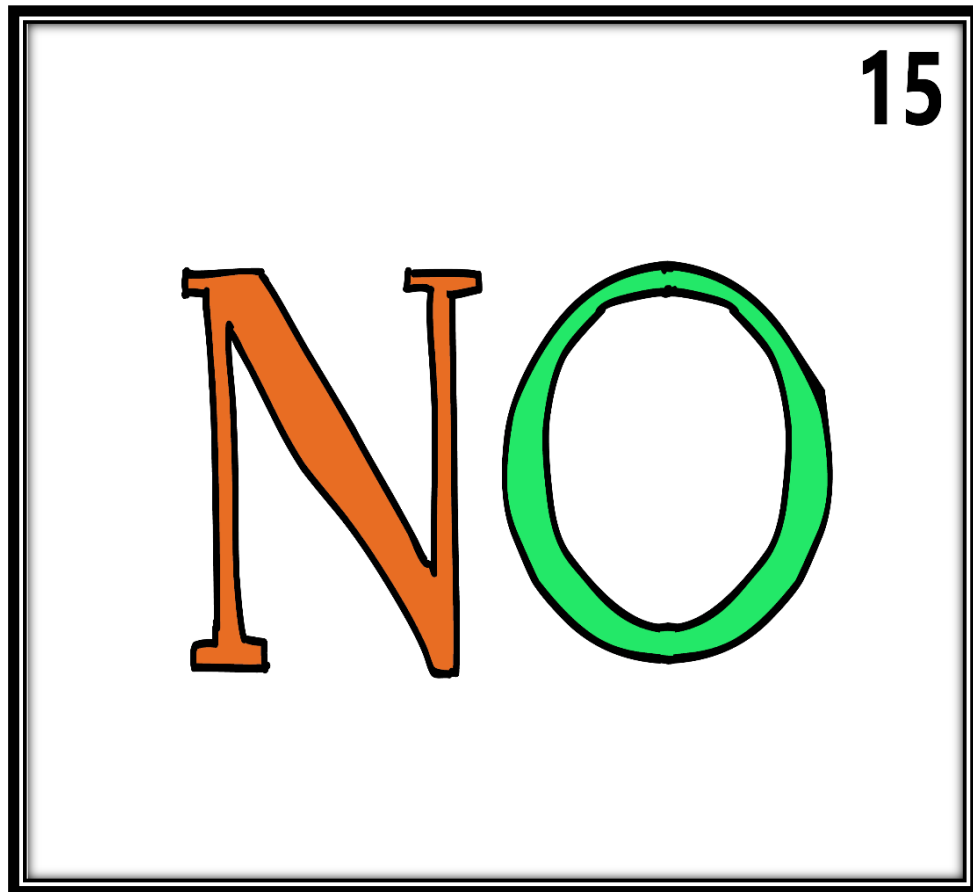


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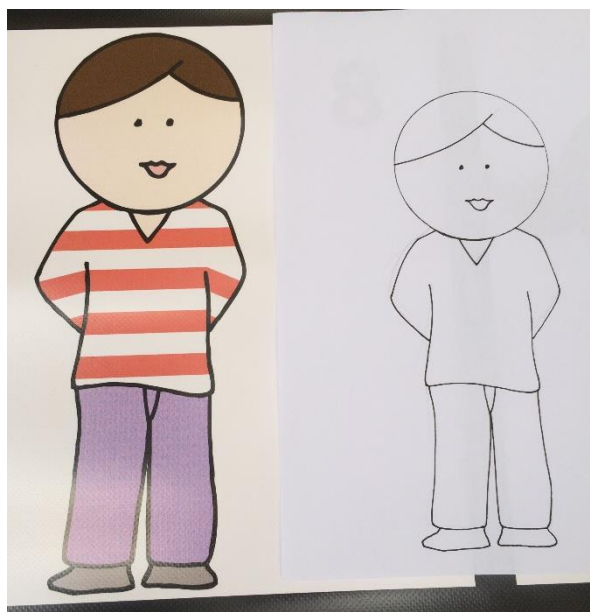
YES

14

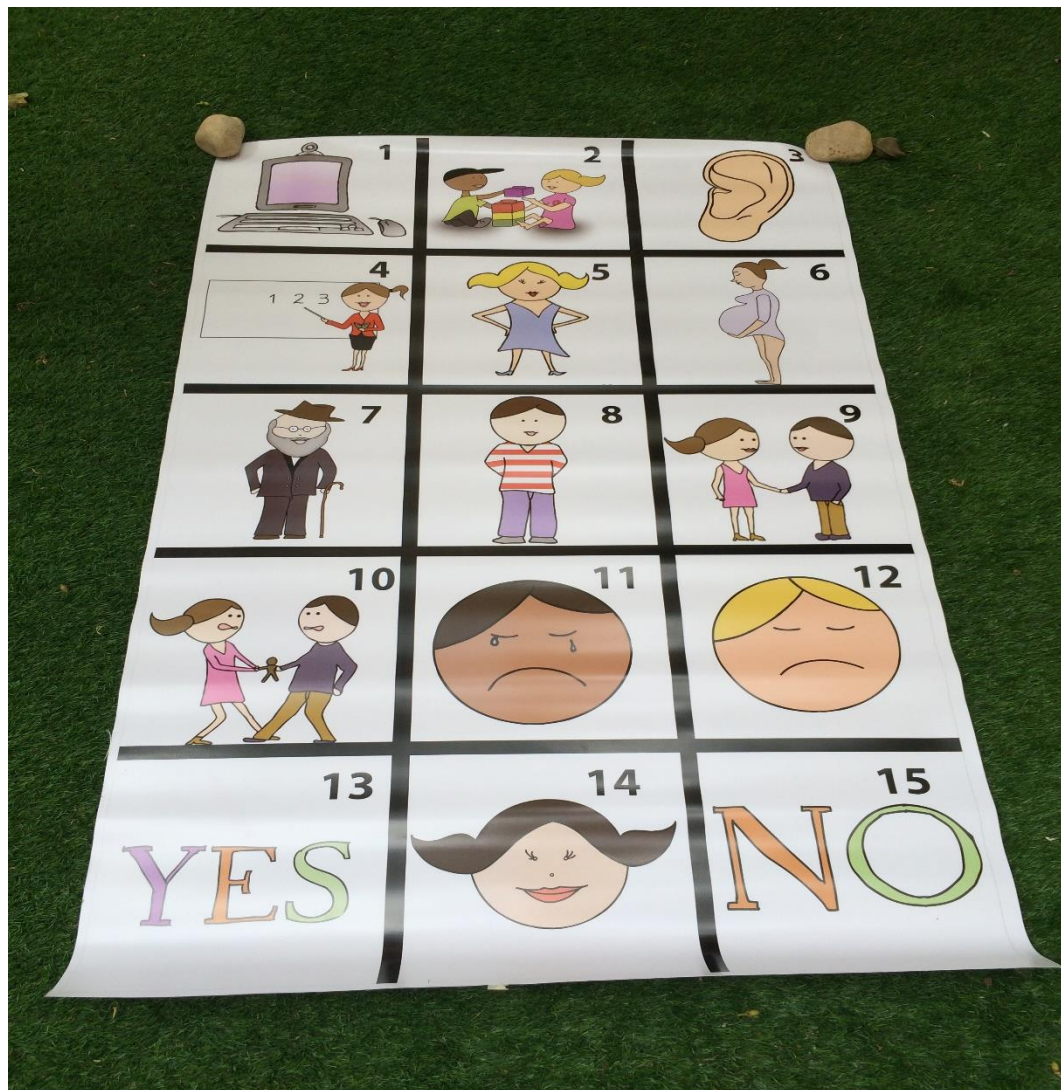




The pictures are all ready and numbered therefore the teacher would need to simply print out the pictures and place them on the bee-bot plastic. This is very economical and easy to make.

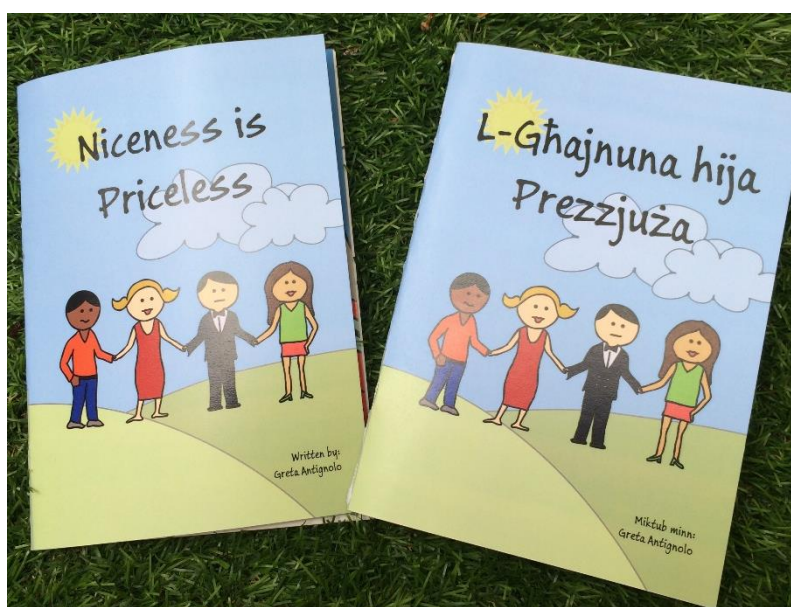


The bee-bot mat.



Appendix 2: The Book

The book is written both in English and Maltese. I have drawn very simple yet colourful pictures for the children to be more interested and engaged. I feel that the pictures will also help the children who are not yet fluent in reading understand more what is going on in the story. This resource can be used as an e-book therefore the teacher does not need to print the book but can simply project it on the whiteboard.



L-Għajnuna Prezzjuża



Niceness is Priceless

She could not believe her eyes
when she saw two boys hitting and
pushing each other.

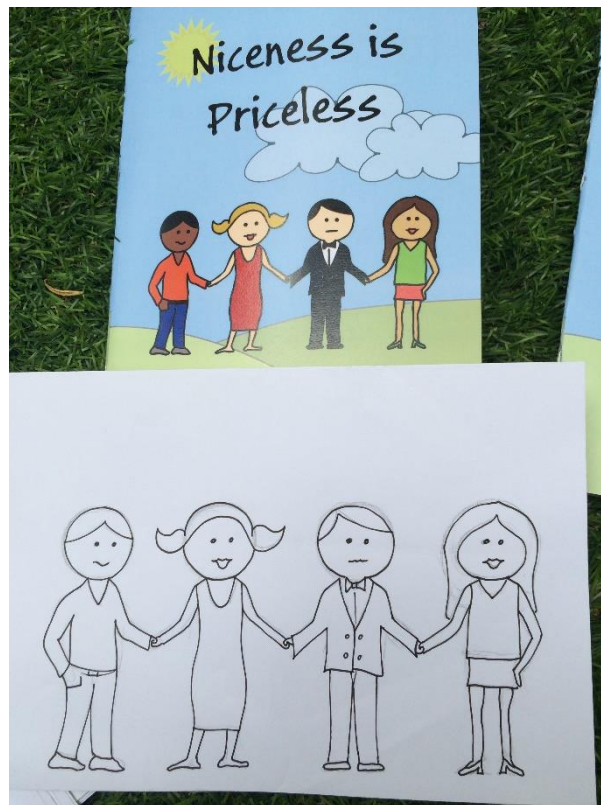


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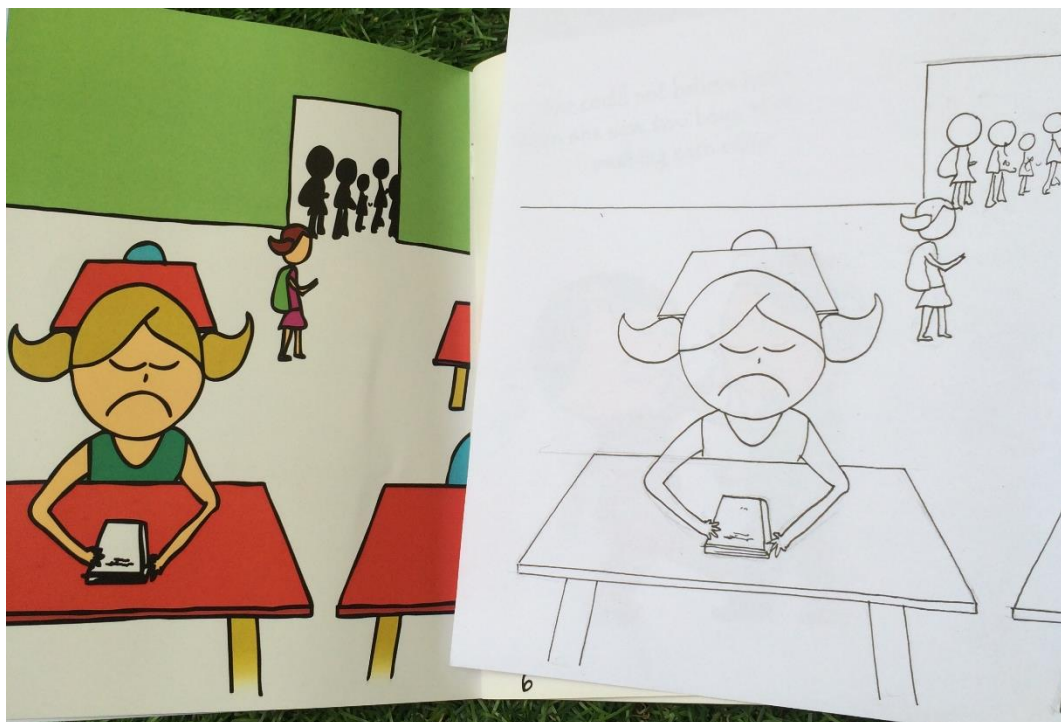
Lily decided to tell a teacher
what was happening.

The teacher came straight
away.





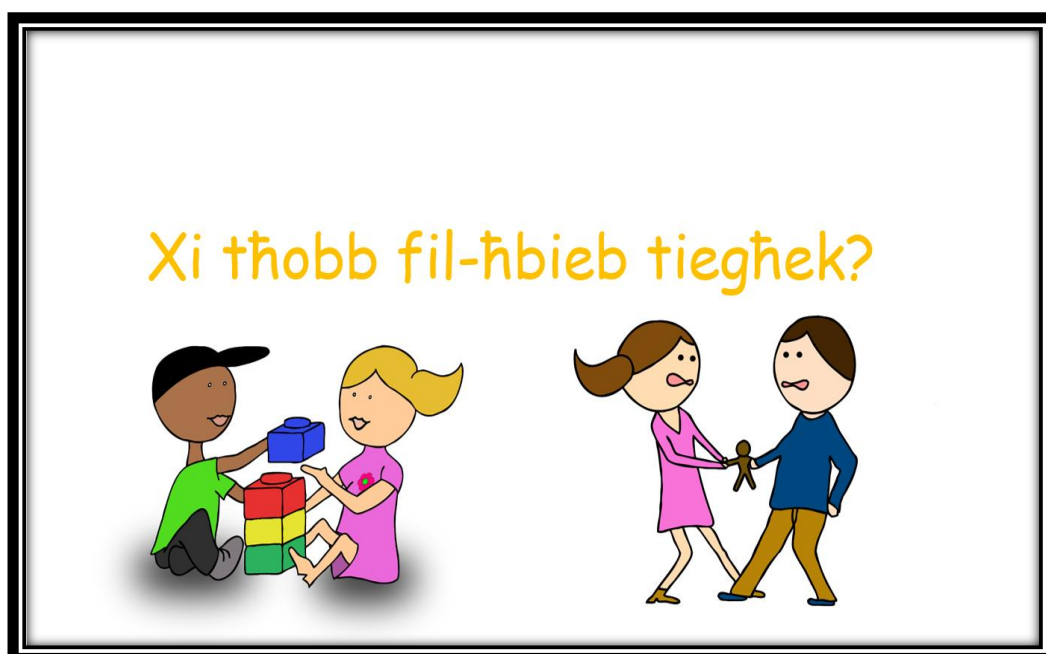
Some of the sketches together with the final pictures.



Appendix 3: The PowerPoint presentation



This PowerPoint presentation is part of the religion syllabus. Here the children are going to be asked several questions related to friendships.



X'inhuma l-**kwalitajiet tajbin** li wieħed
għandu jfittex go ħabib jew ħabiba ?

Għira

Imħabba

Jgħinu

Mibgħeda

Qalb tajba

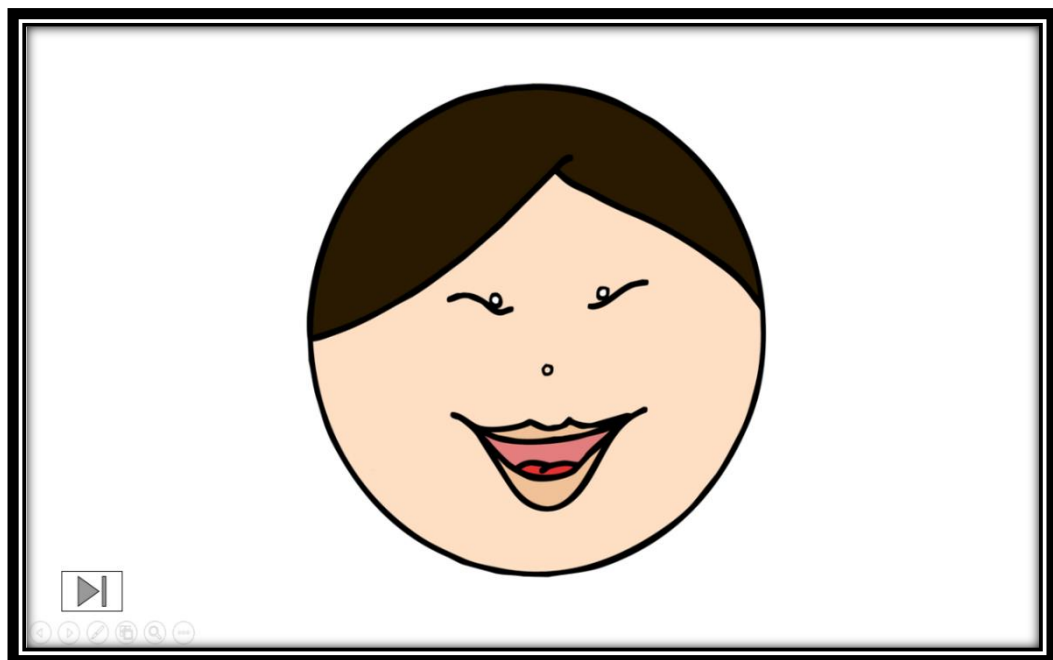
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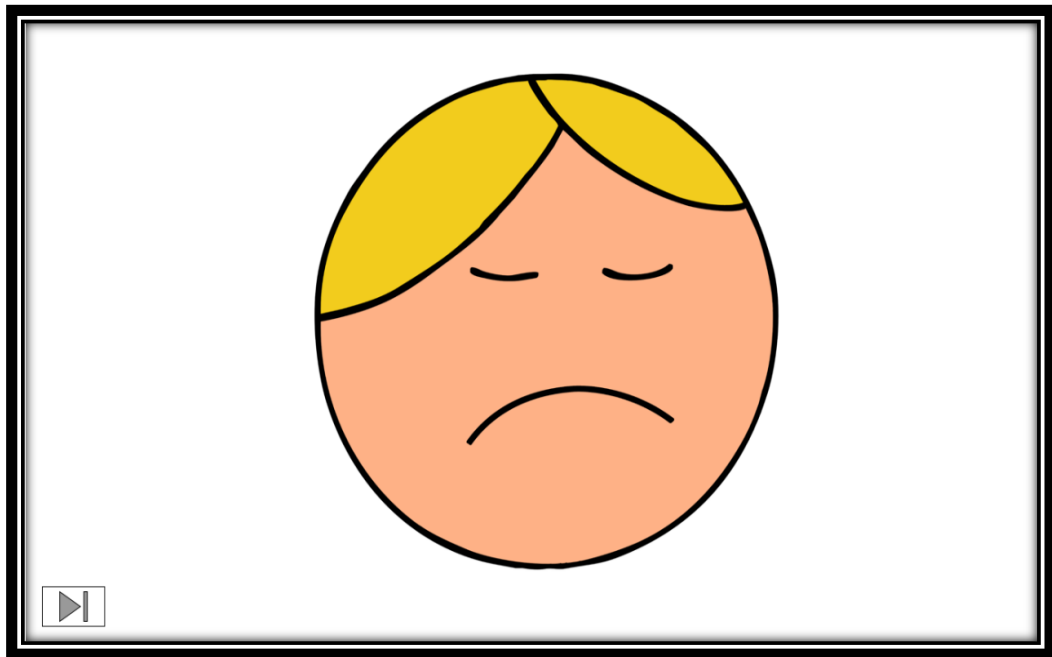
Onesti

After that the children are going to be asked to choose the qualities they would like their real friends to have.

If they click on a good quality the smiley face will show up.

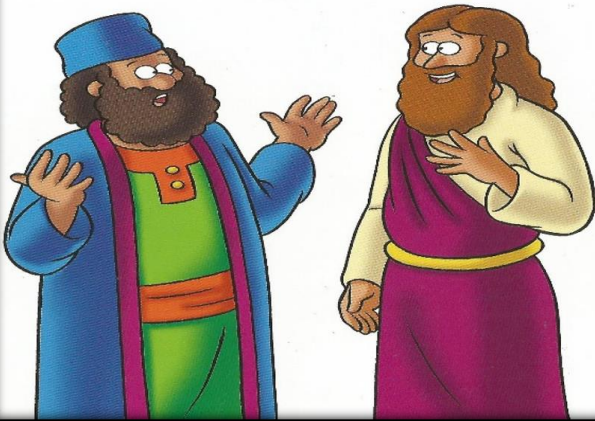


If they click on a bad quality then the sad face will show up.



Since the children are expected to listen to the story about the good samaritan, I have included this from the children's Bible.

Is-Samaritan it-Tajjeb
(Luqa 10:25-37)





Darba kien hemm avukat
li ried jittestja lil Ġesù
u qallu,

"Jiena naf li l-ligi ta' Alla
tghid li rrid inħobb lil
Alla b'qalbi kollha u lill-
proxxmu tiegħi bħali
nnifsi. Imma, min hu l-
proxxmu tiegħi?"

Appendix 4: The Poem


STAY STRONG

Bullying is a problem
that is so very old;
the truth is not all people
have a heart of gold.





A person might have muscles
that are easily seen,
but there's a lot of weakness,
if he's to others mean.

When being bullied, with others
please do open your mouth.
Problems get solved quicker
when people speak out.



Hurting others is
some people's mission.
So reporting is
always the wisest decision.

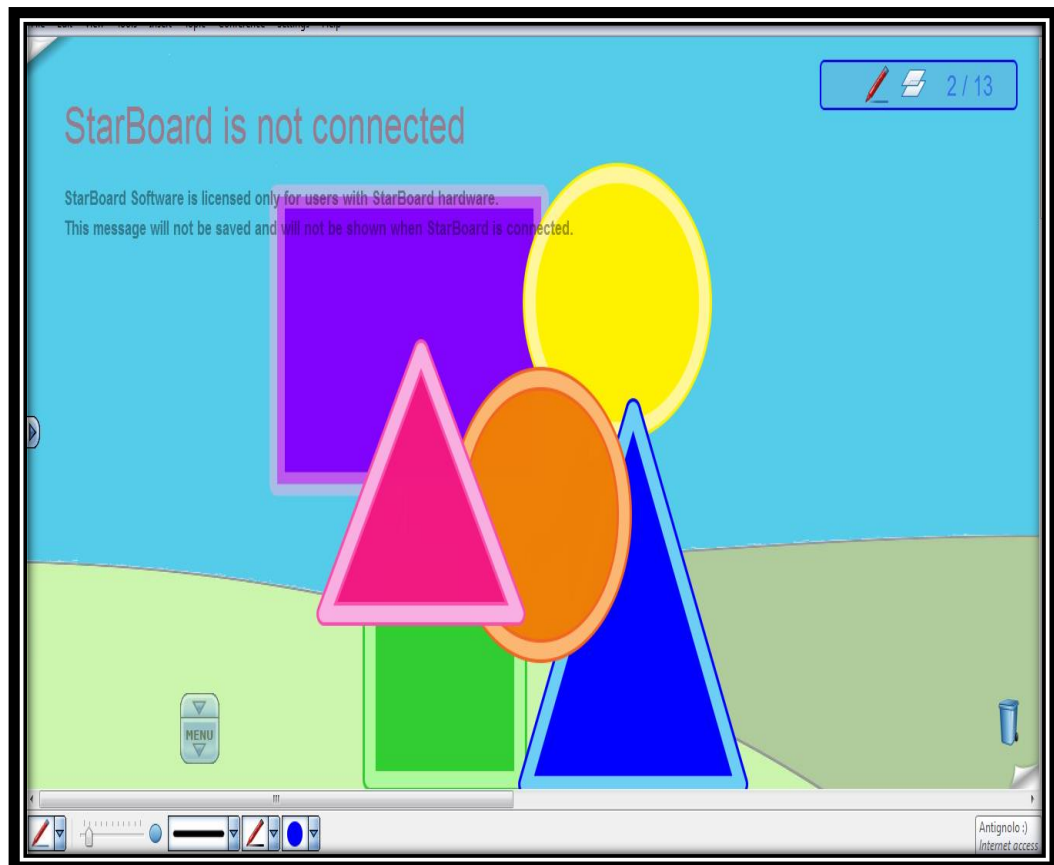
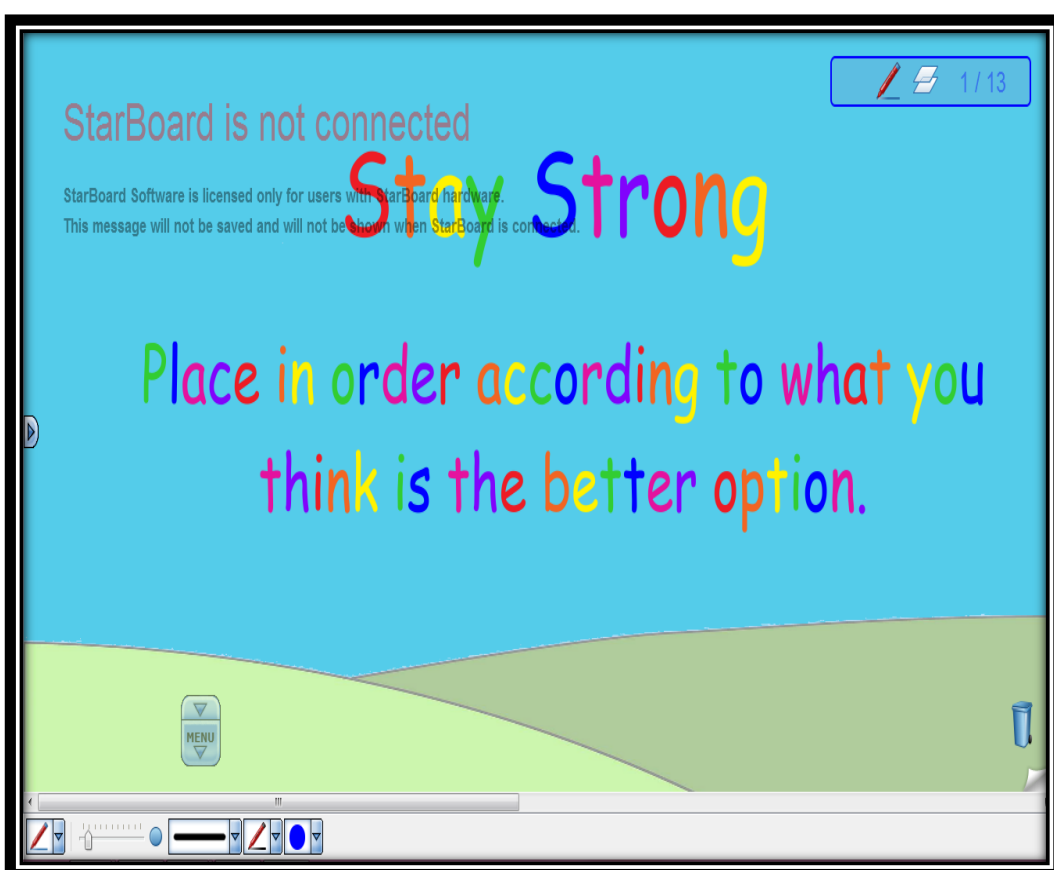
The most important feeling
in life is happiness.
So don't let a bully
cause any sadness.

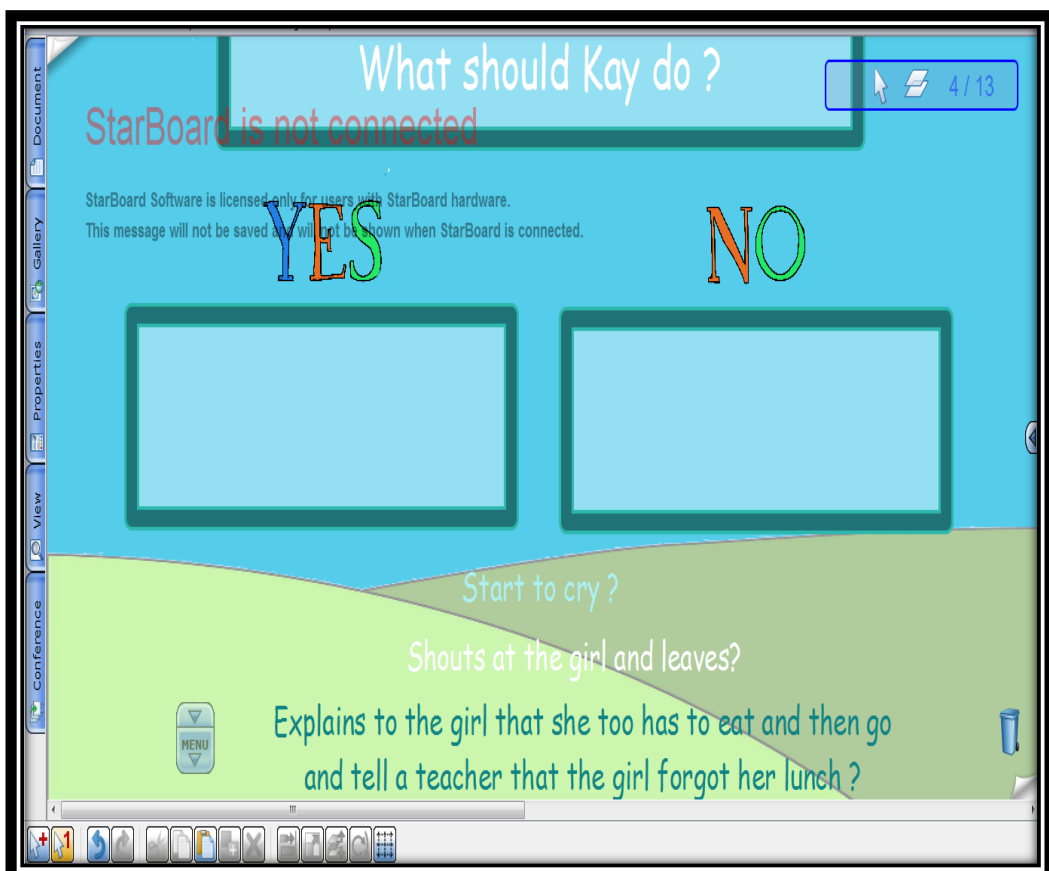
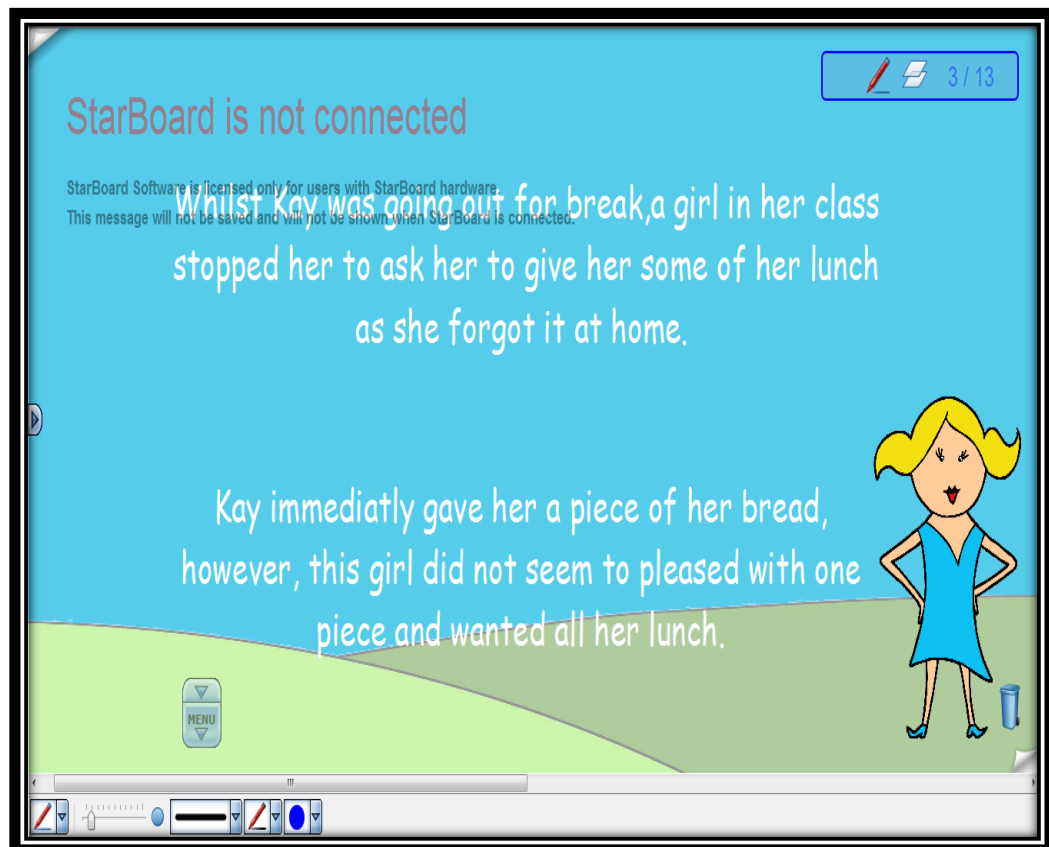


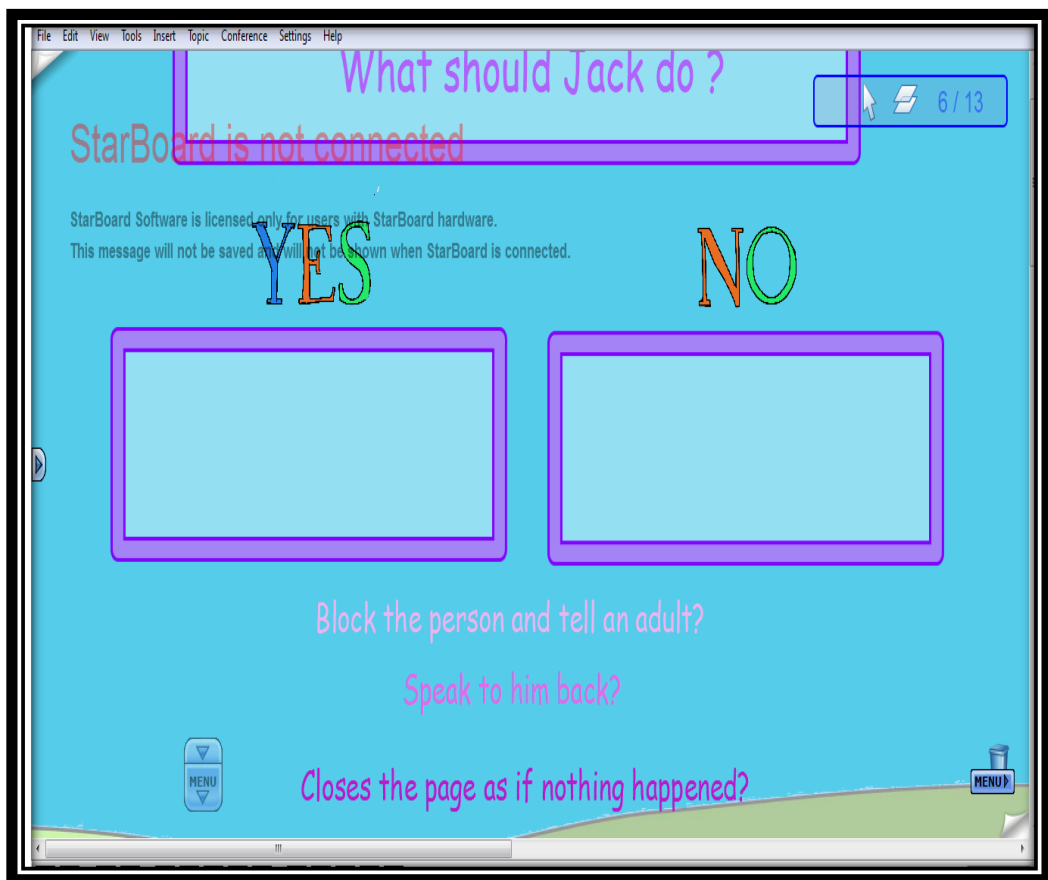
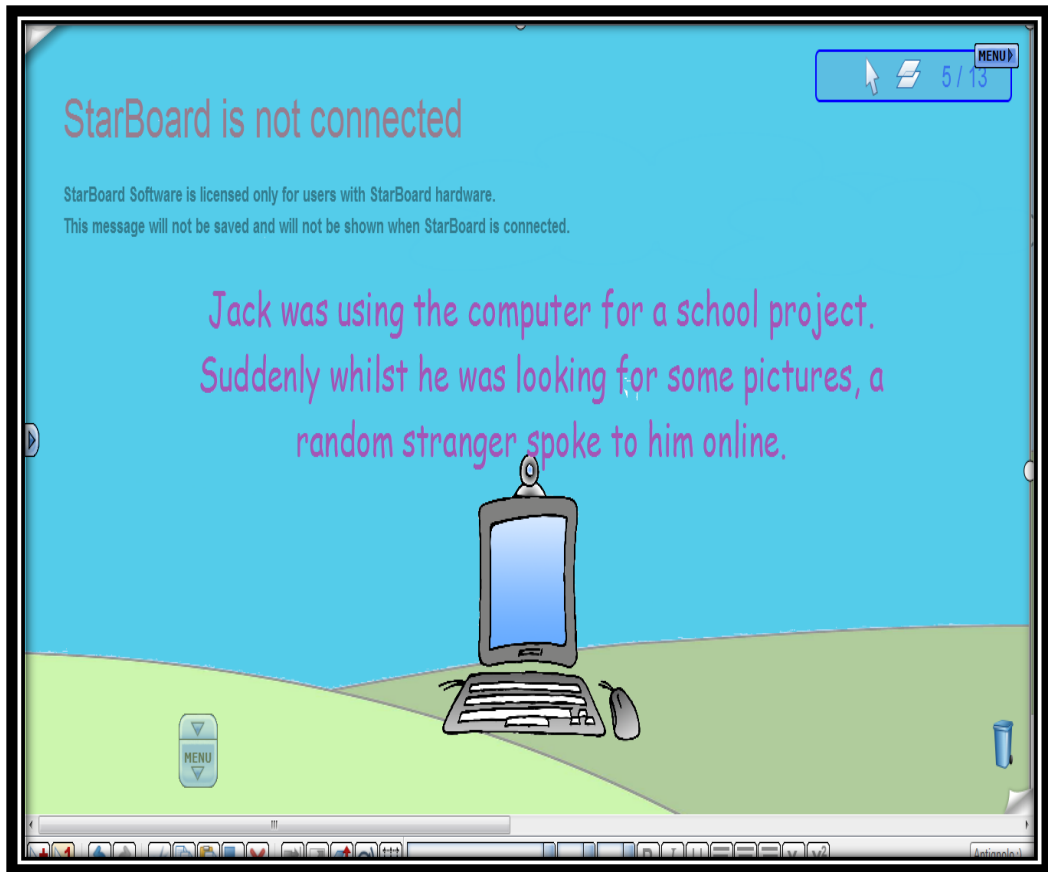
So if you are being bullied,
Keep calm and stay strong.
Speak out,
let's help those doing the wrong.

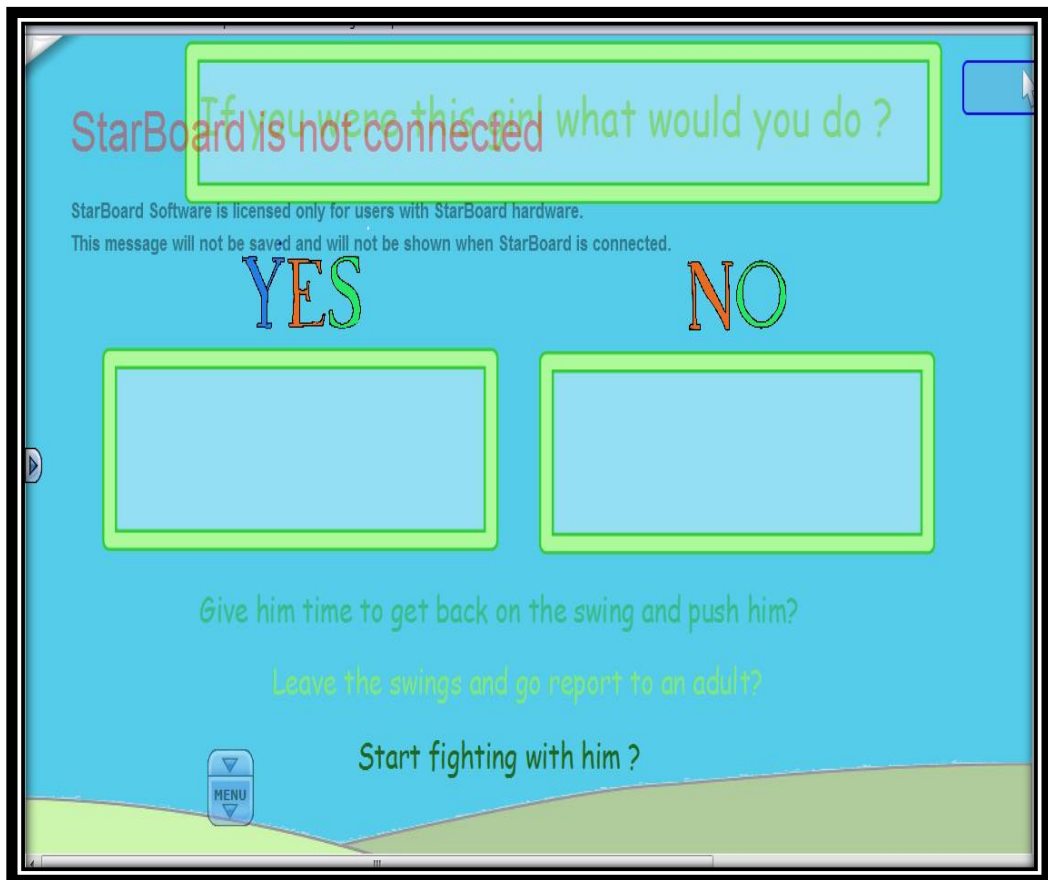
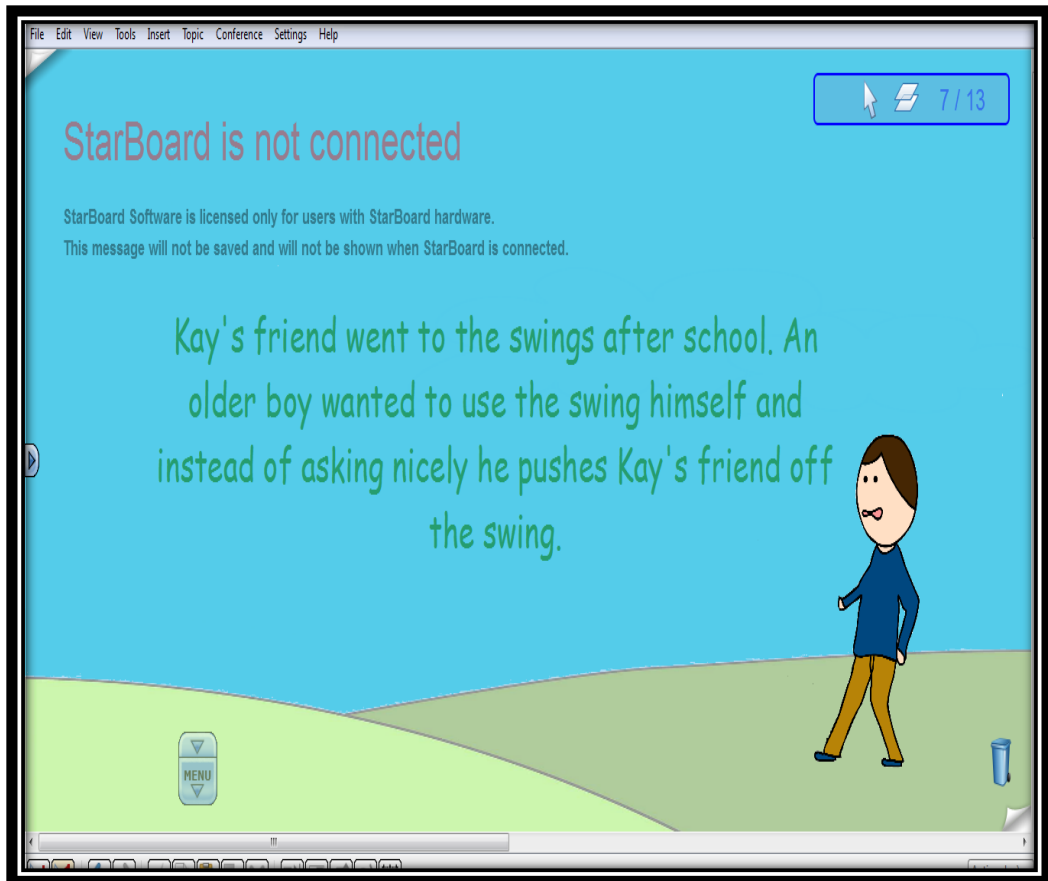
The poem shall be used during an English poetry lesson. I have used simple English vocabulary and a lot of rhyming words. The attached poem in the CD can be printed as a poster in order to be hung up in class.

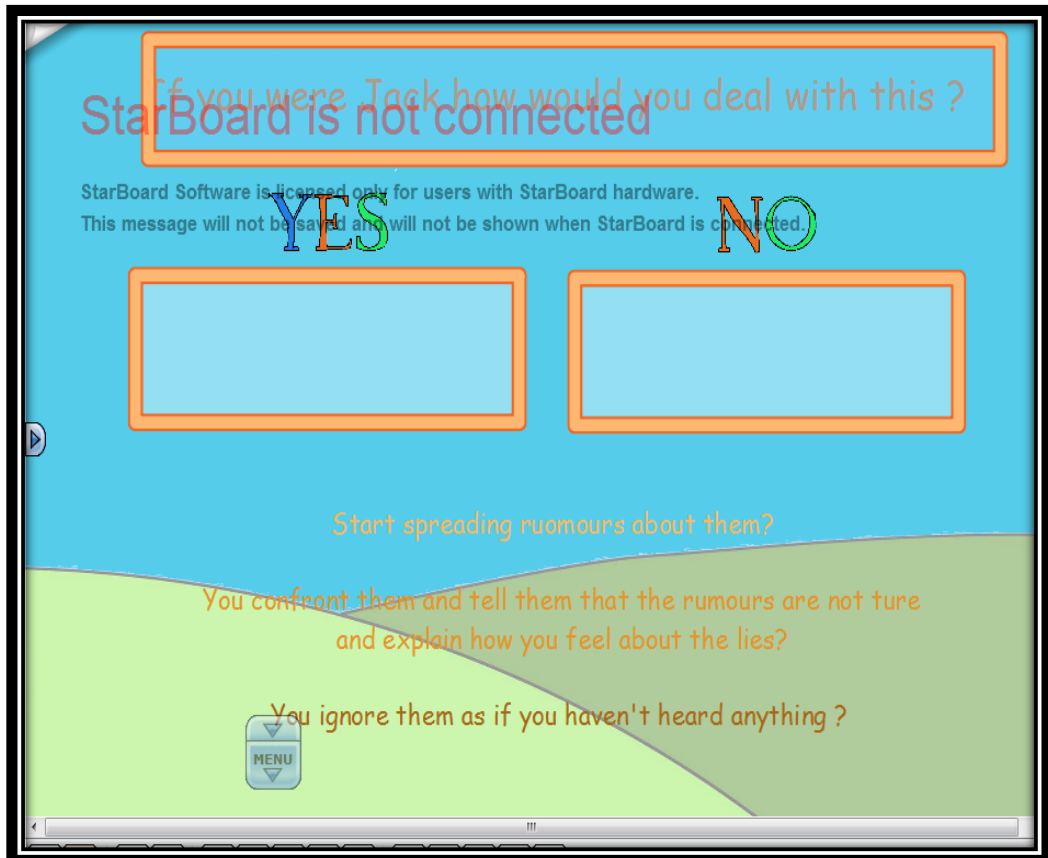
Appendix 5: The interactive Game

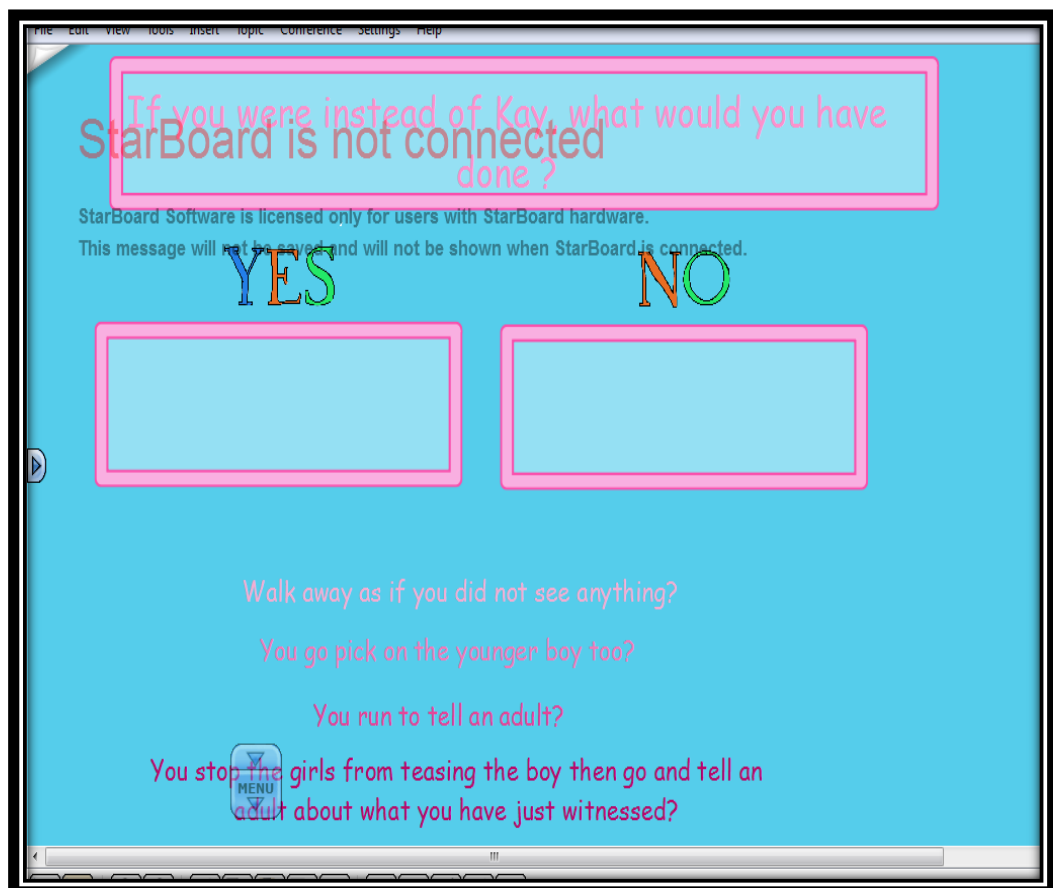












The interactive game is very simple to use. Here the children are presented with a number of situations. The children will then be asked to give ways of how they would tackle that situation. Through the next page they are going to be asked to place the correct statements either in the 'YES' box, which refers to the way they would handle that particular problem or else in the 'NO' box which represents the way they would not handle the situation. The teacher then explains to the students the best way on how one must handle such a situation.

The images accompanying each slide have been included since the interactive whiteboard programme must be installed on teachers' personal computers in order to access. Therefore, these images enable teachers to see clearly what the interactive game looks like. Furthermore, they can easily copy the quiz questions and create their own interactive game.

Lesson Plans

Appendix 1.1 Maths Lesson Plan: Bee-Bot Game

Year 2

Subject/s:

Maths

Duration:

45 minutes

Lesson Topic:

Odd and Even numbers

Link with Theme: (where applicable)

Bullying

Reference to the Syllabus:

A.2.3 Recognise odd and even numbers up to 30.

A.1.4 Compare and order numbers including ordinal numbers.

A.2.7 Compare and order numbers to at least 30, and position them on a number track.

Desired Learning Outcomes:

By the end of the lesson children will have learnt more about how to handle a bullying situation whilst revising odd and even numbers.

Resources:

Bee-Bot mat

Pre-requisites:

Children are already familiar with numbers from 1 to 20 as well as odd and even numbers.

Introduction:

Teacher introduces the lesson by revising quickly the numbers from 1 to 20 together with odd and even numbers. Children clap each time teacher says an odd number, while stamping their feet every time they hear an even number.

Development of Lesson:

The teacher divides children into stations as follows:

Station 1: A worksheet is given to students where they need to circle odd numbers and colour them in blue whilst colouring even numbers in green.

Station 2: Children are given a worksheet and are instructed to circle the smaller numbers. Another exercise instructs them to circle the bigger numbers.

Station 3: Bee-Bot activity. Children gather around a mat and teacher makes statements, such as, "Bullying can be done face to face or through a _____". Children give commands to the bee-bot to go on the picture of their choice. Teacher asks children whether the number on the picture is odd or even.

Closure:

To conclude the lesson, the teacher gathers all the children and invites them to share what they have learnt.

Assessment Indicators/Key Questions:

What are odd and even numbers?

Is this number bigger or smaller than _____?

Lily saw two children fighting. Who should she tell?

Jack is being bullied. Do you think he is happy or sad?

If we are being bullied, who should we tell?

Who can bully a boy or a girl, or both?

Does bullying take place only at school?

A bully can be young or _____.

A bully can feel good when making others feel _____.

Bullying can be done face to face or through a _____.

During play time, if we see someone alone, what should we do?

If someone is sad, we should make them _____.

If I fight with my friends, will I be happy or sad?

During break time, should we play together, or fight?

If our friends speak to us about their problems, what should we do?

After listening, what should we do?

If we are all friends, we are all _____.

Modifications/Support:

The teacher monitors children constantly and provides adapted worksheets.

Homework:

As teacher wishes.

Appendix 1.2 English Reading Lesson Plan: English Reading Book

Year 2

Subject/s: English Reading

Duration: 45 minutes

Lesson Topic:

Niceness is Priceless

Link with Theme: (where applicable)

Bullying

Reference to the Syllabus:

2.2.1 Demonstrates knowledge that written language conveys meaning.

2.2.4 Identify subject-matter of a text through titles and illustrations.

2.2.10 With support demonstrate ability to answer questions on text.

2.2.11 Begin to develop an extensive repertoire of vocabulary.

Desired Learning Outcomes:

By the end of the lesson, children will have listened to, discussed and participated in a story about being nice to one another.

Children will have also revised the days of the week.

Resources:

Niceness is Priceless reading book

Pre-requisites:

Children know basic English and can follow a reading lesson.

Introduction:

Teacher introduces the lesson by showing children the front cover of the book and asks several questions related to the picture and title.

Development of Lesson:

Once the discussion is over, the teacher reads out the book. During this activity she invites some children to participate and read a page each.

Teacher then asks children several questions related to the story, such as:

What can we use our hands for?

What can we use our feet for?

What can we use our words for?

What can we use our teeth for?

Through this story the teacher further outlines the order of the days of the week and asks students to tell her what happened during each day. This activity enables the teacher to revise the days of the week with the students.

Closure:

To conclude the lesson, the teacher will put the children in groups. Each group is given a situation, such as “A boy sitting alone during break”. Children are instructed to role play the situation and show how they would handle the situation.

Assessment Indicators/Key Questions:

What can you see on the front cover of the book?

What do you think the story is about?

What would you do if that were to happen to you?

What can we use our hands for?

What can we use our feet for?

What can we use our words for?

What can we use our teeth for?

What happened on Monday?

What happened on Tuesday?

What happened on Wednesday?

What happened on Thursday?

What did Lily learn on Friday?

Which was your favourite part of the story?

If you were Lily, would you do anything differently?

Do you think the children are happy or sad?

What do you think the story is about?

Modifications/Support:

Prompt cards will be given to children who find the role play a little challenging.

Homework:

No homework is given for this activity.

Appendix 1.2.1 Maltese Reading Lesson Plan: Maltese Reading Book

Year 2

Suġġett/I :

Malti Qari

It-tul tal-lezzjoni:

45 minuta

Isem il-lezzjoni:

L-Għajnuna Prezzjuża

Ir-rabta mat-topik:

L-Ibbuljar

Rabta mas-Sillabu:

2.3.4 Il-vokabularju jissahha aktar bil-qari għall-gost mingħajr sfurzar u bl-akbar inkoraġġiment. Għalhekk għandhom kostantement jinholqu opportunitajiet fejn it-tfal jaqraw mhux biss quddiem sħabhom fil-klassi, iżda quddiem udjenzi varji wkoll.

2.3.1 Juru li għandhom il-ħila jaqraw kliem u sentenzi sempliċi f'kuntesti ta' stejjer, u

2.3.2 Juru l-ħila li jagħtu spunt/tifsira ta' dak li jkunu qraw, megħjuna minn mistoqsijiet.

X'mistenni jintlaħaq sa tmiem din il-lezzjoni:

Sal-aħħar tal-lezzjoni t-tfal sejin jismegħu, jiddiskutu u jippartecipaw waqt qari ta' storja kif aħna għandna ngħinu lil xulxin.

It-tfal sejin jagħmlu wkoll revizjoni tal-ġranet tal-ġimgħa.

Ir-riżorsi:

Il-Ktieb I-Għajnuna Prezzjuża

X'mistenni li jkunu jafu qabel il-lezzjoni:

It-tfal għandhom ikunu jafu Malti bażiku kif ukoll jaqraw xi kliem bil-Malti.

Daħla:

Fl-introduzzjoni tal-lezzjoni, l-għalliema tibda billi turi l-ktieb lit-tfal. Hija tistaqsi diversi mistoqsijiet relatati mal-istampa fuq il-faċċata tal-ktieb.

L-iżvilupp tal-lezzjoni:

Hekk kif id-diskussjoni tkun lesta, l-għalliema ħa tibda taqra l-ktieb. L-għalliema tista' tistaqsi lit-tfal sabiex jipparteċipaw u jaqraw paġna kull wieħed.

L-għalliema tista' tistaqsi lit-tfal diversi mistoqsijiet waqt li tkun qiegħda taqra l-istorja bħal:

Kif nistgħu nużaw idejna tajjeb?

Kif nistgħu nużaw saqajna tajjeb?

Kif nistgħu nużaw kliemna b'mod tajjeb?

Kif nistgħu nużaw snienna b'mod tajjeb?

L-għalliema tista' tiegħu l-opportunita' sabiex tagħmel referenzi għat-tagħlim tal-ġranet tal-ġimgħa. L-għalliema ħa tistaqsi lit-tfal jgħidulha x'għara f'kull ġurnata, kif ukoll se jrin jagħmlu revizjoni qasira tas-sekwenza tal-ġranet wara xulxin.

Mistoqsijiet ewlenin għal din il-lezzjoni:

X'tistgħu taraw fuq il-faċċata tal-ktieb?

Fuq iex taħsbu hija l-istorja?

X'tagħmel li kieku din tigi lilek?

Kif nistgħu nużaw idejna tajjeb?

Kif nistgħu nużaw saqajna tajjeb?

Kif nistgħu nużaw kliemna b'mod tajjeb?

Kif nistgħu nużaw snienna b'mod tajjeb?

X'gara t-Tnejn?

X'gara t-Tlieta?

X'gara l-Erbgħa?

X'gara l-Ħamis?

X'tgħallmet Lily l-Ġimgħa?

Liema kienet l-iktar parti favorita tiegħek tal-istorja?

Li kieku kont Lily, kont tagħmel xi ħaġa differenti?

Taħseb li t-tfal huma kuntenti jew imdejqa?

Għeluq:

Bħala għeluq tal-lezzjoni t-tfal sejin jinqasmu go gruppi. Kull grupp ħa jingħata sitwazzjoni pereżempju “ Tifel mal-art waħdu fir-rikreazzjoni”. Fi gruppi t-tfal irridu jirreċtaw is-sitwazzjoni u kieku x'jagħmlu huma.

Varjazzjonijiet skondt il-ħtiġijiet tal-istudenti individwali:

Min isibha diffiċli l-għalliema ħa tagħti xi spunti.

Appendix 1.3 Religion Lesson Plan: PowerPoint Presentation

Year 2

Suġġett/ :

Ir-Reliġjon

It-tul tal-lezzjoni :

45 minuta

Isem il-lezzjoni:

Il-ħbieb iħobbuna

Ir-rabta mat-topik:

L-Ibbuljar

Rabta mas-Sillabu:

Kap 2 Il-ħbieb iħobbuna

X'mistenni jintlaħaq sa tmiem din il-lezzjoni:

It-tfal sejrin jittgħallmu kif ukoll jiddiskutu kif:

- a) Juru rispett lejn ħbiebhom.
- b) Jagħżlu l-ħbieb tagħhom sew.
- c) Jagħmlu l-ġid lil kulħadd!
- d) Japprezzaw lill-għalliema tagħhom bħala ħbieb kbar tagħhom, fost ħbieb oħra.
- f) Jagħrfu aktar kif għandhom iħobbu permezz tal-istorja tas-Samaritan it-Tajjeb.

Ir-riżorsi:

Bibbja tat-tfal.

Il- Powerpoint Presentation

Karti bojod

X'mistenni li jkunu jafu qabel il-lezzjoni:

Il-tfal mistennija jkunu jafu xi kwalitajiet dwar il-ħbiberija.

Daħla:

Bħala daħla tal-lezzjoni l-għalliema ħa tistaqsi lit-tfal sabiex jgħidulha għalfejn huma ħbieb tajba, u jekk għali għamlux xi ħaġa li jħossuhom li ma kinux ħbieb daqshekk tajba.

L-iżvilupp tal-lezzjoni:

Għall-iżvilupp tal-lezzjoni l-għalliema ħa tibda turi lit-tfal il-Powerpoint Presentation. Permezz ta' din ir-riżorsa, l-għalliema ħa tistaqsi lit-tfal diversi mistoqsijiet bħal:

X'jagħmel ħabib jew ħabiba ideali?

Xi tħobb fil-ħbieb tiegħek?

X'ma tħobbx?

Wara l-għalliema ħa turi lit-tfal xi jħobbu l-protagonisti tar-resource pack fil-ħbieb ideali u x'ma jħobbux.

Il-protagonisti juru lit-tfal kif għandhom jagħżlu l-ħbieb tagħhom kif ukoll ħa juruhom kif anke l-għalliema, il-qassisin u nies adulti jistgħu jkunu ħbieb tagħna.

L-għalliema mbgħad ħa taqsam mat-tfal l-istorja tas-Samaritan it-Tajjed, mill-Bibbja tat-tfal sabiex turi li aħna wkoll għandna nkunu bħas –Samaritan u ngħinu lil xulxin.

Wara d-diskussjoni, it-tfal se jrin jintalbu jpingu l-ħabib/a ideali għalihom u jiktbu l-kwalitajiet sbieħ fuq l-istampa.

Mistoqsijiet ewlenin għal din il-lezzjoni:

Xi tfigħer tkun ħabib/a ideali?

Tistgħu ssemmu lil xi ħadd li l-ħbieb tiegħu wegħgħuh ħafna imma hu għadu jħobbhom kollha?

X'inhuma l-kwalitajiet li tfigħer go ħabib/a ?

X'inhuma l-kwalitajiet li jdejquk jew ma tiñux gost bihom?

Kif tħossok tista' tkun ħabib/a aħjar?

Taħseb li tista' tkun ħabib/a iktar bħal Ġesù?

Għeluq:

Bħala għeluq ħa nixgħel żewġ xemgħat u ħa ngħidu talba sabiex l-Ispirtu s-Santu jgħinna nkunu ħbieb tajba u jibagħtilna ħbieb tajba wkoll.

Varjazzjonijiet skond il-ħtiġijiet ta' l-istudenti individwali:

Nuża stampi biex it-tfal jifhmu aħjar kif ukoll nispjega b'Malti ħafif u sempliċi biex ninftiehem.

Appendix 1.4 English Poetry Lesson Plan: The Poem

Year 2

Subject/s:

English Poetry

Duration:

40 minutes

Lesson Topic:

Stay Strong – Poem

Link with Theme: (where applicable)

Bullying

Reference to the Syllabus:

2.1.4 Recite simple rhymes, songs, chants and poems alongside others from the English syllabus.

Desired Learning Outcomes:

By the end of the lesson, children should be able to identify rhyming words in the poem whilst learning more about bullying.

Resources:

Poem

Blank sheets of paper

Pre-requisites:

Children are already familiar with poems and know the definition of a rhyming word.

Introduction:

Teacher introduces the lesson by pretending that she has forgotten what rhyming words are, hence asks children to remind her what they are. She further instructs them to give her a few examples of rhyming words.

Development of Lesson:

Teacher reads the poem *Stay Strong*.

A second reading of the poem ensues and, this time round, teacher instructs children to identify all the rhyming words in the poem.

Children work in groups to try and form some sentences with rhyming words related to bullying.

Closure:

To conclude the lesson, the teacher invites children to discuss what takes place in the poem and to give their ideas and views about the problem of bullying.

Furthermore, children share their sentences with the rest of the class. The teacher collects these sentences and displays them in the classroom.

Assessment Indicators/Key Questions:

Who can tell me what rhyming words are?

What is so special about rhyming words?

Can you identify the rhyming words in this poem?

What is the mood in the poem?

What do you think about bullying?

What would you do if you were being bullied?

What would you do if you saw someone else being bullied?

Modifications/Support:

Pictures will be placed next to the verses in the poem in order to enable children to understand certain terms through visuals.

Homework:

The teacher can instruct children to draw up a poster in order to promote a zero tolerance attitude to bullying in the classroom. Children can insert their rhyming sentences in the poster.

Appendix 1.5 Personal and Social Development Lesson

Plan: Interactive Game

Year 2

Subject/s:

Personal and Social Development

Duration:

40 minutes

Lesson Topic:

Bullying situations

Link with Theme: (where applicable)

Bullying

Reference to the Syllabus:

2.3.2 Friends

Desired Learning Outcomes:

By the end of the lesson, children should become aware that teasing and name calling constitute bullying, and realize that methods of dealing with bullying exist. Furthermore, children acknowledge the importance of being assertive when addressing bullying through issues presented to them during the lesson.

Resources:

Interactive game

Pre-requisites:

Children must know basic concepts related to friendship.

Introduction:

Teacher introduces the lesson by showing a picture of a girl crying. She asks students to tell her why they think she is crying. At the appropriate time, the teacher asks what students understand by the word 'bullying' and what it means to be a 'bully'.

Development of Lesson:

After this discussion, the teacher provides a short explanation on what constitutes bullying. Children are free to ask questions.

The next step is the interactive game. Children are divided into groups. The interactive game presents several situations, and in their respective groups, children decide on the correct way to handle the given situation. If the group members disagree, a discussion takes place and the teacher uses her knowledge to explain to students the best option to tackle each situation.

Closure:

To conclude the lesson, children are given the opportunity to explain to the rest of the class what they have learnt while sharing their feelings about how they would feel if they had to face these situations.

Assessment Indicators/Key Questions:

Why do you think the girl is sad?

What do you understand by the word 'bullying'?

What is a 'bully'?

How would you handle such a situation?

How would you feel if you were in this situation?

How would you feel if you saw anyone else in this situation?

Modifications/Support:

The teacher must read out all the situations to those children who exhibit reading problems.

Homework:

No homework is given for this lesson.

The Stay Strong Resource Pack.



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