Human Rights Education: Bullying – Bucket Fillers

<table>
<thead>
<tr>
<th>Year Level: 3</th>
<th>Humanities and Social Sciences / Civics and Citizenship / Civics and Citizenship Skills / Problem Solving and Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Interact with others with respect, share views and recognise there are different points of view</td>
</tr>
<tr>
<td></td>
<td>• Work in groups to identify issues, possible solutions and a plan for action</td>
</tr>
<tr>
<td></td>
<td>Humanities and Social Sciences / Civics and Citizenship / Civics and Citizenship Skills / Communication and Reflection</td>
</tr>
<tr>
<td></td>
<td>• Reflect on their cultural identity and how it might be similar and different from others</td>
</tr>
<tr>
<td></td>
<td>• Consider how it feels to be excluded from a group</td>
</tr>
</tbody>
</table>

**Overview:**
In this unit, students will identify examples of bullying in a range of contexts and explore the impacts of bullying on self-worth. Students will discuss and identify strategies to reduce, avoid and resolve bullying.

Lesson 1: Feeling of being bullied
Lesson 2: types of bullying
Lesson 3: Prevention

**Concepts**
Bullying
The types of bullying
Prevention

**Understandings:**
• Understand what bullying is and the effects it may have
• Identify different types of bullying in daily life
• Communicate strategies to prevent and help when faced with bullying

**Rich Question:** What is bullying and how can we prevent it?

**Contributing Questions:**
What is bullying?
Where does bullying occur?
What are ways to stop bullying?
Why do we want to prevent bullying?
Why is bullying bad?
How does bullying make you feel?
What are the risk factors of someone being bullied?
What are the risk factors of bullying peers?

**Vocabulary**
Bullying
Physical, Verbal, Emotional, Psychological, Cyber

**Background Notes:**
The five types of bullying are Physical, verbal, emotional, psychological and cyber.
Prevention This unit of work is intended to be undertaken at the start of the school year to assist in the setting up of the classroom behavioural structure. Paddle pop sticks are used to choose students to give examples, rather than hand up which often ends up with the same students responding every time.

**Resources:**
- *Have You Filled a Bucket Today (By Carol McCloud)*
- Individual photograph of each student, printed
- Sorting Activity Cards: Appendix 8
- A3 Bucket posters: Appendix 9

**Lesson Ideas:**

**Lesson 1:**
- Teacher to read book, *Have You Filled a Bucket Today.*
- Students to sit in a circle formation of the floor and teacher to place Sorting Activity Cards (Appendix 8) face down. Teacher to pick students one at a time (through the paddle pop sticks) to come and turn one over. Depending on what it is (positive: bucket filler or negative: bucket dipper), they can put it in the bucket or in the ’rubbish bin’.
- Teacher to lead a discussion about why it is important to be a bucket filler rather than a bucket dipper.

**Lesson 2:**
- Teacher to explain to students that they will be making a poster “Ways to Fill a Bucket”. They will need to put 3-5 ways that they can fill a bucket. If time allows they can decorate.
- Teacher to choose some students to present their posters (paddle pop sticks)
- From these posters, whole class to create “class rules” from suggestions from posters and discussion.
- Teacher to take an individual photograph of each child.

**Lesson 3:**
- Each student will have an A3 bucket poster at their desk (Appendix 9).
- In the middle of their “buckets”, students stick their photo that was taken last lesson.
- Students to walk around the classroom with a coloured pencil and ‘fill each other’s buckets’ by writing something in each person’s bucket. If they have trouble thinking of an idea, they can take some examples from the sorting cards.
- Students may then decorate their “buckets” and these will go on display in the classroom.

**Lesson 4:**
- To promote the idea of ‘bucket filling’ in the classroom, each students is given their own ‘bucket’ (can be a film canister, or any small container). Each bucket is placed in a shoe hanging rack. This can be displayed in the classroom next to the school rules with a collection of coloured pom poms. Each time a student does something positive or ‘fills a bucket’ they may go over to the class buckets and place a coloured pom pom in that person’s bucket as well as their own (remember when you fill someone else bucket you fill your own too!).
• Teachers may decide if they would like to remove pom poms from buckets when students are being “bucket dippers”. The recommendation for this unit outline is to solely focus on the positive behaviours and encourage them.
• This is more of an ongoing class/behaviour management system now, rather than an individual lesson.
• When a student has a full bucket, they may remove their pom poms from their bucket and collect a sticker and put it on their container. By the end of the year, it is hoped that students have a collection of stickers on their buckets. There is no reward for filling up buckets, but rather it should be intrinsically motivating to students.

An example of what the “Bucket System” would look like
<table>
<thead>
<tr>
<th>Calling someone a nasty name</th>
<th>Giving someone a compliment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking someone about their day</td>
<td>Pushing in</td>
</tr>
<tr>
<td>Telling the teacher something that isn’t true</td>
<td>Excluding someone from play</td>
</tr>
<tr>
<td>Telling someone that you like them</td>
<td>Being nice to one another</td>
</tr>
<tr>
<td>Talking about someone in a negative way</td>
<td>Helping someone with their work</td>
</tr>
<tr>
<td>Including all people at play time</td>
<td>Ignoring someone</td>
</tr>
<tr>
<td>Smile at someone</td>
<td>Hold the door for someone</td>
</tr>
<tr>
<td>Tell your family that you love them</td>
<td>Share with your friends</td>
</tr>
<tr>
<td>Tell someone they have great ideas</td>
<td>Help a classmate clean up their mess</td>
</tr>
<tr>
<td>Use your manners</td>
<td>Tell a friend that you really like playing with them</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>If you see someone crying, ask if they are okay</td>
<td>Tell someone you don’t want to be their friend</td>
</tr>
<tr>
<td>Tell someone you won’t share with them</td>
<td>Tell someone you don’t like their work</td>
</tr>
<tr>
<td>Push someone out of the way</td>
<td>Give someone a mean look</td>
</tr>
<tr>
<td>Ask a friend to sit with you</td>
<td>Tell someone they are nice</td>
</tr>
</tbody>
</table>
In grade 3, we are...

Bucket Fillers