

**Theme:** World Of Knowledge

**Topic:** Say 'NO' to Bullying

**Learning Standard:** 1.1.4 Able to speak confidently on related topics.  
1.3.1 Able to listen to and demonstrate understanding of oral texts by:  
(a) asking and answering questions.

**Objectives** By the end of the lesson, pupils should be able to:  
(i) listen to a dialogue and demonstrate understanding by answering true or false questions.  
(ii) ask questions during the discussion.  
(iii) do a role play in groups

**Time:** 60 minutes

**Teaching Aids:** picture, audio clip (dialogue), task sheets, situation cards

**CC/EE :** Values and Citizenship

**Steps:**

### **Presentation**

1. Show a slide/picture of a child being bullied. (Appendix 1)
2. Ask questions pertaining to the picture.
3. Pupils answer questions orally.
4. Pupils share their experience or views on incidents of bullying.

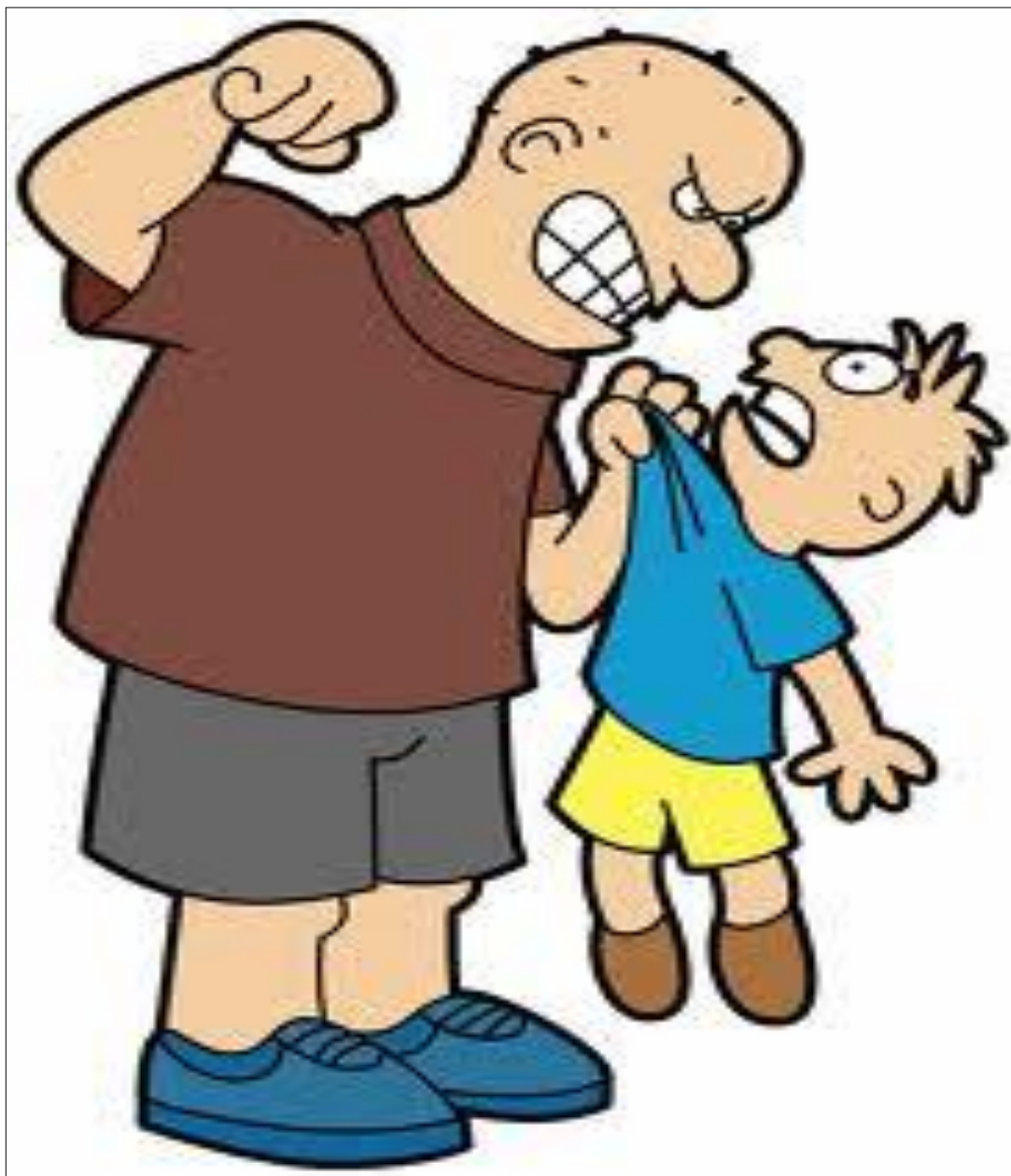
### **Practice**

5. Distribute a task sheet. (Appendix 2)
6. Pupils read the questions before listening to the dialogue. (Appendix 3)
7. Pupils listen to the dialogue for the first time.
8. Pupils listen to the dialogue for the second time and complete the task sheet.
9. Pupils compare and discuss their answers with their peers.
10. Teacher discusses the answers with pupils.

### **Production**

11. Pupils are assigned into groups of four.
12. Each group is given a situation card. (Appendix 4)
13. Pupils discuss what they would do in that situation.

14. They practise role playing the situation.
15. Pupils present the role play.
16. Pupils share their responses with the whole class.
17. Facilitate the discussion.



**APPENDIX 2**

Read the statements below. Listen to the conversation carefully. Tick in the correct column.

| NO | STATEMENTS   | TRUE | FALSE |
|----|--|------|-------|
| 1  | The incident took place in the school compound.      |      |       |
| 2  | There are three people involved in the conversation. |      |       |
| 3  | David and Daniel are the bullies.                    |      |       |
| 4  | The bullies wanted Jason's bicycle.                  |      |       |
| 5  | Jason is his Science teacher's favourite student.    |      |       |
| 6  | Jason was not afraid of the bullies.                 |      |       |
| 7  | Jason gave the bullies what they wanted.             |      |       |
| 8  | The bullies have beaten up Jason.                    |      |       |
| 9  | Jason was in a dangerous situation.                  |      |       |
| 10 | The bullies took pity on Jason.                      |      |       |

## TRANSCRIPT

*Last Monday, at the school bus stop.....*

Bully 1: Hey, David. Look who's here!

Bully 2: Hey, Daniel. Yes, it's Jason, our Mathematics teacher's pet.

Bully 1: Hey, you! Come here!

Bully 2: We want your money. NOW!

Jason: Money? What money?

Bully 1: YOUR money....if you don't give it to us now, we will beat you up!

Jason : Please! Don't hurt me! Here....here's the money, You can  
ha....have it.

Bully 2: Listen! If you tell this to anyone, we will beat you up after school.

(Laughing out loudly).

*Jason walked away with tears in his eyes.*

**Situations:**

1. A Year Two boy is walking to the canteen. He is stopped by two Year Six pupils. They ask him for his lunch box.
2. Two girls push away a small girl from her seat in a bus.
3. You have an electronic dictionary. Two pupils from your school see it and demand for it.
4. You are walking home. Suddenly, one of your classmates stops you and demands that you complete her homework.
5. You are in your class doing your work. Your classmate walks up to you and makes fun of your name.

**Theme :** World of Knowledge  
**Topic :** Say 'NO' To Bullying  
**Learning Standards:** 2.2.3 Able to read and demonstrate understanding of texts by:  
(a) giving main ideas and supporting details  
2.2.4 Able to apply dictionary skills:  
(b) understanding meaning of words in context.

**Objectives:** By the end of the lesson, pupils should be able to:  
  
(i) read and understand the reading text by identifying the main ideas and transfer the supporting details into a table.  
(ii) understand the word meaning in context by choosing the correct definition of the words.  
(iii) complete a crossword puzzle with the words learnt.

**Time:** 60 minutes

**Teaching Aids:** Picture, audio clip ( dialogue), reading handout

**CC/EE :** Thinking Skills

**Steps:**

### **Presentation**

1. Show the picture of a bully and play the dialogue from the previous lesson. (Appendix 1 & 3)
2. Elicit from the pupils main points of the previous discussion on bullying.
3. Distribute task sheet to the pupils. (Appendix 5)
4. Explain to pupils that they will guess the meaning of the words before reading the text.
5. In pairs, pupils guess the meaning of the words to complete the task sheet.

### **Practice**

6. Distribute the reading text for the pupils to read. (Appendix 6)
7. In pairs, pupils check the meaning of words in the task sheet using a dictionary.
8. Next, pupils check the meanings of words according to the text.
9. Elicit the main ideas of each paragraph from pupils.

## **Production**

### ***Activity 1***

10. Distribute a task sheet. (Appendix 7)
11. In groups of four, pupils identify the supporting details of the main idea of the paragraph.
12. Guide the groups to complete the task.

### ***Activity 2 (Optional)***

13. Pupils get into pairs. Distribute a task sheet to each pair. (Appendix 8)
14. Pupils discuss the answers and complete the crossword puzzle.



Choose the appropriate meaning according to the text.

| Word |                  | Meaning  |  |                                    |  |
|------|------------------|--|--|------------------------------------|--|
| 1.   | <b>tough</b>     | strong   |  | firm                               |  |
| 2.   | <b>victim</b>    | a person who is deceived or cheated              |  | someone who has been hit, attacked |  |
| 3.   | <b>damage</b>    | break  |  | hurt                               |  |
| 4.   | <b>encourage</b> | to give support                                  |  | to inspire with hope               |  |
| 5.   | <b>safe</b>      | unharmful  |  | coin box                           |  |
| 6.   | <b>stress</b>    | pressure or tension exerted on a material object |  | mental or emotional pressure       |  |
| 7.   | <b>lose</b>      | fail to keep                                     |  | fail to win                        |  |
| 8.   | <b>lead</b>      | to take or bring                                 |  | cause                              |  |

## Bullying

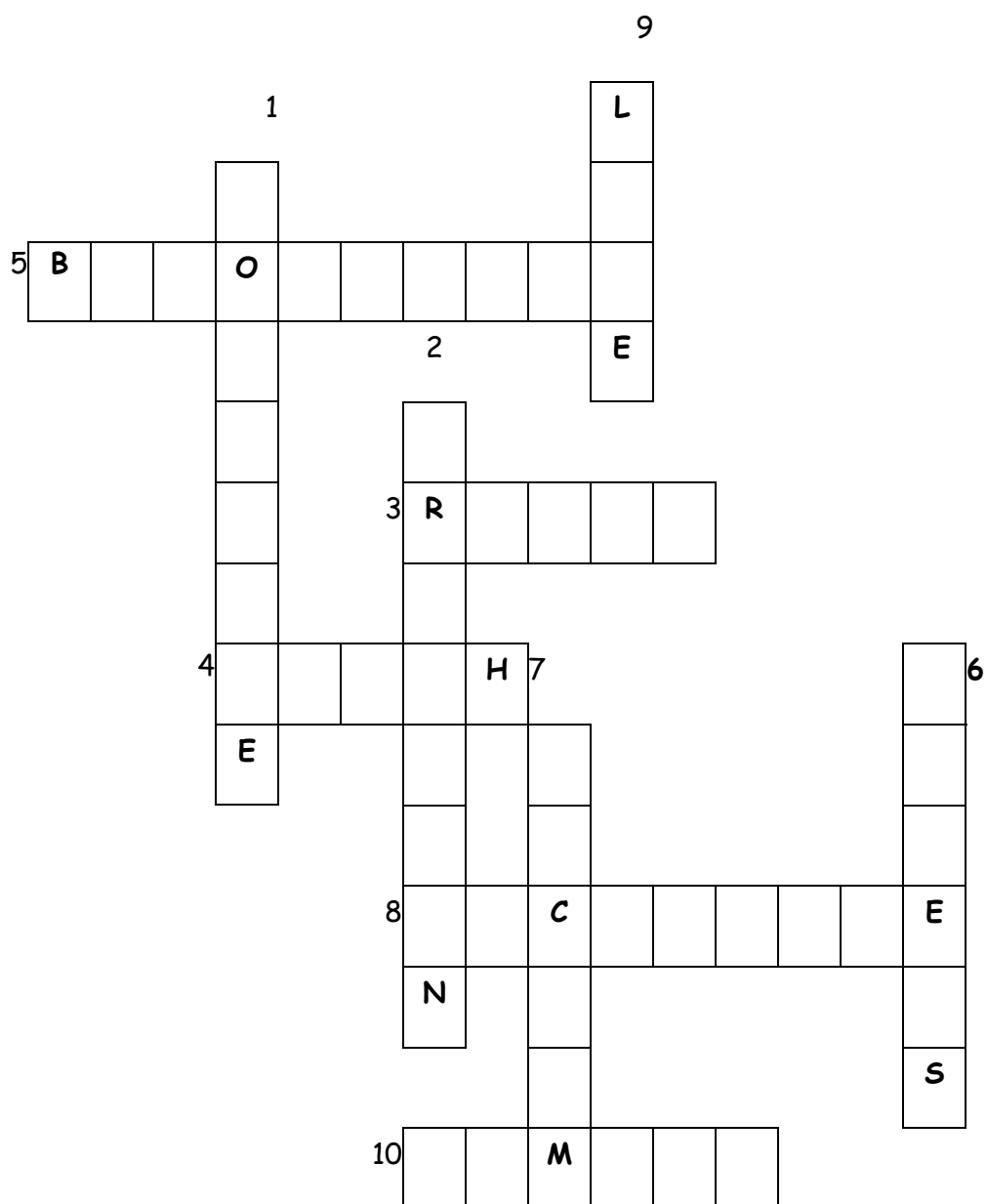
Bullying is when someone does or says things to hurt or frighten others. It is a bad habit. People who bully see this as a way to be popular. They want to look **tough**. They want others to be afraid of them.

Bullies like to tease and hurt their **victims**. They **damage** their victims' belongings and threaten them. Another form of bullying is sending cruel instant messages or email. This is called cyber bullying. Cyber bullying can cause **stress** and anxiety to the victims. Victims will always be in fear. They may find their school work failing and have health problems.

We should not tolerate this habit. Keeping quiet will only **encourage** the bullies to become more violent. We should report bullying to our teachers or parents. Everybody has a right to be **safe**. We can start preventing bullying by not being alone. Always walk in a group at places where bullying occurs.

|                    |   |
|--------------------|---|
| <p>Paragraph 1</p> | <p>1. Bullying is when someone does or say things to hurt or frighten others</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> |
| <p>Paragraph 2</p> | <p>2. Bullying can make the victims</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>  |
| <p>Paragraph 3</p> | <p>3. Avoid being bullied by</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>   |

Complete the crossword puzzle.



**Across:**

3. Children have the \_\_\_\_\_ to be treated equally.
4. "Do not try to act \_\_\_\_\_," said the headmaster.
5. They lost all their \_\_\_\_\_ in the fire.

8. Teachers should \_\_\_\_\_ their pupils to report any bullying cases.
10. Vandals are those who like to \_\_\_\_\_ properties.

**Down:**

1. We must not \_\_\_\_\_ bullying.
2. Bullies like to \_\_\_\_\_ the weaker pupils.
6. Examination can cause \_\_\_\_\_ to pupils.
7. The \_\_\_\_\_ reported the incident to the police.
9. You will \_\_\_\_\_ your friends if you cheat.

**Answers for Task Sheet 3**

**Across:**

3. Children have the \_\_\_\_\_ to be treated equally. (RIGHT)
4. "Do not try to act \_\_\_\_\_," said the headmaster. (TOUGH)
5. They lost all their \_\_\_\_\_ in the fire. (BELONGINGS)
8. Teachers should \_\_\_\_\_ their pupils to report any bullying cases. (ENCOURAGE)
10. Vandals are those who like to \_\_\_\_\_ properties. (DAMAGE)

**Down:**

1. We must not \_\_\_\_\_ bullying. (TOLERATE)
2. Bullies like to \_\_\_\_\_ the weaker pupils. (FRIGHTEN)
6. Examination can cause \_\_\_\_\_ to pupils. (STRESS)
7. The \_\_\_\_\_ reported the incident to the police. (VICTIM)
9. You will \_\_\_\_\_ your friends if you cheat. (LOSE)

**Theme:** World Of Knowledge

**Topic:** Say 'No' to Bullying

**Learning Standards:** 3.2.1 Able to transfer information with guidance to complete:

(b) linear texts

3.1.1 Able to write in neat legible print with correct spelling:

(a) sentences

By the end of the lesson, pupils should be able to:

- Objectives:**
- (i) transfer information with guidance to a non-linear text.
  - (ii) write sentences in neat legible print with correct spelling.

**Time:** 60 minutes

**Teaching Aids:** task sheets

**CC/EE:** Thinking Skills

**Steps:**

**Presentation**

1. Revise the main ideas of the reading text about bullying.
2. Highlight the vocabulary learnt in the previous lesson.
3. Guide pupils to define the target vocabulary.

## **Practice**

### ***Activity 1***

4. Each pupil is given the reading text and a task sheet . (Appendix 9)
5. In pairs, pupils are to discuss and transfer information from the text to the mind map.
6. Monitor pupils' work.

### ***Activity 2 (Think, Pair, Share)***

7. Pupils get into groups.
8. Each group is given a task sheet. (Appendix 10)
9. Pupils construct sentences to complete the task sheet.

## **Production**

10. When the task is completed, pupils display their task sheets on the wall.
11. Pupils walk around the class and edit mistakes on their friends' task sheets.
12. Check pupils' work and make corrections if necessary .

Based on the reading text, complete the mind map below.

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What is bullying?

What do bullies do?

bullying

Ways to solve.

What happens to the victims?

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Make complete sentences using the words given.

- bully - frightened -

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- snatched - victim's -

.....

.....

- teacher - punished -

.....

.....

- boys - damaged -

- reported - incident -

|                            |   |
|----------------------------|---|
| <b>Theme:</b>              | World of Knowledge  |
| <b>Topic:</b>              | Say 'NO' To Bullying  |
| <b>Learning Standards:</b> | 5.1.3 Able to use verbs correctly and appropriately:<br>(a) simple future tense   |
| <b>Objectives:</b>         | By the end of the lesson, pupils should be able to:<br><br>(i) match sentence strips to pictures appropriately.<br>(ii) construct sentences in the simple future tense, based on the substitution table.<br>(iii) identify the sentences using the simple future tense in a text.<br>(iv) complete sentences using the simple future tense. |
| <b>Time:</b>               | 60 minutes  |
| <b>Teaching Aids:</b>      | pictures, substitution table, task sheet, sentence strips, reading text, flash cards  |
| <b>CC/EE :</b>             | Thinking Skills, Value and Citizenship  |

**Steps:**

**Presentation**

1. Show a picture of a bully and play the dialogue. (Appendix 1 & 3)
2. Put up a picture of the bully and a picture of the victim on two separate corners of the board.  
(Appendix 11)
3. Ask pupils what will happen to the bully and the victim.
4. Pupils take turns to choose a sentence strip and match it to the right person.  
Example: Teacher will scold him - Bully  
He will cry - Victim
5. Using the sentences on the board, introduce the simple future tense and explain its function.  
(Appendix 12)

## **Practice**

### ***Activity 1***

6. Display a substitution table. (Appendix 13)
7. Pupils construct 10 sentences individually based on the substitution table.

### ***Activity 2***

8. Get pupils to read the text from the previous lesson individually. (Appendix 3)
9. Ask pupils to find and underline the sentences that use the simple future tense form.
10. Check and discuss the answers.

## **Production**

11. Distribute a task sheet to pupils. (Appendix 14)
12. Ask pupils to complete the sentences.
13. Give feedback and make corrections if necessary.



|                                      |
|--------------------------------------|
| The teacher will scold him.          |
| He will cry.                         |
| The teacher will punish him.         |
| He will not have money to buy food.  |
| The teacher will inform his parents. |
| He will not want to go to school.    |
| His parents will be upset.           |
| He will tell his teacher.            |
| He will regret his actions.          |
| He will inform his parents.          |
| He will not have any friends.        |
| He will avoid meeting the bully.     |

|      |          |                   |  |
|------|----------|-------------------|--|
| I    | will     | watch a movie     | tomorrow.<br>soon.<br>later.<br>next week. |
| You  |          | go for a walk     |  |
| He   |          | sing at a concert |  |
| She  |          | cook dinner       |  |
| It   |          | go to Penang      |  |
| We   | will not | play badminton    | next Monday.                               |
| You  |          | buy fruits        | in a month's<br>time.                      |
| They |          |                   |  |

What will you do if you are being bullied?

Use the words in the brackets to complete the sentences.

1. I will \_\_\_\_\_.(report)

2. I will \_\_\_\_\_.(tell)

3. I will \_\_\_\_\_.(make  
sure)

4. I will not \_\_\_\_\_.(fight)

5. I will not \_\_\_\_\_.(let)