

GRAPES ARE NOT THE ONLY FRUIT	SECTION 2: THE ART OF BEING HAPPY
LESSON PLAN 1: <i>Happiness</i>	TIMING: 1 hour
<p>Introductory Activities 1, 2 – Warm Up Whole class and small groups</p> <p>- Refer to the fact that people live in many different ways and in many different places as seen across Section 1. Link the ethos of the previous section by pointing out one thing that is the same for most people around the world: the fact that family and friends are very important in people’s lives. Remind children that most people have different relationships and that one might have friends in school or outside in the street; that there are different kinds of families, too –some have two parents, others have one, some children are adopted and others may live with a relative -; that therefore, family and friends are special, that they care about us and we care about them. They are people that we can turn to for help and advice.</p> <p>Write the word <i>Feelings</i> on the blackboard and tell learners to brainstorm different emotions that they think about. Here you have some examples: angry, brave, caring, embarrassed, happy, impatient, jealous, lonely, proud, shy, worried, sad...</p> <p>Tell learners that this section focuses on the adjective ‘happy’.</p> <p>Experience happiness with learners through making up comedy acts that any audience in a theatre would enjoy. If you have access to lighting effects a <i>blackout</i> (where all lights are turned off) is the perfect way to end these scenes. If not, ask someone to say “blackout” just after the punch line.</p> <p>To begin, spend some time practising telling jokes and choose one to act out. Here you have an example:</p> <p><i>Three people are driving through the desert when their car breaks down. They continued their journey on foot, travelling across the hot desert for days. Finally, they reach a palace. The sultan of the palace hears of their journey and calls them in. He says, “You are very brave. Tell me, what did each of you bring that helped to survive in the desert?” The first person says, “I bought a large jug filled with cold water, so we would not go thirsty”. The second says, “I brought an umbrella to shield us from the hot sun” The sultan turns to the third person and asks, “What did you bring?” The third person replies, “I brought a long car door” “Why?” Asks the sultan. The third traveller replies “So when it gets too hot, I can roll down the window!”</i></p> <p>Then, ask learners to act it out: <i>(Three children act as if they are driving a car, suddenly the car stops suddenly)</i> Robert: oh no, our car broke down! El Ham: We’ll have to continue our journey on foot Anna Maria: But it’s so hot here in the desert! We’ll never make it. Robert: we have to try. Narrator: three days later. Robert: Look, up ahead. I can see a castle! El Ham: Hurray! Anna Maria: We’re saved! Messenger (entering): I am a messenger of the sultan. He wants to know what you are doing at his castle. Robert: our car broke down. El Ham: we have travelled for days across the hot desert. Anna Maria: we are very hot and hungry.</p>	

Messenger: come this way.

Narrator: Later that night, in the sultan's palace...

Sultan: My messenger told me your tale. You three are very brave. Tell me, what did each of you bring that helped you survive the desert?

Robert: I brought a large jug filled with cold water, so we would not go thirsty.

El Ham: I brought an umbrella to shield us from the hot sun.

Sultan (to Anna Maria): What did you bring?

Anna Maria: I brought the car door.

Sultan: why?

Anna Maria: so when it gets too hot, I can roll down the window!

Narrator: blackout.

Refer to the concept of happiness as a feeling and let learners express what they felt after enjoying the joke. Point out that this is a feeling a person feels inside, the fact that to be healthy and happy we all need people who care about us and that when people are kind to each other, everyone feels happier.

Draw a positive sign on one side of the blackboard and a negative sign on the other side. Tell learners that *When you are more* (let them say: *positive*, while you point to the correspondent sign), *good things happen to you*. *But when you are* (encourage them to say: *negative*, while you point to the sign of minus) *you draw bad things to you*.

Activity 3 – Main Activity

Whole class

- Pre-teach the words: to smile (express amusement with the corners of the mouth turned up), to grin (smile broadly), laugh (express lively amusement), hugs (a squeezing grip)

Have learners sit in a circle and read the book titled *Happy*. Most chapters in this book begin with a question. Read the question together. Look at the pictures. Talk about what they think the answer might be. Then, read the text to find out if their predictions were correct.

Healthy hints: encourage the students to talk to you in case they feel unhappy at home.

Have it Ready!

Medina, S. (2008) *Happy*. Oxford: Raintree ISBN 978-1-4062-0642-5

Activity 4 – Closing up

Whole class

- Use TR.1 so learners can look at the picture and predict its meaning. They might have to use language structures such as *there is/there are, I can see...*

Scroll down the document and show the quote (if you are using the resource printed, make sure that learners just see the picture at first). Discuss its meaning and tell learners that they are going to make a book mark with it.

Procedure:

1. Tell learners that the book mark will include the quote on one side and a picture of what they think happiness is on the other side.
2. Cut a piece of card to a desired size – it should fit the child's book –
3. Decorate
4. Laminate
5. Trim the edges to approx 4mm. wider than the bookmark
6. Punch a hole in the middle of the top to put a tassel through and loop it.

GRAPES ARE NOT THE ONLY FRUIT	SECTION 2: THE ART OF BEING HAPPY
LESSON PLAN 2: <i>Friendships</i>	TIMING: 1 hour 15 minutes

Activities 1, 2 – Warm up & Activating Prior Knowledge **Whole class**

- Write the following feeling on the board and make sure learners remember their meaning: calm/sad, angry, happy, scared/alone.

Play different music and ask children to relate each piece with each feeling written on the board: *What does that music make you feel?* They might need to start by saying: *This piece makes/made me feel...*

Have it Ready!

These ideas are only starting points and are obviously open to interpretation. However, I have tried to give a range that might match existing or readily available resources:

Calm/Sad:

Missing/Antartica – Vangelis
 Albatross – Fleetwood Mac
 La Mer – Debussy
 Romeo and Juliet Overture – Tchaikovsky
 Everybody Hurts – REM
 A Room with a View – Richard Robbins
 Morning Breeze – Anugama
 Resonance – Terry Oldfield
 Adagio for Strings – Samuel Barber, (from William Orbit – Pieces in a Modern Style)
 Theme from Midnight Cowboy – John Barry

Angry:

Phat Planet – Leftfield
 The Extremist – Jeff Mills
 O Fortuna – Carl Orff
 Halycon (from Behind the Sun) – Chicane

Happy:

In Dulci Jubilo – Mike Oldfield
 Feeling Good – Nina Simone
 Johnny & Mary – Martin Taylor
 Playful Pizzicato – Benjamin Britten
 Waltz of the Flowers – Tchaikovsky
 L'Heure Exquise – R Hahn
 Open Heart Zoo – Martin Grech

Scared/Alone:

Sadness Part One – Enigma
 Largo – Dvorak
 Pigtail – Music from the Penguin Café (performed by the Penguin Café Orchestra)
 Chartered Flight – Music from the Penguin Café (performed by the Penguin Café Orchestra)

- Ask the learners what makes them angry (help them express their ideas in English). You might get responses like: *when my sister comes into my bedroom, when my brother breaks my things, when my mum won't let me stay up, when my Dad says I can't watch TV, when someone teases me, when the other team scores a goal in the last minute...*

Tell them what makes you angry, starting with similar low-level things, such as: *when the cat has been sick on the stairs, when my son has left his underwear in the bathroom, when I'm late...*

Activity 3, 4, 5, 6 – Main Activities **Whole class**

- Use TR.2 (page 1) to help learners identify the process of getting angry: ask learners to look at the first the picture, tell what they see and predict what it tries to transmit to us: we can see a match, some explosives (bombs) and an explosion. The prediction can vary according to the learners' interpretations but you can now ask someone to read what is written in the red box (read the extract and ask the learners: *What is the inside of your*

head full of when you are angry?), relate it to the picture and, therefore, the process of getting angry [1st, there is a sign of trigger (something causes something to happen); 2nd, a strong feeling of annoyance/anger appears; 3rd, there is an explosion, a reaction].

- Use TR.3 to ask learners look through the body feeling cards one-by-one, understand their meaning and place them on TR.4. This should be used as a poster, so children can tack the words around it and show what they experience when they have uncomfortable feelings.

Uncomfortable Feelings

All children feel angry, sad, frustrated and embarrassed sometimes. Children may feel angry or frustrated when they want something they cannot have, when others ask them to do things they don't want to do, or when they disagree with someone. Children might feel sad or embarrassed when other boys and/or girls don't include them in their conversation or group. Learners may feel worried when they are not ready for a class project, test or presentation.

When they experience many uncomfortable feelings in a short period of time, they may find it difficult to concentrate, do school work, or have fun doing activities they enjoy. When students let their uncomfortable feelings grow, they might yell at or hit others, throw or break things, or run and hide.

In school, yelling, throwing things, hitting, running away and hiding are against the rules. These behaviours can be dangerous to children and it is important for them to try to relax when they feel uncomfortable.

When they feel uncomfortable feelings, they usually notice changes in the way their body and head feels. They may feel like they want to leave the room, their head or stomach may begin to hurt, they may feel hot, they may feel like they want to cry, or they may start saying loud angry things to others (youngsters or even adults).

Some learners have relaxing things they do whenever they start to feel uncomfortable. Restful, relaxing activities may help them calm down and stay in class. They might need different ways to relax and within the lesson some of these strategies will be provided.

As well, sometimes learners find it helpful to talk to someone when they have uncomfortable feelings. Students may not know why they are feeling uncomfortable but it can be helpful to talk about it anyway (use of L1 very necessary).

Check learners understand vocabulary on TR3. Have them identify one or two things that trigger uncomfortable feelings for them. Ask them to look through the De-escalation cards (TR.3, second page) and choose one that they would try when feeling uncomfortable. Place on bottom of poster with poster tack.

Whole Class

- Use TR.2 (page 2). Learners interpret the line graph. Use scaffolding on TR2. Help learners notice that both lines show a different situation, a situation in which there has been a starting point, an initial emotional state that has varied because a stimulus caused the reaction. In one case (blue line) the person is not able to have his/her feelings under control and the reaction is explosive (as seen previously with the 3 pictures), whereas the other person (pink line) is probably able to use the peaceful problem-solving process (which involves rational thought) until he/she has been able to overcome his/her impulses and, thus, calm down. This person is meant to be happier in the long term.

Tell children: *What does this graph teach us?*

Provide some feedback using the following text as a guide (make sure learners understand the bold type words):

*Being a good friend and having good friends is an important part of keeping **healthy and happy**. Good friends care about each other. They try to understand each other's feelings and moods. Good friends are happy for each other to have other friends. They trust each other to be **loyal**. Friends can encourage you to try new things that are fun. Sometimes,*

a friend may try to persuade you to do something you do not want to do or that you know is wrong. This is not being a good friend. Friends can disagree without hurting each other's feelings, so if someone makes you feel uncomfortable in a similar situation, don't get angry, just say no to your friend and explain why. Family and friends show they care for each other in different ways and this makes people feel happy. Part of being in a family and having friends is give and take. It means sharing and helping each other. It is also normal for friends and families to argue. After all, we all have our own opinions. It is important to know how to talk about them. In fact, when you disagree with someone, it is okay to say so. Try to say you disagree in a friendly way, and be polite. If you fall out with someone, remember what we have just seen here in the graph, the person who can control his/her feelings will be happier. So the best thing you can do is to talk about it, calmly and quietly. If the person is shouting at you, try not to yell. What could you do instead? (wait for learners' responses) Instead, you could walk away and tell him/her that you will be happy to talk when he/she has calmed down.

Have it Ready!

Teacher Resource TR.2 Pictures and Graph 'Uncomfortable Feelings'
Teacher Resource TR.3 Language Strips 'Body-De-escalation strips'
Teacher Resource TR.4 Silhouettes 'Feeling Uncomfortable'

Individual Work

- Use the worksheet S2L2.1 for boys and S2L2.2 for girls in your class and ask them to record three things they which trigger uncomfortable feelings for them using TR4. As well, they have to write three strategies they think they would use in practise when dealing with a tricky situation and calming down.

Have it Ready!

Student Worksheet S2L2.1 Getting Angry and Calming Down
Student Worksheet S2L2.2 Getting Angry and Calming Down

Attention to Diversity

Children with social skills deficits benefit from regular instruction and practice in order to maximise generalization of skills outside the classroom. Unlike their peers, these students do not typically interpret social cues, nuances and rules of interaction, even when provided with an inclusive education in a general education setting.

Diagnosis of autism continues to be based on the interpretation of a child's observed and reported behaviours, which is not the most clear-cut diagnostic tool. Although it is recognised that autism can occur whatever the intellectual capacity, many of the children may also have an additional general learning difficulty. This adds to the difficulty in diagnosis, as it becomes increasingly difficult to separate out the effects of autism and the effects of profound and multiple difficulties. Wing and Gould (1979) in the Camberwell study found that 60% of the children with autism had severe learning difficulties, 25% had moderate learning difficulties and 15% were of average and above average intelligence.

There is an acceptance now that autism is distinguished by the co-occurrence of the impairments in social interaction, social communication, social imagination, flexible thinking and play and diagnostic criteria are agreed on the basis of the triad.

In short, currently autism is considered to be a neurodevelopmental disorder which becomes evident before the child reaches three years of age (WHO, 1982). Evidence of differences in functioning in different areas of the brain is emerging with the use of sophisticated technology. However, autism is still currently diagnosed at the level of behaviour. It is characterised at the level of psychological functioning. Through increasing the understanding at this psychological level, you as educator can make a difference, since developing relationships can be particularly problematic but with a number of intervention strategies (in this lesson you have one as an example) it might get much better.

Activity 4 – Closing Activity

Pre teach: *relax and tense.*

End the lesson by talking about what it is like to have feelings. Tell learners: *everyone gets angry sometimes. People get angry when they want something they cannot have, when others ask them to do things they don't want to do and when they disagree with someone. Getting angry is an uncomfortable feeling because you normally frown and you might shout or say loud words. Some people don't do that. They look sad or just don't say anything. Other people have sore stomach or throw, hit or kick things. This is dangerous. Remember, try to relax and you will feel calmer and happier. When you feel happier, you make others feel happier, because your actions affect others and their feelings. We need to learn to calm down.*

Ask learners for examples of things that relax them.

Help learners experience this progressive muscle relaxation technique with you. Make sure you have enough space in the classroom and the amount of light is appropriate. You may also like to play some relaxation music. Give learners the following instructions while you demonstrate and say:

- 1. Sit in a comfortable position. Rest your arms at your sides. Put your palms down, on the surface next to you.*
- 2. Breathe in and out slowly and deeply.*
- 3. Clench your hands into fists and hold them tightly for 15 seconds. Now, relax the rest of your body. Imagine your fists becoming tighter and tighter.*
- 4. Relax your hands. Think of something that is relaxing, the ocean, flying, a pet. Now relax your muscles.*
- 5. Now, tense and relax the following parts of your body in this order: face, shoulders, back, stomach, pelvis, legs, feet, and toes. Hold each part tensed for 15 seconds and then relax your body for 30 seconds before going on to the next part.*
- 6. Shake your hands and let the tension go out of your fingertips.*

Ask learners how they felt. If you have some time, learners can recount these instructions on a timeline or they can do it again by giving instructions to each other.

Have some extra time?

There is nothing like getting a SINCERE compliment to help a friendship grow. Give learners time to think of appropriate compliments to give others in classroom situations. First of all, tell them what a compliment is (a remark that expresses admiration of somebody or what somebody has done). Write some examples on the board and repeat them e.g. *I like your story. What a lovely drawing.*

Provide some Thinking Questions!

Remember some learners might need to use L1 and that's ok!

1. Have you ever received a compliment? What do they say? (ask learners to tell about it);
2. Why is it good to have a compliment? (it emphasises the good things about you, shows that someone noticed you, etc.);
3. Is hard or easy to give compliments? (sometimes it is hard if you don't know the person well; others might be easy if they are good at doing many things);
4. Do you think people sometimes don't like to receive compliments? (maybe someone who is very shy and doesn't want the attention);
5. If someone does something that you admire, how could you let him/her know without embarrassing him/her?

In the following worksheet, the learners write examples of compliments in different situations

Have it Ready!

Student Worksheet S2L2.3 *Admiring Others*

Answer Key (examples):

1. You did a nice job
2. You played really well last weekend
3. You're a good speller, Gerard!
4. I like your drawings. Could I see some more?
5. Good luck, Joshua!
6. You've got a great bike

Follow-up: discuss how a good compliment avoids calling attention to anything bad and makes anyone feel really happy.

Have some more extra time?

Another quality that we admire about others is the ability to admit when they are wrong and accept the blame. Consider this in contrast to someone who believes that he or she is never wrong, never guilty of anything, always looking for someone blame. It is good to admit you did something wrong. It is better to apologize, too.

The following situation helps learners identify characters who are sincere when they accept the blame or apologize for a given situation.

Provide some Thinking Questions!

Some learners might need to use Catalan to express their thoughts.

Describe to learners:

1. Imagine this situation: You do nothing wrong but an adult makes you apologize to someone. Have you ever been in this situation? (ask for anecdotes- learners will use L1)
2. How did you feel? Were you really sorry? (probably not)
3. Why do people expect others to apologize for making a mistake? (it's polite, lets the other person know that you realise you made a mistake, shows that you were concerned about what happened, etc.)
4. When someone says "I'm sorry", how can you really tell if that person is sincerely sorry about what happened? (for facial expression, what they do about the problem, etc.)
5. Why is it important to accept the blame if you did something wrong? (shows that you are a *grown-up*, responsible enough to admit to doing something wrong, takes the blame off of someone else who might be blamed, etc.)

The following worksheet encourages learners to decide if they think the character who is apologizing is really sorry and accepts the blame. Learners write YES or NO on the lines.

Have it Ready!

Student Worksheet S2L2.4 *Apologizing and accepting the blame*

Answer Key:

7. YES 2. NO 3. NO 4. YES 5. NO

Follow-up: discuss how each of the "no" children handled the situation. What excuses did they give? Who was blamed for the problem? How did the "yes" children take care of the problem?

Have some more extra time?

Whether we like it or not, our bodies are constantly making noises. Most of them are harmless indicators of day-to-day biology of our body. Many people feel quite embarrassed about them if they sound in public. We can't stop all noises, such as coughing or sneezing. However we can try to stop some. In our culture, other noises are impolite, such as slurping liquids or burping loudly.

Making noises on purpose can be rude and make people angry or offended.

With this activity, you can help learners think about the issue and identify some ways to stop making rude noises in public.

Pre-teach or review the following vocabulary: cough, burp, sneeze, cry, laugh, snore, hiccup, scratch, whistle, sip.

Provide some Thinking Questions!

1. Have you ever had hiccups when everyone around was really quiet?
2. What did the people around you do when you hiccupped? (turned and giggled, stared, laughed, etc.)
3. Some noises can't be helped, like sneezing or coughing. But can you control how loud they are?

4. When you are cold you sometimes have sniffles. How can you sniff quietly?
5. Why do people think burping is rude? (some people overdo it, it calls attention to yourself, etc.)
6. What can you do if someone beside you makes a rude noise to get attention or to be silly? (ignore it)
7. If someone makes a rude noise and really couldn't help it, what can they do? (say "excuse me" and don't make a big deal about it).

Individually, learners match the pictures showing loud body noises with the words in the box.

Have it Ready!
Student Worksheet S2L2.5 *Impolite Noises*
Answer Key:
A2, B3, C1, D5, E6, F4

Follow-up: Sometimes you just have to scratch! Discuss why the noises pictured may be considered impolite in public. Point out that it is not the noise itself that is the problem (unless it is loud or annoying on purpose), but the context. Again, go over how each noise could be eliminated, reduced or pardoned.

Have some more extra time?

Ask the learners to show with their faces and bodies how they look when they are surprised, excited, sad, lonely, afraid and angry. Look at the work of some artists who use colour to express feelings, such as Vincent Van Gogh's, Picasso or Mark Rothko. Talk about colours to do with feelings; for example, red for anger, blue for sadness, etc. Ask the children to paint pictures with colours that show these feelings. As a class, look at the contrasting paintings and try to guess the mood conveyed in each one. Display the paintings with labels explaining the children's thoughts and feelings.

GRAPES ARE NOT THE ONLY FRUIT	SECTION 2: THE ART OF BEING HAPPY
LESSON PLAN 3: <i>Love</i>	TIMING: 1 hour 30 minutes
<p>Assessment</p> <p>- Check if learners can remember some managing anger and calming down techniques and why we use them:</p> <ol style="list-style-type: none"> 1. Hang up the cards from TR.5 and ask four learners to describe each technique. 2. Pre teach or elicit: alphabetical order/annoying/to make fun of/coughing/picks your nose/invite. Read together the different scenario cards from TR.6 3. Ask learners to choose five of these scenario cards and classify them according to the cards from TR.5 	<p>Individual Work</p>
<p>Activity 1 – Setting up</p> <p>Racism is a complex issue and a form of prejudice. In Section 1 you had the chance to talk with children about prejudices in their wider context. This included religious prejudices and prejudice against people with disabilities. This time, you have the chance to talk about racial differences and to explore the difficult issue of racism in a simple and reassuring way.</p> <p>- Use the book <i>The skin I'm in</i> to introduce the concept of racism. First, write Being Kind on the blackboard and ask learners if they know what it means. Say: <i>As we saw in the previous lessons, the things we do and say affect our family and our friends. When people are kind to each other, everyone feels happier.</i> Talk about how to be kind and introduce the concept of <i>bullying</i> by saying: <i>Being kind means trying to understand how other people feel. Before you say something, think how you feel if someone says it to you. We saw how good it is to tell people the things you like about them or the things they do well. There is no need to tell them the things you do not like about them, because being mean to someone can make them feel sad, angry and lonely. Remember that if you see someone sitting alone, the kind thing to do is to go and talk to them. Do you know about the word bullying? Bullying is when someone is very unkind to another person. A bully calls people names, hurts them or makes them feel left out. Use the Power Point Presentation resource to help learners identify attitudes that are related to bullying. If you see someone being bullied, try to help them. Helping others makes us feel good and happy, too. In the following book we will talk about racism. Racists are bullies. Do you know why? Let's find out from the book.</i> Pre-teach the following vocabulary: <i>ancestors</i> (family members that were born many years before you were), <i>judge</i> (to form an opinion, or have your own views about somebody or something), <i>race</i> (any major groups into which human beings can be divided; people of the same race originally came from the same part of the world and often share characteristics, such as skin colour, language or religion).</p> <div data-bbox="240 1709 1399 1854" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Have it Ready! Thomas, Pat. (2003) <i>The Skin I'm in</i>. London: Wayland ISBN 978-0-7502-42615 Power Point Presentation: <i>Is it Bullying?</i></p> </div>	<p>Whole class</p>
<p>Activities 1, 2, 3 – Main Activities</p> <p>- Hand out S2L3.6. Learners describe the situations in writing (the first action is done on purpose; the second, incidentally). Once it's done, they swap paper with their</p>	<p>Individual/Pair Work</p>

partner and they receive peer feedback (comparing work and describing both situations). To do so, write support on the board:

In the first picture/In the second picture:

The girl is _____ing _____ (carrying some books)

The second boy on the left _____ (trips up the girl)

The other boys... (don't do anything/laugh...)

Have it Ready!
Student Worksheet S2L3.6 Bullying

Whole class

Ask children: *so how can we all try to end bullying?*

Help learners realize how the concept of *love* can become a much more meaningful word in comparison to the act of bullying and talk about how important it is to accept our own weaknesses and imperfections as well as others'. Love is the answer to try to end bullying. But the meaning of love changes in different contexts:

Collect learners' responses about things that they love such as *I love my cat, I love my team, I love my Mum, I love my country, I love ice-cream...* Probably, you'll get the chance to talk about how the word love means something different in each of those sentences. Ask learners to close their eyes and say: *Now think of a friend. Think, as well, of someone who isn't your friend. Think of something kind about both of them. This of something you might do today for them. That is love.*

There are many ways of loving and love means respect. Ask learners to tell you a good thing about each classmate. Use S2L3.7 to help learners understand how important it is to help others, as they already thought about in Section 1. Here learners get the chance to realize that everyone, in one way or another, can make our selves happier. We can find positive things in every person. Although we all must love each other, it is also good to realize that not all of us love in the same way and that it is ok to have a best friend or a person who you trust and love the most. In the worksheet, each learner writes the name of the person they love the most, in this case, because they make him/her feel happier and gets him/her giggling.

A good way to use the worksheet is to let learners perform it and see the way they react to talking about every classmate.

Have it Ready!
Student Worksheet S2L3.7 Love

You can use this activity as part of the formative assessment.

Have some more extra time?

Role-play a situation in which the children witness somebody being bullied. What could they do to help the bullied child? How could they make the bullies see that what they were doing was not teasing but bullying? Make a list of the children's advice, such as "Talk to an Adult", "Leave her alone", "Don't join in with bullying", "Don't punch others"... Suggest the learners to use paper plates and other materials to make collages of faces. Display these with speech bubbles telling everyone how the class makes sure that their school is a bully-free zone.

Activity Adapted from Wetton and Collins (2003) Pictures of Health. Belair