

Lesson Concepts

- Bystanders have a responsibility to help stop bullying.
- Bystanders can choose to either help stop bullying or become part of the bullying problem.

Why This Lesson Matters

This lesson furthers students' understanding of their responsibilities as bystanders to bullying. It is designed to motivate them to act and to reinforce their understanding of how to do so in a way that helps reduce or stop bullying. Witnessing bullying can cause a variety of uncomfortable emotions for students. It's important for them to pay attention to those emotions and see them as cues to take positive action rather than as reasons to avoid the situation or identify with the student doing the bullying. The lesson also builds motivation for positive bystander actions through reinforcing the message that ignoring bullying is harmful and the wrong thing to do and intervening through the Three Rs of Bullying is the right thing to do.



Home Link Reminder

Email or send home copies of the Lesson 3 Home Link.

Using Skills Every Day

Have students ANTICIPATE how they can help another student who needs support.

Notice when students support each other.

REINFORCE the behavior with specific feedback:

Angelique, I noticed you made sure to include our new student, Khan, during our morning meeting. Inviting Khan to join in shows a lot of empathy and respect!

- Model identifying students who need a buddy and supporting them.
- Remind students to look for opportunities to support each other.

Have students REFLECT on a time when they helped another student who needed support. Have them reflect on how this helped make the classroom a safe and welcoming place.

Lesson Connections

Reflection: Have students write two brief paragraphs. In the first paragraph, have the students describe what could happen if someone was being bullied and nobody helped support him or her. In the second paragraph, have students describe what would happen differently if the bystanders acted responsibly and helped stop the bullying.

Skill Practice: Complete the activity in Lesson 3, or create your own scenarios using those in the lesson as models. Include bystanders who are reluctant to help stop the bullying. For more scenario-writing guidelines, go online to SecondStep.org.

Building a Positive Classroom Climate Activities

Positive Behavior Reinforcement: Use the Positive Behavior Graph, a simple positive behavior tracking handout, regularly. For this handout, go online to SecondStep.org.

Relationship-Building Activity: Do the Uniqueness Personified activity. See the directions on the next page.

Class Meeting: Have a class meeting about racial, ethnic, and religious bullying or about prejudice, or both. For these class meeting templates, go online to SecondStep.org.

Uniqueness Personified: Portraits of Truly Unique People

Materials

One large blank sheet of paper per group and art supplies, such as colored pencils, markers, and so on

Preparation

Clear a space on the wall to post each portrait after the activity is done. Draw a simple stick figure person on each blank sheet of paper. Place students into groups of three to five people. Then say:

You're going to work with your group members to create a portrait of a truly unique person. Your group is going to draw one person who represents what is unique about everyone in the group.

Start by thinking about something you do in school or outside of school that makes you special or that you're confident about. Give an example of something you do that you're confident about (such as mountain biking, fixing cars, or writing stories). Give students think-time. **Imagine how you would draw someone doing the thing you're confident about. If you're confident about more than one thing, think about how you could draw all those things.**

You're going to work with your group to draw a single person who is doing all the things each one of you are confident about. The person you're drawing may end up with six legs and three mouths and be playing seven instruments, but that's okay. Your person will be truly unique.

Steps

1. Hand out one sheet of paper and drawing supplies to each group.
2. Have the groups spend about five minutes creating their portraits. Have all group members work together, drawing at the same time to complete their portraits.
3. When the time is up, have all group members sign their names at the bottom of the portrait.
4. If time allows, have each group show the class their portrait and talk about all the things that make this person unique. Alternatively post the pictures in the classroom or hallway for students to look at later.

Including Reluctant Students

If a student seems reluctant to add his or her unique characteristics to the group portrait, remind the student that everyone can be drawing at the same time and there is no need to wait. If students struggle to think of something unique about themselves, remind them they can pick simple things, like a sport they play or a hobby they have.