

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.

Objectives

Students will be able to:

- Understand how bystanders can be part of the bullying problem
- Understand that helping stop bullying is the right thing to do
- Decide on and practice positive bystander responses to bullying

Materials

- DVD player and monitor or computer with speakers, projector, and screen
- Grade 5 DVD
- Bystander Power Poster
- Three Rs of Bullying Poster
- Following Through Card 3
- Lesson 3 Home Link

Lesson Preparation

- Display the Bystander Power and Three Rs of Bullying Posters where students can see them and you can refer to them.
- Cue the DVD to Lesson 3 before you begin.

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.

Teaching Notes



In this lesson, students practice being assertive when they stand up for someone who is being bullied and when they report bullying. Being assertive is a *Second Step* skill taught in Grade 5, Lesson 3.

This lesson's story requires some maturity from your students because it deals with unwanted physical attention between a male student and female student. Preview the story before teaching this lesson so you can anticipate any uncomfortable reactions and questions from your students.

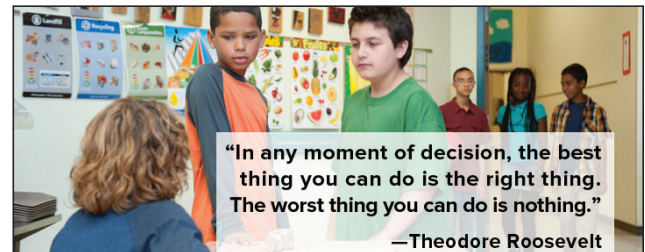
Review (2–3 minutes)**Select Introduction.**

As you may remember from the last Bullying Prevention Unit lesson, we talked about how it is never okay to bully someone because of the things they like to do, or call someone or things they do “gay” as Reggie did to Gabe.

Remember that Tyrice was a bystander in this story. He felt sorry for Gabe and angry at Reggie for picking on Gabe all the time. These feelings gave Tyrice the courage to help Gabe. Although Tyrice didn’t feel comfortable standing up to Reggie, he still did a lot to support Gabe and help stop the bullying. What were some of those things? Refer to the Bystander Power Poster. (He was friendly to Gabe. He offered to help fix Gabe’s sculpture. He told Gabe other kids thought Gabe’s artwork was cool too. He helped Gabe report the bullying to Mr. Chen.) **Being kind and inclusive to the person being bullied and helping to report or refuse the bullying are great ways for bystanders to be supportive and help stop bullying, just like Tyrice did.**

Introduction (5–7 minutes)

Now take a look at the other bystanders next to Tyrice in this scene as I read this quote.

Select Next.

Read the quote from the screen: **“In any moment of decision, the best thing you can do is the right thing. The worst thing you can do is nothing.” — Theodore Roosevelt.** If all of these bystanders—including Tyrice—did nothing, what do you think would happen? (The bullying would continue or get worse. Gabe could get hurt.) **By doing nothing, they are potentially doing the worst thing by letting the bullying continue.**

Why do you think bystanders sometimes choose to do nothing? (They’re afraid they’ll be bullied too. It’s peer pressure—they want to go along with what other people are doing. Nobody else is doing anything either. They don’t want to be labeled a “snitch” or a “tattletale.” They might think it’s okay. They’re used to it. They feel like he deserves it.)

If you do nothing when you see or know about bullying happening, you are part of the bullying problem. How else could a bystander become part of the bullying problem? (By staying and watching. By laughing. By joining in the bullying.)

In this story, Tyrice chose to do something to help stop the bullying. Tyrice was a responsible bystander who did the right thing. When we are all responsible bystanders who do the right thing, it helps make our school a safe and respectful place to learn.

Today we are going to continue to talk about the right things to do as bystanders to help stop bullying.

Story and Discussion (10–15 minutes)

Select Next.



Noah & Olivia: Part 1

Now you're going to watch a video about Noah, Olivia, and Sara. As you watch, think about whether the bystanders are doing the right thing.

Select Play to show part 1 of the video.



1. Noah puts his arm around Olivia, and it makes her uncomfortable. But what if Noah likes her? Do you think it's okay for Noah to put his arm around Olivia and tease her then? Give think-time. Turn and tell your partner why what Noah is doing to Olivia is or isn't okay. After about a minute, call on a few students at random to tell the class their ideas. (Various answers.) **What Noah is doing is not okay. Olivia asked Noah to stop it. It's not okay to touch someone or give someone attention if that person doesn't want it.**

2. Do you think Olivia is being bullied? Tap your head if you agree. Comment on the number of tapped heads. **How do you know that Olivia is being bullied?** Refer to "Recognize" on the Three Rs of Bullying Poster. Call on a few students at random. (Olivia doesn't like it. She wants Noah to stop and he doesn't. He keeps doing it. Olivia feels like nothing she does makes it stop.)

3. Some of the bystanders laugh when Noah teases and touches Olivia and makes her feel uncomfortable. How are these bystanders part of the problem? (They're encouraging Noah's behavior. They're making Noah think what he's doing is okay. They're doing nothing to help stop it.)

4. One bystander, Sara, does the right thing. What does she do? (She stands up to Noah. She tells Noah

to cut it out, that Olivia doesn't like it. She is nice to Olivia. She says she will go with Olivia to report the bullying to Ms. Dee.) **Now let's see what happens when Sara and Olivia report the bullying to Ms. Dee.**

Select Play to show Part 2 of the video.

5. Was reporting the bullying to Ms. Dee the right thing to do? Thumbs up if you agree. Comment on the number of thumbs up. **How is Ms. Dee going to stop the bullying?** (Ms. Dee is going to move Olivia away from Noah in class to make sure she feels safe. She is going to make sure there is more supervision in the hallways and other places where Noah bothers Olivia. She is going to talk to Noah separately about changing his behavior. She is going to check in with Olivia to make sure the bullying has stopped.)

6. How do you think Sara feels about helping Olivia? (Happy. Proud. Like she did the right thing. Like she was a good friend to Olivia.)



7. Sara was one bystander who did the right thing. She made a difference and helped get the bullying to stop. How do you think one person doing the right thing can make a difference at our school? Give think-time. Turn and tell your partner your ideas. Call on a few students at random to tell the class their ideas. (You see one person's actions can help. Watching someone do the right thing gives you courage to do it, too. It makes you think it might work if you try to help.)

Doing the right thing sometimes takes courage. The more of you who are willing to do the right thing when you see bullying happen like Sara did, the easier it will be for other bystanders to do the right thing, too.

Activity (10–15 minutes)**Select Next.**

Now you are going to do an activity where you will practice doing the right thing when you are a bystander to bullying. Remind students: **When you practice, don't act out the bullying. You are practicing what to do after the bullying has happened.** If time is limited, select the scenario from the Activity Menu that best suits your students, or come up with one of your own.

Select Scenario 1.

Read the scenario aloud: **Mitsu** recently moved here from Japan. She is very quiet and doesn't speak much English. Cyndi and Tom tease her in a mean way about not speaking much: "What wrong with you? Are you mute?" Now they've gotten several classmates to call her "Mute" instead of "Mitsu."

With your partner, decide what you would do to help stop the bullying if you were a bystander: report, refuse, or support. Then take turns practicing what you would do.

- To **report** the bullying, one partner pretends to be the adult while the other partner reports assertively.
- To **refuse** the bullying, one partner pretends to be the person who bullied while the other partner is the bystander. The bystander uses respectful words to assertively refuse to let the bullying happen. Don't act out the bullying.
- To **support** the person being bullied, one partner pretends to be the person who was bullied while the partner says or does something kind and supportive.

Walk around and coach students as needed as they practice. After two to three minutes, call on partners to demonstrate what they practiced.

Repeat the process as time allows for the next two scenarios.

Select Next to show Scenario 2.

Read the scenario aloud: **Jeremiah** is tall and has lots of frizzy hair. **Matt** sits behind him in class. Whenever the teacher turns around, Matt puts little pieces of paper and even sometimes pencils in his hair. Many of the other kids think it's funny, and when Jeremiah tries to shake the stuff out it makes them laugh even more.

Select Next to show Scenario 3.

Read the scenario aloud: **Kimberly** likes to wear sports jerseys and plays basketball with the boys at recess. **Brianna** and her friends have started making fun of Kimberly and purposely excluding her from class work groups because they think she acts too much like a boy.

Wrap-Up (2–3 minutes)

Today we talked about how bystanders can choose to either be part of the bullying problem or do the right thing and help stop bullying. How can bystanders become part of the bullying problem?

(By doing nothing. By watching. By joining in.) **What are the right things for bystanders to do when they see or know about bullying happening?** Refer to the Bystander Power Poster. (Be supportive. Report or help report the bullying. Stand up for the person being bullied. Be respectful and kind. Include everyone.)

Remember, in our class and in our school we are safe and respectful. Bullying is not acceptable. When we see or hear about bullying, it is important to do the right thing.

Following Through

Skills and concepts are retained best when regularly practiced and reinforced. See Following Through Card 3.