

PBIS Cool Tool

School-Wide Expectation: Be Respectful & Safe

Name of the Skill: Bullying 4 – Being a Helpful Bystander to Bullying

Note to Teacher: Lesson to be split into 2 sessions of 20 minutes each

Purpose:

This will be the third Cool Tool in a series on Bullying. John Greer students are expected to treat each other with respect and avoid bullying. This lesson will explain strategies that students can use when they see bullying happen to others. Students will be given practice using these strategies. Once bystanders learn how to take a stand against bullying, bullies will lose some of their power.

Teaching Examples:

Will be given through role plays

Student Activities:

- A. Explain the purpose of the lesson
- B. Review *Responding to a Bully* strategies
 - Stand Strong & Positive
 - Ignore
 - Verbal Responses
 - Find Support
 - Avoid a Situation
 - Get a Calendar
 - Express Your Feelings
 - Tell an Adult
- C. Handout – *Be a Helpful Bystander to Bullying*
- E. Skits – *Be a Helpful Bystander to Bullying*
 - Teachers should choose which scenarios to use.
 - Place students into small groups. Give each group a scenario.
 - Each group has a bully, victim, and bystander
 - Using their *Be a Helpful Bystander to Bullying* handout, each group should create a productive bystander response to their scenario.
 - Each group has 2 choices:
 - 1 explain the bullying scenario and their bystander response
 - 2 act out the bullying scenario and their bystander response

(Teachers may choose to assign groups a bystander response so that students don't use the same response for every scenario.).

Follow-Up/Reinforcement Activities:

- ✓ Reward students when they stand up for other students.

Be a Helpful Bystander to Bullying

Take a Stand – Lend a Hand

Challenges with Taking a Stand

<u>Fear of Retaliation</u>	In reality, retaliation often doesn't happen. However, adults understand it is a concern. If you report a concern, you can request that your name not be used.
<u>Fear of Losing Social Status</u>	There is strength in numbers. You can ask a friend to take a stand with you.
<u>Afraid of Making Things Worse</u>	Remember, when someone is being hurt, things can't get much worse. Doing something is better than doing nothing.
<u>Don't Know What to Do</u>	See some of the strategies below.

Productive Bystander Responses

- 1 Speak up for the person being bullied.**
 - Bullies expect bystanders to be silent. The bully may be unnerved by your support.
 - Many of the statements that we learned from *Responding to a Bully*, also work for a bystander.
- 2 Speak kindly to the person being bullied.**
 - "I'm sorry about what happened. I don't like it". Help them understand it's not their fault. Dare to care.
- 3 Include the person being bullied.**
 - Invite the student to do things with you at recess, or in the classroom. Include them in activities.
- 4 Make it a rule in your group of friends to help people who need help.**
 - Make it cool to care.
- 5 Don't participate in gossip.**
 - Let people know that you're only interested in what you know is true. Spreading rumors and talking negatively about others doesn't help anyone.
- 6 Notice who the other bystanders are.**
 - Are any of these people joining in or laughing. If so, they are part of the problem. Dare to be different.
- 7 Encourage the student being bullied to tell an adult.**
 - Too often students don't want to admit that they are being bullied. Admitting it is the first step toward ending it. Offer to go along with the student as a witness.
- 8 Tell an adult.**
 - The bully and the person being bullied both need help. This isn't about tattling. It's about getting the right help for the right people. If you don't want to go alone, take a friend with you.

This is your school!

TAKE A STAND – LEND A HAND!

Scenario 1:

Jennifer thinks that Amy is ignoring her at recess. In anger, Jennifer walks up to Amy and:

- Grabs Amy's arm
- Squeezes Amy's arm
- Narrows her eyes and glares at Amy

After about 10 seconds, without a word, Jennifer lets go and stomps off. Every time Jennifer is upset with Amy, she does this. You see this happening. What can you do?

Scenario 2:

Every evening for a week now, Sally has received a text message from Gina. Each message is about the same. Gina calls her names (dirty, ugly, etc. . .) and threatens to physically hurt her. At school, Gina convinces other girls to avoid Sally. You see this happening. What can you do?

Scenario 3:

Mike and Steve are in the same class. From home, Mike uses an e-mail account to spread rumors about Steve smoking cigarettes and using drugs. He sends these messages to students in their class and makes the e-mails appear to come from Steve. Everyone in the class is upset at Steve. You know the truth. What can you do?

Scenario 4:

Almost every day, when the teacher isn't looking, Chad reaches over to Billy's desk and pushes a book onto the floor, grabs a pencil, or hits him. He's quick enough that if the teacher hears something, Billy gets reprimanded for disrupting class with noise and Chad isn't caught. You see this happening. What can you do?

Scenario 5:

During volleyball, though she tries, Lisa often misses the ball when it comes her way. When this happens, Brittany almost always yells at Lisa, calls her a name (loser, ugly, . . .), or makes a threatening gesture. Though Lisa is intimidated by Brittany, she is tired of this treatment. You see this happening. What can you do?

Scenario 6:

Several students make rude comments about Thomas but Andy is the worst. At recess time, Andy and a few of his friends pretend that Thomas has 'cooties'. They dance around and yell, "Thomas has the cooties". Then they cross their fingers and try to touch him. Thomas doesn't have many friends. He is intimidated by this group of boys but he is also getting very tired of this treatment. You see this happening. What can you do?

Scenario 7:

Jane is a new student in school so she doesn't have any friends yet. Whitney is the leader of a small group of girls and Whitney decides she doesn't like Jane. Within her group, Whitney:

- Calls Jane a loser.
- Makes fun of Jane's hair.
- Spreads the rumor that Jane's parents don't love her.

Jane can see and hear that this is happening. One day, while her group of friends watch, Whitney goes up to Jane on the bleachers, pushes her, and says, "Your mama is ugly". You see this happening. What can you do?