

Grade 5 – Lesson #4
Anti-Bullying Strategies



Harassment, intimidation or bullying refers to any gesture, any written, verbal or physical act, or any electronic communication that is reasonably perceived as being motivated by a person's characteristics (ie, race, color, disability, etc.) that hurts someone physically or emotionally. This can be either a single incident or a series of incidents, occurring on or off school grounds.

Think...

Have empathy

Respect differences

Identify feelings

Value yourself

Emanate kindness

New Jersey SEL Competency: Relationship Skills

Sub-competency:

- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Vocabulary:

Bullying: words or actions that make others feel unwelcome within a group, bad about themselves or their abilities, or fearful for their safety. Actions or comments can be motivated by certain characteristics such as physical appearance, race, disabilities, religion, or culture.

Normal Conflict: an argument or disagreement between two or more people in which all parties are actively participating.

Victim: the person who is being targeted by the bully

Bystander: a person who observes a person being treated in an unkind way and either joins in or does nothing to stop the unkind treatment. Bystanders can be considered accomplices and might be labeled as a bully.

Upstander: a bystander who happens to observe the bullying behavior and stands up for the victim

Objectives: Students will be able to:

- Identify an uncomfortable situation that someone puts them in

- Recognize better ways to stop a bullying situation
- Define what it means to be resilient to a bully

Materials:

- [Digital Slideshow](#) (use these lesson plans to follow along)
- Introductory paragraph from The New York Times article "The Playground Gets Even Tougher" (below)
- [Video Clip of How to Stop a Bully with Brooks Gibbs](#)
- [Additional video clip of How to Stop a Bully Role Play Example with Brooks Gibbs teaching a Summit student](#)
- Paper
- pen/pencil
- [BUDDY UP Acronym Poster](#)
- [Teacher Feedback Survey](#)

Activities:

1. Start by reading the definition of bullying: *Words or actions that make others feel unwelcome within a group, bad about themselves or their abilities, or fearful for their safety. Actions or comments can be motivated by certain characteristics such as physical appearance, race, disabilities, religion, or culture.*
2. Now tell the students that you are going to share the beginning of an article from The New York Times titled "The Playground Gets Even Tougher". Read it to them once, then read it again to them and tell them that when you are done, you want them to write down one thing that was shocking to them about what you read.
3. Read the article introductory paragraph below: (all names are changed)

Julia made for a good target. The daughter of a Williamsburg artist, she wore funky clothing to her East Village school, had a mild learning disability and was generally timid and insecure. Sophia, the resident "mean girl" in Julia's kindergarten class, started in immediately. Julia, she sneered, couldn't read. Her Payless and Gap shoes weren't good enough. She wasn't "allowed" to play with certain girls. Sophia was forming a band, and Julia couldn't be a part. One girl threatened to physically hurt her. During recess, Sophia would loom over Julia, arms crossed, and say, "I'm watching you."

4. Now read it a second time and then have them write down their response to what they thought was most shocking in what was read to them. Share out and discuss.

5. Show the first *How to Stop a Bully* video to the class. Before you start, tell the students that the presenter, Brooks Gibbs has a new approach to stopping a bully. Watch the video with the students.
6. Next, watch the second *How to Stop a Bully* of Brooks Gibbs with a Summit student to view a roleplay example.
7. Ask students to turn and talk about what his approach is to stop a bully. Have them write it down on their paper. Share out. (some responses might include: don't get emotionally upset (the angrier you get, the more fun they have), let it bounce off of you (if you get upset, the 'bully' wins), live by the golden rule, treat everyone like a friend)
8. Discuss that Brooks Gibbs believes in: resilience - the capacity to recover quickly from difficulties; toughness. Relate this to what they learned in the first Thrive lesson of the year (and many other discussions) about being resilient during the pandemic.
9. Introduce the BUDDY UP Acronym (also seen in 4th grade). The teacher or students can read each strategy aloud and do a quick role-play of what it would look like.
10. Next, have students work through the scenarios below using the Buddy Up strategies. They can work live with partners or in breakout rooms. Pairs or groups can share/act out their ideas after everyone has time to plan.

Scenarios:

Now we are going to act out some situations that can occur and you are going to practice NOT getting emotional and to live by the golden rule- treat others the way you want to be treated, no matter what. Use the BUDDY UP strategies to help.

Break the class into pairs or groups and have them brainstorm ways to react to this situation without getting emotionally upset and by using kindness instead.

Scenario 1:

You are out on the playground for recess and a student approaches you and tells you that you can't play football because you are the worst player in the school and always lose.

- Allow time for them to plan and then watch a group of two present what they came up with. (note to the teacher: make sure you monitor their plan before they present to the class because sometimes kids can take a very silly approach, which defeats the purpose)

Scenario 2:

You walk into your classroom and before you can even get settled, another student walks up to you and tells you that your hair is dirty and you smell.

11. Allow time for them to plan and then have a few share in front of the class (if possible) (note to the teacher: make sure you monitor their plan before they present to the class because sometimes kids can take a very silly approach - which defeats the purpose)

12. Sum it up: When you allow a bully to upset you, you are giving them power and allowing them to control you and your emotions. By taking the power away from them and showing them that what they say to you has no impact on your emotions, they will leave you alone because they aren't getting a rise or reaction out of you.

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Closure:

At the conclusion of the scenarios, discuss how this is a new concept, and it isn't easy. However, if you are able to take the bully's power to intimidate you away, then they will no longer feel like they can pick on you and make you feel bad. It's difficult for someone to be mean to you if you are being kind or funny in return. Your reaction is also unexpected and will confuse the bully.

Have a discussion about which strategy on the BUDDY UP chart they feel they'd be able to use the most and why. Remind them to practice the strategy because it will take time to feel normal.

Also be sure to tell students that if they see or are on the receiving end of bullying in school and they haven't been able to make it stop using a BUDDY UP strategy, they should immediately report the bullying to a trusted adult in school (teacher, counselor, principal) so they can get help to make the bullying stop right away.