

# STAND UP AGAINST BULLIES!

FOR GRADES 3-5



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## **STAND UP AGAINST BULLIES FOR GRADES 3-5**

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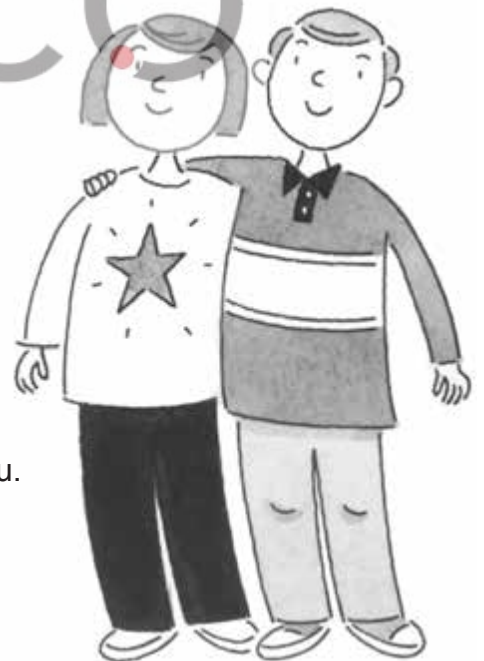
## **What Is The Goal Of The *Stand Up Against Bullies* Program?**

A lack of empathy for others is one of the reasons bullies tease and taunt. That's why a major goal of *Stand Up Against Bullies* is to help children see things from another point of view. Each lesson includes a true-to-life bully story, and the situation will be discussed from three points of view: those of the bully, the victim, and the bystander. In doing this, all children will begin to understand everyone's role in a bullying act. They will be taught the social skills needed to help prevent future bullying incidents.

## **In The *Stand Up Against Bullies* Program, How Will Children Be Taught To Stand Up Against Bullies?**

Children will be taught to handle bullies non-aggressively. If the victims of bullies bully back, the problem has grown and produced more bullies. Children will be taught to look at every incident as a problem that can be solved. They will be taught to consider different options and solutions. After considering the nature of the bullying incident, children will be taught to choose to:

- Report bullies (This is different than *tattling*, which is done primarily to get someone else in trouble. If the bully is hurting someone or destroying property, *reporting* the bully does everyone a service. It ends a serious situation.)
- Avoid bullies
- Ignore bullies
- Act confidently and assertively toward bullies
- Remind themselves that they are special, unique individuals and don't have to believe the bully's message
- Stay with friends who will stick up for them
- Stick up for their friends
- Talk with parents about any problems with bullies
- Have a sense of humor. Don't let every incident get to you.



# LESSON 2

## **STAND TOGETHER**



### **MATERIALS NEEDED**

#### **For Each Child:**

- Copy of *Stand Up Against Bullies Rap* from Lesson 1 (page 24)
- Copy of *The Bully Triangle* (page 18)
- Copy of *Stand Together* story (optional, pages 31-34)
- Copy of each chosen *Supplementary Activity* (optional, pages 103-111)
- Pencil

#### **For The Leader:**

- Copy of *Stand Together* story (pages 31-34)
- Stand Up Against Bullies* classroom chart from Lesson 1
- Marker

### **PRE-LESSON PREPARATION**

Reproduce a copy of *The Bully Triangle* for each student.

If you are using any of the *Supplementary Activities*, reproduce a copy for each student. Use the *Supplementary Activities* where appropriate for your group.

Reproduce a copy of the *Stand Together* story for yourself and, if you are distributing copies to the class, for each student.

### **LESSON**

#### **INTRODUCTION:**

Greet the students by saying:

**Take out your copy of the *Stand Up Against Bullies Rap* from Lesson 1. Remember, our purpose is to learn to *Stand Up Against Bullies*. Let's start by reciting the rap:**

**Stand up against bullies,  
Don't sit down.  
Face the situation.  
Let's begin the crackdown.**

**Working together,  
We can all find peace.  
We can end bully power  
And the hurting will cease.**

**Let's all do our part  
To make the message clear.  
We won't put up with bullies!  
Only friends allowed here!**

After reciting the rap, tell the students what a great job they did.

## **REVIEW:**

Review what was covered in the last session by saying:

**Last time we met, we talked about *The Bully Problem*. Let's review a little of what we discussed.**

**Who are the participants in most bullying incidents?** *(The participants are the bully, the victim, and any bystanders.)*

**Why do bullies push people around?** *(They want power. Accept any other appropriate responses, including other reasons mentioned in the last session.)*

**How is a victim chosen?** *(The bully might think the victim won't be able to stick up for himself or herself.)*

**What do bystanders do during the bullying incident?** *(They either stick up for the victim, do nothing, or join with the bully.)*

**What happens to the victim's self-esteem?** *(It might get ripped to shreds.)*

## **DISCUSSION:**

Set the stage for the discussion of *bullying* by saying:

**This week, we are going to start learning how to *Stand Up Against Bullies!* One thing that we have to get straight right now is that standing up to bullies does NOT mean that you have to bully them back. That will not solve anything.**

**If you return bullying with bullying, what do you have?** *(More bullies!)*

**So we are going to learn how to solve a bullying incident peacefully!**

**In every lesson, you will hear a story concerning *The Bully Problem*. (Remember to emphasize the words.)**



# TATTLETALE!

**D**aleesha Tyler was known as a tattletale. That was really unfair because she didn't tattle ... any more. She *used* to tattle especially in first and second grade. But that was before she knew better.

Back then, Daleesha would tell on *anyone* about *anything*!



In first grade, for example, Mrs. Perez had told the class to open to page 42 in their reading books and Daleesha saw Barry looking at page 67. She immediately took it upon herself to say, “Mrs. Perez, Barry is not on the right page.”



# DANCE MACHINE



**E**very day, right after lunch, Mrs. Land's fourth grade class had social studies. The class had been studying careers for the past week, and the students had enjoyed learning about the different career pathways that would lead them toward their future. On this particular Monday, Mrs. Land led the discussion and talked about the relationship between their interests and their future careers. Mrs. Land told the children that some day, when they were making career decisions, they should consider what they liked to learn about or do. She said hobbies and interests could lead them to jobs that would be perfect for them. Then Mrs. Land went around the room and asked everyone what he or she liked to do when out of school.

# LESSON 8

## DIFFERENCES AMONG US



### MATERIALS NEEDED

#### For Each Child:

- Copy of *Stand Up Against Bullies Rap* from previous lesson (optional, page 24)
- Copy of *The Bully Triangle* (page 18)
- Copy of *Differences Among Us* story (optional, pages 89-93)
- Copy of each chosen *Supplementary Activity* (optional, pages 103-111)
- Pencil

#### For The Leader:

- Copy of *Differences Among Us* story (pages 89-93)
- Stand Up Against Bullies* classroom chart from Lesson 7
- Marker

### PRE-LESSON PREPARATION

Reproduce a copy of *The Bully Triangle* for each student.

If you are using any of the *Supplementary Activities*, reproduce a copy for each student. Use the *Supplementary Activities* where appropriate for your group.

Reproduce a copy of the *Differences Among Us* story for yourself and, if you are distributing copies to the class, for each student.

### LESSON

#### INTRODUCTION:

Greet the students by saying:

**At our last meeting, some of you shared your *Stand Up Against Bullies* success stories. They were a great help to our class. Would anyone like to share some success stories from this past week? Remember: When telling your story, do not use names of any people in the school. (Allow a few minutes for the students to tell their success stories.)**



**We have learned 11 ways to deal with bullies. Let's review the chart.**

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# STAND UP FOR YOURSELF

- 
- 
1. Be assertive and stand up for yourself.
  2. Stay together in groups.
  3. Stick up for your friends.
  4. Refuse to believe the bullies' words.
  5. Ignore what the bullies say.
  6. Report bullying incidents that are harmful, dangerous, or destructive.
  7. Use *I Messages* to ask the bullies to stop.
  8. Look at the situation with a sense of humor.
  9. Agree with the bullies if the circumstances fit.
  10. Talk the problems over with your parents.
  11. Befriend the bully if possible.
  12. Hate-motivated acts must *not* be tolerated. Report them immediately.
  13. Don't allow anyone to rip your self-esteem. Value yourself!

# STAND TOGETHER

In Mrs. Wynn's fourth grade class, there was no doubt who was the biggest, toughest, and meanest kid. Derrick Rogers was stronger, taller, and weighed more than any other boy or girl in the class. He was very proud that he was known as the class bully. Derrick felt very strong and powerful over the lives of the 25 other kids in his class.

Derrick enjoyed terrorizing the other boys and girls, using his size and strength to get what he wanted. Every single boy and girl in Mrs. Wynn's class had been bullied by Derrick at one time or another. He pushed everyone around and got what he wanted, whether it was cookies, lunch money, homework, or school supplies. Derrick was tough, and he liked to prove it over and over every day.

Most of the kids in the class tried very hard to stay out of Derrick's path. They were all afraid of him. This was not a pleasant situation for anyone in the class, except maybe Derrick, who seemed to like seeing the fear in others.

No one in the class liked being bullied, but no one knew what to do about it. The kids believed if they told Mrs. Wynn, everything would just get worse. They were really afraid of making Derrick any meaner and madder than he already was.

One day, a boy named Tom decided that he had had enough. Tom was short. The top of his head only came up to Derrick's shoulder. The bigger boy was always pushing Tom around and demanding his stuff. Tom was scared of Derrick, but he was also sick of being ordered around. He decided that something had to change. That morning, while the students were lined up outside waiting for the school bell to ring, Derrick came up to Tom and demanded the answers to their last night's homework. Tom said, "No, I won't give you the answers."



All the kids, who happened to be standing around, looked very nervous. Without realizing it, they stepped back from this fight that was waiting to happen.

Derrick could not believe what he heard. “NO?” he shouted. “Did you say NO?” Then Derrick punched Tom, right there on the playground. No teachers were around, and everyone was too scared to report the incident. Even Tom. So Derrick ended up getting the homework, once again proving his strength and meanness to everyone. After that, everyone was even more afraid of Derrick. He felt more powerful than ever.





# **Stand Up For Yourself!**

**Be assertive and  
stand up for yourself.**

**Stay together  
in groups.**

**Stick up for  
your friends.**

**Refuse to believe  
the bullies' words.**

