

Talking Points	Write their key indicators, based upon your judgement and knowledge of the rest of the lesson plan, from their answers on the board. Present the definition of bullying to the students. "Bullying means when someone is being very unkind, mean, and/or hurtful to another person again and again. It's like when someone is mean on purpose, and it makes the other person feel very sad or scared." Discuss who bullies are, who they target, and why they bully. Share information on how bullying might make victims feel sad, embarrassed, humiliated, and scared. Who are bullies? Bullies can be anyone. They might be people you know well, like classmates, or people you do not know as much, like someone on the internet. Who do they target? Bullies might target anyone. Why do they bully? • Lack of understanding: Sometimes, bullies might not understand that everyone is unique and that it is okay to be different. They might not know how to be friends with people who are not exactly like them. • Copying behaviors: Bullies might copy behavior they have seen from others, like at home or on TV. They might think being mean is how to be strong or cool, even though it is not. • Feeling insecure: Some bullies might not feel good about themselves, and being mean to others makes them feel like they have power or control. It does not make it right, but it helps to understand that bullies might have their own problems. • Seeking attention: Bullies might want attention, and they think being mean will get them noticed. They might not realize that there are better ways to get attention. • Peer pressure: Sometimes, bullies might feel pressure from their friends to act a certain way. They might be afraid that if they do not bully, their friends will pick on them. • Home environment: Sometimes, things at home might not be going well for a bully. They might be going through tough times, and bullying can be their way of dealing with those feelings.
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- **Lack of empathy:** Some bullies might not understand how their actions affect others. They might not feel the pain they are causing, and it is important to help them understand how hurtful their words and actions can be.
- **Wanting control:** Bullies might want to feel in control, and they mistakenly believe that being mean is a way to control situations or people. Teaching them healthier ways to feel in control, like being a positive leader is essential.

Discuss roles in bullying.

Use the visuals in the PowerPoint to complement the vocabulary terms. Encourage students to make connections and share examples if they have a real-world connection to these terms.

Introduce the key roles in bullying using the following terms:

- **Aggressor:** "An aggressor is someone doing the bullying. They are the ones being unkind or mean to others. They make others feel bad."
- **Target:** "The target is the person who is getting bullied. They are the ones who feel sad or hurt because of the unkind things the aggressor is doing and saying to them."
- **Bystander:** "A bystander is someone who sees bullying happening but doesn't do anything to help. They might watch and not stop it, even though they know it's not right."
- **Upstander:** "An upstander is a person who sees the bullying happening and tries to make it stop. They do something to help the person who is getting bullied, like telling an adult or being kind to them."

Give examples of bullying behavior.

Provide quick examples of bully behavior using simple scenarios that second graders can relate to, such as name-calling, pushing, or not letting someone play.

- "When someone is a bully, they might say mean things to another person, push them, or be bossy and not let them play. It is not just making one mistake, like accidentally saying something mean; it is when they do these hurtful things repeatedly to the same person."

Some examples:

- **Name-calling:** "Imagine if someone called you by a mean name, even though you did not do anything wrong. That is called name-calling, and it hurts feelings."
- **Pushing:** "Picture a friend playing on the playground, and another friend comes and pushes them for no reason."

Pushing is not okay because it can make someone fall and get hurt."

- **Not letting someone play:** "Think about a time when you wanted to join a game with your friends, but they said you could not play. Not letting someone join in is not kind and makes them feel left out."
- **Taking away toys:** "Imagine you brought your favorite toy to school, and someone took it away without asking. Taking things from others is not fair and is a form of bullying."
- **Laughing at someone:** "Suppose you made a mistake in class, and instead of helping, someone started laughing at you. Laughing at someone when they are having a tough time is not nice."
- **Spreading rumors:** "Think about a time when someone said something about you that was not true, and others started believing it. That is called spreading rumors, and it can make you feel really upset."
- **Ignoring or excluding:** "If you wanted to play with a group of friends, but they acted like you were not there and did not include you, that's not friendly behavior. It is important to include everyone."
- **Making fun of differences:** "Suppose someone has a different hairstyle, wears glasses, or speaks a different language, and others make fun of them for being different. Making fun of someone's differences is not kind and is a form of bullying."

Discuss the difference between a mistake and bullying.

Explain the difference between making a mistake and bullying. Say, "Making a mistake is when you do something wrong by accident, like saying something you didn't mean to. But bullying is when you do unkind things on purpose, repeatedly, to hurt someone's feelings or make them feel scared. So, we should try not to be bullies and always be kind to others."

Introduce cyberbullying.

Introduce the concept of cyberbullying by mentioning that bullying can also happen online. You can say something like, "Bullying can happen not only in person but also on the internet. We call that cyberbullying."

Read a book.

Read the book *Don't Be a Cyberbully* by Anthony Ardely to the students to help them understand the concept of cyberbullying and the importance of being respectful online.

Discuss cyberbullying.

Discuss the differences between face-to-face bullying and cyberbullying and emphasize the importance of being respectful online. (Reference the Venn diagram in the PowerPoint.)

- **Where it happens:**

- **In person:** "Bullying in person happens when someone is mean or unkind to another person face-to-face, like at school or in the neighborhood."
- **Cyberbullying:** "Cyberbullying happens when someone is mean or unkind to another person using computers, tablets, or phones, like sending mean messages or saying things online."

- **Not knowing who:**

- **In person:** "When bullying happens in person, you usually know who the person being mean is."
- **Cyberbullying:** "In cyberbullying, the person being mean might be a mystery because they can hide behind the computer, and you might not know who it is."

- **Where it happens:**

- **In person:** "Bullying in person is usually limited to places like school or the playground."
- **Cyberbullying:** "Cyberbullying can happen anytime, anywhere because it is on the internet. It does not have to be in a specific place."

- **Pictures and words lasting a long time:**

- **In person:** "When someone is mean in person, it might make you feel bad, but it does not necessarily stay around for a long time."
- **Cyberbullying:** "When someone is mean online, the things they say or pictures they share can stay on the internet for a long time, and that can be hurtful."

- **Always available:**

- **In person:** “In person means things might only happen during certain times, like when you are at school or playing with friends.”
- **Cyberbullying:** “Bullying online means things can happen anytime, day or night because the internet is always available.”
- **People watching:**
 - **In person:** “When someone is mean in person, only the people around can see it.”
 - **Cyberbullying:** “When someone is mean online, many people, even those you do not know, can see it because it is on the internet.”
- **Feeling sad:**
 - **In person:** “Being bullied in person can make you feel sad, but it is usually just in that moment.”
 - **Cyberbullying:** “Cyberbullying can make you feel sad for a long time because it is on the internet, and others might see it too.”
- **Telling someone:**
 - **In person:** “If someone is mean in person, you can tell a teacher or a grown-up right away.”
 - **Cyberbullying:** “If someone is mean online, it is important to tell a grown-up too, even if you do not know who it is.”

Introduce the “HALT” approach.

Introduce the "HALT" approach for dealing with bullying, both in person and online:

- **H - Halt:** Stop what you are doing if someone is being mean or saying things that hurt. Example: If someone is saying unkind things, halt means to stop and not respond.
- **A - Assess:** Look at the situation and see if it is making you or someone else feel bad. Example: If someone is being mean, assess means to think about whether it is a good or tough situation.
- **L - Listen:** Pay attention to your feelings and what the other person is saying. Example: If your friend feels sad because of mean words, listening means understanding and being a good friend.
- **T - Talk:** Share what happened with a grown-up you trust. Example: If something is not right, talk means telling a teacher or a parent so they can help.

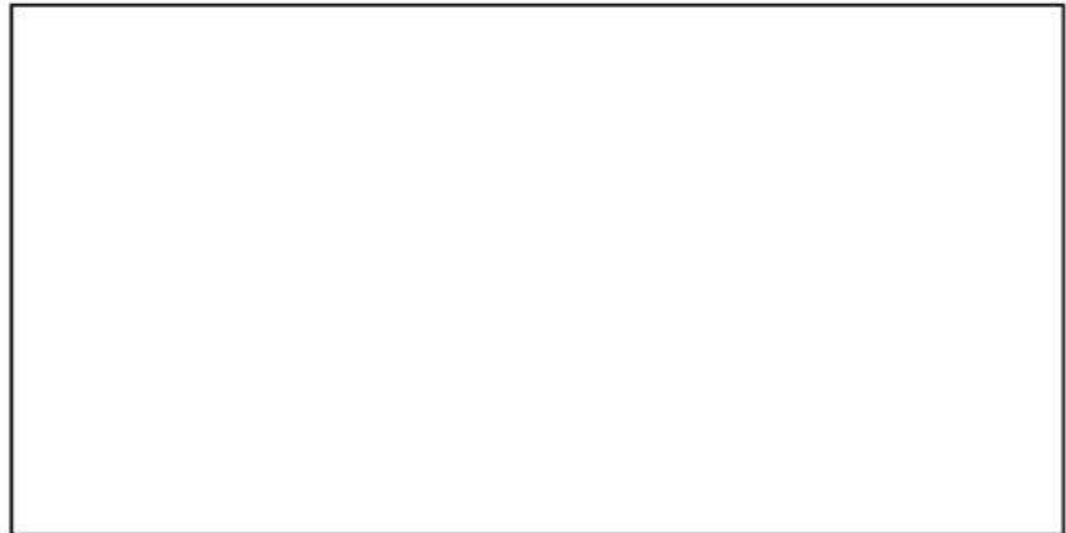
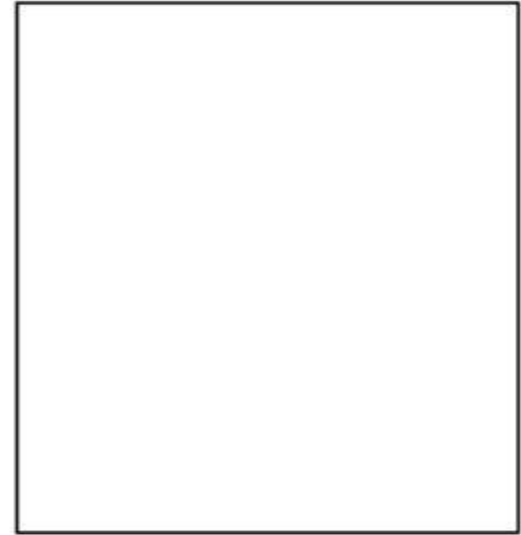
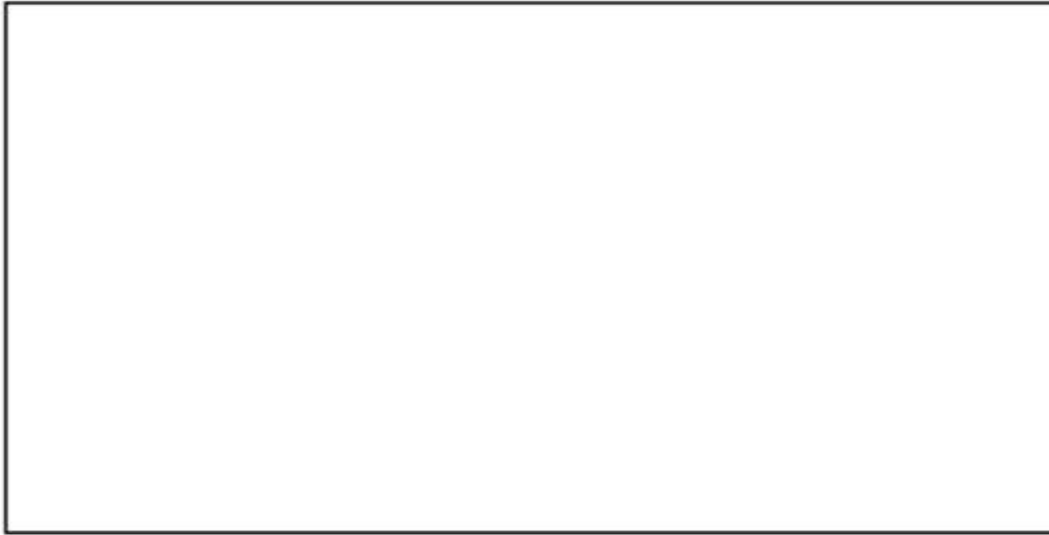
WE DO Practice	Activity 1: Upstander or bystander? Have students identify if the following phrases are something an upstander or bystander would say. Designate two locations in the room for students to go to identify their responses. Promote the role of an upstander and guide students on how to intervene positively (like the previous example,) and how to avoid negatively intervening by not gossiping, spreading rumors, or saying hurtful things. Emphasize the importance of supporting the target and reporting bullying behavior to adults. Upstander examples: • "Hey, that's not nice. Let's treat each other with kindness." • "Stop! We don't use mean words or hurt each other." • "I don't think that's fair. Let's find a solution that makes everyone happy." • "If you're having a problem, let's talk to the teacher together." • "Let's include everyone and make sure nobody feels left out." Bystander examples: • "I don't want to get involved. It's better to stay neutral and not take sides." • "It's none of my business. I'm just going to keep to myself and not say anything." • "I saw what happened, but I'm sure someone else will step in and handle it." • "Confrontation makes me uncomfortable. I'll just pretend I didn't notice anything." • "I don't know them well enough to say anything. I'll let them sort it out on their own." Instruct them to never put themselves in danger and to immediately seek adult help if needed. Activity 2: Breathwork One strategy for handling anger or the desire to bully is to take a deep breath, give yourself time to think, and then ask for help. Have students follow this process to practice: 1. Take a breath. 2. Count to ten. 3. Seek help.
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	Have the class practice breathwork, counting calmly, and identify the adults in the room that can help. Activity 3: Role Play Divide the class into small groups. Give each group a scenario card. Ask them to identify if the scenario is an online or offline activity, the different characters' roles (bully, bystander, upstander, or victim), and a potential solution for the scenario. Emphasize the importance of safety first and share examples of what an upstander can say when intervening. Encourage students to practice the "HALT" concept for face-to-face bullying scenarios. Offline Bullying Scenarios: • Scenario 1: At the playground, Jake keeps taking away Tim's ball and laughing at him, making Tim feel upset and excluded. • Scenario 2: During a group project, Emma tells her classmate, Ethan, that his ideas are stupid, and nobody likes working with him. • Scenario 3: During a school bus ride, Lucy pulls the hat off Sarah's head and teases her about her hairstyle. • Scenario 4: In the classroom, Alex writes mean notes about Mark and secretly slips them into Mark's backpack. Online Bullying Scenarios: • Scenario 5: On a virtual classroom platform, Maria constantly interrupts her classmate, David, while he is trying to present his project, causing frustration for David. • Scenario 6: On a gaming app, Jack joins a game and starts making fun of the other players, including his friend, Sarah. • Scenario 7: Lily opens her iPad to find that someone wrote an unkind message on her device. • Scenario 8: The class is working on a group project on the computer. Samuel decides to delete the group project as a joke on his group.
YOU DO	Create comic strips for bystanders and upstanders. Have students create a comic about the role of a bystander and an upstander during a bullying situation. Ask students for a brief explanation of their comic strips for the class.

Closing	Conclude the activity with a class discussion. Ask questions such as: • "What can we do to prevent bullying in both offline and online situations?" • "How can you be an upstander and help someone who is being bullied?" Have students share with one another (shoulder-buddy) and then share one thought aloud to the entire class.
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Name_____

Directions: Use the boxes below to draw your comic about the role of a bystander and an upstander during a bullying situation.



BINGO

Scenario one:

Your teacher wants you to take something to the office. In the hallway you are asked to follow the safety rules. What should you do?



BINGO

Scenario two:

It's dinner time in your house, you have been asked to help get things ready at the table.

What should you do?



BINGO

Scenario three:

The stoplight is not working. The driver of your vehicle sees a police officer at the intersection directing traffic. What should the driver do?



BINGO

Scenario four:

It's time for lunch! You have been asked to get ready by cleaning up. What should you do?



BINGO

Scenario five:

Your teacher is reading aloud to the class.

What should you do to show respect?



BINGO

Scenario six:

You know the answer to a question in the class. What should do to show the teacher respect?



BINGO

Scenario seven:

You are eating a picnic at the park. When you are done with your meal, what should you do?



BINGO

Scenario eight:

It's time to get into a car and travel to the grocery store. Before you leave, what should you do?



BINGO

Scenario nine:

You are in a car and the driver comes to a stop sign. What does the driver need to do?



BINGO

Scenario ten:

You are riding the bus to school. To stay safe on the bus and show the driver respect, what should you do?

