

Bully Prevention Guidance Home Page Mr. Rauschenberger---School Counselor



During the month of October, children in grades K-5 learned the difference between the behavior of a bully and the behavior of a buddy. Students learned many definitions and terms as they relate to bullying. Students learned strategies to use if/when they are bullied as well as what to do if they are a bystander and witness bullying taking place.

Grade 5

During this week's lesson on bully prevention, we began by reviewing the definition of bullying.

The NJ State Bar defines bullying as:

“Unfair and one-sided. It occurs when someone keeps hurting, frightening, or leaving someone out intentionally. Bullying always involves an imbalance of power that is not based on physical size.”

Children were shown a slideshow powerpoint on the smartboard highlighting other facts and information about bullying.

Next, we discussed why being a *bystander* and not reporting bullying behavior has harmful effects. If a person is a bystander, students were instructed to never take a bully's side, to never laugh at mean jokes or go along with any form of verbal or physical abuse. Instead they should always stand up for what they know to be right, to be a leader, and to help the bully understand that bullying is wrong and hurts everyone.

Children were then shown a short video called *“Reality Matters: Cruel Schools-Bullying and Violence.”* The objective of the video was to present

techniques for analyzing social situations in which bullying occurs, and to choose the most appropriate strategy or technique for defusing a particular situation as it arises.

The following tips were suggested and discussed:

- **Calmly confront the bully**
- **Ignore the bully**
- **Tell an adult**
- **Enlist help from friends**
- **Try to change the subject or distract the bully so they stop**

Students concluded the lesson by coming up with their own “bully prevention plan.” Students were given an index card and asked to come up with a plan of what to do if they were bullied or witnessed bullying.

The index card included the following: (Students were asked to keep their card in a safe place such as their pencil supply box for future reference).

Side 1 of Index Card

“If I am bullied I will...”

- 1)
- 2)
- 3)

Side 2 of Index Card

“If I witness bullying I will...”

- 1)
- 2)
- 3)

We concluded the lesson by practicing our new strategies written on our bully prevention index cards. Students role-played what to do as a victim of bullying as well as a bystander who witnesses bullying taking place. Mr. Rauschenberger played the role of the “bully” in order to help children practice these two skills. Students practiced what to do as an “Active Bystander” or “Defender.”

Students took home a “Tips for Bystanders and Targets” sheet and “Creating a Positive School” sheet. Teachers were given copies of these handouts for display in the classroom for use as a future reference.

