

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



**During the months of October and November, children 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 3**

**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.”***

**Next, students took a short quiz titled, “*Myths and Facts About Bullying.*” We reviewed the answers to the quiz. Children were allowed to take their quizzes home and then ask a parent some of the questions.**

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

**The Powerpoint highlighted the following key points:**

- 1) Definition of bullying and the 3 Types of Bullying**
  - **Physical=Hitting, Kicking, Punching**
  - **Emotional=Name Calling, Put-Downs, Threats**

- **Social=Exclusion, Gossip, Spreading Rumors, Eye Rolling, Cyberbullying**

**2) The role of the Active Bystander**

**3) Creating a Caring Classroom**

**4) Quote by Dr. Martin Luther King, Jr.**

**“In the end we remember not the words of our enemies, but the silence of our friends.”**

**5) Caring Majority-A majority of students are not bullied (About 85%-NJ State Bar Association) and need to “Do the Right Thing” and help those children that are a target of bullying. The Caring Majority is referred to as the Bystanders.**

**The following terms were discussed:**

- **Passive Bystander**
- **Active Bystander**

**We discussed why being a *bystander* and not reporting bullying behavior has harmful effects. If a person is a bystander, students were instructed to be **ACTIVE** by never taking 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.**

**Students continued 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 for what to do if they were bullied or witnessed bullying.**

**The following tips were suggested:**

- **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**
- **Get the victim away from the person who is 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. 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.**