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NEST

Third Grade

Lesson #6
Taking Action: Being an Upstander & Seeking Help

Time Allocations

45 minutes

Lesson Objectives

Students will:

🌼 Define and discuss bullying and cyberbullying.

🌼 Learn skills for being an upstander in situations of bullying and cyberbullying.

Lesson Overview

Students will define bullying and learn to distinguish between unkind acts and bullying. They'll watch a video on intervening in bullying situations and discuss intervention steps. The class will explore cyberbullying, comparing its impact to in-person bullying and reflecting on the ease and potential harm of online bullying. Students will listen to real-life inspired bullying stories and learn steps to handle cyberbullying situations.

Vocabulary Words

Bullying
Repetitive
Intentional
Cyberbullying
Upstander

Materials Needed

1. Projector
2. Internet Access
3. Board/chart paper
4. **Feelings Wheel Handouts** (from Lesson 0)

Resources

Instructional Materials

- *VIDEO:* Breathe In Kindness
- *VIDEO:* Our Special Super Power

Professional Texts

- *Vaillancourt, T., Faris, R. and Mishna, F. (2016) 'Cyberbullying in children and youth: Implications for health and clinical practice', The Canadian Journal of Psychiatry*

Supporting Resources

- The Bystander Effect: The Science of Empathy

Online Resources

- Social Media & Youth Mental Health - U.S. Surgeon General

Instructional Considerations

This lesson will cover the topic of bullying, which may trigger trauma for some students and lead to issues arising in the classroom. Please inform your school's mental health provider or relevant personnel that this topic will be discussed over the next week. Let students know that these individuals are available as safe resources on campus if they need to talk. Be sure to include their names on Slide 18 before teaching this lesson.

Students will need their Feelings Wheel Handouts from Lesson 0 throughout this lesson and should have them out at the start.

There is no handout for this lesson. Instead students will contribute often in classroom discussion. The more students can contribute in this lesson the better they will be able to self-reflect on bullying in their real day-to-day lives.

Please ensure to pre-check videos before class, as internet policies may vary among schools, to ensure accessibility.

Lesson Introduction

Slide #2

Objectives

Today we will:

Define what bullying is.

Define what cyberbullying is.

Learn how we can help in bullying situations.

_____

Before we begin, can anyone share one of our community agreements?

Have student volunteers share until all agreements are named. If students are unable to remember all of the agreements, review the following slide. If in lesson 0, students added more agreements to this list and you recorded them on chart paper, display the chart paper instead of this slide.

Can we agree to these? Thumbs up if we can agree to use these agreements to build our solid foundation!

Slide #3

Community Agreements

Use this slide as a reminder, in case students could not name all of the Community Agreements.

Share what you feel comfortable sharing – we want to hear your stories. If a story is really private, I will ask you to wait and share it with me later. We're also going to let others tell their own stories, so if I hear a story that belongs to someone else, I will remind you to share about your own experience and let that person own and share their own story.

Mistakes will happen, it is ok for us to make mistakes as we learn new information.

Be kind to yourself and others, we want everyone to feel comfortable sharing and exploring and learning together. What is easy for you may be difficult for someone else, and what is easy for someone else may be difficult for you. We are all different.

Listen when others speak, ask questions about their ideas - be curious!

Slide #4   **The 3 M's**

Invite students to get comfortable with their sitting posture.

Remember our 3 "M's" (Mindfulness, Meditation, and Movement), that allow us to take care of our brains, hearts, and spirits. Today we are going to focus on unwinding to help relax our bodies.

Slide #5   **Breathe In Kindness Meditation**

Play video: [Breathe In Kindness Meditation](#)

Following the exercise, ask students to look at the feelings wheel, and share one emotion they feel with a shoulder partner (allow about 2 minutes).

Direct students back to their seats.

Lesson Closing

Slide #6   **In Your Words: Bullying**

Today we are going to talk about bullying and cyberbullying.

Raise your hand if you know what bullying is.

Look for hands raised.

Can someone tell me how you would describe what bullying is?

Take a few answers before going to the next slide.

Slide #7   **What Is Bullying?**

Bullying is the repetitive, intentional hurting of one person or group by another person or group.

Comment briefly on what students got right or missed in their own definitions compared with this one.

Slide #8	**Repetitive & Intentional**

There are two important words in that definition. The first is "repetitive."

Repetitive is doing or saying the same thing over and over again.

The other word is "intentional".

Intentional means that something is done on purpose.

Why do you think that these words are important to the definition of bullying?

Look for: It happens more than once, the person is being targeted, they are trying to hurt the other person.

If a kid at school that you don't know well is having a terrible day and bumps into you in the hallway while they aren't paying attention, is that bullying?

Look for: No, it is only one time, it was unintentional.

One incident or behavior does not equal bullying and accidental behaviors (while not desirable) do not add up to bullying.

Slide #9	**Video: Our Special Superpower**

People who witness bullying are called bystanders. Bystanders are people who stand by while bullying is occurring. But there's a special term for those who choose to act—upstanders. An upstander is someone who uses their superpower to stand up against bullying and protect others. Let's take a look at a special superpower we each share when it comes to combating bullying.

Play video: Our Special Super Power

There were a few superpower strategies mentioned in the video. Practicing what to say before having to say it in a real life scenario can be really helpful. Let's put those strategies into practice together now.

Slide #10   **Taking Action: Stop It!**

The first strategy we saw was to say "Stop It" in a cool and calm voice. The trick to this strategy is to stay calm because you don't want to fuel the bully by getting upset and yelling - that may actually give the bully more encouragement.

Can someone model for me how they might say "Stop It" in a bullying situation?

Allow for a volunteer to model saying "Stop It" in a calm tone.

You want to make sure that you use this strategy only when the situation feels safe to do so.

Please raise your hand if you can think of some other words to use in a calm tone to get the bully to stop without provoking the bully further.

Possible Responses:
- *That's enough*
- *Let it go*
- *Give it a break*

Slide #11   **Taking Action: Distraction**

The next strategy we saw in the video was distracting those involved in the situation.

This one might be more difficult because it can be hard to think of valid excuses in a stressful situation, but this is another situation where being prepared and practicing ahead of time will make you more confident about stepping in during a real life scenario.

The video gave the example of "Hey, don't we have to go practice for the game?"

Think about the different things we do on a regular basis here at school. What are some distractions you might be able to use to help detour or stop a bullying situation?

Allow for student responses.

Possible Responses:
- *Hey the bell is about to ring*
- *I think I hear the teacher calling so we should go*

| Slide #12 | **Taking Action: Challenge the Behavior & Remove the Audience** |

The final strategy we will discuss is challenging the behavior and removing the audience.

The video gave us the example of "This isn't fair, let's all leave" and make sure you all take the person being bullied along with you.

This strategy is the most direct and requires an assertive tone. You should be direct and confident so that there is no confusion to others about what needs to happen.

By letting the bully and the group know that those behaviors are not okay and removing the person being bullied as well as the attention of the audience, the situation fizzles out. This strategy allows you to go seek help with the bullied person.

Can you all give me a few examples of how we can remove the audience?

Allow for student responses.

Examples:
- *This isn't cool, I'm going to get a snack. You guys come with me.*
- *This is boring, let's go find somewhere else to play.*

Cyberbullying

| Slide #13 | **Cyberbullying** |

As if bullying in person were not bad enough, with so much access to ourselves and others online, cyberbullying is almost as common as in-person bullying.

Have any of you ever heard of cyberbullying?

Allow for student responses. If students say yes, ask them to define what they think cyberbullying is.

Cyberbullying is bullying that happens online, either in messages, chat rooms or social media platforms.

On the board or chart paper, write "Bullying and Cyberbullying." Below create two columns and title them, "Same" and "Different." Ask students what they know or think is the same or different between bullying and cyberbullying.

Examples:

Different -
- *Cyberbullying happens online*
- *Cyberbullying you might not necessarily see the person bullying or the victim*
- *Less accountability for the bully*
- *Cyberbullying can hurt less than in-person bullying*

Same -
- *It's intentional/done on purpose*
- *It's intended to deliberately hurt the target's feelings*
- *It's repeated*
- *Cyberbullying and in-person bullying are equally hurtful and damaging.*

If students didn't mention all of the examples above, add them to the list with the following explanations:

Happens online: *This is the biggest difference between the bullying we talked about earlier and cyberbullying. The harmful behavior could occur over a cell phone, computer or any other electronic device*

You don't see the victim: *Unlike in-person bullying, where the bully and the victim are face-to-face, cyberbullying often happens without seeing the other person. This can make it easier for the bully to say hurtful things because they don't see the immediate impact on the victim. The lack of face-to-face interaction can make the situation feel less real for the bully, but it doesn't lessen the hurt for the victim.*

Anonymity/Less accountability: *In cyberbullying, the bully can sometimes remain anonymous, hiding behind a screen name or fake profile. This anonymity makes it harder to identify the bully, which can make them feel less accountable for their actions. Without the fear of immediate consequences, some bullies may feel emboldened to be more cruel online than they might be in person.*

Intentional: *It is not an accident and it is being done on purpose.*

Deliberate to hurt feelings: *The behavior is intended to have the target leave that situation feeling harmed by what was done or said.*

Repeated: *It happens more than once or reflects a pattern of behavior.*

For the points on cyberbullying hurting less or just as much as in-person bullying, you could prompt students by asking:

Cyberbullying hurts less: Ask students, "Do you think that because it's online and not face-to-face, it might be easier to ignore or less painful? Why or why not?"

Cyberbullying hurts just as much as in-person bullying: Ask students, "Even though it happens online, do you think the words and actions still have the same impact on someone's feelings? Why do you think it can hurt just as much as in-person bullying?"

These discussions can help students reflect on the emotional impact of both types of bullying and understand the serious effects of cyberbullying.

Slide #14	**Cyberbullying Story #1**

Let's take a look at a couple cyberbullying stories based on real life situations.

Read through the two stories, stopping to ask students what they think the results are and what feelings the bullied person might be experiencing. This activity will help students understand the negative outcomes of cyberbullying and encourage them to practice empathy by recognizing the equally damaging effects of both in-person and cyberbullying.

Story #1: Emma

My name is Emma, and I'm 11 years old. I used to be close with a group of girls in my class. We did everything together—until they turned on me.

They'd whisper and giggle when I walked by, but when I asked what was so funny, they'd just say, "Nothing." At first, I thought I was imagining it, but then they started leaving me out of things.

One day, I saw that they created a group chat, and everyone in our grade was in it, even me. At first, I thought it was just another place to share memes or homework help, but then they changed the group name to "Emma is cringe." They posted a really mean meme about me. Some people in the group chat joined in on the joke, and others said nothing but I could see that they had read it. I felt like the whole world was against me. It was like I couldn't escape it.

I tried to avoid them at school, but the bullying continued online. It didn't matter if I was at home, at the park, or even in my bed late at night. My phone became something I dreaded. I was scared to check it, but I couldn't help myself. I needed to know what they were saying about me.

I tried ignoring it, but the messages kept coming. I started having trouble sleeping, my stomach hurt all the time, and I couldn't focus in school. I felt completely alone, like I couldn't escape the bullying no matter where I went.

Pause and ask students:

What do you think happened next? What do you think the result of this cyberbullying was?

Allow for a few student responses and then continue by staying…

Eventually, I couldn't take it anymore. I told my mom what was happening. She was really upset and helped me talk to the school about it. But by that point, I felt so beaten down that the only thing I wanted was to get away from everything. I ended up switching schools. I just couldn't face going back to the same place where all of that had happened.

But even after I switched schools, it took a long time for me to feel okay again. The bullying had left me feeling anxious all the time. I had trouble trusting people, afraid that they might turn on me just like my old friends did.

How do you think Emma was feeling during the cyberbullying?

*Create a list on the board or chart paper. Encourage students to reference their **Feeling Wheel Handouts**.*

Potential Answers:

<u>How Emma Might Have Been Feeling During the Cyberbullying</u>

Sad - Emma was deeply unhappy from the hurtful messages.
Embarrassed - She felt humiliated by the public posts about her.
Lonely - She felt isolated as friends stopped talking to her.
Angry - Emma was frustrated by the mean comments.
Confused - She was unsure why the bullying was happening.
Helpless - Emma felt powerless to stop the bullying.
Anxious - She was worried about what would happen next.
Rejected - The bullying made her feel unwanted by others.

In the story, Emma said she also couldn't sleep well. What other negative outcomes did Emma experience as a result of the cyberbullying?

Potential Answers:

<u>Negative Outcomes Emma Was Experiencing as a Result of the Cyberbullying</u>

Trouble Sleeping - She had difficulty sleeping due to stress.
Declining Grades - Her school performance dropped as a result of the emotional stress.
Physical Illness - Emma experienced stomachaches and headaches from the anxiety.
Withdrawal from Friends - She began distancing herself from friends and activities.

Slide #15   **Cyberbullying Story #2**

Let's hear another story about Cyberbullying.

Story #2: Max

I'm Max, and I'm 11 years old. I love playing video games, especially with other people online. It started out as a fun way to make new friends and work together as a team. But then things started to change.

One day, while playing one of my favorite games, I joined a chat with some other players I didn't know. At first, everything was fine. We played together for a bit, but then some of the players started making fun of how I played. They said I was terrible and didn't belong in the game. I tried to ignore it, but the comments kept coming.

Soon, it wasn't just about how I played. They started saying mean things about me as a person, like calling me stupid or saying that no one would want to be my friend. I didn't understand why they were being so mean; I just wanted to play the game.

The worst part was that they would follow me into different games. Even when I switched to new ones, they seemed to find me. No matter what I did, they would send me messages telling me how much they didn't like me and how bad I was. It felt like there was no escape.

I didn't tell anyone because I felt embarrassed and didn't want to admit that it was affecting me so much. The sadness started to take over, and I began to feel like I deserved the hurtful things they said.

Pause and ask students:

What do you think happened next? What do you think the result of this cyberbullying was?

Allow for a few student responses and then continue by saying…

I felt so sad that I started believing the bad things said about me. I was embarrassed and didn't want to talk about it, so I began hurting myself to escape the pain.

Thankfully, my parents noticed and asked what was wrong. I told them everything, and they explained that what I experienced was called cyberbullying. They said it can be worse than in-person bullying because it's constant and can follow you everywhere.

With their help, I got support from a specialist who knew how to help kids who'd been bullied. I learned to stay safe online and the importance of talking to a trusted adult.

How do you think Max was feeling during the cyberbullying? Any other feelings that we don't have on our list yet?

Potential Answers:

How Max Might Have Been Feeling During the Cyberbullying

Frustrated - Max was annoyed by the constant negative messages in the game chat.
Embarrassed - The messages made him feel ashamed in front of his friends.
Sad - He felt upset and hurt by the comments.
Helpless - Max felt he had no control over the situation.
Lonely - He felt isolated because he didn't know who to turn to.

What other negative outcomes did Max experienced as a result of the cyberbullying?

Negative Outcomes Max Was Experiencing as a Result of the Cyberbullying

Decline in Self-Esteem - The negative messages impacted his confidence.
Academic Impact - Max's school performance suffered due to distraction and stress.
Avoiding Social Activities - He stopped playing online games and engaging in activities he used to enjoy.
Self-Harm - Max began self-harming because of the emotional pain from the bullying.

This list shows the kinds of harm caused by bullying and cyberbullying that we want to avoid in our communities. That's why it's important not only to refrain from bullying but also to use our superpower to step in and stop bullying when we see it.

Slide #16	**Block, Report, Tell an Adult**

If we witness or are experiencing cyberbullying what can we do?

Here are three steps for dealing with cyberbullying:

1. Block
2. Report
3. Tell an adult.

If you capture a screenshot of the bullying, it can be very helpful. But don't share it with people who can't help; instead, show it to a trusted adult or use it to report the issue on the social media platform.

As you get older and use social media more, remember that your superpower as an upstander still applies to cyberbullying. Use it by capturing evidence when it's safe, and reach out to the platform or a trusted adult. Standing up and saying something can make a big difference in a tough situation.

Lesson Closing

Slide #17   **Feelings Wheel**

Today, we talked about so many important things: what bullying is, the superpower bystanders can use to intervene, and how we can each do our part either in-person or online. I am so proud of all of you for the way you learned today, and want you to know that I am here to listen if you ever feel like there is a situation where you need help from a trusted adult.

Before we end our time together today, let's share one word about how we are feeling. You can use your feelings wheels if you need to! All feelings are welcome here and you are welcome to pass.

Have students share a feeling, respecting those who choose to pass.

Slide #18   **Lesson Closing**

To end our time together today, let's end by reciting closing words all together.

Repeat after me, the quote from Liz Fosslein…

- Diversity is having a seat at the table
- Inclusion is having a voice
- and Belonging is having that voice heard.

NEST

Taking Action: Being an Upstander and Seeking Help

Grade 3 - Lesson 6

Objectives

Define bullying.

Define cyberbullying.

Learn how to help in bullying situations.

Community Agreements

Share what you feel comfortable sharing.

Be kind to yourself and others.

Accept mistakes will happen.

Listen and be curious with others.

Mindfulness

Meditation

Movement

In Your Words: Bullying

Bullying

Repetitive, intentional hurting of one person or group by another person or group.

Repetitive

Doing or saying the same thing over and over again.

Intentional

Something that is done on purpose.

TAKING ACTION

Stop it!

TAKING ACTION

Distraction

TAKING ACTION
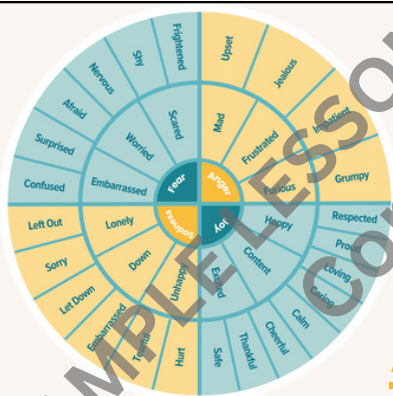
Challenge & remove the audience

Cyberbullying

Emma

Max

BLOCK

REPORT

TELL AN ADULT

School Counselor

Diversity is having a seat at the table,

Inclusion is having a voice,

And Belonging is having that voice heard