

Put a STOP to Bullying!

Helping someone who is being bullied is most effective and safest when using STOP to respond. STOP helps students build skills in preventing bullying behaviours and seeking help.

Planning

SEL COMPETENCY

Relationship Skills

SKILLS communication, resolving conflicts, seeking help

MATERIALS

- ✓ Discovering Slide 3.8.1
- ✓ Connecting Slide 3.8.2
- ✓ Printed copy of Slide 3.8.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet
- ✓ Butcher paper

CLASSROOM CONFIGURATION

- 1 whole class 2 whole class
- 3 small groups 4 individuals

OBJECTIVES

Students will:

- ✓ recognise when a bullying situation is occurring
- ✓ respond in positive and helpful ways when other students are being bullied and commit to an anti-bullying promise.

SKILLS PROGRESSION

← **LAST YEAR**, students learned how to address bullying behaviors, including cyberbullying, by doing the No More Bullying activity.

↓ **THIS YEAR**, students use STOP to respond to bullying behaviours that they witness.

→ **NEXT YEAR**, students will learn how to avoid stereotyping and embrace diversity.

1 DISCOVERING

10 MINUTES

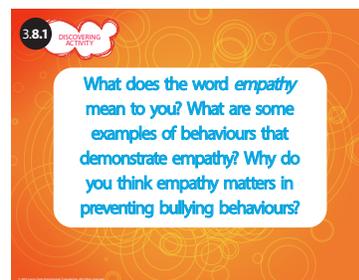


ACTIVITY 1

Tell students that in today's lesson they will learn how to respond to bullying behaviours when others are involved. Show **Discovering Slide 3.8.1**. Ask a volunteer to read the questions. Have small groups discuss the meaning of empathy and its relationship to bullying prevention. Invite volunteers to share their thoughts. Point out that having empathy helps people recognise that others have feelings, too.

ASK: *How do you think it feels to witness bullying behaviours aimed at someone else?*

Acknowledge that witnessing bullying behaviours when they are perpetrated against others can arouse a range of feelings such as fear or sadness or frustration that then lead to anger. Some students feel helpless to do anything. Explain that today they will look at ways to respond to bullying behaviours in effective ways when they involve other people.



2 CONNECTING

10 MINUTES

INSTRUCTION

Remind students of the HARM definition of bullying: H—Harmful; A—Actions or words; R—Repeated; M—More than once to hurt or control others. Ask students to think about what it means to be a bystander.

ASK: *What do you think a bystander is? How do you think bystanders feel when they witness bullying behaviours? If you saw someone being bullied, what could you do to help?*

TRY THIS
Make sure students understand that a bystander is someone who observes bullying behaviour but is neither the one doing the bullying nor the one being bullied.

Introduce STOP to respond to bullying behaviours

Explain that one of the most important skills students can learn is how to respond when others are being bullied. Show the STOP Bullying Behaviour slide (**Connecting Slide 3.8.2**).

Introduce the acronym STOP, which helps students remember four things they can do as bystanders in a bullying situation.





Community Connection

Invite students to raise awareness for bullying prevention by hosting a community outreach program after school. Tell students that the main goal of the program is to talk with other students about the problems that bullying has on classroom activities and on activities outside the school, such as after-school clubs and sports. Students should create posters and a few short presentations about recognising bullying situations and strategies for how to best deal with bullying issues in the community. Encourage students as a class to develop handouts, posters, and presentations. If students choose, refreshments might be a good idea but should not be mandatory.



Family Connection

Have students identify a family member whom they trust to give caring feedback. Have students ask that family member if they'd like to learn how to use STOP to be a helpful bystander. Send home the Family Connection take-home worksheet called **Being a Helpful Bystander**.



Applying Across the Curriculum

SCIENCE The bystander effect is a well-known psychological phenomenon. Have students use the library or the Internet to conduct research on the bystander effect and why it occurs in many people. Have them prepare a short presentation about what they learned and explain how their knowledge can be applied to bullying prevention in their school.

ENGLISH Have students use what they learned in the lesson to write their own short stories or poems about bullying. Invite students to illustrate their work using drawings or collages. Consider saving students' work in a binder and leaving it in a place in the classroom where students can refer to it throughout the school year.

STOP

S—Safety first, then speak

- Make sure the situation is safe.
- If so, speak up for the person being bullied and request that the bullying behaviour stop.

T—Tell an adult

- Report the incident.
- Remain anonymous for your safety.

O—Offer alternatives to the person being bullied

- Ask questions.
- Ask the person to join you or your group and walk away.
- Find a distraction.

P—Promise to be a role model to stop bullying

Demonstrate using STOP to respond to bullying behaviors

Demonstrate using STOP to respond to bullying behaviours by having students imagine they are bystanders watching one student laugh at and make fun of another student who is having difficulty reading. Play the role of the bystander using STOP to respond to bullying behaviours.

Point to the **S** on the slide. **SAY:** *I make sure I am safe first. This means that I know the people involved and am certain that I am not in physical danger. If I'm not sure, then I find an adult and ask for help. If I am sure I'm safe, then I ask the student using the bullying behaviour to stop. I might say, "What is happening here doesn't sound respectful. Please stop."*

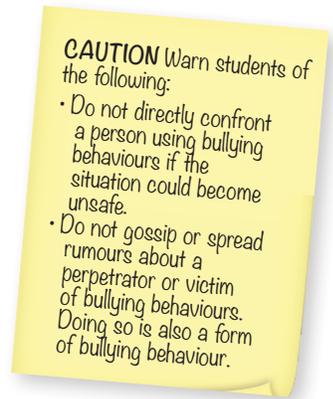
Point to the **T** on the slide. **SAY:** *I tell an adult. I'd tell the teacher, "I saw some bullying going on. You should probably check it out."*

Point to the **O** on the slide. **SAY:** *I can offer alternatives by inviting the person being bullied to work with me. I'd offer a distraction by saying, "Hey! Lunchtime is finished, everyone. Time to go!"*

Point to the **P** on the slide. **SAY:** *I promise that I will be kind and supportive to everyone and never make fun of people who are having a hard time. I'd say this to myself and to my friends so they all know that I won't stand for any kind of bullying behavior.*

ASK: *How do you think STOP can help you, as a bystander, decrease bullying behaviours and help others who are being bullied?*

Display a printed copy of the STOP Bullying Behaviour slide. Let students know they will now be using STOP to address bullying behaviours for the rest of the course.



3

PRACTISING

15–20 MINUTES

ACTIVITY 2

Explain the STOP Bullying Behaviour activity

Explain to students that they will practise being a helpful bystander by thinking about a bullying situation and using what they've learned in the lesson to intervene safely and effectively.

Students practise using STOP

Divide students into small groups using a creative grouping strategy. Have students assign Group Roles. Give each group a sheet of butcher paper and markers. Invite them to draw and describe a bullying situation and show what words would be said for each of the four key parts of the STOP process. After groups complete their work, invite the Reporters to share the situations with the class.

Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What is a bystander in a bullying situation? What are the parts of STOP? What role does empathy play in STOP?
So what?	How do you feel when you see another person being bullied?
Now what?	How do you think STOP can help us support someone who is being bullied? How might using STOP give us the confidence to act on behalf of others in the future? How do you think you can use STOP to help a person who is being bullied?

4 APPLYING 5 MINUTES

Have students complete the Applying page in their Student Journals. Invite students to create and sign a promise that commits them to treat others with respect and to refuse to participate in bullying activities.

ASSESSING

PRACTISING (INFORMAL FORMATIVE ASSESSMENT) Review their answers to the Reflecting questions in their Student Journals to ensure students understand how to be helpful bystanders.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review Applying responses in the Student Journals to determine how well students understand helpful and safe bystander behaviour in themselves.

BUILDING SKILLS BEYOND THE LESSON

REINFORCEMENT

Act It Out!

PRACTISING Reinforce students' understanding of the steps of STOP by having partners create mini role plays for each step. Advise partners to focus the role plays on being bystanders together and role-playing helpful bystander behaviours together. The partners can role-play witnessing a bullying situation and demonstrating how they would use STOP or focus on one specific step.

Picture It!

APPLYING Reinforce students' application of safe bystander behaviour by having groups create illustrated posters detailing STOP. Encourage students to be creative in the way they present the poster and tell them to think of it as an advertisement for students to use STOP. Hang up posters around the room for students to reference.

Reflecting Resource: Student Journal p. 45

3.8 Reflecting Reflect on what you've learned in this lesson about being a helpful bystander.

WHAT? What is a bystander in a bullying situation? What are the parts of STOP? What role does empathy play in STOP?

How do you feel when you see another person being bullied?

SO WHAT?

NOW WHAT? How do you think STOP can help us support someone who is being bullied? How might using STOP give us the confidence to act on behalf of others in the future? How do you think you can use STOP to help a person who is being bullied?

Lesson 4 45

Applying Resource: Student Journal p. 46

Applying Use the following questions to develop an anti-bullying promise.

Which behaviours would you like to develop in yourself so that you can become more helpful as an advocate for anti-bullying?

How will you use STOP to help those who are being bullied?

As part of your class promise, what are some things you will NOT do if you are trying to help a person who is being bullied?

What is your personal anti-bullying promise? How will you present yourself to others as someone who is an advocate against bullying?

46 Lesson 4

ENRICHMENT

Create a Pamphlet!

PRACTISING Have groups brainstorm a list of alternatives they can suggest during the O step when using STOP in a bullying situation. Invite students to make simple pamphlets using these suggestions and illustrating them in the manner they choose. Students should focus on practising ways to distract or offer positive alternatives to distract the person using bullying behaviours. Invite students to hand out their pamphlets to other groups.

Create An Article!

APPLYING Have students create a magazine article that teaches others to use STOP to address bullying situations. Share appropriate magazine articles with students for them to model. Encourage students to come up with a situation and write the article for that specific situation.