

Standing Up to Bullying

SOCIAL-EMOTIONAL LEARNING



Overview

Students create scenarios demonstrating bystander intervention and appropriate responses to bullying, empowering students to create safer environments.

Steps for Teachers

1. Define bullying and discuss why it's harmful
2. Introduce the roles: bully, target, bystander, upstander
3. Discuss safe ways bystanders can help (the 5 D's: Direct, Distract, Delegate, Delay, Document)
4. Students write a script showing bystander intervention
5. Students emphasize safe, realistic responses
6. Students record their scenario with clear messaging
7. Discuss what to do if you or someone else needs help

Example

A student shows the 'Distract' strategy. Scene: A student is being teased about their lunch. Bystander thinks: 'I want to help but I'm nervous.' Approaches the situation: 'Hey! Did you see that there's extra recess today?' Changes the subject and walks away with the target. Later, bystander tells target: 'That wasn't okay. Want me to go with you to tell a teacher?' Narrator: 'You don't have to be a hero. Small actions can make a big difference.'

Grading Rubric

Criteria	Excellent	Proficient	Developing
Strategy Accuracy	Correctly demonstrates a safe intervention strategy	Shows a generally appropriate response	Strategy could escalate situation or be unsafe
Realistic Scenario	Situation and response feel authentic	Scenario is reasonably believable	Scenario seems unrealistic
Empowerment Message	Makes viewers feel they can help safely	Encourages positive action	Message is unclear or discouraging
Adult Involvement	Appropriately includes telling trusted adults	Mentions adult help	Ignores need for adult intervention