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# Take a Stand: Anti-Bullying Skits

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GRADES 3–6

**TYPE**  
INFORMATIONAL  
SOCIAL-EMOTIONAL  
LEARNING

**COMMITMENT**  
1 SESSION: 1 HOUR

**PRESENTED BY**  
**CARTOON NETWORK**

This lesson was developed and made possible as part of the Inclusion Storytelling Project, a collaboration between 826NYC, 826 National, and Cartoon Network’s award-winning “Stop Bullying: Speak Up” campaign. The lesson is centered on writing as a vehicle for Social-Emotional Learning and is designed to encourage youth to share their individual stories about kindness and empathy in an effort to stop bullying before it starts.

## **SESSION:**

### **YOU WILL NEED**

- What is Bullying? — Slideshow
- Cartoon Network & 826 National Inclusion Storytelling Project Videos — Handout
- Role-Playing Strategies for Responding to Bullying — Handout
- Writing Prompts — Handout
- Queued up Cartoon Network Videos: “[Accepting People](#)” and “[The Girl With the Sweater](#)”

## **BEFORE YOU START**

You may choose to begin with this optional warm up activity that illustrates how the group is all connected. Present the directions to your students:

- Each participant gets one two-column worksheet, numbered with the total number of students in the group
- Each participant walks around the room meeting and introducing her/himself to everyone
- Each time a participant meets someone new, they should share their best zombie survival skill
- Every time a participant meets others, they need to add their names to the list/ worksheet (numbered in the order that they met them) and in the other column, add their zombie skills
- When a participant has met everyone in the room they should take a seat and start circling which skills they'd like to learn

Once all of the participants have met each other, move everyone to one side of the room. Draw a name from a hat. That person is now “infected” and will move to the other side of the room and share his/her name and survival skill on the way. Ask them for the names of the first three people they met. Those people all have to move to the other side of the room now, too! They should move across the room and share their survival skill as well. These three students should find the spot on their list when they met the first person; the next three people who they met after that person have now been infected and move across the room.

Then, either the teacher or individual students should draw a bubble map detailing the way we are all connected while the activity is being run. (Name from hat? A, B, C? D, E, F, G, H, I, J, K, L).

The purpose of this activity is to show that we are all connected. We may not have interacted with everyone in the room, but our actions are all connected and impact everyone around us.

## **STEP 1 (5 MINUTES)**

### **What is Bullying?**

Begin by asking students to define bullying by writing their ideas on the chart paper. After opening up the room for students to share their thoughts and answers, provide a definition of bullying, possibly using the one listed below.

***Bullying definition:** Bullying is when someone means to hurt someone else. It is ‘the intentional, repeated hurting of one person by another. When it’s bullying there’s an imbalance of power; the person doing the bullying is more powerful than the person they are hurting. Also, bullying is when this power and this hurt is repeated, happens more than just one time. (Underline important words/phrases as you go. Stop and ask students what different things mean. For instance, “intentional” and “repeated”)*

## **STEP 2 (35 MINUTES)**

### **Cartoon Network Video**

Queue up these two videos:

- [“Accepting People – 826NYC”](#) by Nana-Wadieh
- [“The Girl With the Sweater – 826 Boston”](#) by Jekaya

How does it feel to be bullied or to witness bullying? Consider using the “[Cartoon Network & 826 National Inclusion Storytelling Project Videos](#)” handout to keep students engaged throughout the video.

After the video, facilitate a brief discussion around students’ reactions to the video, their answers from the worksheet, or any alternative questions you’ve asked students to answer while watching the video.

### **STEP 3 (20 MINUTES)**

#### **Role-Playing Strategies for Responding to Bullying**

Break students into small groups and assign them one scenario from the “[Role-Playing Strategies for Responding to Bullying](#)” Handout. These scenarios include instances where they are either bullied or witness someone else being bullied and have to decide what to do (intervene, tell a teacher, do nothing, join in the bullying, etc.). Based on the age of your students and group dynamics, you may opt to provide students with the scenario only and remove the given options for how to respond. It may be helpful to provide time checks to students as they plan and write their scripts for the role play; this portion of the lessons should take 20 minutes.

Ask students to first discuss the best way to respond to the scenario. (There might be more than one right answer). Then, students should identify all the roles in the scenario (bully, target/victim, bystanders, teachers, etc.) and develop a script to present the scenario and their response.

Remind students that they didn't put themselves in this situation, and they aren't snitching if they ask for help from an adult. They are just trying to get some control of the situation, and a person who bullies has to take the consequences of their actions.

## **STEP 4 (20 MINUTES)**

### **Personal Reflections**

Introduce the writing prompts below and have students respond to one or more. Students may choose a prompt from the slideshow if you have chosen to use it, or alternatively from the "Writing Prompt" handout.

1. Have you ever watched one of your friends get teased or bullied? What happened? What did you do?
2. Have you ever been teased in a way that hurt your feelings? What can you do when this happens to you?
3. If you were an adult in your school (a teacher, principal, or other faculty member) what actions would you take to make your school safe for every student?
4. Was there a time when you stood up for a classmate or a friend? What happened? How did you feel?
5. Why is it important to accept people for who they are?
6. Have you ever talked to a teacher about being bullied? What happened?
7. Have you ever wanted to fight back? If you fought back, what happened? If you did not fight back, why did you not?
8. Have you ever been worried about telling a teacher about a bully?
9. Is there a time you wish you responded differently to being bullied? What would you do if it happened again?
10. How does being bullied make you feel?

**STEP 5 (10 MINUTES)**

**Share Out**

Students will share what they have written — either by reading it aloud or sharing the general ideas.