

LESSON PLAN: Bullying Identification & Being an Upstander – Using RIP & DIP Acronyms

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Type: Single Classroom Lesson

Target Audience: Grade 4 (ages 9–10)

Students at this developmental stage are highly influenced by peer dynamics and social status. They benefit from concrete frameworks and explicit modeling of safe responses.

Evidence Base

Research-Informed

This lesson aligns with ASCA Mindsets & Behaviors and evidence-based bullying prevention practices emphasizing clear definition, recognition of power imbalance, and structured bystander intervention instruction.

ASCA Student Standards Targeted

| M&B # | Mindsets & Behaviors Statement | Student Learning Objective |
|------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| M 2 | Sense of acceptance, respect, support and inclusion for self and others in the school environment | Students will define bullying using the RIP framework. |
| B-SS 4 | Demonstrate empathy | Students will distinguish bullying from conflict using scenario analysis. |
| B-SS 8 | Advocacy skills for self and others and ability to assert self, when necessary | Students will identify and describe safe upstander actions. |

Materials

- RIP/DIP anchor chart
 - Scenario cards
 - Chart paper and markers
 - Pre/Post self-assessment
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Lesson

Introduce Lesson Topic

- Ask: “What does bullying mean to you?”
- Record responses.
- Introduce RIP:
 - R – Repeated
 - I – Intentional
 - P – Power imbalance

Clarify:

- Not all mean behavior is bullying.
 - All hurtful behavior matters.
 - Bullying is serious and involves repeated harm and imbalance of power.
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Communicate Objectives

- Students will:
 - Define bullying using RIP.
 - Correctly identify bullying vs. conflict.
 - Learn safe ways to respond when witnessing bullying.
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Understanding RIP Acronym

Define each component clearly and concretely.

- **R – Repeated**
Happens more than once. It is a pattern, not a one-time situation.
 - “If something only happens one time, it is not repeated. Bullying happens again and again.”
- **I – Intentional**
The person is choosing to hurt someone on purpose.
 - “If someone accidentally bumps into you, that is not intentional. If they do it on purpose to embarrass you, that is intentional.”
- **P – Power Imbalance**
One person has more power. That power could be:
 - Physical strength
 - Popularity
 - Age
 - A group against one person
 - Social influence

- “If three students are targeting one student, that is a power imbalance. If an older student targets a younger student, that is also a power imbalance.”
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Provide examples of different types of peer situations.

- **One-Time Conflict**
 - Example:
“Two students both want the same basketball. They argue. One says something rude. The teacher steps in and they move on.”
 - Clarify:
This is a conflict. It happened once. Both students are involved. There is no repeated pattern or power imbalance.
- **Mean Behavior**
 - Example:
“A student laughs at someone’s new haircut one time.”
 - Clarify:
That is hurtful. It is not kind. But if it does not continue and there is no power imbalance, it is not bullying.
 - “All bullying is mean, but not all mean behavior is bullying.”
- **Bullying**
 - Example:
“Every day at recess, a group of students call one student names about their clothes. The student asks them to stop. They continue.”
 - Break it down with RIP:
 - Is it repeated? Yes, every day.
 - Is it intentional? Yes, they are choosing to continue.
 - Is there a power imbalance? Yes, a group against one student.

Therefore: *This is bullying.*

Model analyzing scenarios using RIP language.

- Scenario:
 - “A student trips in the hallway. Another student laughs.”
- Think aloud modeling:
 - R: First, is it repeated? No, it happened once.
 - I: Is it intentional harm? The laughing might be unkind, but we do not know if there is a pattern.
 - P: Is there a power imbalance? Not necessarily.
- So this is mean behavior, but *it is not bullying.*

- Then model a second example:
 - “Every time Marcus reads aloud, two students whisper and laugh. This has happened for weeks.”
 - Think aloud:
 - R: Is it repeated? Yes.
 - I: Is it intentional? Yes, they are choosing to continue.
 - P: Is there a power imbalance? Yes, two students targeting one student in front of the class.
 - That fits RIP. That is bullying.
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Practice using RIP with scenarios

- Students work in small groups.
 - For each scenario:
 - Identify: bullying, conflict, or mean behavior.
 - Justify using RIP criteria.
 - Whole-class debrief reinforces correct reasoning
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Upstander Skills

What To Do When You See Bullying

- Introduce:
 - “If it’s RIP, we DIP.”
- Explain that once students identify bullying using RIP, they use DIP to respond safely.
 - DIP stands for:
 - **D – Decide it’s not okay**
Recognize that bullying behavior is wrong and does not match school expectations.
If safe, a student may use a calm statement such as:
 - “That’s not okay.”
 - “We don’t treat people like that.”
 - **I – Inform a trusted adult**
Tell a teacher, counselor, principal, or another safe adult immediately.
Reporting is responsible, not tattling, when someone is being harmed.
 - **P – Provide support**
Check in privately with the student who was targeted.
Examples:
 - “Are you okay?”

- “Do you want to sit with me?”
 - Walk with them or include them in an activity.
 - Clarify:
 - Upstanders do not escalate or fight.
 - YOUR Safety always comes first.
 - If there is physical danger, go directly to an adult.
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Practice using DIP

Small Group DIP Skits

Students remain in their small groups.

Each group will:

1. Select one confirmed bullying scenario from the earlier activity.
2. Create a 1–2 minute skit demonstrating how they would use DIP in that situation.

Each skit must clearly show:

- D – Decide it’s not okay
- I – Inform a trusted adult
- P – Provide support

Expectations:

- Skits must demonstrate safe responses.
- No physical acting out of harm.
- Language should model calm and responsible behavior.
- Adult involvement must be included when appropriate.

Groups are given 5–7 minutes to plan.

After each skit, briefly debrief with the class:

- Which part of DIP did you see?
- Was the response safe?
- When did they involve an adult?

Purpose:

- Reinforces skill application
- Builds confidence using the language
- Makes advocacy feel accessible and realistic

Structure Guidelines (If needed):

- Assign roles: target, aggressor, upstander, narrator
- Set a 2-minute time limit
- Provide sentence starters on the board:
 - “That’s not okay.”
 - “I’m going to get a teacher.”

- “Are you okay?”
 - “Let’s go together.”
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Summarize / Close

- Review:
 - What does RIP stand for?
 - What does DIP stand for?
 - Why does power imbalance matter?
 - Name one safe upstander action.
 - Reinforce:
 - If you are unsure whether something qualifies as bullying, inform an adult. Safety is more important than being “right.”
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Data Collection Plan

- Participation Data
 - 20–25 students
 - 40–45 minutes
 - Data collected through:
 - Completion of group analysis sheets
 - Engagement in discussion
 - Participation in DIP planning
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ASCA Student Standards Data

- Pre/Post self-assessment:
 - I know the difference between being bullied and being frustrated.
 - I know what it means to be an upstander.
 - I feel confident in my ability to respond safely to bullying.
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Outcome Data

Discipline

- Compare bullying-related peer referrals before and after lesson implementation within the academic quarter.
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Follow-Up Plans

- Students who missed the lesson will receive a brief review session covering RIP and DIP.
- Students who demonstrate difficulty distinguishing bullying from conflict may be referred to Tier 2 small-group intervention focused on peer conflict and advocacy skills.