



Dear Educator,

**October is National Bullying Prevention Month. Please find attached an engaging and helpful lesson plan for use with your students to help prevent and stop bullying.**

This lesson is provided by the Monique Burr Foundation for Children (MBF). It was created by educators and prevention specialists at MBF and is based on the 5 Safety Rules from our prevention education program, *MBF Teen Safety Matters™*. Our prevention education programs are comprehensive, research-based, and have reached nearly 2 million students in Florida schools since 2010. *MBF Teen Safety Matters* is taught to sixth through eighth grade students, while *MBF Child Safety Matters™* is taught to kindergarten through fifth grade students. The programs are typically taught by the school counselor, and are provided at no cost to Florida public schools.

The concepts taught in this lesson provide your students with proven tools to address bullying and cyberbullying. Both victims and bullies suffer from a variety of negative consequences including isolation, depression, anxiety, lower academic achievement, substance use, and the potential for suicide. But bullying is preventable. We can teach empathy, kindness, and bullying prevention strategies through lessons such as this one. **Bolded and underlined** words in the script are key terms that students need to understand. The definitions of these terms are explained throughout the lesson. Please reiterate their meaning throughout the lesson to ensure comprehension.

Help prevent bullying by completing this brief, fun, and educational lesson with your students, and by encouraging your school to adopt and consistently use the *MBF Teen Safety Matters* program. Also, please make note of our October Social Media Campaign, we'd love for your class and/or school to participate.

### **October Social Media Campaign:**

- » The Monique Burr Foundation for Children is doing a Bullying Prevention Social Media Campaign (Facebook, Instagram, and Twitter) throughout the month of October called #kindvibes.
- » There are several ways to participate.
  1. Have students (individually, in groups, or as a class) create a short post about why kindness matters or what they are doing to spread "kind vibes." Post it to social media using #kindvibes and #teensafetymatters.
  2. Post a picture of all students (with permission) holding their worksheets along with #kindvibes and #teensafetymatters.
  3. Post a picture of students' worksheets hanging in classroom along with #kindvibes and #teensafetymatters.
  4. Any other ideas you can think of related to kindness. Make sure you include #kindvibes and #teensafetymatters.



<b>Grade Level</b>	6 - 8		
<b>Lesson Length</b>	45 Minutes		
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>» Understand bullying and cyberbullying</li> <li>» Introduce the MBF Teen Safety Matters™ Safety Rules</li> <li>» Understand how to be an Upstander and how to report bullying</li> <li>» Understand the connection between empathy and bullying prevention</li> </ul>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>» Lesson Plan/Instructions</li> <li>» Optional activity worksheet</li> </ul>		
<b>Key Terms</b>	<ul style="list-style-type: none"> <li>» Assertive Voice</li> <li>» Bully</li> <li>» Bystander</li> <li>» Cyberbullying</li> <li>» Empathy</li> <li>» Imbalance of power</li> <li>» Purpose</li> <li>» Repeated</li> <li>» Safe Adult</li> <li>» Safe Friend</li> <li>» Upstander</li> </ul>		
<b>Related Florida Standards and Next Generation Sunshine State Health Standards</b>	<p><b>6th Grade</b></p> <p>6.SL.1.1 6.SL.1.2 6.SL.1.3 6.SL.2.6 6.C.2.1 6.C.2.2 6.C.2.4 6.C.2.5 6.B.4.1 6.B.4.2 6.B.4.3 6.B.4.4 6.B.5.1 6.B.5.2 6.B.5.3 6.P.7.1</p>	<p><b>7th Grade</b></p> <p>7.SL.1.2 7.SL.1.3 7.L.1.1 7.L.1.2 7.L.2.3 7.L.3.4 7.L.3.5 7.L.3.6 7.C.1.1 7.C.2.2 7.C.2.9 7.B.4.1 7.B.4.2 7.B.4.3 7.B.4.4 7.B.5.1 7.B.5.2 7.P.7.1 7.P.8.1</p>	<p><b>8th Grade</b></p> <p>8.SL.1.1 8.SL.1.2 8.SL.1.3 8.L.1.1 8.L.1.2 8.L.2.3 8.L.3.4 8.L.3.5 8.L.3.6 8.C.1.4 8.C.1.8 8.C.2.8 8.B.4.1 8.B.4.3 8.B.5.1 8.B.5.2 8.B.5.3 8.B.6.1 8.B.6.2 8.P.7.1 8.P.7.2</p>



**Additional Resources**

*(For Teachers and Parents)*

**MBF Child Safety Matters:**

<https://mbfchildsafetymatters.org>

**MBF Child Safety Matters App:**

Free download from the App Store or Google Play

**NEA Bullying Prevention Kit:**

<http://www.nea.org/home/neabullyfree.html>

**BullyBust:**

<http://www.schoolclimate.org/bullybust/resources/educators>

**The Bully Project (with Educator Toolkit):**

<http://www.thebullyproject.com>

**PACER National Bullying Prevention Site:**

<http://www.pacer.org/bullying/>

**The Institute for Responsible Online Citizenship:**

<http://www.publicandpermanent.com>

**National Center for Missing & Exploited Children:**

<http://www.netSMART.org>

**Wired Kids Internet Safety Site:**

<http://www.WiredSafety.org>



## STUDENT DISCUSSION

- » Good morning/afternoon students. I want to spend some time today talking about an important topic. October is National Bullying Prevention Month. By now, you all know that bullying is wrong; we want to educate you on how to prevent it. What happens at our school if bullying were to occur? *(Elicit responses from students. Explain the protocol taken by your school in the event of bullying.)*
- » Many times, when people think of bullying, they think of fighting, arguing, or mean and rude behavior. These are not appropriate behaviors, but they may not be bullying. An easy way to remember what **bullying** means is by using the acronym RIP: *(Write RIP on the board):*
- **Repeated** – This means it happens over and over again, NOT just one time.
  - **Imbalance of Power** – This means someone who is bigger, stronger, and/or more popular than another person is using the imbalance of power to bully. It can include telling them to do something and even if the person does not want to do it, they do not have the courage or confidence to say no.
  - On **Purpose** – This means it happens on purpose. It does not happen by mistake, but instead it is done intentionally.
- » Bullying occurs face-to-face, while cyberbullying occurs through electronic devices like computers or cell phones. How could cyberbullying happen? *(Elicit responses such as texting, posts on social media, online gaming chats, etc.)*
- » Some of you may have experienced bullying or cyberbullying, or have seen it happening. Neither form of bullying is ever safe; I want to help you know what to do if you see it and how to stay safe. Today we are going to learn about the *MBF Teen Safety Matters Safety Rules* and other traits and behaviors to help us prevent and respond to bullying.

*Write each rule on the board as you introduce it.*

- » **Safety Rule #1 is Know What's Up.** This means you are aware of what bullying is in your environment and who you are talking to, online and offline. It is knowing what websites are appropriate or inappropriate. This also means that you are aware of the social interactions that are occurring around you, and you know what bullying behaviors look like. Raise your hand to tell us some behaviors of a bully. *(Elicit responses)*
- » **Safety Rule #2 is Spot Red Flags.** Think of a traffic light. When you see a traffic light that is red, what does the driver do? *(Elicit responses)*



## **STUDENT DISCUSSION - CONTINUED**

- » Spot Red Flags means you STOP and use your awareness to determine if someone's behavior or social interaction online or offline is bullying or unsafe. This could be someone trying to control someone else, or saying hurtful things to them on purpose. What are some Red Flags you should be aware of? *(Allow students to offer suggestions, then follow up with these suggestions if they are not offered by students):*
- A student or group of students picking on someone else.
  - A student who doesn't have any friends.
  - A student who sits alone.
  - A student who never has a partner.
  - A student who is always made fun of.
  - Texting or typing on social media about someone in a hurtful way.
- » If you see Red Flags, you can then use the other Safety Rules you will learn today to avoid those bullying behaviors and dangers.
- » **Safety Rule #3 is Make a Move.** This rule involves making a good decision when you see a Red Flag and getting away from an unsafe situation, or staying away from those who are making a poor decision. Bullying behaviors are Red Flags. If you see bullying occur, you can choose to get away and stay away from the situation, and spend your time with people who are going to make good, safe decisions.
- » **Safety Rule #4 is Talk It Up.** With this rule, you can use an assertive voice to say NO to Red Flags, such as bullying. An **Assertive Voice** is when you say something confidently, like you mean it, to make sure the listener understands. It's not yelling or being mean.
- » You can also be an **Upstander**, who is someone who sees the bullying occur, stands up to the bully, and helps the person being bullied. You can be an Upstander alone, or with a group of other people. The Upstander can use their Assertive Voice tell a bully to STOP, and that their behavior is hurtful. Unlike an Upstander, a **Bystander** sees bullying occur, but does nothing about it.



## **STUDENT DISCUSSION - CONTINUED**

- » You can also be an Upstander by getting help from a Safe Adult. A **Safe Adult** is a trusted adult that you know well and that will listen and help you if you go to them to talk about an unsafe situation.
  - Raise your hand to name one Safe Adult at our school. (*Elicit responses, such as the teacher, the principal, a school counselor, etc.*)
  - Raise your hand to name a Safe Adult you know and trust outside of school. (*Elicit responses*)
- » If you see Red Flags, you can then use the other Safety Rules you will learn today to avoid those bullying behaviors and dangers.
- » You can also talk to a **Safe Friend** if you do not feel comfortable talking to a Safe Adult. Sometimes it is easier to talk to an adult if you have someone with you for support. If you have a good friend that you trust, they can go with you to go talk to a Safe Adult.
- » It is important to remember that telling isn't snitching. Telling a Safe Adult will not only help you, but will also help the person who is hurting you and it may also prevent them from hurting others in the future.
- » Now, I want you to imagine how you would feel if it were you being bullied. Trying to understand how another person feels is called having **empathy**. It might be easier to stand up for them and be their friend if we know how they might be feeling. Sometimes people refer to empathy as "putting yourself in someone else's shoes."
- » **Safety Rule #5 is No Blame | No Shame.** This rule says that if you are ever hurt or bullied, you are never to blame and you should never be ashamed to tell a Safe Adult.
- » Now that we have talked about what bullying is and is NOT, and have learned how the *MBF Teen Safety Matters* Safety Rules can help keep you safe, we are going to practice empathy.
- » Let's finish up with an activity.

*You have a choice between two different activities, or you may do both. Activity 1 includes a worksheet to be printed prior to the lesson. The template is at the end of this lesson. Activity 2 does not require any printed materials.*



## ACTIVITY 1

- » In our lesson, you learned that bullying can be remembered through the acronym R.I.P. Can you remember what that stands for? (*Elicit responses, guiding students to Repeated, Imbalance of power, and on Purpose.*)
- » We also discussed what it means to be an Upstander. Who can explain how an Upstander might behave? (*Elicit responses*)

*Give each student an activity sheet.*

- » I'm giving each of you an activity sheet. I want you to put yourself in the Upstander's shoes. If you saw bullying happen, what could you do? How could you show empathy?
- » To get your brain thinking in the Upstander mindset, an example might be that when a bully makes fun of someone, an Upstander would NOT laugh at the joke.
- » Take 5-10 minutes to write/draw what an Upstander would think/say/do if they saw bullying happening.
- » Upstanders can also do the following to help the person being bullied:
  - Change the subject
  - Start a new conversation
  - Invite other people to walk away from the bully, including the student being bullied
  - Tell them objectively with your Assertive Voice that their behavior is bullying and say STOP
  - Tell a Safe Adult you trust about the bully's behavior so they can help him/her
  - Model/show the bully positive skills about how to be a friend
- » Many people have seen or have either been an Upstander or someone being bullied. But what do you do if you realize YOU are a bully? Here are a few things you can try:
  - Stop the bullying behavior immediately. People will see a new side of you.
  - Acknowledge that you might have hurt someone. Apologize to the person, because we all make mistakes. If you own the mistake, you can move on faster.
  - Make a plan to change your behavior with the help of a Safe Adult or Safe Friend.
  - Engage in new behaviors and start to create positive, healthy relationships.
- » Great job everyone. When we understand the feelings of someone else, we are being empathetic. Each of you thought about how it might feel to be in someone else's shoes as a way of understanding another person's point of view. Bullying is a serious topic that unfortunately affects many students every day. Be part of the solution by being empathetic to everyone!



## ACTIVITY 2

- » *Doing role-plays to respond to bullying situations can often teach empathy. In this activity, student groups will have 5 minutes to act out what might happen when bullying occurs. One person in each group will be the person being bullied, and the other students will be onlookers who have just seen the bullying occur. The teacher will select one group to act out the role-play for the class. Please note that this scenario is intentionally designed to avoid having a student act as a bully or aggressor.*
- » We are going to practice what to do when a bullying situation occurs. I am going to put you into small groups (use whatever means is easy to divide the class into groups of 4 or 5 students, such as counting off). Your group can decide on one student to play the role of the person being bullied, and the others will play the onlookers who see the bullying occur.
- » Your group will have 5 minutes to create a role-play showing how the onlookers could become Upstanders.

**SCENARIO:** A group of students is walking down the hall in between classes and they see an 8th grade student push a 6th grade student into the lockers, knocking their books and papers all over the ground. The older student laughs and leaves.

### FOLLOW UP

- » *Select one group to perform the role-play for the class. If time allows, additional groups can perform their role-play for the class.*
- » *Ask the students who observed the role-play:*
  - Did you see any Upstander behaviors by the onlookers? If so, what did you see? *(Elicit responses)*
- » *Ask the students who did the role-play:*
  - What did it feel like to be someone getting bullied? *(Elicit responses)*
  - What did it feel like to be an onlooker? *(Elicit responses)*
  - When you acted like an Upstander, how did that feel? *(Elicit responses)*
- » *To entire class: I know we didn't have time for every group to do their role-play, but you all had the chance to experience being either someone who was bullied, an onlooker, or maybe an Upstander. How did those roles make you feel? *(Elicit responses)**
- » Great job everyone. When we understand the feelings of someone else and show empathy, we can create a culture of kindness where bullying doesn't happen.



## ***FOLLOW UP ACTIVITY***

### **Follow Up Activity:**

» For additional practice, ask students to create emoji's with different emotions on each face. Display the emoji's in the room as a reminder for students to have empathy for others and different feelings.

Name: \_\_\_\_\_



# EMPATHY FOR EVERYONE (6TH-8TH GRADE)

Directions: Put yourself in the Upstander's shoes (or brain in this case!). If you saw bullying happen, what could you do? For this activity, write/draw what an Upstander would think/say/do if they saw bullying happening.

