



Bullying Prevention Lesson Plan (Grades K – 2)

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 Child Safety Matters™*. This program is comprehensive, research-based, and has reached nearly 2 million students in Florida's elementary schools since 2010. The program is taught to kindergarten through 5th grade students, typically by the school counselor, and is 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 Child 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 #childsafetymatters.
 2. Post a picture of all students (with permission) holding their worksheets along with #kindvibes and #childsafetymatters.
 3. Post a picture of students' worksheets hanging in classroom along with #kindvibes and #childsafetymatters.
 4. Any other ideas you can think of related to kindness. Make sure you include #kindvibes and #childsafetymatters.



Grade Level	Grades K-2		
Lesson Length	30 Minutes		
Lesson Objectives	<ul style="list-style-type: none"> » Understand bullying and cyberbullying » Introduce the <i>MBF Child Safety Matters™</i> Safety Rules » Understand how to be an Upstander and how to report bullying » Understand the connection between empathy and bullying prevention 		
Materials	<ul style="list-style-type: none"> » Lesson Plan » Activity worksheet copies (Optional) 		
Key Terms	<ul style="list-style-type: none"> » Bullying » Bystander » Cyberbullying » Empathy » Safe Adult » Safety Buddy » Strong Voice » Tattling/Snitching » Telling » Upstander 		
Related Florida Standards and Next Generation Sunshine State Health Standards	Kindergarten LAFS.K.SL.1.1 LAFS.K.SL.1.2 LAFS.K.SL.1.3 LAFS.K.SL.2.6 LAFS.K.L.1.1 HE.K.C.1.1 HE.K.C.2.4 HE.K.B.4.1 HE.K.B.4.2 HE.K.B.4.3 HE.K.B.5.1 HE.K.B.5.2 HE.K.P.7.1 HE.K.P.8.1	1st Grade LAFS.1.SL.1.1 LAFS.1.SL.1.2 LAFS.1.SL.1.3 LAFS.1.L.1.1 HE.1.C.1.1 HE.1.B.3.2 HE.1.B.4.1 HE.1.B.4.3 HE.1.B.5.1 HE.1.B.5.2 HE.1.P.7.1 HE.1.P.8.1	2nd Grade LAFS.2.SL.1.1 LAFS.2.SL.1.2 LAFS.2.SL.1.3 LAFS.2.L.1.1 HE.2.C.1.1 HE.2.C.1.4 HE.2.B.3.2 HE.2.B.4.1 HE.2.B.4.3 HE.2.B.5.1 HE.2.B.5.2 HE.2.P.7.1 HE.2.P.8.1



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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.netsmartz.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 a very important topic. October is National Bullying Prevention Month. Many schools around the country are doing activities and events to help stop bullying. Adults believe that bullying is wrong, and we want to teach all students about bullying and how to prevent it, or stop it.
- » Many times, when people think of bullying, they think of fighting, arguing, teasing, or acting mean. These are not nice behaviors, but they may not be bullying. **Bullying** is when someone hurts another person, either hurts their body or hurts them with their words. They do it over and over just to be mean, even if they are asked to stop.
- » Another kind of bullying is **cyberbullying**. This is when someone bullies another person on devices like a computer or cell phone.
- » Do you think you have ever seen bullying? (*Elicit responses*)
- » Both kinds of bullying are unsafe. I want to help you know what to do if you see either kind and how to stay safe. Today, we are going to learn about the *MBF Child Safety Matters Safety Rules* and how they can help you stop bullying.
 - *In schools that implement the MBF Child Safety Matters program:* Some of you may remember the MBF Child Safety Matters program from last year. If you remember the rules, show me a thumbs up so I will know who remembers. If you are new to our school, you will quickly learn the rules so you can be safe too.
 - *In schools that have not implemented the MBF Child Safety Matters program:* This is going to be the first time you have heard about The MBF Child Safety Matters program. These 5 Safety Rules can help you stay safe, so pay close attention; each rule is very important.

Write each rule on the board as you introduce it.

- » **Safety Rule #1 is Know What's Up.** This rule means you know about bullying, what it is, what the behaviors of a bully look like, and how to be safe. Raise your hand to tell us some ways a bully may act. (*Elicit responses*)
- » Bullying behaviors might include hurtful words, someone physically hurting another person's body, or forcing someone to do something they do not want to do.



Student Discussion - Continued

- » **Safety Rule #2 is Spot Red Flags.** Can anyone guess what a Red Flag is? *(Elicit responses)*

- » Think of a traffic light. When you see a traffic light that is red, what does the driver do? *(Elicit responses)*

- » A Red Flag is anything we see that is unsafe or hurtful that we want to stop or stay away from. What would be some bullying Red Flags that you may want to watch for? *(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 does not have any friends.
 - A student who sits alone.
 - A student who never has a partner.
 - A student who is always made fun of.

- » Once you have seen 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 tells you that if you do spot any Red Flags and find yourself in an unsafe situation, or if someone is bullying you, you can Make a Move and get away or stay away from that situation. It also tells you that if you see someone else being bullied, you can Make a Move and be a friend, let them know you care, listen to them, play with them at recess, or sit with them at lunch. You can also reach out to new friends or people that don't have many friends.

- » **Safety Rule #4 is Talk It Up.** With this rule, you can use a **Strong Voice** to say NO to Red Flags, such as bullying. A Strong Voice is when you say it like you mean it to make sure the listener understands. It's not being mean or yelling.

- » You can also be an **Upstander**, who is someone who stands up to a bully, and helps the person being bullied. You can be an Upstander alone, or with a group of other people. You can use a Strong Voice to tell a bully to STOP, and that their behavior is hurtful. You can also be an Upstander by getting help from a Safe Adult. A **Safe Adult** is a trusted adult that you know well that will listen and help you if you tell them 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)*

Student Discussion - Continued

- » I want everyone to remember that telling a **Safe Adult** about bullying or cyberbullying is reporting something to prevent harm or get someone help, while **tattling or snitching** is to get someone in trouble. If you are tattling just to get someone in trouble, do not tell. But if you are telling to get someone help, you should say something.
- » If you ever see someone being bullied, I want you to imagine how you would feel if you were being bullied. You would not feel good, would you? This is called having **empathy**, and it is like putting yourself in the shoes of the person being bullied. You are trying to imagine how they are feeling.
- » When we put ourselves in the shoes of someone who is being bullied, it might be easier to stand up for them and be their friend, because we can understand how scared and hurt they might be, and we would not want to feel that way. Upstanders have empathy to use Safety Rule #4 and their Strong Voice to tell the Bully to STOP and tell a Safe Adult.
- » Sometimes it's easier to talk to an adult if you have someone with you. We call this person a Safety Buddy. A **Safety Buddy** is a good friend that you trust. You can tell them what is happening and they can go with you to talk to a Safe Adult.
- » Lastly... **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.

Scenario

- » Now that we have talked about what bullying is and is NOT, and have learned how the MBF Child Safety Matters Safety Rules can help keep you safe, we are going to practice using empathy when it comes to bullying.
- » I am going to read you a story. After I am done reading, raise your hand if you can tell me how the people in the story might be feeling.

SCENARIO: Matthew is at lunch and sees a group of people he wants to sit with. He walks up to the group and asks to join. Julia yells at Matthew and tells him that no one wants him to sit here because his lunches are gross. Julia tells him to go away and sit by himself. Julia does this every week to Matthew. The other kids sitting at the table see this happen.

- » Ask students the following questions:
 - Give me a thumbs up if you think this is bullying. Raise your hand to tell me who you think the bully is. (*Elicit responses*)
 - How do you think Matthew feels? (*Elicit responses*) When you try to understand how another person feels, this is called empathy.
 - Let's think about all the kids who saw this happening, over and over again. They have a choice to be Bystanders or Upstanders. We learned about being an Upstander already. Bystanders are people who see bullying happening, but do not do anything about it. How could the people at the lunch table be Upstanders instead of Bystanders? (*Elicit responses*)
- » 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

Activity 1

- » Give each student an activity sheet.

- » On this sheet, you will draw or write what it feels like to be in someone else's shoes who is being bullied on the playground. Think about the following questions as you work:
 - How do you think that person's face would look?
 - What would they be thinking or feeling?
 - Have you ever felt this way?

- » Give students 5-7 minutes to draw/write, then give them one minute to share with their table partner or another student. Finally, bring the class back together to discuss.
 - Was it hard to try to understand the feelings of someone else? (*Elicit responses*)

- » When we practice empathy, we become better at it. Showing empathy to our classmates and friends is one of the most important skills you can learn in life. It helps you become a better friend, and helps others as well!

- » You can also display the pictures in their classroom as a reminder to show empathy to everyone.

Activity 2

Activity 2

- » We will finish today by playing a game. I need everyone to sit in their seat. *(This can be on the carpet, or at their table/desk.)*
 - » I am going to say a “feelings” word, and if you know how it feels, I would like you to stand up. If you have never felt this way, please stay seated.
 - » Then I will call on someone who is standing, and they can tell us about the feeling and a time they, or someone they know, might have felt that way. Only stand if you know what the “feelings” word means and can describe it to the class.
 - » *Most students will be able to stand for the first few emotions. By the end, it might be more difficult.*
1. Happy
 2. Sad
 3. Hyper
 4. Relaxed
 5. Scared
 6. Exhausted
 7. Angry
 8. Calm
 9. Embarrassed
 10. Surprised
 11. Frustrated
 12. Jealous
 13. Confused
 14. Excited
 15. Safe! *(Hopefully everyone will stand)*

FOLLOW UP

- Which of the feelings or emotions we just discussed would a person who is being bullied probably feel?
 - Which of the feelings or emotions we just discussed might an Upstander helping someone being bullied feel?
- » Great job everyone. Remember, when we understand the feelings of someone else, it is called empathy.
 - » It's important to be empathetic and kind to everyone, but especially someone who is bullied, so let's keep using empathy throughout the school year.



Follow Up Activity

Follow Up Activity:

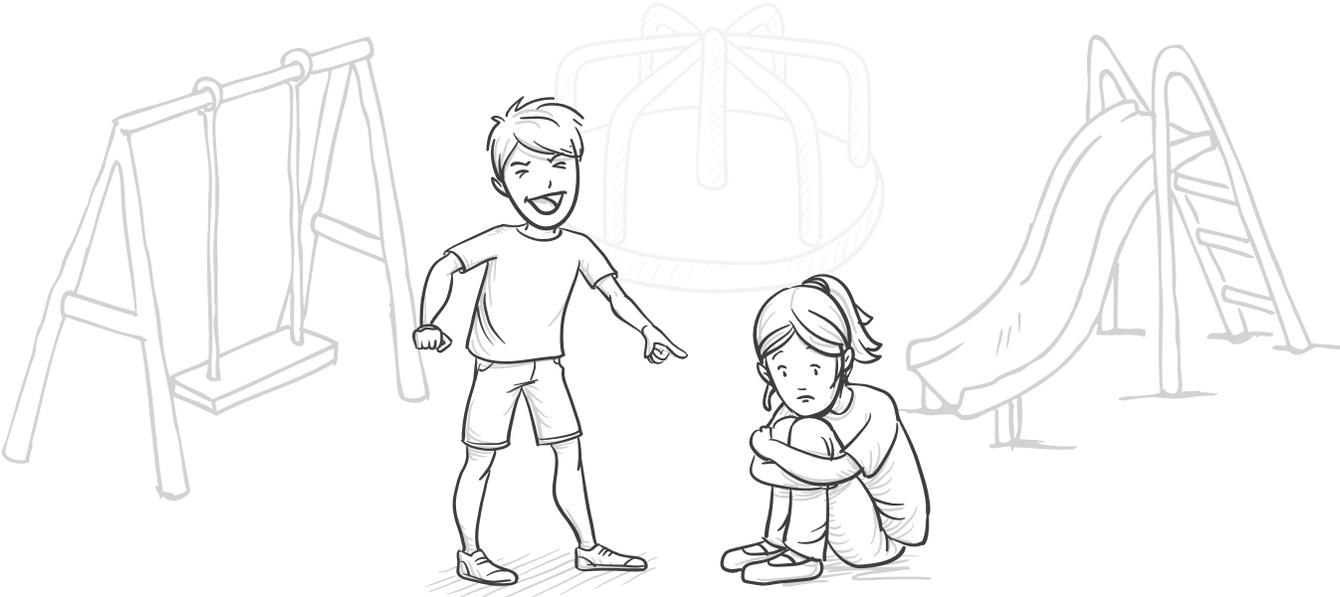
- » For additional practice, ask students to create emoji's with different emotions on each face. Display the emoji's in the room as a reminder for students to have empathy for others and different feelings.

Name: _____



Empathy for Everyone (Kindergarten-2nd Grade)

Directions: Draw or write what it might feel like to be in someone else's shoes who is bullied on the playground.



A large, empty, rounded rectangular box with a thick black border, intended for drawing or writing.

