



Bullying Prevention Lesson Plan (Grades 3 – 5)

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.
 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 3 - 5		
Lesson Length	30 - 45 Minutes		
Lesson Objectives	<ul style="list-style-type: none"> » Understand bullying and cyberbullying » Introduce the MBF Child Safety Matters™ 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/Instructions » Activity worksheet copies (Optional) » Computer with speakers (Optional) 		
Key Terms	Assertive Voice Bullying Bystander Cyberbullying Empathy Imbalance of power	Purpose Repeated Safe Adult Tattling/Snitching Telling Upstander	
Related Florida Standards and Next Generation Sunshine State Health Standards	3rd Grade LAFS.3.SL.1.1 LAFS.3.SL.1.2 LAFS.3.SL.1.3 LAFS.3.L.1.1. HE.3.C.1.1 HE.3.C.2.6 HE.3.B.4.1 HE.3.B.4.2 HE.3.B.4.3 HE.3.B.4.4 HE.3.B.5.1 HE.3.B.5.2 HE.3.B.5.3 HE.3.B.5.4 HE.3.B.5.5 HE.3.P.7.1 HE.3.P.7.2 HE.3.P.8.1	4th Grade LAFS.4.SL.1.1 LAFS.4.SL.1.3 LAFS.4.L.1.1 HE.4.C.1.1 HE.4.C.2.2 HE.4.B.4.2 HE.4.B.4.3 HE.4.B.4.4 HE.4.B.5.2 HE.4.B.5.4 HE.4.B.5.5 HE.4.P.7.2 HE.4.P.8.1	5th Grade LAFS.5.SL.1.1 LAFS.5.L.1.1 HE.5.C.1.1 HE.5.C.2.2 HE.5.B.4.4 HE.5.B.5.4 HE.5.P.7.1 HE.5.P.7.2 HE.5.P.8.1

**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

Student Discussion

- » Good morning/afternoon students. I want to spend some time today talking about an 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 acceptable behaviors, but they may not be bullying. An easy way to remember what **bullying** means is by using the acronym, or by thinking of the letters 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 bullying happen? (*Elicit responses*)
 - How could cyberbullying happen? (*Elicit responses such as texting, posts on social media, online games, 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 Child Safety Matters Safety Rules* and how they can help you prevent and respond to 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, give 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.

Student Discussion - Continued

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 and general safety information to be safe. Where does bullying usually happen? (*Elicit responses*)
- » Usually most bullying takes place in bathrooms, halls, and on the playground. Why do you think that is? (*Elicit responses*)
- » The main reason is because adults may not be in those locations to supervise, and bullies think they can get away with it.
- » **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 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 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.
- » 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, walk with them in the hallways, or sit with them at lunch. You can also reach out to new friends or people that don't have many friends.

Student Discussion - Continued

- » **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 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 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 an assertive 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*)

- » I want everyone to remember that **telling** a Safe Adult about bullying or cyberbullying is reporting something to a Safe Adult 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 who have empathy use Safety Rule #4 and their Assertive 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 scenario. After I am done reading, raise your hand if you can show empathy and 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:

- How do you think Matthew feels?
- Do you think what you heard in the story is bullying? Show me a thumbs up if you say yes.
- Who do you think the bully is in the story?
- Let's think about all the students who saw this happening, over and over again. They have a choice to be Bystanders or Upstanders. We've already discussed how to be an Upstander.
- **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?

» 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 but does include music. We encourage you to play one of our safety songs for this activity. There are two songs, "Your Safety Matters to Me," and a more hip hop style song, "Safety Matters". There is also a music video for "Safety Matters" which you may play as well. The songs and video can be found at:

<https://mbfchildsafetymatters.org/our-programs/>.

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Activity 1

Activity 1

- » *Give each student an activity sheet.*
- » 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 **R**epeated, **I**mbalance of power, and on **P**urpose).
- » I want you to imagine what it would be like if you were being bullied.
- » On the activity sheet I am about to give you, on the left side, I want you to use the blank speech bubbles to practice what you would say to a bully to stand up for yourself using an Assertive Voice to say NO and STOP. On the right side, I want you to use the blank speech bubbles to practice empathy and being an Upstander for a classmate who is being bullied.
- » *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.*
 - What are some ways you can use your Assertive Voice to stand up to a bully? (*Elicit responses*)
 - How can you use your Assertive Voice to show empathy to someone who is being bullied? (*Elicit responses*)
- » As you can see from this activity, having empathy and being an Upstander with your Assertive Voice shows great character. Remember to be an Upstander and stand up for those who cannot stand up to the bully by themselves.
- » *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 called “Empathy Freeze.” I will play some music, and when the music stops, I will say an emotion.
- » Even though you might not be feeling the emotion, I want you to imagine how the emotion would feel. And then I want you to freeze showing me how the emotion would look to you using your facial expressions and even your body.
- » I want everyone to start by standing at your seat. *Start the music, then stop it randomly and say a word from the list. If you do not have a music source, you can instruct the students to walk around the room in a circle for the activity, and say “freeze” and then call out an emotion.*

1. Excited
2. Annoyed
3. Happy
4. Sad
5. Angry
6. Scared
7. Surprised
8. Disappointed
9. Relaxed
10. Frustrated
11. Curious
12. Confused
13. 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 (3rd-5th Grade)

Directions: Use the blank speech bubble to practice empathy by writing/drawing what you would say as an Upstander using an assertive voice to a bully.

A large, rounded rectangular speech bubble with a tail pointing towards the illustration below, intended for writing an assertive response to a bully.