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*NOTE

These Be the 1 lessons are designed to be used as part of the Be the 1 [Positive School Culture Initiative \(PSCI\) Toolkit](#). The purpose of the Be the 1 PSCI is to create safer and more respectful school environments where all students can thrive. Only when students feel safe, can they truly focus on social and emotional learning (SEL) and academic success. Be the 1 uses evidence-based strategies to permanently imbed Multi-Tiered System of Supports (MTSS) for violence prevention and intervention within your school in a continuous improvement model. It is not a one time or short-term intervention (a lesson, an assembly), because research shows those are not effective. What works, is providing multi-tiered systems of support focused on bystander activation – both with staff and students, on the macro and micro level.

MESSAGING

The messaging of these lessons will inspire your students to Be the 1 to help prevent and intervene with bullying. Create a safer and more respectful school environment by showing students that although some students bully others, most don't. Activate bystanders to Be the 1 to stop the hurt caused by bullying by intervening safely, either directly or indirectly. Utilize this toolkit to teach your students:

1. Every 1 deserves respect! Most of us don't bully. Be the 1 who recognizes it if you see it.
2. When 1 of us is bullied, we all hurt. Every 1 deserves to feel safe and respected.
3. Every 1 can stop bullying! Be the 1 to intervene in your own way.

PREPARATION IN ADVANCE

Before teaching these Be the 1 lessons, have students view the annual Broward County Public Schools (BCPS) [Anti-Bullying Policy 5.9 Student Training Module](#). The module lays the foundation for the lesson by defining bullying, sensitizing students to the damage it causes, and encouraging them to Be the 1 to intervene if they see it. All Be the 1 Positive School Culture Initiative materials are available in the [Diversity, Prevention & Intervention \(DPI\) Resources SharePoint](#).





HANDLING DISCLOSURES

As a trusted adult, be prepared to receive student disclosures of bullying. BCPS' Anti-Bullying Policy 5.9 outlines the specific processes for disclosure and every school has an administrator who is the trained Investigative Designee (ID). Only the ID or principal can investigate bullying referrals. If you are told about, witness, or suspect bullying, report it electronically to your school's ID. This enables the school's ID to recognize patterns of abuse by or to students, in order to stop it before it escalates. As a mandated reporter, continue to follow all reporting obligations as well as threat assessment protocols.

RESEARCH-BASED MESSAGING

Use accurate and effective research-based messaging while teaching these lessons to make your bullying prevention efforts successful. Don't make the common mistake of relying on dramatic statements, scare tactics, myths, or "tell an adult" messaging. Instead:

- Focus on the fact that although some students bully, most don't.
- Use every opportunity to build social and emotional learning (SEL) into your teaching.
 - Many students need to learn the social and emotional skills for dealing with anger, jealousy, and feeling disrespected. Don't hesitate to refer students for further assistance as needed.
 - Empathy is also a learned skill. Help students see teasing and put-downs may be bullying even if they seem harmless because they were "just joking".
- Focus on bystander activation. It has been shown to be one of the most effective tools in bullying prevention. Teach numerous intervention strategies – both direct and indirect so students have several tools in their toolbox that fit their personality.
- Be the 1 is not a Zero Tolerance approach emphasizing punishment. Research shows Zero Tolerance reduces the numbers of students willing to tell when there is danger at school. Be the 1 focuses on creating a telling environment where students confide in trusted adults if they are afraid. All suspected bullying is reported and intervened with, but increasing human connection is the primary goal of Be the 1 PSCI. At Be the 1 schools, staff and students intervene because they are a committed community that cares. When one of them is hurt, all are hurt.





**GRADES 6-8
LESSONS**



PREPARATION IN ADVANCE

Implement these lessons after your students have viewed the annual Broward County Public Schools [Anti-Bullying Policy 5.9 Student Training Module](#). The module lays the foundation for the lessons by defining bullying, sensitizing students to the damage it causes, and encouraging them to Be the 1 to intervene if they see it.

LESSON PURPOSE

The four [Dealing with Dilemmas: Upstanders, Bystanders and Whistle-Blowers](#) lessons help students learn how to resolve difficult ethical decisions related to injustices such as bullying.

By role-playing, researching people who have made courageous ethical decisions, and writing about their own role models, students understand the importance of standing up for what they believe. Each lesson in the series empowers students to stand up, take ownership of their feelings and attitudes about unfairness, and Be the 1 to make the changes they want in the world. These four lessons from Teaching Tolerance are:

1. [Where We Stand](#) Students examine how they face every day moral dilemmas and consider who and what influences their reactions when conflicts arise.
2. [Modern Day Heroes, People Who Are Making a Difference](#) Through research, students identify and recognize modern day American heroes—courageous people who have made or are making a real difference in their communities.
3. [Change Agents in Our Own Lives](#) Students identify individuals in their own lives who embody heroism and think about the various roles people play in conflicts.
4. [In Our Own Words: A Class Story Book](#) Through collaborative work, students create and develop a culminating project whose goal is to empower others in their community to stand up and Be the 1 to make a difference.

These lessons perfectly match the goals of the Be the 1 Positive School Culture Initiative (PSCI). They teach critical thinking while providing opportunities for social and emotional learning (SEL). Teaching the lessons will activate your students to Be the 1 to stop the hurt caused by bullying by intervening safely, directly or indirectly. Utilize all four of the lessons in the prescribed order to teach your students:

1. Every 1 deserves respect! Most of us don't bully. Be the 1 who recognizes it if you see it.
2. When 1 of us is bullied, we all hurt. Every 1 deserves to feel safe and respected.
3. Every 1 can stop bullying! Be the 1 to intervene in your own way.

LENGTH OF LESSONS

Each of the four lessons take approximately one 45-minute class period.

LESSON 1 ADDITION

Before beginning Lesson 1, Where We Stand, conduct the [Creating Ground Rules](#) exercise.

MATERIALS NEEDED

Go to the [Dealing with Dilemmas: Upstanders, Bystanders and Whistle-Blowers](#) webpage to access each lesson and the materials needed to teach them.

OPTIONAL EXPANSION IDEAS & LESSONS ([LOCATED IN DPI'S SHAREPOINT](#))

- BCPS Policy 5.9 List of Bullying Prevention Curriculum Programs
- Be the 1 Class Kindness Behavior Chart Lesson
- Bucket Fillers Book Lesson Plan
- Class Meetings that Matter Toolkit
- PBIS & Bullying Prevention
- Stand-Up Sit-Down Exercise for Students





CREATING GROUND RULES

OVERVIEW

Ideally ground rules are created on the first day of school. They lay the foundation for a safe and respectful classroom. Create them with your class, role model them, and enforce them calmly and consistently. Keep them posted and reference them year-round.

ACTIVITY

STATE: No matter what we are doing as a class, we all want and deserve to feel safe, respected, and comfortable speaking. Therefore, we are going to discuss and agree upon some ground rules for our class. Once that is done, I will post them, and we will use them from this point forward.

STATE: Ground rules are a set of expected behaviors for meeting conduct. During class we talk about beliefs, feelings, and real-life situations, so having Ground Rules helps to ensure that discussions are genuine and passionate without descending into arguments or disrespect. They make it so we can be heard and feel safe expressing our thoughts and feelings. Sometimes we might get excited about a topic and violate the rules we agree upon, so I promise to remind you and intervene when that happens.

DO: Either record this on the Ground Rules poster board yourself or ask for a volunteer recorder. You may choose to use a “talking stick” for students to hold when it’s their turn to speak.

SAY: Let’s brainstorm. We will take suggestions, then as a group agree on the suggestions we want to enact from this point forward. Raise your hand to share what ground rule YOU think would help keep our classes safe and respectful where everyone has a chance to share their thoughts and feelings. *Some possible suggestions may be:*

- *taking turns talking*
- *understanding each other’s perspective*
- *not interrupting*
- *respecting differences*
- *not telling each other how to feel or what to do*
- *when mentioning problems refer to “people” instead of using names*
- *use “I statements”*
- *focus on solutions not just bashing and complaining*

If students do not bring up the following rules, ensure you suggest and include them:

- **Everyone is respected.** You might need to clarify, what does that look like, sound like, feel like? Students should feel comfortable sharing their experiences and viewpoints on any topic being addressed. Classrooms need to be free of name calling, ridicule, finger pointing, monopolization, and intimidation. Point out that words such as “weird”, “gay”, and “dumb” may feel like they don’t carry the same weight as racial or gender slurs, however, they still alienate, exclude and hurt. Name-calling is never harmless. As part of respect, include respect for everyone’s thoughts. All ideas are welcome, and we keep it positive in our class.
- **Respect the privacy of others** (confidentiality). Personal information, feelings, and situations should be respected as confidential and limited for discussion.

ASK: Do we want what we share here to be spread around the school? *Students will say no.* So how about we institute a “what’s said here, stays here” confidentiality rule? *They will say yes; write it on the poster board.* But can we REALLY make other people not tell our business? *They will say no.* So how about we institute this rule also...

- **No name rule**, “I know someone who...”

STATE: If we don’t use names, even our own, then no one can break our privacy. Let’s instead say, “I know someone who”, “someone” or “people”. Does that sound like a good rule to add? *They will agree; add it to the board.*

- **You are a Mandated Reporter.** Make this point immediately following the confidentiality rule. If you are told anyone is being hurt, or hurting someone else, YOU WILL TELL as a mandated reporter.

STATE: Even though we have the confidentiality rule, it’s important that everyone know I, as a teacher, am a Mandated Reporter. That means I can never promise confidentiality. If I suspect or am told someone has hurt or will hurt themselves or someone else, I WILL TELL. But if you tell me you “know someone who” is being hurt by a boyfriend or girlfriend, or being bullied, I might not be able to report it, because you have chosen to remain anonymous. Make sense? Any questions about that? *Always adhere to all SBBC Threat Assessment Protocols and State of FL Mandated Reporting Procedures. Take action if a student discloses being a victim or perpetrator of violence.*

- **Agree to disagree.**

ASK: Are we always going to agree during these meetings? It’s guaranteed we will not, that’s normal and healthy. As long as no one is being hurt or disrespected, it’s OK to agree to disagree. We respect our differences and don’t expect to all feel, look, sound, think the same. So, can we add, it’s OK to agree to disagree? *They will say yes; write it on the poster board.*

- **Have a “pass policy”** if someone is not ready for their turn to speak, have a “pass policy” so students don’t have to answer questions if they are uncomfortable. Come back to them later.

WRAP UP & CONCLUSION

ASK: Are we agreed on the Ground Rules? Any questions or concerns before we move on?

STATE: Well done, way to reach our first consensus! Now we have our Ground Rules - because we want to feel safe and respected while being heard. We can revisit them whenever needed, but they are a strong start. I promise to uphold them.





**GRADES 9-12
LESSONS**



OVERVIEW

These three, grades 9-12, Be the 1 Positive School Culture Initiative (PSCI) lessons focus on bullying prevention and intervention through bystander activation. Students will learn the importance of intervening when witnessing bullying as well as how to do so in a way that feels comfortable. The lessons are:

1. Lesson 1: What is bullying?
2. Lesson 2: Why should I care about bullying?
3. Lesson 3: How can I Be the 1 to intervene with bullying?

PREPARATION IN ADVANCE

Implement these lessons after your students have viewed the annual Broward County Public Schools [Anti-Bullying Policy 5.9 Student Training Module](#). The module lays the foundation for the lessons by defining bullying, sensitizing students to the damage it causes, and encouraging them to Be the 1 to intervene if they see it.

HANDLING DISCLOSURES

As a trusted adult, be prepared to receive student disclosures of bullying. BCPS' Anti-Bullying Policy 5.9 outlines the specific processes for disclosure and every school has an administrator who is the trained Investigative Designee (ID). Only the ID or principal can investigate bullying referrals. If you are told about, witness, or suspect bullying, report it electronically to your school's ID. This enables the school's ID to recognize patterns of abuse by or to students, in order to stop it before it escalates. As a mandated reporter, continue to follow all reporting obligations as well as threat assessment protocols.

RESEARCH-BASED MESSAGING

Use accurate and effective research-based messaging while teaching these lessons. Don't make the common mistake of relying on dramatic statements, scare tactics, myths, or only "tell an adult" messaging. Instead:

- Focus on the fact that although some students bully, most don't.
- Recognize that peers who bully are often perceived positively. They are no longer just the stereotyped angry abused student who takes his or her low self-esteem out on peers.
- Expect to provide extra protections to student subgroups that are more likely to be targets of bullying. This may include students who are perceived as different due to racial and ethnic identity, low socioeconomic status, sexual orientation, gender identity, or disability status.
- Use every opportunity to build Social and Emotional Learning (SEL) into your teaching.
 - Many students need to learn the skills for dealing with anger, jealousy, and feeling disrespected. Don't hesitate to refer students for further assistance as needed.
 - Empathy is also a learned skill. Help students see teasing and put-downs as harmful, even if they were "just joking".
- Focus on bystander activation, one of the most effective tools in bullying prevention. Teach numerous intervention strategies – both direct and indirect so students have several tools in their toolbox that fit their personality.

LESSON 1: WHAT IS BULLYING?

Adapted from [RETHINK Bullying Prevention Curriculum Classroom Instructional Units for Grades 9-12](#)

LESSON PURPOSE

This lesson gives your students a firm foundation in correctly identifying bullying. Students will learn the definition of bullying and well as the parties involved in the bullying triangle. They will delve deeply into the power dynamic of bullying and how power imbalances in friendships can lead to peer abuse.

LENGTH OF LESSON

This lesson can be taught in one 45-minute period.



STUDENT OBJECTIVES

Students will learn:

- The definition of bullying
- The three roles of the people involved in the bullying triangle
- How to label different forms of power used to control behavior and emotions in friendships
- To recognize when relationships behaviors are an abusive of power based on the Peer-to-Peer Power and Control Wheel

MATERIALS NEEDED ([LOCATED IN DPI'S SHAREPOINT](#))

- A white board or poster paper to record responses
- Creating Ground Rules
- Power and Control Wheel Teacher Version form
- Examples of Relationship Behavior form cut into strips, one set for each group of 4-6 students
- Tape, one for each group of 4-6 students
- Copies of blank Peer-to-Peer Power and Control Wheel, one form for each group of 4-6 students
- Optional: Stand-Up Sit-Down Exercise for Students

INTRODUCTION & DISCUSSION

Move your students to a circle or semi-circle position.

Optional Warm Up: Use the Stand-Up Sit-Down Exercise for Students to break down perceived barriers and sensitize the students to the subject of the lesson.

STATE: Today we are going to talk about how we can help make our school a safer place where we can feel respected and happy. We are going to discuss how we treat each other. Before starting, we're going to create Ground Rules. *Use the Creating Ground Rules document and conduct that exercise now, then continue with the lesson on the next question.*

ASK: What does it look like when someone treats another person with respect? *List examples on the whiteboard. Use the prompts "looks like," "sounds like," and "feels like" as needed.*

STATE: We all know there are times people do not treat each other respectfully. Without using names, tell me some examples of disrespectful behavior you have seen at school. *List examples on the whiteboard. Use the prompts "looks like," "sounds like," and "feels like" as needed.*

STATE: One type of disrespectful behavior is bullying. When one of us is hurt by bullying, we all hurt. So, we want to Be the 1 to stop the hurt caused by bullying whenever we see it. But before we can stop bullying, we must know how to correctly identify it.

GROUP ACTIVITY

ASK: What is bullying? How do people who bully behave? *List the responses on the board, making sure to note the examples they give. Include all types of bullying behaviors – physical, verbal, emotional (excluding someone), and cyberbullying's electronic cruelty. Then state anyone would be hurt if treated in these unkind ways, but not all unkind behaviors are bullying.*

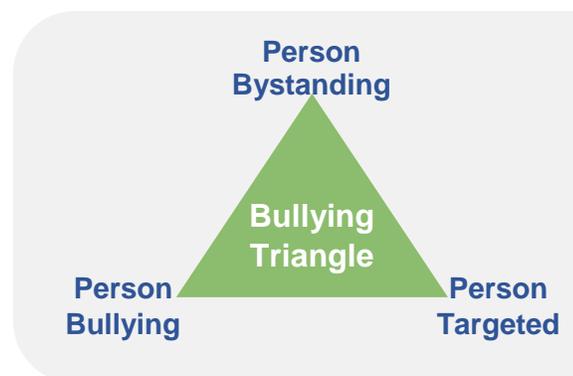
STATE: Mean behaviors are bullying ONLY IF they meet all three of these criteria: 1) The behavior is **R**epeated over time, 2) there is an **I**mbalance of power, and 3) it is done on **P**urpose to hurt the person.

DO: Write RIP on the board (see below) and explain how we use the acronym RIP to remember the three elements of bullying that must be present to move it from teasing, joking or arguing to bullying.

- **R** – Repeated: It doesn't just happen one time, or during one event or class period.
- **I** – Imbalance of power: The person being targeted has less power than the aggressor and is therefore unable to stop the behavior. Power can take many forms – size, age, intelligence, popularity, or economic status.
- **P** – Purposeful: The person is doing the behaviors on purpose to hurt the person or people.

ASK: Who is normally involved in a bullying incident?

DO: As the students reply, draw a triangle on the board and on each corner as they are sharing write, "person bullying", "person targeted", and "person bystanding".



STATE: You all shared that there are almost always at least three people involved in any bullying situation, 1) the person bullying, 2) the person being targeted, and 3) the person witnessing the bullying or the bystander. We call this the bullying triangle. These people can be adults or students, male or female. Most of us don't bully, most of us are bystanders.

STATE: It can be challenging to determine when bullying crosses the line from joking to bullying. One of the main reasons can be a power imbalance - one of the key ingredients in bullying. Much of time, we are not conscious that one exists, particularly between our self and a friend.

DO: Write on the board and go around the room having students complete one of the following two sentences.

1. A good friend ...
2. No friend of mine would ...

STATE: We are now going to break into groups to examine different friendship behaviors and decide where they belong in the peer power and control wheel.

DO: Break students into small groups of 4–6 students. Distribute to each group one copy of the Peer-to-Peer Power and Control Wheel, tape, and a cut set of the strips from the Examples of Relationship Behavior form. Let students know there are blank strips, so they can write their own behaviors. Post on the wall or drawn on the board a larger version of the Wheel of Power and Control.

STATE: On the power and control wheel, you see examples of the ways in which friends sometimes use power to control their friends' behaviors or emotions.

DO: Discuss the categories and examples on the wheel. Use the teacher sheet for more information.

ASK: Think about how each of you just completed the two sentences. Do any of your responses fit into the categories on the wheel? Which ones?

STATE: You will now as a group discuss each relationship behavior and decide where it belongs on the wheel. Place it there on your sheet. If you do not feel the behavior belongs on the wheel, leave it outside the wheel.

DO: After the student groups have all the strips placed, choose a representative from each group to come up and tape their behaviors onto the large wheel you placed on the wall. Make sure they place the strips in the sections the group agreed upon and outside the wheel if that is where they felt it belonged.

ASK: Do you notice differences between groups in where they placed certain behaviors (on or outside the wheel)? How was discussion in your groups about where to place these behaviors? *Choose a few behaviors that groups have categorized differently and explore beliefs and opinions.* What might be some reasons that a behavior is on the wheel versus outside the wheel?

DO: Write the following on the board:

- | | |
|--|---|
| Gets mostly As | Is an average student (gets mostly Cs) |
| Has a car | No car |
| Rich | Poor |
| New in school | Always gone to schools in this community |
| Outgoing and popular | Introverted and has few friends |
| Good at (shared hobby) | Not so good at (shared hobby) |
| Family doesn't speak English | Family members are native English speakers |
| Is a racial or religious minority..... | Is the same race or religion as most people at the school |

ASK: Think about these characteristics in a friendship. If these differences exist, is the power balance equal or unbalanced between friends?

DO: Choose three of the pairs and apply them to the Wheel of Power and Control for those behaviors that students placed outside the wheel. For example, ask, "If the person doing this had a car and the other friend did not, would it move the behavior to inside the circle?" You are working to make these unconscious processes conscious for your students, so they can avoid abusing the power they hold. Even in peer-to-peer relationships, some power differences must be accommodated for a friendship to feel fair and healthy.

ASK: How would you feel and what would you do if you had more power in a friendship and were doing some of the behaviors on the Power and Control Wheel? How would you feel and what would you do if your friend had the power and were doing some of the behaviors? How would you feel and what would you do if you had a friend who was in a dating relationship and you observed some of the behaviors on the Power and Control Wheel? Is it the same or different than friendships? Why? Did you know one of the few predictors of whether you will be in an abusive dating relationship is whether you have had abusive friendships?





Stand-Up Sit-Down Exercise for Students

DIRECTIONS: *This similarities and dissimilarities exercise is very adaptable based on your school's specific information or the age of your participants. Group movement can also be changed to raising and lowering their hands or moving towards and away from a line in the center of the room. Those items stating, "(test)", are mood lightening items. You literally say, "that was a test!" to keep the class connected. You can skip these humorous items if they do not fit your style. State and ask the following:*

STATE: Let's learn a little more about each other and what we have in common versus what may be unique to each of us. I'm going to state characteristics that may or may not be true about you. As I say each characteristic, if it's true for you, STAND UP. If it's not true, stay seated or SIT DOWN.

ASK: Stand up if you are someone who:

Likes to eat pizza...Chinese food...grits...chocolate? (That was a test!)

Has a sister...brother...pet?

Plays sports...plays an instrument ...can sing...can dance?

You were born in Broward County...in Florida...in the United States, but outside Florida...outside the United States...off planet Earth? (Test 2!)

Ever felt you did not fit in?

Have ever been embarrassed?

Have been in a situation when you wish you had NOT lost your temper?

Were hurt by the words of a stranger...by the words of someone you trusted?

Have felt good walking away from a potential fight?

Were ever bullied...ever bullied someone else?

Have ever tried to change something about yourself?

Have someone you can talk to when you need a friend?

Had your life touched by violence?

Had a family member or friend harmed or killed through violence?

Want to be treated with respect?

CONCLUSION/DISCUSSION: *Point out the similarities and dissimilarities you saw between students.*

ASK:

- Did you learn something new about someone you thought you knew?
- Did you learn you had something in common with someone you previously thought you didn't?

STATE:

- We all have been affected by violence in some way and we all want to be treated with respect.
- Not only do we want this, we each deserve this and can make it happen if we work together. As we move into today's lesson and learn more about the Be the 1 Positive School Culture Initiative, I think the most fitting quote to set the tone is, "Never believe that a few caring people can't change the world. For indeed, that's all who ever have," by *Margaret Mead*.



CREATING GROUND RULES

OVERVIEW

Ideally ground rules are created on the first day of school. They lay the foundation for a safe and respectful classroom. Create them with your class, role model them, and enforce them calmly and consistently. Keep them posted and reference them year-round.

ACTIVITY

STATE: No matter what we are doing as a class, we all want and deserve to feel safe, respected, and comfortable speaking. Therefore, we are going to discuss and agree upon some ground rules for our class. Once that is done, I will post them, and we will use them from this point forward.

STATE: Ground rules are a set of expected behaviors for meeting conduct. During class we talk about beliefs, feelings, and real-life situations, so having Ground Rules helps to ensure that discussions are genuine and passionate without descending into arguments or disrespect. They make it so we can be heard and feel safe expressing our thoughts and feelings. Sometimes we might get excited about a topic and violate the rules we agree upon, so I promise to remind you and intervene when that happens.

DO: Either record this on the Ground Rules poster board yourself or ask for a volunteer recorder. You may choose to use a “talking stick” for students to hold when it’s their turn to speak.

SAY: Let’s brainstorm. We will take suggestions, then as a group agree on the suggestions we want to enact from this point forward. Raise your hand to share what ground rule YOU think would help keep our classes safe and respectful where everyone has a chance to share their thoughts and feelings. *Some possible suggestions may be:*

- *taking turns talking*
- *understanding each other’s perspective*
- *not interrupting*
- *respecting differences*
- *not telling each other how to feel or what to do*
- *when mentioning problems refer to “people” instead of using names*
- *use “I statements”*
- *focus on solutions not just bashing and complaining*

If students do not bring up the following rules, ensure you suggest and include them:

- **Everyone is respected.** You might need to clarify, what does that look like, sound like, feel like? Students should feel comfortable sharing their experiences and viewpoints on any topic being addressed. Classrooms need to be free of name calling, ridicule, finger pointing, monopolization, and intimidation. Point out that words such as “weird”, “gay”, and “dumb” may feel like they don’t carry the same weight as racial or gender slurs, however, they still alienate, exclude and hurt. Name-calling is never harmless. As part of respect, include respect for everyone’s thoughts. All ideas are welcome, and we keep it positive in our class.
- **Respect the privacy of others** (confidentiality). Personal information, feelings, and situations should be respected as confidential and limited for discussion.

ASK: Do we want what we share here to be spread around the school? *Students will say no.* So how about we institute a “what’s said here, stays here” confidentiality rule? *They will say yes; write it on the poster board.* But can we REALLY make other people not tell our business? *They will say no.* So how about we institute this rule also...

- **No name rule**, “I know someone who...”

STATE: If we don’t use names, even our own, then no one can break our privacy. Let’s instead say, “I know someone who”, “someone” or “people”. Does that sound like a good rule to add? *They will agree; add it to the board.*

- **You are a Mandated Reporter.** Make this point immediately following the confidentiality rule. If you are told anyone is being hurt, or hurting someone else, YOU WILL TELL as a mandated reporter.

STATE: Even though we have the confidentiality rule, it’s important that everyone know I, as a teacher, am a Mandated Reporter. That means I can never promise confidentiality. If I suspect or am told someone has hurt or will hurt themselves or someone else, I WILL TELL. But if you tell me you “know someone who” is being hurt by a boyfriend or girlfriend, or being bullied, I might not be able to report it, because you have chosen to remain anonymous. Make sense? Any questions about that? *Always adhere to all SBBC Threat Assessment Protocols and State of FL Mandated Reporting Procedures. Take action if a student discloses being a victim or perpetrator of violence.*

- **Agree to disagree.**

ASK: Are we always going to agree during these meetings? It’s guaranteed we will not, that’s normal and healthy. As long as no one is being hurt or disrespected, it’s OK to agree to disagree. We respect our differences and don’t expect to all feel, look, sound, think the same. So, can we add, it’s OK to agree to disagree? *They will say yes; write it on the poster board.*

- **Have a “pass policy”** if someone is not ready for their turn to speak, have a “pass policy” so students don’t have to answer questions if they are uncomfortable. Come back to them later.

WRAP UP & CONCLUSION

ASK: Are we agreed on the Ground Rules? Any questions or concerns before we move on?

STATE: Well done, way to reach our first consensus! Now we have our Ground Rules - because we want to feel safe and respected while being heard. We can revisit them whenever needed, but they are a strong start. I promise to uphold them.





Examples of Relationship Behavior

Making a friend buy things for you.	Putting your friend down all the time, and then saying, "Just kidding."
Giving a friend the silent treatment if he or she doesn't do what you want.	Convincing a friend to do something illegal.
Yelling or screaming .	Refusing to admit if you hurt your friend's feelings and apologizing.
Physically fighting.	Using a friend's house to give a party.
Making all the decisions in the relationship.	Backing out of plans with friend to hang out with someone else/others
Taking money from a friend.	Making fun of your friend in front of others.
Ignoring a friend.	Convincing your friend to give you something that he or she values.
Blaming friend for something that happened to you even if it is not his or her fault.	Telling a friend something is cool or looks good when you know he or she will get teased.
Stealing a friend's boyfriend/girlfriend.	Going out with friend's former boyfriend/girlfriend.
Using put down/trash talking to a friend's face.	Acting nice one day and mean the next.
Using put downs/trash talking behind a friend's back.	Setting up a friend to fail.
Spreading rumors	Blaming your friend for something you did wrong.
Telling your friends secrets or things told to you in confidence.	Only doing what you want and not listening to what your friend wants.
Hijacking a friend's Facebook or phone and sending messages to others.	Threatening a physical fight or to tell a secret.



Power & Control Wheel



STATE: Everyone does not have the same access, power, or privilege, but everyone deserves to be treated equally and with respect.

ASK: How do you imagine our school would be if these changes happened and we were all treated as respected equals? Would our school be a different place? In what ways?

STATE: We can do a lot to ensure that happens.

REFLECTION & CONCLUSION

Summarize key points and discuss.

By closely examining bullying and the dynamics of power, we have started to see how we may hurt those we care about without even meaning to. As bystanders, we can use the power we hold as the majority to rebalance the scales and support the target. I am committed to making our school a place where everyone is treated with respect. I hope you will stand with me. We can Be the 1 to make it happen. In our next lesson, we will learn more about why we should care about bullying and gain strategies on how to intervene should we see it.

LESSON 2: WHY SHOULD I CARE ABOUT BULLYING?

Adapted from [Teaching Tolerance's](#) One Survivor Remembers: Bullies & Bystanders

LESSON PURPOSE

This Be the 1 Positive School Culture Initiative (PSCI) lesson focuses on why all students should care about bullying. Students will discuss the bullying triangle and how each person in it is hurt when bullying occurs. This lesson reminds students that they, too, make choices about whether to stand aside—or stand up—when someone else is being maligned, bullied or harassed. In standing up, we honor not only the other person's humanity, but also our own.

LENGTH OF LESSON

This lesson can be taught in one 45-minute period.

STUDENT OBJECTIVES

Students will:

- Understand how bullying hurts the target, the person bullying, and the bystanders who witness it
- Explore the role of being a bystander and its moral implications
- Understand the plight of the Jews in the Holocaust
- Draw thematic parallels between the history of the Holocaust and modern-day bigotry, prejudice and persecution

MATERIALS NEEDED

Go to [Teaching Tolerance](#) to access all materials.

- A white board or poster paper to record responses
- Copies of excerpts from [All But My Life](#), Gerda's memoir
- Copies of the [Bystanders Scenes from Our School](#) handout
- Posted Ground Rules

INTRODUCTION & DISCUSSION

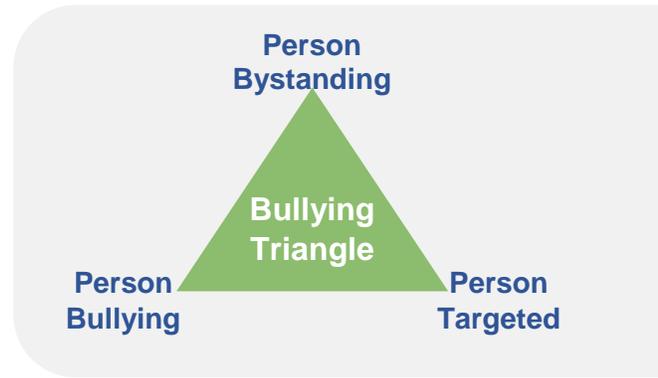
Before beginning the lesson, conduct this Introduction & Discussion. It links the Teaching Tolerance concepts to the Be the 1 anti-bullying initiative. Move your students to a circle or semi-circle position to begin.

STATE: Today we are going to continue our talk about how we can make our school a safer and more respectful place. Before starting, I want to make sure we follow our Ground Rules and treat each other respectfully.

ASK: What do you remember from the last lesson about the definition of bullying? It is Repeated, involves an Imbalance of power, and is done on Purpose to hurt another (RIP). What is one of the most pivotal ingredients to turn a relationship from respectful to abusive? A power imbalance that is misused. Do you remember who is normally involved in the bullying triangle?

DO: As the students reply, draw a triangle on the board and on each corner as they are sharing write, “person bullying”, “person targeted”, and “person bystander”.

STATE: There are almost always at least three people involved in any bullying situation, 1) the person bullying, 2) the person being targeted, and 3) the bystander witnessing the bullying. As we learned, most of us are bystanders, so as the majority we hold the power to help those targeted. When we fail to use the power we hold to help, we contribute to the hurt caused by this abuse of power.



GROUP ACTIVITY

DO: Go to [Teaching Tolerance](#) to access all materials and lesson, One Survivor Remembers: Bullies & Bystanders. Begin teaching the lesson. Once completed, return to the Reflection & Conclusion.

REFLECTION & CONCLUSION

Summarize key points and discuss.

STATE: Today we learned even people involved in historical conflicts can be placed into one of three roles within the bullying triangle, target, perpetrator, or bystander. Many, many people witnessed Gerda’s experience during the Holocaust and did nothing, denying her humanity. A select few reached out and showed her kindness.

This lesson reminds us that we also have a choice to make when we see bullying. Will we stand aside, or stand up when someone is being maligned, bullied or harassed? In standing up, we honor not only the other person’s humanity, but also our own. We hold the power to Be the 1 to stop bullying, especially when we stand together.

In the next lesson, we will examine strategies for intervening – either directly or indirectly. We will practice the strategies and by the end of the lesson you will be ready to create the safe and respectful school we all want. A place where we are treated like the equals that we are.

LESSON 3: HOW CAN I BE THE 1 TO INTERVENE WITH BULLYING?

Adapted from [RETHINK Bullying Prevention Curriculum Classroom Instructional Units for Grades 9-12](#)

LESSON PURPOSE

This Be the 1 Positive School Culture Initiative (PSCI) skill-based lesson provides skills for bystanders to intervene when they witness bullying. The students will map where bullying occurs in the school, then create a scenario based on their school experience. After learning direct and indirect intervention methods, they will practice the Name It, Claim It, Stop It, and Walk Away skills. By the end of the lesson, students will be ready to stop the hurt caused by bullying.

LENGTH OF LESSON

This lesson can be taught in one 45-minute period.

STUDENT OBJECTIVES

Students will:

- Be able to name multiple direct and indirect intervention strategies
- Practice helpful actions that can be taken if a peer is bullied
- Identify peer or school factors that support or hinder helpful bystander behavior
- Address personal barriers to becoming an ally for targeted students

MATERIALS NEEDED ([LOCATED IN DPI'S SHAREPOINT](#))

- A white board or poster paper to record responses
- Posted Ground Rules
- A map of the school, one for every student
- Advocate and Ally Scenario Worksheet, one for each group
- Name It, Claim It, Stop It, Walk Away skills worksheet, one for each student



INTRODUCTION & DISCUSSION

DO:

1. Have students pick up a school map as they come in. Ask them to mark locations on the map where bullying or harassment occurs at school. *Consider having your school's Be the 1 PSCI Team or PBIS Team use this mapped information to enact prevention strategies in those locations (teachers standing at doors during transition, changing the traffic pattern).*
2. Have students get out of their desks with their maps and find students who have marked similar map locations. Join these students together in groups of no more than 6.
3. Once the groups have formed, ask them to find a place to sit with their group. Each group will choose ONE of the map locations where bullying occurs. This location will act as the basis for developing their bullying scenario.
4. Pass out the Advocate and Ally Scenario Worksheet, one for each group. Instruct groups to follow the structure provided on the Advocate and Ally Worksheet to create their scenario. Have them complete the first part of the worksheet, The Situation. Their situation must take place in the location identified on their maps. Tell them to be as complete as possible in the description of the characters in the situation. Remind the groups to create scenarios that are both real and respectful of various groups by not perpetuating hurtful stereotypes. No identifying incidents or names are to be used.
5. Once all the groups have created and written their scenarios, they pass their worksheets to another group. The groups are to read the scenario and respond in writing to question A on the new worksheet.
6. The groups repeat step 5 by passing the worksheet to another group who will respond to question B on the worksheet.
7. Repeat step 6. The new group answers question C on the worksheet.
8. Once the groups have completed the Situation and Possible Responses sections of the worksheet, they are returned to the groups that originated the Situation.
9. Have each group read aloud the possible responses to their situation.
10. Then ask each group to complete the discussion questions on the worksheet.

DISCUSS: Solicit responses from students based on the discussion questions on the worksheet. Focus on the school environment questions and then the barriers to individuals in stopping bullying, harassment, and violence.

STATE: Most of us do want to intervene and stop bullying when we see it.

ASK: What are some of the barriers that stand in the way of bystanders intervening?

- Fear of retaliation and becoming a target.
- Fear of making things worse for or embarrassing the target.
- Fear of friends becoming mad or offended if they are the person bullying.
- Fear of being seen as a "snitch" or not cool.
- Being shy or introverted, not wanting to embarrass ourselves.
- Not knowing what to do.
- Not knowing the people involved.
- Not liking to "rock the boat" or deal with conflict.
- Fear of getting into trouble.
- No one else is doing anything, so the bystander assumes it's a normal behavior or accepted by the group.

STATE: So, what can we do? Lots! We can recognize the barriers keeping us from stopping the hurt, then choose a strategy of intervention that matches our personality and comfort level. Many of our barriers are based around the fear of direct intervention. We don't have to directly intervene. It can be just as powerful to Be the 1 to do something indirectly.

DO: Draw a T-chart on the board with the left side titled 'Direct Interventions' and the right side 'Indirect Interventions'. If students are unsure of what the terms mean, explain intervening simply means doing something that helps.

STATE: Students often feel the only way to stop bullying is to directly jump in-between two students. But that's not true and it may be unsafe. We want to intervene early, or later when it's safe. We can use equally effective indirect interventions.

ASK: If you see bullying, what can you do?

DO: Have the class's brainstormed intervention ideas and record the responses into the correct columns on the board. For a more detailed student intervention handout go to [PACER](#). Share these do's and don'ts of intervening during or after brainstorming:

Do's:

- Reach out to others to assist you, so you don't have to intervene alone.
- Use "I" statements. They focus on your feelings rather than criticizing the other person. First state your feelings, second name the behavior, third state how you want the person to respond.
- Use humor to reduce the tension and make it easier for the person to hear you. Do not undermine what you say with too much humor. Funny doesn't mean unimportant.
- "Bring it home." Making it real for aggressors prevents them from distancing themselves from the impact of their actions. For example, you could say, "I hope no one ever talks about you like that." It prevents them from dehumanizing the targets as well.
- "We're friends, right..." Reframe the intervention as non-critical caring. For example, "Hey, as your friend, I've gotta tell you that picking on kids littler than you is killing your rep. Do yourself a favor and stop."

Don'ts:

- What is a helping technique that might actually be *harmful*? Fighting, calling names, making threats, escalating the situation, or ignoring it.

Direct Interventions	Indirect Interventions
When you say or do something at the time of the event or later, that is <i>specifically about</i> the bullying event.	When you say or do something during or after the event that is <i>not related to the event specifically</i> .
<ul style="list-style-type: none"> • Interrupt and confront the harmful behavior directly. Ask the aggressor stop. Speak loudly stating the behavior is not OK, drawing attention (teachers, bystanders) to the bad behavior. • Counteract negative comments with positive ones. • Help the target get away from the situation. Tell the target, "let's go" and leave. • Include others by engaging other bystanders or friends to help, "you do X and I'll do Y". • Seek a trusted adult to help take charge of the situation (teacher, police officer). • Start small. Hear a mean joke? Give the person a frustrated look. Even an audible sigh can help stop the next insult from coming. • Talk to the aggressor later. Discuss consequences of bullying to the aggressor. Challenge misperceptions, express your true feelings and beliefs. Don't buy into excuses or victim blaming. Before acting, consider who (will go with you), what (you want to say), when (the best time will be), where (location/privacy), why (the reasons) and how (the tone you will use). • Talk to the target later. Simply saying "Hey, are you okay? Can I do anything?" shows they are not alone and that you care. A simple "I'm so sorry that happened to you" "you didn't deserve that" speaks volumes about supporting each other. Offer to go with them to tell a trusted adult. Be sensitive, understanding, and non-judgmental. 	<ul style="list-style-type: none"> • Don't join in. Walk away and refuse to support the behavior by leaving. Encourage other bystanders to leave with you. • Distract or redirect the person's attention so the situation can cool down. Use humor or an excuse. You can even throw out a "Oh my gosh! Is that our principal dressed like a purple penguin?" While the aggressor is looking in the opposite direction, grab the target and go. • Be a friend. Walk with the target to class, invite the target to lunch, to play, and let them know they're not alone. • Say a kind word or hello to the target later. • Invite your friends or someone popular and nice to help you create a kind and friendly environment for the target. • Get help by making an anonymous report by: <ul style="list-style-type: none"> ○ dropping a note in your school's Anonymous Reporting Box ○ texting the Special Investigative Unit's (SIU) Silence Hurts tip hotline with a text (text 'SBBC' [space] plus the text message to CRIMES {274637}) ○ emailing school911@browardschools.com ○ calling them at 754-321-0911

GROUP ACTIVITY ROLE PLAY

ASK: Have you ever been in a situation that left you speechless and then later, you kept thinking about all the things you WISH you had said?

STATE: We all have! That's is why I am introducing this skill. So hopefully the next time you see bullying or harassment, you feel you can say something to stop it. It's a much more direct intervention and you can use it for yourself or someone else.





DO: Go over the Name It, Claim It, Stop it, Walk Away worksheet. Have students complete the worksheet individually. When it looks like most students are finished, ask them to get up and find a partner who was not in their group. Instruct them to act out Name It, Claim It, Stop It, Walk Away with their group's scenario. Have the students repeat the scenario twice more with different partners. This part of the activity should be fun and fast paced. Help students pair up and then cue them to identify who in each pair will go first. If time permits, have students sit down and ask them which were the best examples of bullying or harassment. Have those students reenact the scenario in front of the group. After the reenactments, lead a discussion about how likely it is that students would use this skill if they see bullying or harassment.

ASK: How did the alternate intervention options feel as you tried each? Were you surprised by how easy or how difficult some were to do? Why? Did you learn anything watching others use their intervention strategies? Now that you have tried the Name It, Claim It, Stop It, Walk Away intervention solutions, do you think they are realistic and doable? Why? How has your comfort level improved?

REFLECTION & CONCLUSION

STATE: Over the last three lessons, we have learned when one of us is hurt, we all hurt. No one deserves to be bullied. I will continue to watch, listen and act whenever you tell me about or I witness bullying. But in case I miss it, now you each have an intervention strategy that fits your style, so YOU can intervene as well. I am very impressed with your dedication to creating a classroom and school where we can all feel safe and respected. You can Be the 1 to stop the hurt caused by bullying – both for yourself and for your classmates. You hold the power. The end of bullying begins with you.

OPTIONAL EXPANSION IDEAS & LESSONS ([LOCATED IN DPI'S SHAREPOINT](#))

- BCPS Policy 5.9 List of Bullying Prevention Curriculum Programs
- Be the 1 Class Kindness Behavior Chart Lesson
- Bucket Fillers Book Lesson Plan
- Class Meetings that Matter Toolkit
- PBIS & Bullying Prevention
- Teaching Tolerance's [Dealing with Dilemmas: Upstanders, Bystanders and Whistle-Blowers](#)
- Bird Girl Story & Lesson
- To This Day Lesson & Video

APPENDIX

- [Anti-Bullying Policy 5.9 Training Modules](#)
- [PSCI Team Tools: MTSS Evaluation Tool, Meeting #1 Agenda, Support Group Method](#)
- [Surveys:](#) Personal Experience Form for Students, PSCI Staff Survey, PSCI Student Survey
- [Staff Training:](#) Staff Training Agenda, Staff Training Power Point, Role Play, Staff Training Sign-In Sheet, Stand-Up Sit-Down Exercise for Staff, Personal Experience Form for Staff
- [Student Tools:](#) [Kick-Off Assembly](#), [There's Got To Be A Better Way Play](#), [Free Rewards](#), [Pledge](#)
- [Parent Tools:](#) Parent PowerPoint Training, Pamphlets, and Event Flyer
- [Posters:](#) Primary Posters, Secondary Posters, 4 Bullying Rules mini-poster
- [Peer-to-Peer \(P2P\) Component:](#) Ophelia Project Youth Ambassador Program Manual
- [Pro-Social Marketing Campaign](#)
- [Lessons:](#) Primary, Secondary, [Be the 1 Creating A Classroom of Kindness Behavior Chart & Lesson](#), Stand-Up Sit-Down Exercise for Students, Creating Ground Rules
- [Class Meetings Implementation Toolkit](#)
- [We Are Broward Immigrant Support Plan](#), [Think B4U Post](#) Internet Safety, [Revolving Libraries](#)
- [Thank You for Being the 1 Note Cards:](#) Primary, Secondary
- [Shout Out Anonymous Reporting Box Topper](#)
- [Certificates:](#) Staff, Primary Students, Secondary Students
- [Journals](#)

To access additional resources go to the [DPI SharePoint](#) or DPI website, [BrowardPrevention.org](#). For further support or questions contact DPI 754-321-1655.





Advocate and Ally Scenario Worksheet

Starting with the location your group identified on the map, create a situation that involves bullying or harassment. This situation may be a fictionalized version of something you have witnessed or heard about from others. Be as clear as you can about the characters involved since others will respond to this situation. Do not use names of identifying characteristics of students at school.

The Situation

Where (the location you all identified on the school map):

What is happening?

Who is involved (include a description of all the people involved):

Main actors(s):

Main actor's friends (if present):

Person targeted:

Targeted person's friends (if present):

Others witnessing:

Possible Responses

A. Bystander/Witness 1: What could one of the main actor's friends do to stop this situation?

B. Bystander/Witness 2: What could something in the school environment do to stop this situation?

C. Bystander/Witness 3: What could someone walking by do to stop this situation?



Name It, Claim It, Stop It, Walk Away

Here's a way to respond to harassing comments and other kinds of bullying. You can act as an ally for yourself or others. The bullying or situation may not stop immediately. However, the person being bullied will know you were willing to stand up for him or her, and you'll feel better speaking your convictions and becoming bystander who chooses to Be the 1 to make a difference.

Always keep your own safety in mind. Sometimes the best way to be an ally is to notify an adult of the situation. Or, if you can safely get the target out of the situation and not feel threatened, do that.

See the examples below. Use the scenario your group developed and write what you would likely say based on the chart. Be prepared to act this out for the class.

Steps	Explanation/Example	Your Turn
Name It	Say what you saw or heard. For example: You just said, "that's so gay."	
Claim It	Explain why it is wrong or offensive. For example: "That's not cool." "Did you mean to say it is ridiculous?"	
Stop It	Let the person know you want him/her to stop what they are doing or saying. For example: You could say, "We don't just call things 'gay.'"	
Walk Away	Leave the situation or turn your attention elsewhere. You spoke your mind and do not need to keep discussing it.	

