



OVERVIEW

These three, grades third through fifth, 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 designed to be provided in order with no more than a week between them:

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?

LESSON 1: WHAT IS BULLYING?

Adapted from [Bullying Prevention in Positive Behavior Support: Expect Respect](#), Brianna C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross

LESSON PURPOSE

This lesson gives your students a firm foundation in correctly identifying bullying. Students will learn the definition of bullying, so they can recognize it when they see it. They will be able to compare and contrast bullying with teasing and be prepared to appropriately respond whether they are a target or bystander.

LENGTH OF LESSON

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

STUDENT OBJECTIVES

Students will learn:

- The elements that make acts respectful versus disrespectful
- The definition of bullying
- The three roles of the people involved in the bullying triangle
- How teasing is the same and different from bullying
- If they are a target of bullying, strategies to stop the unwanted behavior
- If they are bullying, how to behave when told to stop
- If they are bystanders, how to help someone who is being targeted

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

- A white board or poster paper to record responses
- A dedicated board space or poster board for Ground Rules
- Creating Ground Rules form
- Paper or a printed My Four Steps Worksheet for each student
- 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

DO: Draw this table on the white board.

ASK: What is bullying? How do people who bully behave – what does it look like, sound like, feel like? 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. *You may have to rephrase or explain some of this vocabulary.*

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. Possibly because they are smaller, younger, or not as popular.
- **P** – Purposeful: The person is doing the behaviors on purpose to hurt the person or people.

ASK: Who is normally involved with bullying?

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 by the bullying, and 3) the person witnessing the bullying or the bystander. We call this the bullying triangle. These people can be adults or students, boys or girls. Most of us don’t bully or get bullied, so most of us are bystanders.

DO: Draw the following VENN diagram on the board.

STATE: Now we are going to compare and contrast bullying versus teasing. In some ways they are the same and, in some ways, they are different.

ASK: What are some characteristics of teasing? Who is likely to tease you versus bully you? Can teasing ever be fun or positive?

STATE: Behaviors are more likely to be positive teasing when:

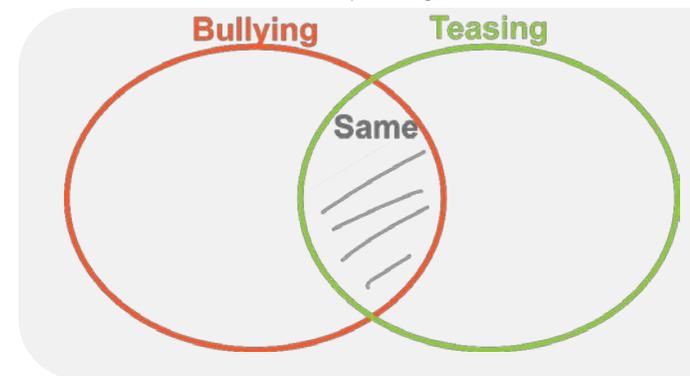
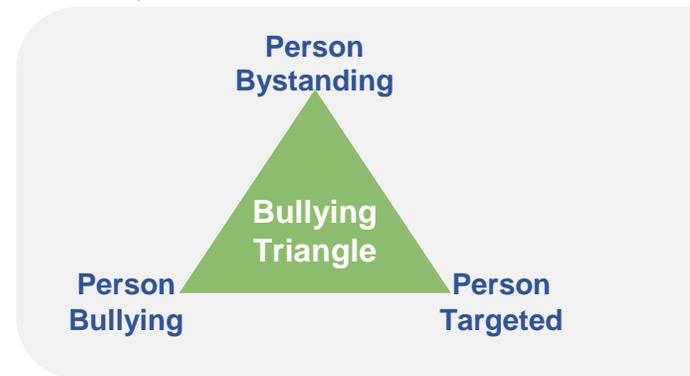
- The people involved are friends.
- It’s fun for both people.
- It’s playful and friendly.
- Both people tease each other equally.
- The teasing stops if the person being teased seems upset or asks for it to stop.

It’s more likely to be bullying when:

- The people are not friends.
- It’s not fun for the person being teased.
- It’s mean, hurtful or embarrassing for the person being teased.
- One person usually does the teasing and the other person is always being teased.
- The teasing continues even if the person being teased is upset or asks for it to stop.

STATE: Now I’m going to tell you a story and you all will try to determine if it is bullying or teasing. Ready to look for your RIP? Here we go. Joe and Sue are good friends. They even live near each other and play video

Looks like	Sounds like	Feels like



games together on the weekends. Joe notices he's having trouble seeing the images on the TV and tells his mom. She takes him to the doctor and he prescribes Joe glasses. Joe is super excited when he gets his glasses because now he can see the TV screen and his games so well. But that doesn't last long, because for the last three days, Sue has made fun of his glasses. She's called him "four eyes" and a "nerd". Joe hasn't said anything to her about it, but he doesn't like it and it hurts his feelings.

ASK: Is this bullying? *Get student responses and ensure they are detailing which of the RIP elements are involved.*

STATE: Let's look at Sue's behaviors and determine if they meet the RIP bullying criteria:

- R – Did she repeatedly call Joe names over more than 1 day? Yes, she did.
- I – Was there an imbalance of power? Joe hasn't tried to get her to stop, so as far as we know, they have equal power.
- P – How do we know if the behaviors were purposeful and intended to hurt Joe? Most students do not want to be made fun of and have their classmates laugh at them. But does Sue think she's funny? It's hard to know if she is not told to stop.

ASK: So, what can we do if someone is treating us in a way that might be teasing, but feels like bullying? What is the best way for students to react, so that a disrespectful behavior stops? *Write down whatever they say regardless of whether it is acceptable from an adult point of view. Examples of things students might say include: "return insults", "fight back", "tell an adult", "don't react—just ignore it", "ask a friend for advice", or "tell them to stop".*

DO: Once done brainstorming, encourage a discussion of the pros and cons of each action. Emphasize during this part of the lesson that bystanders have a great deal of power. Consider using a Table to record their responses:

Action	Pros	Cons
Return insults		
Fight Back		
Tell an Adult		
Don't react—just ignore it		
Ask a friend for advice		
Tell them to stop		

STATE: Every student in our school has the right to be treated with respect. We are going to learn the **4 Step Stop Strategy** so if someone is treating you in a way that feels disrespectful, you have steps to follow. This way, they will know you don't like the way they are teasing and can stop. It has four steps:

1. Step One: If someone treats you in a way that feels disrespectful, use the "stop phrase". Say, "stop!" in an assertive tone. Use your hand even. *Demonstrate holding your hand out and saying it.*
2. Step Two: If the person stops, say "cool" or "OK" and move on with your day.
3. Step Three: If the person does not stop, decide whether to ignore the person or seek support.
4. Step Four: If you decide to ignore, don't look at or talk to the perpetrator. If you decide to seek support, select a school adult to approach and ask for support. Approach the adult and say, "I'm having a problem with _____. I asked her to stop and she continued." If the adult doesn't have time to help solve the problem right then, ask the adult when she or he will have time.



ASK: That's what we do if we are the target of teasing. But what should you do if you are the person teasing and someone tells YOU to stop?

STATE: Here are the steps to follow if someone asks you to stop:

1. Step One: Stop what you are doing, even if you don't think you are doing anything wrong.
2. Step Two: Remind yourself it's "no big deal if I stop now".
3. Step Three: Say "OK" to the person who asked you to stop and move on with your day.

ASK: What if you are a bystander and see someone being teased or bullied – what can you do to help? *If students have not already identified the following behaviors for interrupting disrespect, introduce these yourself: Take the recipient away from the situation. Comfort the recipient later by saying something like: “I’m really sorry that happened to you, you don’t deserve that.”*

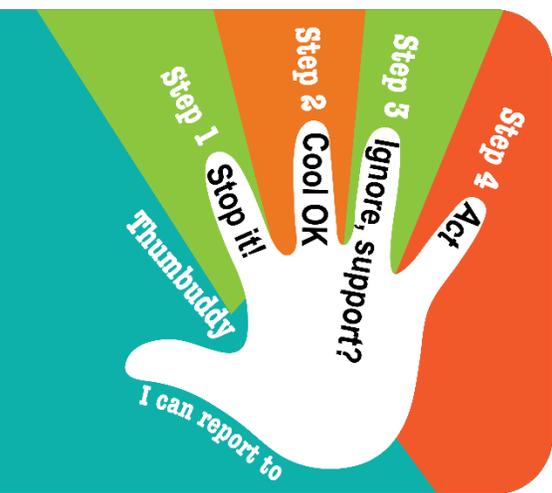
ASK: What about if you see someone using the stop strategy and the perpetrator doesn’t stop?

STATE: If you see someone using the stop strategy and the perpetrator doesn’t stop, use these three steps:

1. Step 1: Use the Stop Strategy toward the perpetrator. Tell them to stop.
2. Step 2: Ask the recipient to go with you and leave the area.
3. Step 3: Comfort the target later by saying something like, “I’m sorry that happened. It wasn’t fair.”

ASK: What about if you see a behavior that is unsafe? *It is likely students will quickly agree that if the behavior becomes unsafe, with the possibility of injury, it should be reported to an adult immediately. It is important to make this explicit.*

STATE: So far, we have learned what bullying and teasing look like and how to interrupt them. We also know most of us are bystanders, so we hold the power to stop unkind behaviors by standing together. To help us remember, we are going to make a “handy” plan for seeking support. This will help us remember what strategies we can use to stop harassment - either for ourselves or someone in need of help. I will demonstrate it on the board.



DO: Draw a large version of your hand on the board. Have each student trace their hand on a piece of paper they can keep once done. You can also use this Four Steps Worksheet for them to fill out. Have them enter Step One through Four on each of the fingers.

ASK: Who is “thumbuddy” you can you talk to if teasing or bullying happens and you can’t get it to stop?

STATE: Think of two adults in our school you can report to, two adults outside of school, and one friend you can talk to. Then enter the names on the thumb section into the palm.

REFLECTION AND CONCLUSION

Summarize key points and discuss.

We learned what bullying is and how it’s different from teasing. We are committed to each doing four things to make our school a place where everyone is treated with respect. In our next lesson, we will learn more about why we should care about bullying and gain additional strategies on how to intervene should we see it.

Over the coming week let’s:

1. Use the stop phrase if we are being treated in a way that does not feel respectful.
2. Use the stop phrase to interrupt the behavior of others if we see someone being treated disrespectfully.
3. Stop what we are doing if someone uses the stop phrase toward us, even if we don’t think we were being disrespectful.
4. Look for examples of people stopping when they are asked and thank them for helping to make our school safe and respectful.



Name: _____

My Four Steps Worksheet



Step 1

Step 2

Step 3

Step 4

Thumbuddy

I can report to





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.





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*.