Teacher Script

Requirement: All students in every school must receive this annual training.

Best Practices: This training is formatted to be one 30-45 minute classroom lesson taught by a teacher. The lesson can be extended by using the optional Booster or Expansion Lessons.

Trainer Instructions: This teacher script focuses on the sections of the lesson the instructor facilitates most actively – the discussions and the Be the 1 Bullying Intervention Activity. WHAT you say and do is in this notes section here, while WHEN you say it during the video is indicated by the image above the notes.

Before You Begin: Ensure you have completed the annual anti-bullying staff training, familiarize yourself with the content, and ensure the course technology is working. You may choose to project the lesson from Canvas course or download it first from the course’s Files section.

Materials: We strongly encourage you to print out and post in advance 1) The 4 Bullying Rules Poster, 2) The Four Be the 1 Bullying Intervention Options Poster, and 3) the Anonymous Reporting Safety Poster. Reference them when they are shown in the video and throughout the year as needed.

Optional Booster Lesson: It is recommended you use the Booster Lesson within 2 weeks following this training module. Optional expansion lessons can be found in the Additional Resources page in the Canvas course.

Messaging and Student Objectives: This 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 may bully others, MOST don’t. We want to activate bystanders to be upstanders.

STATE: Today we are going to talk about how we can help make our class and school a place where we feel respected and happy. We are going to discuss how we treat each other to make sure EVERYONE is being treated how they deserve to be – with kindness. Finally, we’ll do a role play activity where we get to practice intervening with bullying. So let’s get started.

DO: Begin playing the video.
Have you ever...

- Been called a name?
- Been picked on by someone who was bigger than you?
- Excluded someone from your friend group?
- Posted something that was cruel?
- Encouraged friends to laugh at someone?

**DO:** Keep the video paused on the “Have you ever…” questions as you ask the student the questions and process their responses.

**OPTIONAL ADDITIONAL QUESTIONS:**
- What does bullying look like?
- What can bullying sound like?
- How does bullying feel? For the person being bullied? What about for you if you were the person seeing it?

**DO:** Resume playing the video.
Discussion

• Why is it important to call people out for using language you believe is hurtful?
• What are some things you can say to someone who verbally bullies others or uses offensive language, like racist or homophobic slurs?
• What can you say to help someone after they’ve been verbally bullied?
• How can someone anonymously bully another person?

**DO:** Keep the video paused on the discussion questions as you ask the student the questions and process their responses.

**DO:** Resume playing the video.
DO: Pause the video here allowing the rules to remain visible. Begin the Be the 1 Bullying Intervention Activity by following the below directions or downloading them from https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/13726/Student%206-12%20Anti-Bullying%20Policy%205-9%20Training%20Activity%202021-22.pdf

Be the 1 Bullying Intervention Activity

PURPOSE: This activity uses one of the best learning tools, role playing, to provide students the opportunity to practice and view examples of the Four Be the 1 Bullying Intervention Options. By the end of the lesson, each student will choose a strategy they prefer using. After the activity, students will be prepared to Be the 1 to intervene if they are a bystander to suspected bullying. Modify the activity as appropriate with your students’ developmental level.

STUDENT OBJECTIVES: Students will:
• Participate in a role play using one of the Four Be the 1 Bullying Intervention Options.
• Choose the strategy that they are most comfortable using when intervening with bullying.

MATERIALS NEEDED: The Four Be the 1 Bullying Intervention Options – projected, printed out, or written on the board.

INTRODUCTION & GROUP ROLE PLAY

STATE: During the student training, we learned:
• The definition of bullying, so we recognize it when we see it,
• That everyone in the bullying triangle is hurt by bullying, even those of us who are bystanders, and
• Each of us holds the power to stop bullying, by Being the 1 to intervene using one of the Four Be the 1 Bullying Intervention Options:
  1. Being a buddy,
  2. Interrupting,
  3. Speaking out, and/or
  4. Telling someone.

STATE: It feels really good to help others, but sometimes we don’t know how to help or fear doing it wrong. That’s why practicing is important. It’s how we become better and feel more comfortable.
We’re going to create our own plays to practice helping using one of the Four Be the 1 Bullying Intervention Options.
By the end of the activity, you will choose the intervention strategy you feel most comfortable using. After today, you will be ready to Be the 1 and intervene, if you ever see someone
being treated unkindly.
DO:
- Divide the class into small groups of 4-5 students.
- Assign a script recorder for each group. This person is responsible for writing the bullying scenario script the group creates.
- Have each group create a setting for their bullying scene. It should be realistic, but can also be out of the box (i.e. a social media website). Guidelines include not being overly aggressive or hurting anyone’s feelings by pushing, hitting, cursing, or using very abusive terms. The role play’s purpose is to be fun, informative, and practical.
- Each member of the group is a character in the script. There must be at least one person bullying, being targeted, and witnessing (bystander) the bullying.
- Each character needs a minimum of three lines of conversation/interaction during the play. The scene should begin with a brief history of what’s been going on between the characters (the definition of bullying means it’s happened over and over), then a bullying incident, an upstander moment (using at least one of the four intervention skills safely), and a summary of how things turned out in the future. Remind students that the end goal is a school where EVERYBODY feels safe and respected.
- Allow the groups time to write a script and prepare to present their plays to the class.
- After each play is performed, have the audience discuss how they knew the incident was bullying. Then, identify which of the four strategies were used to intervene with the bullying. Also, discuss how of each of the characters might have felt during the bullying, during the bystander intervention, and after the event passed.

ASK: After seeing our plays, which intervention strategy do you feel most comfortable using? Who would like to share theirs? Any particular reason why you chose that intervention?

REFLECTION AND CONCLUSION
STATE: You all did an amazing job! I will continue to act whenever I see bullying, but now you also have an intervention strategy that fits your style.
There is no perfect way to intervene with bullying; what’s important is that you do something in your own way to help the target. Because everyone deserves to feel safe and respected while at school.

DO: Resume the video.
STATE/ASK:
• Do you have any questions for me?
• Great job today and let’s continue to work together to make our class and school a place where EVERYONE is being treated the way they deserve to be – with kindness and respect.