



LESSON PLAN 1

INTRODUCTION WHAT IS BULLYING?

Time Needed:

25-30 minutes

Objectives:

Help kids:

- Understand that bullying is a problem that needs to stop.
- Understand what constitutes a bullying situation and what does not.

INTRODUCTION

ASK: Pre-Viewing Questions

- Introduce the BOSTON vs BULLIES program by explaining that the things that make up a successful team are also effective in preventing bullying.
- Ask kids to talk about what makes a great team: planning, practice, teamwork.

VIEW: BOSTON vs BULLIES video clip: INTRODUCTION (2:37 minutes)

ASK: Post-Viewing Questions

- Have you ever seen bullying happen? Describe what you saw. (*TIP: Keep this discussion brief by asking kids to give a one phrase description of the bullying they've observed.*)
- How can you tell if someone is bullying?
- Does it hurt to be bullied? How can you tell?
(See more on p. 5 of the Facilitator's Guide.)

WHAT IS BULLYING?

ASK: Pre-Viewing Question

- What are the 3 characteristics of bullying? Look out for them in this video.

VIEW: BOSTON vs BULLIES video clip: WHAT IS BULLYING? (1:50 minutes)

REVIEW:

The 3 characteristics of bullying:

1. It's on purpose.
2. It happens over and over again.
3. It's an abuse of power.

DISCUSS:

What makes some kids powerful? Ask kids to list the ways that kids can use their power to hurt and to help.

REVIEW:

The 4 types of bullying:

- **Verbal** bullying—teasing, name calling, threatening
- **Physical** bullying— pushing, punching, beating up
- **Relational** bullying—excluding, ignoring, spreading rumors, getting others to turn against someone
- **Cyberbullying**—sending or posting hurtful, embarrassing, or threatening text or images using the Internet, cell phones, smartphones, and other digital communication devices

ACTIVITY: Look Out for Bullying

(p. 7, Facilitator's Guide)

- Using the *What Is Bullying?* chart (p. 6), ask kids to give a few examples of the different types of bullying: verbal, physical, relational, and cyberbullying. You may do this activity as a group or print out a copy of the chart for each kid. Encourage kids to include examples of each form of bullying.
- Explain that not all of these behaviors will lead to bullying (but that doesn't mean they're acceptable, either).
- Explain that a behavior is considered bullying when done on purpose (intentionally), more than once (repeatedly), and by someone who uses power to hurt (abuse of power).



ACTIVITY: Is It Bullying?

(p. 7, Facilitator's Guide)

- Using rope, masking tape, or chalk, make 3 parallel lines on the floor about 6 feet apart from each other. Have kids line up single file on the middle line. Designate the 3 lines: "Bullying" (left), "Not Bullying" (right), and "Not Sure" (middle).
- Review with kids the 3 components of bullying: deliberate (the intent is to hurt), repeated, and an abuse of power.
- Present a scenario about bullying (see p. 7, Facilitator's Guide). Ask kids to move to the "Bullying" line if they think the example is bullying, or move to the "Not Bullying" line if they think the example does not meet the bullying criteria. Kids may stay on the "Not Sure" line if they are unsure.
- Ask kids to explain their reasons for choosing their lines. Remember to include the kids on the "Not Sure" line.
- Repeat this process for each statement.
- Ask kids to volunteer their own scenarios, either real (no names) or hypothetical.
- Explain to the kids that it is not always easy to tell if a situation is bullying. Have kids suggest ways they can deal with conflicts before they escalate into bullying (e.g., apologize if you hurt someone's feelings, calmly say "stop" if someone is bothering you).

Example Scenarios:

- Olivia accidentally bumps into Keisha and knocks her books to the ground.
 - Sofia gets all of her friends to not speak to Ada and to make fun of her behind her back.
- (See more scenarios on p. 7 of the Facilitator's Guide.)

TIPS to Modify for Smaller Space:

- Designate different corners of the room as "Bullying," "Not Bullying," "Not Sure."
- Designate different thumb positions (e.g., thumbs down, thumbs up, thumbs sideways) as "Bullying," "Not Bullying," and "Not Sure."



LESSON PLAN 2

THE BULLY

Kids Who Do the Bullying

Time Needed:

25-30 minutes

Objectives:

Help kids:

- Find positive ways to resolve problems and interact with peers.
- Understand how to use power to help rather than hurt.

ASK: Pre-Viewing Questions

- Why do you think some kids bully others?
- How do you think it feels to bully someone?

VIEW: BOSTON vs BULLIES video clip: THE BULLY (5:82 minutes)

ASK: Post-Viewing Questions

- If you could tell kids who bully one thing, what would it be?
- How could you help kids who bully?

(See more on p. 9 of the Facilitator's Guide.)

ACTIVITY: Do Your Beliefs Prevent OR Promote Bullying?

(p. 8, Facilitator's Guide)

Ask kids if they agree or disagree with each statement; then have them discuss the reasons for their choice. Discuss how each belief contributes to either promoting or preventing bullying.

Agree or Disagree:

- It's fun to boss other kids around.
- It's OK to take advantage of kids who are not as powerful as me.
- Some kids deserve to be teased or called names.
- Kids who boss around other kids deserve respect.
- It's none of my business when other kids get picked on or left out of a group.
- It takes courage to stick up for a kid who is teased or left out.
- No matter what people do, bullying is going to happen.

Tip: Feel free to add other statements that reflect your kids' beliefs or attitudes.

ACTIVITY: Using Your Power

What does it mean to have power? In what ways do kids have power? (e.g., intelligence, athletic ability, strength, physical attractiveness, artistic ability)

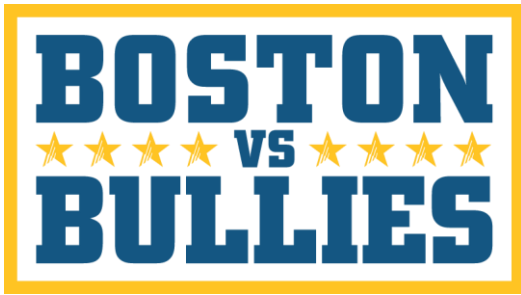
- Ask kids, “Can power be used to hurt someone?” Review that bullying is an abuse of power.
- Ask kids, “How can you use power to help someone?”
- As a group, make a chart listing the ways that kids can use their power to hurt, and to help.
- Ask kids how they can use their power to help if they see bullying happening.

Power	How can it help?	How can it hurt?
Strength		
Intelligence		
Wealth		

ACTIVITY: Tower Power

(p. 8, Facilitator's Guide)

1. Divide the group into small teams (3–5 kids each). Give each team 10 sheets of paper. Instruct each team to build a tower using only plain sheets of paper. At the end of 5 minutes, the team with the tallest tower wins.
2. After the activity, ask kids: What are some things your team did to build a good tower? What ways do you think kids had power in the game?
3. Ask kids: Did you notice anyone using their power in a negative way? (For example: hogging all the paper, not letting others talk, knocking down your or another team's tower) Did you notice anyone using their power in a positive way? (For example: listened to others, gave ideas, offered encouragement).
4. Ask kids: How did you feel when your team listened to your ideas? How did it feel when you used your power to help the group?
5. Have kids list ways they can use their power to help people at home, in school, and in their community.



LESSON PLAN 3

THE VICTIM Kids Who Get Bullied

Time Needed:

25-30 minutes

Objective:

Help kids identify options for how to respond calmly and confidently if they are being bullied.

ASK: Pre-Viewing Questions

- Why do you think kids get bullied?
- How do you know if you're getting bullied?
- What do you think it feels like to be bullied?

VIEW: BOSTON vs BULLIES Video clip: THE VICTIM (7:48 minutes)

ASK: Post-Viewing Questions

- If you are getting bullied, what could YOU do? What are some options for responding to bullying? (See more on pp. 10-11 of the Facilitator's Guide.)

PRESENT AND DISCUSS:

When confronted with bullying, kids can:

- Look the bully straight in the eye
- Speak with a calm, confident voice
- Calmly tell the bully to stop
- Calmly walk away
- Get help from a trusted adult

DEFINE AND DISCUSS:

Assertiveness

- Explain that *assertiveness* means expressing your feelings and defending your rights while respecting the feelings and rights of others.
- Talk about the different ways to be *assertive* – to react calmly and confidently.

ACTIVITY: Make a Play

(p.11, Facilitator's Guide)

Ask kids to develop 3 set plays for responding assertively to bullying. Have students practice these set plays in different scenarios.

- Give kids the scenarios or have them make up their own. (Scenarios can be found on www.bostonsvbullies.org)
- Have kids practice either individually or in a group.
- Review different options for responding to bullying.

ACTIVITY: Game Plan

(p.10, Facilitator's Guide)

Well-prepared teams go into a contest with a good game plan, which is helpful for achieving an objective. A good plan requires a carefully thought-out strategy. Ask kids to make a game plan to help when confronted with bullying.

Make a 3-Step Game Plan

1. What will you say or do?
2. Who can help you?
3. Where can you go?

Create an All Star Team

Who are five people you can trust to stand strong with you against bullying and help you carry out your game plan? Consider your friends, your parents, your teachers, and your program leaders.



LESSON PLAN 4

THE BYSTANDER Kids Who Watch the Bullying

Time Needed:

25-30 minutes

Objectives:

Help Kids:

- Develop strategies for how they can help stop bullying when they see it taking place.
- Understand the importance of the bystander in bullying prevention.

ASK: Pre-Viewing Question

- Why don't most kids help in bullying situations? (e.g., they're afraid, they don't know what to do)

VIEW: BOSTON vs BULLIES video clip: The Bystander (9:42)

ASK: Post-Viewing Questions

- If you see or hear about someone getting bullied, how can you help? What are your options?
 - Have you ever stepped in to help someone being bullied? What did you do?
 - Does it take courage to stick up for someone being bullied?
- (See more on pp. 12-13 of the Facilitator's Guide.)

REVIEW:

What can kids do as bystanders to bullying?

Direct Intervention

If you feel safe, here are some ways to stop bullying directly:

- Help the kid being bullied to calmly walk away.
- Calmly tell the kid doing the bullying to stop.
- Calmly say things like: "Leave him alone." "Stop fighting." "It's not funny."
- Discourage the bully.

Indirect Intervention

If you can't intervene directly, or don't feel safe, you can:

- Rally support from other kids to stand up against bullying.
- Show friendship and support for the kid being bullied.
- Get help from a trusted adult.
- Calmly walk away from the situation.
- Redirect the situation (change the subject or start a new activity).

DISCUSS:

As a bystander, it's important to do something to help.

ACTIVITY: Think On Your Feet

(p. 13, Facilitator's Guide)

Materials needed: An easy-to-catch ball, markers

- Have kids tell you a one-sentence bullying situation.
- Write the situations directly on the ball with a marker.
- When the ball is full of examples, form a circle and toss the ball to another player.
- When someone has caught the ball, ask him or her to read aloud one of the situations.
- Ask the group to brainstorm different ways to solve the situation.
- Then, toss the ball again, making sure the ball turns in the air and the next kid can catch it.
- Have the next player read aloud another situation and ask the group to solve the problem.

Situation example: A student in your grade is excluded by a group.

Possible solution: Invite him or her to sit with you at lunch.

TIP: Stress the importance of responding calmly and confidently.

ACTIVITY: Be the Coach

(p. 13, Facilitator's Guide)

Make a game plan to help a friend or someone you know who is being bullied.

- What kind of game plan would you give him or her?
- How would you help?
- Who else could help?
- Consider your friends, your parents, your teachers, and your program leaders.



Session 4

LESSON PLAN A

CYBERBULLYING

Time Needed:

20-30 Minutes

Objectives:

Help kids:

- Understand what constitutes cyberbullying.
- Identify what they can do if they are being cyberbullied or see cyberbullying take place.
- Identify posts that could lead to cyberbullying.

Materials:

Red, yellow, and green poster boards or construction paper
Think Before You Post Graphics (attached)

ASK: Pre-Viewing Questions

- How is cyberbullying the same and different from other types bullying?
- How can kids have power? How can the Internet, social media, texting, etc., give kids power?

SHOW: BOSTON vs BULLIES video clip: CYBERBULLYING (5:87 minutes)

ASK: Post-Viewing Questions

- If you see someone doing the cyberbullying, how can you help?
- If you are getting cyberbullied, what can you do?

PRESENT AND DISCUSS:

What Kids Should Know About Cyberbullying

- If you say or put something online, you can't take it back— it is for everybody and forever.
- You can't control who will see what you put online—anyone can forward it on to others.
- Don't share personal information online—that material can be used for cyberbullying.
- Cyberbullying can cause a lot of damage by reaching many kids very quickly.
- Posting false or private information can isolate kids and ruin reputations.
- Don't share your passwords with your friends. They can use your passwords to gain access to your emails or social networks. Passwords are private — share them only with your parents.
- Relational bullying can happen online as well as in person.
- Replying, reposting, or forwarding a mean post will elevate it on everyone's feed.

ACTIVITY: What Would YOU Do?

(p. 15, Facilitator's Guide)

Read to your group (or ask a kid to read) the story below. Have kids discuss what the characters did right, what the characters did wrong, and what else the characters can do to help stop the cyberbullying.

Brian is a new student at Brady Middle School. Many of the boys in the class began posting rumors and mean things about him. Alexis feels sorry for Brian. She forwarded the post to her friends expressing how badly she felt and encouraged her friends to be nice to Brian from now on. Some of her friends agreed with her. Other friends used her post to join in the cyberbullying.

- What did Alexis do right?
- What might she have done differently?
- What else can she do to help?
- What can her friends do to help?

TIP: Additional stories are attached. You can also have kids create their own story involving cyberbullying.

ACTIVITY: THINK BEFORE YOU POST

Sometimes, an online post can accidentally lead to cyberbullying. It is always important think about what can happen with anything you post.

Place green (go), yellow (caution) and red (stop) poster boards around the room. Break students up into small groups. Hand out one or two posts to each group. Have the students discuss if their post is

- OK to post (green)
- Not sure (yellow)
- Not OK to post (red)

Before deciding, students should ask themselves:

- Could this be embarrassing or hurtful?
- Do I have permission (from the subject) to post this photo?
- **Could this lead to cyberbullying?**

After the groups have reached a consensus, have a student describe their post and which color their post fall under and why. Have the student attach the post of the corresponding poster board.

After all the posts have been reviewed, remind students that only green posts should be posted online. If they have any doubts, be cautious and do not post.

TIP: To modify this activity for a smaller space, hand each group red, yellow, and green cards made from construction paper. Have the students hold up the appropriate color card when they are explaining their post.



LESSON PLAN 6

REVIEW AND CONCLUSION

Time Needed:

25-30 minutes

Objectives:

Help Kids:

- Review strategies for how kids can help stop bullying.
- Create a strategy for a bullying-free environment.

ACTIVITY: Role Play

(p. 17, Facilitator's Guide)

REVIEW:

There are 3 different ways to respond to bullying:

1. Aggressively (fighting back)
 2. Submissively (giving in)
 3. Assertively (standing up, reacting calmly and confidently, getting help)
- Emphasize the importance of responding **assertively** — calmly and confidently — against bullying, for both the target and the bystander.
 - Write down bullying scenarios appropriate for your group (ask kids to help) or choose some from the scenarios on www.bostonvsbullies.org. For each scenario, include how the bystander responds.
 - Divide the kids into small groups, and have each group choose a scenario and act out the scene.
 - Ask the other groups to describe in what way the bystander is being assertive – reacting calmly and confidently (Actions? Words? Body language? Tone of voice?).
 - Ask kids: What do you think would happen if the bystander acted aggressively (fighting back) instead of assertively (calmly and confidently)?
 - After all the groups have had a chance to role play, have kids list different ways to respond assertively — calmly and confidently — to bullying.
 - Ask kids: When do you think you should stand up to bullying and when do you think you should get help?

TIP: Stress the importance of safety. If the bystander or target feels unsafe, he or she can get an adult to help.

VIEW: BOSTON vs BULLIES video clip: CONCLUSION (1:13 minutes)

CONCLUDE:

- Congratulate your kids for doing such a great job with BOSTON vs BULLIES.
- Summarize the importance of standing up to bullying — reacting calmly and confidently.
- Emphasize the power of the bystander in bullying situations.

DISCUSS AND PLAN:

How can kids use what they've learned to help create a bullying-free environment in their class, school, program, and/or community.

ACTIVITY: Creating Rules

(p. 16, Facilitator's Guide)

When a player signs a contract with a professional team, there is a *code of conduct*. This code of conduct lets the player know what behavior the team expects from him or her. It's important to have a set of rules or code of conduct for bullying prevention.

A *code of conduct* will help kids understand what is expected and help create an environment where everyone feels accepted, included, and part of a team where bullying is not tolerated.

- Have kids create a *code of conduct* using what they have learned from BOSTON vs BULLIES.
- Write the *code of conduct* on a poster board and display for all to see.