



LESSON PLAN

Friend2Friend: Bullying Prevention

Overview

This guide provides companion lessons that can be used to introduce, localize, and extend the learning of *Friend2Friend: Bullying Prevention* in your classroom. The guide contains preparation materials, handouts, and two 45-minute lesson plans, each with in-person and virtual options for remote learning.

Learning Goals

Students will develop skills that promote belonging and a positive sense of identity that are highly correlated to improved school climate and student outcomes.

✔ **Develop** social awareness and interpersonal skills needed to establish and maintain positive relationships

✔ **Apply** communication skills to elicit the perspectives of others

✔ **Maintain** constructive relationships that: share interests and activities, cultivate time spent together, give and receive help, practice apology and forgiveness

✔ **Appreciate** diversity and relationships with diverse individuals or groups

✔ **Explain** how to apply upstander strategies: Direct, Distract, Delegate

✔ **Demonstrate** responsible upstander behaviors in school or community contexts. Identify appropriate strategies for responding to bullying while staying safe

✔ **Identify** positive support people to seek out in a conflict situation or crisis



Skills

- 01 Building relationships
- 02 Conflict resolution
- 03 Upstander skills



Lesson Plan Snapshot

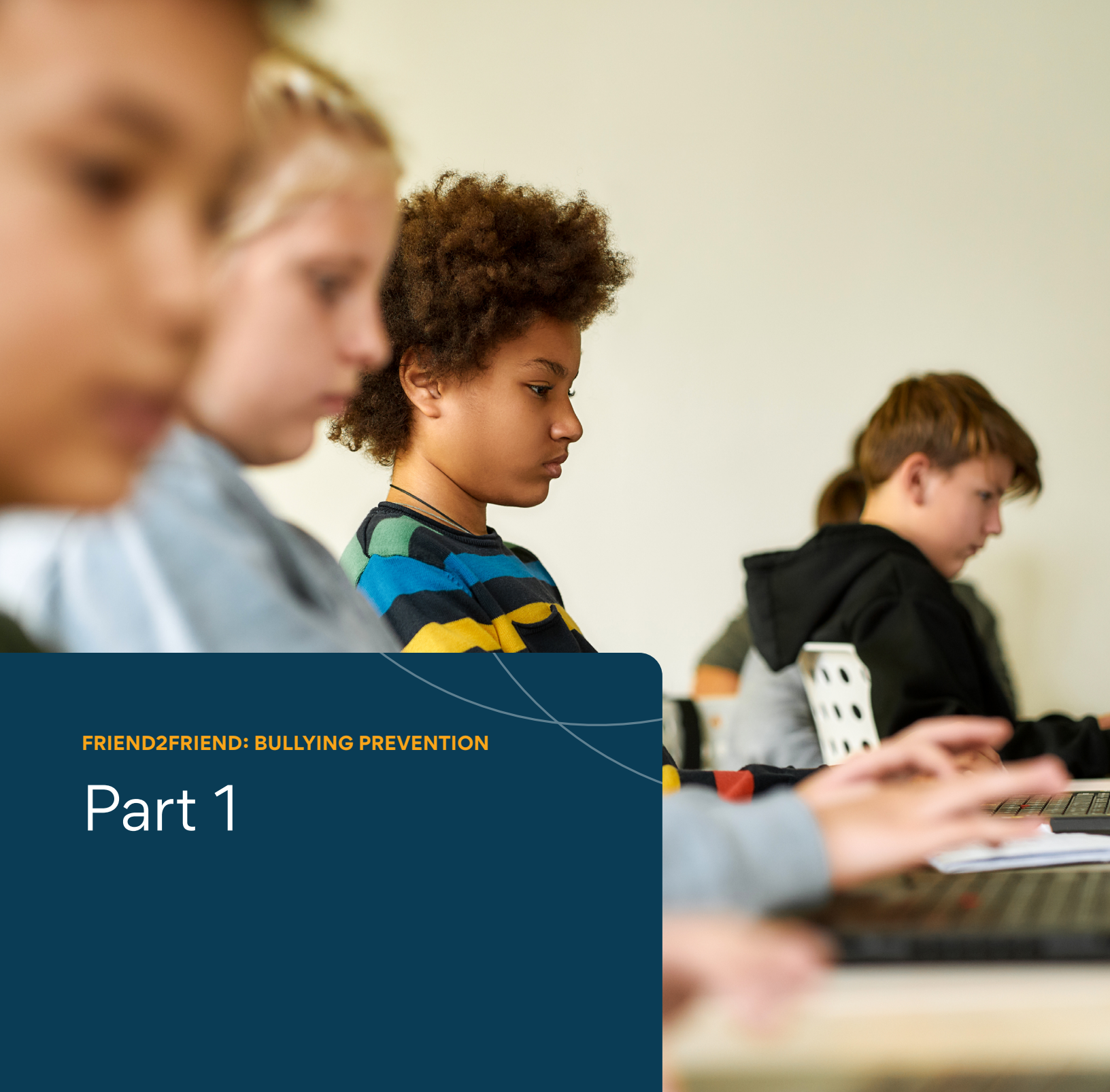
Includes: 2 class sessions, 45 mins each

Part 1

- 01** Mini Lesson: Getting Ready for Friend2Friend: Bullying Prevention (10 mins)
- 02** Students Complete Friend2Friend: Bullying Prevention program (20 mins)
- 03** Reflection & Wrap-Up (15 mins)

Part 2

- 01** Mini-Lesson (5 mins)
- 02** Apply New Knowledge (20 mins)
- 03** Reflecting on “How Can I Make a Difference?” (15 mins)
- 04** Wrap-up (5 mins)



FRIEND2FRIEND: BULLYING PREVENTION

Part 1

Prepare

- ✔ **Spend some time reviewing the *Friend2Friend: Bullying Prevention* simulation on your own** before inviting the students to begin the activity. Try out a variety of choices, beyond the ones you think are correct. Explore what happens when the characters say things that foster support, and when the opposite occurs.
- ✔ **Review this lesson plan and make any adjustments** that make sense for your students and the instructional setting.
- ✔ **Keep in mind that students will have very different experiences** with the simulation because they choose their individual responses. As a result, during class sharing they may refer to scenarios that another student did not experience during the simulation. Offering context will keep the discussion relevant.
- ✔ **Inform your school's administration and mental health staff** that you are conducting this Friend2Friend activity, and that they may see an increase in support requests.
- ✔ **Prior to starting** the Friend2Friend: Bullying Prevention training simulation, ensure that each student has headphones and a computer with internet access.
- ✔ **Confirm** login information
- ✔ **Provide Note-Taking Guide for all students:** Printout or document file for remote learning
- ✔ **Review and customize PowerPoint if needed:** Slides 1-13

Instruction

01 Mini Lesson: Getting ready for *Friend2Friend: Bullying Prevention* (10 min)

For the following student poll activities, use the suggested prompts. Customize as you see fit. You can incorporate different activities to poll their responses to the prompts.

Sample Poll Activities:

- Journal entry
- Show of hands if the statement is true for them
- Designate stations in the classroom representing a spectrum of “strongly agree” to “strongly disagree,” and allow students to determine where they stand, depending on how they feel.

Sample Poll Prompts

- *“I enjoy talking to new people and making new friends.”*
- *“I feel like I can have meaningful conversations with my peers.”*
- *“I feel comfortable asking curious questions and showing genuine interest.”*
- *“I am comfortable resolving conflict through conversations.”*
- *“I know how to acknowledge when I’ve made mistakes.”*
- *“I don’t hold grudges because I can apologize and make a plan to put conflict behind me.”*
- *“When I see others being bullied, I feel confident knowing how to be an upstander.”*

Summarize the poll or ask students, who are comfortable, to share their perspective with the group. If you’re leading an internal poll, move to the final question and introduce the simulation.

Present a final statement for polling consideration:

- *“I know how I might respond to tough situations and feel comfortable to do so.”*

02 Introduce the purpose of the lesson and what students can expect. Provide setup/login for the simulation and distribute the Note-Taking Guide.

Sample introduction:

“Conflict can arise in many different forms, between close friends or complete strangers. It’s important to build relationships with people in your community and demonstrate a willingness to be open to diverse people. When you share interests, activities, and spend time together, you’re able to connect with each other on a deeper level. Listening actively, being curious and courteous, and connecting with different types of people are the skills needed to make new friends. These are the same skills needed to give and receive help, practice forgiveness, and apologize.”

You'll use these skills in practice conversations with an animated virtual peer. When you finish, we'll discuss your responses together and continue with some follow-up lessons."

Introduce group norms for the lesson. Customize corresponding Slide 5 if necessary. Examples of group norms:

- Actively participate
- Be respectful
- Respect privacy
- Do not share names or other identifying information of students or staff
- Reach out to me or another trusted adult if you would like to talk

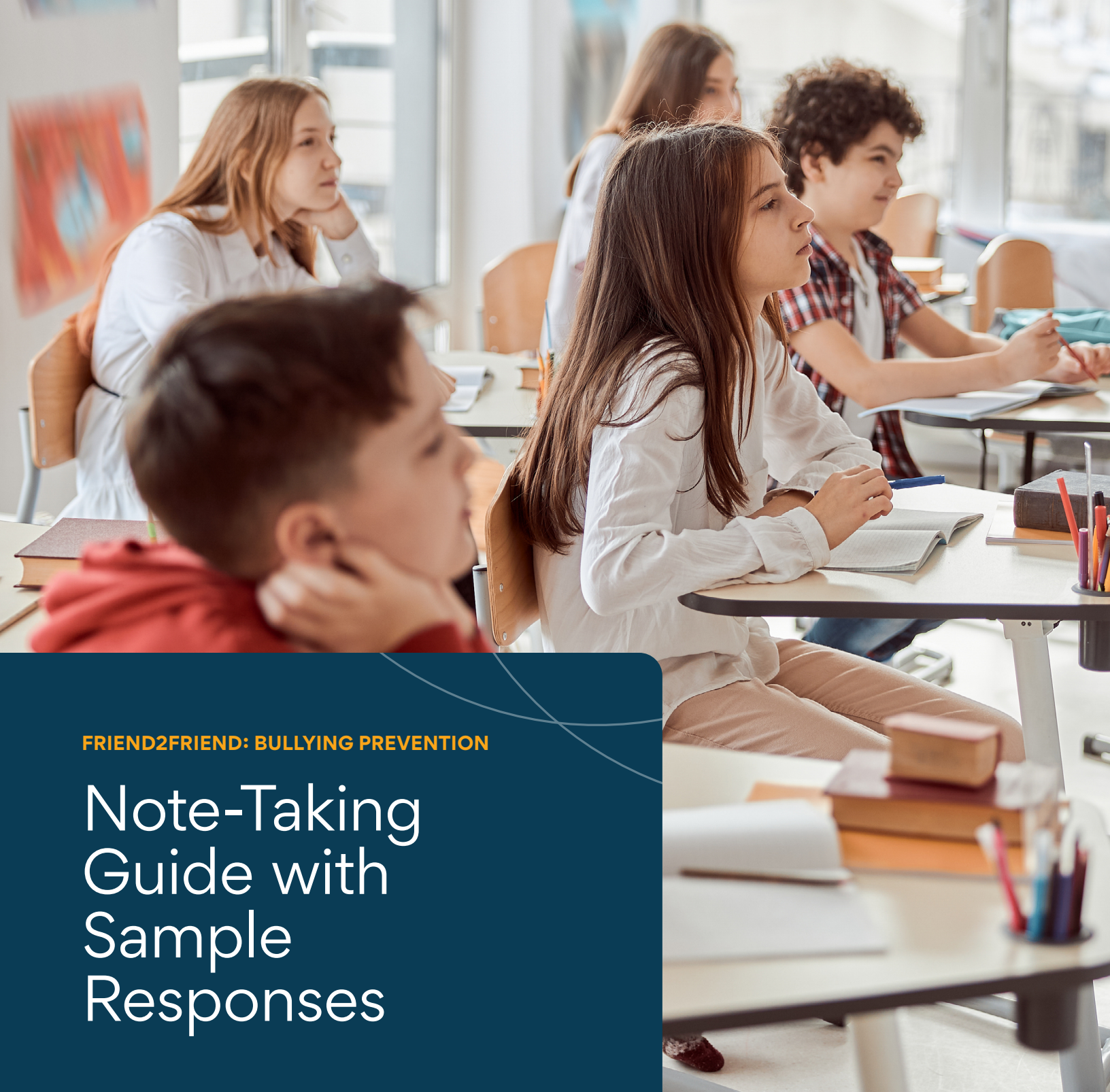
03 Students complete Friend2Friend: Bullying Prevention (20 mins)

Instruct students to use the Note-Taking Guide as they complete the training and include their thoughts about:

- Key takeaway(s)
- Feelings experienced during this activity (2–3 emotions)
- Examples of curious questions to ask (1–3 examples)
- Examples of common ground and interests that help you connect with the student characters in the simulation (2–3 examples)
- Examples of strategies that make a tough conversation easier to have (2–3 strategies)

04 Reflection & Wrap-up (15 mins)

- Simulation Review: Encourage students to discuss some of their key takeaways. Ask students to share what stuck with them most about a conversation or scenario in the program. Ask students to reflect on the characters: Could they see themselves or their friends in those characters? This will give students the opportunity to share the impact of the conversations and allow them to actively listen to each other's experiences.
- Summarize with the students and instruct them to add additional feelings, tips, and strategies to their note-taking guide.
- Allow students to share thoughts from their notetaking guides.
- Inform students that the following lesson will build on themes presented in the simulation.
- Collect Note-Taking Guide or ask students to keep it for Part 2.



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Note-Taking Guide with Sample Responses

Note-Taking Guide

My key takeaway(s):



Things I felt when taking this simulation:



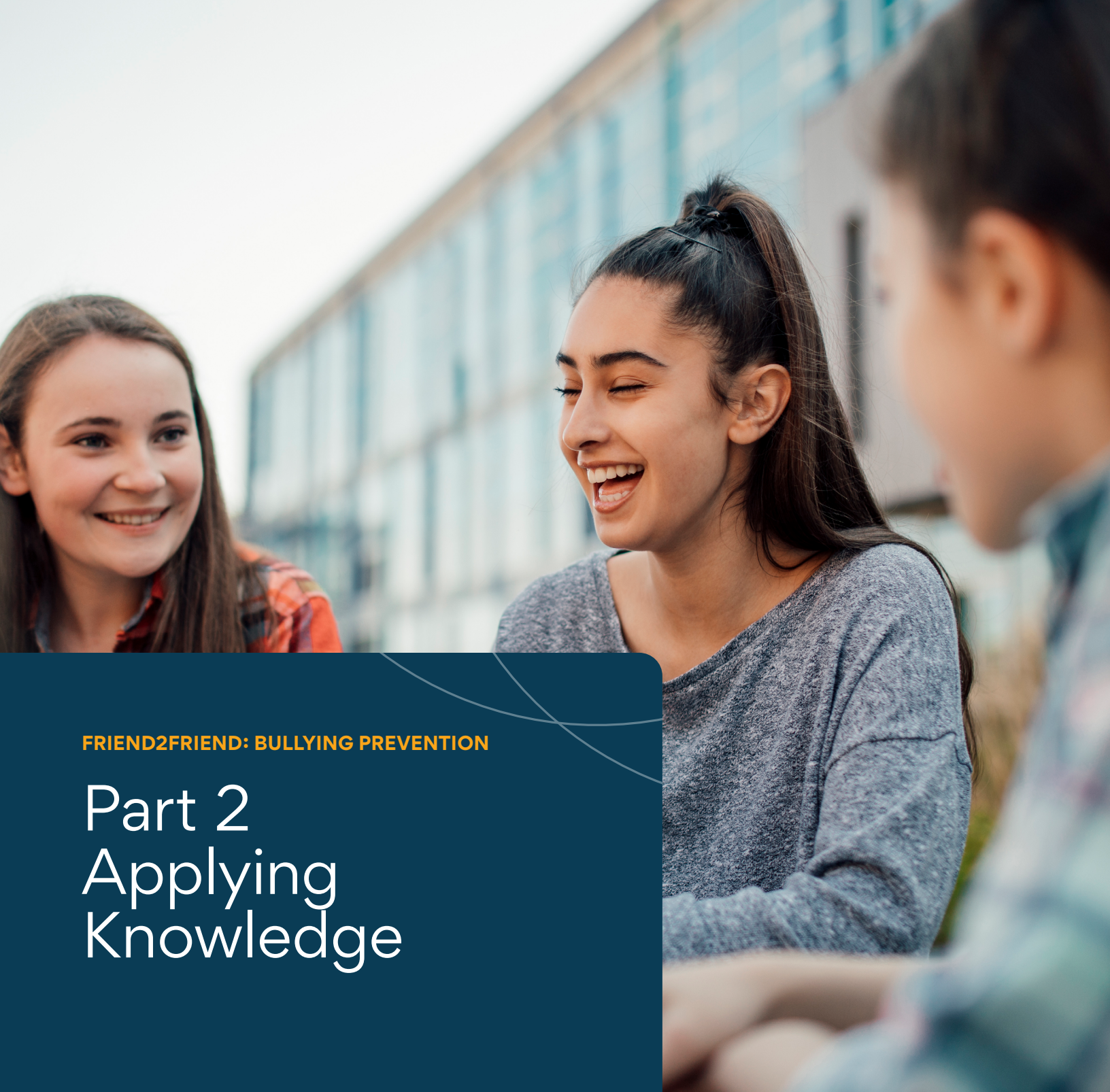
Example of Curious Questions:

Example: *"Your outfit is so cool. Where did you get the inspiration*



Examples of common ground or interests:

Examples: *Sports, hobbies, music, and avoiding superficial, generic, or insincere compliments*



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Part 2 Applying Knowledge

Prepare

- ✔ **Determine how students will submit work** if learning is virtual, and if virtual breakout rooms will be used for discussion
- ✔ **Provide Handout:** “How Can I Make a Difference?”
- ✔ **Review and customize PowerPoint** if needed

Instruction

01 Mini Lesson – review wrap-up of Lesson 1 (5 mins)

Review Group Norms

Let students know that today’s activities will build on the themes from the simulation, including following up with a friend after a they’ve had a personally challenging situation or setback.

02 Applying new knowledge - “How Can I Make a Difference?” (20 mins)

Guiding question:

- *Why is it important to know how to respond to bullying, and how to feel comfortable and safe doing so?*

Distribute or display “**How Can I Make a Difference?**” Handout. Instruct students to consider the challenge scenario about when things at lunch take a turn for the worst.

Divide students into groups of 2-4.

Instruct each group to consider the following scenario:

“You and your friends, Danny, Gina, and Danika are sitting together at lunch. Jacky Williams walks past your table, and you say hi to him as he passes. Jacky just dyed his hair neon pink, and this is the first time you’ve ever seen him with dyed hair. You exchange small looks with each other as he passes by but don’t acknowledge it. A few lunch tables away, Max, Bree, and Albert are starting to get loud – laughing and some shouting. It sounds playful until Jacky walks by and the noise becomes aggressive.

Suddenly, Max starts shouting about the way Jacky looks, calling him names, and saying that “he’ll never get a date to prom looking like a total loser!” Jacky hollers back in defense, which causes Albert to jump up and shove Jacky to the ground.

What are some ways that you, Danny, Gina, and Danika could respond in a tough situation like this?”

Instruct the groups to complete the group challenge. Let them know the groups will come back together as a class for shared responses and whole class discussion.

03 Reflecting on “How Can I Make a Difference?”

Return students to groups and instruct each group to brainstorm strategies, tips, and ways to prevent and respond to bullying.

As a whole class, fill a whiteboard with all the strategies that the small groups brainstormed.

04 Wrap-up (5 mins)

My Resources

1. Distribute to students a list of school resources available to them, and include all relevant contact information, such as school website links, contact names, etc. **Note:** Include this information in the My Resources slide of the companion slide deck for this guide (last slide).
2. Invite students to take 5 minutes and start a list for themselves of:
 - a. Which of the strategies they feel most comfortable using when preventing and responding to bullying: direct, distract, delegate.
 - b. At least one specific person who helps them feel brave when in tough situations. Remind them that this list is for their private use and reference, and to select a person who meets these criteria:
 - The student trusts them to listen with understanding
 - The student trusts them to be honest in a caring way
 - The student feels like they can bounce ideas around with them
 - The student values their advice as helpful and productive

* Students can write more than one name. Encourage students to continue the reflection beyond the class, in a quiet moment.



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Applying Knowledge: “How Can I Make a Difference?”

Sample Rubric Applying Knowledge: “How Can I Make a Difference?”

“You and your friends: Danny, Gina, and Danika are sitting together at lunch. Jacky Williams walks past your table, and you say hi to him as he passes. Jacky just dyed his hair neon pink, and this is the first time you’ve ever seen him with dyed hair. You exchange small looks with each other as he passes by. A few lunch tables away, Max, Bree, and Albert are starting to get loud – laughing, with some shouting. At first, it sounds playful until Jacky walks by and the noise becomes aggressive.

Suddenly, Max starts shouting about the way Jacky looks, calling him names, and saying that “he’ll never get a date to prom looking like a total loser!” Jacky hollers back in defense, which causes Albert to jump up, shoving Jacky to the ground.

What are some ways that you, Danny, Gina, and Danika could respond in a tough situation like this?”

Make a list of Direct responses you could use in a situation like this:

Sample Responses

1. Example: Check on the student who was bullied.
 - Ask Jacky if he’s ok.
2. Example: Being confident, assertive, and calm toward the aggressive student,
 - Say, “I don’t think that’s funny.”

Make a list of Distraction responses you could use in a situation like this:

Sample Responses

1. Example: Interrupt by asking a question about something random
 - Say, “when’s the next science review session?”
2. Example: Draw attention away from the situation
 - “Accidentally” spilling your drink
3. Example: Change the subject
 - Say, “does anyone want to get food? I could use a change of scenery.”

Make a list of Delegation responses you could use for outreach in a situation like this:

Sample Responses

1. Example: Talk to a Coach
2. Example: Talk to a Teacher
3. Example: Talk to a Caregiver
4. Example: Talk to a Mentor

Record some examples of ways you've responded to bullying and why they worked for you:

- Example: I saw a fight in the hallway and notified the nearest teacher.

Brainstorm ways you might respond differently next time?

Remember: Direct, Distract, Delegate

1. Distract Example: Tell the aggressors to stop, if it is safe to do that. Or check in with the person bullied.
2. Distract Example: Interrupt by asking for something neutral, like a phone charger, or ask a general question.
3. Delegate Example: Take a picture of vandalism defaming a classmate and share it with a helpful adult.



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Student Handouts

Note-Taking Guide

My key takeaway(s):

Why is it important to know how to respond to bullying, and to feel comfortable and safe doing so?

What are some feelings that I personally struggle with when in a situation where I could be an upstander?

Note-Taking Guide

What are some bullying situations that I struggled with recently?

What are some examples of ways I can feel safer and more confident when responding to bullying?

What are some examples of ways I can help others feel confident and safe when responding to bullying?

Applying Knowledge

“How Can I Make a Difference?”

Consider this scenario in which you witnessed bullying:

“You and your friends, Danny, Gina, and Danika are sitting together at lunch. Jacky Williams walks past your table, and you say hi to him as he passes. Jacky just dyed his hair neon pink, and this is the first time you’ve ever seen him with dyed hair. You exchange small looks with each other as he passes by but don’t acknowledge it. A few lunch tables away, Max, Bree, and Albert are starting to get loud – laughing and some shouting. At first, it sounds playful until Jacky walks by and the noise becomes aggressive.

Suddenly, Max starts shouting about the way Jacky looks, calling him names, and saying that “he’ll never get a date to prom looking like a total loser!” Jacky hollers back in defense, which causes Albert to jump up and shove Jacky to the ground.

What are some ways that you, Danny, Gina, and Danika could respond in a tough situation like this?”

Make a list of direct responses you could use in a situation like this:

- 01 _____
- 02 _____
- 03 _____
- 04 _____
- 05 _____

Applying Knowledge

Make a list of distraction responses you could use in a situation like this:

- 01 _____
- 02 _____
- 03 _____
- 04 _____
- 05 _____

Make a list of delegating responses you could use in a situation like this:

- 01 _____
- 02 _____
- 03 _____
- 04 _____
- 05 _____

Applying Knowledge

Record some examples of ways you've responded to bullying and why they worked for you:

- 01 _____
- 02 _____
- 03 _____
- 04 _____
- 05 _____

Brainstorm ways you might respond differently next time?
Remember: Direct, Distract, Delegate.

- 01 _____
- 02 _____
- 03 _____
- 04 _____
- 05 _____