**Class Meeting: February 24th**

**6th and 7th Grade**

**Stepping Up and Into Action**

**Materials:** A piece of lined paper per student, something to write with, and 1 set of scenarios (BB will bring the scenarios)

**Purpose:** Students will assess their abilities to know how to step up for those that are being bullied in regards to the Olweus rules.

**Icebreaker: *BRAVE*** lyric video: [www.youtube.com/watch?v=dyAfjUHlFSM](http://www.youtube.com/watch?v=dyAfjUHlFSM)

* Make sure each student has a piece of paper and something to write with before watching the video.

**BullyBusters/Teacher:** “Yesterday many of your watched the official music video for the song Brave by Sara Bareilles. Today let’s start by watching another video with the lyrics to the song. Pay special attention to the words of the song and the messages they are sending. Jot down any key words or phrases in the lyrics that really connect to you as you watch.”

***Possible discussion prompts:***

* What line or phrase was your favorite? Why did you pick it?
* How does this song relate to the Bully Circle?
* What do you think Sara Bareilles means by the line **“You can be amazing you can turn a phrase into a weapon or a drug.”**
* Have you ever felt awful because of nasty or negative words or phrases being used around you in the Oakview Community? Why do you think some people use nasty and hurtful language?
* **“Honestly, I want to see you be brave with what you want to say and let the words fall out, honestly I want the see you be brave.”** What does she mean by ‘let the words fall out”?

**As we do today’s activity, think about how the message of this song calls us to action as defenders of those who are targets of bullying and advocates for a positive school environment.**

**Scenario Rotation activity:**

**BullyBusters/Teacher: “**Over the past few weeks we’ve discussed a bit about what stepping into action for those that are being bullied means, we’re going to break everyone into groups and rotate through a number of scenarios. In the groups, you will read over each scenario and discuss the ways in which you can step up and put the corresponding rule into action. You will write your responses on your paper and we’ll share out as a class when we’re finished.”

Each rotation shouldn’t be more than 2-3 minutes and make sure to circulate around the room to keep them on task and ask clarifying questions to get them to dig into the scenarios a bit deeper.

* How would you feel if you were in the place of the victim?
* If they have over-simplistic answers ask: How could you could you take it a step further in supporting the victim?
* If relevant to the scenario ask: Who are the bystanders in this situation?

After each group has rotated through all of the scenarios, go over each of the scenarios as a class and briefly have each group share out a suggestion or idea that came up with to step into action for that scenario. Keep an eye on the clock, because you want to make sure you have plenty of time to go over each of the scenarios.

A few discussion questions for the whole class:

* Which of these scenarios would be the easiest & most difficult to step into action?
* Were there simple as well as more complex ways to step into action? (**The point is to show that the expectation isn’t to instantly become defenders, but rather that they’re becoming more comfortable and aware of ways to help others.)**
* Have you ever found yourself in a situation like one of the scenarios? (**Again, this is designed to help increase awareness and understanding that things like this occur every day, even if they don’t think it’s bullying or don’t personally see it that often.)**

**Closing statement…. BullyBuster: “This week the 8th graders have been working with Bully Circle scenarios that they have created. Next week we will use some of those “real Oakview scenarios” to practice putting the anti-bullying rules into action with the Bully Circle exercise.”**