



Maine Boys to Men
Reducing Sexism and Violence Program – Middle School (RSVP-MS)
Seventh Grade Curriculum
Module 4

Module Time: 60 Minutes

Materials:

- Curriculum: Module 4
- AV equipment / adaptors
- Module 4 Slide Show (7th Grade)
- Flipchart and markers
- Moral Barometer Signs and Story
- Bystander Intervention Handout

Objectives:

1. Engage students in dialogue about their experience with potentially difficult interactions between middle school students.
2. Define the concept of bystander intervention.
3. Identify strategies that students can use to appropriately intervene in a difficult situation.
4. Practice bystander intervention strategies using collaborative role-play.

Module 4 Overview

4.1 - Introduction	5 min
4.2 - Moral Barometer	25 min
4.3 - Prevention and Support Roles	15 min
4.4 – Closing and Review	15 min

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4.1 Introductions

Objectives:

1. Re-introduce yourselves and program.
2. Remind students of safety and support resources referenced in Module 1.
3. Review goals for Module 4.

Required Time:
5 minutes

Materials:

- Module 4 Slides #1 - #4

1. Setup of the room should be complete prior to the arrival of students. Setup should include:
 - Chairs in a circle for group dialogue.
 - Clear desks, tables, or any obstructing objects so that students can use the space in the room to move around during the “Human Moral Barometer” activity.
 - Moral Barometer signs placed on each side of the room to be used for “Human Moral Barometer” activity. Create these before starting using flipchart paper, if needed.
 - Laptop and large display setup to project the *7th Grade Module 4 slideshow*.
2. **Display SLIDE 1** followed by **Slide 2**. Briefly begin by re-introducing yourselves and any other adults present in the room. Remind students of the purpose of the MB2M 7th grade program and why they are gathered for this module.
3. **Display SLIDE 3: “Today’s Agenda”**. Briefly remind students of work in Week 1- safety and support and stereotypes, Week 2 - empathy and consent, and Week 3 - gender roles and masculinity. This hour will focus on a review and active bystander training..
4. **Display SLIDE 4: “Goals for Today”**. Read through the goals as below. Summarize how today’s activities listed on the slide are aimed to give students a chance to review how they may feel in potentially difficult or awkward situations and how they may respond as a bystander to help or support others.
 - Understand how to intervene as a bystander to a potentially harmful situation.
 - Practice intervening in a harmful or potentially harmful situation.
 - Apply learning from previous sessions to your decisions when intervening.

4.2 Human Moral Barometer

<p>Objectives:</p> <ol style="list-style-type: none"> 1. Enable critical reflection of social circumstances in real time, among peers 2. Gain an understanding of term ‘empathic accountability’?? 3. Engage students in dynamic dialogue and self-reflection 	<p>Required Time: 25 minutes</p> <hr/> <p>Materials</p> <ul style="list-style-type: none"> • Module 4 Slides #5 • Moral Barometer Signs • Human Moral Barometer Story Sheet
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1. If necessary, engage students to quickly organize the space so that there is enough room for the entire group to move back and forth to the different areas near the moral barometer signs. Once you are finished with the activity, you will instruct participants to grab a chair and create a circle to sit in for the remainder of this module.
2. Share with students some experiences of middle school students that Maine Boys to Men has heard about from its work here in Maine. Acknowledge what is described may make them feel a variety of ways. Pointing to the signs posted in the room, talk about how students may feel good about what is described, not good, or may be somewhere in between. Note how these feelings may change as you provide more information.
3. Describe to the students that, as examples are read (see below), they each will silently show how they feel by moving to one side of the room near one of the moral barometer signs posted as the signs on different sides of the room. As they get new information in the story, gain new perspectives from peers, or reflect on their experiences, they may want to move to a different sign. *Facilitator note:* Students may talk to each other as they move and giggle from time to time; this is okay and doesn’t need to be regulated by facilitators.
4. First, ask students if there are school dances at the middle school. Ask if the students in the room or school have ever attended a middle school dance.
5. **Display Slide 5.** Read the Dance Partner scenario line by line, pausing with each break to allow students to move if needed. At each pause, give students an opportunity to reflect on their position with students around them before they share out to the larger group. Then ask if any students wish to share what they heard and why they may have changed their position or not. Remind students to remain respectful of each other.
6. At the conclusion, use any remaining time to discuss their experience with the activity. Utilizing examples of discussion questions provided below for different parts of the scenario. Prime the students to begin thinking about how someone can intervene in the situation long before it became harmful. Be certain to cover the required debriefing questions.



SCENARIO “DANCE PARTNERS (7th Grade)

(Numbers refer to accompanying Debriefing Questions)

Middle school dances only come a few times a year, so Sean and Emma are really looking forward to it. They have been flirting for a few months, and this is the first thing they’ll do together. **PAUSE (1)**

Emma sends Sean a Snap that reads: “Can’t wait until Friday *kissy emoji*. Sean replies “I can’t wait to have you all to myself *winky face emoji*.” **PAUSE (2)**

A full day has gone by, and Sean is wondering why Emma has not responded to his snap. He asks his friends if he should say something to her. One of them says “Hey don’t worry about it, she’s yours at the dance”. He responds “Yeah, sure, okay.” **PAUSE.**

Sean and Emma meet up at the dance, and they’re both still excited for the night. Then Emma see her friends, and walks over to them to say hi. Sean walks off to the side of the gym alone, looking over at the crowd and occasionally glaring at Emma. **PAUSE (3, 4)**

Emma’s favorite song “Old Town Road” comes on, and all of Emma’s friends yell as they run towards the dance floor. One of Emma’s friends asks why she isn’t going with them. She explains, “Sean doesn’t dance, so I am not going to dance either because I don’t want to make him upset.” **PAUSE (5, 6)**

A few moments later, Emma’s close friend Zane runs over to Emma and asks her if she wants to start dancing with them, so she begins dancing with Zane and Chloe. She’s smiling and laughing now—it looks like she’s finally having fun. **PAUSE (7)**

Sean sees Emma dancing with her friends and gets annoyed. He walks into the group and pulls Emma away from Zane and Chloe. Emma stays with Sean for the rest of the dance, but she’s not smiling or laughing anymore. **END (8, 9, 10)**

Debriefing Questions

1. Is dating something that happens in your school? What does this look like (healthy/unhealthy)?
2. What do you think about this snap message exchange?
3. In your school, would you imagine these folks as friends or as a romantic couple?
4. Why do you think Emma first goes to her friends rather than Sean?
5. Who gets to decide what Emma does at the dance?
6. Who gets to decide what Sean does at the dance?
7. How does this situation feel to you?

8. Does this seem like it's developing into a healthy relationship?
9. What direction do you think this relationship is heading in?
10. Are there points in this story, during the interactions the Sean and Emma have, where someone could have intervened?

4.3 Stepping Up, Stepping In

<p>Objectives:</p> <ol style="list-style-type: none"> 1. Learn 4 ways to intervene in a situation before it becomes harmful. 2. Apply the strategies of intervening to the moral barometer story in 4 separate ways 	<p>Required Time: 15 minutes</p>
	<p>Materials</p> <ul style="list-style-type: none"> • Module 4 Slides #6- #11 • Human Moral Barometer Story Sheet • 4 Ds Handout

1. Prior to the training, consider several examples of how bystander interventions could be used for the different circumstances in the previous story. This will aid in the discussion should students not have specific examples when prompted.
2. When beginning this discussion, remind students of the purpose of the program being to activate all participants as leaders to stop harassment, violence, and abuse in their community.
3. **Display Slide 6.** Review with students how in the previous activity there were times a bystander may have intervened in what was happening. Describe how this activity will help instruct them on different strategies of bystander intervention and how to apply the styles of intervention to different points of 'Dance Partners' story.
4. Pass out the Handout and **Display Slide 7** as overview and proceed individually through **Slides 8 through 11** describing the individual 4Ds Bystander Interventions.
 - **Direct:** Speak up and step in to stop a situation where someone could be or is being harmed.
 - **Distraction:** Say or do something that shift the focus off of the situation or person.
 - **Delegate:** Get others to help you in speaking up and stepping in or ask someone to step in for you.
 - **Delayed:** Say or do something to help after seeing
5. Once reviewed, return to summary **SLIDE 7** and engage students in providing example(s) of how they could have used one or more of these approaches to help Emma in the previous story. During discussion, be sure to:
 - emphasize how more than one approach may work for the same circumstance.
 - cover at least two separate points of intervention in the story.
 - obtain examples of each of the 4 interventions.

4.4 Closing and Review

<p>Objectives:</p> <ol style="list-style-type: none"> 1. Address questions and comments 2. Describe sources for support if needed 3. Identify how students may use the material learned in the future 4. Reinforce need to complete evaluation. 5. Inform students of other MB2M programs taking place in their community. 	<p>Required Time: 15 minutes</p>
	<p>Materials</p> <ul style="list-style-type: none"> – Module 4 Slides #14 and #15 – Support Handout – MB2M Future Opportunities Handout

1. **Display SLIDE 14.** Praise the group for the work that they’ve done and for participating in their own development as leaders who can create a more inclusive and welcoming community by modeling healthy behavior and standing up for peers who are mistreated.
2. Ask students if they have questions or comments about the day’s work. Given time restraints, respond briefly and let them know facilitators after the module will be available if time does not allow everyone to be called on.
3. Display **Summary SLIDE 15** that briefly states the content of the previous modules. Going through each module, ask students to shout out what they recall as important and/or useful information they heard in the individual modules. Recap if necessary.

4. Rope Activity:

Facilitators: invite participants to stand in a circle.

Ask: participants to share one of the following:

1. **Head** – What is something that you are thinking/that you learned as a result of our time together?
2. **Heart** – What is something that you are feeling as a result of our time together
3. **Feet** – What is something that you are motivated to do or might bring forward into your life as a result of our time together?

Demonstrate participation by going first, and then give the rope to someone across the circle while still holding onto the end of the rope. As each person receives the rope they will answer the prompt and hand it off to another person across the circle. Soon, the group will have created a giant web. After everyone has spoken, tighten up any slack in the rope so the web is quite taut and at waist height. Start a discussion of how this activity relates to the idea of team-building and working together to support each other after the training **(supporting each other, works best when everyone participates, trust that others won’t**

let go). Ask the group if they think the rope can hold an individual up. Ask for a volunteer. Work together to safely suspend a person on the web.

- *Groups do great things when members work together.*
 - To drive home your point about teamwork, have one participant drop his or her piece of rope this will demonstrate how the web weakens if the group isn't working together. It takes everyone to make the web strong.
 - It is about inviting people into the conversation rather than calling people out.
 - Regardless of our gender, size, age, or interests we all have something to contribute to this community
 - When one participant sits or lays on top of the web the point is made that we can collaborate to hold/lift each other up.
 - It's on everyone to make sure that others are safe in our community.
 - Life can be hard at times. And this workshops was hard at times. We have to create an environment where we're working together to lift everyone up.
 - Genuinely thank the group for their willingness and courage to engage in the training.
5. Remind them they can access supports that are in the room as well as online, over the phone, or in the community as challenges come up in their lives. Provide names of specific individuals within the school should students need support.
 6. Pass out the MB2M Future Opportunities Handout and explain how they might participate in this work again in 8th grade, high school and the youth council.
 7. In closing, remind students of the importance of completing the online evaluations provided by their teacher to help MB2M make the program better for future 7th graders.