



In 2016, Children's Mercy and Sporting Kansas City began a ground-breaking, long-term partnership. Together, these two prominent Kansas City organizations are working to create positive change in the health and well-being of our community. Bullying has become an increasingly prevalent problem in Kansas City. Both kids who are bullied and kids who bully others can have long-term mental and physical health concerns. Children's Mercy and Sporting KC are teaming up to help kids, teens and adults speak up against bullying. By using the iconic soccer red card—a widely recognized symbol of unacceptable behavior—Red Card KC calls attention to the problem of bullying and encourages positive behavior at schools, on playgrounds, and in the community.

Major League Soccer (MLS), the top-flight men's professional soccer league in the United States and Canada, is proud to offer Red Card + MLS Actions Matter in partnership with EVERFI. This new bullying prevention program prepares future leaders by providing students with tools designed to train them on how to change behavior and create a positive environment in-school, on social media and throughout their community.

## Standards Alignment

### Module 1: Relationships

#### Learning Objectives:

Students will be able to...

- Define bullying.
- Describe the potential consequences of bullying.
- Differentiate negative and positive social behaviors.

Set	Standard
Collaborative for Academic, Social, and Emotional Learning	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Social Awareness</li> </ul>
National Health Education Standards	<ul style="list-style-type: none"> <li>• 1.12.2: Describe the interrelationships of emotional, intellectual, physical, and social health.</li> <li>• 2.12.5: Evaluate the effect of media on personal and family health.</li> </ul>

### Module 2: Leadership

#### Learning Objectives:

Students will be able to...

- Describe methods to prevent bullying from being the norm.
- Explain risk factors that can lead to bullying.
- Explain how school members can contribute (together and individually) to a positive school climate.
- Differentiate negative and positive social behaviors.

Set	Standard
Collaborative for Academic, Social, and Emotional Learning	<ul style="list-style-type: none"> <li>• Social Awareness</li> <li>• Relationship Skills</li> <li>• Responsible Decision-Making</li> </ul>

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Set	Standard
National Health Education Standards	<ul style="list-style-type: none"> <li>• 1.12.2: Describe the interrelationships of emotional, intellectual, physical, and social health.</li> <li>• 2.12.3: Analyze how peers influence healthy and unhealthy behaviors.</li> <li>• 2.12.4: Evaluate how the school and community can affect personal health practice and behaviors.</li> <li>• 2.12.7: Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</li> <li>• 5.12.1: Examine barriers that can hinder healthy decision making.</li> <li>• 8.12.1: Utilize accurate peer and societal norms to formulate a health-enhancing message.</li> </ul>

### Module 3: Resilience

#### Learning Objectives:

*Students will be able to...*

- Explain risk factors that can lead to bullying.
- Identify emotional management techniques to handle underlying issues that can lead to being targeted by or perpetrating bullying.
- Differentiate negative and positive social behaviors.

Set	Standard
Collaborative for Academic, Social, and Emotional Learning	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Relationship Skills</li> <li>• Responsible Decision-Making</li> </ul>
National Health Education Standards	<ul style="list-style-type: none"> <li>• 1.12.2: Describe the interrelationships of emotional, intellectual, physical, and social health.</li> <li>• 2.12.9: Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</li> <li>• 4.12.1: Use skills for communicating effectively with family, peers, and others to enhance health.</li> <li>• 4.12.3: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</li> <li>• 4.12.4: Demonstrate how to ask for and offer assistance to enhance the health of self and others.</li> <li>• 5.12.1: Examine barriers that can hinder healthy decision making.</li> </ul>

## Module 4: Courage

### Learning Objectives:

*Students will be able to...*

- List techniques to handle bullying when it does occur (to them or someone else).
- Identify trusted adults who can help when necessary.
- Differentiate negative and positive social behaviors.

Set	Standard
Collaborative for Academic, Social, and Emotional Learning	<ul style="list-style-type: none"><li>• Self-Awareness</li><li>• Social Awareness</li><li>• Relationship Skills</li><li>• Responsible Decision-Making</li></ul>
National Health Education Standards	<ul style="list-style-type: none"><li>• 4.12.1: Use skills for communicating effectively with family, peers, and others to enhance health.</li><li>• 4.12.3: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</li><li>• 4.12.4: Demonstrate how to ask for and offer assistance to enhance the health of self and others.</li></ul>

## Module 5: Community

### Learning Objectives:

*Students will be able to...*

- Explain how school members can contribute (together and individually) to a positive school climate.

Set	Standard
Collaborative for Academic, Social, and Emotional Learning	<ul style="list-style-type: none"><li>• Self-Awareness</li><li>• Social Awareness</li><li>• Relationship Skills</li><li>• Responsible Decision-Making</li></ul>
National Health Education Standards	<ul style="list-style-type: none"><li>• 5.12.3: Justify when individual or collaborative decision making is appropriate.</li><li>• 8.12.2: Demonstrate how to influence and support others to make positive health choices.</li></ul>

## Offline Capstone Project

### Learning Objectives:

Students will be able to...

- Explain how school members can contribute (together and individually) to a positive school climate.

Set	Standard
Collaborative for Academic, Social, and Emotional Learning	<ul style="list-style-type: none"><li>• Self-Awareness</li><li>• Social Awareness</li><li>• Relationship Skills</li><li>• Responsible Decision-Making</li></ul>
National Health Education Standards	<ul style="list-style-type: none"><li>• 1.12.1: Predict how healthy behaviors can affect health status.</li><li>• 2.12.2: Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</li><li>• 2.12.4: Evaluate how the school and community can affect personal health practice and behaviors.</li><li>• 4.12.1: Use skills for communicating effectively with family, peers, and others to enhance health.</li><li>• 4.12.3: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</li><li>• 8.12.1: Utilize accurate peer and societal norms to formulate a health-enhancing message.</li><li>• 8.12.2: Demonstrate how to influence and support others to make positive health choices.</li><li>• 8.12.4: Adapt health messages and communication techniques to a specific target audience.</li></ul>

Major League Soccer and MLS WORKS, the League's social responsibility platform, is dedicated to supporting the communities where we live and play our games, and to providing an environment where staff, players, partners and fans are treated with dignity and respect.

MLS WORKS' Soccer For All campaign signifies that everyone is welcome to MLS regardless of race, color, religion, national origin, gender, gender identity, disability, sexual orientation or socioeconomic status and emphasizes the League's commitment to drive positive social change and end discrimination.