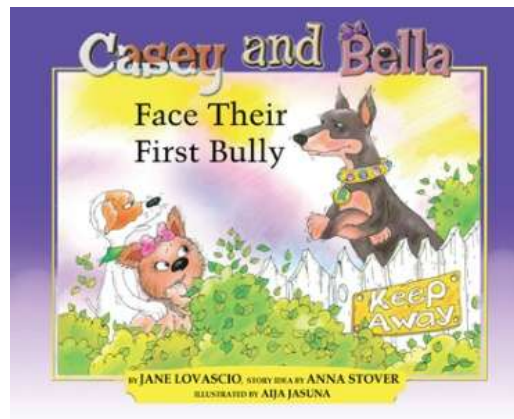


Casey and Bella

Bully Prevention & Teaching Positive Behavior The Casey and Bella Anti-Bully Curriculum Aligned with Common Core Standards for Pre-K-5



Authors: Jane Lovascio with Casey and Bella
Curriculum Consultant: Meredith Alvaro, M.S.





Dedication



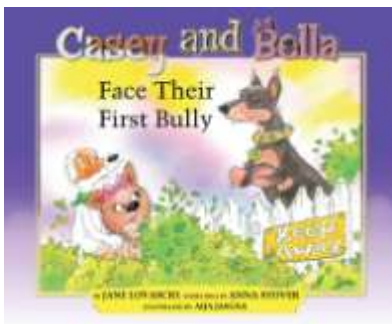
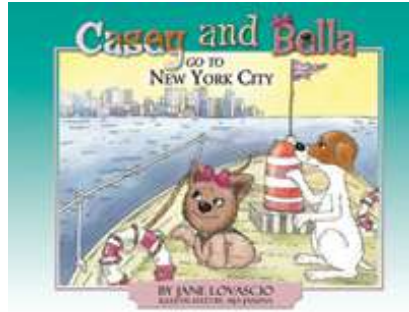
The Casey and Bella Curriculum is dedicated to all the Educators out there and to all of you, I would like to say thank you!

Teaching, educating, and working with children goes beyond improving grades, you are changing lives! Your hard work and dedication helps prepare children not only for the future but for life itself. You are truly making a difference!

The Curriculum Contains the Following...

Community Building Activities

These engaging and effective activities give students the necessary tools for building an effective and respectful school and classroom community in which people support and respect one other. Teachers can utilize these activities to help support students' abilities to work with one another to establish and maintain a safe respectful classroom and school community.



Conflict Management

Conflicts are a part of life and teaching students how to effectively manage conflicts as they arise is crucial. The activities in this section offer students a variety of conflict management strategies and techniques. Many of these activities also promote group feedback to help students reflect on the effectiveness of their conflict management techniques.

Anti-Bullying Activities

As Casey and Bella learned, dealing with bullies can be difficult business – even for two very smart pups! The activities in this section provide students support for safely and effectively managing a variety of bullying scenarios. They also offer multiple opportunities for reflection and collaboration instances of bullying students may be personally familiar with.



Casey and Bella



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About the Author



Born and raised in Brooklyn, NY at the age of 13, my family moved to Florida, Massachusetts, and then New Jersey. While in elementary school, I endured what many children face each day, bullying. Being bullied had a profound effect on me. It not only affected my self esteem causing me to become insecure, but also made me consciously aware of how to treat other people. As I grew older, I noticed I was still carrying these insecurities with me, so I decided to do something about it.

In college I chose to study Education and Psychology hoping one day I would have the opportunity to work with children, help build their self-esteem, and teach them to believe in themselves. After I graduated from Boston University, I started the Casey and Bella book series based on my two dogs: Casey, a Jack Russell Terrier and Bella, a Tea Cup Yorkie.

The Casey and Bella book series gives me the opportunity to visit schools and personally connect with children. During school visits I emphasize to children how they have the ability to make any dream come true if they do 3 things: *believe in themselves, have a positive attitude, and stay in school!*

Each Casey and Bella book teaches positive social lessons. For example, in the first book, *Casey and Bella Go to New York City*, Casey teaches a snooty poodle the Golden Rule, *to treat each other the way you want to be treated*. My hope is to teach children at a young age to be kind to each other, to believe in themselves, and have a positive attitude. Then hopefully they will carry these lessons with them as they grow older.



Casey and Bella



The Casey and Bella Book Series



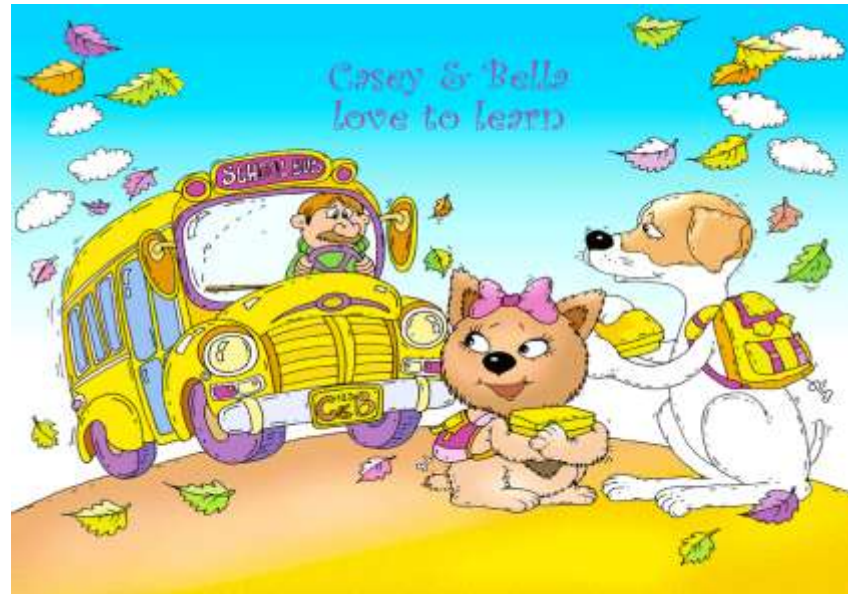
The Casey and Bella book Series is based on two real dogs: Casey a Jack Russell Terrier and Bella a Yorkie. Each book raises awareness for a special not-for-profit children's charity, and each year through the Casey and Bella Writing Contest a child becomes a published author!

There are 6 books in the series:

- *Casey and Bella Go to New York City*
- *Casey and Bella Go to Hollywood*
- *Casey and Bella Go Green*
- *Casey and Bella Go to Hawaii*
- *Casey and Bella Go to Boston*
- *Casey and Bella Face Their First Bully... coming soon!*



School Author Visits



To learn more about Casey and Bella free author visits, Skype visits, author mentor text for Q&A sessions, literacy programs, and motivational presentations, please click: [School Author Visit Clip](#)



Casey and Bella Anti-Bully DVD

[The Casey and Bella Show: Episode 1: *Bullying*](#)

The Adventures of Casey and Bella is a show based on the Casey and Bella book series, ages 4-11.

After the children meet the classroom pets, they wave the magic dog bones, say the magic phrase, and watch the real Casey and Bella travel through their magic dog house. The dogs then transform into cartoons as they enter a cartoon world.

During science class, children watch as the Professor does a cool experiment with a magical twist. The children also learn all about bullying. They learn what a bully is, how to speak up when being bullied, and positive behavior.

Children are also taught how they are already authors, and each year through the Casey & Bella Writing Contest a child becomes a published author!

[Click to view the Casey and Bella Anti-Bully Episode!](#)

The Annual Casey and Bella Writing Contest

Where Should Casey and Bella Go Next?

I started the Casey and Bella Writing Contest in 2007 after I saw how eager children were to share their own ideas for Casey and Bella's next big adventure. Each year from September 1st to April 15th students write and submit their own Casey and Bella adventures for where *Casey and Bella Should Go Next?* The winner's story is published as the next book in the series, and the student gets his/her own Barnes and Noble event to launch the book. The real Casey and Bella and Jane are there to support the young author.

There are Top 25 Finalists, and hundreds of Gold, Silver, and Bronze level winners. Every child who enters is recognized as an author and is awarded a Casey and Bella Author Certificate.

Casey and Bella is brand for kids and by kids!

For Official Rules Please Visit:

www.CaseyandBella.com & www.CuddlyBooks.com

How Can I Order Paw Print Signed Books?

Casey and Bella books are published by Castlebridge Books and available through major retail stores and distributors. They are also available through Apple iBooks, Kindle, and Google Books.

To order paw print stamped books signed by the author at a special discount, please contact: CaseyandBella@gmail.com or 201-866-7338

Visit the interactive websites with free games & pictures of the real dogs at:
www.CaseyandBella.com &
www.CuddlyBooks.com

Watch videos of Casey and Bella Click
[YouTube Page](#)

Click [Facebook Page](#) for updates and events where you can meet the real dogs and Jane.





Infusing Technology CCS with Book Mapping

As technology advances, teachers and educators can use technology to enhance their lesson plans. With Google Maps and Google Earth students can go beyond just reading a story, they can actually go the locations and settings within the story.

By incorporating these tools, students can learn about geography, history, science and technology. They can also go to places they read about and take a virtual walking tour with tools such as Google Maps.

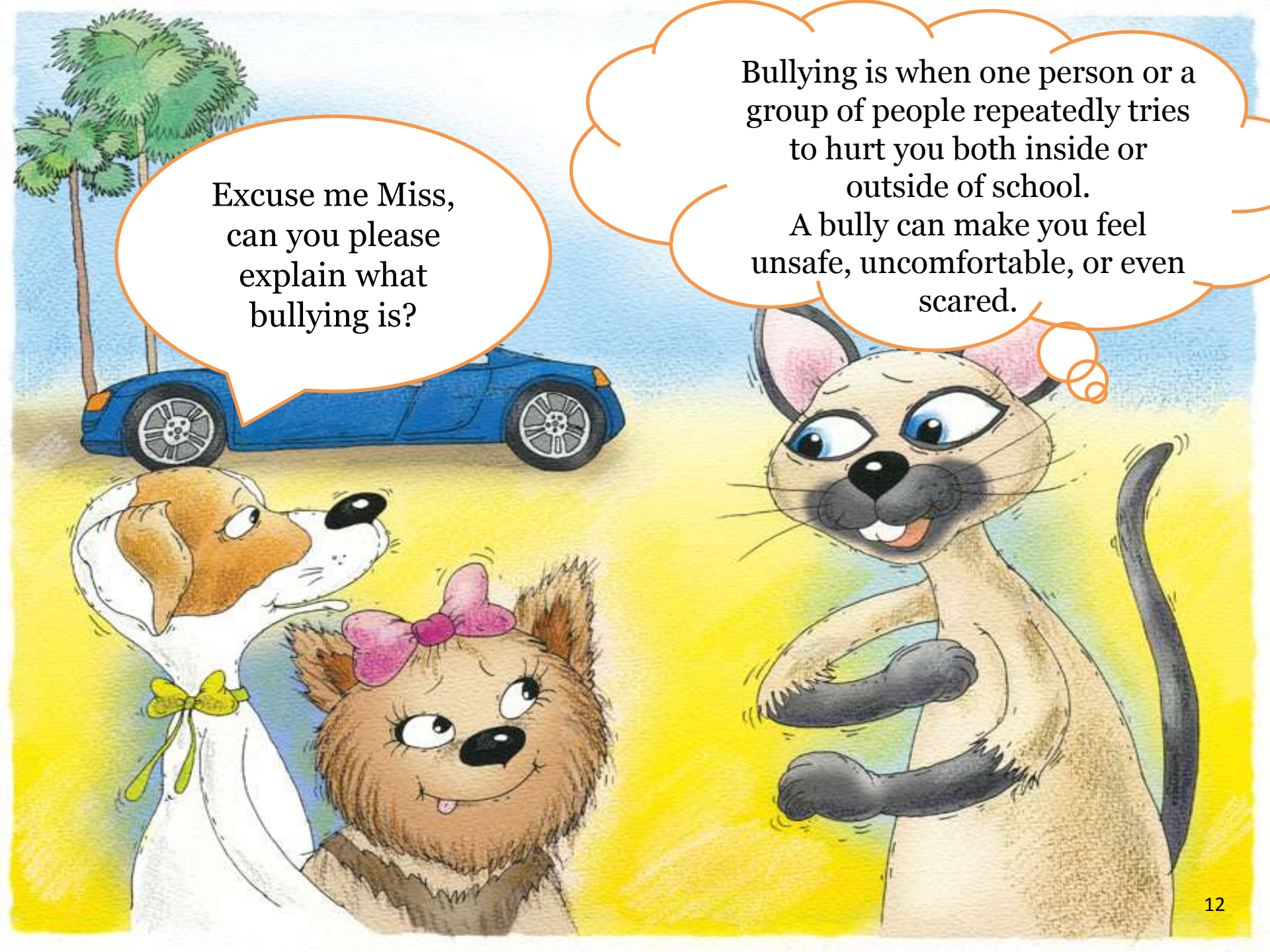
Book Mapping with Casey and Bella

-  In *Casey and Bella Go to Boston*, Casey and Bella explore the historic city. Help Donny the Duck guide the dogs around the city by typing the locations from the story into Google Maps. [Click Here](#) to get started!

-  In *Casey and Bella Go to Hawaii* explore the islands of Hawaii and learn about Casey and Bella's exciting journey on land, air, and by sea, by typing the locations from the story into Google Maps.
Then find out where Casey learned to surf, Bella learned to Hula, and the powerful lesson they learn from Kai the Dolphin. [Click Here](#) to get started!

For more information on ordering Casey and Bella books and free curriculum resources, please go to:

www.CaseyandBella.com & CuddlyBooks.com



Excuse me Miss,
can you please
explain what
bullying is?

Bullying is when one person or a
group of people repeatedly tries
to hurt you both inside or
outside of school.
A bully can make you feel
unsafe, uncomfortable, or even
scared.

Wow, bullying sounds terrible! Is bullying only when someone hurts you physically?

What other kinds of bullying are there?

Actually bullying happens in many ways: **Physical, Verbal, Social, and Cyber bullying.**

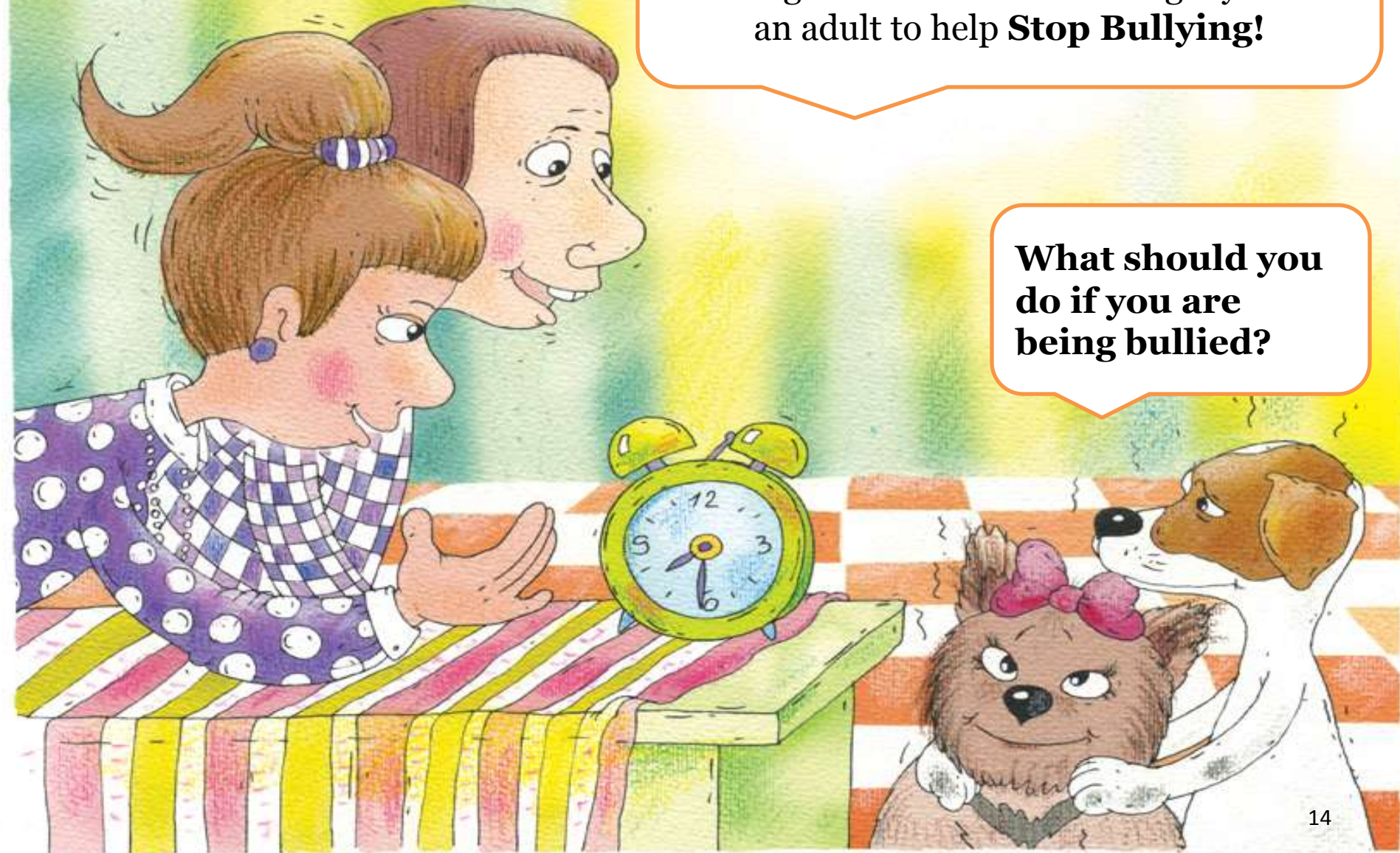
Physical can be pushing, hitting, or stealing. **Verbal** can be name calling and teasing. **Social** can be spreading rumors or excluding someone. **Cyber bullying** can be using your phone, Internet, other technology or devices to hurt others.



CALIFORNIA

Tell your parents or an adult you trust **Immediately** if you or someone you know is being bullied! It is not tattling if you tell an adult to help **Stop Bullying!**

What should you do if you are being bullied?



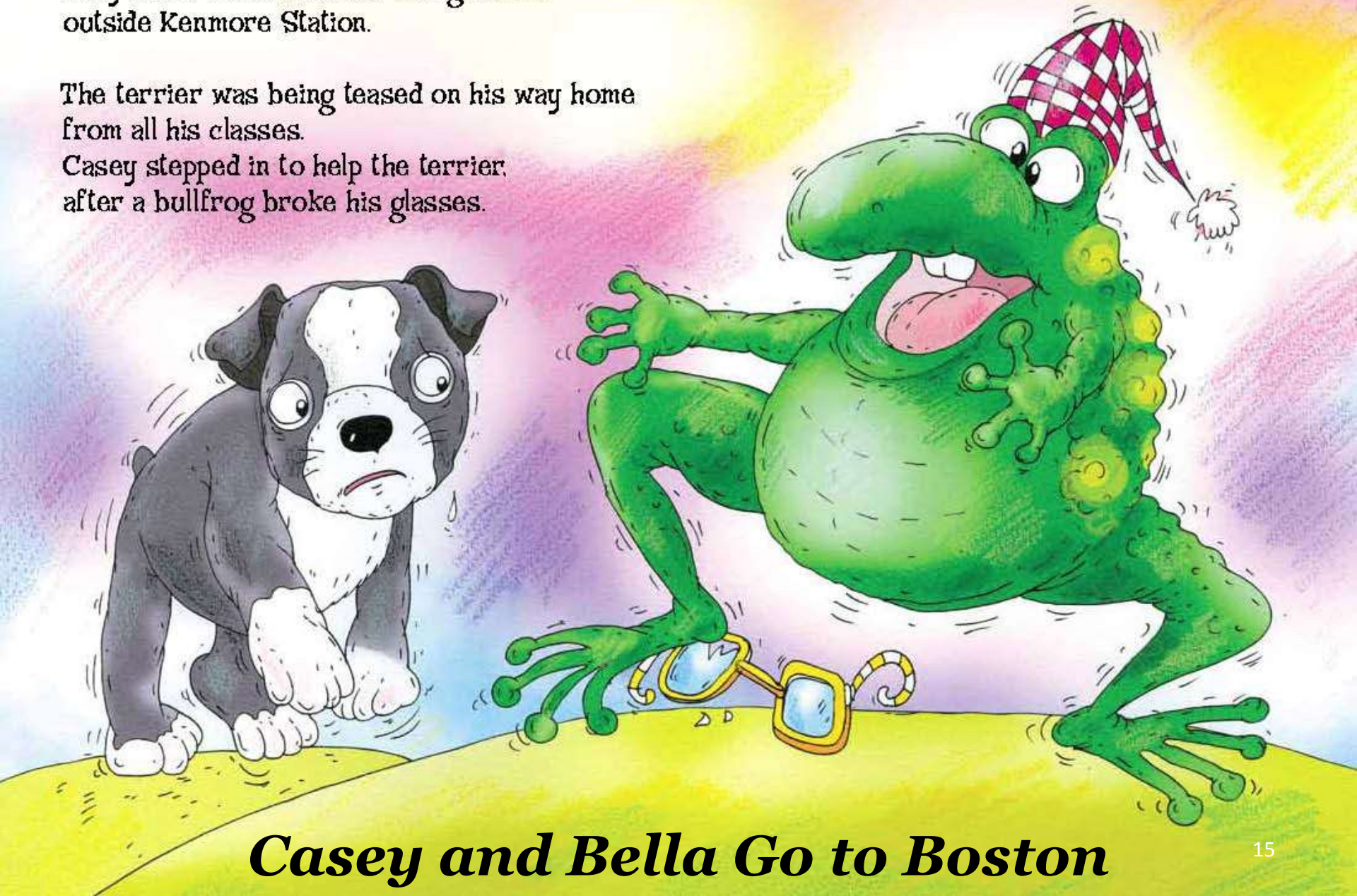
****Class Discussion****

What type of Bullying is this?

As Donny led the group to their final destination, they saw a Boston terrier being bullied outside Kenmore Station.

The terrier was being teased on his way home from all his classes.

Casey stepped in to help the terrier after a bullfrog broke his glasses.



Casey and Bella Go to Boston

1. **Speak Up by telling the bully to Stop being mean!** Don't just stand and watch. Bullies love an audience. Sometimes all it takes is someone to speak up and the bully will back down. If you are afraid or sense the bully will not listen to you then walk away and try to take the victim with you.
2. **Walk Away** and tell an adult you trust right away, such as a parent if you are home or at school, follow the Anti-Bully guidelines for your school. If you are unsure of the guidelines, then tell the guidance counselor, principal, or someone you trust!



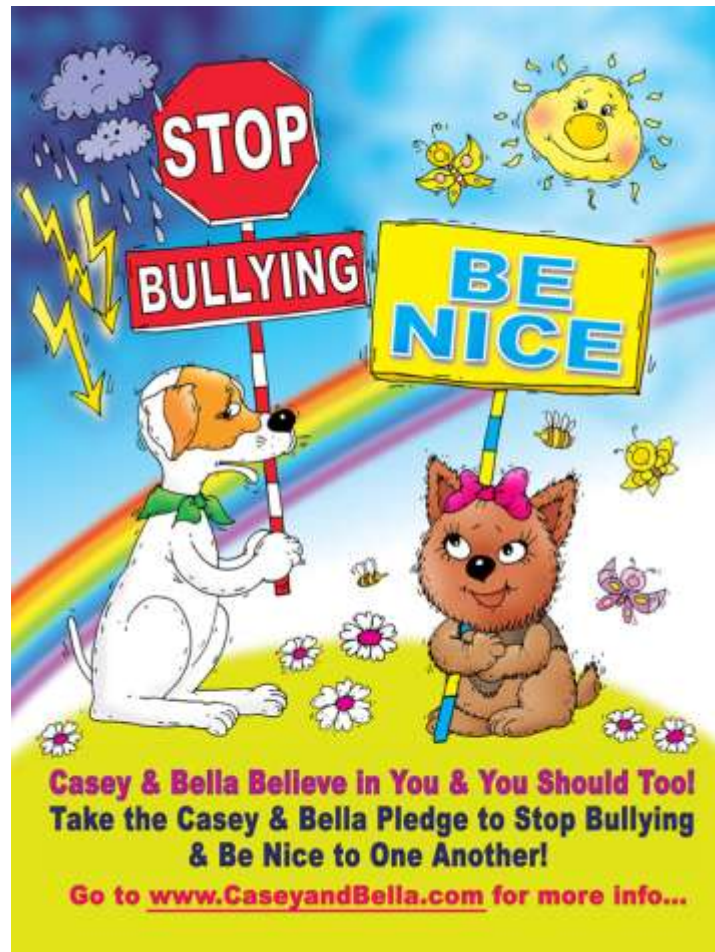
What should Casey do as a bystander to the Terrier being bullied?

The Golden Rule

*So Muffy took her new friends went
for a hotdog, chips, and water,
and promised never to forget
the lesson they had taught her,
This was the same lesson Casey taught
to everyone she greeted –
**“treat everyone you meet
the same as you want to be
treated.”***

Casey and Bella Go to New York City

Take the Casey and Bella pledge to Stop Bullying and Be Nice to one another! Help Casey and Bella create a Bully Free Zone!



Community Building Activities

	Title	Description
	The New-Name Game!	Using this beginning of the year activity, students will engage their bodies and their speaking and listening skills to learn the names of their classmates in a fun and engaging way!
	Snap, Clap Wiggle, & Tap	A variation on The New-Name Game (above), this activity pairs stating a name with a corresponding gesture to make learning names kinesthetic and memorable!
	Find Someone Who...	Students will spend some time getting to know and celebrate the special and unique traits of their classmates and notice similarities and differences between themselves and their peers.
	What Is Good Listening PreK-1 and 2-5	Students are introduced to a series of class puppets who will help them develop social and emotional skills across the year. They will work to identify the elements of good listening. In grades 2-5, students will work to identify the elements of good listening by connecting with personal experiences when listening worked very well for them.
	Say That Again?!	Students use the typical issues with the traditional game of “Telephone” to brainstorm ways to listen effectively and check for understanding. This helps provide students with strategies to tackle miscommunication.
	Make Community Agreements	Students’ will think about agreements they want to make so that their classroom is safe and productive. They will contribute their ideas to creating “community agreements,” or rules.

Conflict Management Activities

	Title	Description
	Think Differently	This activity generates lively discussions that develop students' higher order thinking skills. Further, it supports the idea that people, even friends, can have different opinions and it is important to respect the differing views of others.
	R-E-S-P-E-C-T	Many students throughout the country have identified disrespect, teasing, and bullying as serious problems in their schools. Obviously, students and teachers can't do their best work in an atmosphere of disrespect. We need to give students and adults tools for building a school community in which people support and respect each other.
	Resolving Conflicts Peacefully PreK-2 and 3-5	These activities will help students learn fair methods for settling conflicts and to practice these methods in the classroom.
	The Heart Story	This activity, which can be adapted for children from Kindergarten through 5 th grade encourages students to consider the effect of "put-downs" and to think about how to express "put-ups."
	Win-Win Scenarios	When conflicts arise, students need support in understanding the multiple ways a solution can be reached in order to create a "win-win" scenario where all the people involved feel a sense of resolution and peace.
	Conflict Escalator	The "conflict escalator" is a useful idea for understanding conflict situations. This activity suggests a way to introduce the concept to very young children (kindergarten or first grade), but can also be used with older students successfully.
	I-Messages	This is a strategy that is sometimes useful in dealing with problems that come up with friends and family, people who are likely to care about our feelings.
	The Assertiveness Line	Once your students become skillful with using I-Messages, you might explore with them what it means to "be strong," "be mean," or "give in."
	ABCDE Strategy	The ABCDE approach, developed by William Kreidler, can be used as a regular method for addressing conflicts and issues in the classroom.

Anti-Bullying Activities

	Title	Description
	Bullying vs. Conflict	It is important for students to understand the difference between acts of bullying, and other instances of conflict. This activity supports students in making this distinction.
	Types of Bullying	There are different types of bullying that can take place with students both in and out of school. Students need to understand the types of bullying, and what to do should they experience or witness a type of bullying.
	Dealing with a Bully PreK-2 and 3-5	Dealing with a bully can be complicated and scary. It is important that we explicitly teach students options for what to do, and not do, when encountering a situation with a bully.
	Quick Thinking: Stand Up For Unfairness	Standing by and witnessing an act of bullying is a difficult position for students to be placed in. Do they get involved? How can they help? This activity helps students discuss and navigate these tricky situations.
	Coping Strategies	Understanding coping strategies for dealing with difficult feelings is extremely beneficial for students. It can help a student who is being bullied, as well as support a child who might turn to bullying when they are feeling powerless in another situation that is causing them stress.

Community Building Activities



The New-Name Game!

Lesson Overview

Using this beginning of the year activity, students will engage their bodies and their speaking and listening skills to learn the names of their classmates in a fun and engaging way!



Connection

In *Casey and Bella Go To New York City*, our friendly puppies meet each other for the very first time! Making new friends and learning each others' names is so important. Let's spend some time learning each others' names – just like Casey and Bella.

Materials

- Soft, squishy ball to toss

Activity

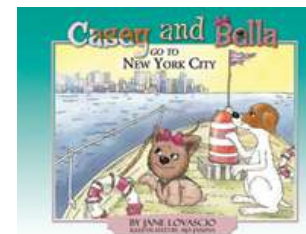
- Have the students stand in a circle.
- Toss the soft ball to a child.
- When a child catches it, the whole group cheers out the child's name.
- The child then tosses the ball to another child, and so on until everyone gets a turn.
- You'll be surprised how quickly this activity helps you and the students learn each other's names!

Activity (cont.)

- After catching the ball, ask that person to say his or her name and then ask the whole group to shout it out in chorus.
- Have the student with the ball toss it to someone else. Again the student receiving the ball says his or her name, and then the whole group shouts it out in unison.
- Continue the process until everyone has had a chance to say his or her name and get a shout- out. No one gets the ball twice. To help the student with the ball see who hasn't had a turn, ask students who haven't gotten the ball yet to raise their hands.

Discussion/Reflection

- How was this activity for you?
- Did it help you learn other students' names?
- Why is it important that we learn each other's names?



Snap, Clap, Wiggle, and Tap – Learn Those Names!

Lesson Overview

Using this beginning of the year activity, students will engage their bodies and their speaking and listening skills to learn the names of their classmates in a fun and engaging way!

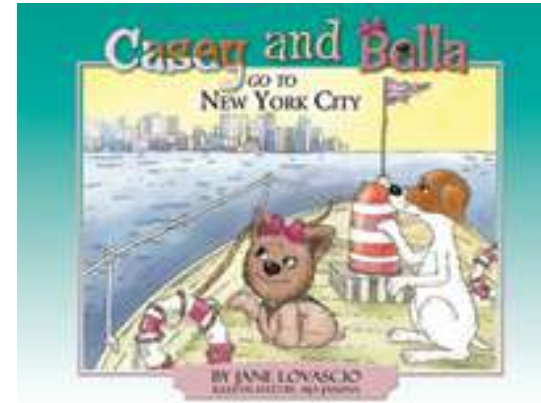


Connection

In *Casey and Bella Go To New York City*, our friendly puppies meet each other for the very first time! Making new friends and learning each others' names is so important. Let's spend some time learning each others' names – just like Casey and Bella.

Activity

- Have the students form a circle.
- Explain that each person is going to say his or her name while making a gesture.
- Everyone in the circle will repeat the person's name in chorus while imitating the gesture.
- Model the activity by going first to say your name while making a gesture.



Discussion/Reflection

- How was this activity for you?
- Did it help you learn other students' names?
- Why is it important that we learn each other's names?

Find Someone Who

Lesson Overview

Students will spend some time getting to know and celebrate the special and unique traits of their classmates and notice similarities and differences between themselves and their peers.



Connection

In *Casey and Bella Go Green*, our cuddly companions meet new characters, Melvin the Mouse, Lenny the Iguana, and other members of the KONC. They discover a lot in common with these new friends! What do you have in common with your new classmates and friends? Use this activity to find out!

Materials

- PreK-1: None
- Grades 2-5: See Activity Sheet

Activity – PreK-1

•Tell the students that they are going to play a game to find out things they may not know about each other. You'll tell them whom you want them to find and they'll walk around to find the person. When they find a person, they will shake hands and say their names. When they hear a signal from you, they will "freeze." By "freeze," you mean they will stand absolutely still and stop talking. Tell them what the signal will be (for example, ringing a little bell, turning off the lights, or simply saying "Freeze!"), and have them practice freezing in response to the signal.

•Now the game can begin. Ask the students to find someone who is wearing the same color as they are. Give them a short time (no more than 30 seconds) to walk around the room (or the rug) and find someone. Give the signal and wait till they all freeze. Ask, who found a person wearing the same color as you? Call on a child and ask, What color is it? Ask the child and person s/he found to please say their names.

•Repeat the process with other attributes. Keep the pace quick and involve as many children as possible in the group sharing. Make up your own "find-someone-who" items. Find someone who can sing a song.

Activity - Grades 2-5

- Give each student a recording sheet that you feel is most appropriate from the Attachment section.
- When they find a person, they will shake hands and say their names. They will write the person's name on the sheet of paper. They can do the sheet in any order.
- They'll need to find a different person for each item. When they hear a signal from you, they will "freeze."
- When they find someone, they write the person's name in the blank provided. They should also ask the person for more information. For example, if they find someone who plays a musical instrument, they should ask, What instrument? Ask them to find as many different people as possible. They must find a different person for each item.
- Ask students to return to their seats (or the rug) and sit down. Students share who they found and what they learned.
- For example, Sarah plays a musical instrument, and the instrument she plays is the flute. After each item, you might ask who else in the class the item applies to. For example, Does anyone else in the class play an instrument? If so, what do you play?

Discussion/Reflection

- How was this activity for you? What did you notice about yourself/others during this game?
- What's something that you learned about a member of our class? Why is it important that we learn about each other?
- What is something interesting that you learned about someone else in our class?
- Did you find you had anything interesting in common with anyone else? What was it?
- If you were making up questions for this game, what would you want to ask?

Find Someone Who...

Name _____

Date: _____

Is wearing the same color as you

Has an older brother or sister at home

Is wearing jewelry

Plays a musical instrument

Has visited another state

Has a pet

Has a birthday the same month as you

Speaks two or more languages

Is the oldest or the youngest in his or her family

Saw the same movie as you did recently

Knows how to cook something

Would rather read than watch TV sometimes

What Is “Good” Listening? PreK-1

Lesson Overview

Students are introduced to a series of class puppets who will help them develop social and emotional skills across the year. They will work to identify the elements of good listening.



Connection

In *Casey and Bella Go Green*, the dogs are eager to listen to Lenny the Iguana explain all about the KONG. They listen carefully to Lenny, so they can understand what the letters stand for (Do you remember?) and what the purpose of the K.O.N.C. is. This activity is going to help us think about what “Good Listening” is all about!

Materials

- Socks/Paper Bags/Pre-Made Puppets
- Chart Paper and Markers

Activity

- Say that the puppets will be helping us from time to time. You can name the puppets or you can involve the students in naming them.
- Using one of the puppets, talk to the class about listening.
- The puppet asks the students to listen to noises of animals or machines the puppet makes and repeat them back.



Activity (cont.)

- The puppet asks the students to guess what animal makes the noises.
- Then the puppet asks the students to make a noise and the puppet repeats it. If the puppet “sees” someone using good listening skills, the puppet can point out the student and mention the listening behavior. Continue as long as interest is high.

Discussion/Reflection

- What do good listeners look like?
- We were good listeners when the puppet was talking. Let’s think about what we did to be good listeners.
- What did our bodies look like?
- What did our mouths do?
- What did our eyes do? *Chart the ideas generated by the students with a visual graphic.*

What Is “Good” Listening? 2-5

Lesson Overview

Students will work to identify the elements of good listening by connecting with personal experiences when listening worked very well for them.



Connection

In *Casey and Bella Go Green*, the dogs are eager to listen and learn to Lenny the Iguana explain all about the K.O.N.C. They listen carefully to Lenny, so they can understand what the letters stand for (Do you remember?) and what the purpose of the K.O.N.C. is. This activity is going to help us think about what “Good Listening” is all about!

Activity

Can you think of a time you felt someone was really listening to you well? What was that like? How did it make you feel to have someone listen to you well? What are some signs that people give us with their bodies that show they are listening? What are things you might say to let someone know you are interested?

Develop the following list with the class and write it on chart paper. Checklist for Good Listening:

- a) Maintain eye contact.
- b) Express interest through your body language.
- c) Let the speaker finish. Don’t interrupt.
- d) Focus on the speaker.
- e) Don’t do other things while you’re listening.

Activity (cont.)

- Explain that students will be taking turns talking about a topic you will suggest.
- While one person talks, the listener’s job is to listen as well as possible. You will keep the time and give a signal when it is time for the speaker to stop talking.
- Model the activity with one of the students. Ask the student to tell you about something s/he likes to do outside of school. Model good listening and ask a few questions to get more information.
- Have the students work in pairs.
- Choose one of the following topics and have one person in each pair begin talking about the topic. Allow about a minute. Reverse roles so that the person who was listener becomes the speaker.
 - Something I like to do outside of school
 - A friend I like and why
 - Something that happened recently that I feel good about
 - A place I would like to visit

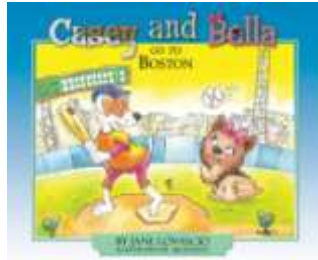
Discussion/Reflection

- How did your partner let you know he or she was listening?
- How did that feel?

Say that again?!

Lesson Overview

Students use the typical issues with the traditional game of “Telephone” to brainstorm ways to listen effectively and check for understanding. This helps provide students with strategies to tackle miscommunication.



Connection

In *Casey and Bella Go To Boston*, the delightful doggies are eager to listen and help out Tommy the Terrier. Careful listening is important in so many ways! Let's play an activity where listening carefully is the only way that everyone wins!

Activity

- First, play “Telephone” the usual way: Whisper a short sentence or the name of a color, animal, or food into the ear of the child next to you.
- That child will whisper it to the next person until it goes all the way around the circle.
- Chances are when it gets back around to you, the word or sentence will be completely different.

Activity (cont.)

- After telling the students what the original word or sentence was, ask if they can think of things they can do so that the word passes more accurately around the circle.
- Elicit such ideas as speaking clearly, asking the person to repeat it if you're not sure, repeating it back to the person to make sure you got it right, and following the guidelines for good listening above (body still, eyes on the speaker, mouths quiet).
- Now play the game again and see if the “telephone” transmits a more accurate message this time.

Discussion/Reflection

- What did you learn about listening from this activity?
- What can happen if we don't listen well?
- What can we do to make sure we've heard correctly?

Make Community Agreements

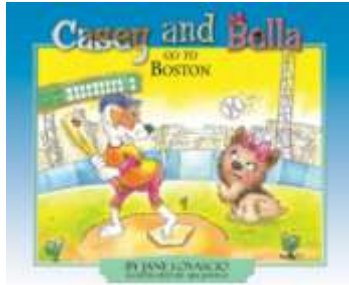
Lesson Overview

Students will think about agreements they want to make so that their classroom is safe and productive. They will contribute their ideas to creating “community agreements,” or rules.



Connection

In *Casey and Bella Go To Boston*, the delightful doggies are eager to listen and help out Tommy the Terrier. Careful listening is important in so many ways! Let’s play an activity where listening carefully is the only way that everyone wins!



Materials

- Chart Paper
- Markers

Activity

- Students are more likely to follow classroom rules if they’ve helped create them. Explain to the class that to do our best work together we need to have certain agreements, or rules. Rules are agreements we make to help us work well together.
- Give students a few minutes to speak with the student next to them about some ideas for classroom agreements:

What will make the classroom a safe place where everyone can do their best work?

Activity (cont.)

- Give students a chance to share ideas with the whole class. Write them down as the students say them.
- Elicit three or four key rules or practices that must be followed every day.

For example:

- One person speaks at a time. Listen to the speaker.
- Respect each other’s feelings. No put-downs.
- Respect each other’s bodies. No hitting or fighting.

Ask for suggestions of a simple picture you can draw that will remind students of the rules, such as an ear for listening. Ask students to go back to their seats and draw pictures of themselves following one of the class rules. These pictures can be displayed with the list of rules.

Discussion/Reflection

- What should we do to help each other remember the rules we have agreed on as a community?
- What can we do if we see someone making a wrong choice?
- How can we remember the rules we have agreed on? Where should we hang this chart?
- How often should we reflect/check-in on our progress with these rules? Let’s mark a check-in on our calendar.

Conflict Management



Think Differently

Lesson Overview

This activity generates lively discussions that develop students' higher order thinking skills. Further, it supports the idea that people, even friends, can have different opinions and it is important to respect the differing view of others.

Connection

In *Casey and Bella Go To Hollywood*, Sammy the Skunk believes that in order to be “cool”, he has to pretend to be something that he is not. He dresses up fancy, puts streaks of rainbow colors in his hair, and thinks that being famous is the best thing ever. By the end of the story, Sammy thinks differently about what *really* matters. Try this activity for thinking about your beliefs and opinions, and those of your friends.

Materials

- Three signs: “Strongly Agree,” “Strongly Disagree,” “Not Sure”. On the longest wall of your classroom, tape these signs equal lengths apart.
- Chart paper, markers, and tape for noting guidelines for speaking and listening

Activity

- Begin by asking, “What is an opinion?” Briefly explore the definition. Elicit from the students that it’s a strong belief that people have, sometimes based on fact and sometimes not.
- Tell students that when you give them a statement, you want those who strongly agree to stand on one side and those who strongly disagree should stand on the other side. Those whose opinion falls somewhere in between should range themselves across the room between the two extremes.

Activity (cont.)

- Stress that you are asking for opinions and that there are no right or wrong responses.
- Read the first of the following statements and have students find their places on the continuum.
 - Vanilla is the best flavor of ice cream.
 - When someone hits you, it’s best to hit back.
 - When you see someone being bullied, you should stay out of it.
- After the students find their place on the continuum, you can fold the line in half so those who “Strongly Agree” partner up with those who “Strongly Disagree” and discuss why they placed themselves where they did.
- Sometimes students might choose, after talking to their peers, that they change their mind about where they placed themselves. This is a great thing to highlight; when we really listen, we are open to possibly changing our minds and thinking deeply about the ideas of others.

Discussion/Reflection

- How did you decide where to stand in the room?
- How did it feel to take a stand?
- Were there any times it was harder for you to stand where you wanted to stand? Why?
- What did you notice about how people felt about these topics?
- Was there a time when you were standing in a different place from a friend of yours? When?

R-E-S-P-E-C-T

Lesson Overview

Many students throughout the country have identified disrespect, teasing, and bullying as serious problems in their schools. Obviously, students and teachers can't do their best work in an atmosphere of disrespect. We need to give students and adults tools for building a school community in which people support and respect each other.



Connection

In *Casey and Bella Go To Hollywood*, our furry friends meet Holly, a cocker spaniel who believes that certain dogs don't belong in her neighborhood unless they have a lot of money. Does that seem respectful? What is respect? Explore this activity to discuss what you and your friends believe about respecting yourself, and others.

Materials

- Chart paper, markers, and tape

Activity

- In this activity we explore the meaning of respect. We all want to be treated with respect, but what does respect mean exactly?
 - What does “respect” look-like and feel like?
 - Does it look different with different people and in different situations?
 - When is it easy to treat others with respect? When is it difficult?

Activity (cont.)

- Those are some of the questions we address in this activity and the next. We'll begin by creating webs for “respect” and “disrespect.”
- Tape a piece of chart paper to the wall and write the word “Respect” in the middle of it.
- Ask students to share their free associations with the word “respect” and chart their responses.
- Continue for a few minutes while interest remains high.
- When you have a good number of words that students associate with respect, draw lines from “respect” to the words, creating a web. Ask the students if they want to make any comments or observations about the web.
- Repeat this activity for the word “Disrespect.”

Discussion/Reflection

- How did you decide where to stand in the room?
- How did it feel to take a stand?
- Were there any times it was harder for you to stand where you wanted to stand? Why?
- What did you notice about how people felt about these topics?
- Was there a time when you were standing in a different place from a friend of yours? When?

Resolving Conflicts Peacefully PreK-2

Lesson Overview

This activity will help students learn fair methods for settling conflicts and to practice these methods in the classroom.

Connection

In *Casey and Bella Go To New York City*, they meet Lance the Chihuahua who doesn't want to share "his" neighborhood with anyone else! This is called a conflict. Let's explore the different ways of solving conflicts that we have with others, peacefully, just like Casey and Bella did.

Activity

- Explain that a conflict is when two or more people cannot agree on something. Ask for volunteers to give examples of when they didn't agree with someone.
- Explain the benefits of settling conflicts quickly and fairly: "From time to time we all have conflicts. We can't always be the first one in line, play with our first choice of toy, or watch a certain program on TV if someone else wants to watch a different show. Sometimes so much time is spent fighting that none of us are able to do what we want."
- Ask, "When the conflict is settled in a way that isn't fair, how do people feel?" Discuss the fact that one person may feel pretty good, while the other may feel pretty bad.
- Explain that today they are going to talk about some ways to settle conflicts fairly. "When you and your friend both want to play with the same toy, how can you solve this conflict fairly?"

Activity (cont.)

- Write down their ideas and discuss the fairness of each. Then discuss as many of the following methods as the children's concentration will allow.
- Chance - "To solve a conflict, you can flip a coin or play the 'rock, paper, scissors' game. Demonstrate how to play this game and have children practice.
- Taking turns - "Suppose you and your friend want to play with the same truck. To solve the conflict fairly, your friend could play with the truck first and then you could play with it." Tell children that they can use a timer to be fair.
- Apologizing - "Sometimes we accidentally bump into another child or do something else where we hurt someone, but not on purpose. This kind of conflict can be solved by saying, 'I'm sorry.'"
- Sharing - Explain what sharing is and have the children give examples of times a conflict could be solved by sharing.

Discussion/Reflection

- Have the children brainstorm some examples of conflict. Then have them practice solving them with the methods above.

Resolving Conflicts Peacefully 3-5

Lesson Overview

This activity will help students learn fair methods for settling conflicts and to practice these methods in the classroom.

Connection

In *Casey and Bella Go To New York City*, they meet Lance the Chihuahua who doesn't want to share "his" neighborhood with anyone else! This is called a conflict. Let's explore the different ways of solving conflicts that we have with others, peacefully, just like Casey and Bella did.

Materials

- Popsicle sticks, glue, aluminum foil, construction paper, scissors, straws

Activity

- Ask the children to give examples of when they need to cooperate--work together--with others. Accept a variety of answers, and stress that almost every job requires working with others.
- Explain that cooperating involves a number of things, like being patient and accepting differences. Ask the children for other characteristics (communication, compromise). Explain that they are going to need to use these skills for the following activity.

Activity (cont.)

- Have the children work in pairs. Each pair receives the same amount of materials--50 popsicle sticks, glue, one 2" X 2" square of aluminum foil, one 8 1/2" x 11" piece of construction paper, one pair of scissors, and two straws.
- Ask the children to make some kind of creation with the materials. (They don't have to use all of the materials.) Anything is acceptable, as long as each person in the pair contributes to the creativity.
- Allow 30 minutes for this part of the activity. Have children walk around and look at the others' creations.

Discussion/Reflection

- Back in the large group, discuss what compromise or discussions and skills were required during the activity:
- Did you get angry or frustrated with your partner while doing this?
- Did you like the way your project turned out?
- What kind of voice did you use to tell your partner what to do?
- What would you do differently next time?

The HEART Story

Lesson Overview

This activity, which can be adapted for children from Kindergarten through 5th grade encourages students to consider the effect of “put-downs” and to think about how to express “put-ups.”



Connection

In *Casey and Bella Go To New York City*, our favorite furry friends meet Muffy the poodle. She insults Casey and Bella by asking them to move away from her or she might catch fleas from them! Using a put-down and making fun of someone else might seem like a joke – but it can really be hurtful. Listen to the HEART story and think about the damage putting someone down can *really* cause.

Materials

- Make two hearts from construction paper

Activity

- Explain that a put-down is a negative comment about a person. Elicit examples of put-downs from the story or from life (but don't write them down so as not to reinforce them).
- Ask the children what they think a put-up is. Elicit examples of put-ups. Make a chart of put-ups. Explain that in our classroom, put-downs are not allowed. Put-ups are welcome.
- When you and the students hear people using put-ups, you can acknowledge them and add them to the chart.
- Explain that our feelings and our classroom community are greatly affected by how we talk to each other. This exercise illustrates the effects of put-downs.

Activity (cont.)

- Tape one of the hearts to your chest.
- Tell the children a story like the one in the sample attachment, tailored to their age and experience.
- Each time the child in the story experiences a put-down, rip off a piece of the heart and let it fall to the floor. By the end of the story, the heart will be in pieces.
- Discuss: How is _____ feeling?
Have you ever had a day like this?

Now tape the second heart on your chest.

- Retell the story with the children supplying put-ups instead of put-downs.
- When the child receives put-ups, color in the heart with crayons or markers of various colors.

A variation on this activity is to tell part 2 of this story using put-ups.

- Each time a put-up is stated in the story, students tape a broken piece back onto the heart. Putting the broken pieces of the heart back together is challenging.
- Highlight the BIG IDEA for students that while people can apologize or hear positive things to make a situation better, the heart is never quite the same after being hurt.

Discussion/Reflection

- What does this exercise suggest for how our words affect others?

Sample Heart Story

Jane* had not slept well, and when her father called, she didn't get up. A few minutes later, her father shouted, "Get up, lazybones!"

When Jane went into the kitchen for breakfast, her brother was just pouring the last of the cereal into his bowl. "That's what you get for oversleeping," he teased.

Jane dressed in a new combination she thought looked cool, but when her sister saw her, she laughed. "That looks stupid," she said.

Jane changed clothes, grabbed her book bag, and ran out the door to school. She decided to take a short cut. "Hey, what are you doing around this block?" some boy called to her. "We don't like your type around here."

"You're late!" the teacher said when she came into her classroom. He wrote her name on the board. Later, the teacher asked her to read aloud. When she said one of the words wrong, some of the kids laughed.

At lunch, when Jane went to sit down with some girls, they said, "No room here. You'll have to sit over there."

On the way home from school, Jane was running along and tripped over a crack in the pavement. She went sprawling down on the street and ripped a hole in her pants. When her mother saw Jane, she saw the hole before she saw the rest of her. "You ruined your pants," she said. "I can't keep you in decent clothes!"

* Substitute a name for Jane that is not the name of anyone in your class.

Lesson Overview

Win-Win Scenarios K-2

When conflicts arise, students need support in understanding the multiple ways a solution can be reached in order to create a “win-win” scenario where all the people involved feel a sense of resolution and peace.



Connection



In *Casey and Bella Go to Hollywood*, the delightful dogs meet Harry, a porcupine. Casey and Bella want to walk the red carpet, but Harry the porcupine is in their way. They are nervous, because he has sharp quills. Harry just wants to make friends. Remember how they found a way to both get what they wanted? That’s called a Win-Win scenario! When we have conflicts, it’s important to think about a way to solve the problem, so everyone feels like a winner!

Activity

Have two or three students enact a realistic conflict situation in front of the class. Lunch, Recess, Gym, and group work scenarios often yield good ideas.

- For example, one scenario could involve games at recess: The boys want to play basketball and do not want the girls to play.
- Encourage the students in the role-play to show with their bodies and voices what would happen.
- You may want to prompt them with setting up the scene, such as, "the boys have been playing basketball every day, but the girls are feeling left out. One day the girls decide to try to play."

Activity (cont.)

	Group A gets what they want	Group A does NOT get what they want
Group B gets what they want	WIN-WIN	WIN-LOSE
Group B does NOT get what they want	LOSE-WIN	LOSE-LOSE

- After the students role-play the situation, solicit from the students what would happen if the boys won and the girls lost? And what would happen if the boys lost and the girls won? How might both sides lose? How might both sides win?
- Try to encourage multiple solutions, such as: The boys and girls could take turns each day. Or they could split the court. Or both girls and boys could play on equally divided teams.
- Explain that these solutions allow both parties to get what they want without feeling sad and disappointed. Have the students role-play the various outcomes. Ask, did the characters get what they wanted? How are they feeling?
- Once the activity has been introduced and the chart created, you can use this exercise to brainstorm ideas for preventing predictable problems.
- When using real problems, it is important to not use the actual children involved in the problem to role-play. Having neutral children involved in the role-play will help to prevent the situation from becoming too heated. You can also give the children character names and/or use puppets to help students’ distance themselves from the actual problem.

Discussion/Reflection

- Consider creating a box in the classroom designated as the "win/win" box. Explain to the children that this is where they can put their concerns and together the classroom will try to find the win/win solutions. Pull applicable role-play ideas from the box and use the format above to try to solve them.

Win-Win Scenarios 3-5

Lesson Overview

When conflicts arise, students need support in understanding the multiple ways a solution can be reached in order to create a “win-win” scenario where all the people involved feel a sense of resolution and peace.



Connection

In *Casey and Bella Go to Hollywood*, the delightful dogs meet Harry, a porcupine. Casey and Bella want to walk the red carpet, but Harry the porcupine is in their way. They are nervous, because he has sharp quills. Harry just wants to make friends. Remember how they found a way to both get what they wanted? That’s called a Win-Win scenario! When we have conflicts, it’s important to think about a way to solve the problem, so everyone feels like a winner!

Activity

Role-play the following situation with another adult, a student, or with puppets. Freeze the action where the argument is heating up.

- Claire has a big test coming up, and has just settled down to study. Amy, her younger sister, comes home from school, turns on the stereo, and starts dancing. Claire gets up and orders Amy to turn off the stereo. Amy protests, saying she never gets to have fun, and turns the stereo up.

- Ask the class to describe what's going on. What does Claire need? What does Amy need? If Claire won, what would she get? How would she feel? If Amy won, what would she get? How would she feel?

Activity (cont.)

- Show students the following diagram of ways the conflict could come out:

	Amy gets what she needs	Amy does NOT get what she needs
Claire gets what she needs	WIN-WIN	WIN-LOSE
Claire does NOT get what she needs	LOSE-WIN	LOSE-LOSE

- Ask for ideas about how this conflict might come out. Have two students role-play one of the endings that is suggested. The two can be the student who suggested the ending (if s/he wants to do it) and a volunteer or two volunteers that you choose. Discuss where the ending is located on the chart. Does Amy get what she wants? Does Claire? Then what kind of an ending is that?

- Continue with other endings. Role-play at least one ending for each category.

- When the students have arrived at a win-win ending to role-play, spend some time drawing out as many win-win solutions as they can come up with. Go for quantity. Point out that most conflicts have many win-win solutions depending on what is acceptable to both parties.

Discussion/Reflection

- What are some feelings you had about today's lesson?

- What are some reasons why you feel that way?

- Who is someone you'd like to work out a win-win solution

Conflict Escalator

Lesson Overview

The “conflict escalator” is a useful idea for understanding conflict situations. The activity suggests a way to introduce the concept to very young children (kindergarten or first grade), but can also be used with older students successfully.



Connection

In *Casey and Bella Go to Boston*, the characters get into a conflict with a cheating card-playing rat named Ralphy. Casey and Bella have different ways they could handle the conflict, but they choose a solution that helps them bring the conflict down – instead of making it worse. Today we’re going to think about conflicts and problems, and how we can help make them better – not worse.

Activity

- Ask students if they know what an escalator is. Have they ever ridden on one? Where have they seen escalators? Why do they think people invented escalators? What do escalators do?
- Elicit that escalators can take us up, and escalators can take us down. And escalators make it easy for us to go up and down.
- Draw a diagram of an escalator on the chalkboard.
- When a conflict starts small and then people do things that make them angrier and angrier, we say they are “going up the conflict escalator.” If they gradually calm down, we say that they are “going down the conflict escalator.”

Activity (cont.)

- Use puppets to act out the dialogue on the attachment page between two children in the block area.
 - Daisy:** Move over! You're making your building too close to mine.
 - Joseph:** It's a free country. I'll build where I want to.
 - Daisy:** Oh yeah? You build there and I'll knock it down.
 - Joseph:** Oh yeah? Then I'll knock you down, stupid!
 - Daisy:** Who are you calling stupid? [She pushes Joseph, who pushes back.]
- Are they going up or down the conflict escalator?
- What suggestions do you have so that Daisy and Joseph can go down the conflict escalator and work out their problem?

Discussion/Reflection

- Have you ever gone up the conflict escalator?
- When? What happened?
- Have you ever gone down the conflict escalator?
- Did someone help you or did you do it yourself?
- What does this exercise suggest for our classroom?

I-Messages

Lesson Overview

This is a strategy that is sometimes useful in dealing with problems that come up with friends and family, people who are likely to care about our feelings.



Connection

In *Casey and Bella Go to Boston*, Casey, Bella, and their tour guide Donny meet Tommy the Terrier. Tommy was being teased and got his glasses broken by a bullying bullfrog. Tommy didn't know how to stick up for himself, or how to say how the teasing was making him feel. We're going to use this activity to learn a special type of message called an I-Message. It can help you find the words to say how someone's actions are making you feel.

Activity

- Begin by writing "I-message" on the board. Explain that today the students will learn what an I-message is and how to construct one.
- An I-message is a way to be strong without being mean (that is, assertive) when you are angry or upset or disappointed with something another person has done. The formula for an I-message is as follows:
 - I feel _____ (say your feeling)
 - when you _____ (describe the action)
 - because _____ (say why the action connects to your feeling)

Activity (cont.)

- The "I-message" is different from a "You-message." In a "You-message," you attack the other person, make judgments about him or her, sometimes even call the person names.
- For example, say the class is picking partners for an activity. You pick John, who wants to work with his best friend instead of with you. He lets you know by pouting and mumbling, "aaw!" You say, "You want to work with him? Fine! You're too stupid to work with me, anyway!"
- Ask the class: How do you think John might feel about being called stupid? Will he be more or less likely to choose you as a partner in the future?
- In this situation, what would an "I-message" be? Elicit possible "I-messages" from the students. (For example: "I feel disappointed when you always want to work with your best friend because I never get to spend time with you.")
- I-Messages can also be used to express positive feelings. (For example, "I'm excited that you are coming because we always have so much fun on your visits.") Encourage your students to share other examples.

Discussion/Reflection

- What do you think about I-messages and You-messages?
- Can you see using an I-message the next time you feel upset and think of calling somebody a name? Why? Why not?

The Assertiveness Line: Be Strong, Be Mean, or Give In?

Lesson Overview

Once your students become skillful with using I-Messages, you might explore with them what it means to "be strong," "be mean," or "give in."



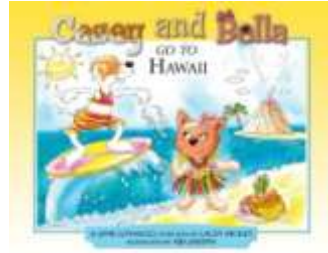
Connection

In *Casey and Bella Go to Hawaii*, Casey and Bella have different ideas about what to do first. "Let's go surfing" declared Casey. "But I want to hula dance" Bella replies. What should the characters do? This activity will help us think about something called the Assertiveness Line. When we have a conflict, we have lots of options on how to respond.

Activity

After briefly discussing what they know of these words, share with them these definitions:

- Strong = being nice and respecting the other person while standing up firmly for yourself.
- Mean = doing something to hurt another person (their body or their feelings) or using force or threats to make somebody do something they don't want to do.
- Giving in = going along with what someone wants you to do even though you'd rather do something else.
- Elicit examples of each of the behaviors for the children.



Activity (cont.)

- You may also use the words assertive, aggressive, and submissive depending on age-appropriateness.
- Practice the assertiveness line with other situations that the students encounter daily. Encourage them to discover ways of being strong without being mean.
- Continue the routine with situations that your class is currently struggling with. Here are some examples of times when it might be helpful to be "strong" or assertive:
 - A friend borrows your game and returns it to you with pieces missing.
 - You share something with a friend on the condition that the friend not tell anyone else your secret. Soon, everyone in your class knows about it.

Discussion/Reflection

- You feel your parents blame you unfairly for things your brother does.
- How might we use the Assertiveness Line when we have a conflict with someone?
- Can you think of a time when knowing these three options (being strong, mean, or giving in) would have made the conflict better?
- How might you help a friend see the options they have when they are trying to solve a conflict?

ABCDE Strategy

Lesson Overview

The ABCDE approach, developed by William Kreidler, can be used as a regular method for addressing conflicts and issues in the classroom.



Connection

In *Casey and Bella Go to Hawaii*, Casey and Bella have different ideas about what to do first. “Let’s go surfing” declared Casey. “But I want to hula dance” Bella replies. What should the characters do? This activity will help us think about something called the Assertiveness Line. When we have a conflict, we have lots of options on how to respond.

Activity

- Ask the class to brainstorm a list of problems or conflicts that they are currently struggling with.
- Guide the students through choosing a problem from the list that involves the most people.
- Then, address the problem/conflict as follows:

Ask:

- What’s the problem?
- Give students a chance to talk about the problem and how it affects them.

Activity (cont.)

Brainstorm solutions: The guidelines for brainstorming are:

- Set a time limit (3-5 minutes)
- Share LOTS of ideas
- Record them on a chart or white board
- Don’t discuss or judge any idea
- The ideas don’t need to be realistic – even a “silly” idea can lead to a creative solution

Choose One:

- Discuss the ideas. Talk about the consequences of trying out various ideas.
- Ask: Which have the best chance of working to solve the problem?

Do It!

- The only way you’ll know for sure if it’s a good idea is to try it.
- Set a time limit. It should be long enough to give the idea a good trial, short enough to limit the damage if the idea doesn’t work.

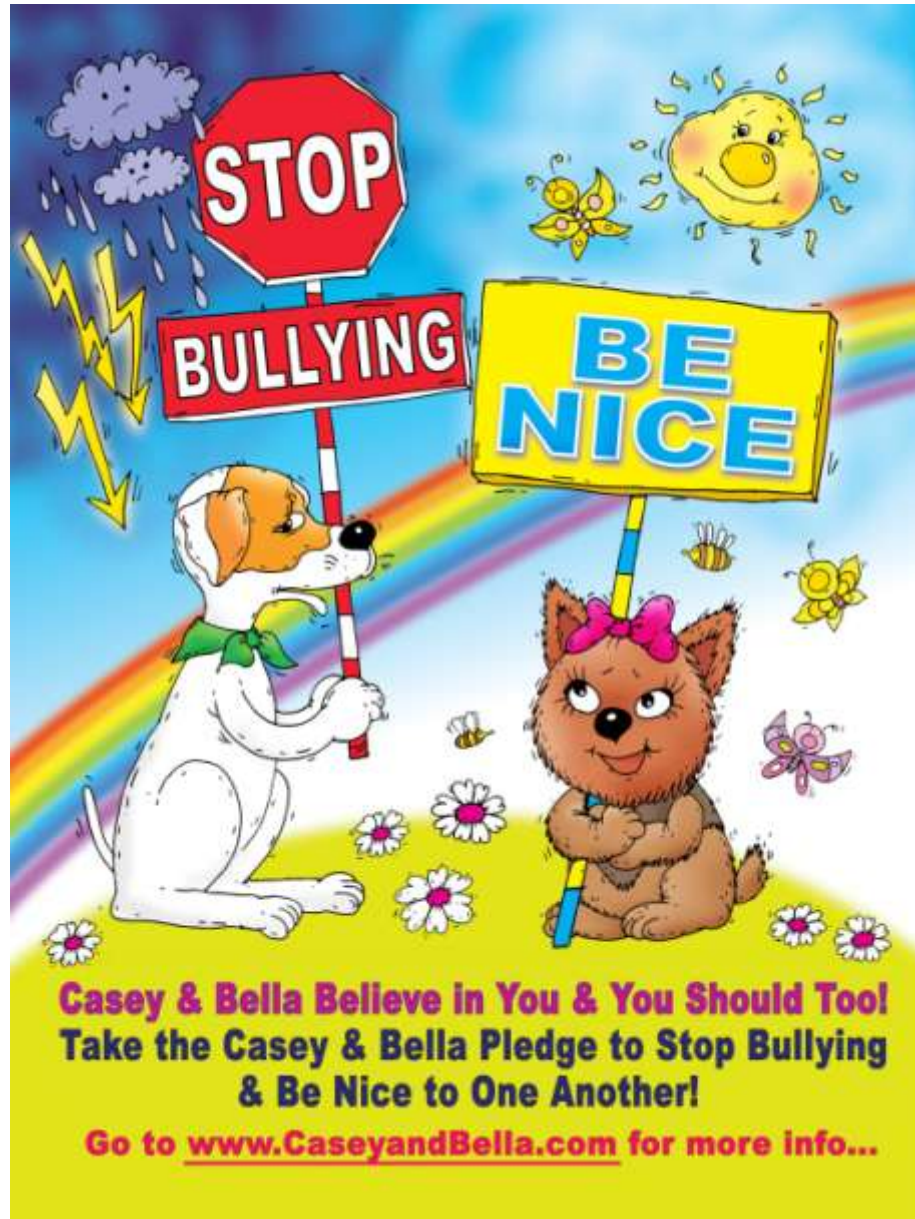
Evaluate:

- When the time is up, meet to discuss how effective the idea was in addressing the problem/conflict.
- In some cases, you may need to explore the idea and change it a little to make it fully effective.
- In other cases, you may have to go back to your list of possible solutions and try another one.
- If the idea worked, congratulations!

Discussion/Reflection

- How might we use this strategy in our classroom?
In the outside world? At home?
- When might we use this strategy?

Anti Bullying Activities



Bullying vs. Conflict

Lesson Overview

It is important for students to understand the difference between acts of bullying, and other instances of conflict. This activity supports students in making this distinction.



Connection

In *Casey and Bella Go Hollywood*, our friendly pups meet Harry, the porcupine. Harry tells Casey and Bella, “Some say I’m weird because of my quills. I have no friends and I’m feared.” Does this mean Harry is being bullied? What is bullying? Is this different from making fun of someone or having a disagreement? This activity will help us think about the bullying versus other types of conflicts.

Activity

- Did someone say or do something to you that made you feel bad or afraid?
- Has it happened more than once?
- Are the bigger, older, or in some way more powerful than you are?
- Are you playing sick in the morning so you don’t have to go to school and face the person/people?
- Do you walk home another way or try to avoid the bus so no one will bother you?
- Does someone take things from you or make you give them stuff?
- Does someone say mean things about you or tell other kids not to play or hang out with you?
- Does someone call you names?

Activity (cont.)

- Students work together in small groups to show an example of Bullying on one side poster. On the other side, they illustrate an example of something that is **not** bullying. Example:
 - Bullying: The students sketch a large child taking money from a smaller, frightened child.
 - Not Bullying: The students sketch two children of the same size on the playground fighting over who gets the next turn on the slide.
- Share the posters. *Why is it important to know the difference between bullying and not bullying? What should we do if we think we are being bullied?*

Discussion/Reflection

- Talking to an adult about instances of bullying can be difficult. As a class, brainstorm a list of adults that children can go to when they need to explain an instance of bullying.
 - Teacher (which one would you talk to?)
 - School guidance counselor
 - Cafeteria or Playground Aide
 - Principal
 - Bus Driver
- Students can then work in partnerships/small groups to create a short scene where a child is approaching an adult and having a difficult conversation about one of the items on the list of concerns.
 - What would/could/should the child say?
 - How would/could/should the adult respond?

Types of Bullying

Lesson Overview

There are different types of bullying that can take place with students both in and out of school. Students need to understand the types of bullying, and what to do should they experience or witness a type of bullying.



Connection

In *Casey and Bella Face Their First Bully*, Casey and Bella face many types of bullying in their community. Unfortunately, bullying can take many forms and does not only have to involve pushing or hurting someone with your body. Let's think about the types of bullying and how we can figure out if a situation is bullying, or not.

Activity

- Bullying happens when someone hurts or scares another person on purpose. The person being bullied has a hard time defending him or herself. Usually bullying happens over and over.
- Sometimes bullying is easy to notice, such as with hitting or name-calling. Other times it's hard to see, such as with leaving a person out or saying mean things behind someone's back. Both boys and girls bully, and both boys and girls get bullied. Bullying is not fair, and it hurts.

Activity (cont.)

- In this activity, students work in small groups to create a Public Service Poster, or Public Service 60 second commercial, if technology permits.
- Their project will identify one of the types of bullying and illustrate a visual example of that type of bullying. Students will work together to discuss appropriate words and phrases to put on the poster.

Explain the 3 types of bullying to students:

Cyber bullying - Includes harassing e-mails, instant messages and text messages, as well as intimidating or threatening websites, blogs, or posts

Physical Bullying- Includes hitting, punching, kicking, and other types of physical harm, as well as destruction of a child's property

Verbal Bullying - Includes teasing, name-calling, taunting and racial slurs, as well as spreading gossip or malicious rumors

Discussion/Reflection

- What should we do if we *think* we are experiencing bullying?
- What can we do if we *know* a friend is being bullied?

Dealing With a Bully PreK-1

Lesson Overview

Children work together during this activity to brainstorm ways that other students/puppets deal with a bully.



Connection

In *Casey and Bella Face Their First Bully*, Roscoe, the new Doberman who moves in next door, is bigger and stronger than Casey and Bella. He makes them feel bad and nervous to be around him. Thankfully, Opee, the helpful Owl, teacher Casey and Bella how to handle bullies like Roscoe. Now it's our turn to think about dealing with a bully.

Activity

- Write the word “bully” on the board. What’s a bully?
- Elicit that a bully is a person who threatens other people (usually smaller than himself), sometimes hurting them and forcing them to do things they don’t want to do.
- Explain that the puppets are now going to act out a situation with a bully, and then the class is going to figure out how to deal with the situation.
- Sometimes the best way to come up with a good idea is for a whole group to think about the problem and brainstorm solutions. As they say, two (or more!) heads are better than one.

Activity (cont.)

Example: Juan and Tyrone, first graders, are talking in a corner of the school playground about a fifth-grader named Robert.

Juan: I hate Robert!

Tyrone: Yeah, he’s really mean!

Juan: I just had to give him my candy. He said he’d beat me up after school if I didn’t.

Tyrone: I know. Yesterday he told me he’d get me on the way home if I didn’t give him my cookies from lunch. He thinks he’s big and bad because he’s in the fifth grade.

Juan: Yeah, and I don’t like the way he bosses us around. Remember last week when we were in line at the water fountain and he cut right in front of us and pushed us out of the way?

- Freeze the action at this point. What’s going on here?
- After the students describe the situation, suggest they brainstorm ways Juan and Tyrone could deal with the problem of Robert, the bully.

Discussion/Reflection

- Have you ever had an experience with a bully?
- What do you think of the ideas the class came up with?
- Could you see using any of them to deal with a real-life bully?

Dealing With a Bully 2-5

Lesson Overview

Dealing with a bully can be complicated and scary. It is important that we explicitly teach students options for what to do, and not do, when encountering a situation with a bully.



Connection

In *Casey and Bella Face Their First Bully*, Roscoe, the new Doberman who moves in next door, is bigger and stronger than Casey and Bella. He makes them feel bad and nervous to be around him. Thankfully, Opee, the helpful Owl, teacher Casey and Bella how to handle bullies like Roscoe. Now it's our turn to think about dealing with a bully.

Activity

Ways to Deal with Bullies

- Don't react. Try acting like the bully does not bother you. Bullies like it when you get mad or upset. (This is hard and may take some practice)
- Steer clear of the bully
- Try ignoring; you can walk away, or not say anything
- Stay close to people who are not bullies. Safety in numbers!
- Tell the bully to stop in a firm voice.

Activity (cont.)

What NOT to do if you are bullied. Don't:

- Fight. You will get in trouble and you might get hurt.
- Do nothing. You need a plan, and you need some help, so TELL someone.
- Skip school. This problem is not going away.
- Hurt yourself. This is NOT your fault.
- Students work together to create a poster that illustrates a way to deal with a bully, or what **not** to do when dealing with a bully.
- On their poster, they should include:
 - An illustration
 - An explanation of the suggestion
 - A tip to a child on what to do/where to get help

Discussion/Reflection

- Have you ever had an experience with a bully?
- What do you think of the ideas the class came up with?
- Could you see using any of them to deal with a real-life bully?

Quick Thinking: Stand Up for Unfairness

Lesson Overview

Standing by and witnessing an act of bullying is a difficult position for students to be placed in. Do they get involved? How can they help? This activity helps students discuss and navigate these tricky situations.



Connection

In *Casey and Bella Face Their First Bully*, Casey and Bella watch while some dogs are making fun of a cell phone picture of Pearl, their cat friend who has no hair. The doggies decide not to stand by while their friend is being mistreated and instead address the situation. What choices do you have if you witness bullying? Let's think about it together.

Activity

- Describe a problematic situation, like the ones suggested, to the class.
- Give the students, working in pairs or small groups, a couple of minutes to discuss the situation and come up with an idea for addressing the situation.
- When time is up, have each pair discuss their idea with the group.
- The aim is to generate lots of ideas and get students thinking – not necessarily to come up with the “best” approach.
- Explain that the students will generate ideas for stopping people from treating each other unfairly.

Activity (cont.)

Here are some possible situations that you might suggest for “quick thinking”:

- A group of boys is playing kickball. A girl asks to play and is told, “No! Girls aren’t any good at kickball!”
- A boy is being teased because his hair is long. Other kids are teasing him and saying, “He looks like a girl.”
- Two girls are close friends and the other kids start to tease them, saying, “You’re gay.”
- A boy, who likes to read during recess and participates a lot in class, is teased by others who say, “You’re a nerd!”
- A new girl, who just emigrated from a different country, brings lunch from home that is different from everyone else’s lunch. The other kids tease her.

Discussion/Reflection

- What is one thing you learned in today’s workshop?
- Can you see yourself using some of the ideas you came up with in “Quick Thinking”?

Coping Strategies

Lesson Overview

Understanding coping strategies for dealing with difficult feelings is extremely beneficial for students. It can help a student who is being bullied, as well as support a child who might turn bullying when they are feeling powerless in another situation that is causing them stress.



Connection

In *Casey and Bella Face Their First Bully*, many of the characters have to deal with difficult situations that make them feel bad. Coping with sadness and anger can be tricky. There are lots of ways that people try to cope.

Activity

- Write the word “cope” on the board and ask students to define it (*to handle something successfully*).
- When strong feelings come up, we all have ways we try to cope with them.
- Some of our approaches, or coping strategies, are successful; others are not.
- Have the following terms written out on a piece of chart paper:
 - Positive coping strategy
 - Negative coping strategy
 - Neutral coping strategy
 - Time-out strategy
 -
- Have students work in small groups to generate a list of 10-15 things they find themselves doing to cope with being angry, frustrated, sad, etc.

Activity (cont.)

After students have generated the list, ask students to categorize their ideas based on whether the strategy is positive, negative, neutral, or a time-out. (In some cases, an action may be either positive or negative depending on the circumstances).

Positive Coping Strategy: helps you feel better about yourself and the situation, is respectful of you, others, and property. Helps you to solve the problem.

Negative Coping Strategy: Might be hurtful to yourself or others, or property, does not solve the problem, may create additional problems

Neutral Coping Strategy: This is a strategy that is neither helpful, nor harmful

Time-Out Strategy: This helps you calm down. Usually, you use this along with a positive coping strategy to solve the problem.

Materials

- Coping Strategies Handout (see next page)
- Chart paper and markers for each group

Discussion/Reflection

- What is one thing you learned in today’s workshop?
- Can you see yourself using some of the ideas you came up with from your groups’ list of strategies?

Common Core Standards for Speaking and Listening K-5



Kindergarten

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **(SL.K.1)**
 - a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **(SL.K.1 a)**
 - b) Continue a conversation through multiple exchanges. **(SL.K.1 b)**
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **(SL.K.2)**
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **(SL.K.3)**

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **(SL.K.4)**
5. Add drawings or other visual displays to descriptions as desired to provide additional detail. **(SL.K.5)**
6. Speak audibly and express thoughts, feelings, and ideas clearly. **(SL.K.6)**

First Grade

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade a topics and texts with peers and adults in small and larger groups. **(SL.1.1)**
 1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). **(SL. 1. 1 a)**
 2. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. **(SL.1.1 b)**
 3. Ask questions to clear up any confusion about the topics and texts under discussion. **(SL. 1. 1 c)**
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **(SL. 1.2)**
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **(SL.1.3)**

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **(SL. 1.4)**
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **(SL. 1.5)**
6. Produce complete sentences when appropriate to task and situation. **(SL. 1.6)**

Second Grade

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. **(SL.2.1)**
 - a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). **(SL.2.1 a)**
 - b) Build on others' talk in conversations by linking their comments to the remarks of others. **(SL.2.1 b)**
 - c) Ask for clarification and further explanation as needed about the topics and texts under discussion. **(SL.2.1 c)**
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. **(SL.2.3)**

Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **(SL.2.4)**
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. **(SL.2.5)**
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **(SL.2.6)**

Third Grade

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. **(SL.3.1)**
 - a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **(SL.3.1 a)**
 - b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). **(SL.3.1 b)**
 - c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **(SL.3.c)**
 - d) Explain their own ideas and understanding in light of the discussion. **(SL.3.d)**
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **(SL.3.2)**
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **(SL.3.3)**

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **(SL.3.4)**
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **(SL.3.5)**
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **(SL.3.6)**

Fourth Grade

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. **(SL.4.1)**
 - a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **(SL.4.1 a)**
 - b) Follow agreed-upon rules for discussions and carry out assigned roles. **(SL.4.1 b)**
 - c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. **(SL.4.1 c)**
 - d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **(SL.4.1 d)**
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **(SL.4.2)**
3. Identify the reasons and evidence a speaker provides to support particular points. **(SL.4.3)**

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **(SL.4.4)**
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **(SL.4.5)**
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. **(SL.4.6)**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. **(SL.5.1)**
 - a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **(SL.5.1 a)**
 - b) Follow agreed-upon rules for discussions and carry out assigned roles. **(SL.5.1 b)**
 - c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. **(SL.5.1 c)**
 - d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **(SL.5.1 d)**
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **(SL.5.2)**
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **(SL.5.3)**

Presentation of Knowledge and Ideas

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **(SL.5.4)**
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. **(SL.5.5)**
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. **(SL.5.6)**

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