



K-5 Curriculum: Bullying and Cyberbullying Prevention

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Significant portions of the second grade lessons were written by Meghan McCoy, M.Ed., at Bridgewater State University.

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About This Curriculum

The goal of this curriculum is to educate children in grades K-5 about bullying and cyberbullying, raise their awareness about how these behaviors impact children, help children identify the adults in the school they can feel safe to go to for help and support, and help children develop additional strategies to deal with all aspects of bullying. It utilizes both Teacher-As-Educator and Peer Learning Models. Interactions between grades, intended to dispel stereotypes and promote social pressures to model appropriate behaviors, occur in the curriculum in kindergarten, first grade, fourth grade, and fifth grade. The curriculum also teaches about bystander behaviors and how these can unwittingly contribute to bullying in school and how online bullying feels and can lead to more problems in school as well. Bullying and cyberbullying are not treated separately or even as though they are significantly different. In fact, one of the goals of the curriculum is to underscore the idea that positive social behavior is important in *all* realms – online and offline.

Challenges this Curriculum Addresses

1. Lack of knowledge about bullying and cyberbullying
2. Secrecy and shame surrounding all types of peer abuse
3. Inadvertent and overt peer support for bullying behaviors
4. Lack of understanding about the protective role of friendships
5. Overuse of the terms “bullying” and “cyberbullying” (i.e., referring to all or most behavioral conflicts as “bullying”)
6. Commonly-accepted myths, especially about online interactions (e.g., “It’s no big deal if it’s just on the computer”)

This document contains the following:

1. Ten lessons for each grade: K, 1, 2, 3, 4, 5
 - a. Most lessons are designed to be taught by the classroom teacher. They *may* be taught by others (e.g., counseling or psychological staff) but the teacher should absolutely be present during the lessons.
 - b. Some lessons involve interactions between older and younger classes of students.
 - c. Lessons are timed to take between 25 minutes to 1.5 hours, depending upon the age of students and the length of discussion engaged in by students and permitted by the classroom teacher.
2. Each Lesson Plan has instructions & talking points for teachers. A basic level of understanding about bullying is presumed but highly developed expertise is not necessary.
3. PowerPoint slides, cartoons, and internet exercises accompany some Lessons.

Methodology and Approaches Utilized in this Curriculum

Discussion and Opinions. In several places, the Curriculum encourages children to discuss their thoughts about bullying and cyberbullying. The purpose of these discussions is not so much to convey specific points of knowledge as it is to reduce the secrecy surrounding abusive behaviors and to encourage children to recognize the similarity between their own experiences and those of their peers.

Learning From Older Peers. In addition to conventional adult-led lessons, this Curriculum takes advantage of children’s developmentally appropriate interest in learning from slightly older peers. The purpose is to promote positive anti-bullying modeling by older students and positive social relationships between children of different ages (which in turn promotes a positive social climate).

Emphasis on the emotional impact of bullying and cyberbullying on targets, bystanders *and* eggers, the purpose of which is to make any justification and minimization of bullying and cyberbullying more difficult.

Emphasis on bystander undermining of bullying, rather than on active confrontation. In the abstract, children endorse the position that bystanders should take aggressive action by confronting bullies. However, research has found that in real situations, children who witness bullying *very rarely* feel able to directly take any action, such as confronting a bully or openly siding with a victim. (The same, incidentally, is true of adults.) Thus, urging children to take direct action may not only be futile but may actually reinforce children’s perceptions that adults “don’t get it.” For this reason, this Curriculum teaches children to *undermine* the position of bullies by refusing to be an audience of bystanders and by alerting adults. Of paramount importance is that they become aware that their bystander behavior may inadvertently contribute to, and support, bullying by providing an audience.

Among older elementary students, there is an emphasis on student direction and student leadership in addressing bullying and cyberbullying among peers.

Detailed descriptions of bullying and cyberbullying. Children both learn about and produce definitions and descriptions, the purpose of which is to promote thought about what is and what is *not* bullying (and to reduce confusion and overuse of the term).

Pairing

For the Kindergarten, First, Fourth, and Fifth grade lessons, classes will need to “pair up” with a “buddy class” for the final three lessons.

Kindergarten classes should pair up with a Fifth grade class.
First grade classes should pair up with a Fourth grade class.

The purpose of these “paired” Lessons is to

- Reinforce peer modeling and peer values to younger children.
- Reinforce to older elementary students their responsibility as older peers.
- Permit student-engaged activities across grades.
- Promote positive social relationships between children in different age groups.

The Fourth and Fifth Grade Curricula include preparation for the “paired” lessons.

Note about cartoons and materials in color: Many of the materials and cartoons found in this Curriculum are in vivid color. This may make copying them difficult for many K-12 schools, which either lack color copiers or use them only sparingly. However, color is an important element in the lessons, as it serves to make the materials more engaging visually – a very important factor in education today. If you cannot reproduce multiple copies of color materials, here are some alternatives:

- Project the paper version of the materials using an overhead projector. This may be *more* desirable than having each child with an individual copy, as it promotes a group approach.
- Project the electronic PDF version of the materials using an LCD projector and a computer or laptop.
- Project the online version of the materials, again, using an LCD projector and computer.
- Particularly for the cartoons shared with the entire class, you may want to laminate them to preserve a good color printout; then they can be reused as necessary and only one copy is necessary.

Books utilized in this curriculum:

1. *Say Something*, by Peggy Moss (Reading level: Ages 4-8; Paperback: 32 pages; Tilbury House Publishers (August 31, 2008); ISBN-10: 088448310X - ISBN-13: 978-0884483106)
2. *The Sneetches and Other Stories* by Dr. Seuss; Random House; ISBN-10: 0394800893 or ISBN-13: 978-0394800899
3. *How to Be a Friend: A Guide to Making Friends and Keeping Them*. Laurie Krasny Brown (Author). Little, Brown Books for Young Readers (September 1, 2001), ISBN-10: 0316111538; ISBN-13: 978-0316111539.
4. *The Bully Blockers Club*, by Teresa Bateman (Hardcover: 30 pages; Albert Whitman & Company (2004); ISBN 0-8075-0918-3).

Technology Requirements:

- **PowerPoint** slide shows accompany this curriculum for several grades; when they are used, they are referenced in the lesson plan. Screen shots are included for the teacher's use.
- Both PowerPoint slides and many of the cartoons included here may and should be **projected** for the entire class to view together, and to facilitate discussion. The color versions should be used when possible, as the goal is to engage children visually.
- Access to PacerKidsOnline **website**.

**INSTRUCTIONS AND TALKING POINTS FOR TEACHERS
ARE IN FOUND IN THE LIGHT GREY BOXES.**

Instructions are written in plain type.
Talking points are in bold type.

Curriculum objectives broken down by year:

- | | |
|-----------------------------|---|
| Kindergarten | <ul style="list-style-type: none">• Learn bullying and cyberbullying vocabulary.• Begin to learn basic group discussion skills.• Observe older peers as they model pro-social and anti-bullying behaviors. |
| 1st grade | <ul style="list-style-type: none">• Learn definitions and examples of bullying.• Learn from older peers as they model pro-social and anti-bullying behaviors.• Learn about human differences and how a negative focus on them can make others feel negative or inferior.• Begin to become aware of online behaviors that either promote or decrease enjoyment of a game.• Begin to become aware of the emotions evoked by antisocial behaviors in online and offline settings and activities.• Begin to become aware of safety rules for computer use. |
| 2nd grade | <ul style="list-style-type: none">• Learn about the protective role of friendships, and about initiating online and offline friendships.• Characteristics of healthy friendships.• Conflict with friends, and how online conflict or anger differs from off-line conflict.• Ways that children bully each other.• Roles that children play in bullying situations, including bystanders and eggers.• How bystanders of bullying perceive and feel about what they see.• Encouragement to assist targets of bullying and cyberbullying, and discussion about why and how that is a challenging goal.• Discussion of talking to adults about bullying – telling versus tattling. |
| 3rd grade | <ul style="list-style-type: none">• Learn the difference between bullying and equal-power conflict.• Learn to identify the roles that bystanders and eggers play in bullying and cyberbullying situations.• Learn how bystanders and eggers feel, and how their presence impacts bullying or cyberbullying.• Learn the difference between bullying and cyberbullying.• Continue to learn about the emotional impact of bullying and cyberbullying.• Learn the impact of what you say and what you post/send. |

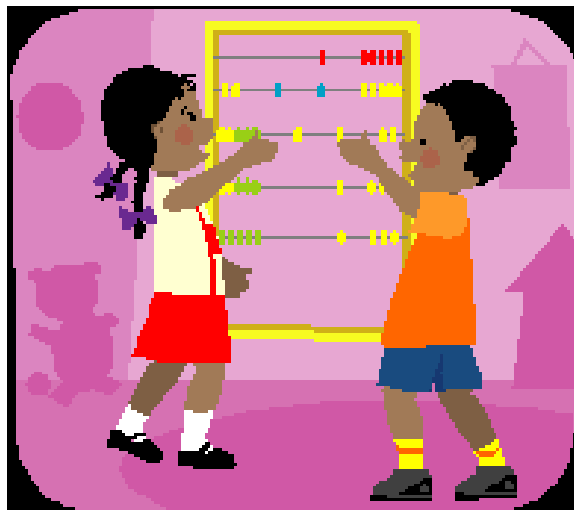
4th grade

- Developing more detailed descriptions of bullying and cyberbullying, and of their impact upon children.
- Further development of discussion skills with peers on the topics of bullying and cyberbullying.
- Develop awareness of how older elementary students impact and influence the development of bullying and cyberbullying among younger students.
- Modeling positive social behavior for the benefit of first graders.
- Learning how going online can help spread rumors and can escalate conflicts.

5th grade

- Definition and identification of specific bullying and cyberbullying challenges that occur in school or online.
- Learning to brainstorm student-initiated solutions and approaches to reduce bullying and cyberbullying.
- Learning about children of similar ages who have addressed similar social issues.
- Learning to transmute brainstorming ideas into concrete action plans.
- Utilizing concrete action plans as Class Projects.
- Constructing social rules for behavior based upon previously identified challenges.
- Assessing the success of Class Projects or Class Rules.
- Beginning awareness how older elementary students impact and influence the development of bullying and cyberbullying among younger students.
- Modeling positive social behavior for the benefit of kindergarteners.

Kindergarten



Kindergarten Lessons #1-7

Goal: Learn the vocabulary of bullying, cyberbullying, peer conflict, and cyber-concepts. Even though kindergarten-aged children may not be online or may not be aware that they are playing online, cyber vocabulary is taught because it is advantageous for children to begin to acquire some cyberskills *prior* to their entry into online socializing and playing.

The lessons for kindergartners do not depend upon solid literacy skills, although familiarity with the alphabet is useful. The lessons may actually be used to help promote that familiarity.

These first seven lessons involve:

- Alphabet letter recognition skills
- Learning basic concepts and vocabulary about bullying and cyberbullying
- Group discussion as an emerging skill

Activity #1: Developing vocabulary

- Paired with PowerPoint (“MARC Kindergarten Curriculum”)
- As each PowerPoint slide is shown on the screen, ask one child to point to the two instances of the letter being displayed.
 - For example:
 - **Today we’re going to look at four letters: A, B, C and D. We’re also going to learn some new words, and some words that you already know.**
 - (When the first slide is shown) **Can anyone point to the letter A? It is in two places.**
 - Next, speak the vocabulary word.
 - Ask the children if they know the definition.
 - Using the talking points in the following pages to promote brief discussions about each word. Some words may provoke no comments;

Kindergarten Lessons

Activity #1: Introduction (Introduction to the first seven lessons is the same):

- Today we're going to look at some letters and we're also going to learn some new words, and some words that you already know.
- (When the first slide is shown) **Can anyone point to the letter A? It is in two places.**
- As you go through the words, pose the Discussion Questions to the students.

Lesson #1: All About Grownups

SLIDE

TALKING POINTS



What grownups do YOU know?
***How can grownups help us, when we have problems or fights with our friends?**



What does a TEACHER do?
*** How can teachers help you in school?**



Your Dad is someone you can talk to if you need to talk to an adult.

*** Have you ever talked to your Dad when you were upset about something?**



MOM is someone you can always talk to.

*** Do you ever talk to your mom when you're worried about something?**



Does your mom or dad have a cell phone?

*** What do they do on it?**

*** Do you play games on it?**



Are you ever WORRIED about things?

*** Who could you talk to, if you're worried about things?**



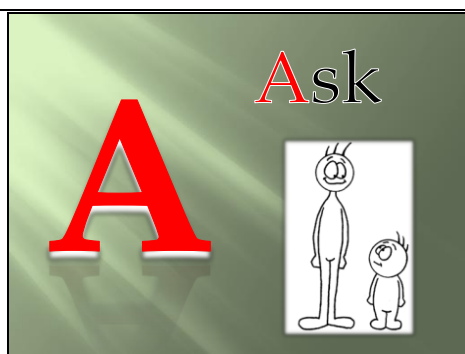
TELLING adults when you feel worried or sad is **VERY** important.

- * Sometimes other kids may not want you to tell adults when you are worried or sad.
- * But **HOW YOU FEEL** is more important. When you feel sad or worried, you should go talk to a grownup.



If someone is mean to you, don't just **YELL**.

- * Get help from a friend or a grown up.



* **ASK** a grownup for help if you feel bad or sad about the way another person treats you.

Lesson #2: Playing

SLIDE

TALKING POINTS



What's your favorite way to have fun?



Playing with other kids can make you feel JOY.

*** What else makes you feel joyful?**



A computer is a machine that can play games and run other programs.

*** Do you have a computer at home?**



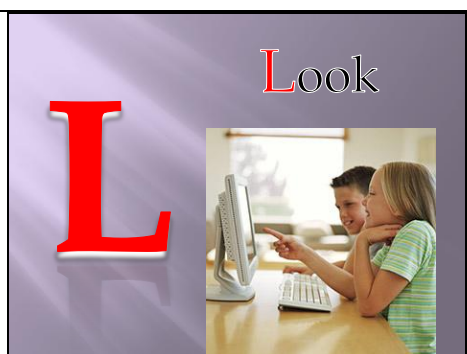
Who has played a game on the computer?
*** What game did you play?**



Have any of you ever played Club Penguin?
*** In this game, you have an AVATAR – a penguin that YOU control, who represents YOU in the game.**



On a computer, you can DOWNLOAD (or get) a game or music or a picture.
*** Have you ever downloaded anything?**



Do you like to LOOK at TV or a computer to play?
*** What do you like to look at?**



This girl is playing ONLINE.
*** What does that mean?**



These kids are playing OFFLINE.
*** What does that mean?**
*** Does anyone know?**



What is your favorite thing to play?
*** What nice kids do you like to play with?**



What's your favorite thing to do on the playground?
*** Is playing on the playground ever spoiled for you?**
*** Why does that happen?**



I bet someone will know what this is! Does anyone know what this machine is?

- * (It's an Xbox – a gaming system.)**
- * Have you ever played an Xbox?**
- * What game did you play?**
- * Was it fun?**

Lesson #3: Our Friends

SLIDE

TALKING POINTS



There are lots of kids in this school.

- * What kinds of kids do you like to play with?**
- * NICE kids?**
- * FRIENDLY kids?**
- * FUNNY kids?**



What is a friend?

- * How do friends help you?**
- * Why is having friends important?**



An ALLY is another name for a friend.

- * Are you a good ally to your friends?**
- * Do you help them out?**
- * Someone tell us about a time when you did that.**



Taking CARE of each other is one of the things that friends do!

It's also important to take care of all other people – not only our friends. Why is that important?



Being FAIR is an important part of being a good person.

***Did you ever share something you wanted, because sharing it was fair?**

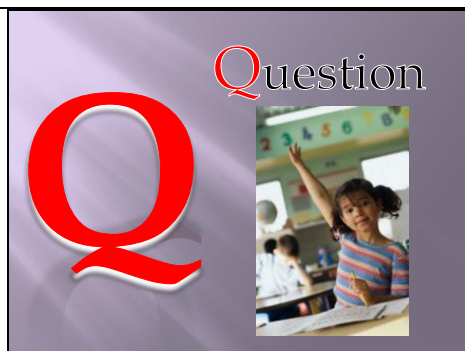
***That can be hard!**



It's nice to HELP each other out.

*** How do you help your classmates or your parents?**

*** Everybody needs help sometimes.**



When you have a question, who can you ask?



TALKING with friends is a great idea, especially when you're not sure about something or even upset.

- * Have you ever talked with a friend when you were upset?
- * Did it help make you feel better?



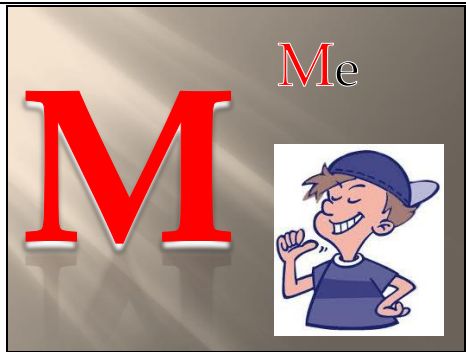
WE means us – all of us – and how our class and our friends will work and be together all year.

- * **WE** make a great group!

Lesson #4: Helping Others

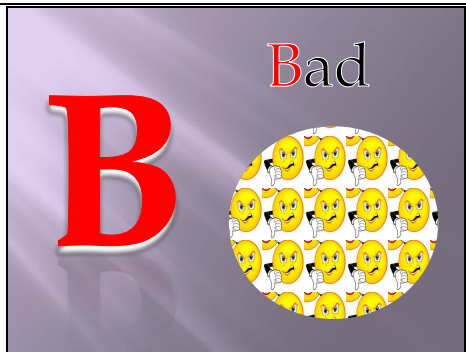
SLIDE

TALKING POINTS



Sometimes you need to think about other people and not just about ME.

* Can you think of a time when you chose to help someone else out?



Everyone knows what it means to be BAD!

* That's easy.

* But what do you think it means to be GOOD?

* Is it important to be GOOD to everyone, or ONLY to your friends?



Everyone is alone sometimes – what does that mean?

* Is it bad to be alone?

* Sometimes we like to be alone, sometimes not.

* If you see another kid who is alone, what could you do?



What's your favorite thing to laugh at?
Is laughing ALWAYS nice?
*** Have you ever felt bad because someone else was laughing, but you didn't think it was funny?**



What do you give to YOUR friends or your family?



What does HARM mean?
*** It means hurt. If your friend is hurt, help them!**



Jokes are funny and fun to tell.
*** But what if the OTHER person doesn't think it's funny?**
*** Should you keep telling the joke?**



Everybody gets a chance to be kind sometimes.

- * Who's being kind in this picture?**
- * What are they doing that is kind?**



Sometimes kids are MEAN, but it's more fun to be nice to others.

- * Can someone tell me a time when you were NOT mean to another kid and had fun playing with them?**



Saying NO sometimes means promising NOT to do things.

- * These kids are saying NO TO BULLYING.**
- * What do you think that means?**



Who are YOU nice to?

- * Who could you be nice to?**



What does POLITE mean?

*** Why is it smart to be polite – even just to other kids?**



What does it mean to be RUDE?

*** It means to not respect someone – to be mean instead of polite.**

*** Why is it better to be polite, instead of rude?**



Saying you're sorry can be very hard, but it's also very important.

*** Why do we need to say sorry sometimes?**

*** How does it help to say you're sorry?**

Lesson #5: When Kids Aren't Being Nice

SLIDE

TALKING POINTS



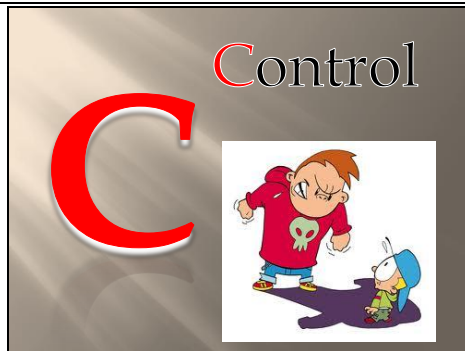
What is BULLYING?

- * That is a word you may have heard.
- * What does it mean?
- * (When someone is mean on purpose to others, more than one time.)



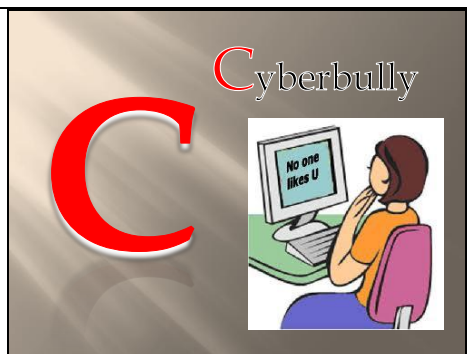
What is a BYSTANDER?

- * Has anyone heard that word?
- * (It means to be watching a kid being mean to another kid. You're not the one being mean; you're the one watching it.)



Sometimes kids want to have control over you.

- * That is one way of being mean.
- * For example, they may want you to only play what **THEY** want and nothing else.
- * Has that ever happened to anyone?



A CYBERBULLY is someone who's mean on the computer.

*** They might type something mean.**



What's an egger?

*** Someone who laughs when they see bullying, or helps someone else be mean to others.**

*** Do you see an egger in this picture?**



DON'T exclude – let's INCLUDE everybody.

*** That means don't leave anybody out – let everybody play.**



Sometimes kids feel left out.

*** Have you ever felt this way?**

*** How could we help kids who feel left out?**

N

Name calling



Why is it wrong to call someone a **CHICKEN** or another bad name?

- * How does it make them feel?

R

Respect



What does **RESPECT** mean?

- * (It means to never be mean, and never call someone names; it means to be nice to everyone.)
- * It also means to include others and to be polite.)
- * We don't **ONLY** respect people who are friends; we respect **ALL** people.
- * Why is it important to respect each other?

R

Rumors



Does anyone know what a **RUMOR** is?

- * (A rumor is when you are talking about someone else.)
- * It can be fun to talk about other kids, but it can hurt their feelings, too.
- * Have you ever seen that happen?

S

Stop



Sometimes you have to tell other kids to **STOP** doing something.

- * Have you ever said, **STOP**?



The word **TARGET** here means a kid who is being bullied.



Being a **VICTIM** is the same as being **TARGET**.
* It means someone is bullying or being mean to them.



Of course you know what **WALKING** is!
* The point here is that if another kid bothers or upsets you, remember that you can **ALWAYS WALK AWAY**.
* And you should do just that, and come tell me or another grownup how you feel.



Do you guys want to pledge to be nice, and not bully each other?
* Just say **YES!**

Lesson #6: Computers

SLIDE

TALKING POINTS



Almost all computers use a MOUSE.

- * What's a mouse for?**
- * What do YOU do with a mouse?**



What is a ROBOT?

- * (It's a computer that performs certain tasks.**
- * Robots are computers that can often move about or do a particular job for people.)**



What's a KEYBOARD for?

- * What do YOU use it for?**



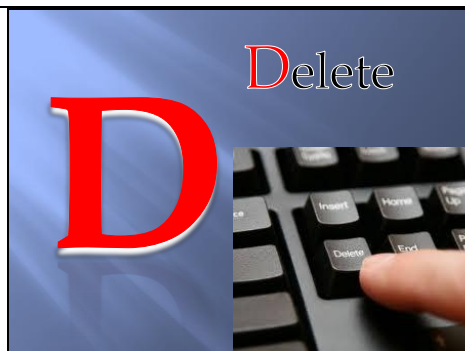
Did you know that computers can get BUGS and get sick, just like people?

- * It's true.**
- * They don't have to go to bed when they're sick, but they may need a computer doctor!**



CLICKING is when you are using a mouse on a computer.

- * Who has clicked a mouse?**



The DELETE key on the computer erases something.

- * Sometimes you might make something in a computer game but then decide to delete it.**
- * Has anyone ever done that?**



What is the INTERNET?

- * You can go on the internet from your computer and go to game websites.**
- * What game website do YOU like to go to?**
- * What else do people use the Internet for?**



Have you ever seen a birthday party invitation?
*** Can you invite people to a party on the computer?**



On a computer, an ICON is a small picture you can click on.



What does it mean to LOGIN to a website or a game?
*** (To enter your username and password.)**



What is a printer?
*** What do you use it for?**



People can RUN.

- * How many of you like to run on the playground?
- * Computers can RUN, too.
- * That just means that they're working ok and are not broken.



A screen is the part of the TV or the computer that you look at.

- * Sometimes people call computers and TVs, "Screens."
- * Has anyone ever heard that name before?



I bet somebody here knows what a video is!

- * (It's a short movie or show that plays on a computer screen.)
- * Have you ever watched a video on a computer?



A computer screen isn't like a piece of paper that just holds still; a lot of times you can ZOOM in or out.

- * What does that mean?
- * Has anyone ever done that?

Lesson #7: How We Feel, and How We Are All Different

SLIDE

TALKING POINTS



If you're feeling AFRAID, what could you do to feel better?

* Has anyone ever felt afraid, and if they have, what did they do to feel better?



Everybody gets upset sometimes.

* What can we do INSTEAD of hitting or calling names?



Who's jealous here?

* Why is she jealous?

* When you feel jealous, what makes you feel better?



Kicking a soccer ball can be fun!

- * Who likes to play soccer?
- * But sometimes people kick when they get upset.
- * Why is that a bad idea?



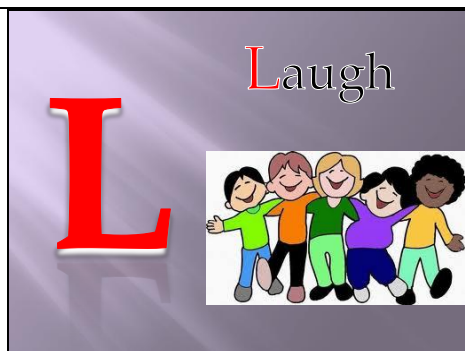
Do you know what this hand gesture means?

- * It means everything's ok. It means we're feeling fine!
- * Can you make it?



Everyone feels SAD sometimes.

- * What have YOU ever felt sad about?
- * What if you see another kid in school who seems to feel sad?
- * How can you help your friends and the kids in your school NOT feel sad?



Everybody loves to laugh.

- * Do you have a book or a TV show that makes you laugh?
- * Tell us about it.



What does UNHAPPY mean?

- * (The same thing as SAD.)
- * Everyone feels unhappy sometimes, but we can all try to cheer each other up when we do.



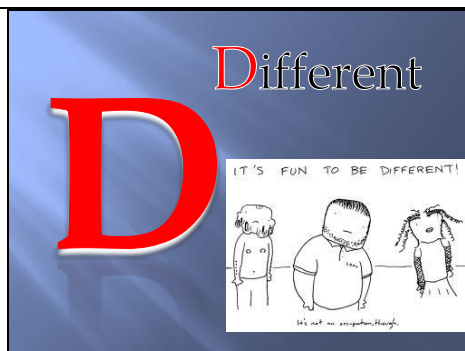
Everyone feels shy sometimes.

- * Have you ever felt shy?
- * What helps when someone is feeling shy?
- * How can you help someone who is feeling shy?



Who knows what it means to be UPSET?

- * (it means to be both mad and sad.)
- * Being upset is like being mad – everyone feels that way sometimes.
- * But we can help our friends when they feel upset.
- * How can we do that?



People aren't all exactly the same.

- * Everyone has different hair, and eyes, and size.
- * Our hair may be straight or curly and our skin is lots of different colors.
- * Do you think it would be more interesting if everyone looked exactly the same?



Sometimes we think of kids who are different from us as being ODD.

***We might think that someone is ODD because they look different, like to eat different foods, or like to play different games.**

*** Do you think it's good to have people all different, or do you think people should all be exactly the same?**



Can anyone tell me something about YOU that is special and neat?

*** That's one way to become friends with someone. You can tell them something special about yourself, and ask them what's special about them.**

PREPARATION FOR THE PAIRED LESSONS

“Paired lessons” refers to lesson plans in which a fifth grade student is paired with a kindergarten buddy. This curriculum has two options for fifth grade: the “A” curriculum, in which the fifth graders are each paired with a younger buddy, and the “B” curriculum, in which the fifth graders prepare a set of presentations for a younger class. The directions in the following lesson plans (8, 9, 10) all refer to the Fifth Grade “A” Curriculum. If your class is not paired with an older group, you would omit the Kindergarten Lessons 8-10.

Goals:

The goals for this portion of the Curriculum are:

- for the older children to act as role models for the younger children;
- for them to underscore the importance of treating their peers with respect; and
- to forge positive social relationships across age groups (a factor that suppresses bullying).

How the kindergarten & fifth-grade students are paired (Process):

The kindergarten and fifth grade classes should be paired by the teachers.

Once the kindergarten and fifth grade teachers have decided that their classes will be paired, they should meet to consult with their class lists and arrange for student pairings. The goal is to pair each kindergartener with one fifth grader. Although it is not necessary for the pairings to be same-gender, teachers should consider the personalities of each child when making the pairs.

It is to be expected that the number of children in each class will rarely be equal.

- If there are “extra” fifth graders, it is acceptable to pair two fifth graders to one first grader. It may work particularly well if one of the fifth graders in question is particularly shy or quiet.
- If there are extra kindergarteners, two kindergarteners may be paired with one fifth grader, however:
 - The fifth grader in question should be very capable and outgoing, and comfortable with the program; and
 - The two kindergarteners should (for Lesson Plan #8) choose their books *together* (see that page for full explanation).

In the event that there are absences on the day of the lesson, be prepared to shift people around.

Kindergarten Lesson #8: Paired Lesson #1

Introductions

This lesson is accomplished in conjunction with the fifth grade class with which you are paired.

The goal of this lesson is to introduce the kindergarteners to their fifth -grade “buddies.”

Activity #1: choosing books.

- Each kindergartener should select 2 long or 3 short books that they would like to read with their fifth -grade buddy.
 - All together, the books should take approximately 15-20 minutes to read aloud.
 - If you have two kindergarteners who have been paired with one fifth grader, have the kindergarteners select the books together. Then, have each kindergartener select one additional “backup” book in case there are absences and the kindergarteners end up being paired individually with fifth graders.
- Choosing an appropriate space, have the fifth graders each sit with their kindergartener buddy.
 - Because reading aloud and talking will take place, consider the room’s ability to handle noise.

Activity #2: Introductions

- The kindergarteners should make or decorate name tags for themselves. The fifth graders can assist them in making their name tags as an ice-breaker activity.
- The fifth graders have practiced making introductions to the kindergarteners. The children should discuss
 - Their names and ages
 - What they like to play
 - What they have been talking about during these lessons. The fifth graders generally should be discussing what the kindergarteners have been focusing on (not vice versa).

Activity #3: Reading together

- The kindergartener / fifth grader pairs should read the books aloud. They may take turns reading, or, if the kindergartener is not yet comfortably literate, it is fine for the fifth grader to read to them.

****** As soon as the children finish introducing and reading, announce to the children that they will see each other again soon and end the session. Do *not* overextend the session.

Kindergarten Lesson #9: Paired Lesson #2: Rock, Paper, Scissors

This lesson is accomplished in conjunction with the fifth grade class with which you are paired.

Goal: the purpose of this lesson is to help the kindergarteners to associate prosocial behavior with “fun” elements in a simple game with their fifth grade buddies.

Activity #1: Re-Introduction

- Have the kindergarteners make, or decorate, name tags.
- Have the fifth graders introduce themselves again to their buddies.

Activity #2: Preparation

- Using both teachers, demonstrate how to play ROCK-PAPER-SCISSORS.
- Pass out a sheet of paper to each buddy pair.
- Pass out markers or star stamps to each buddy pair.

Activity #3: Play the Game

- **OK everyone, now I would like each fifth grader to play the game with their buddy.**
- **Begin by writing your kindergarten buddy’s name on the top of the paper.**
- **Don’t forget, you may have to explain the game again, and be patient with your buddy if they make mistakes. Each time the buddy wins, give or draw them a Star on their paper.**
 - Permit the children to play the game for approximately 10 minutes. It is fine to cut the playing session short if the children begin to demonstrate behavioral problems (e.g., restlessness).
 - You may need to periodically remind the fifth graders to reward the wins of the kindergartner with Stars.

Activity #4: Discussion

- After ending the game, have all the children discuss together this question:
- **What made the game FUN?**
 - If they do not mention this spontaneously, introduce and emphasize the idea that it was FUN because your fifth grader was really nice and patient with them. Being NICE makes games MORE FUN.
- Congratulate all the kids and tell the Kindergarteners they can keep their star sheets.

Kindergarten Lesson #10:

Paired Lesson #3: Reading a book about bullying

This lesson is accomplished in conjunction with the fifth grade class with which you are paired.

This lesson can utilize any book about bullying you like, but this book is suggested: *Say Something*, by Peggy Moss (Reading level: Ages 4-8; Paperback: 32 pages; Tilbury House Publishers (August 31, 2008); ISBN-10: 088448310X - ISBN-13: 978-0884483106)

Although many books are potentially appropriate, this one is recommended because it can interest both kindergarteners and fifth graders, has a positive social message, and can help generate discussion.

Activity #1: Introduction

- **Today we're going to read a book together as a group and discuss it. Fifth graders, please look around and make sure that you're not blocking the view of a shorter kindergartener.**
 - Because of the size of the group, if possible you should project the book's pages on an overhead projector while you read.

Activity #2: Read the book

Activity #3: Discussion

- NOTE: it is particularly important during this discussion for both kindergarteners AND fifth graders to make comments. The Kindergarteners need to feel involved, and the fifth graders need to model for the kindergarteners.
 - If you notice that either Kindergarteners or Fifth Graders are NOT raising their hands, call on them anyway.
- Ask students if they can identify with any of the characters or situations in the book.
Did you hear anything which reminded you of your own experiences?
- **Did you like the book?**
- **Did you feel that the book has an important message?**

First grade

72% of all first graders used a computer weekly during the summer.

Corporation for Public Broadcasting, "Connected to the Future," 2008
Department of Education "Toward A New Golden Age of American Education," National Technology Education Plan, 2005

Although many first graders may play computer games, they may or may not be playing online. Active participation in online playing is not, however, a requirement of the first-grade lessons. Even if a first grader is not playing online, it is important for children to begin to acquire some cyberskills *prior* to their entry into online socializing and playing.

First Grade

LESSON #1: The Sneetches

Goal: Learn about differences between people and how focusing on them can lead to bullying or other mean behaviors.

This lesson utilizes the following book:

The Sneetches and Other Stories by Dr. Seuss

Random House; ISBN-10: 0394800893 or ISBN-13: 978-0394800899

Activity #1: Using the PPT, display the picture below (slide 1 First Grade Curriculum PPT)



Activity #2: Ask the class to list first the DIFFERENCES between the girls, and second, how they are SIMILAR. (The teacher should keep the two lists on the whiteboard and call on students who raise their hands.)

Differences = one girl is older; one has a blue skirt; one is sitting down; one has an apple

Similarities = blond hair; brown eyes; similar faces; white blouses; hair pinned on top of their heads; hugging; both are human; both are girls; both have 2 arms and 2 legs; etc.

The GOAL is to get a longer list of similarities than differences.

Point out to the class that although there are differences, *there are many more similarities.*

Next, introduce the Sneetches story by saying, **“And now we’re going to read a story about creatures who thought that their ONE difference was more important than ALL their similarities. They start out by thinking that they are very different, and realize that they are really very similar.”**

Activity #3: READ THE BOOK. At the end, ask the students to list their differences and similarities. (There is only one difference: the Stars.)

Activity #4: DISCUSSION

- **At the beginning of the book, the Sneetches are different. How are they different?** (Some have stars, and some don’t.)
- **Which Sneetches think they are better?** (The ones with stars.)
- **Did this situation make *all* the Sneetches happy?** (No. The Star Sneetches felt ok but the others were unhappy.)
- **Then what changed at the end of the book?**
- **By the end of the book, do you think the Sneetches were happier? Why or why not?**
- **Let’s think about the Sneetches with stars specifically. How did they change from the beginning of the book to the end? How do you think their *feelings* changed?** (Changed from feeling “superior” to feeling better about themselves – they were being better people by the end.)

FIRST GRADE

LESSON #2: The Sneetches

Activity #1: Begin by reading the book again.

Activity #2: Discussion

- **Suppose that we were the Sneetches, and some of us had Stars, but others of us had no Stars.**
 - Show picture #1 (PPT)
 - **How would you feel if you were chosen to have a Star?**
 - **Why would you feel that way?**
- Now show picture #2 (PPT)
 - **How would you feel if you had no Star?**
 - **Why would you feel that way?**
- Show Picture #3 (PPT)
 - **What do you think about the way the Star Bellied Sneetches treated the other Sneetches?**
- **Let's list at least five things that the Star-Bellied Sneetches did, that we *don't* want to do.** (Students may list more than five, if they like.)
 - Possibilities:
 - be mean;
 - walk past without saying hi;
 - don't invite to parties / weenie roasts;
 - don't let them play with us;
 - leave them out;
 - don't be friends;
 - make them feel bad or sad;
 - pretend that we're better just because of how we look.

Wrap up: **Great work today! Remember how even the star-bellied Sneetches felt better after they became nicer? Let's always keep that in mind.**



Picture 1



Picture 2



Picture 3

FIRST GRADE

LESSON #3: The Sneetches: “Stars” in Our School

For this lesson, you will need:

1. One star template for each child (next page);
2. Markers/crayons/glitter to decorate the star
3. One safety pin per child

Activity #1: INTRODUCTION / DISCUSSION

- **Do you remember the Stars on the bellies of the Sneetches in our story?**
- **The Stars made some of the Sneetches feel superior, that they were better than everyone else. But the Stars also made the Sneetches without Stars feel bad.**
- **What kinds of “Stars” do we have, here at our school? What do people have that might make them feel better than others?**
 - You might hear about: certain clothes; electronic devices (e.g., cell phones); certain friends; certain abilities (e.g., athletic ability).
- **This is an interesting list. But there are other things too – things you are PROUD of. Can you each tell me something about yourself that you’re proud of?**
 - If a child mentions something that they are not personally responsible for – such as their hair color – ask, **“Is there something you’re proud of that you helped do or make? No one gets to pick their blond hair; but you can be proud of things that YOU helped make, like your family, or your ability to play the piano.”**
 - If a child is stumped, you can make suggestions such as:
 - Something in school that you are good at;
 - Something nice you did for a friend or family member;
 - Something you did that helped out others.
- **Wow, you all have some wonderful things to be proud of!**

ACTIVITY #2: MAKE STARS

- Cut out large yellow stars, approximately 6-8” square, and distribute one to each child. (See template, next page.)
- **Today we’re going to decorate our own Stars. You can color your star or draw a picture on it about what YOU are proud of.**
 - Stars may be used to decorate the classroom, tape inside each child’s locker, tape to their desk, or pin the Star on each child’s belly, and permit them to wear it for the remainder of the day.



FIRST GRADE

LESSON 4: The Online “Sneetches”: Groundwork

The GOAL of this lesson is to introduce children to the idea that cooperative play makes games fun, and that meanness spoils the fun. The ultimate goal is to associate prosocial behavior with increased fun. We begin by discussing online play, but in future lessons will progress to off-line play as well.

Activity #1: DISCUSSION

- **Today I want to talk with you about the kinds of computer games that you like to play.**
- **What kinds of computer games do you play?**
 - Expect to hear: NeoPets; Nick Jr.; Club Penguin; Star Dolls; Habbo; Poptropica.
 - You do NOT need to know all these games. It is fine to let the children explain the games to you in the activity below.
- **Do you ever play computer games in which you play with another player? (I.E., online)**
- **What character are you?**
- **What do you look like? What do you wear? What do you do in the game?**

Activity #2: ART

- **Draw a picture of the game you like best to play on a computer.**
 - You may have students who do not play any computer games.
 - Ask them, “**Have you ever played a game at a friend’s house or somewhere else?**” If the answer is still “no” (very unlikely), ask them to sit with a buddy and help the buddy draw his/her picture.
 - If several students have never played a computer game, have one or a few computer-savvy students describe his/her pictures. The other children may draw pictures of ANY game they enjoy playing.



Activity #3: SHARING

- Ask each child to stand briefly and explain their picture – describe the game. Ask them, “**What do you like about this game? What is fun about it?**”

**** BE SURE TO RETAIN THESE DRAWINGS. YOU WILL BE USING THEM AGAIN IN THE NEXT LESSON. ******

FIRST GRADE

LESSON #5: The Online “Sneetches”: Identifying Positive & Negative Elements

ACTIVITY 1: REFER BACK TO THE CHILDREN’S DRAWINGS.

- **Let’s think about the games you all shared with the class last time. Everyone get out your drawings.**
- **You might remember that we talked about what makes the games fun. We talked about things like playing and talking with other kids, and activities you do in the games.**
- **Does anyone remember what they like best about their games? Raise your hands and tell me.**
 - Make a list on the board entitled, FUN THINGS IN GAMES.
- **Sometimes, though, when you play a game on the computer, parts of it can be boring or no fun. What parts are boring or no fun?**
 - Make a list on the board entitled, THINGS THAT ARE NOT FUN IN GAMES.
 - You can make suggestions here. For example, you can say,
 - **“Sometimes I know kids say something mean on the computer. Or, they don’t want to play with you. Has that ever happened to you while you use the computer?”**
 - **“Sometimes parts of games aren’t so interesting. Have you ever started to play a game on the computer, and then decided you didn’t want to play it anymore? Tell us about that.”**
 - If more than half of the children come up a negative aspect to their games, use this SUPPLEMENTAL ACTIVITY: Have them draw a picture of the part of the game that they do NOT like or enjoy.

ACTIVITY #2: DISCUSSION

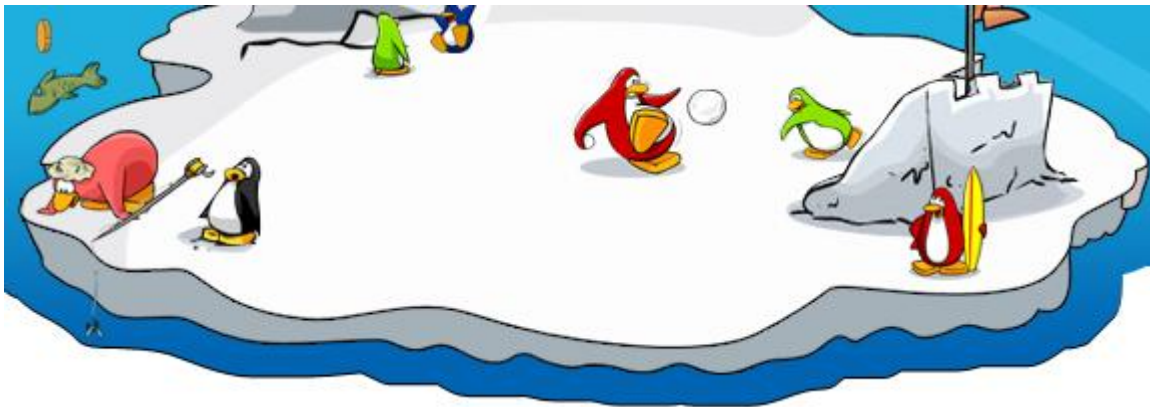
- Review what is FUN about computer games and what is NOT FUN. Stress the idea that playing with another player who is nice is a FUN experience.
- **What could you do online to make another player feel good?**
- **What could you do in your computer game to make it more fun?**
- **What if someone DOES say something mean to you on the computer? What can you do?**
 - Tell an adult.
 - Which adult would you tell? (Raise hands & discuss possibilities.)

FIRST GRADE

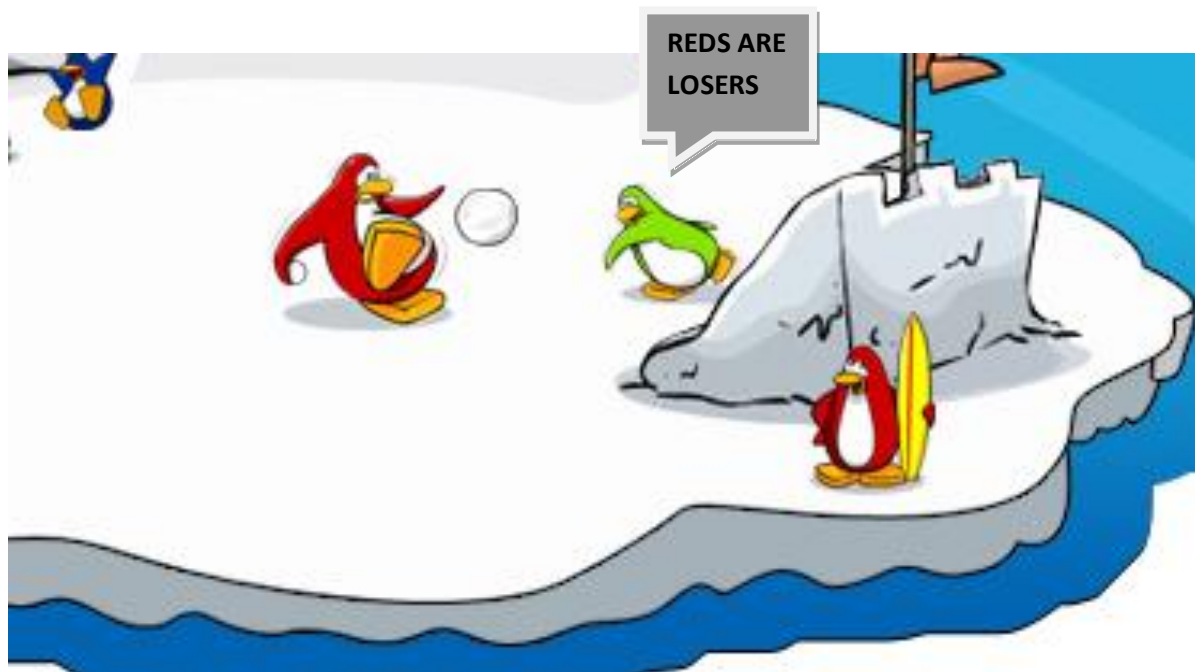
LESSON #6: Differences Online

ACTIVITY #1: INTRODUCTION

- Last time we talked about computer games, and how they are fun, and sometimes what spoils the fun. Today, let's talk about how people **FEEL** when they are playing a game, and someone isn't nice to them or is a bully.
- Let's begin by looking at this picture (First Grade PPT). Does anyone recognize this game?
 - It's an image from a game called Club Penguin. Each penguin represents one player.
- Now, look at the picture and tell me what the penguins are doing, and how they seem to be feeling.
 - Call on different children to describe the different penguins and their activities in the image.



- Now, what if you saw the picture like this when you were playing online?
 - Show the slightly altered version (next page).



Ask your students:

- **What do you think about what the green penguin is saying to the red penguin?**
- **Why is he or she saying that?**
 - “Is being a red penguin **WORSE** than being another color?”
 - How does it make the red penguin feel?
 - How does it make the green penguin feel?
- **How do all the *other* penguins feel when they see the green penguin saying this? How would you feel if you turned on this game and saw the green penguin saying this?**

Now let’s imagine that instead of saying something mean, the green penguin was friendly to everybody. That doesn’t mean he has to **LIKE** everybody, but he decides to **ACT** friendly to everybody and to **LIKE** his close friends.

- **How would the green penguin feel if he was friendly to everybody?**
- **How would the red penguin feel if the green penguin was friendly to everybody?**
- **How would all the other penguins feel if they saw the green penguin being nice to everybody? Would they want to be the green penguin’s friend?**

Activity #2: Let’s draw a picture of the red and green penguins being friends and playing together.

- When the students have finished: **Remember how you said if you saw a player being mean, you might feel** (insert their words here). **How would you feel if you saw the penguins being friendly instead? Would you still feel so badly?**

FIRST GRADE

LESSON #7: Off-line Games

Goal: The goal of this lesson is to underscore the fact that sometimes when people are mean to each other or bully each other, they can spoil what are otherwise fun activities. This is true both online and offline.

Activity #1: Introduction

- **Last time we talked about computer games, and how they are fun, and sometimes what spoils the fun. Today, let's talk about games that you do *without* computers or TVs – like games on the playground, or games you play with kids at home.**
- **What kinds of sports, activities, and games do you play?** (Make a list on the board.)
 - Expect to hear: sports; board games; “just playing”
- **What part do you play in these games?**
- **What is your favorite part of the games you play?**

Activity #2: ART

- **Draw a picture of the game you like to play the most.**
 - You may have a few students who have a hard time settling on a favorite non-electronic activity (i.e., their favorite activity may involve a computer or TV).
 - Ask them, **“Have you ever played a sport like baseball or soccer? Do you like to draw pictures or dress up in pretend clothes?”** If the answer is still “no” (very unlikely), ask them to sit with a buddy and help the buddy draw his/her picture.



Activity #3 – DISCUSSION

Using the pictures, ask each student to describe their favorite activities. After they describe them, ask:

“What makes this activity fun for you?” and

“When you play soccer (or whatever) with FRIENDLY kids, is it more fun? Describe someone who is nice that you like to play with.” (Allow the children to take turns describing “nice” playmates. End with the point that it is always more fun playing with kids who are friendly and nice.)

PREPARATION FOR THE PAIRED LESSONS

“Paired lessons” refers to lesson plans in which a fourth grade student is paired with a first-grade buddy.

Goals:

The goals for this portion of the Curriculum are:

- for the older children to act as role models for the younger children;
- for them to underscore the importance of treating their peers with respect; and
- to forge positive social relationships across age groups (a factor that suppresses bullying).

How the first-grade & fourth-grade students are paired (Process):

The first grade and fourth grade classes should be paired by the teachers.

Once the first and fourth grade teachers have decided that their classes will be paired, they should meet to consult with their class lists and arrange for student pairings. The goal is to pair each first grader with one fourth grader. Although it is not necessary for the pairings to be same-gender, teachers should consider the personalities of each child when making the pairs.

It is to be expected that the number of children in each class will rarely be equal.

- If there are “extra” fourth graders, it is acceptable to pair two fourth graders to one first grader. It may work particularly well if one of the fourth graders in question is particularly shy or quiet.
- If there are extra first graders, two first graders may be paired with one fourth grader, however:
 - The fourth grader in question should be very capable and outgoing, and comfortable with the program; and
 - The two first graders should (for Lesson Plan #8) choose their books *together* (see that page for full explanation).

In the event that there are absences on the day of the lesson, be prepared to shift people around.

See the Grade Four Curriculum for training the fourth graders.

FIRST GRADE LESSON #8: PAIRED LESSON #1

This lesson is accomplished in conjunction with the fourth grade class with which you are paired.

The goal of this lesson is to introduce the first graders to their fourth-grade “buddies.”

Activity #1: choosing books.

- Each first grader should select 2 long or 3 short books that they would like to read with their fourth-grade buddy.
 - All together, the books should take approximately 15-20 minutes to read aloud.
 - If you have two first graders who have been paired with one fourth grader, have the first graders select the books together. Then, have each first grader select one additional “backup” book in case there are absences and the first graders end up being paired individually with fourth graders.
- Choosing an appropriate space, have the fourth graders each sit with their first-grade buddy.
 - Because reading aloud and talking will take place, consider the room’s ability to handle noise. You may want to split the combined group into two rooms.

Activity #2: Introductions

- The first graders should make or decorate name tags for themselves. This should be the first activity the “buddies” do together, as an ice breaker. The fourth graders can make name tags alongside their buddies.
- The fourth graders have practiced making introductions to the first graders. The children should discuss
 - Their names and ages
 - What they like to do
 - What they have been talking about during these lessons. The fourth graders generally should be discussing what the first graders have been focusing on (not vice versa).

Activity #3: Reading together

- The first grader/fourth grader pairs should read the books aloud. They may take turns reading, or, if the first grader is not yet comfortably literate, it is fine for the 4th grader to read to them.

****** As soon as the children finish introducing and reading, announce to the children that they will see each other again soon and end the session. Do not overextend the session.

FIRST GRADE LESSON #9: PAIRED LESSON #2

EDUCATION & ACTIVITIES

This lesson utilizes a website: <http://pacerkidsagainstbullying.org>. This lesson requires use of laptops or a computer lab. Each pair of buddies will need a computer or laptop. The website does require flash, so ensure that your lab or laptops will work.

The following page has a HANDOUT GUIDE FOR FOURTH GRADERS. Make sure each fourth grader has a copy.

The goal of this lesson is to have the first graders and fourth-grade “buddies” discuss bullying.

Background: Prior to the lesson, the first graders should again make or decorate name tags for themselves. If necessary, that activity can again be used as an ice breaker to do with the 4th graders, but that should not be necessary.

Activity #1: Re-introduction.

- The fourth graders will re-introduce themselves to the first graders. Each fourth grader will be carrying their HANDOUT GUIDE FOR FOURTH GRADERS.
- Once the pairs have sat down together, announce the following:
 - **Hello again everyone! Now that you’re with your buddy, please remember to say hi to each other. Today, you’re going to be watching a video and reading aloud a short story about bullying and then talking about it with your buddy. Go ahead and get started!**

Activity #2: WEBSITE

1. Have each pair of first/fourth graders go to the website above.
2. Once there, they should click on:
 - a. WATCH THIS ** KIDS VIDS ** WHAT BULLYING IS (watch this video together)
3. Next, click on KIDS SAY ** REAL LIFE STORIES ** the STORIES tab.
 - a. The screen will have 2 stories.
 - b. The fourth grader should begin by reading the first story aloud.
 - i. Discuss the story with the first grader.
 - ii. **What do you think the kid in the story could do?**
 1. Respond to the first grader’s ideas.
 2. “That’s a great idea!” or
 3. “I’m not sure that would work. What about trying something else?”
 4. The fourth grader should feel free to offer ideas of what to do, but they should wait until AFTER the first grader has expressed his or her ideas.
 - c. Repeat this for the second story.

Wrap up the lesson by telling all the kids how well they worked together. Ask them to show their parents the website at home that evening.

FIRST GRADE
LESSON 9: PAIRED LESSON #2
EDUCATION & ACTIVITIES
HANDOUT FOR FOURTH GRADERS
(The box below may be cut out.)

This page will help you do some online exercises about bullying with your first-grade buddy. Check off each step as you do it.

- ☐ Step 1: Go to <http://www.pacerkidsagainstbullying.org/> (Careful to type exactly that name! It's "pacer kids against bullying" dot org.)
- ☐ Step 2: Tell your first grade buddy: ***We're going to start by watching a video about bullying.*** Then click on:
 - WATCH THIS
 - KIDS VIDS
 - WHAT BULLYING IS
- ☐ Step 3: Watch the video with your buddy. This video is designed for younger kids, so be careful not to appear bored or to say that you think it's stupid.
- ☐ Step 4: Tell your first grade buddy, ***"OK. Now that we know what bullying is, I'm going to read you some questions kids ask about bullying and let's see what you think the answers could be."***
- ☐ Step 5: Click on: KIDS SAY, then REAL LIFE STORIES, then the STORIES tab.
- ☐ Step 6: Read the first story out loud to your buddy.
- ☐ Step 7: Ask him or her what they think the kid in the story could do. It's ok to give your own opinion too, but let your buddy answer first.
- ☐ Step 8: Repeat this for the second story.
- ☐ Step 9: Tell your buddy he or she **did a great job today!** Tell him or her that **you'll see him again soon.**

LESSON #10: PAIRED LESSON #3: CYBERBULLYING

In this lesson, the fourth and first grade buddies will create a list of Computer Rules. They can use the blank Rules Sheet on the next page.

Activity #1: DISCUSSION

- Begin the lesson by pairing up the first and fourth graders as they were paired previously.
- If possible, place the pairs in tables seating four to six kids, so that there are two to three pairs of Buddies at each table.
- Introduce the Discussion by saying:
 - **Today we're going to begin by talking about what you think the rules should be for using the computer to play games. Think about three types of rules:**
 - Safety rules (write "SAFETY" on the whiteboard)
 - Rules about telling adults (write "TELLING ADULTS")
 - Rules about how to treat others online (write "HOW YOU SHOULD TREAT OTHERS")
 - **Begin by coming up with a list of the rules you like. Each table should come up with one list together.**
 - If you cannot seat several Buddies at a table, say, each PAIR OF BUDDIES should come up with one list together.
 - **Next, write down your rules on your Rules Sheet.**
 - **Finally, decorate and color your Rules Sheet.**
 - **First graders, you'll be taking these Rule Sheets home to post above your computer!**

Activity #2: RULES SHEET PROJECT

- Have the Buddies complete the Rules Sheet project as explained above.
- You may of course create your own blank Rules Sheet if you like. The larger and more colorful the rules sheet, the more likely it is to be noticed and worked on.

Note: The Rules Sheet may include rules such as:

- Never tell your last name, age, address, phone number, or anything about your family; don't talk about your classmates, especially mean things; only go to games and websites your parents have approved; tell a grownup if anything happens online that is scary or upsetting.

MY RULES FOR USING THE COMPUTER!

MY NAME: _____

MY BUDDY'S NAME: _____

SECOND GRADE



Second Grade Lesson #1

How to Be a Friend

Goal: the purpose of this lesson is to help children better understand friendship: who can be a friend and how we are similar and different than our friends.

This lesson is accomplished through use of the book *How to Be a Friend: A Guide to Making Friends and Keeping Them*. Laurie Krasny Brown (Author). Little, Brown Books for Young Readers (September 1, 2001), ISBN-10: 0316111538 ISBN-13: 978-0316111539.

Activity #1: Read the entire book aloud to the class.

DO NOT READ PG. 27 (steps to talking out an argument)

Activity #2: Discussion.

When finished, tell the students that you are going to go back over some of the main points of the book. Discussion questions are provided below to expand upon the main ideas of the book.

- Pages 6-9: Ask students, **“Who are your friends?”** The goal of this discussion is to expand upon the ideas presented in the book about who can be a friend. If you feel that a visual aid would be helpful, make a list on the board of these possible friends.
- Be sure to ask students about online friends. **“Do you have any friends that you only talk to on the computer?”**
- Ask students why these people are their friends: do they do nice things for them, are they involved in activities together, are they related, do they like the same games, etc.
- Pages 10-11: Make two lists on the board 1. How my friends and I are alike and 2. How my friends and I are different.
 - The objective here is to emphasize that *differences don’t matter to friends – you can be friends with someone who is different.*
- Wrap this lesson by asking each student to say out loud the most important thing they learned.

Second Grade Lesson #2

Being a Good Friend

Goal: the purpose of this lesson is to help children better understand the behaviors that good friends will engage in and the behaviors that can make someone a bad friend.

This lesson is accomplished through use of the book *How to be a Friend: A Guide to Making Friends and Keeping Them* by Laurie Brown.

Prior to the Lesson: Prepare at least 25 Characteristics Cards. These are cards that contain words or phrases that could be used to describe characteristics of good or bad friends. Possible Characteristics Cards:

Says mean things	Makes fun of you	Is kind to you
Shares	Steals	Trustworthy
Cheats	Tells your secrets	Jealous
Lies	Cheers you up	Puts you down
Shows off	Helps you	Supports you
Ignores you	Compliments you	Says nice things
Protects you	Keeps promises	Tells the truth
Listens to you	Includes you	Pressures you to do bad things
Stands up for you	Excludes you	Hits you

Activity #1: Begin by re-reading the entire book aloud to the class.

DO NOT READ PG. 27 (steps to talking out an argument)

Activity #2: Characteristics of good friends.

Separate the whiteboard into two sections: "A GOOD FRIEND" and "A BAD FRIEND" section. Explain to the children, **"Today we're going to talk about what good friends and bad friends are like."**

- Ask for a volunteer to come up and randomly choose one of the Cards out of a box or hat (or simply pile the cards, face down, on a table).
- The volunteer should stand up and read the card aloud to the class.
- Ask the class, **"Which type of friend does this card describe?"**
- Generally the class will all agree, but if they don't, permit them to debate the matter briefly. Majority should rule in the end. The volunteer should attach the card with a piece of tape to the designated area.

Wrap up by pointing out to the children that they have a good sense of what a good friend should be like, and it's good for everyone to remember these characteristics!

Second Grade Lesson #3

Talking About Arguments

Goal: The purpose of this lesson is to help children understand that arguments and disagreements will happen and to develop some basic conflict resolution skills.

This lesson is accomplished through use of the book How to be a Friend: A Guide to Making Friends and Keeping Them by Laurie Brown.

You will need:

Large poster board

Magic marker

Activity #1: Begin this lesson by asking students if they remember the book. If necessary, you can re-read the book again.

- **We have talked a lot about friendships and ways we can be a good friends and other things that can make us a not-so-good friend.**
- **Begin by talking about how even really good friends sometimes have arguments. Talk to the class about what it means to have a conflict. It means that two or more people do not agree.**
- Ask your students if anyone has ever had a conflict and have them share it with the class if they want.
- If someone mentions an online fight immediately segue into discussion of how being online can sometimes make us say things we wouldn't say in person. Ask students why they think this is true? Discuss.
- Sometimes all conflicts are hard to work out. Sometimes there is not an easy answer.

CONTINUED ON THE NEXT PAGE

Activity #2: Using the Poster Board

- Title your poster board “Ways to Work Out an Argument”
- Ask the class if they can think of ways that they might try to work out an argument online or in person.
- If they are having trouble you can turn to the book pgs. 24-32 for ideas.
 - Examples:
 - Talk it out
 - Separate
 - Wait and cool off
 - Take a deep breath when you are mad
- Write their ideas on the poster and find a place to display it in the room. You can refer to it for future classroom conflicts.

Wrap up: finish the exercise by telling the kids, **“You’ve done a great job of giving us all ideas of what we can do when we’re mad – without ruining a friendship. Let’s post your ideas and then if we get upset, we can always read the list and it can help give us ideas.”**

Second Grade Lesson #4

Bullying: What Role do *YOU* Play?

Goal: The purpose of this lesson is to help children understand the different roles that they play in bullying and cyberbullying situations (bully, bystander, egger, target, friend).

This lesson is accomplished through use of a PowerPoint slide or paper copy of picture if no computer is available.

You will need: Large poster board, Marker, computer with projector. Prior to the lesson, view the “MARC Second Grade” PowerPoint to ensure that the slide operates correctly. The slide is animated and as you click, each person should be “pulled out” of the picture and labeled with their role. (There is a paper version that follows on the next pages.)

Activity #1: Introduction.

Begin this lesson by asking students if they remember the book *How to Be a Friend*.

- Address the students: **We have talked a lot about friendships and ways we can be a good friends and other things that can make us a not-so-good friend.**
- **Sometimes when kids are NOT being a good friend, they are actually being a bully.**
- **Do you remember in the book when they talked about bullies?**
- **What is a bully? Someone who hurts or scares other people on purpose.**
- **How do people bully other people:***

Call them names Hit, kick, or punch them Tell stories about them

Leave them out Make fun of them Threaten/scare them

Push them

*make sure to include cyberbullies in the discussion

- **Sometimes being a good friend happens when you see bullying. When bullying happens, a lot of time other kids see it happen. Where does bullying happen?**
 - Playground
 - Lunchroom
 - Bus
 - Hallways
 - Classroom
 - Note: if children do NOT bring up online games, ask them, “Is someone ever a bully when you are playing a computer game? Are they ever mean or refuse to let you play, or ignore you?”

Activity #2: Review a few definitions.

- **Now that we've talked about WHERE bullying might happen, let's talk about the people who see bullying – who are there when it happens.**
- Begin by writing each word on the board. Ask the students if they know the definitions. Then correct or supplement their definitions with those below.
 1. **Bully** – someone who hurts or scares kids on purpose.
 2. **Target** – the person who is being bullied.
 3. **Eggers** – the kids who help the bully by laughing at targets and encouraging the bully to be a bully.
 4. **Bystanders** – the people who see bullying happen.

Activity #3: Identify Roles Visually.

- Introduce class to the power point slide or copy of slide. If using the PowerPoint, the children will appear one at a time. View the PPT prior to the lesson to see how they appear.
 - Go through the picture using the talking points on the following pages.
 - For many of the children, this may be their first exposure to the roles children play in bullying situations, and they may not be able to identify the different roles independently.
 - In general you are asking the children to identify the roles they see.
 - The clues you are seeking are the children's behaviors in the picture – their body language – and the emotions expressed on their faces.
- Go through each of the depicted children and review the body language and emotions expressed on their faces, and assign them to the appropriate roles. Do not be concerned if the children have trouble understanding these roles – they will be exposed to them again in future lessons.

After you finish reviewing the roles seen in the picture, continue on to Activity #4.

Slide for Second Grade Lesson #4

Slide shot #1



Intro: Even though a bully will sometimes be the only one saying or doing mean things, there are usually a lot of people around when someone gets bullied. A lot of bullies like it when people see what they do, it gives them power. Let's look at how the people who see bullying happen can play a role and help to keep the bully going.

- Ask students: What is going on in this picture?
- Does this look like bullying? Why?
- Now we are going to talk about the people in this picture.

Power point slide for Second Grade Lesson #4

Slide shot #2



Begin by focusing on the BULLY (the child leaning over the target.)

- Ask the class: **Who do you think this person is? (the bully)**
- **Why do you think that?**
 - Mean look on face
 - Standing over the target (intimidating/trying to scare target)

Power point slide for Second Grade Lesson #4

Slide shot #3



NEXT, FOCUS ON THE TARGET (the child seated).

- Ask the class: **Who do you think this person is? (the target)**
- **Why makes you think that?**
 - Head down
 - If we could see his face, I bet he would look sad
 - Not laughing/smiling

Power point slide for Second Grade Lesson #4

Slide shot #4



NEXT, FOCUS ON THE "EGGERS" – THE GIRL IN OVERALLS AND DARK HAIRED BOY (SEE THEM IDENTIFIED IN THE LOWER RIGHT HAND CORNER OF SCREENSHOT).

- Ask the class: Who do you think these people are? (the eggers)
- You will need to define the term "egger" for the class. (They help the bully by laughing or going along with him.)
- **Why do we think they are the eggers?**
 - They look like they are smiling/laughing
- **How do eggers give the bully power?**
 - Make the bully feel cool
 - Keep the bully's rumors going
 - Laugh at the bully's jokes

Power point slide for Second Grade Lesson #4

Slide shot #5



FINALLY, FOCUS ON THE REMAINING CHILDREN: BYSTANDERS.

- Ask the class: **Who do you think these people are? (the bystanders)**
- **What is a bystander?**
- **What makes them bystanders, not eggers?**
 - They are not smiling/laughing
 - They look like they don't like what is happening
- **How do bystanders give the bully power?**
 - By not doing anything, we let the bully think that what they are doing is OK
- **How can it make us feel when we see bullying happen and don't do anything?**
 - Scared
 - Guilty for not doing anything
 - Powerless
 - Tempted to join in
 - Upset/sad/bad for the target
 - It could happen to us

Activity #4: Bringing in the role of friends using a Poster Board.

- **There is someone we have talked a lot about lately that is not in this picture... A friend. Sometimes we call a friend an ALLY.**
- **What are some of the things a friend might do or could do to help someone that is being bullied?**
- Title poster "How to be a Friend When Someone is Being Bullied"
- List students' ideas on poster.
- Display poster in room where you can reference it when necessary.

Wrapping up:

- **Today we talked about how the people who see bullying happen and join in or don't do anything help to keep the bullying going. It can be very hard to figure out what to do when we see bullying but we came up with some really good ideas. Go over some of the ideas that the children came up with.**
- Questions?

Second Grade Lesson #5

Why do we need to say something?

Goal: This lesson is designed to further students' understanding of the role that bystanders and eggheads play in bullying and cyberbullying situations.

This lesson is accomplished through use of the "Bystanders Quiz" adapted from the Eyes On Bullying Program.

You will need: whiteboard or flip chart and markers.

Activity #1: Introduction

- **We have talked a lot about bullying and the role we play in these situations. Who are the people that sometimes *watch* bullying – maybe they stare at kids when they bully other kids? (bystanders) Today I want to talk more about bystanders.**
- **What I want to do now is to tell you some things about bystanders. Some of the things I say are TRUE, but some are NOT TRUE. If you think what I say is TRUE, raise your right hand (demonstrate, and if necessary, review right-left).**
- **If I say something that is NOT TRUE, then raise your left hand.**
- **Let's practice.** (Have all the children raise their right hand, and then their left hand.)

Activity #2: True/False Statements

- True/False Statements are provided on next page.
- Read each statement aloud, repeating and re-stating as you see necessary.
- Allow children a few moments to decide on their answers.
- Go over answers as a class. Explanations are provided for each question.
- Allow students to talk about why they chose the answers they did and what they think about these questions.

True/False Statements:

True or Not True?

1. Bystanders are usually watching when kids get bullied.
2. Most kids who watch bullying feel uncomfortable.
3. Most kids who watch bullying do nothing to try to stop it.
4. Kids who silently watch bullying might make things worse.
5. Kids who laugh at or cheer on bullying usually make things worse.
6. Kids who try to stop the bullying might make things better.
7. Sometimes grownups don't stop bullying because they don't see it happen, don't hear about it, or don't understand how much it hurts.
8. Both kids and adults can learn to become helpful bystanders who help support kids who are being bullied.

Explanations:

1. There are usually other kids around when bullying happens. Most of the time, bullying doesn't happen in private.
2. We've talked a lot about how watching bullying makes us feel: sad, powerless, scared, guilty, like we should say something but don't know how, etc.
3. Usually people don't say anything and sometimes they even join in because they think if they do, they will be safe from becoming a target.
4. Bystanders and audiences give the bully power. By not saying anything, we tell the bully that what they are doing is OK. Bullying lasts longer when people watch.
5. The people who laugh at or cheer on bullying are egging the situation on. They make the bully feel cool and funny.
6. Bullies don't like it when people confront them. But if they are confronted, sometimes they bully even more to make up for being embarrassed. Telling them to stop might make you feel good! But we know it doesn't always work.
7. Most bullying happens in places where there are no adults or adults can't see: bathrooms, playground, hallways, online, etc.
8. When we talk about how to intervene and practice ways of saying/doing something it gets easier.

Second Grade Lesson #6

What can we say and do when we see bullying?

Goal: The goal of this lesson is to help students come up with different ways that bystanders can help when they see bullying.

This lesson plan utilizes cartoons 6A through 6F – found on the next pages.

Activity #1: Introduction

- **Today we're going to talk about being a BYSTANDER. Who can remind us what a BYSTANDER is?**

Activity #2: Cartoons

- **Let's begin by all looking at Cartoon 6A together. What's happening in this cartoon?**
- **Who can name the roles for me? (Bully, Target, Bystanders)**
- **How are the kids in this picture feeling?**
- **What are they thinking?**
- **Now, there are different ways that bystanders can REACT to bullying when they see it. Let's look at a few different ways. Some of the responses you'll see are very realistic but some of them might not be realistic. I really want to hear your opinions.**

Activity #3: Continuation of Cartoons (6B-6F).

- **For each cartoon, show the cartoon to the class and ask for a volunteer to read the cartoon aloud. Ask the students:**
- **How are the kids reacting in this cartoon? How are they feeling?**
- **What do you think of their reaction? Is it REAL – do kids really act this way?**
- **Do you think that the kids' reactions will make the bullying better, or might it make it worse? Sometimes people TRY to make things better, but it doesn't work.**
- **What would be difficult about reacting this way? What would be easy?**

Note: it is NOT necessary for the students to decide that one reaction is the "correct" one. It is also perfectly fine for the children to conclude that a certain reaction is totally unrealistic and would never happen.

Cartoon 6A



Cartoon 6B



Cartoon 6C

BYSTANDER REACTIONS - BY EENGLANDER

WWW.TOOINDOO.COM



Cartoon 6D

BYSTANDER REACTION⁴ - BY EENGLANDER

WWW.TOONDOO.COM



Cartoon 6E

BYSTANDER REACTIONS - BY EENGLANDER

WWW.TOOONDOO.COM



Cartoon 6F

BYSTANDER REACTIONS - BY EENGLANDER

WWW.TOONDOO.COM



Second Grade Lesson #7

Responding to Cyberbullying

Goal: The goal of this lesson is to talk about cyberbullying, cyber bystanders, and ways to respond to cyberbullying.

This lesson is accomplished through the use of discussion and a role play scenario. You can use the scenario provided or come up with your own based on your personal experiences with students.

You will need:

A large poster board

A magic marker

Copies of the Cartoon 7A for your class, or project one copy

Activity #1: Introduction

- **Today we are going to continue talking about another kind of bullying, *cyberbullying*. Who can tell us what cyberbullying is?** (Cyberbullying is when you bully people on the computer or using a cell phone.)
- **First, I want you guys to tell me a little about what you like to do when you are on the computer. What games do you like to play? What websites do you like to visit? What kinds of things do you like to do?**
 - It is OK if you don't know anything about the games they like to play or the sites they like to visit. The best thing you can do is ASK. Let the students tell *you* about their online lives. This will help you understand but more importantly, it will help the students to feel comfortable talking to you about things, *including* bullying and cyberbullying.
 - Some examples of games: NeoPets; Nick Jr.; Club Penguin; Star Dolls; Habbo; Poptropica; Paulie's Playhouse; Littlest Pet Shop.

Activity #2: Discussion about Seeing Cyberbullying

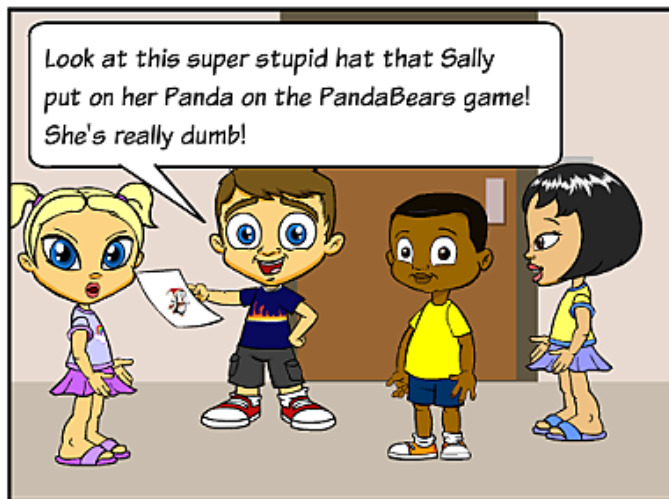
- **Have you ever seen people being mean to each other when they are playing games or chatting online?** (They will probably say no, at least initially.)

- **What kinds of mean things might kids see while playing a computer game?** (The children may have trouble conceptualizing these problems, in which case you can prompt them by saying, “I’ve heard about some problems online in games. For example, I know that sometimes someone in a game may say something mean to another player. Has anyone ever heard of that happening?”) Other possibilities:
 - Excluding people when they try to play
 - Intentionally ignoring other kids in games
 - Saying untrue things about kids to others
 - Name-calling
 - Note: during this exercise, all of the children in your class may claim to know nothing about any of these problems. That may in fact be the case or they may be fearful about admitting it. Either way, you can simply list the possibilities above for them.
- **How do you think it makes people feel when people do these things to them online?** (As children offer answers, write them on the board.)
 - Sad
 - Like they don’t want to play anymore
 - Angry
 - Hurt
 - Embarrassed
- Ask the class: Does **anyone know what a cyber-bystander is?** (A person who sees cyberbullying happening to someone else.)
- **How does it feel when we see cyberbullying happen?** (answers should be similar to how it makes them feel to be a bystander to bullying)
- **What can we do when we see cyberbullying?**
 - Tell the bully to stop (acknowledge that that’s very hard to do!)
 - Report to the website. Most chat rooms or games will have a button where you can “report abuse”. Talk to students about this. Have they ever seen these buttons?
 - Tell an adult
 - Stop playing the game
 - Never join in

Activity #3: Read Cartoon 7A together

- Hand out copy of cartoon 7A to class or (better) project it.
- **We are going to read this cartoon together. It is about a girl that gets cyberbullied. I want you to think about what you could do if this was happening to you or someone you knew.**
- After volunteers read the cartoon aloud, talk about what people can do if this happens to them or their friends.

Cartoon 7A



Second Grade Lesson #8

The Power of Bystanders

Goal: The goal of this lesson is to show students how powerful bystanders, targets, and eggheads can be if everyone acts together to stop bullying.

This lesson is accomplished through the use of the book *The Bully Blockers Club*, by Teresa Bateman (Hardcover: 30 pages; Albert Whitman & Company (2004); ISBN 0-8075-0918-3)

This is a read-aloud lesson. You will be reading the book and stopping at intervals to ask questions of the class, start discussion, and answer questions.

Activity #1: Introduction

- Address the class: **Today we are going to talk more about bullying and what we can do when it happens.**
- **I am going to read you a book about a girl named Lottie that gets bullied. We are going to take some time while we read the book to talk about what we read. If anyone has questions, please raise your hand.**

Activity #2: Read the book

- In the first bullying scene you may want to point out the obvious discomfort of her classmates, but no one says anything.
- Ask the students about what Lottie's older sister, Lily, says about tattling, "It's not tattling to let the teacher know there's a problem." **What do you think the difference is between tattling and telling?**
 - **Tattling is when you want to get someone in trouble and doesn't do anyone any good. Telling is what you do when you don't feel safe or have tried to deal with the problem on your own but still need help.**
- **It's really hard to talk to adults sometimes. How could we make it easier for you?** Listen to their responses and if no one suggests it, offer an abstract, no-name method of reporting.
 - "There is a lot of bullying on the playground over by the monkey bars"
 - "I've seen people get tripped walking up to the teachers desk"
 - "A lot of kids get bullied on bus #18"

- Finish the book.
- Ask the class if **they can tell you about some of the things Lottie tried to do to deal with the bully, Grant.**
 - Ignore him - Be his friend
 - Laugh along - Told her parents
 - Asked her friends and classmates for help
 - Walk away - Tell him to stop
- Not all of these things worked for Lottie, and that is a very important point in the book – it is important to acknowledge that telling a bully to stop is very, very difficult and will not always work. (It is important to be *authentic* in this discussion, in other words, rather than idealistic.)
- **We’ve talked about some things that didn’t work, but it definitely helped when Lottie started to tell people. How did people try to help Lottie?**
 - Her parents called the school
 - Her teacher talked to Grant
 - Her friends helped her by standing up to Grant with her
- Ask the class **what happened when Lottie’s classmates, the bystanders, decided to work together and say something about what Grant was doing to everyone.**
 - Grant got embarrassed (turned red)
 - Gave the crayons and the ball back
 - Kids at school joined the club
 - People started involving kids that looked lonely
 - Everyone felt better
 - After a while, Grant stopped bullying everyone
- Wrap up: **What did we learn today?**
 - We should always tell an adult when we see bullying.
 - The difference between tattling and telling.
 - Bystanders have a lot of power. *Especially if they work together.*

Second Grade Lesson #9

Making Your Own “Bully Blockers Club”

Goal: The goal of this activity is to help the class start their own “bully blockers” club.

You will need:

- Construction paper circles about 3-4” in diameter (one for each student + extras for mistakes)
- Writing utensils
- Materials to decorate club badges
- Safety pins
- Glue/glue sticks

Activity #1: Introduction

- Address the class: **Do you remember the book we read about Lottie and her bully blockers club?** Have them tell you a little about the story, make sure they remember. If necessary and if you have time, you could re-read the book.

Activity #2: Club Activity

- **Because you all know so much now about bullies, I thought we could start our own bully blockers club. The first thing we need to do is come up with a name.** Ask the class for their ideas. If necessary, use a show of hands to pick between a few options.
- **Now we are going to make badges to show that we are part of the - _____ club. We need a symbol to put on our badges.** Allow the class to come up with a symbol to use.
- Give the class about 15 minutes to decorate their badges. Let dry if necessary and every day the students should wear their badges (it is a good idea to have them keep the badges at school but encourage them to tell their family and friends about what they are doing.
- **Now that we have our name and our badges, what will be the rules of our Club? These should be rules about bullying that we all stick to and that we think other kids should stick to as well. Can anyone think of a good rule?** (If necessary cue them with ideas like: when someone wants to play we’ll always let them; if we see bullying we won’t just watch, we’ll try to help the target OR go tell an adult; etc.)

Second Grade Lesson #10

Talking to Adults about Bullying

Goal: The goal of this activity is to develop a list of adult resources for the students to talk to when they see/experience bullying.

You will need: Poster board Magic marker

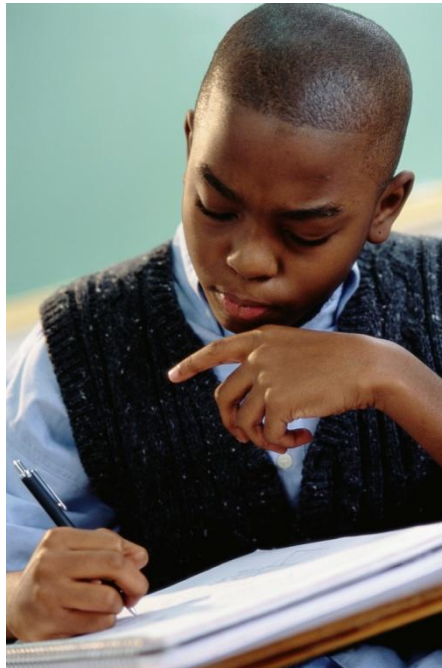
Activity #1: Class Discussion

- **We have talked a lot about how hard it can be to talk to adults and how important it is. Sometimes everyone needs help.**
- **Who are some of the people we can talk to about bullying when we see/experience it?** Ideas should be recorded onto a poster for future reference.
 - Teacher
 - Parent
 - Sibling or other family member
 - Counselor
 - Coach
 - Principal
 - Friends' parents
 - Spiritual leader
- **OK, so we know that it's important to tell adults and we know who we can talk to. Even so, a lot of the time you DON'T tell adults – why not? Let's talk about reasons why it's hard sometimes to tell adults.**
 - Bully will just get even later
 - Other kids will think you're a snitch
 - Grownups won't believe you
- **Let's start with the other kids. You all know, now, how important this is. Since you know that, would *you* still blame someone who told an adult?**
- **Let's also talk about the bully getting even. If you had the support of all the other students, would you still worry about that? Why or why not? Maybe less?**

Wrap up:

- **In the past few weeks, we have talked a lot about friendships, bullying, and cyberbullying. We have discussed the power of bystanders and talking to adults.**
- **Does anyone want to share the most important thing they learned?**
- **Does anyone have any questions?**
- **If you see bullying and don't know what to say or who to talk to, look at the posters we made or ask one of your friends.**

THIRD GRADE



Third Grade Lesson #1

Bullying versus Being Mean

Goal: the purpose of this lesson is to address the overuse of the term “bullying.” Children are taught the difference between bullying and one-time, or unintentional but hurtful events.

This lesson is accomplished through use of the Third Grade Curriculum PowerPoint.

Activity #1: Present the PowerPoint to the class.

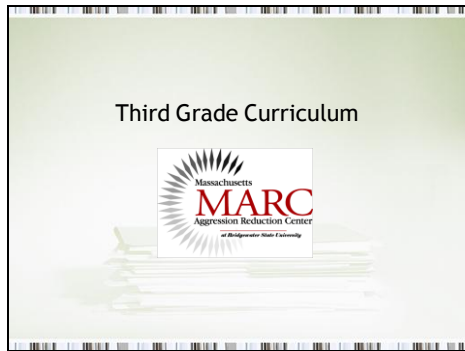
- Make a copy for each YES / NO WORKSHEET for each student.
- Each student will need a writing utensil.
- Each slide has some text on it.
 - The teacher may read the text aloud, or, they may permit the students to take turns reading the slides.
- Slides 3 and 6 have discussion questions for the class. Permit different students to offer opinions for approximately 5 minutes for each of those slides.

When the PowerPoint is complete, permit the class to discuss the different kinds of situations that have been portrayed.

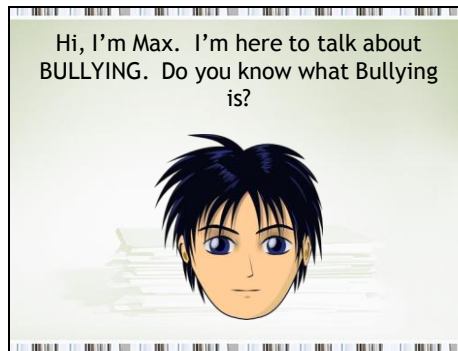
The next page has a Teacher’s Guide for the PowerPoint, and the following page has the YES / NO WORKSHEET.

TEACHER'S GUIDE FOR THIRD GRADE CURRICULUM PPT

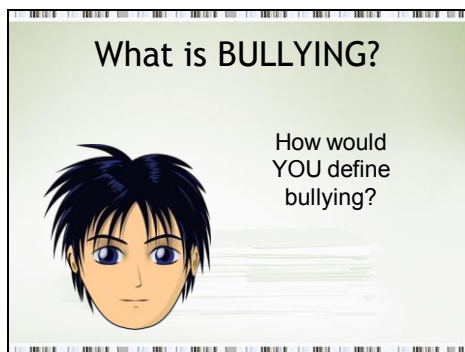
Use YES/NO WORKSHEET (below) with PPT.



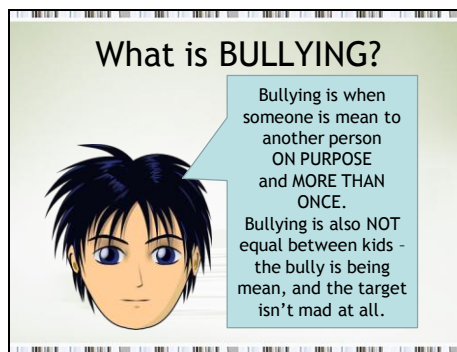
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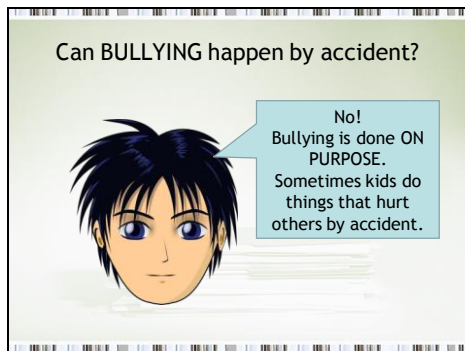


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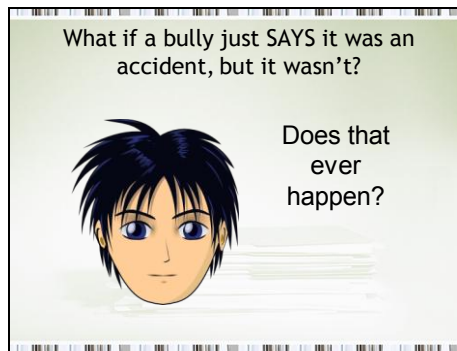


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Use slide 3 for discussion.

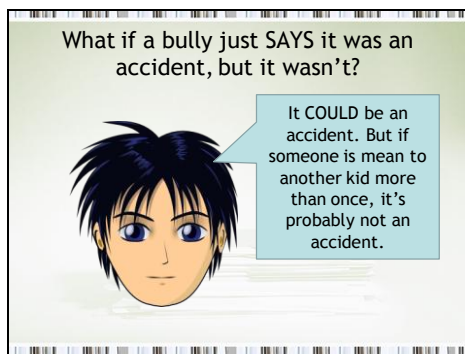


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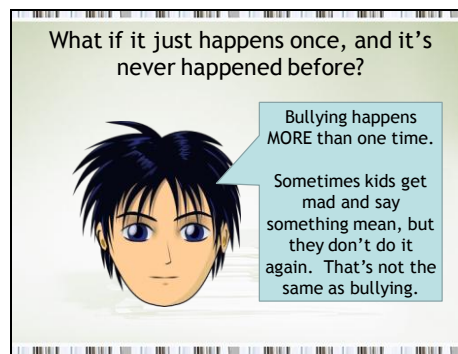


6

Use slide 6 for discussion.



7



8

What do you think - Is this BULLYING?

9

Was that bullying?
Write down your answer -
YES or NO

10

Let's see how much YOU know!

Did you write NO?
That was NOT bullying. Both kids were mad at each other. One kid wasn't being "picked on."

If you wrote NO, give yourself a Point!

11

Let's see how much YOU know!

Ready? Let's try another one.

12

What do you think - Is this BULLYING?

13

Was that bullying?
Write down your answer -
YES or NO

14

Let's see how much YOU know!

Once again, that was NOT bullying. They were having a pillow fight and someone got hurt - almost certainly by accident. She wasn't TRYING to be mean.

If you wrote NO, give yourself a Point!

15

Let's see how much YOU know!

Of course, if she was trying to hit her MORE THAN ONE TIME, then maybe it's NOT an accident. That does happen.

16


Let's see how much YOU know!



Ready? Let's try one more.

17

What do you think - Is this BULLYING?




Why don't you ever just leave me alone?

You are such a LOSER. Every day I make you cry!


18

Was that bullying?
Write down your answer - YES or NO



19


Let's see how much YOU know!



I bet you got this right - that WAS bullying. Do you know WHY it was bullying?

20

Let's see how much YOU know!



It was Bullying because the bully was being mean on purpose, and not just one time. The target wasn't mad - he was sad and scared.

If you wrote YES, give yourself a Point!

21

Let's see how much YOU know!



How many of you got all 3 points?

Raise your hands! Awesome!

22

Don't forget.....



Not everything is bullying. When you do see bullying, be a friend and tell an adult. Bye now!

23

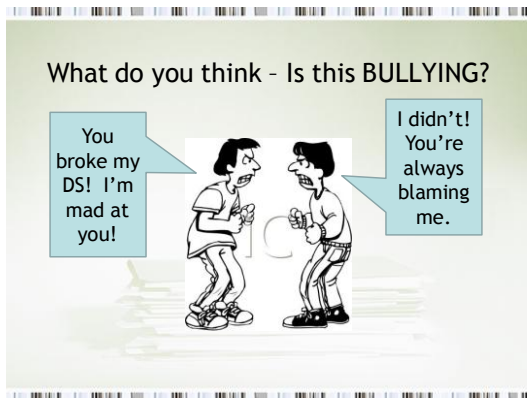
Yes/No Worksheet

Name: _____

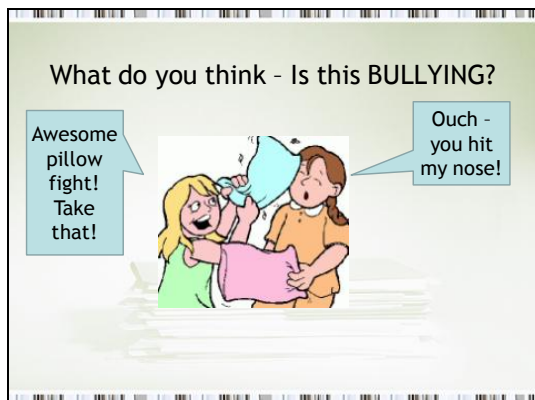
(Use with Third Grade Lesson #1)

(This sheet may be copied in B & W)

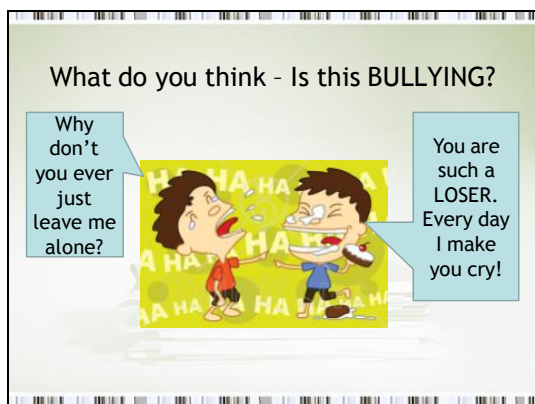
IS THIS BULLYING?



- ☐ Yes
- ☐ No
- ☐ I don't know



- ☐ Yes
- ☐ No
- ☐ I don't know



- ☐ Yes
- ☐ No
- ☐ I don't know

Third Grade Lesson #2

Is it Bullying or Cyberbullying?

Goal: the goal of this lesson is to help understand the difference between bullying and cyberbullying, and to generate discussion.

In this lesson, students will see particular behaviors and identify them as either bullying or cyberbullying. These identifications will help stimulate discussion.

Activity #1: Introduction

- **On each page you're going to see behaviors that kids sometimes do. You get to decide if what you're seeing is bullying, cyberbullying, or something else.**

Activity #2: Worksheet: WHAT DO YOU SEE?

- Have each student complete the entire worksheet (next pages).
- Once everyone has finished, have the class review their answers together with you.
- For each picture, ask the students why they choose the answer they did.
- Encourage them to focus on these questions:
 - **Is there an action you see that you think is wrong?**
 - **Look at their faces – how are they feeling?**

ANSWERS: (Note: these answers are up for discussion and do not need to be definitive. Because of the nature of this exercise, a certain amount of educated guessing takes place. The answers below are the most reasonable but the students may dispute them.)

#1 (This is **cyberbullying**, because the boy is being mean by using a computer.)

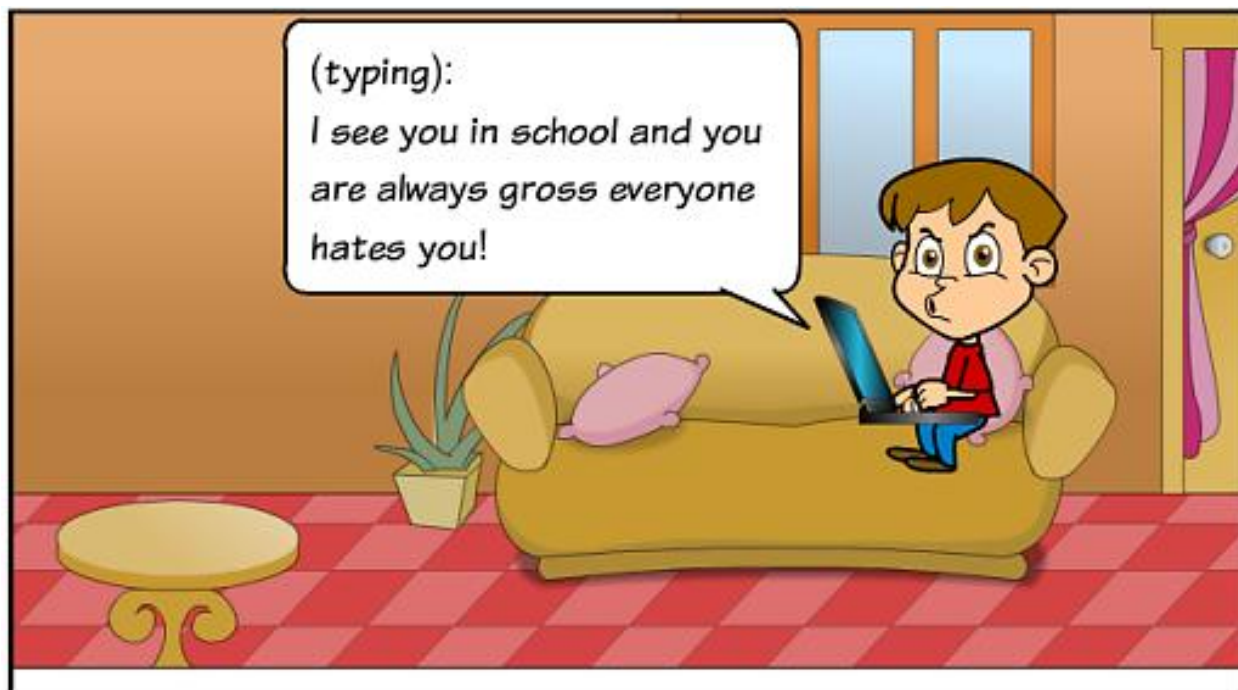
#2 (This is **neither** – the boy is using a computer, but he is not being mean – he's merely commenting.

#3 (This is **bullying**.)

#4 (This is **neither**, because the kids are *both* angry and *both* being mean – one of the kids isn't afraid of the other.)

#5 (This can be either **bullying** (because they are talking about another student) or **cyberbullying** (because they are planning to spread rumors about someone online).)

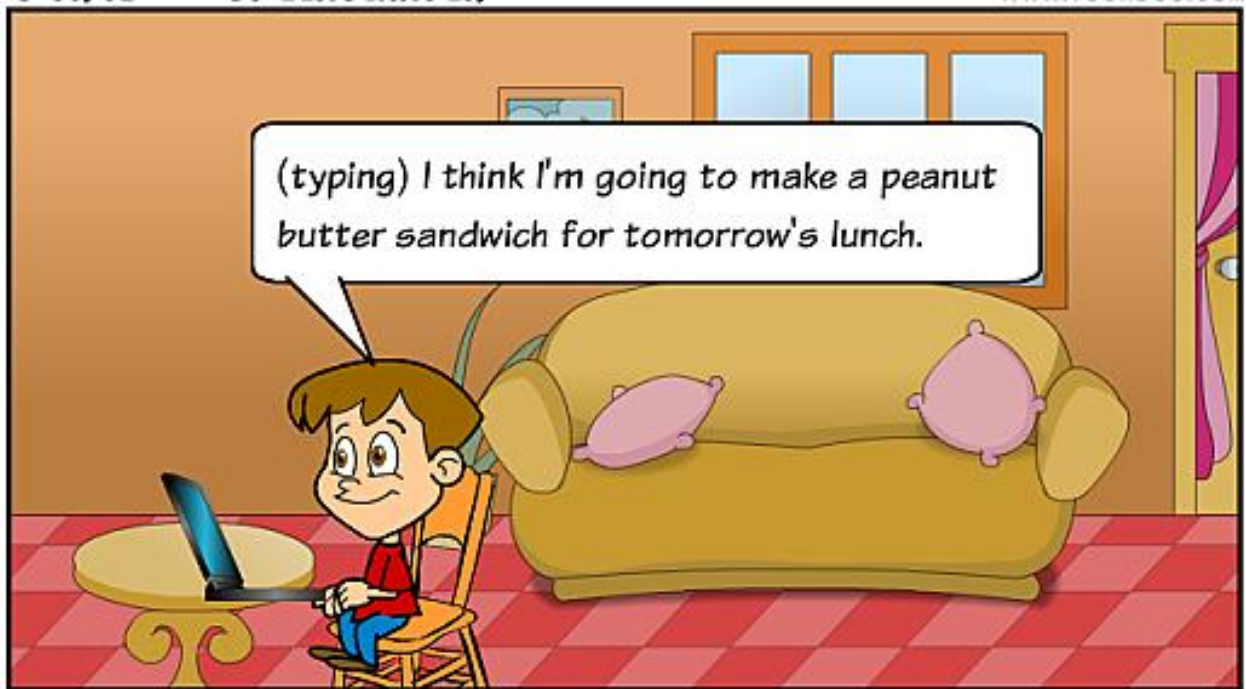
WHAT DO YOU SEE? #1



I THINK THIS IS.....

- ☐ Bullying
- ☐ Cyberbullying
- ☐ Neither one

WHAT DO YOU SEE? #2



I THINK THIS IS.....

- ☐ Bullying
- ☐ Cyberbullying
- ☐ Neither one

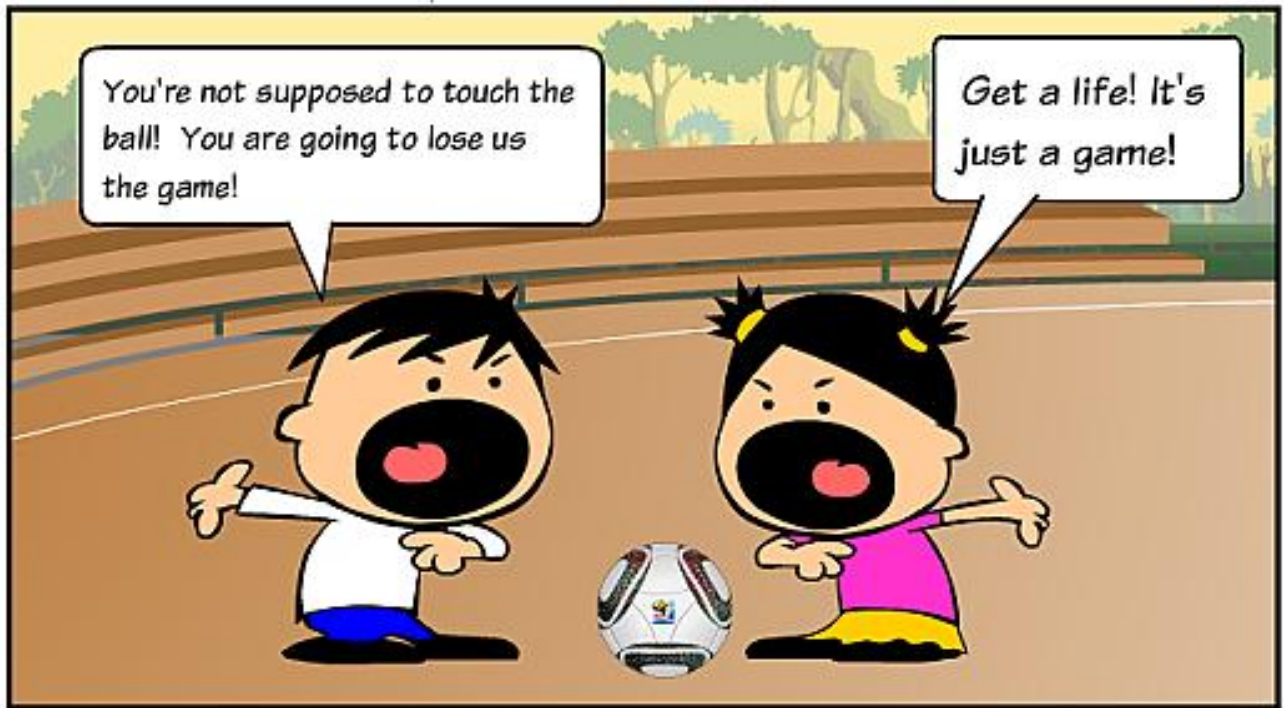
WHAT DO YOU SEE? #3



I THINK THIS IS.....

- ☐ Bullying
- ☐ Cyberbullying
- ☐ Neither one

WHAT DO YOU SEE? #4



I THINK THIS IS.....

- ☐ Bullying
- ☐ Cyberbullying
- ☐ Neither one

WHAT DO YOU SEE? #5



I THINK THIS IS.....

- ☐ Bullying
- ☐ Cyberbullying
- ☐ Neither one

Grade Three Lesson #3

EGGERS & BYSTANDERS - ROLES

Goal: this lesson will teach the concepts of eggers and bystanders, and help children understand how their own behaviors may indirectly contribute to bullying and cyberbullying.

Activity #1: Introduction

- Pass out ROLES cartoon (next page) or project it on a screen.
- **We're going to begin today by looking at this cartoon. Let's all take a minute to read it silently.**
- **Who would like to read the first two panels out loud to the class?**
 - **The first panel shows the bully and the target. Which one is the bully? Which one is the target?**
 - **The second panel shows two other types of kids –**
 - **Eggers – these are kids who ACTIVELY help the bully.**
 - **For example, they laugh along, or join in.**
 - **Bystanders – these are kids who are not ACTIVELY doing anything, but their presence is helping the bullying by providing an audience.**
 - **Can anyone point to the eggers and bystanders?**
- **Who would like to read the second two panels out loud to the class?**
 - You may wish to project these two panels for the class to see together.
 - The third panel asks, "How do the bystanders feel when they watch? Who are they helping?"
 - Answer: the bully, because they are giving her the audience she wants. Bullies want the bullying to increase their social stature.
 - The fourth panel asks, "How would they feel if they walked away and didn't watch?"
 - The answer is that everyone would probably feel it was less hurtful, and there would probably be less bullying, because it's no fun without an audience.

Activity #2: Discussion

- Ask the students, "**What do you feel that YOU can do if you see bullying?**"
- As the students offer suggestions, write them on a large poster board or flipchart paper. (Summarize them so you don't end up with long sentences.)
- Students may offer outlandishly brave or unrealistic options (e.g., "I would run through the hall screaming, "BULLY!").
 - If this happens, do not write down such suggestions but instead say, "That's an interesting idea but I think we should keep practical ideas only on our list. Remember: there's no running or yelling in the hallways allowed."

Activity #3: Post the Poster board or Flipchart page.

The poster board or flipchart page should be posted as a reminder to the kids.

Grade Three Lesson #3

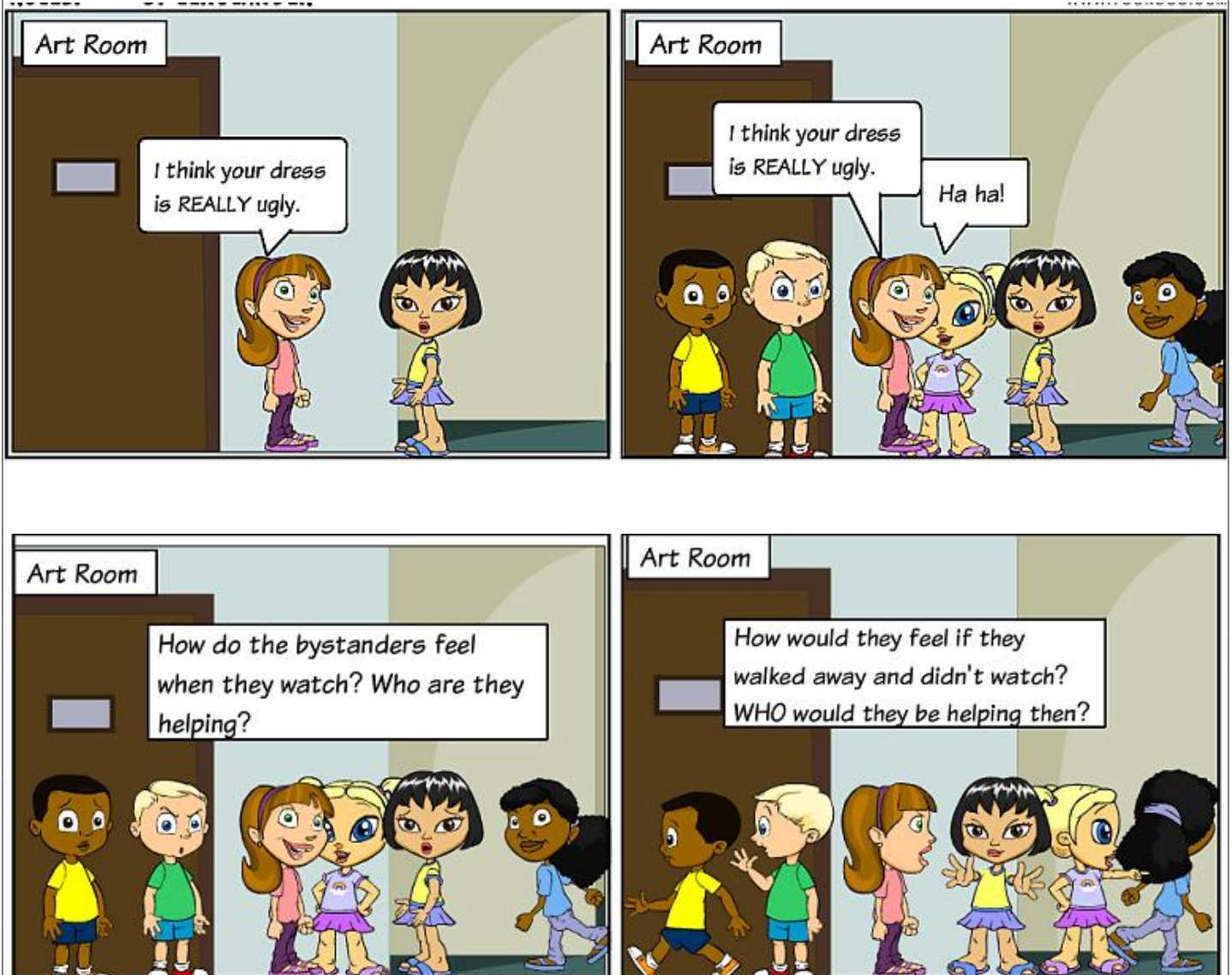
Cartoons: "Roles"

Which one is the BULLY?

Which one is the TARGET?

Which one is the EGGER HELPING THE BULLY?

Which ones are the BYSTANDERS?



Grade Three Lessons #4-5

EGGERS & BYSTANDERS – REACTIONS

Goal: these lessons will help children understand how their own behaviors may indirectly contribute to bullying and cyberbullying and introduce coping methods.

Note: In the abstract, children overwhelmingly endorse the position that bystanders should take aggressive action against bullies. However, recent research has found that in real situations, bystanders *very rarely* feel able to directly take any action, such as confronting a bully or siding with a victim. (The same is true of adults.) Thus, urging children to take direct action may not only be futile but may actually reinforce children's perceptions that adults "don't get it." For this reason, this curriculum teaches children to *undermine* the position of bullies by refusing to be an audience of bystanders and by alerting adults. Of course, they should be encouraged to help targets whenever they feel able. Most important is that they become aware that their behavior may indirectly contribute to, and support, the bullying that often upsets them.

Activity #1 – Introduction

- **Today we're going to talk again about seeing bullying or cyberbullying and what we can do about it.**

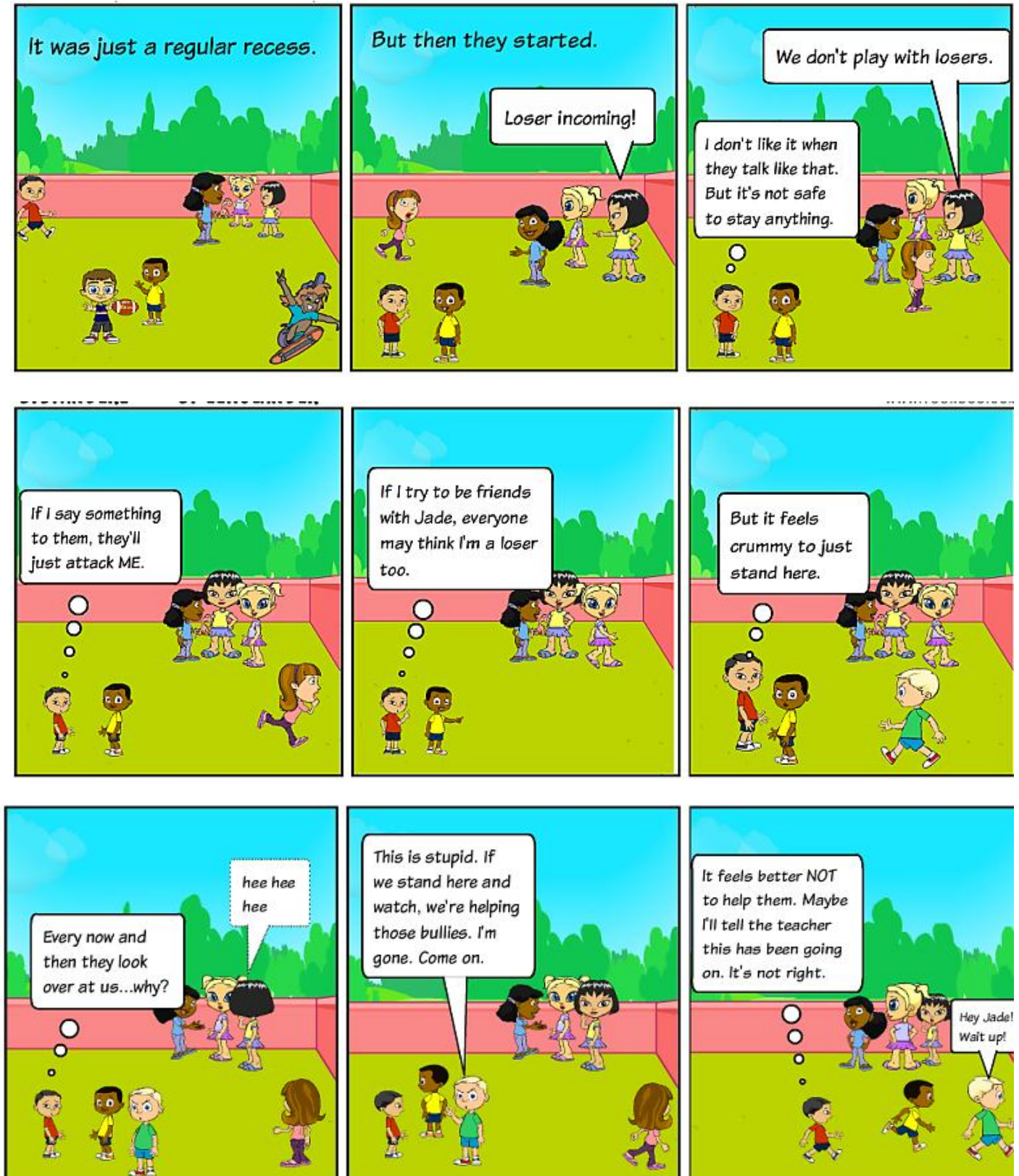
Activity #2 – reading about being a bullying and cyberbullying bystander.

- Have the students read the two Lesson #4-5 Cartoons.
- The first cartoon deals with bullying bystanders; the second with a cyberbullying bystander.
- It will be most effective to project the cartoons one at a time, have different children read each panel aloud, and discuss each cartoon separately.

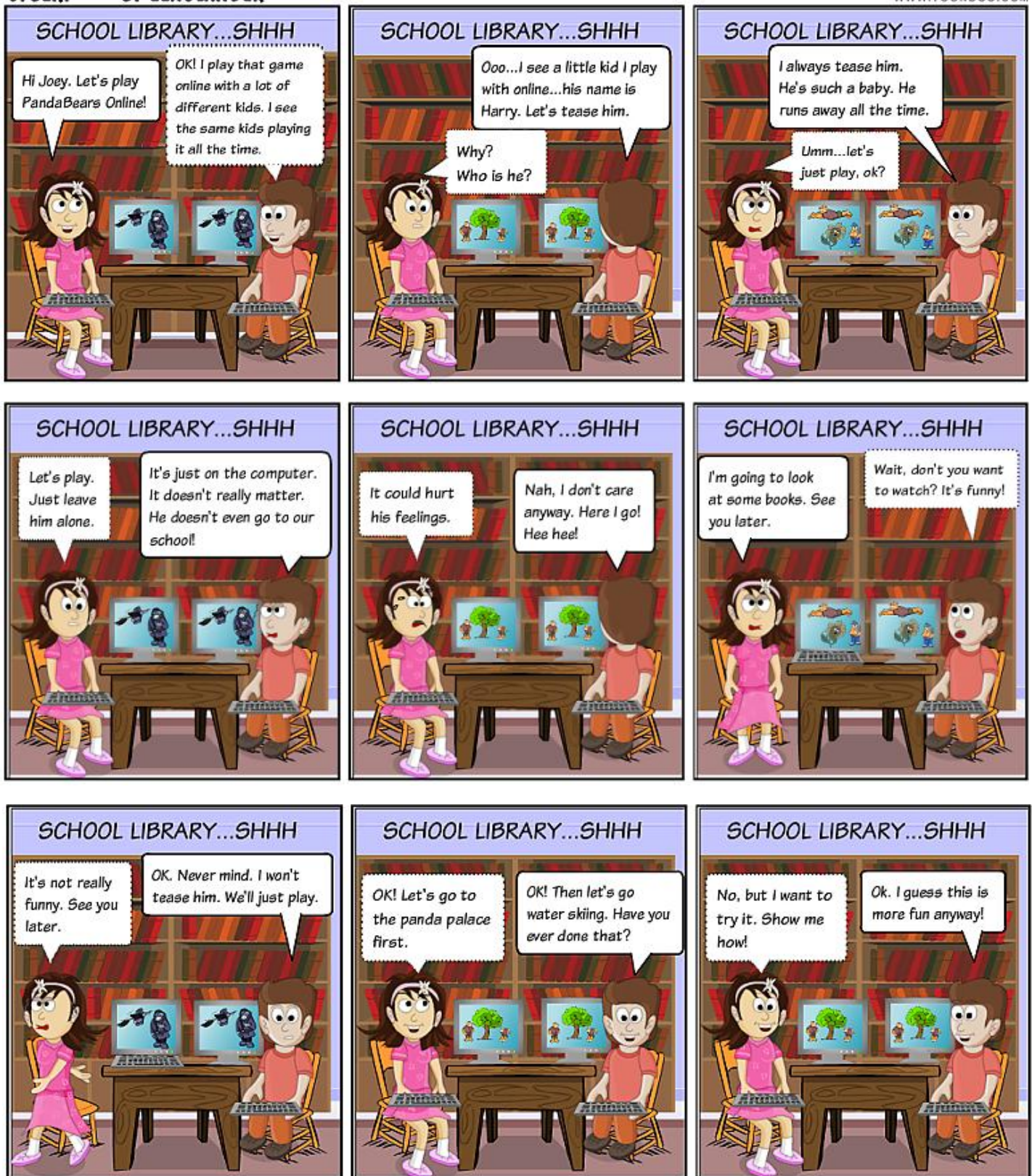
Activity #2: Discussion

- Ask the students how they feel about the reaction of the kids watching the bullying.
- **Do you think it's realistic?**
- **Do you feel that it's something kids can realistically do?**
- Finish by comparing their reactions to the list they made of possible responses in Lesson #3.
 - Point: there are many kinds of responses when you see bullying.
 - It's MOST painful to do nothing.
 - Even if all you do is walk away, you're helping to stop bullying and cyberbullying.

Grade Three Lesson #4-5 Cartoon 1



Grade Three Lesson #4-5 Cartoon 2



Grade Three Lessons #6, #7, #8

WHAT'S YOUR ROLE? MAKING A COMIC BOOK.

(This is a 3-session lesson plan.)

Goal: this lesson is intended to start students thinking about how they will respond when and if they witness bullying or cyberbullying. It's also useful for teaching the story-telling process.

Activity #1: Introduction

- Today we're going to learn how to tell a story. The story is going to be about YOU, in the future. I want you to imagine that you see bullying happen here at school, or you see it happen online while you are playing an online game.

Activity #2: The Beginning

- Begin by imagining what will happen in this story, in what order.
- For example, you might begin by deciding WHERE YOU ARE when the story starts. You could say, "I am on the playground" or "I am playing a game on my computer."
- Next, you decide what happens first when you see the bullying or cyberbullying happen.
- Remember – this is A MADE UP STORY. It's not supposed to be real, and it's supposed to be happening in the future.
- Remember that this is a story about you SEEING bullying happen – not a story about YOU being bullied or cyberbullied.

Activity #3: Story Worksheet

- The Story Worksheet is used to have the students write one sentence about each step in the story. Have each child complete Story Worksheet.

Activity #4: Story Board Worksheet

- The Story Board Worksheet is essentially a graphical version of the Story Worksheet. Once each child completes the Worksheet, have them draw in the Story Board.

Activity #5: Make the Comic Book

- Using the Comic Book Blanks and the Story Board, have the children draw their own comic books.
- This step can be accomplished on the computer as well.

Story Worksheet

This worksheet will help you write a story about seeing bullying or cyberbullying happen. Remember....

- The story is NOT about YOU being bullied. It's about you SEEING bullying or cyberbullying.

1. Where are you when you see the bullying or cyberbullying happen?

- a. For example – you could be on the school playground; or you could be at home on the computer. You could be anywhere!

2. Who else is there?

- a. For example – you could see the bully there; or the target there. You could see adults there, or other kids, too.

3. Once all the characters are there, what happens first?

- a. For example – the bully could walk up to the target.

4. What happens next?

- a. For example – the bully speaks to the target. What does he or she say?

5. What happens next?

6. What do you do in the scene? Remember- you are the BYSTANDER. What do you do?

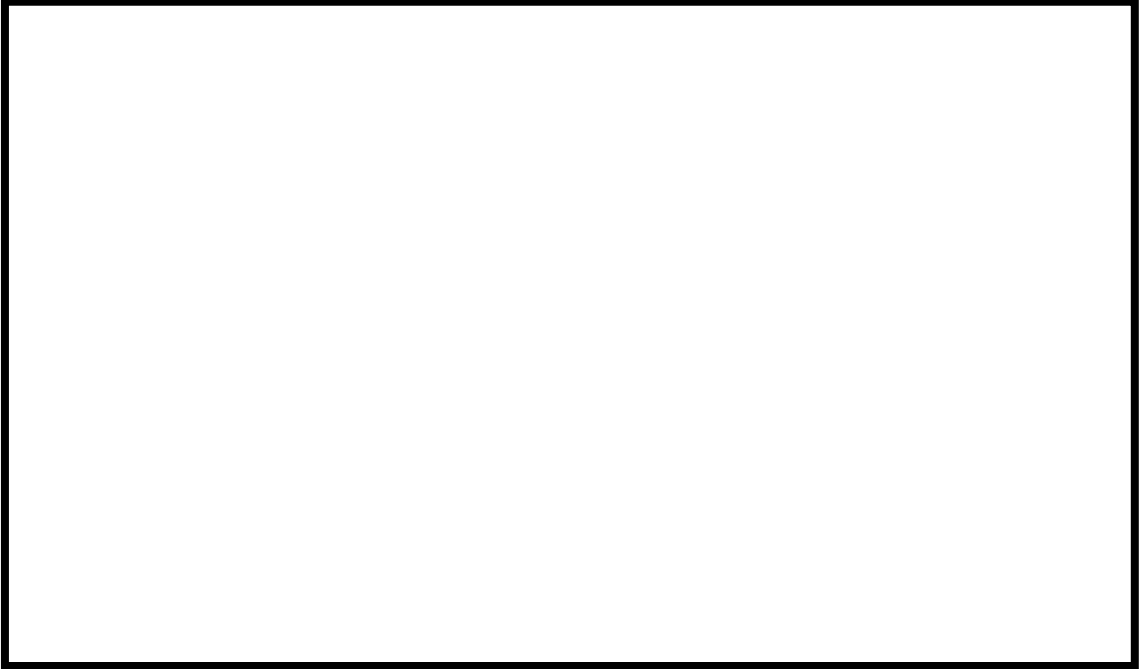
- a. Think about what you discussed in class. What are some of the things that bystanders can do? Decide on one or two actions that YOU will take in this story.

7. How does your story end?

STORYBOARD (for Optional Draft of Comic Book)


Where are you when you see the bullying or cyberbullying happen?

- a. For example – you could be on the school playground; or you could be at home on the computer. You could be anywhere!



Who else is there?

- b. For example – you could see the bully there; or the target there. You could see adults there, or other kids, too.



Once all the characters are there, what happens first?

- c. For example – the bully could walk up to the target.

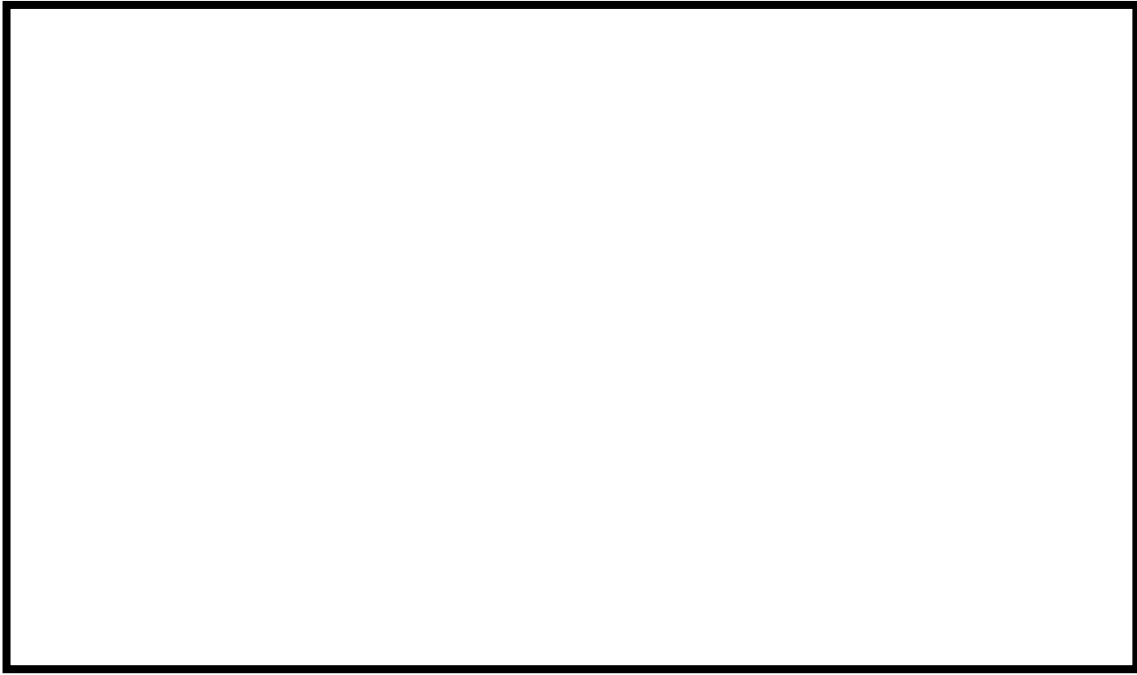
A large, empty rectangular box with a thick black border, intended for a drawing or response.

What happens next?

- d. For example – the bully speaks to the target. What does he or she say?

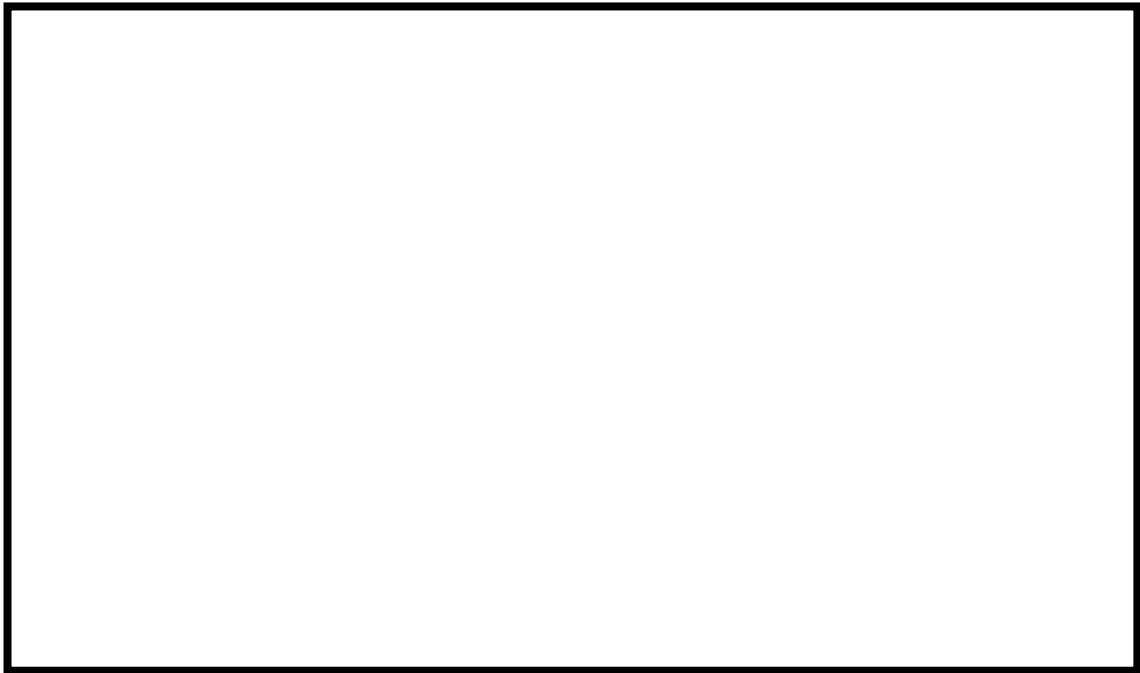
A large, empty rectangular box with a thick black border, intended for a drawing or response.

What happens next?

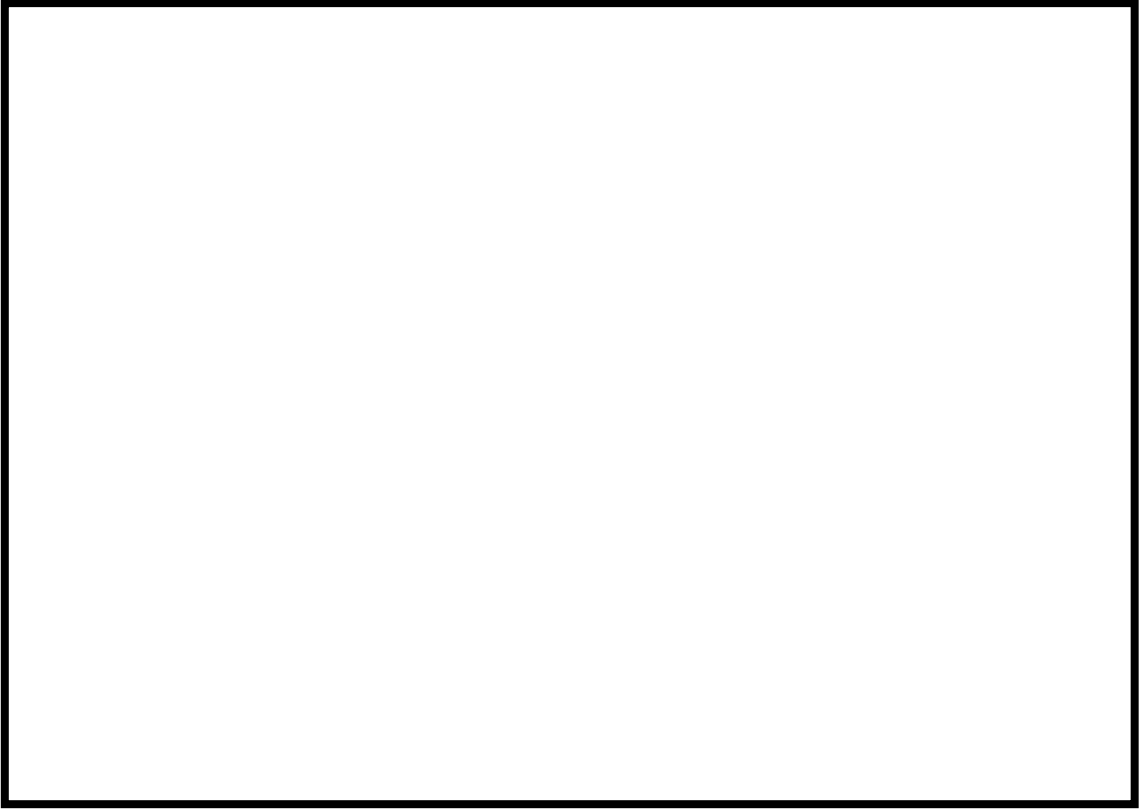
A large, empty rectangular box with a thick black border, intended for a student to write their response to the question 'What happens next?'. The box is positioned in the upper half of the page.

What do you do in the scene? Remember- you are the BYSTANDER. What do you do?

- e. Think about what you discussed in class. What are some of the things that bystanders can do? Decide on one or two actions that YOU will take in this story.

A large, empty rectangular box with a thick black border, intended for a student to write their response to the question 'What do you do in the scene? Remember- you are the BYSTANDER. What do you do?'. The box is positioned in the lower half of the page.

How does your story end?

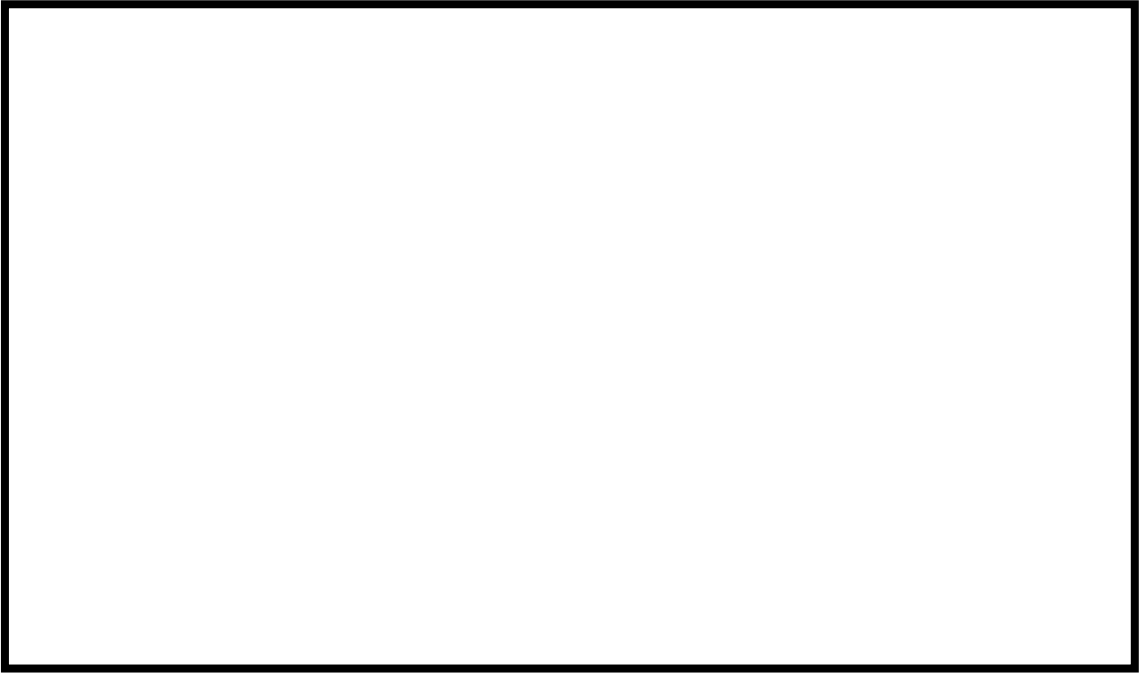
A large, empty rectangular box with a thick black border, intended for the student to write the ending of their story.

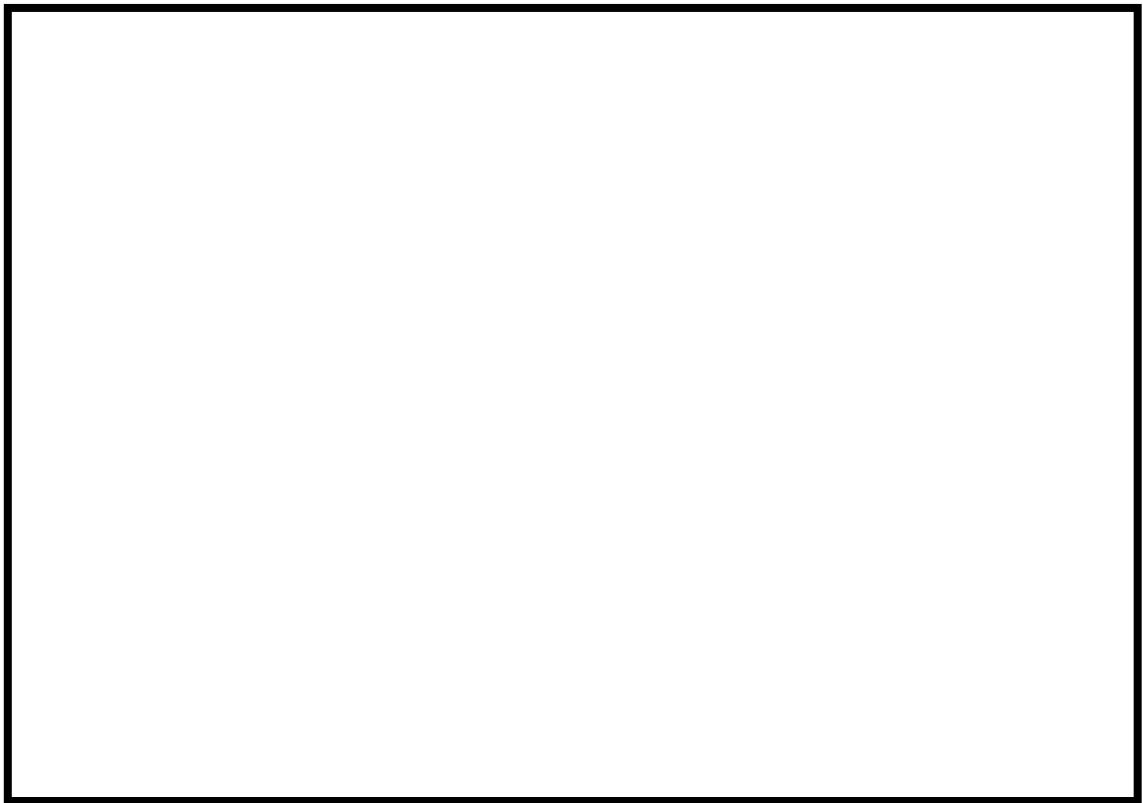
MY COMIC BOOK

TITLE: _____

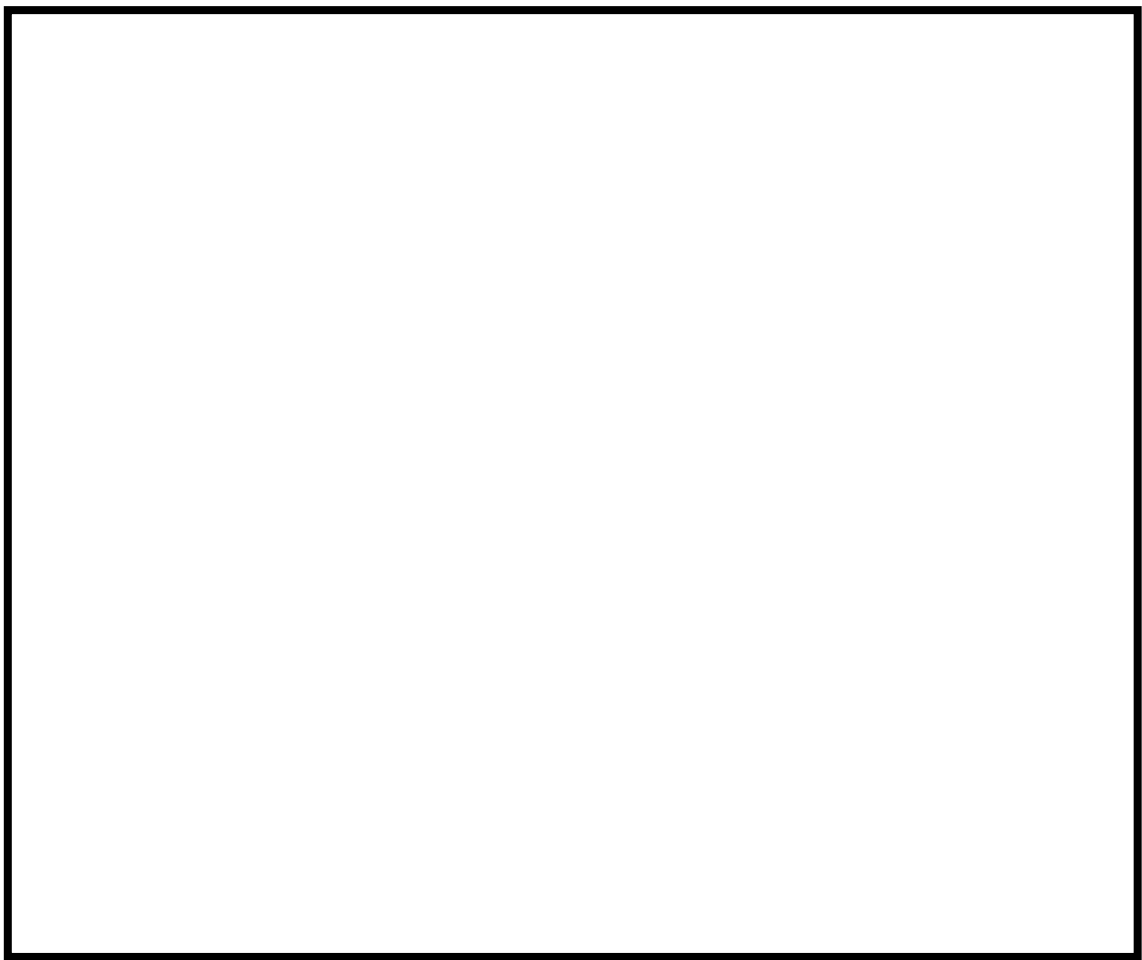
AUTHOR: _____

TEACHER: _____









Grade Three Lesson #9

Word Scramblers & Discussion

Goal: the goal of this lesson is to underscore the impact of bullying and cyberbullying, and to generate discussion.

Scrambler #1 Solution: "Bullying Hurts Kids"

- Pass out the Scrambler to all students.
- If students need help, or if you judge the scramblers too difficult, you can provide the first letter of each word.
- Once the majority of students, or all the students, have completed the scrambler, begin the Discussion.
 - **What do you think this phrase means? How does bullying hurt kids?**
 - **Has anyone ever been hurt by bullying, or seen someone bullied?**

Scrambler #2 Solution: "Don't Talk About Others Online"

- Pass out the Scrambler to all students.
- If students need help, or if you judge the scramblers too difficult, you can provide the first letter of each word.
- Once the majority of students, or all the students, have completed the scrambler, begin the Discussion.
 - **Sometimes, *everybody* talks about other people. But if you heard that people were talking about *you*, how would that make you feel?**
 - **What if people were saying something embarrassing about you? How would you feel then?**
 - Example: Susie was sent to the Principal *every day* this week!
 - **Sometimes we talk about others right here at school. At other times people talk about others when they are chatting in an online game. Has anyone ever seen that happen?**

Scrambler #3 Solution: "Have You Ever Seen A Cyberbully In a Game?"

- Pass out the Scrambler to all students.
- Again, if needed, you can provide the first letter of each word.
- Once the majority of students, or all the students, have completed the scrambler, begin the Discussion.
 - **Has anyone ever seen bullying happen in a game they were playing on a computer?**
 - **How do you think Cyberbullying makes kids feel?**

WORD SCRAMBLER #1

When you completely unscramble the phrase, turn the page over and wait for your teacher.

L	B	N	Y	U	G	I	L
---	---	---	---	---	---	---	---

--	--	--	--	--	--	--	--

R	H	S	T	U
---	---	---	---	---

--	--	--	--	--

S	I	D	K
---	---	---	---

--	--	--	--

WORD SCRAMBLER #2

When you completely unscramble the phrase, turn the page over and wait for your teacher.

D	T	N	O		T	K	L	A

T	U	A	O	B

O	E	S	H	R	T

E	L	O	I	N	N

WORD SCRAMBLER #3

When you completely unscramble the phrase, turn the page over and wait for your teacher.

A	E	H	V		O	Y	U

R	V	E	E		E	N	S	E

A

R	C	Y	B	L	B	L	U	Y	E

N	I		A		M	G	E	A

Grade Three Lesson #10

Bullying and Cyberbullying

Goal: for students to appreciate the many similarities, and differences, between how bullying and cyberbullying impact kids.

Divide the whiteboard into three vertical sections of equal size and draw a vertical line between section 1 and section 2, and then again between section 2 and section 3.

Next, write BULLYING across the top of one half. Write BULLYING & CYBERBULLYING across the top of the middle section, and finally write CYBERBULLYING across the top of the remaining section.

Cut out the “teardrops” on the next pages and place all the teardrops where they can be seen but where they do not obstruct the whiteboard (e.g., you can lay them out on a table, place them on a feltboard, tape them up on a wall or easel).

Activity #1: Introduction

- **Look on the whiteboard. There are three sections there: bullying, Cyberbullying, and both bullying AND Cyberbullying.**
- **These teardrops represent feelings.**
- **When I call on you, I want you to come up, choose a teardrop feeling, and then decide: does that feeling happen when someone is bullied or cyberbullied? Or does it happen with both bullying and Cyberbullying?**

Activity #2: Teardrops

- Ask for volunteers and call on children to place the teardrops.
- Most teardrops will be in the BULLYING AND CYBERBULLYING column.

Activity #3: Discussion

- **What do you notice about where most of the teardrops are?**
- **Why do you think that is so?**
 - **Because Cyberbullying is really just one kind of bullying.**
 - **Because when someone’s mean, a lot of the feelings are the same, whether or not it’s on a computer or in person.**



HURT



SAD



WORRY



**AVOID
PLAYING A
COMPUTER
GAME**



**FEELING
ALONE**



**WHY ARE
YOU DOING
THIS TO
ME?**




ANGRY



UPSET




**KIDS ARE
MEAN TO
ME AT
RECESS**



**AVOID
SEEING
SOMEONE**



**REALLY
BAD**



**IT'S
NOT
FAIR**



**STOP
TALKING
ABOUT
ME!**



**I'M
AFRAID
TO TELL
ANYBODY**

FOURTH GRADE



FOURTH GRADE

LESSONs #1-4: BULLYING AND CYBERBULLYING IN YOUR WORLD (Note: this is a 4-session exercise)

This lesson utilizes the creation of simple, animated movies to encourage children to present their own views of bullying and cyberbullying. If you do not have access to computers, this can be a drawing exercise using the blank template on the next page to create a Book. However, learning this process is simple (a Primer for teachers follows below) and it is *strongly* encouraged.

Activity #1: Introduction

- **Today we're going to explore what kinds of experiences you've had or seen with bullying or cyberbullying. Before we start, can anyone define *bullying* for us?**
 - Intentional meanness or cruelty
 - Happens more than once
 - The bully has more power than the target.
- **Great. Now, who can define *cyberbullying* for us?**
 - Bullying that happens on the computer
 - Or on cell phones

Activity #2: Creating an online cartoon movie about bullying or cyberbullying.

- This activity involves students
 - First, choosing one of the SCENARIOS on the next page;
 - Second, completing the scenario they choose; and
 - Third, using a simple online website to create a cartoon movie about their story.
- You may have students work individually, or pair them up to work.
- Steps:
 - Students should select and complete one scenario (next page)
 - Using a brief outline of the resulting story, students should create a set of scenes in their story. Each scene should be labeled as a FEELING, SPEAKING/YELLING/SINGING, or ACTION scene. (See The Example on the next page.)
- Finally, create your scenes on Zimmertwins.com. (See *Teacher's Guide for Learning and Using Zimmertwins* – included here.)

Teacher's Guide: (Fourth Grade)

The Scenarios: Process for Completing Lessons #1-4

STEP ONE: CHOOSE A SCENARIO, AND COMPLETE IT.

Scenario #1: The Playground

This story begins with a girl alone on the playground. She is remembering that a mean boy named Simon said to her, "You're stupid because you play Yugimon. No one plays Yugimon anymore." The target girl is very unhappy.

This story ends with the target girl playing with another boy named Howie. Howie appears nice and says to her, "C'mon Jennifer, it's your turn now." The target girl looks happier.

Scenario #2: The cafeteria

This story begins with a boy sitting alone at a table. He is feeling sad because a girl is laughing at him. The mean girl says to him, "Don't you dare tattletale!"

This story ends with the target boy walking out of the school counselor's office and his face is happier. The mean girl is walking in the hallway. She is not getting in any trouble with the counselor. They ignore her.

Scenario #3: The Telephone

This story begins with girl walking home from school. She is thinking about mean things a boy said to her, and looks very upset. As she walks in the house, the telephone rings.

The story ends with the girl saying to her brother, "something bad happened at school today...I WAS feeling bad about it, but I feel better now! That was just my friend Janine calling me."

*Ask the children to complete the story by filling in the MIDDLE part of the story. Ask them, **WHAT HAPPENED IN THE MIDDLE? HOW DID THEY GET TO THAT ENDING?** (They are not allowed to change the ending.) Some samples of how they might answer for the first scenario:*

- Howie told her to ignore the bully.
- Howie asked her to play with him.
- Howie told her he liked to play with her, or that he liked being friends with her.
- Howie told her he liked Yugimon too.

Conclusion: When another child listens to, talks with, or offers support and friendship to a target, it almost always makes the target feel better.

STEP TWO begins on the next page, and covers how to transform a student's completed scenario into an online cartoon.

This story begins with a girl alone on the playground. She is remembering that a mean boy named Simon said to her, “You’re stupid because you play Yugimon. No one plays Yugimon anymore.” The target girl is very unhappy.

This story ends with the the target girl playing with another boy named Howie. Howie appears nice and says to her, “C’mon Jennifer, it’s your turn now.” The target girl looks happier.

STEP TWO: Lay out the scenes in your completed scenario. Here’s an example:

List of Scenes for Scenario #1:

1. Girl is thinking– THINKING ACTION
2. She looks upset – EMOTION
3. She remembers mean boy’s words – THINKING ACTION
4. Howie walks over – ACTION, WALKING
5. Howie smiles – EMOTION
6. Howie asks what’s wrong – TALKING
7. Girl tells him she’s upset because someone called her stupid – TALKING, EMOTION
8. Howie talks, saying, “You’re NOT stupid. You are smart. He’s wrong.” – ACTION, TALKING
9. Girl looks happy – EMOTION
10. Howie says, “let’s play. It’s your turn now.” – TALKING, ACTION

From this List of Scenes, children can easily construct a *Zimmertwin* movie in about 15-30 minutes. Or, they could create a comic book or illustrated book with the Scene List.

Although it is unarguably simpler to have children construct a paper project, I strongly recommend that teachers take a few minutes to explore Zimmertwins and allow the children to use this online website as their movie-maker. Their level of engagement will be significantly higher.

See *A Zimmertwins Primer for the Elementary Teacher* – next page.

A Zimmertwins Primer for the Elementary Teacher

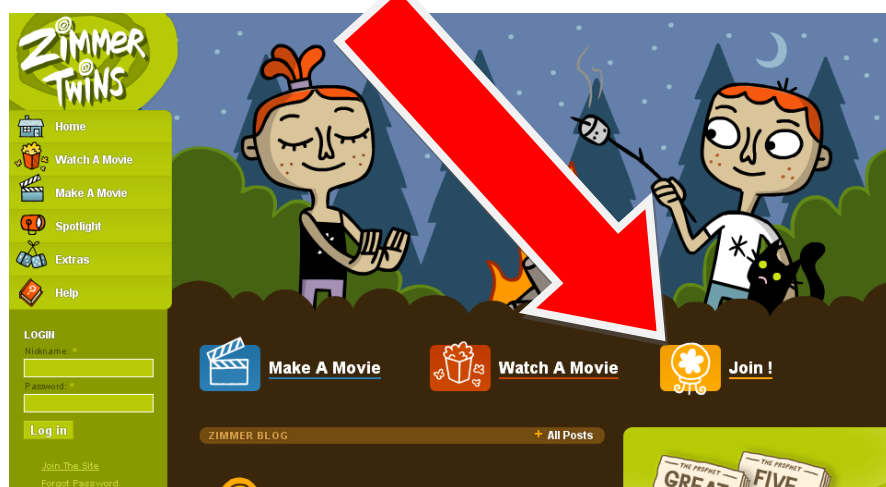
Zimmertwins is a free, online movie creation web site. Students will be able to create animated movies quickly and easily. They will be able to save and share their movies as soon as they create an account. Before you get them started, go to the web site yourself and create your own account.

BEFORE YOU BEGIN:

- Create a Class Email Account.
 - This can be done easily on a free webmail service like gmail or yahoo. Name the Class Account something easy to remember, such as LastnameZimmer@gmail.com.
 - Or, you can have your IT person create a Class Email Account using the school's email service.
- You will then use this Class Email Account to set up one Zimmertwins account for each pupil. Each account will have:
 - A "nickname" – something like, LASTNAME1, LASTNAME2, etc.
 - A "parents email address" – which is the Class Email Account you created above
 - A password – to make life easy, use the same password for all student accounts.
- DO-NOTS:
 - DO NOT use your personal email account as the Class Email Account.
 - DO NOT have your students set up the Zimmertwins accounts. You should do this yourself, ahead of time.
 - DO NOT use your students' parents' email address when you set up the account. Use the Class Email Account as the "parents' email address."

CREATING YOUR ZIMMERTWINS ACCOUNTS:

- Go to Zimmertwins.com
- Click on Join the Site



- Now you'll be taken to this screen.

Create a nickname that's easy, with a number. EG – “Englander1.” Then the next account Nickname will be “Englander2” etc etc.

Enter your Class Email Account here.

Enter any birthday, but make it prior to 1990.

Boy or girl – doesn't matter.

Don't forget to click that you AGREE!

Then click **JOIN THE SITE.**

The next screen you'll see will look like this:

This screen tells you that the account's TEMPORARY PASSWORD has been sent to the Class Email Account. You need to go open that email BEFORE you can click on the Login button.

Be SURE to click on the LOGIN button under the **FREE** account.

GO TO YOUR CLASS EMAIL ACCOUNT.

- There, you should find an email that says something like this:

Your son or daughter has requested an account for the Zimmer Twins website. The Zimmer Twins website is a fun and positive environment where kids can safely explore and exercise their creative muscles with fun tools that allow them to make their own short cartoons. We moderate the site daily and use filters to make sure content is appropriate for visitors of all ages. We encourage parents to explore the site and learn to use its many features along with their children.

This account will allow your child to save their movies. Your child can also rate others' movies and leave comments.

To use the account, your child can sign in here: <http://zimmertwins.com/user>

Nickname Smith1
Password 8914

To learn more about the Zimmer Twins, please see our parents' page, privacy policy and terms of use on the site.

LOGGING IN FOR THE FIRST TIME:

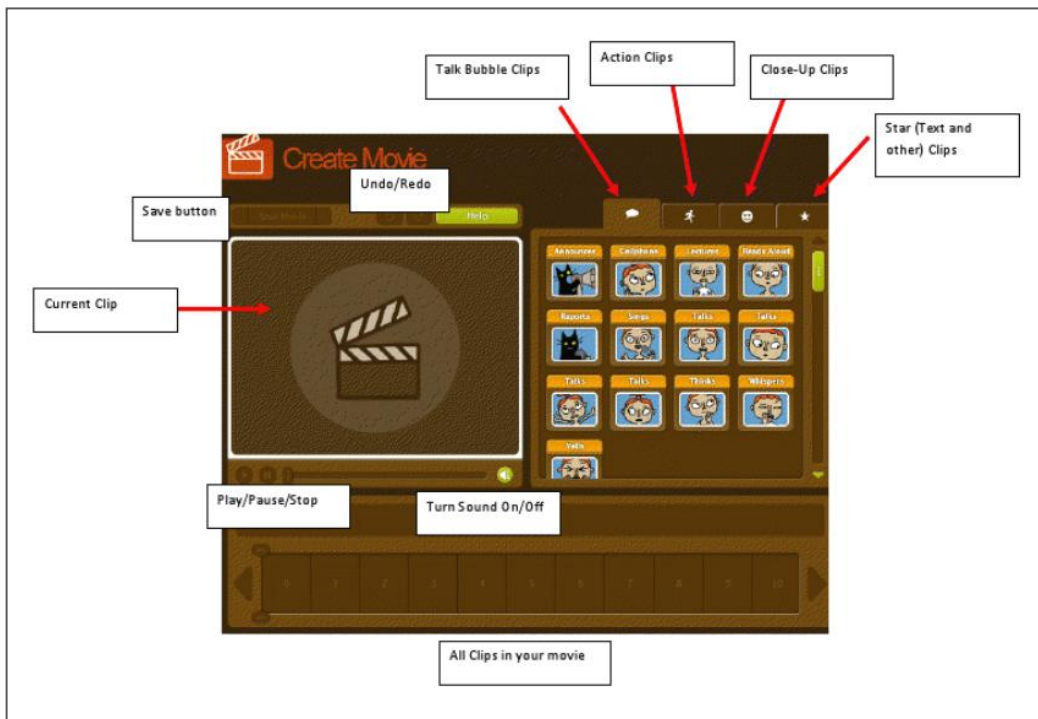
- Open the e-mail you receive from Zimmertwins which contains your password and the nickname you chose.
- Click on the link to the web site. Key your nickname in the nickname box, and your password in the password box. Then, click on Login.
- Once you're in, you should CHANGE THE PASSWORD because you want EVERY STUDENT ACCOUNT to have the same password.
 - Decide on a password that's easy to remember – eg: "Room324" or "SchoolName324"
 - Click on the Edit account link on the left. Key in your new password in both boxes.
- Click in *accept terms* box and *Save* at bottom.

LEARNING HOW TO MAKE A MOVIE:

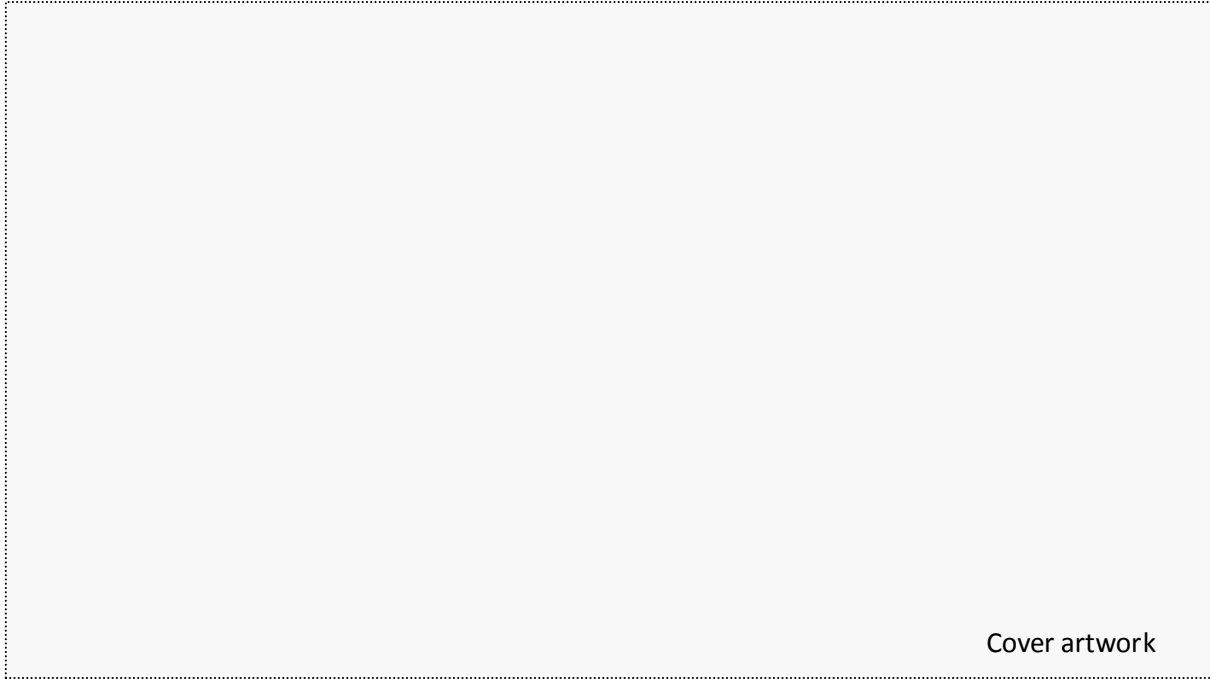
- Click on Make a Movie on the left, at the top.
- At the next screen, click on 'How to Make a Movie.'
- A multimedia tutorial will display on your screen, and be heard on your speakers. The tutorial lasts about two minutes. It will describe the different parts of the movie making screen, and show a brief example.
- You can play the tutorial again by clicking on the play button (the right-pointing arrow) below the movie.
- When you feel ready to make your own movie, click on the Make a Movie link on the left.

MAKING YOUR FIRST MOVIE:

- The first step is to decide on a list of what will happen in your “movie.”
- Your list of scenes should contain **THINGS YOU SPEAK/YELL/SING**, and **WALKING/RUNNING/DANCING**, and **EMOTIONS**.
- For example, the following is a movie about your typical day. Here’s the list of scenes you might come up with to help guide you in making your movie:
 - First you say hello. **SPEAK**
 - Then you walk to work. **WALKING**
 - Then you work. FEEL **INTERESTED**
 - Then you walk home. **WALKING**
 - Then you say hi to your cat. **SPEAK**
 - etc.
- To make the different scenes, you simply drag the clips you want to include in the movie from the appropriate tabs.
 - For example, in the first scene, you say hello. To make this scene, drag over your choice of clip from the **SPEAK/YELL/SING** tab (that is the tab labeled with an empty balloon, like this: ☹).



MY STORY ABOUT BULLYING OR CYBERBULLYING



Cover artwork

TITLE:

AUTHOR:

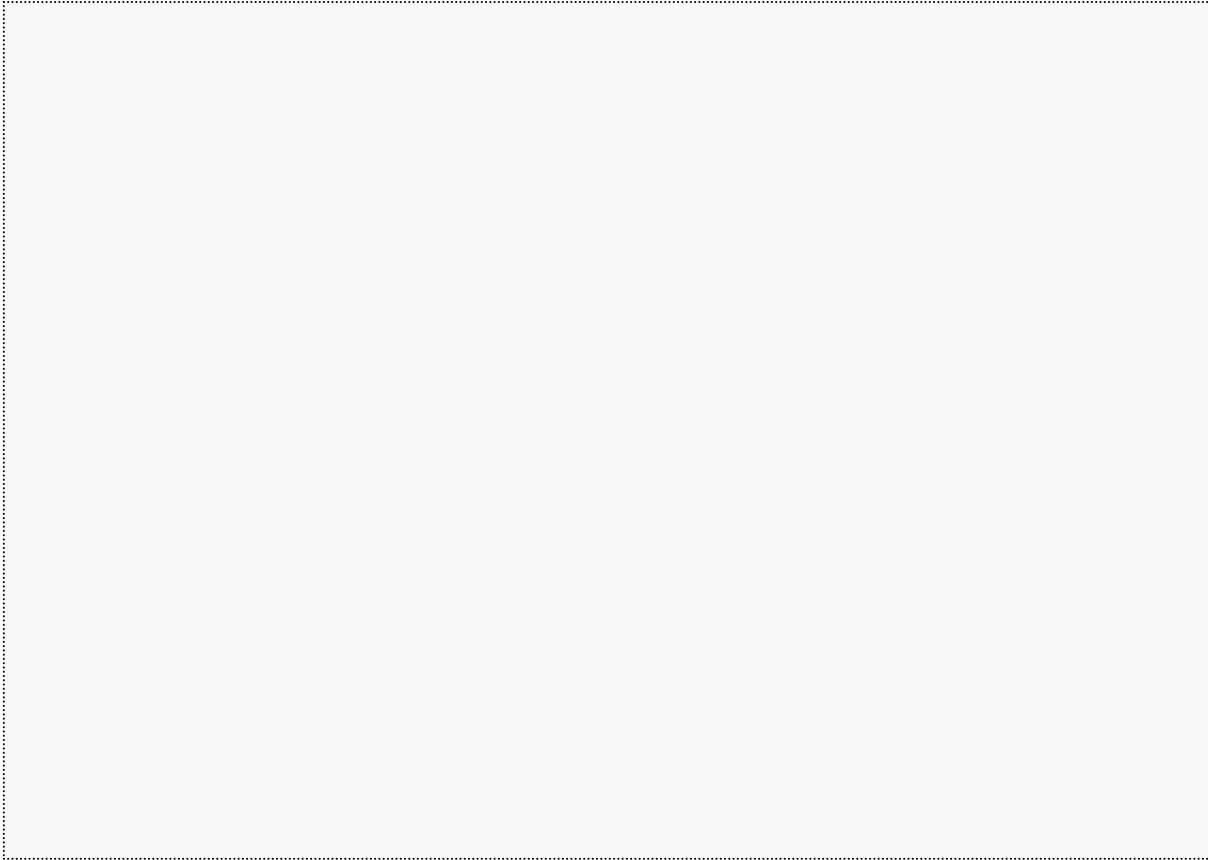
DATE: _____

TEACHER: _____

STORYBOARD:
WHAT IS THE ORDER OF EVENTS?

1	2
3	4
5	6
7	8

PAGE # _____



BACK COVER

(Paste a picture of the author here)

Description of the author:

FOURTH GRADE

LESSON #5: Going Online Escalates Everything

Goal: the purpose of this lesson is to underline to the students that posting or sending angry messages online escalates conflict significantly. Studies have shown that people are willing to say much more hurtful comments online than they would say in person.

Activity #1: Introduction to Topic #1

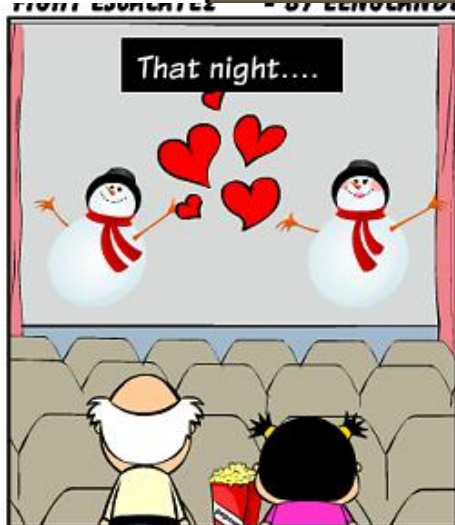
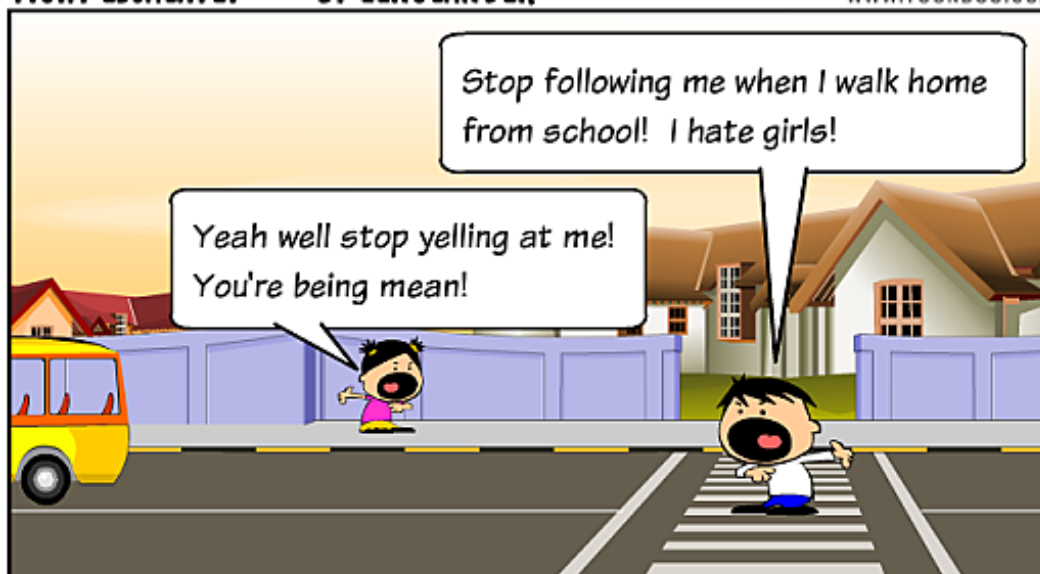
- **Today we're going to talk about how we handle it when we get mad at our friends or our classmates.**
- **When you feel mad at someone, what are some of the different things you might do?** (permit the class to give you some ideas.) Possible answers:
 - I argue or yell
 - I go away to be by myself
 - I talk with my other friends
 - I talk with my mom or dad
 - If the students don't understand how to answer your question, give them an example from the list above.
- **Sometimes when people get mad, they send or post a message online about how they're mad at someone. Let's look at what happens then.**

Activity #2: Cartoon reading & Discussion

- Have the students read the first cartoon (ESCALATING THE FIGHT). If you cannot make a clean copy, the cartoon can be projected and read aloud together.
- (After the cartoon is read) **What do you think about the cartoon? Has anyone ever known someone who sent messages on the computer or their cell phone when they were mad, and the fight got worse?**
- Have the students read the second cartoon (RUMORS ONLINE).
- (After the cartoon is read) **Who knows about a "rumor" is?** (It's when you talk about another person, usually about something private, embarrassing, or mean about them.)
- **Who can tell me what this cartoon is saying about putting rumors about other kids online?**
- **So what do you think you should NOT put on the computer? Are there times it's better to talk to people in person?**

FOURTH GRADE

Escalating the Fight Cartoon (Goes with Lesson 5)



FOURTH GRADE

Rumors Online Cartoon (Goes with Lesson 5)



FOURTH GRADE: LESSON #6

THINKING ABOUT YOUNGER KIDS

Goal: in preparation for their work with their 1st grade Buddies, this lesson encourages students to begin to think about their younger peers and how they are role models for them.

Activity #1: Preparation

- Ask each student to bring in a photograph of a younger sibling or, if there is no younger sibling, perhaps a younger cousin or neighbor.
- Although a photograph is preferable, students who cannot get one should feel free to draw a picture of the younger child in question.

Activity #2: Art About Responsibility

- Today we're going to think about younger kids and how we have an impact on them. I want you to think about a time when a younger kid imitated or copied something you did. If you can't think of any time like that, you can think of a time that you've read about or seen on TV or in the movies or online.
- Draw a picture of the time when you were copied or imitated. Was it funny? Did it annoy you or make you irritated? Describe the situation in a sentence or two under the picture.

Activity #3: PRESENTING YOUR PICTURES

- Have each student share with the class a time when they were imitated or copied by a younger child. Have them display the child's picture or drawing of the child while they describe what happened.
- After the student shares the story, ask them, "Did the adults know that he/she copied you? What did they think?"
- At the end of all the stories, write these 2 questions on the board:
 - Since younger kids copy us, how should we behave?
 - What ways can older kids behave, to help younger kids NOT bully or cyberbully others?
- Ask the students to raise their hands to answer the questions. Allow the class to discuss them.

FOURTH GRADE: LESSON #7: HELPING THE FIRST GRADERS

Goal: the purpose of this lesson is for the fourth graders to practice their Buddy work that will begin with the next lesson. NOTE: Although this pairing is *intended* for fourth and first graders, it can be adapted for use with other, younger “buddies.”

Activity #1: Introduction

- **Starting --, each of you is going to be helping a younger Buddy understand bullying and cyberbullying better. You are all going to be paired with a first grade Buddy.**
- Write on the Board: WHO WILL BE MY BUDDY?
 - **I don't know yet who your Buddy will be, but you may or may not know this first grader. That's ok, you'll meet him/her.**
- Write on the Board: WHAT WILL I DO WITH MY BUDDY?
 - **Mostly, you're going to be reading to him/her.**
 - **You will also be looking at a website with him/her and asking them for their opinion about the website.**

Activity #2: Learning to Read to your Buddy

- **The first thing you'll be doing with your Buddy is reading to them.**
- **Have any of you ever read a book to a young child?**
- Go over what you need to do when you read a young child a book.
 - Show them the pictures
 - Speak slowly so they can follow the story
 - Let them turn the pages
 - Let them ask questions
 - Be patient!
- Choose a student to demonstrate reading to a volunteer who pretends to be a first grader. The Fourth Grader should demonstrate reading the *Sneetches* aloud to the Pretend First Grader, so that all the fourth graders are familiar with the story.

Activity #3: Looking at the website with your Buddy

- Pass out the HANDOUT FOR FOURTH GRADERS (found on page 147)
- Go through the process with the class. Explain each step separately.
- Ask your students, **“What kinds of things do you think the first graders might ask?”** Have all the students practice writing down a sample response a first grader might make.
- After each step, ask if there are any questions.

**** Note:** It is strongly suggested that the class go through the Handout again, briefly, immediately prior to Lesson #9.

FOURTH GRADE

LESSON 8: PAIRED LESSON #1

This lesson is accomplished in conjunction with the first grade class with which you are paired.

The goal of this lesson is to introduce the first graders to their fourth-grade “buddies.”

Activity #1: choosing books.

- Each first grader should select 2 long or 3 short books that they would like to read with their fourth-grade buddy. ALTERNATIVELY, the FOURTH graders may choose the books they’d like to read to their younger “buddies.”
 - All together, the books should take approximately 15-20 minutes to read aloud.
 - If you have two first graders who have been paired with one fourth grader, have the fourth grader select the books.
- Choosing an appropriate space, have the fourth graders each sit with their first-grade buddy.
 - Because reading aloud and talking will take place, consider the room’s ability to handle noise.

Activity #2: Introductions

- The first graders should make name tags for themselves.
- The fourth graders have practiced making introductions to the first graders. The children should discuss
 - Their names and ages
 - What they like to do
 - What the first graders liked, or didn’t like, about the *Sneetches* book they read with their class in earlier lessons.

Activity #3: Reading together

- The first grader/fourth grader pairs should read the books aloud. They may take turns reading, or, if the first grader is not yet comfortably literate, it is fine for the 4th grader to read to them.

****** As soon as the children finish introducing and reading, announce to the children that they will see each other again soon and end the session. Do not overextend the session.

FOURTH GRADE

LESSON 9: PAIRED LESSON #2

EDUCATION & ACTIVITIES

This lesson is accomplished in conjunction with the first grade class with which you are paired.

This lesson utilizes a website: <http://www.pacerkidsagainstbullying.org>

This website requires FLASH to work. The lesson can be accomplished in a computer lab, or utilizing laptops. Headsets should be used if possible to reduce distractions.

The following page has a HANDOUT GUIDE FOR FOURTH GRADERS. Make sure each fourth grader has a copy, some blank lined paper, and a pencil.

Teacher's Guide (Handout for the Fourth Graders is found on the next page)

The goal of this lesson is to have the first graders and fourth-grade "buddies" discuss bullying.

- The paired session may begin with the first graders making name tags for themselves, and the fourth graders assisting. This is an ice breaking exercise. Consult with the first grade teacher.

Activity #1: Re-introduction.

- The fourth graders will re-introduce themselves to the first graders. Each fourth grader will be carrying materials for the activity.
- Once the pairs have sat down together, announce the following:
 - **Hello again everyone! Now that you're with your buddy, please remember to say hi to each other. Today, you're going to be watching a video and reading aloud a short story about bullying and then talking about it with your buddy. Go ahead and get started!**

Activity #2: WEBSITE

4. Have each pair of first/fourth graders go to the website above.
5. Once there, they should mouse over WATCH THIS and click on KIDS VIDS.
6. Click on WHAT BULLYING IS and have each pair watch the video together.
7. Next, click on KIDS SAY, then REAL LIFE STORIES, then the STORIES tab.
 - a. The screen will have 2 stories.
 - b. The fourth grader should begin by reading the first story aloud.
 - i. Discuss the story with the first grader.
 - ii. *What do you think the kid in the story could do?*
 1. Respond to the first grader's ideas. Write them down briefly.
 2. "That's a great idea!" or
 3. "I'm not sure that would work. What about trying something else?"
 4. The fourth grader should feel free to offer ideas of what to do, but they should wait until AFTER the first grader has expressed his or her ideas.
 - c. Repeat this for the second story.

FOURTH GRADE LESSON 9: PAIRED LESSON #2

HANDOUT FOR FOURTH GRADERS

(The box below may be cut out. Students need to bring with them:
this handout, blank lined paper, and a pencil.)

This page will help you do some online exercises about bullying with your first-grade buddy. Check off each step as you do it.

- ☐ Step 1: Go to <http://www.pacerkidsagainstbullying.org/> (Careful to type exactly that name! It's "pacer kids against bullying" dot org.)
- ☐ Step 2: Tell your first grade buddy: ***We're going to start by watching a video about bullying.*** Then click on:
 - WATCH THIS
 - KIDS VIDS
 - WHAT BULLYING IS
- ☐ Step 3: Watch the video with your buddy. This video is designed for younger kids, so be careful not to appear bored or to say that you think it's stupid.
- ☐ Step 4: Tell your first grade buddy, ***"OK. Now that we know what bullying is, I'm going to read you some questions kids ask about bullying and let's see what you think the answers could be."***
- ☐ Step 5: Click on: KIDS SAY, then REAL LIFE STORIES, then the STORIES tab.
- ☐ Step 6: Read the first story out loud to your buddy.
- ☐ Step 7: Ask him or her what they think the kid in the story could do. It's ok to give your own opinion too, but let your buddy answer first.
- ☐ Step 8: WRITE DOWN YOUR BUDDY'S ANSWER BRIEFLY.
- ☐ Step 8: Repeat this for the second story.
- ☐ Step 9: Tell your buddy he or she **did a great job today!** Tell him or her that **you'll see him again soon.**

FOURTH GRADE: LESSON #10:

PAIRED LESSON #3: CYBERBULLYING

In this lesson, the fourth and first grade buddies will create a list of Computer Rules. They can use the blank Rules Sheet on the next page.

Activity #1: DISCUSSION

- Begin the lesson by pairing up the first and fourth graders as they were paired previously.
- If possible, place the pairs in tables seating four to six kids, so that there are two to three pairs of Buddies at each table.
- Introduce the Discussion by saying:
 - **Today we're going to begin by talking about what you think the rules should be for using the computer to play games. Think about three types of rules:**
 - Safety rules (write "SAFETY" on the whiteboard)
 - Rules about telling adults (write "TELLING ADULTS")
 - Rules about how to treat others online (write "HOW YOU SHOULD TREAT OTHERS")
 - **Begin by coming up with a list of the rules you like. Each table should come up with one list together.**
 - If you cannot seat several Buddies at a table, say, each PAIR OF BUDDIES should come up with one list together.
 - **Next, write down your rules on your Rules Sheet.**
 - **Finally, decorate and color your Rules Sheet.**
 - **First graders, you'll be taking these Rule Sheets home to post above your computer!**

Activity #2: RULES SHEET PROJECT

- Have the Buddies complete the Rules Sheet project as explained above.
- You may of course create your own blank Rules Sheet if you like. The larger and more colorful the rules sheet, the more likely it is to be noticed and worked on.

Note: The Rules Sheet may include rules such as:

- Never tell your last name, age, address, phone number, or anything about your family; don't talk about your classmates, especially mean things; only go to games and websites your parents have approved; tell a grownup if anything happens online that is scary or upsetting.

MY RULES FOR USING THE COMPUTER!

MY NAME: _____

MY BUDDY'S NAME: _____

FIFTH GRADE



Fifth Grade Lesson #1: Defining the Problem

Goal: the object of this lesson is to help fifth graders begin to define and label the bullying problems that occur at their school and/or among their peers.

This lesson utilizes the Checklist or open-response Problems Worksheet which can be found on the next pages.

Activity #1: Introduction

- Today we're going to begin talking about bullying and cyberbullying by defining what YOU think is the problem here at our school, or between kids you know.
- I'm going to start by passing out a Checklist to you. I want you to check off all the items that you believe really happen, here at school, online, or just between kids you know.

Activity #2: Checklist

- (Begin by reading the checklist aloud with the class.) Each student should check off the items that they believe do occur at their school or among their peers.
- Alternatively, you can use the "open response" version (included here after the Checklist version).
- Once the students have all completed the checklist, instruct them to crumple the page into a ball.

Activity #3: Throwing

- Place a clean, empty waste can or box in the center of the room.
- Instruct the kids to throw their paper balls into the box. (They will enjoy this.)
- Pick up any balls that miss and place them in the box.

Activity #4: Discussion

- Ask for a volunteer to randomly choose one ball from the box.
- Ask them to open it up and to read aloud slowly which items were checked. As the child reads, make a list of the "issues" on the whiteboard.
- Repeat at least 4 or 5 times. You may repeat as many as 10 times.
- Ask the students to look at the list on the whiteboard. Ask them:
 - Do you agree that these are the major problems here?
 - What other problems do you see, that aren't on the list?
 - Students may bring up problems that have nothing to do with bullying. In that case, acknowledge the problem but remind the students that the list is about *bullying* problems.

**** Keep the list up on the whiteboard. You will be using the list in future lessons.**

Checklist

Bullying Problems: What do you think are problems at your school or online?

Check all that apply.

- ☐ **Spreading rumors about people**
- ☐ **Talking about people behind their back**
- ☐ **Problems between different groups of kids**
- ☐ **Problems with grownups**
 - ☐ **Explain? _____**
- ☐ **Grownups supporting or helping the bully**
- ☐ **Problems with jealous kids attacking other kids**
- ☐ **Popular kids being mean to other kids**
- ☐ **Grownups not understanding about bullying or cyberbullying**
- ☐ **People thinking that you're tattling when you're trying to talk about bullying or other mean behaviors**
- ☐ **Problems in bathrooms**
- ☐ **Name-calling, or saying cruel things**
- ☐ **Problems on the bus**
- ☐ **Problems at recess**
- ☐ **Problems at lunch**
- ☐ **Another problem that wasn't listed here:**

Problems

What are things that happen at school, after school, on-line, at friends' houses, etc. that you think are mean or make some kids unhappy at school?

- 1.** _____

- 2.** _____

- 3.** _____

- 4.** _____

- 5.** _____

- 6.** _____

- 7.** _____

- 8.** _____

- 9.** _____

- 10.** _____

- 11.** _____

- 12.** _____

Fifth Grade Lessons #2-3:

Learning to Brainstorm Solutions

What have other kids done?

Goal: this lesson is intended to help fifth graders appreciate that even kids can make realistic efforts to end bullying.

Activity #1: Introduction

- **Last time we discussed some of the problems that are happening here, at our school, or online among the kids here. Today, we're going to discuss some of the actions that kids in other schools have taken to help stop bullying and cyberbullying.**

Activity #2: Groups or Pairs

- Begin by arranging students into pairs or small groups of 3.
- On the following pages, you will find profiles of kids who have made public and noticed efforts to reduce bullying and cyberbullying. There are videos for most of the profiles. These can be found online on the MARC website (http://webhost.bridgew.edu/marc/curr_ppts.html) or as part of the accompanying PowerPoint.
- Assign one profile to each group or pair. (If necessary a profile can be used more than once.)
- Ask each group/pair to read about the kids, and if possible to watch the videos. (This can be done through laptops, in a computer lab, etc.)

Activity #3: Reporting on These Kids

- Begin by asking each pair/group to stand up and report aloud who their subject was, and what he or she did.
- Ask the class how the project made them feel.
 - **Did it give you any ideas about what we could do, here in our school?**
 - **Did it make you feel excited about doing something?**

Teacher's Guide with short description of each profile may be found on the next page.

TEACHER'S GUIDE:

Ziainey Stokes

- she wrote a letter about bullying to President Obama, who responded by writing her back

Alex Brantely

- She is working with Project Anti-Bullying at 10 years old

Jaylen Arnold

- A disabled third grader who started Jaylan's challenge

Cati Grant

- Started Cati Cares, an anti-bullying group

Alexandra (9 yrs old)

- She does anti-bullying presentation at International Sports Center

Kyle Barrett: University of Illinois and Bobby Barrett: Cary Grove High School

- they created a video about bullying

Bronx River's Anti-Bullying Hero - Edgar Ruiz

- He has been an excellent anti-bullying role model

Abbi Morrall-Faulkner

- Created an anti-bullying video that got onto TV

Zainey Stokes

Aol News.



<http://www.aol.com/article/bullied-girl-11-year-old-zainey-stokes/1178203>

Bullied Girl Turns Letter From President Into Activism

First despondent, then angry, 11-year old Ziainey Stokes is waging a battle against bullying. In January, she took it to the top. In March, the top -- President Barack Obama -- responded.

Ziainey faced teasing at her public charter school in West Philadelphia. She came home hungry many days of third grade, thanks to a bullying schoolmate. "She took my lunch, she took my sandwich -- my good sandwich that my mom would make me," Ziainey told **WPVI**, a Philadelphia ABC affiliate. "My fruit cup, my juices, and she'd take my hot Cheetos!"

Ziainey retreated, transferring to a Catholic school, where everything was quiet for a while. Then everything got loud again. Students made fun of her appearance. Ziainey grew depressed, and her grades fell.

Similar scenes are playing out across America, where one in four children is bullied, and where 8 percent of kids miss a day of school a month for fear of bullying. Ziainey's reaction to her tormentors -- falling grades, despondent mood -- is typical, said Barbara Coloroso, author of **"The Bully, The Bullied, and the Bystander,"** speaking to AOL News. "(Bullying) has tremendous emotional and physical consequences for kids. ... Their grades drop precipitously. How can you concentrate on math when you're trying to figure out how to get to English safely?" she said.

"By high school some of them drop out, or they strike back and get in trouble, and the kids who tormented them get in no trouble. The saddest part is that some kids commit suicide. ... The bullied bullies ... turn that utter hurt into anger, and they become our school shooters."

Ziainey, who just finished fifth grade, is striking back with action, not anger. "One day, she just said, I'm not taking this," her mother, Zina, told **NBC Philadelphia**. Ziainey wrote to President Obama earlier this year, describing the bullying situation at her schools. Obama, who receives 65,000 letters a week, reads 10 letters every day. "These letters I think do more to keep me in touch with what's happening around the country than just about anything else," said the president, speaking in a White House video. "Some of them are funny. Some of them are angry. A lot of them are sad or frustrated about their current situation."

Ziainey received a letter from Obama addressing bullying, sent on White House stationery and signed by the commander in chief. "Thank you for writing your letter. I have heard from many students about the challenges they face, and I am glad you wrote to share your story," the letter read.

Spurred on by the White House response, Ziainey put down her pen and took up the cause. She founded "No Kid Should Be Bullied" and hopes to take her anti-bullying crusade to other schools. Coloroso applauds Ziainey's efforts, noting the importance of bystanders sticking up for bullied kids. "Some of the strongest ones are kids who have had enough," Coloroso said. "This young girl is demonstrating that she wants to be that witness defender and not have anyone else experience this." "This young girl has taken it upon herself to say, 'Enough already.'" (POWERPOINT OR ONLINE VIDEO ACCOMPANIES THIS STORY.)



Alex Brantely Project Anti Bully

Alex Brantely- is 10 years old and a 5th grader at EP Razyor Elementary in Lantana, Texas. She is a competitive cheerleader and soccer player. Alex is focusing on creating an Anti-Bullying campaign at her school.

Project Anti Bully is non-Profit Organization that raises awareness about the prevalence of bullying in middle schools globally. It is also encourages students to communicate with parents, adults or teachers more about the issues they are undergoing at school or around social groups. Project Anti Bully hopes to decrease the percentage of bullying in school by the means of the results from their data.

It is very important to first realize how big of a problem bullying is becoming. It affects everyone but sometimes in different ways.

As students ourselves, we understand that it

is difficult to stand up against the bully and talk to an adult about the problem that you are dealing with. We encourage students to talk to teachers, parents or a guidance counselor for advice on how to approach the issue. In our survey, we had asked what students had decided to do when they saw a student being bullied or what they did when they are being bullied themselves. Most students answered that they did nothing. Many adults do not realize that bullying is such a big problem in middle schools.

Bullying is not a sign of maturity or a way of passage but is a way of either emotionally or physically hurting someone.

It is our mission to help students deal with this problem tog and raise awareness of the prevalence and impact of bullying, with the hope that one day bulling will no longer be tolerated. Our project will help show individual's that they are not the only ones' being tormented in school but that it is a major problem which daily affects many (86% percent) students. The results of our project should encourage students to communicate with adults to get advice so that they can fix the problem.

Project Anti Bully has produced a video about talking to adults which we will show you now.

(POWERPOINT OR ONLINE VIDEO ACCOMPANIES THIS STORY.)



Jaylen Arnold

Jaylen's Challenge is a webpage made by Jaylen himself. Here is his story:

"My name is Jaylen Arnold, I am 10 years old and in the 4th grade. I am ready to change the world through my challenge! I want to STOP childhood bullying! I made this page to help put an end to kids that bully other kids...especially disabled ones.

I am a disabled child who suffers from Tourette's Syndrome (TS - a Neurological Disorder), Aspergers Syndrome (ASP - a broad spectrum Autism Disorder), and severe Obsessive Compulsive Disorder (OCD)."

"So I am what some might call an alphabet kid. See look, here is my name: Jaylen Arnold, TS, OCD, ASP (I am beginning to have all the letters of the alphabet behind my name) he!he!

My mom says I'm a kind and loving boy. My dad says I'm really intelligent. IQ test scores say I'm 3 points below genius. But I say, God made me really special and I know that if I try super duper hard, I can do anything I want to do. One day, I'm going to be on the Disney Channel & You Tube educating people about teasing and bullying! And one day, Barack Obama, Oprah Winfrey, and The Jonas Brothers will be wearing my armband to help stop bullying! I've never heard her sing, but Oprah has a lot of fans, I know she can help me with bullies.

I have complex Tourette's which means I have vocal "tics" and motor "tics" pretty severely. They interrupt my daily living and are quite troubling. If you don't know what "tics" are just hang around me and you'll soon find out. (No they are not the bugs - ticks) he!he! I also often yell out the word BAM! for no apparent reason.

There is no cure. They don't really know too much about this disorder. There are very few medicines available and they come with very bad side effects. I'm a little guy so my parents don't want to take a chance on me taking these medicines that can give me a heart problem...so they protect me naturally, the best they can. I just want the "tics" to stop. You control your body, my body controls me (and boy does it ever). he! he! BAM!

My parents have always protected my environment by sending me to a private school. At my school everyone is mostly accepting and loving to me. We are like a family. One day, I decided I was a big boy and I wanted to go to regular school. Boy, that was a mistake! My disorders got way worse with the stress. The doctors say my disorders cause me to have a lot of anxiety. I was really scared for the other kids to see my "tics" and know that I was different. I was trying so hard to hold them in. I would go to the hall and try to get them out. Eventually, I couldn't hold them in. It's like a big sneeze...you can hold it for a few seconds, but then it just blows out really hard. BAM! I was soon "ticcing" all day long. The other kids were copying my tics.

One day the teacher put a little sign on me that said I had a medical condition, Tourette Syndrome. My parents really didn't like that too much. It was embarrassing because the kids then knew I had something wrong. Before that, they thought my noises and movements were me being a class clown. I was okay with that, as long as they didn't know the truth! My condition got so bad that I began hurting myself with my tics. I didn't mean to, but my stress and overstimulation was so bad that my "tics" got very hard.

I am now back at my old school. I love my school. Those kids don't bully or tease me. They love me for who I am and I want ALL kids to experience the same feeling. I am going to do my best to make that happen!"

(POWERPOINT OR ONLINE VIDEO ACCOMPANIES THIS STORY.)



Cati Grant

Cati Grant is a high schooler in San Diego who created CatiCares, which is dedicated to serving teens in the San Diego community by providing a valuable resource for internet safety tips and cyber bullying prevention.

Cati began CatiCares on her birthday as a way to reach out to other teens about how important Internet Safety is and how we can join together to stop cyberbullying.

Her goal is to make our world a safer place on the Internet. Cati turned her tears into action after moving to a new community and becoming the

target of a cyberbully at school.

Unfortunately, many teens have been the victims of internet crimes and cyberbullying. Being a teen isn't easy and each teen should be able to face middle school and high school prepared and ready for some of the tough issues they may face. Cati continues to strive to be better everyday and lives life to the fullest.

Report Bullying. Don't be afraid to tell an adult. Telling isn't tattling! You are helping someone.

Who should you tell? You could tell your parents, teacher, school counselor, school nurse, coach or any adult you trust. Be sure to tell exactly what happened ... who was bullied, who the bully was, where and when it happened. Even if you suspect a kid is being bullied, it's a good idea to report that, too. Most adults really do care about bullying and will be glad that you told them about it.

If you tell an adult and you don't think they are doing anything about the bullying or if the situation isn't improving, tell another adult. Keep telling adults until someone does something to help.

Be A Friend To Someone Who Is Being Bullied. Just being supportive to a person who's been bullied is comforting. It shows that someone or many people care.

When someone is down they need a friend. Be there for the person who is being bullied. Be a buddy on school grounds, get together after school, include them in activities, Walk home with them, sit with them on the bus. Being an understanding and supportive friend means so much. Show a kid who is being bullied that you care about them.

(POWERPOINT OR ONLINE VIDEO ACCOMPANIES THIS STORY.)

Alexandra (9 yrs old) does anti-bullying presentation at International Sports Center



We don't know much about Alexandra, except that she's a fourth grader who does anti-bullying presentations for younger kids. She does these presentations by having younger kids make large posters with questions, and then the whole group discusses the answers to the questions. This video shows how she does her presentations. For your project, consider HOW Alexandra does her presentations, and describe how you might do a similar one.

(POWERPOINT OR ONLINE VIDEO ACCOMPANIES THIS STORY.)

Kyle Barrett: University of Illinois and

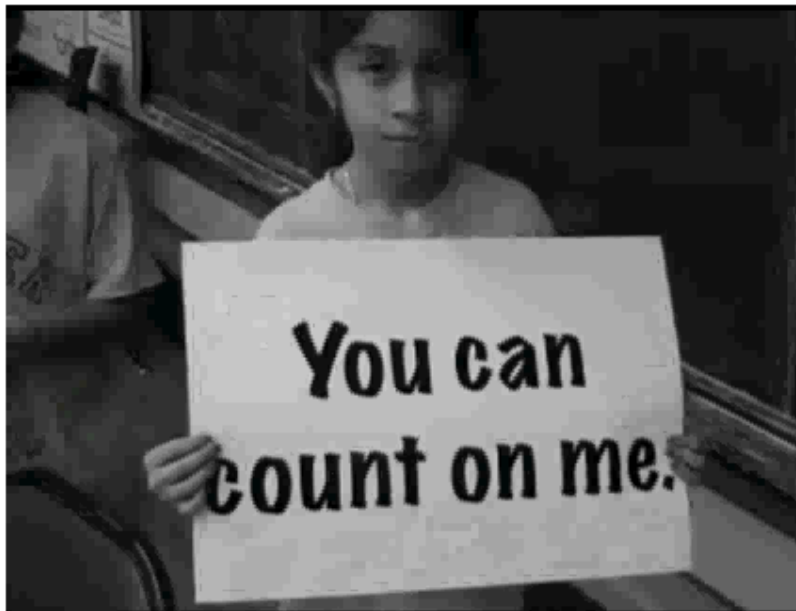
Bobby Barrett: Cary Grove High School

Bobby Barrett is in high school and Kyle Barrett is in college, and together they created a very powerful video about kids deciding to just stop bullying.

Watch the video and ask yourself, what are these kids doing to stop bullying?

Is it something that any school could do? Do you think it will work for them?

Would it work in your school?



(POWERPOINT OR ONLINE VIDEO ACCOMPANIES THIS STORY.)



Utterly Global's Hero Campaign

HEROES often receive an award or public recognition. Many heroes never receive recognition. They are the ones who touch a life and ask for nothing in return. They perform their kind act simply to help another or make the world a better place.

HERE IS ONE KID WHO WON RECOGNITION AS AN UNSUNG HERO!

Bronx River's Anti-Bullying Hero - Edgar Ruiz

Bronx River Community Center's after-school program nominates Edgar Ruiz to be our Stand Up Speak Out hero. Since Edgar has joined our program, he has truly embodied all of the qualities of a hero. He is friendly, welcoming, and quick to defend any of the other students in the classroom when he witnesses bullying or teasing. He stands as a role model for his classmates and we are honored to have him in our program.

Unsung heroes are the individuals who bravely fight a personal battle daily or have been fortunate enough to resolve and end their daily torment with bullying. No one may even know the difficulty this person faces daily or faced at one time. **How could YOU or YOUR CLASS enter this contest?**

UTTERLY GLOBAL would like to **recognize** the heroes and unsung heroes who have stood up, spoken out **or** are dealing with the daily torment of bullying.

Tell us.....

How you changed, enriched, added joy or helped to change someone's life.

Does the person you helped know you helped?

Or are you a silent hero?

Are you an unsung hero?

There are many ways to be a hero.

Tell us how you changed someone's life or how someone changed your life with their kindness, support or good deed. Tell us your story of being an unsung hero. Have you endured bullying? What's your story? What advice do you have for others?

Choose any media form to share your story, (video, written story, poster, cartoon, etc.). We will publish your winning entry on our website. **Remember:** To be a hero you DO NOT have to put yourself or anyone else in danger. No daredevils please. **Be a hero. Make a difference. Be part of the change.**

If your entry is picked we will call or write to find out where to send your thank you gifts. A book will also be donated to your school or public library in your name.

Send us your story. Tell us your positive experience or the kind deed/action you did or someone did for you. No act of kindness is ever too small or unimportant.

Send all entries to: info@anitbullyingprograms.com

OR

Utterly Global, LLC

P.O. Box 265

Garwood, NJ 07027



Abbi's got allies in her campaign to take on the school bullies

By gemma peplow

An award-winning teenage anti-bullying campaigner has been selected to take part in an online project to raise awareness of the problem.

Abbi Morrall-Faulkner, from Hinckley, is one of 12 young people from across the country taking part in Battlefront, an eight-month scheme which uses the power of the web to gather worldwide support.

Abbi, 18, has been highlighting the problems of bullying after being picked on while at school. After setting up a website, Abs-Kids, she has won and been nominated for several awards and got to meet a host of famous faces, including David Beckham, David Cameron and Sharon Osbourne. Now Battlefront will help the teenager to take her campaign global.

Abbi said: "After going down to London to present my campaign I couldn't wait to find out whether or not I had made it. I got a phone call one evening and I was told that I had been selected and I was so excited, I couldn't wait to get started. Battlefront is a great way of getting my campaign across to young people."

Abbi will get to work with a number of experts, people with an extensive background of running their own campaigns, who will advise her. She will also have to organise events to help spread the message.

"As a child I suffered in silence for over five years because of bullying. I never told my parents, a friend or a teacher. Eventually my bullying became so bad that I moved schools and left my friends behind to make a fresh start."

"My main aim is to raise as much awareness of bullying in schools as possible and offer help and advice to thousands of young people across the country. I truly believe that bullying is such a huge problem but nobody really believes just how much of an issue it is and how overlooked it is."

(POWERPOINT OR ONLINE VIDEO ACCOMPANIES THIS STORY.)

Fifth Grade Lesson #4: Learning to Brainstorm Solutions

What can we do?

Goal: the purpose of this lesson is to begin the process of learning how to brainstorm solutions.

Activity #1: Introduction

- So far, we've identified the problems and challenges that our school faces.
- Today, we're going to begin the process of BRAINSTORMING, which is one way of problem-solving.
- Let's start by getting into small groups.
 - Arrange the kids in small groups of 3 to 6 kids each.

Activity #2: Brainstorming step #1.

- Tell the students:
 - **Imagine that you could do anything you like. Don't worry about issues like how much time something takes, or how much money it costs.**
 - **Discuss in your group what actions you would like to take, as a class, to begin to address the Problems that we listed above.**
 - **As an example, you could write: "Have a big celebrity come to our school and talk about bullying."**
 - **Normally that would cost a lot of money, but you don't want to worry about that now.**
 - **But DON'T write things like "fly to the moon" – things that aren't even possible.**

Activity #3: Starting the Lists of Possibilities.

- In the small groups, have students begin to list ways that they could address the Problems List.
- Have the students write down their ideas in a list. (Only one student per group needs to do the writing. Ask for volunteers.)
- If they seem to need ideas, say:
 - **Here are some ideas.** Decide what rules we need here, in our class. Have older students teach younger ones about bullying. Have older students be playground monitors. Start an Anti-Bullying Club. Make anti-bullying posters. Make a school anti-bullying webpage. Have every class make anti-bullying buttons or posters. Ask the local cable channel to help them make an anti-bullying show. Ask parents to come and share their bullying stories in an assembly.

*** Keep the lists. You will be using them in future lessons.

Fifth Grade Lessons #5-6:

What we decide to do

Goal: the purpose of this lesson is to finalize a concrete plan of action. THIS LESSON BEGINS BY USING THE LISTS GENERATED IN LESSON 4.

Activity #1: Introduction

- **Last week, in our small groups, we each came up with a list of ideas.**
- **Today, we're going to learn how to make those lists realistic and useful.**

Activity #2: Sharing Lists

- Ask the volunteer who wrote the list in each group to stand up and read aloud the list of ideas the students came up with.
- Write this list on the board, but write it in abbreviated form. For example, if the students' item reads: "We want a movie star to come to our school and talk to us about bullying," your item would read, simply, "movie star comes here."
- If you hear a similar item repeated in another group's list, don't write it a second time on the board; instead, simply note to the class that it is already on the list.
- The goal is to end up with 5-10 short items on a list on the board.

Activity #3: Deciding upon action

- Tell the class, **"OK. We have a great list of ideas, but we can't do everything. Let's pick one or two really do-able ideas. Which one [or two] do you think would be good to do, but is also practical?"**
- For the project that is chosen, begin an Action List.

Activity #4: Begin an Action List

- In this step, you will make the first 1-3 steps that you will take to do the Project. It is not necessary to think out the entire project at once, although you may also do that. The goal is to keep the focus on the first step.
- The students may need an example.
 - **OK, you've decided to invite the Governor to our school to talk about bullying. How could we invite him? Step one will be to decide: how will we invite him? What are the possible ways? (Letter writing, phone calls, emails, etc.)**

(continued on next page)

(Continued from last page)

- **Let's decide which way would work best, and that decision will be our first step.**
- **Our second step will be to USE that first decision to actually invite him.**
 - Repeat for the second Project, if there is one.

By the end of Activity #4, the class should have one to two Projects, concrete and do-able, with the first steps defined.

Activity #5: Bringing in our own behavior

- **You've all done a great job in Action Planning.**
- **Today, I also want you to consider our own behavior, as fifth graders and the oldest kids in the school. How can we behave to help this situation? What rules do you think we should make?**
- **Let me give you an example. One problem you identified was RUMORS and people talking about other people behind their back. What if we agree that one class rule will be NO SAYING MEAN OR EMBARRASSING THINGS ABOUT OTHERS?**
 - Write, NO SAYING MEAN THINGS ABOUT OTHERS on the whiteboard.
 - Ask the class for other ideas for rules.
- **When you have a list of rules, say:**
 - **These are lots of rules, but let's try just ONE new rule out this week.**
 - **Which one should we try?**
 - Allow the class to choose the new rule. They may vote if they seem divided. In that case, assure the "losers" that "their" rule will be tried next.
- **Write the new rule on the whiteboard and draw a box around it. Explain:**
 - **The new rule will be up here all week. Next week, we'll talk about if it worked and what you thought about it.**

**** Make sure that the Rule is not erased while your classroom is cleaned.**

Fifth Grade Lessons OPTIONAL / SUPPLEMENTARY

To follow up on Lessons #5 & 6: Projects & Rules

Goal: the purpose of these lessons is to assess the progress of the class project and the success or failure of any class rules.

ASSESSING THE PROGRESS OF PROJECTS

- The students have decided upon a concrete, do-able project and have laid out the first step needed. When that step is accomplished, the next step should be set up.
- Be sure that students are aware of each step *before* it is actually accomplished. That is, you may work on Step 1 on Monday and plan to work on Step 2 on Friday. Students should be aware of the content of Step 2 prior to Friday, if possible.
- Create visual reminders of the steps accomplished and the goal. These should remain up on the whiteboard.

ASSESSING THE SUCCESS OF CLASS RULES

- The students should have constructed a class rule designed to address one of the Problems they identified. The trick here is to keep it simple and not to be too ambitious. For example, if the students identified a problem with kids pushing each other off the swing, they may have constructed one new Rule: *when waiting for the swing, one must stand 10 feet back from the swing.*
- The Rule should be posted prominently in the classroom. Use that posting as a visual reminder of their work. If the issue arises, remind them of the new Rule.
- During the assessment, the focus should be on a frank discussion of how successful the rule has been.
 - Have students followed the rule?
 - If YES, has it helped address the Problem?
 - If YES, let's leave the rule and in place and move towards addressing a second Problem. Back to the Problem List.
 - If NO, why not? Where people ignoring the rule? How can we help address that? Why were people ignoring the rule? Does there need to be a consequence for ignoring the rule? Etc.
- Emphasize to students that this is a step-by-step process. Instant success is not expected and they should expect to have to "tweak" their rules. Even if only *one* rule is constructed, it is a success.

Fifth Grade: Options for the Paired Lessons

The paired lessons are possible in several different versions.

1. Fifth graders can be paired with kindergarteners for three lessons, as in the **Lessons 7A, 8A, 9A, and 10A** (below).
2. Fifth graders can prepare lessons for the kindergarteners, which involves more preparation lessons and fewer lessons interacting with the kindergarteners (**Lessons 7B, 8B, 9B and 10B**, below).
3. OR, fifth graders can adapt the “**B**” lesson series to other grades of younger peers, if sufficient kindergarten classes are not available.

The goals of the paired lessons are:

- To impress upon fifth graders their important role as peer leaders and models;
- To impress upon fifth graders their responsibility to be models for their younger peers;
- To educate younger students through high-status peers; and
- To facilitate social relationships between younger and older students, as such relationships are protective against bullying.

The **A** Series of Lessons 7-10 are better suited to achieve these goals. However, if practical considerations dictate the use of the **B** series, they can be used.

INFORMATION ABOUT THE PAIRED LESSONS (“A” version)

“Paired lessons” refers to lesson plans in which a fifth grade student is paired with a kindergarten buddy.

Goals:

The goals for this portion of the Curriculum are:

- for the older children to act as role models for the younger children;
- for them to underscore the importance of treating their peers with respect; and
- to forge positive social relationships across age groups (a factor that suppresses bullying).

How the kindergarten & fifth-grade students are paired (Process):

The kindergarten and fifth grade classes should be paired by the teachers.

Once the kindergarten and fifth grade teachers have decided that their classes will be paired, they should meet to consult with their class lists and arrange for student pairings. The goal is to pair each kindergartener with one fifth grader. Although it is not necessary for the pairings to be same-gender, teachers should consider the personalities of each child when making the pairs.

It is to be expected that the number of children in each class will rarely be equal.

- If there are “extra” fifth graders, it is acceptable to pair two fifth graders to one kindergartener. It may work particularly well if one of the fifth graders in question is particularly shy or quiet.
- If there are extra kindergarteners, two kindergarteners may be paired with one fifth grader, however:
 - The fifth grader in question should be very capable and outgoing, and comfortable with the program; and

In the event that there are absences on the day of the lesson, be prepared to shift people around.

See the Grade Five Curriculum for training the fifth graders.

Fifth Grade Lesson #7A:

Preparation for the Paired Lessons

Goal: the purpose of this lesson is for the fifth graders to practice their Buddy work that will begin with the next lesson.

Activity #1: Introduction

- Starting -----, each of you is going to be helping a younger student understand bullying and cyberbullying better. You are going to be paired with a first grader who will be your Buddy.
- Write on the Board: WHO WILL BE MY BUDDY?
 - I don't know yet who your Buddy will be, but you may or may not know this first grader. That's ok, you'll meet him/her.
- Write on the Board: WHAT WILL I DO WITH MY BUDDY?
 - You may help him or her make a name badge for themselves.
 - Mostly, you're going to be reading with him/her.
 - You will also be playing a game of rock-paper-scissors with your Buddy.

Activity #2: Learning to Read to your Buddy

- The first thing you'll be doing with your Buddy is reading to them.
- Have any of you ever read a book to a younger child?
- Tell us what you need to do when you read them a book.
 - Show them the pictures
 - Go slowly so they can follow the story
 - Let them turn the pages
 - Let them ask questions
 - Be patient!

Activity #3: Playing rock-paper-scissors with your Buddy

- Later on, you'll be playing this with your buddies. I assume that most of you have played this, but just in case, I need 2 volunteers to show us how the game is played.
 - Have 2 volunteers play a few rounds in front of the class.
- Now, this is a simple game for YOU, but Kindergarteners won't find it as simple. What mistakes do you think they might make?
 - They might forget a hand motion
 - They might forget what wins over what
 - They might try to introduce a new motion, not knowing you can't do that.

Fifth Grade Lesson #8A: Paired Lesson #1

Introductions

This lesson is accomplished in conjunction with the fifth grade class with which you are paired.

The goal of this lesson is to introduce the kindergarteners to their fifth -grade “buddies.”

Activity #1: choosing books.

- Each fifth grader should select 2 long or 3 short books that they would like to read with their buddy.
 - All together, the books should take approximately 15-20 minutes to read aloud.
- Choosing an appropriate space, have the fifth graders each sit with their kindergartener buddy.
 - Because reading aloud and talking will take place, consider the room’s ability to handle noise.

Activity #2: Introductions

- The kindergarteners should make name tags for themselves. Fifth graders may help them as an ice-breaking exercise.
- The fifth graders have practiced making introductions to the kindergarteners. The children should discuss
 - Their names and ages
 - What they like to do
 - What they have been talking about during these lessons. The fifth graders generally should be discussing what the kindergarteners have been focusing on (not vice versa).

Activity #3: Reading together

- The kindergartener / fifth grader pairs should read the books aloud. They may take turns reading, or, if the kindergartener is not yet comfortably literate, it is fine for the fifth grader to read to them.

****** As soon as the children finish introducing and reading, announce to the children that they will see each other again soon and end the session. Do not overextend the session.

Fifth Grade Lesson #9A:

Paired Lesson #2: Rock, Paper, Scissors

This lesson is accomplished in conjunction with the Kindergarten class with which you are paired.

Goal: the purpose of this lesson is to help the kindergarteners to associate prosocial behavior with “fun” elements in a simple game with their fifth grade buddies.

Activity #1: Re-Introduction

- Have the kindergarteners make, or decorate, name tags.
- Have the fifth graders introduce themselves again to their buddies.

Activity #2: Preparation

- Using both teachers, demonstrate how to play ROCK-PAPER-SCISSORS.
- Pass out a sheet of paper to each buddy pair.
- Pass out markers or star stamps to each buddy pair.

Activity #3: Play the Game

- OK everyone, now I would like each fifth grader to play the game with their buddy.
- Begin by writing your kindergarten buddy’s name on the top of the paper.
- Don’t forget, you may have to explain the game again, and be patient with your buddy if they make mistakes. Each time the buddy wins, give or draw them a Star on their paper.
 - Permit the children to play the game for approximately 10 minutes. It is fine to cut the playing session short if the children begin to demonstrate behavioral problems (e.g., restlessness).
 - You may need to periodically remind the fifth graders to reward the wins of the kindergartner with Stars.

Activity #4: Discussion

- After ending the game, have all the children discuss together this question:
- What made the game FUN?
 - If they do not mention this spontaneously, introduce and emphasize the idea that it was FUN because your fifth grader was really nice and patient with them. Being NICE makes games MORE FUN.
- Congratulate all the kids and tell the Kindergarteners they can keep their star sheets.

Fifth Grade Lesson #10A:

Paired Lesson #3: Reading a book about bullying

This lesson is accomplished in conjunction with the kindergarten class with which you are paired.

This lesson can utilize any book about bullying you like, but this book is suggested: *Say Something*, by Peggy Moss (Reading level: Ages 4-8; Paperback: 32 pages; Tilbury House Publishers (August 31, 2008); ISBN-10: 088448310X - ISBN-13: 978-0884483106)

Although many books are potentially appropriate, this one is recommended because it can interest both kindergarteners and fifth graders, has a positive social message, and can help generate discussion.

Activity #1: Introduction

- Today we're going to read a book together as a group and discuss it. Fifth graders, please look around and make sure that you're not blocking the view of a shorter kindergartener.
 - Because of the size of the group, if possible you should project the book's pages on an overhead projector while you read.

Activity #2: Read the book

Activity #3: Discussion

- NOTE: it is particularly important during this discussion for both kindergarteners AND fifth graders to make comments. The Kindergarteners need to feel involved, and the fifth graders need to model for the kindergarteners.
 - If you notice that either Kindergarteners or Fifth Graders are NOT raising their hands, call on them anyway.
- Ask students if they can identify with any of the characters or situations in the book. Did they hear anything which reminded them of their own experiences?
- Ask students how they liked the book.
- Ask students if they feel that the book has an important message.

“B” Version

INTRODUCTION TO THE PAIRED LESSONS (B version)

“Paired lessons” in this version refers to lesson plans in which a fifth grade class prepares, and then presents, a lesson to a kindergarten or other lower-grade class.

This version should be used if your fifth grade class cannot be paired with a younger-grade class, or if for some other reason the A version (“pairing”) cannot be accomplished.

Goals:

The goals for this portion of the Curriculum are:

- for the older children to act as role models for the younger children;
- for them to underscore the importance of treating their peers with respect; and
- to forge positive social relationships across age groups (a factor that suppresses bullying).

How the involved classes are determined (Process):

The fifth grade class and the younger class should be paired by the teachers.

Because the fifth grader’s preparation will differ depending upon the age of the target younger class, the teachers should determine which class the fifth graders will present to PRIOR to the preparation of the presentation.

The fifth grade class will be divided into subgroups to prepare the presentation. Each subgroup should have at least one child who is able and willing to make their group’s portion of the presentation to the younger students.

In the event that there are absences on the day of the presentation, be prepared to shift children around. Because such absences can occur, be sure to have at least two children in each subgroup who can speak to the younger class.

See the Grade Five Curriculum for training the fifth graders.

Fifth Grade Lesson #7B:

Preparation for the Lessons

Goal: the purpose of this lesson is for the fifth graders to begin preparing their presentation for their younger peers.

Activity #1: Introduction

- Beginning today, our class is going to start working on a project in which we'll be educating Ms. Soandso's class about bullying and cyberbullying.
- What we're going to do is PLAN a class presentation in FIVE PARTS, and then PREPARE each of those five parts.
- The first step is to decide what we want to teach the younger kids. Let's begin by talking about that.

Activity #2: Discussion

- What do you think that younger students need to know? (Note: you will need to tailor this discussion somewhat to the age of the target class. What kindergarteners need to know is different from what third graders need to know.)
- Write on the Board: WHAT THEY NEED TO KNOW.
 - If the students aren't sure where to begin, start them off with this suggestion: Here's something we can put on our list. "If something happens on the playground that makes you feel bad, talk to your teacher about it."
- Write a short version of that on the board.
- Other issues that you can offer for discussion if the students need guidance:
 - Talk to your mother or father.
 - Treat other kids nicely.
 - Don't be mean on purpose.
 - Take turns and share things.
 - Be a good friend to everyone in your class.
 - If someone is sad, help them feel better by being nice.
- The goal is to end up with 4 or 5 "lessons" that the younger kids need to know.

Activity #3: Assigning students to small groups

- Assign children to four or five small groups. Each group should have ONE lesson to teach.
- Begin by having each group discuss HOW they want to teach the students. They can show a PowerPoint, make a poster, have the younger students draw a picture, or read a book aloud. Have them write down their preferred method and keep the paper; they will use it next time.

Fifth Grade Lesson #8B: Preparing the Lesson

This lesson is a continuation of Lesson 7B.

Lessons 8B, 9B, and 10B may vary in length, depending upon the interests, plans, and abilities of the classes involved. Be flexible about how you use these three periods.

Activity #1: working on their lessons.

- Each fifth grade class should now be split into several small groups, and each small group should have its own lesson that it will teach.
- In addition, each small group should have decided upon their METHOD of teaching their younger peers. These methods can include:
 - PowerPoint presentations
 - Role-playing or skits
 - Reading aloud a book to their younger peers
 - Making a poster or a large “book” out of several posters taped together
 - NOTE: the method should have **visuals** as an essential element if possible. If the students are going to read aloud a book, consider photocopying the pictures in the book and having a second student display them on a document reader, while the first student reads aloud.
- **NOTES FOR THE TEACHER:**
 - Each small group should be presenting for only a few minutes. At most, a presentation by a small group should not exceed 10 minutes. However, it should last at least 2-3 minutes.
 - Once students have their method and their topic, they may or may not need to break down what they want to say.
 - Review student work to ensure that it is age-appropriate for the target class.
 - Permit students time to practice their presentation for their fifth grade class and to offer suggestions on improvements.

*** This lesson may take more than one session to complete.

Fifth Grade Lessons #9B & 10B: Presenting to Their Younger Peers

Lessons 8B, 9B, and 10B may vary in length, depending upon the interests, plans, and abilities of the classes involved. Be flexible about how you use these three periods.

Goal: the purpose of this lesson is to have the fifth graders present to their peers.

Activity #1: Introduction

- Have the kindergarteners make, or decorate, name tags.
- Have the fifth graders introduce themselves to the class (one at a time, aloud).
- The fifth grade teacher should introduce the topic:
 - **Today, we're here to talk to you all about how we treat each other, and how we can all talk together about why it's important to be nice and polite to each other.**
 - **I'm not going to keep talking. The students here, who are in my class, are going to tell you what they think is important for you to hear. If you have any questions or thoughts, raise your hand!**

Activity #2: Taking Turns Presenting

- Each group of fifth graders should present what they have practiced.
- At the end of each presentation, write the goal or lesson of the presentation on the board.
- (It may take more than one session to get through the presentations.)

Activity #3: Taking Questions

- The fifth grade groups may need assistance in taking questions.

Activity #4: The Wrap Up

- After ending the presentation, have all the children discuss the lessons which are written on the board. You may ask the fifth graders to ask these questions to the group:
 - **Which lessons do you think are the most important?**
 - **Did you hear anything today that you felt wasn't so true?**
 - **Did you hear anything today that you felt was very true?**
- **Everyone here did a great job today. Don't forget to say HI to each other when you see each other in the hallways or waiting for the bus!**

Fifth Grade Lesson #10B:

Paired Lesson #3: Reading a book about bullying

This lesson is accomplished in conjunction with the kindergarten class with which you are paired.

This lesson can utilize any book about bullying you like, but this book is suggested: *Say Something*, by Peggy Moss (Reading level: Ages 4-8; Paperback: 32 pages; Tilbury House Publishers (August 31, 2008); ISBN-10: 088448310X - ISBN-13: 978-0884483106)

Although many books are potentially appropriate, this one is recommended because it can interest both kindergarteners and fifth graders, has a positive social message, and can help generate discussion.

Activity #1: Introduction

- Today we're going to read a book together as a group and discuss it. Fifth graders, please look around and make sure that you're not blocking the view of a shorter kindergartener.
 - Because of the size of the group, if possible you should project the book's pages on an overhead projector while you read.

Activity #2: Read the book

Activity #3: Discussion

- NOTE: it is particularly important during this discussion for both kindergarteners AND fifth graders to make comments. The Kindergarteners need to feel involved, and the fifth graders need to model for the kindergarteners.
 - If you notice that either Kindergarteners or Fifth Graders are NOT raising their hands, call on them anyway.
- Ask students if they can identify with any of the characters or situations in the book. Did they hear anything which reminded them of their own experiences?
- Ask students how they liked the book.
- Ask students if they feel that the book has an important message.

Please send questions or comments to:

eenlander@bridgew.edu