



# K-5 Curriculum: Bullying and Cyberbullying Prevention

**Elizabeth K. Englander, Ph.D.**



**Massachusetts Aggression Reduction Center  
Bridgewater State University  
Bridgewater, Massachusetts**



This curriculum is authored by  
Elizabeth K. Englander, Ph.D.  
Director, Massachusetts Aggression Reduction Center  
Professor of Psychology  
Bridgewater State University  
Bridgewater, Massachusetts 02325

This curriculum was created at the request of School Administrative Unit #19, representing the communities of New Boston, Goffstown, and Dumbarton, New Hampshire, and supported through a grant awarded to SAU#19 by the New Hampshire Department of Education.

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

Copyright © 2010 Elizabeth K. Englander. All rights reserved. This curriculum may be reproduced freely for educational use by K-12 schools within the Commonwealth of Massachusetts. It may not be sold or bartered in any form or included among materials that are sold, except by the author.

## **About This Curriculum**

The goal of this curriculum is to educate children in grades K-5 about bullying and cyberbullying, and to raise their awareness about how these behaviors impact children. 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 be present during the lessons, or at the very least should review the Lesson Plan so they can help apply learned principles during the interim prior to the next lesson.
  - 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 Google and PacerKidsOnline **websites**.

**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:**

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

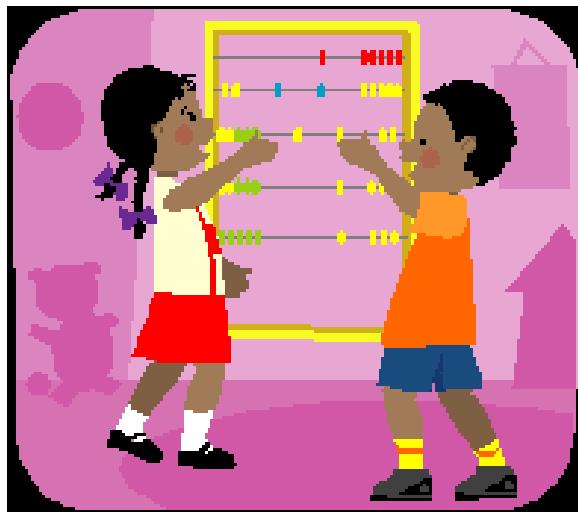
**4<sup>th</sup> grade**

- \* 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.

**5<sup>th</sup> 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.

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; others may generate comments and discussion of up to 10 minutes.

## Kindergarten Lessons

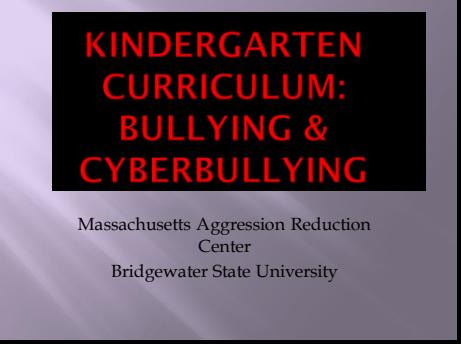
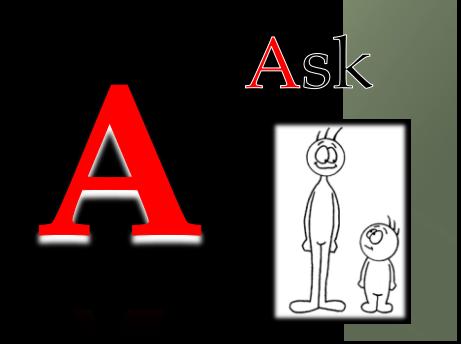
- Lesson #1: Letters A, B, C, D**
- Lesson #2: Letters E, F, G, H**
- Lesson #3: Letters I, J, K, L**
- Lesson #4: Letters M, N, O, P**
- Lesson #5: Letters Q, R, S**
- Lesson #6: Letters T, U, V**
- Lesson #7: Letters W, X, Y, Z**

### Activity #1: Introduction:

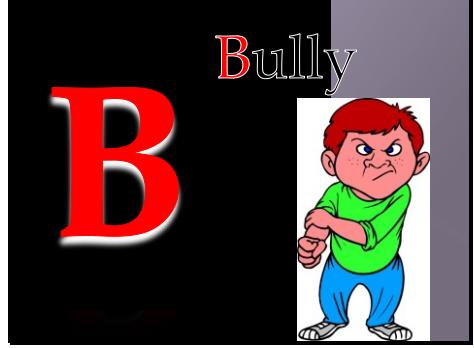
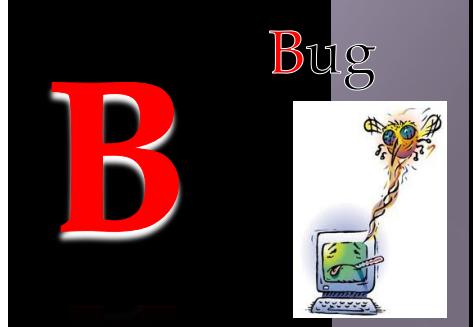
- Today we're going to look at four letters: A, B, C and D. We're also going to learn some new words, and some words that you already know.
- (When the first slide is shown) Can anyone point to the letter A? It is in two places.

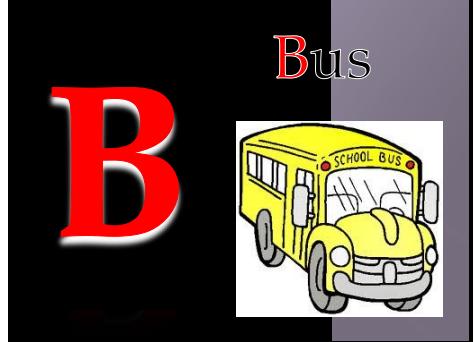
### SLIDE

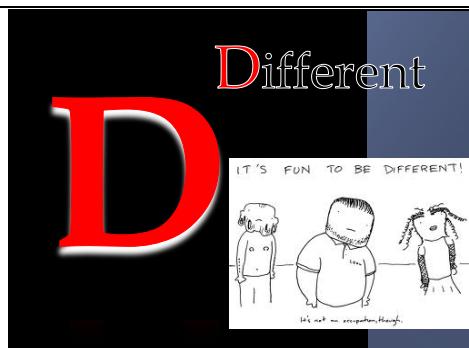
### TALKING POINTS

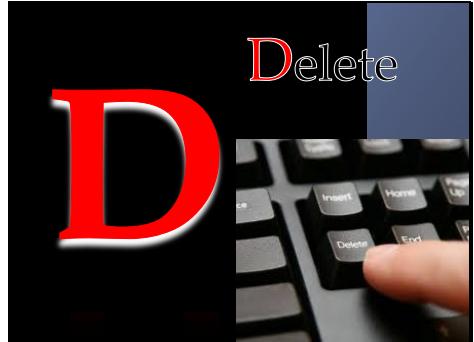
Slide 1		
Slide 2		* ASK a grownup for help if you feel bad or sad about the way another person treats you.

Slide 3		<p>Have any of you ever played Club Penguin?</p> <ul style="list-style-type: none"> <li>* In this game, you have an AVATAR – a penguin that YOU control, who represents YOU in the game.</li> </ul>
Slide 4		<p>If you're feeling AFRAID, what could you do to feel better?</p> <ul style="list-style-type: none"> <li>* Has anyone ever felt afraid, and if they have, what did they do to feel better?</li> </ul>
Slide 5		<p>An ALLY is another name for a friend.</p> <ul style="list-style-type: none"> <li>* Are you a good ally to your friends?</li> <li>* Do you help them out?</li> <li>* Someone tell us about a time when you did that.</li> </ul>
Slide 6		<p>Everyone is alone sometimes – what does that mean?</p> <ul style="list-style-type: none"> <li>* Is it bad to be alone?</li> <li>* If you see another kid who is alone, what could you do?</li> </ul>

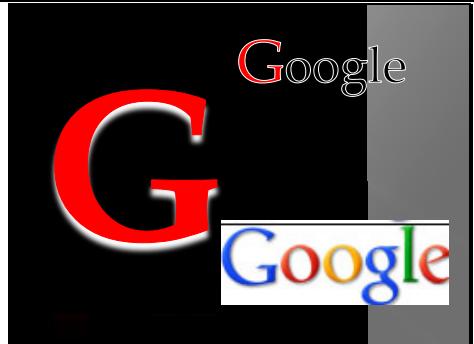
Slide 7		<p><b>What is a BULLY?</b></p> <ul style="list-style-type: none"> <li>* That is a word you may have heard.</li> <li>* What does it mean?</li> <li>* (When someone is mean on purpose to others.)</li> </ul>
Slide 8		<p><b>What is a BYSTANDER?</b></p> <ul style="list-style-type: none"> <li>* Has anyone heard that word?</li> <li>* (It means to be watching a kid being mean to another kid. <i>You're</i> not the one being mean; <i>you're</i> the one watching it.)</li> </ul>
Slide 9		<p><b>Everyone knows what it means to be BAD!</b></p> <ul style="list-style-type: none"> <li>* That's easy.</li> <li>* But what do you think it means to be GOOD?</li> <li>* Especially about friends?</li> </ul>
Slide 10		<p><b>Did you know that computers can get BUGS and get sick, just like people?</b></p> <ul style="list-style-type: none"> <li>* It's true.</li> <li>* They don't have to go to bed when they're sick, but they may need a computer doctor!</li> </ul>

Slide 11		<p>Who rides the BUS here?</p> <ul style="list-style-type: none"> <li>* What is the bus like?</li> <li>* Is it fun?</li> <li>* Is it noisy?</li> </ul>
Slide 12		<p>Sometimes kids want to have control over you.</p> <ul style="list-style-type: none"> <li>* That is one way of being mean.</li> <li>* For example, they may want you to only play what THEY want and nothing else.</li> <li>* Has that ever happened to anyone?</li> </ul>
Slide 13		<p>A CYBERBULLY is someone who's mean on the computer.</p> <ul style="list-style-type: none"> <li>* They might type something mean.</li> </ul>
Slide 14		<p>Does your mom or dad have a cell phone?</p> <ul style="list-style-type: none"> <li>* What do they do on it?</li> <li>* Do you play games on it?</li> </ul>

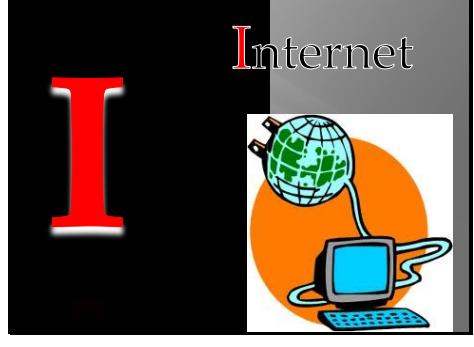
Slide 15		<p>A computer is a machine that can play games and run other programs.</p> <ul style="list-style-type: none"> <li>* Do you have a computer at home?</li> </ul>
Slide 16		<p>CLICKING is when you are using a mouse on a computer.</p> <ul style="list-style-type: none"> <li>* Who has clicked a mouse?</li> </ul>
Slide 17		<p>Taking CARE of each other is one of the things that friends do!</p>
Slide 18		<p>People aren't all exactly the same.</p> <ul style="list-style-type: none"> <li>* Everyone has different hair, and eyes, and size.</li> <li>* Our hair may be straight or curly and our skin is lots of different colors.</li> <li>* Do you think it would be more interesting if everyone looked exactly the same?</li> </ul>

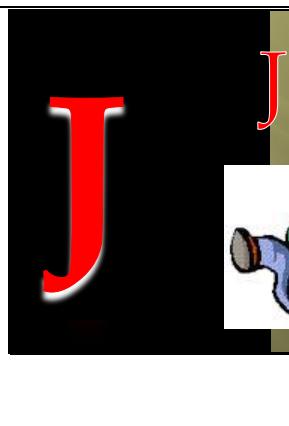
Slide 19		<p>On a computer, you can DOWNLOAD (or get) a game or music or a picture.</p> <ul style="list-style-type: none"> <li>* Have you ever downloaded anything?</li> </ul>
Slide 20		<p>Your Dad is someone you can talk to if you need to talk to an adult.</p> <ul style="list-style-type: none"> <li>* Have you ever talked to your Dad when you were upset about something?</li> </ul>
Slide 21		<p>The DELETE key on the computer erases something.</p> <ul style="list-style-type: none"> <li>* Sometimes you might make something in a computer game but then decide to delete it.</li> <li>* Has anyone ever done that?</li> </ul>
Slide 22		<p>DON'T exclude – let's INCLUDE everybody.</p> <ul style="list-style-type: none"> <li>* That means don't leave anybody out – let everybody play.</li> </ul>

Slide 23		<p>What's an egger?</p> <ul style="list-style-type: none"> <li>* Someone who laughs when they see bullying, or helps a bully.</li> <li>* Do you see an egger in this picture?</li> </ul>
Slide 24		<p>Where is the ESCAPE key on a computer?</p> <ul style="list-style-type: none"> <li>* What do you use it for?</li> <li>* If you need to get out of a game, you can hit the ESCAPE key.</li> </ul>
Slide 25		<p>What is a friend?</p> <ul style="list-style-type: none"> <li>* How do friends help you?</li> </ul>
Slide 26		<p>What's your favorite thing to laugh at? Is laughing ALWAYS nice?</p> <ul style="list-style-type: none"> <li>* Have you ever felt bad because someone else was laughing, but you didn't think it was funny?</li> </ul>

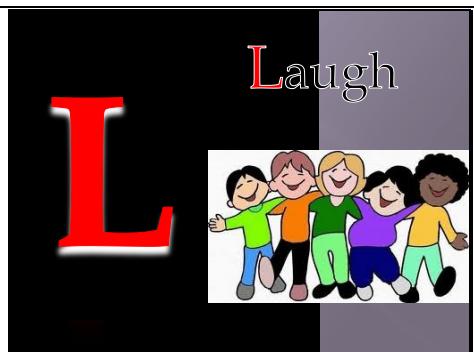
Slide 27		<p>Being FAIR is an important part of being a friend.</p> <p>*Did you ever give up part of something you wanted, because giving up part of it was fair?</p>
Slide 28		<p>What's your favorite way to have fun?</p>
Slide 29		<p>What is Google?</p> <p>* Have you ever used Google?</p>
Slide 30		<p>Who has played a game on the computer?</p> <p>* What game did you play?</p>

Slide 31		<p>What do you give to YOUR friends or your family?</p>
Slide 32		<p>What grownups do YOU know?        *How can grownups help us, when we have problems or fights with our friends?</p>
Slide 33		<p>Everybody gets upset sometimes.        * What can we do INSTEAD of hitting?</p>
Slide 34		<p>What does HARM mean?        * It means hurt. If your friend is hurt, help them!</p>

Slide 35		<p>It's nice to HELP each other out.</p> <ul style="list-style-type: none"> <li>* How do you help your friends or your parents?</li> </ul>
Slide 36		<p>Does anyone know what a HOME PAGE is?</p> <ul style="list-style-type: none"> <li>* It's the first page you see when you go to play your favorite computer game.</li> </ul>
Slide 37		<p>What is the INTERNET?</p> <ul style="list-style-type: none"> <li>* You can go on the internet from your computer and go to game websites.</li> <li>* What game website do YOU like to go to?</li> <li>* What else do people use the Internet for?</li> </ul>
Slide 38		<p>Have you ever seen a birthday party invitation?</p> <ul style="list-style-type: none"> <li>* Can you invite people to a party on the computer?</li> </ul>

Slide 39	 <span data-bbox="551 194 731 608">Icon</span> 	<p>On a computer, an ICON is a small picture you can click on.</p>
Slide 40	 <span data-bbox="551 608 731 1043">Joy</span> 	<p>Playing with other kids can make you feel JOY.</p> <ul style="list-style-type: none"> <li>* What else makes you feel joyful?</li> </ul>
Slide 41	 <span data-bbox="551 1043 731 1457">Jealous</span> 	<p>Who's jealous here?</p> <ul style="list-style-type: none"> <li>* Why is she jealous?</li> <li>* When you feel jealous, what makes you feel better?</li> </ul>
Slide 42	 <span data-bbox="551 1457 731 1883">Joke</span> 	<p>Jokes are funny and fun to tell.</p> <ul style="list-style-type: none"> <li>* But what if the OTHER person doesn't think it's funny?</li> <li>* Should you keep telling the joke?</li> </ul>

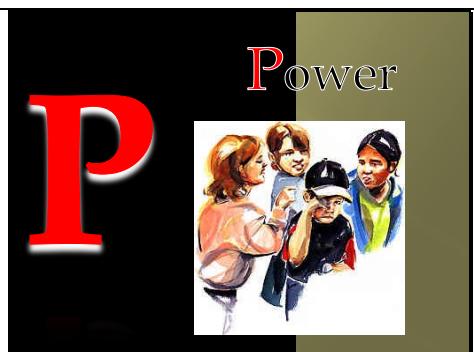
Slide 43		<p>Who kisses you?</p> <ul style="list-style-type: none"> <li>* Do you like being kissed?</li> <li>* What about when you feel hurt?</li> </ul>
Slide 44		<p>Kicking a soccer ball can be fun!</p> <ul style="list-style-type: none"> <li>* Who likes to play soccer?</li> <li>* But sometimes people kick when they get upset.</li> <li>* Why is that a bad idea?</li> </ul>
Slide 45		<p>There are lots of kids in this school.</p> <ul style="list-style-type: none"> <li>* What kinds of kids do you like to play with?</li> <li>* NICE kids?</li> <li>* FRIENDLY kids?</li> <li>* FUNNY kids?</li> </ul>
Slide 46		<p>Everybody gets a chance to be kind sometimes.</p> <ul style="list-style-type: none"> <li>* Who's being kind in this picture?</li> <li>* What are they doing that is kind?</li> </ul>

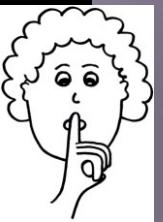
Slide 47	 	<p>What's a KEYBOARD for?  * What do YOU use it for?</p>
Slide 48	 	<p>What do you like to do on the playground the most?</p>
Slide 49	 	<p>Do you like to LOOK at TV or a computer to play?  * What do you like to look at?</p>
Slide 50	 	<p>Everybody loves to laugh.  * Do you have a book or a TV show that makes you laugh?  * Tell us about it.</p>

Slide 51		<p>Sometimes kids feel left out.</p> <ul style="list-style-type: none"> <li>* Have you ever felt this way?</li> <li>* How could we help kids who feel left out?</li> </ul>
Slide 52		<p>What does it mean to LOGIN to a website or a game?</p> <ul style="list-style-type: none"> <li>* (To enter your username and password.)</li> </ul>
Slide 53		<p>Sometimes kids are MEAN, but it's more fun to be nice to others.</p> <ul style="list-style-type: none"> <li>* Can someone tell me a time when you were NOT mean to another kid and had fun playing with them?</li> </ul>
Slide 54		<p>MOM is someone you can always talk to.</p> <ul style="list-style-type: none"> <li>* Do you ever talk to your mom when you're worried about something?</li> </ul>

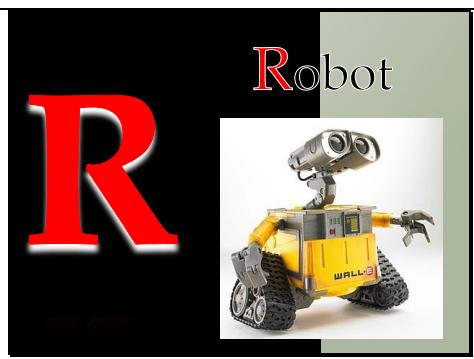
Slide 55		<p>Almost all computers use a MOUSE.</p> <ul style="list-style-type: none"> <li>* What's a mouse for?</li> <li>* What do YOU do with a mouse?</li> </ul>
Slide 56		<p>Sometimes you need to think about other people and not just about ME.</p> <ul style="list-style-type: none"> <li>* Can you think of a time when you had to help someone else out?</li> </ul>
Slide 57		<p>Why is it wrong to call someone a CHICKEN or another bad name?</p> <ul style="list-style-type: none"> <li>* How does it make them feel?</li> </ul>
Slide 58		<p>Saying NO sometimes means promising NOT to do things.</p> <ul style="list-style-type: none"> <li>* These kids are saying NO TO BULLYING.</li> <li>* What do you think that means?</li> </ul>

Slide 59		<p>Who are YOU nice to?      * Who could you be nice to?</p>
Slide 60		<p>This girl is playing ONLINE.      * What does that mean?</p>
Slide 61		<p>These kids are playing OFFLINE.      * What does that mean?      * Does anyone know?</p>
Slide 62		<p>Sometimes we think of kids who are different from us as being ODD.      * Do you think it's good to have people all different, or do you think people should all be exactly the same?</p>

Slide 63		<p>Do you know what this hand gesture means?</p> <ul style="list-style-type: none"> <li>* It means everything's ok.</li> <li>* Can you make it?</li> </ul>
Slide 64		<p>Do some kids have more power than other kids?</p> <ul style="list-style-type: none"> <li>* Do you have an older brother or sister who is more powerful than you?</li> <li>* Are some kids in school more like the "bosses" or the powerful kids?</li> </ul>
Slide 65		<p>What's your favorite thing to do on the playground?</p> <ul style="list-style-type: none"> <li>* Is playing on the playground ever spoiled for you?</li> <li>* Why does that happen?</li> </ul>
Slide 66		<p>What is your favorite thing to play?</p> <ul style="list-style-type: none"> <li>* What nice kids do you like to play with?</li> </ul>

Slide 67	 <p>Polite</p> 	<p>What does POLITE mean?</p> <ul style="list-style-type: none"> <li>* Why is it smart to be polite – even just to other kids?</li> </ul>
Slide 68	 <p>Printer</p> 	<p>What is a printer?</p> <ul style="list-style-type: none"> <li>* What do you use it for?</li> </ul>
Slide 69	 <p>Quiet</p> 	<p>Sometimes it's good to be quiet.</p> <ul style="list-style-type: none"> <li>* Can anyone tell me a time or place where it's GOOD to be quiet?</li> </ul> <p>At other times it's better to talk to people.</p> <ul style="list-style-type: none"> <li>* Can you think of a time when you shouldn't be quiet, but you should talk to people?</li> </ul>
Slide 70	 <p>Question</p> 	<p>When you have a question, who can you ask?</p>

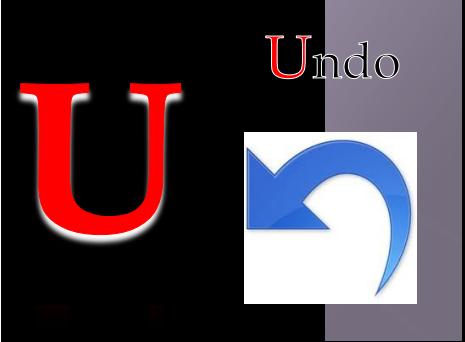
Slide 71		<p>When you QUIT using a website, that's called LOGGING OFF.</p> <ul style="list-style-type: none"> <li>* Have you ever clicked on QUIT or LOG OFF?</li> </ul>
Slide 72		<p>What does RESPECT mean?</p> <ul style="list-style-type: none"> <li>* (It means to never be mean, and never call someone names; it means to be nice to everyone.)</li> <li>* Why is it important for kids to respect each other?</li> </ul>
Slide 73		<p>Does anyone know what a RUMOR is?</p> <ul style="list-style-type: none"> <li>* (A rumor is when you are talking about someone else.)</li> <li>* It can be fun to talk about other kids, but it can hurt their feelings, too.</li> <li>* Have you ever seen that happen?</li> </ul>
Slide 74		<p>People can RUN.</p> <ul style="list-style-type: none"> <li>* How many of you like to run on the playground?</li> <li>* Computers can RUN, too.</li> <li>* That just means that they're working ok and are not broken.</li> </ul>

Slide 75		<p>What does it mean to be RUDE?</p> <ul style="list-style-type: none"> <li>* It means to not respect someone – to be mean instead of polite.</li> <li>* Why is it better to be polite, instead of rude?</li> </ul>
Slide 76		<p>What is a ROBOT?</p> <ul style="list-style-type: none"> <li>* (It's a computer that performs certain tasks.</li> <li>* Robots are computers that can often move about or do a particular job for people.)</li> </ul>
Slide 77		<p>Everyone feels SAD sometimes.</p> <ul style="list-style-type: none"> <li>* What have YOU ever felt sad about?</li> <li>* What if you see another kid in school who seems to feel sad?</li> <li>* How can you help your friends and the kids in your school NOT feel sad?</li> </ul>
Slide 78		<p>Saying you're sorry can be very hard, but it's also very important.</p> <ul style="list-style-type: none"> <li>* Why do we need to say sorry sometimes?</li> <li>* How does it help to say you're sorry?</li> </ul>

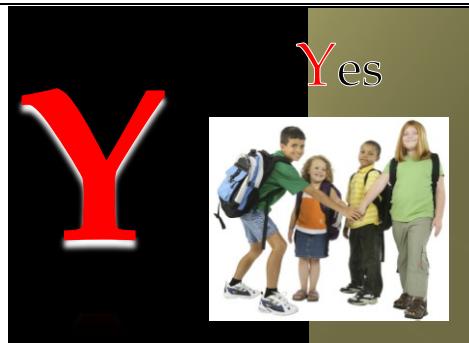
Slide 79		<p>Everyone feels shy sometimes.</p> <ul style="list-style-type: none"> <li>* Have you ever felt shy?</li> <li>* What helps when someone is feeling shy?</li> <li>* How can you help someone who is feeling shy?</li> </ul>
Slide 80		<p>Sometimes you have to tell other kids to STOP doing something.</p> <ul style="list-style-type: none"> <li>* Have you ever said, STOP?</li> </ul>
Slide 81		<p>All over the world, kids go to school.</p> <ul style="list-style-type: none"> <li>* What's your favorite part of school?</li> </ul>
Slide 82		<p>A screen is the part of the TV or the computer that you look at.</p> <ul style="list-style-type: none"> <li>* Sometimes people call computers and TVs, "Screens."</li> <li>* Has anyone ever heard that name before?</li> </ul>

Slide 83		<p>Tattling, or being a Tattle Tale, is when you go to a grownup to try to get another kid in trouble without a good reason.</p> <ul style="list-style-type: none"> <li>* Has anyone ever seen a tattle tale?</li> <li>* (Note: if a child reports seeing <i>telling</i> – that is, telling a grownup because there is danger or possible danger or harm to another – correct them and say, <b>“That’s not tattling, because someone is in danger or is getting hurt. That’s telling.”</b>)</li> </ul>
Slide 84		<p>Telling isn’t the same thing as tattling.</p> <ul style="list-style-type: none"> <li>* Telling is when you tell an adult about a situation where someone is being hurt or could be hurt.</li> <li>* Can you ever think of a time when you needed to tell adults something like that?</li> </ul>
Slide 85		<p>The word TARGET here means a kid who is being bullied.</p>
Slide 86		<p>What is TEASING?</p> <ul style="list-style-type: none"> <li>* (It’s laughing at someone but in a nice way, and the person doesn’t mind.)</li> <li>* (You can note in the picture above, the boy being teased is smiling – he doesn’t appear to mind.)</li> </ul>

Slide 87	 <p>Teacher</p> 	<p>What does a TEACHER do?</p> <ul style="list-style-type: none"> <li>* How can teachers help you in school?</li> </ul>
Slide 88	 <p>Talk</p> 	<p>TALKING with friends is a great idea, especially when you're not sure about something or even upset.</p> <ul style="list-style-type: none"> <li>* Have you ever talked with a friend when you were upset?</li> <li>* Did it help make you feel better?</li> </ul>
Slide 89	 <p>Unhappy</p> 	<p>What does UNHAPPY mean?</p> <ul style="list-style-type: none"> <li>* (The same thing as SAD.)</li> <li>* Everyone feels unhappy sometimes, but we can all try to cheer each other up when we do.</li> </ul>
Slide 90	 <p>Update</p> 	<p>UPDATING your computer just means getting a newer version of a game you play, or some other program.</p> <ul style="list-style-type: none"> <li>* Sometimes your games may ask you to UPDATE them!</li> </ul>

Slide 91		<p>To UNDO something on a computer means to go back.</p> <ul style="list-style-type: none"> <li>* Sometimes if you do something in a game, you want to UNDO it!</li> </ul>
Slide 92		<p>Who knows what it means to be UPSET?</p> <ul style="list-style-type: none"> <li>* (it means to be both mad and sad.)</li> <li>* Being upset is like being mad – everyone feels that way sometimes.</li> <li>* But we can help our friends when they feel upset.</li> <li>* How can we do that?</li> </ul>
Slide 93		<p>Being a VICTIM is the same as being TARGET.</p> <ul style="list-style-type: none"> <li>* It means someone is bullying or being mean to them.</li> </ul>
Slide 94		<p>A computer VIEW is just a picture of something.</p> <ul style="list-style-type: none"> <li>* Here is a VIEW or a picture of a laptop.</li> </ul>

Slide 95		<p>I bet somebody here knows what a video is!</p> <ul style="list-style-type: none"> <li>* (It's a short movie or show that plays on a computer screen.)</li> <li>* Have you ever watched a video on a computer?</li> </ul>
Slide 96		<p>Does anybody know what WWW stands for?</p> <ul style="list-style-type: none"> <li>* It stands for WORLD WIDE WEB.</li> <li>* It's just another name for the internet.</li> </ul>
Slide 97		<p>WE means us – all of us – and how our class and our friends will work and be together all year.</p> <ul style="list-style-type: none"> <li>* WE make a great group!</li> </ul>
Slide 98		<p>Of course you know what WALKING is!</p> <ul style="list-style-type: none"> <li>* The point here is that if another kid bothers or upsets you, remember that you can ALWAYS WALK AWAY.</li> <li>* And you should do just that, and come tell me or another grownup how you feel.</li> </ul>

Slide 99		<p>Are you ever WORRIED about things?</p> <ul style="list-style-type: none"> <li>* Who could you talk to, if you're worried about things?</li> </ul>
Slide 100		<p>I bet someone will know what this is!</p> <ul style="list-style-type: none"> <li>* (It's an Xbox – a gaming system.)</li> <li>* Have you ever played an Xbox?</li> <li>* What game did you play?</li> <li>* Was it fun?</li> </ul>
Slide 101		<p>Do you guys want to pledge to be nice, and not bully each other?</p> <ul style="list-style-type: none"> <li>* Just say YES!</li> </ul>
Slide 102		<p>Can anyone tell me something about YOU that is special and neat?</p> <ul style="list-style-type: none"> <li>* That's one way to become friends with someone.</li> </ul>

Slide 103		<p>If someone is mean to you, don't just YELL.</p> <ul style="list-style-type: none"> <li>* Get help from a friend or a grown up.</li> </ul>
Slide 104		<p>A computer screen isn't like a piece of paper that just holds still; a lot of times you can ZOOM in or out.</p> <ul style="list-style-type: none"> <li>* What does that mean?</li> <li>* Has anyone ever done that?</li> </ul>

## **PREPARATION FOR THE PAIRED LESSONS**

“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 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.

See the Grade Five Curriculum for training the fifth graders.

# 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.
  - o All together, the books should take approximately 15-20 minutes to read aloud.
  - o 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.
  - o 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
  - o Their names and ages
  - o What they like to play
  - o 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.**
  - o 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.
  - o 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

# 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

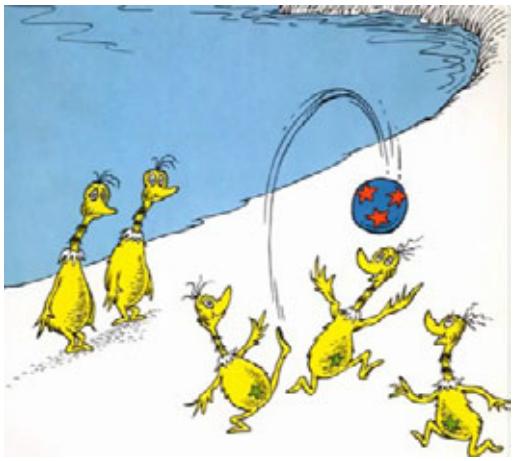
## LESSON #2: The Sneetches

Activity #1: Begin by reading the book again.

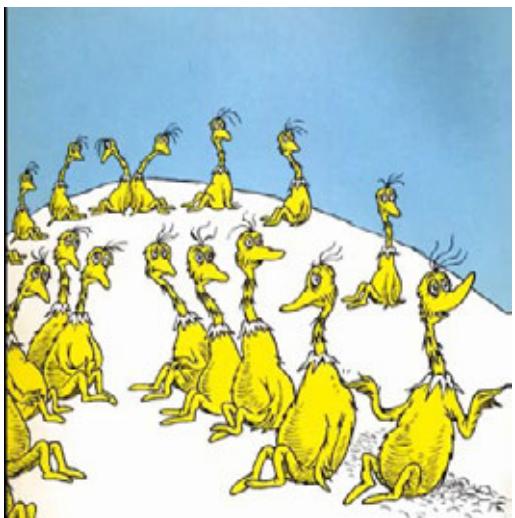
Activity #2: Discussion

- \* Suppose that we were the Sneetches, and some of us had Stars, but others of us had no Stars.
  - o Show picture #1 (PPT)
  - o **How would you feel if you were chosen to have a Star?**
  - o **Why would you feel that way?**
- \* Now show picture #2 (PPT)
  - o **How would you feel if you had no Star?**
  - o **Why would you feel that way?**
- \* Show Picture #3 (PPT)
  - o **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.)
  - o 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.**
  - 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

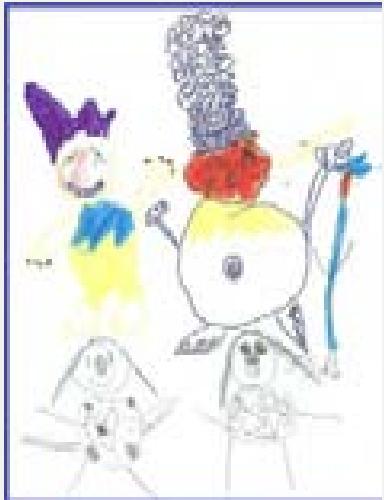
The GOAL of this lesson is to introduce children to the idea that cooperative play makes games fun, and that meanness spoils the fun. The ultimate goal is to associate prosocial behavior with increased fun. We begin by discussing online play, but in future lessons will progress to off-line play as well.

### 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?
  - o Expect to hear: Neopets; Nick Jr.; Club Penguin; Star Dolls; Habbo; Poptropica.
  - o 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.
  - o You may have a few students who do not play any computer games.
  - o 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.



### 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

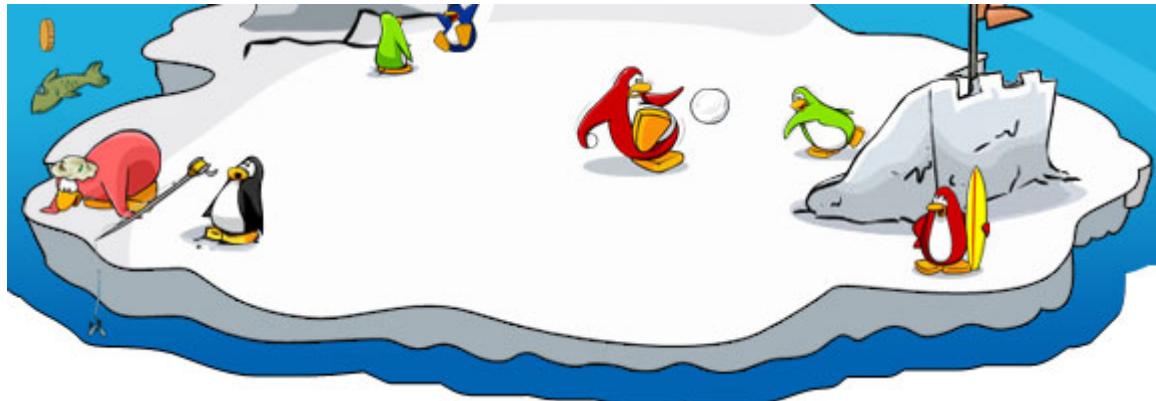
- Review what is FUN about computer games and what is NOT FUN. Stress the idea that playing with another player who is nice is a FUN experience.
- **What could you do online to make another player feel good?**
- **What could you do in your computer game to make it more fun?**
- **What if someone DOES 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 4<sup>th</sup> 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 4<sup>th</sup> 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:
  - o **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:

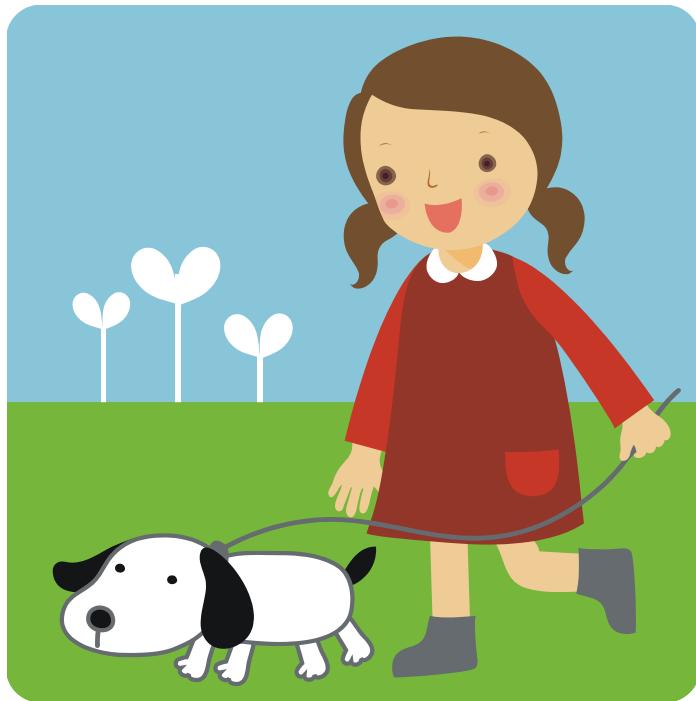
- Never tell your last name, age, address, phone number, or anything about your family; don't talk about your classmates, especially mean things; only go to games and websites your parents have approved; tell a grownup if anything happens online that is scary or upsetting.

# 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 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  
Leave them out      Make fun of them      Tell stories about them  
Push them      Threaten/scare 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 HAIR 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
  - Powerless
  - Upset/sad/bad for the target
  - Guilty for not doing anything
  - Tempted to join in
  - 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 eggers 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 often 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 stop bullying.

### **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. They will most likely stop the bullying if people say something. But it IS very difficult to do this!
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?
  - \* Could YOU act this way?
  - \* What would be difficult about it? 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 ENGLANDER

[WWW.TOONDOO.COM](http://WWW.TOONDOO.COM)

Cut that out! We  
don't like bullies here.

Yes, he's right.  
Just stop it.



Cartoon 6D



## Cartoon 6E

### BYSTANDER REACTIONS - BY ENGLANDER

[www.toondoo.com](http://www.toondoo.com)

Max, want to play  
handball with us?

I don't like bullying.  
Let's go tell Mrs.  
Rogers.



## Cartoon 6F



# 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 eggers 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

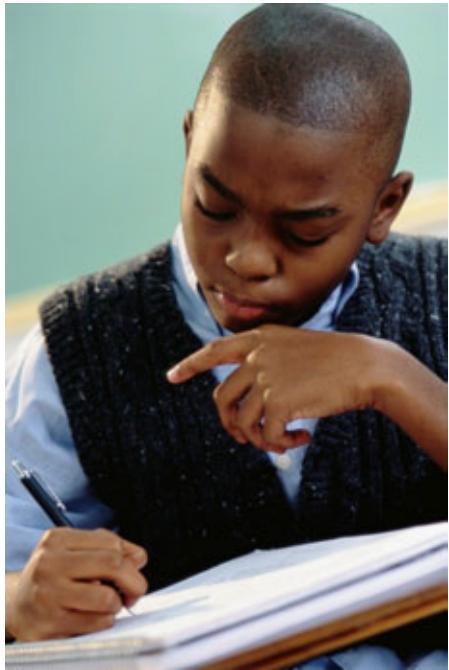
### Activity #1: Class Discussion

- **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.

Third Grade Curriculum



Hi, I'm Max. I'm here to talk about BULLYING. Do you know what Bullying is?



What is BULLYING?

How would YOU define bullying?



What is BULLYING?

Bullying is when someone is mean to another person ON PURPOSE and MORE THAN ONCE.  
Bullying is also NOT equal between kids - the bully is being mean, and the target isn't mad at all.



Use slide 3 for discussion.

Can BULLYING happen by accident?

No!  
Bullying is done ON PURPOSE.  
Sometimes kids do things that hurt others by accident.



What if a bully just SAYS it was an accident, but it wasn't?

Does that ever happen?



What if a bully just SAYS it was an accident, but it wasn't?

It COULD be an accident. But if someone is mean to another kid more than once, it's probably not an accident.



Use slide 6 for discussion.

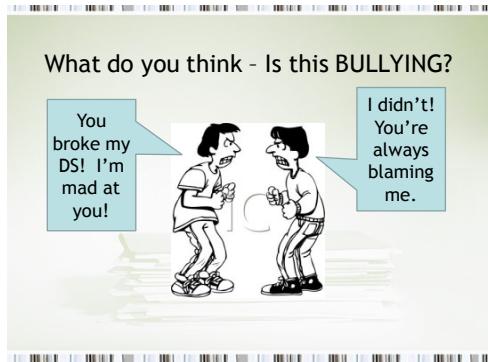
What if it just happens once, and it's never happened before?

Bullying happens MORE than one time.  
Sometimes kids get mad and say something mean, but they don't do it again. That's not the same as bullying.

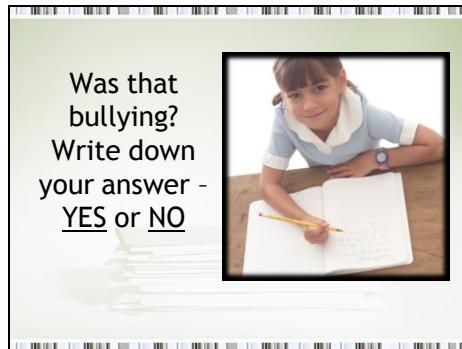


7

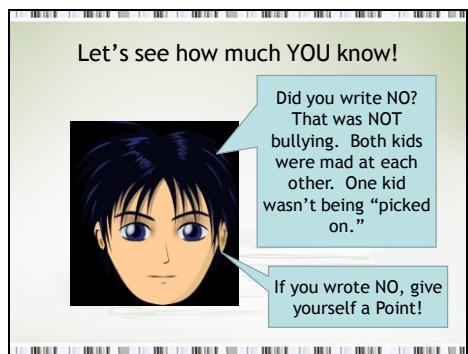
8



9



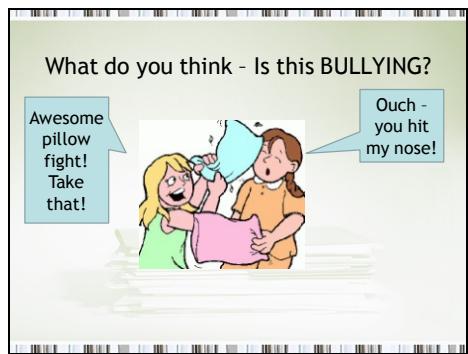
10



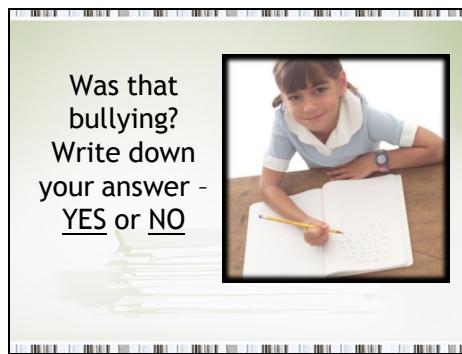
11



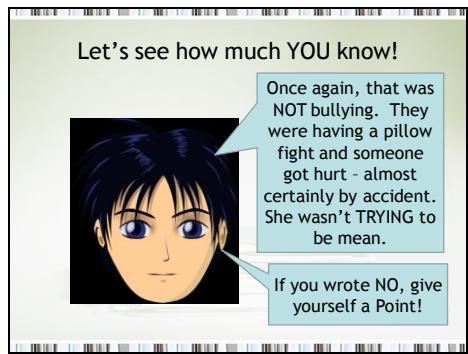
12



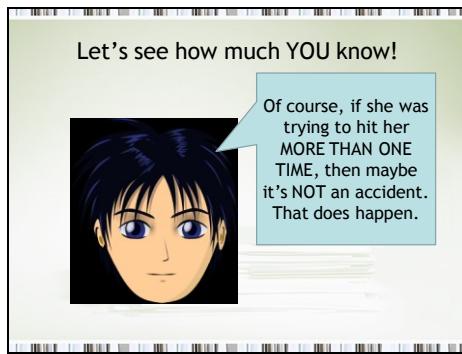
13



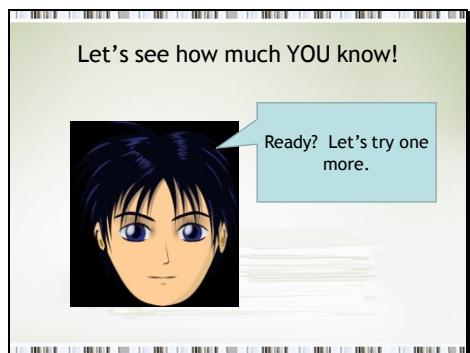
14



15



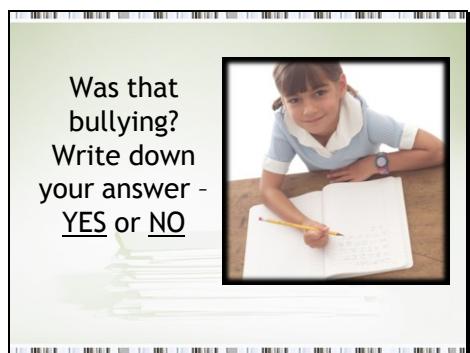
16



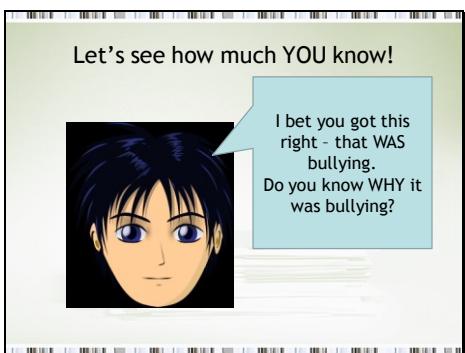
17



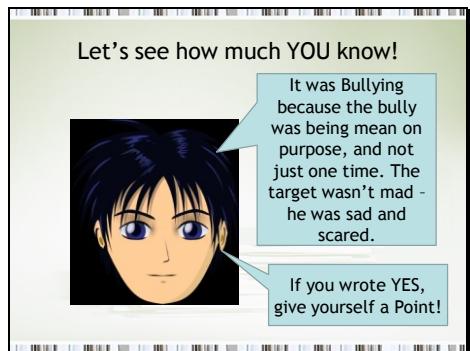
18



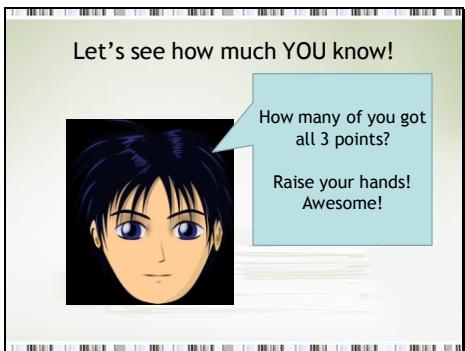
19



20



21



22



23

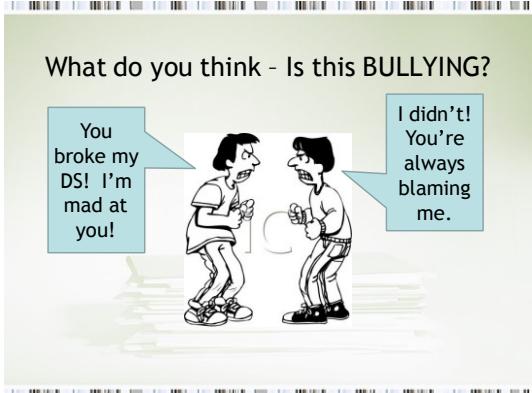
# Yes/No Worksheet

Name: \_\_\_\_\_

(Use with Third Grade Lesson #1)

(This sheet may be copied in B & W)

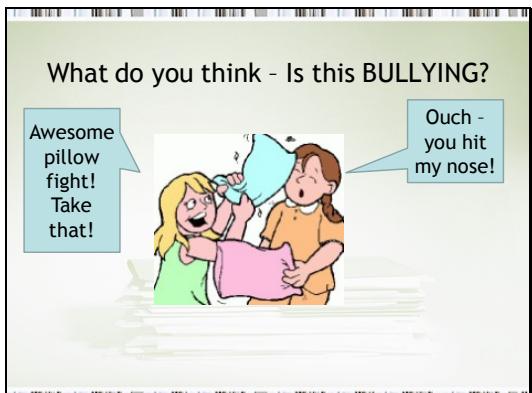
## IS THIS BULLYING?



**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:
  - o Is there an action you see that you think is wrong?
  - o 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 abusive by using a computer.)

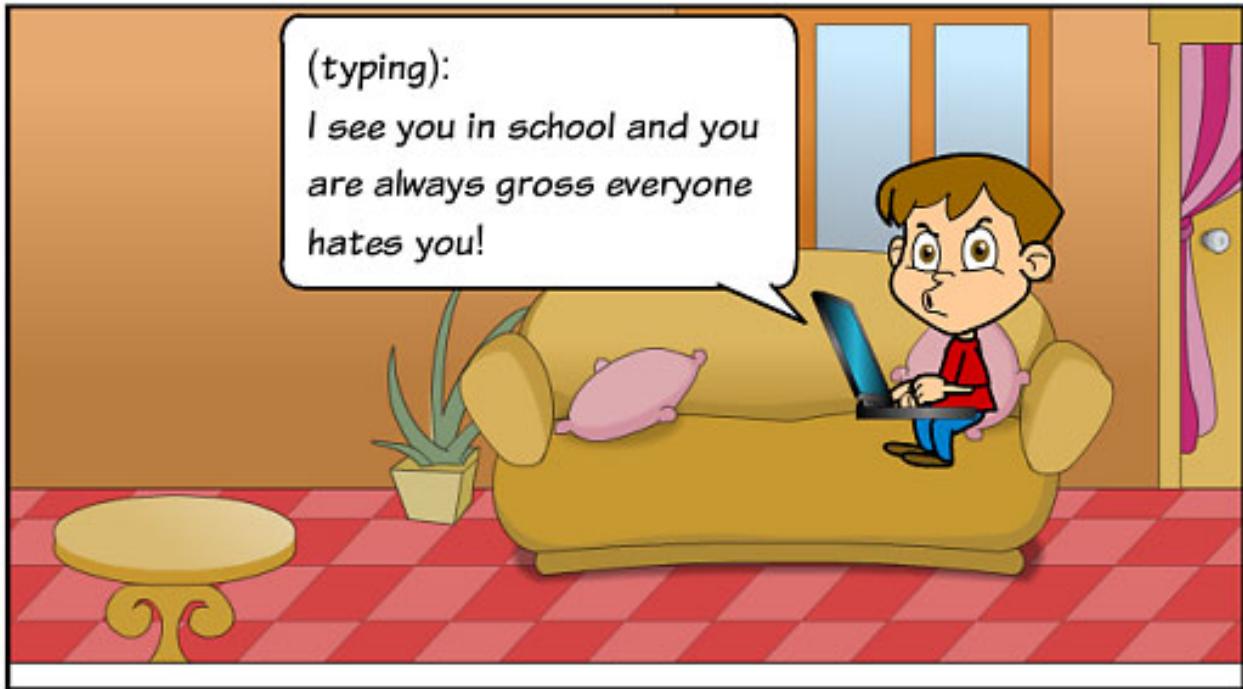
#2 (This is **neither** – the boy is using a computer, but he is not being abusive – he's merely commenting.)

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

#4 (This is **neither**, because the kids are both angry and both being mean – there is no imbalance of power.)

#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



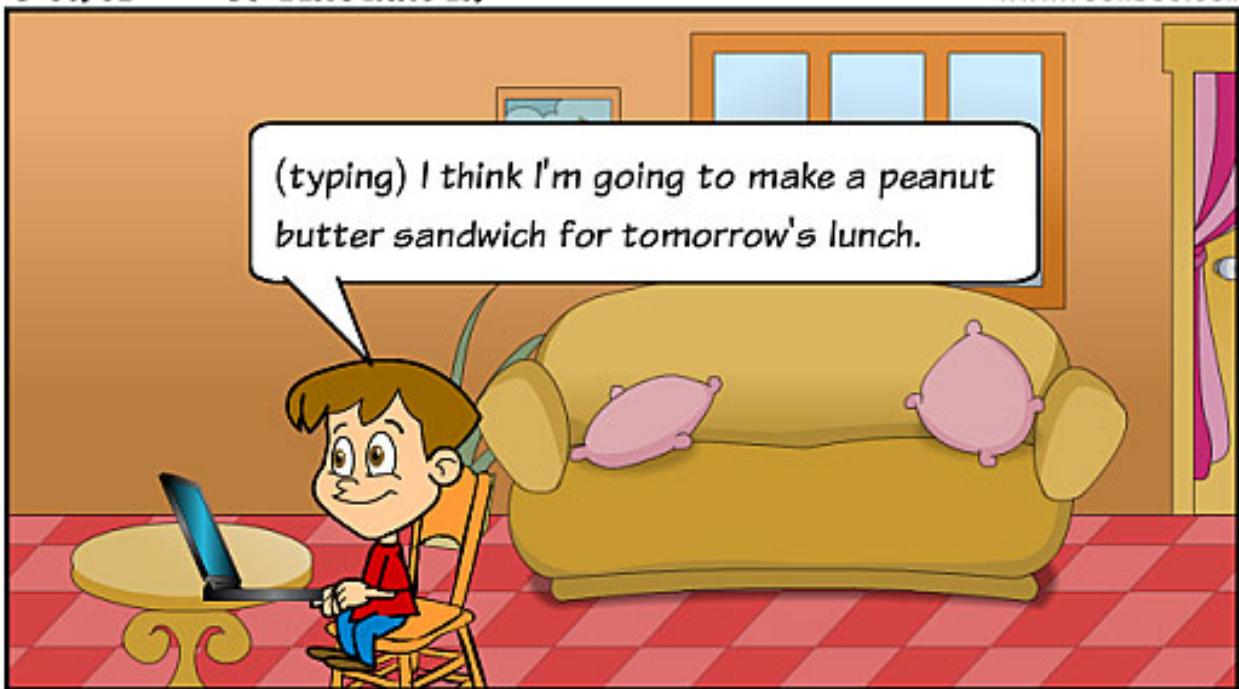
I THINK THIS IS.....

Bullying

Cyberbullying

Neither one

## WHAT DO YOU SEE? #2



I THINK THIS IS.....

Bullying

Cyberbullying

Neither one

## WHAT DO YOU SEE? #3



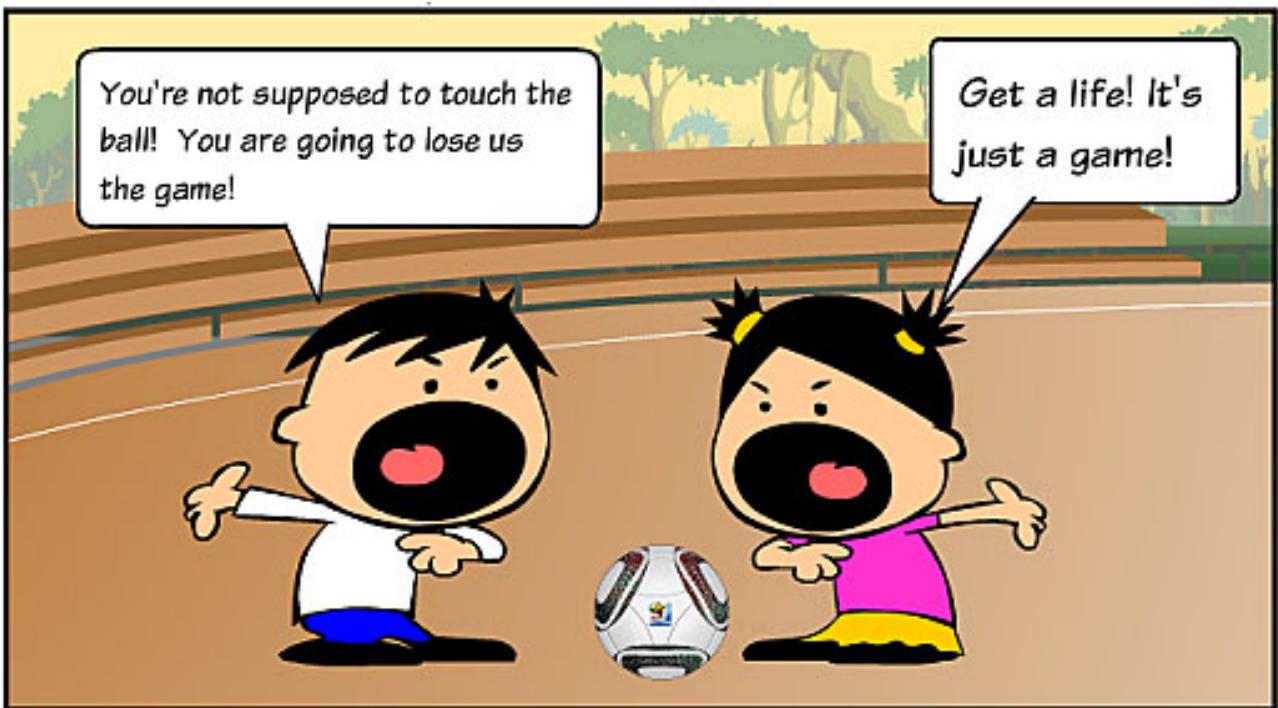
I THINK THIS IS.....

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?**
  - o The first panel shows the bully and the target. Which one is the bully? Which one is the target?
  - o 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?**
  - o You may wish to project these two panels for the class to see together.
  - o 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.
  - o 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!").
  - o 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

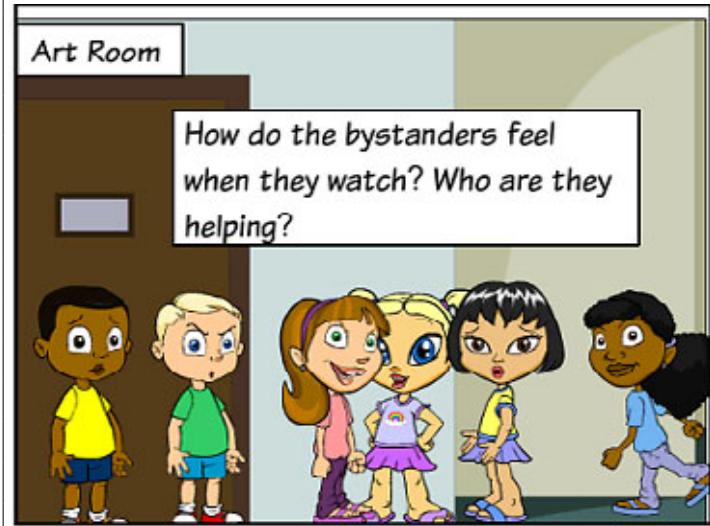
### Cartoons: “Roles”

**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.**

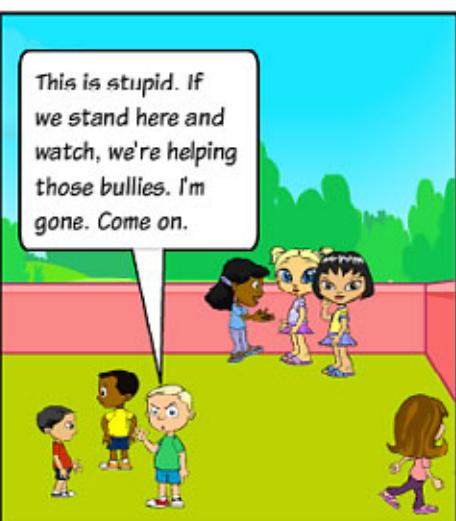
#### Activity #2 – reading about being a bullying and cyberbullying bystander.

- 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.

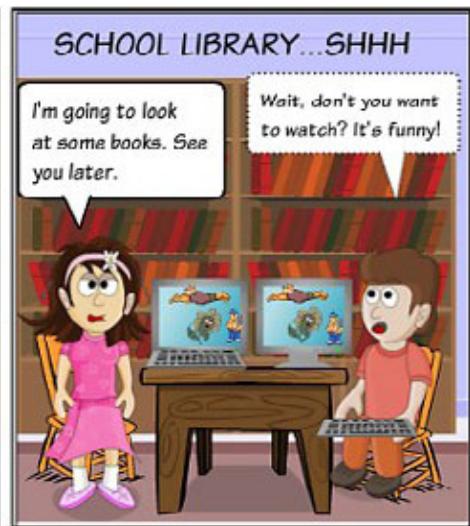
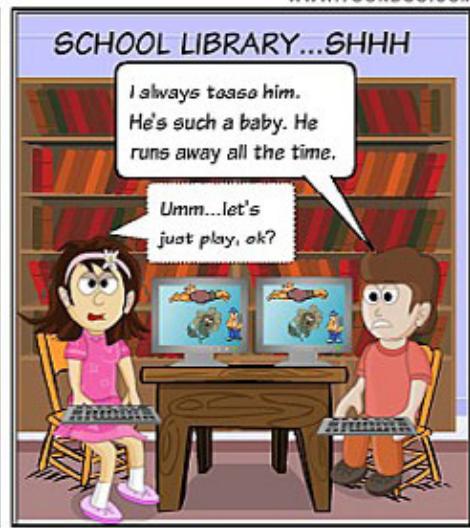
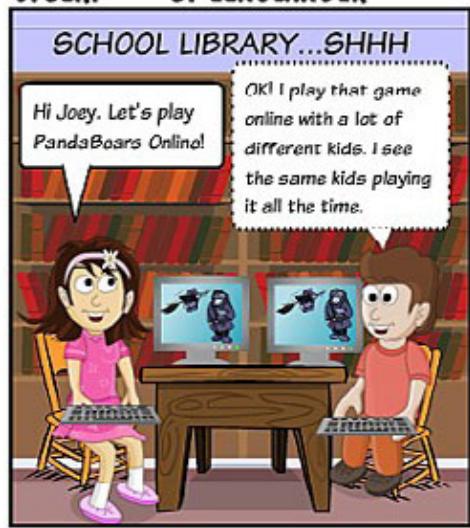
#### Activity #2: Discussion

- 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?**

---

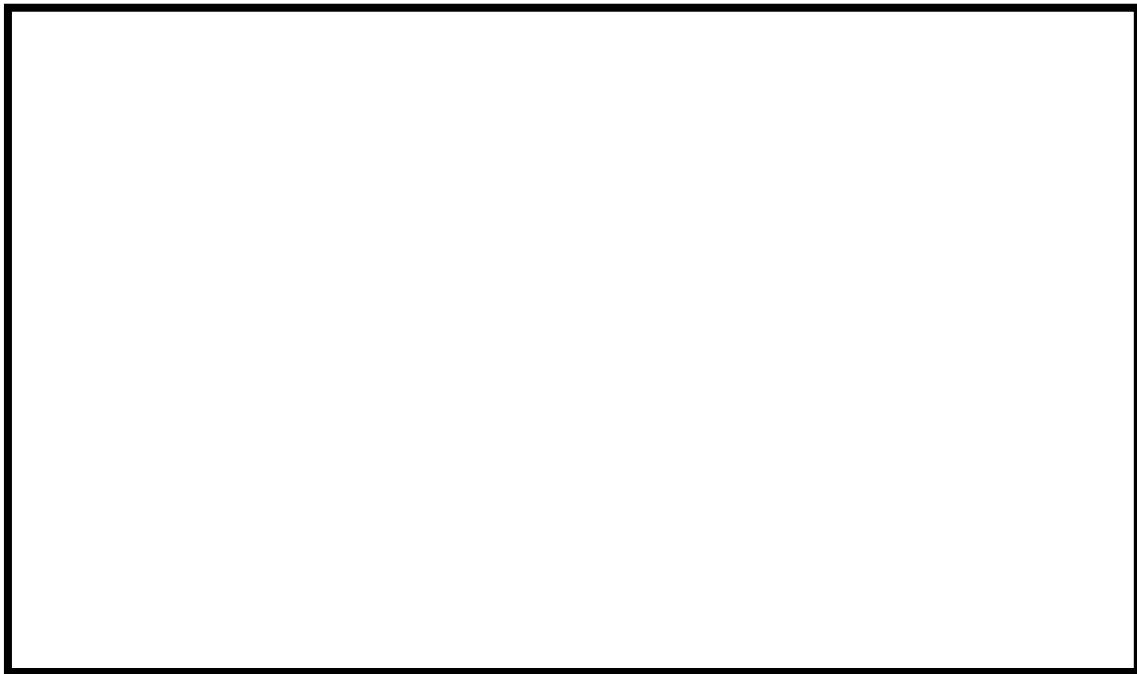
---

---

## STORYBOARD (for Draft of Comic Book)

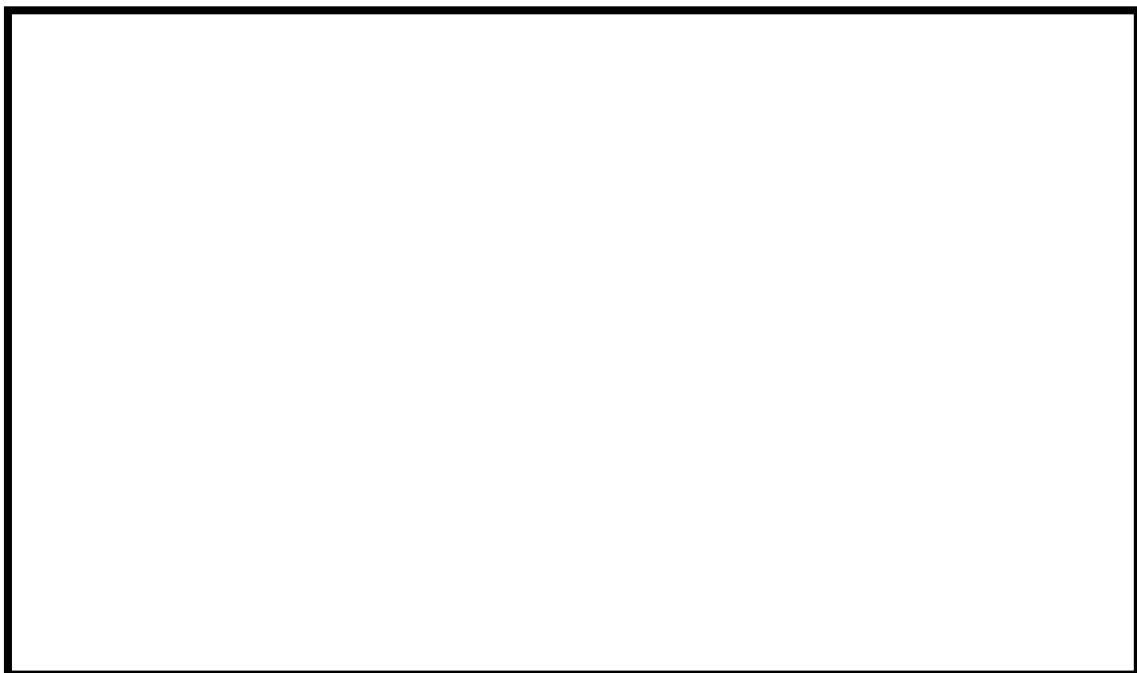
**Where are you when you see the bullying or cyberbullying happen?**

- 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.



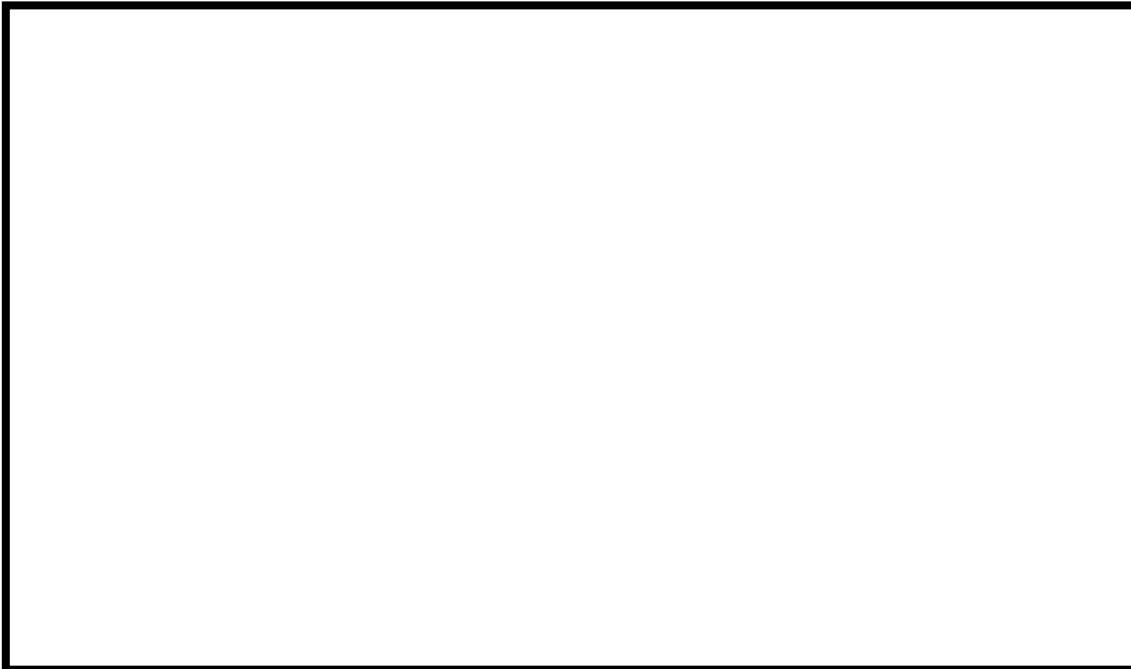
**Once all the characters are there, what happens first?**

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



**What happens next?**

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



**What happens next?**

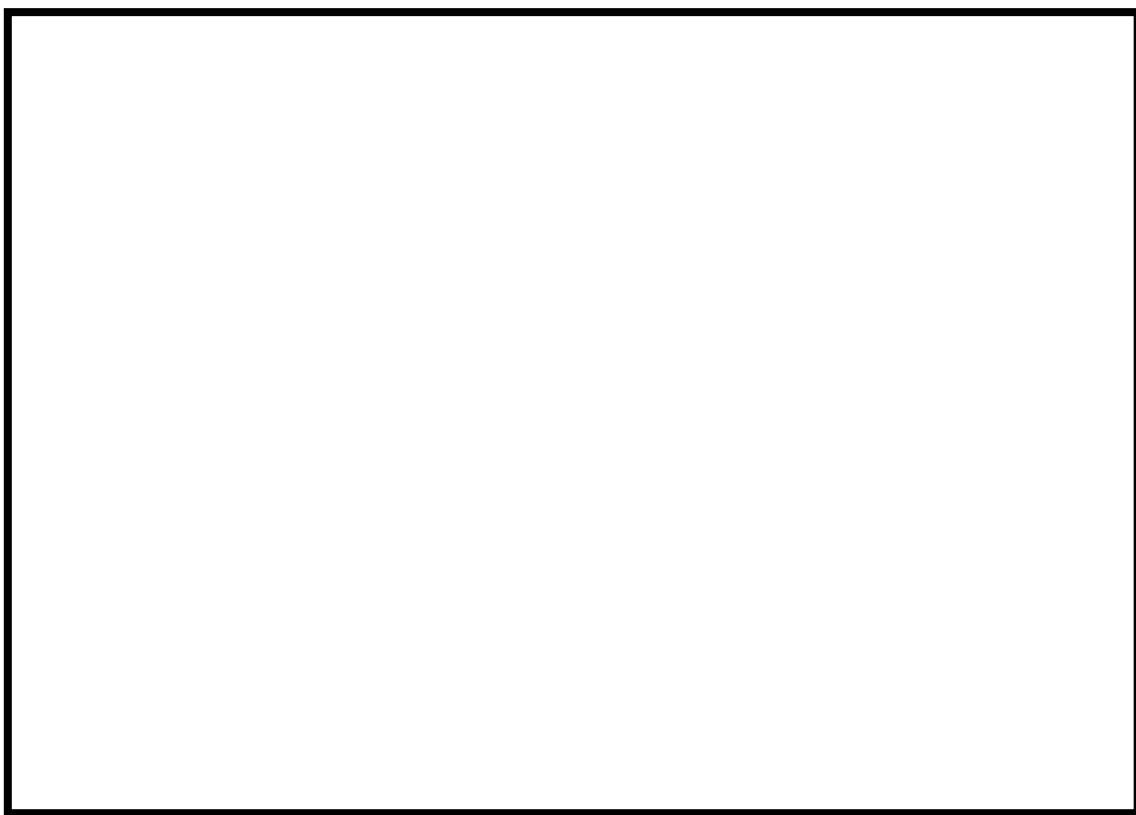


**What do you do in the scene? Remember- you are the BYSTANDER. What do you do?**

- 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.



**How does your story end?**



## 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: "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.
  - o **What do you think this phrase means? How does bullying hurt kids?**
  - o **Has anyone ever been hurt by bullying, or seen someone bullied?**

#### Scrambler #2: "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.
  - o **Sometimes, everybody talks about other people. But if you heard that people were talking about you, how would that make you feel?**
  - o **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!
  - o **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: "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.
  - o **Has anyone ever seen bullying happen in a game they were playing on a computer?**
  - o **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

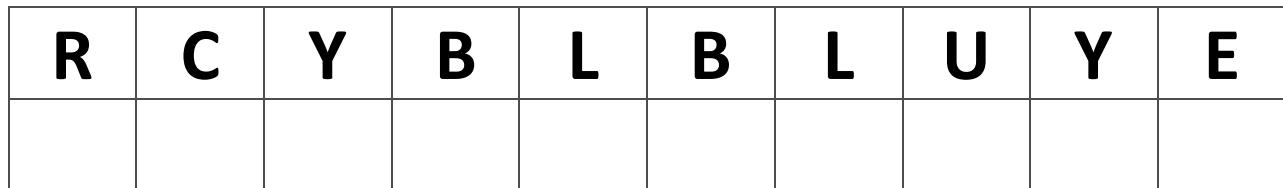
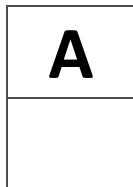
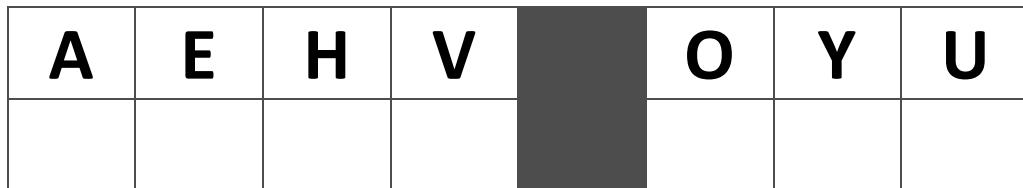
T	U	A	O	B

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.



## **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

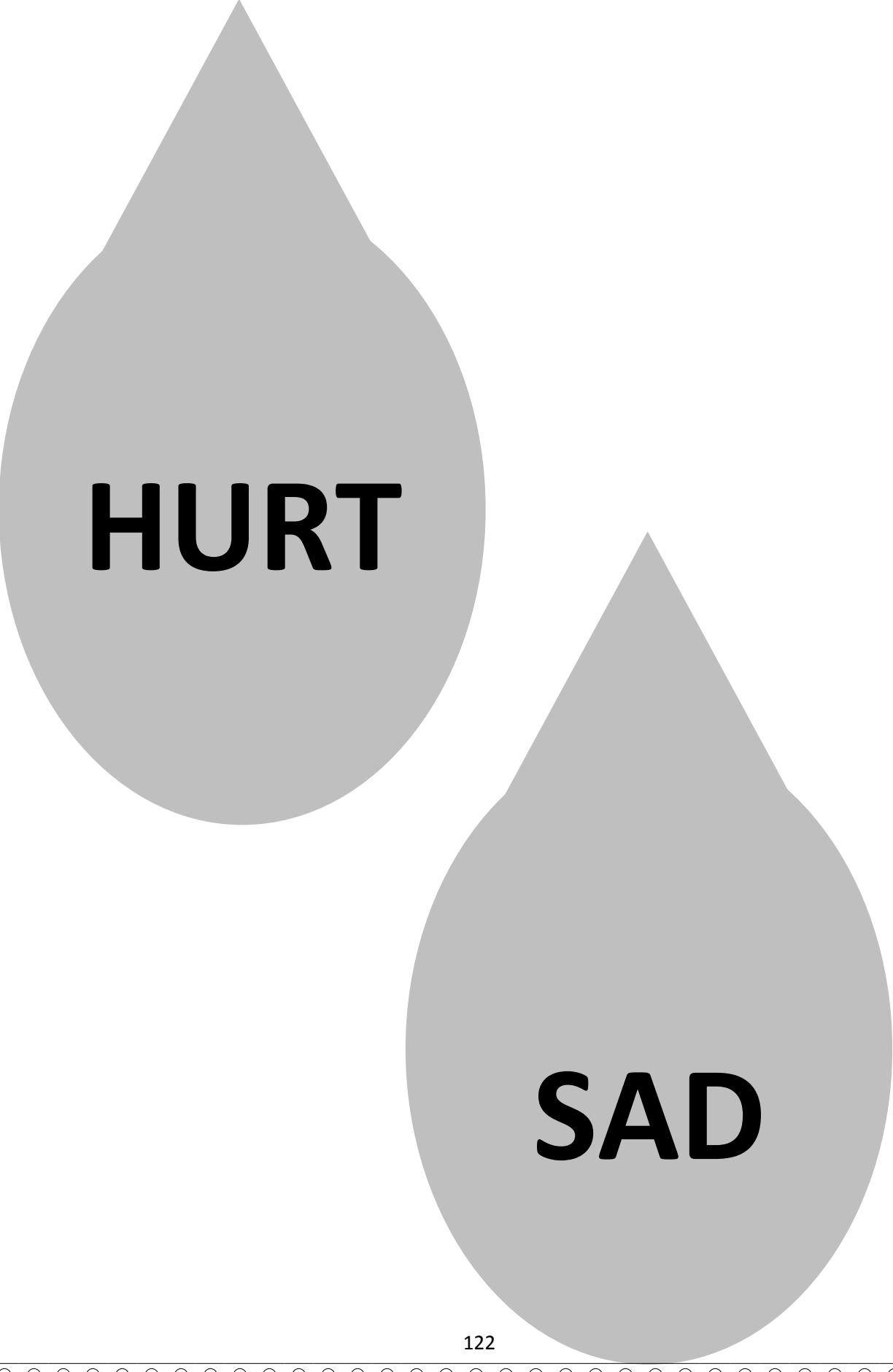
- **Look on the whiteboard. There are three sections there: bullying, Cyberbullying, and both bullying AND Cyberbullying.**
- **These teardrops represent feelings.**
- **When I call on you, I want you to come up, choose a teardrop feeling, and then decide: does that feeling happen when someone is bullied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

#### Activity #2: Teardops

- 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.

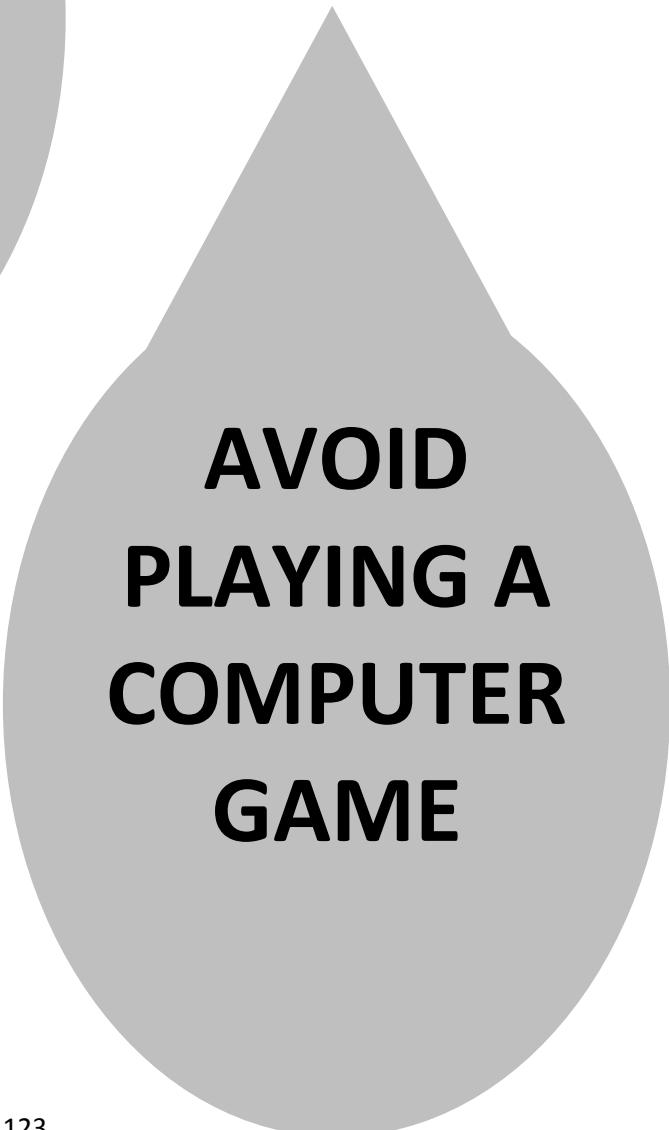


**HURT**

**SAD**



**WORRY**



**AVOID  
PLAYING A  
COMPUTER  
GAME**

**FEELING  
ALONE**

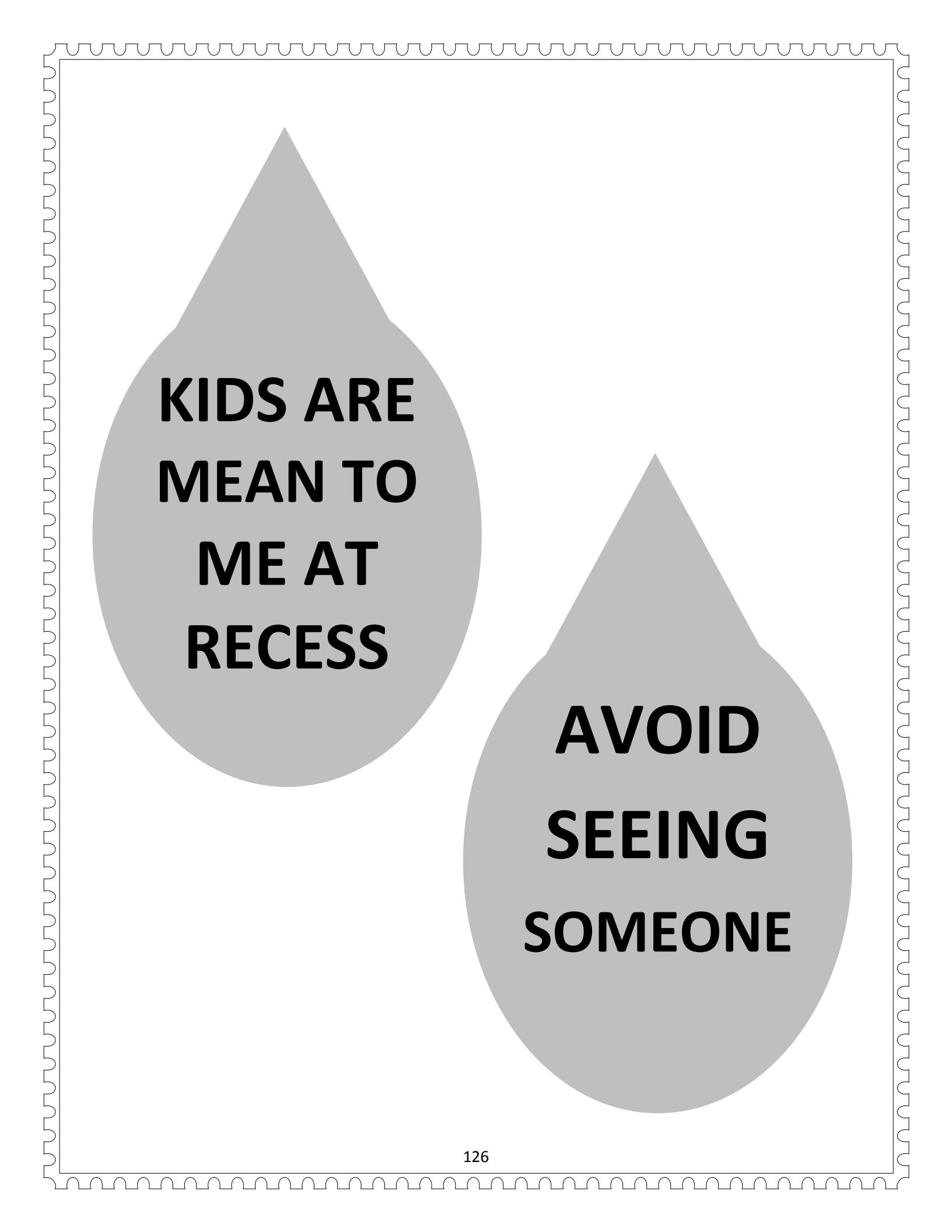
**WHY ARE  
YOU DOING  
THIS TO  
ME?**



**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 #1-2: BULLYING AND CYBERBULLYING

### IN YOUR WORLD (Note: this is a 2-lesson 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 planning a brief story about bullying or cyberbullying, and then using a simple online website to create a cartoon movie about their story.
- Steps:
  - Students should create a brief outline of their story. Usually this will be one to two paragraphs.
  - Using this brief outline, 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.)

\*\* Note: if time permits, have the students complete **two** stories: one for bullying in school, and one for cyberbullying.

# **Teacher's Guide:**

## **The Example: Process for Completing Lessons #1-2 (Fourth Grade)**

### **Brief Outline of Story:**

A boy is playing on the playground when a bully says to him, "You're stupid because you play Yugimon. No one plays Yugimon anymore." The boy cries but then he remembers he has friends on the playground and he goes to play with him. The other kids talk with him and say, "We won't pay any attention to that bully." Then he feels happy and recess is over.

### **List of Scenes:**

1. Boy is playing on playground –ACTION
2. He is happy – EMOTION
3. Bully talks to him – TALKING
4. Bully looks mean – EMOTION
5. Boys looks sad – EMOTION
6. Boy walks over to his friends – WALKING / ACTION
7. They all play – ACTION
8. Boy looks happy – EMOTION

**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. Go to the following web site:

**ZIMMERTWINS.COM**

### **CREATING YOUR ACCOUNT:**

- Click on Join the Site (on the left toolbar).
- Fill in the required information and click on Join the Site. Your nickname will be used to login.
- Use your e-mail address where it asks for parent/guardian's e-mail. You'll receive a message that an e-mail has been sent to your account with your password.
- After the first time you login, you will be able to change your password, if you wish.

### **LOGGING IN FOR THE FIRST TIME:**

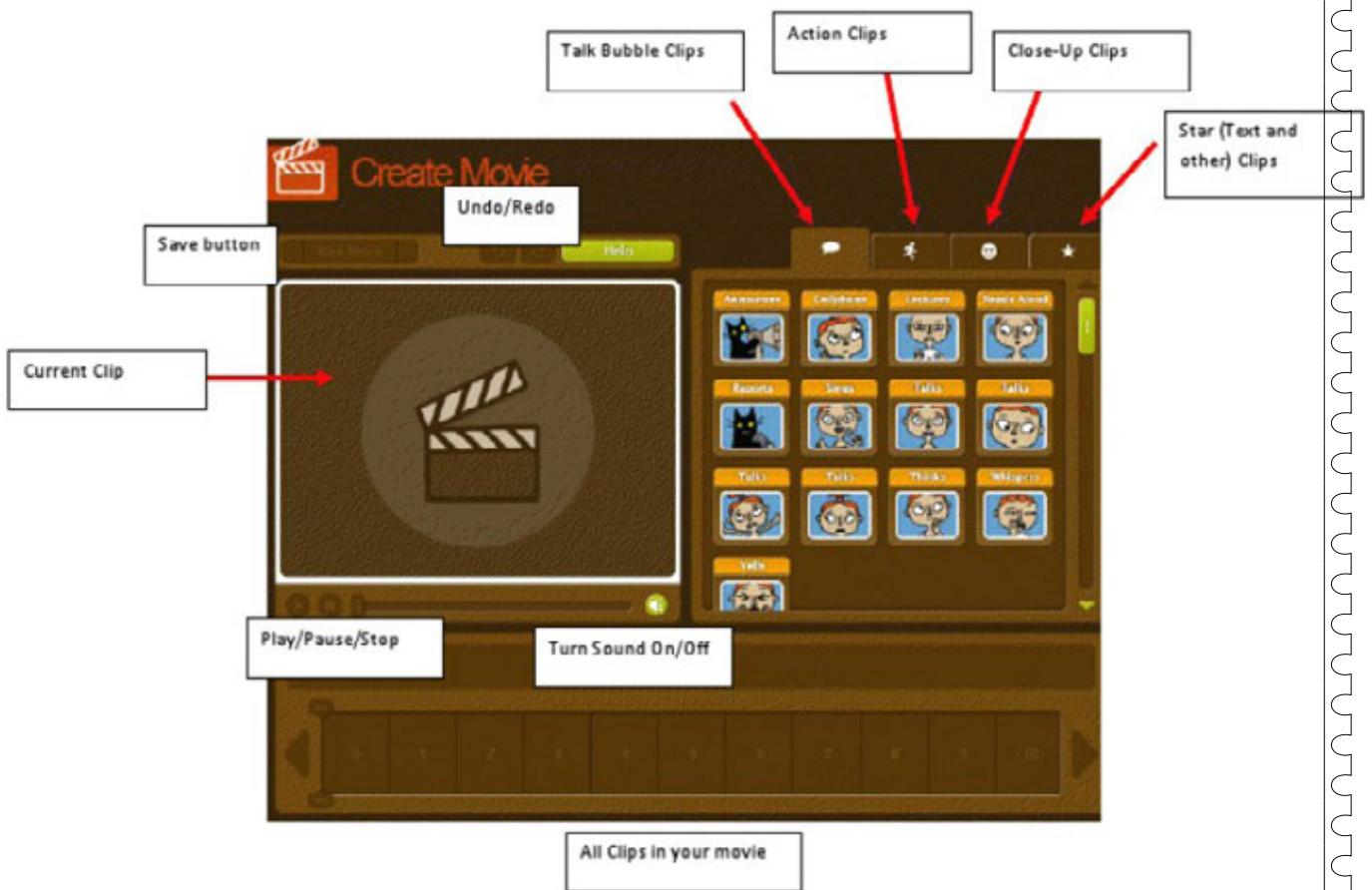
- Open the e-mail you receive from Zimmertwins which contains your password and the nickname you chose.
- Click on the link to the web site. Key your nickname in the nickname box, and your password in the password box. Then, click on Login.
- Once you're in, if you wish to change your password to something easier to remember, 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.

### **LEARING HOW TO MAKE A MOVIE:**

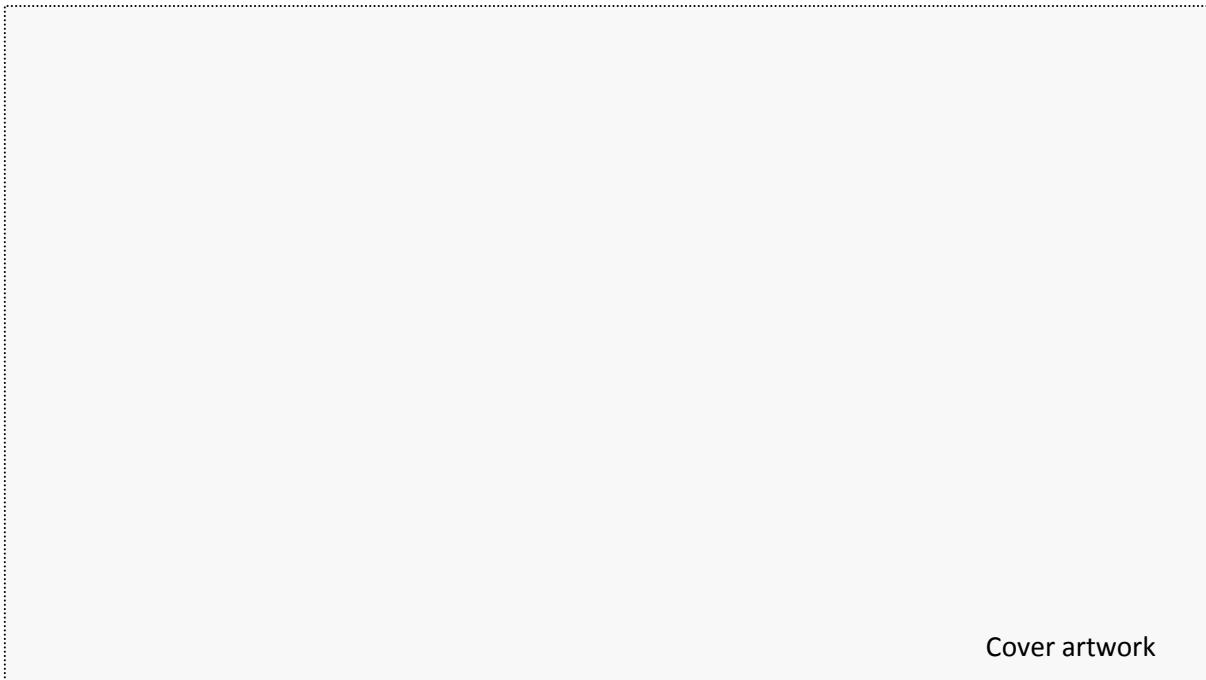
- Click on Make a Movie on the left, at the top.
- At the next screen, click on 'How to Make a Movie.'
- A multimedia tutorial will display on your screen, and be heard on your speakers. The tutorial lasts about two minutes. It will describe the different parts of the movie making screen, and show a 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?**

<b>1</b>	<b>2</b>
<b>3</b>	<b>4</b>
<b>5</b>	<b>6</b>
<b>7</b>	<b>8</b>

PAGE # \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

## **BACK COVER**

(Paste a picture of the author here)

### **Description of the author:**

---

---

---

---

---

---

---

---

---

# FOURTH GRADE

## LESSON #3: 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

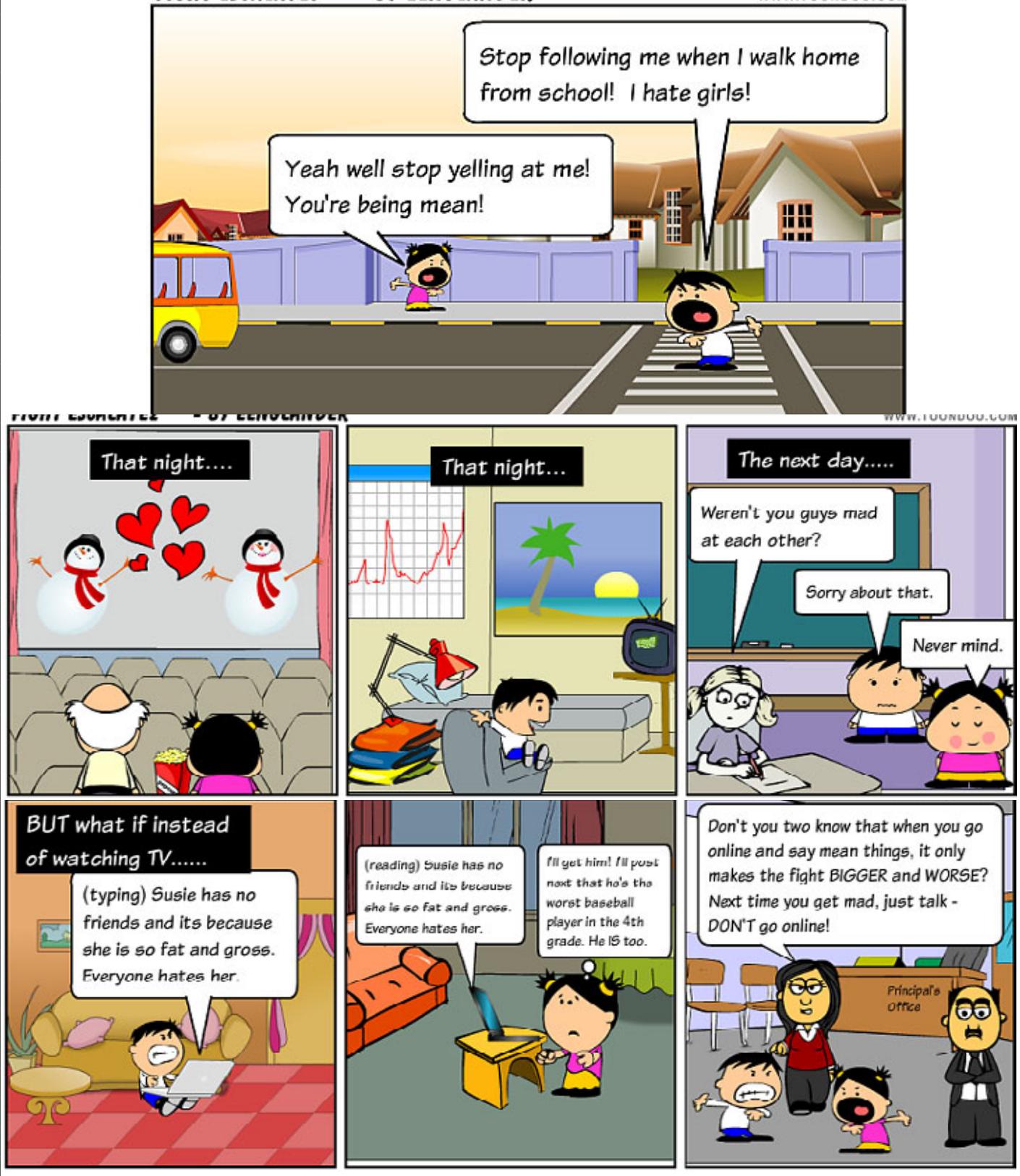
- \* Today we're going to talk about how we handle it when we get mad at our friends or our classmates.
- \* When you feel mad at someone, what are some of the different things you might do? (permit the class to give you some ideas.) Possible answers:
  - o I argue or yell
  - o I go away to be by myself
  - o I talk with my other friends
  - o 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?

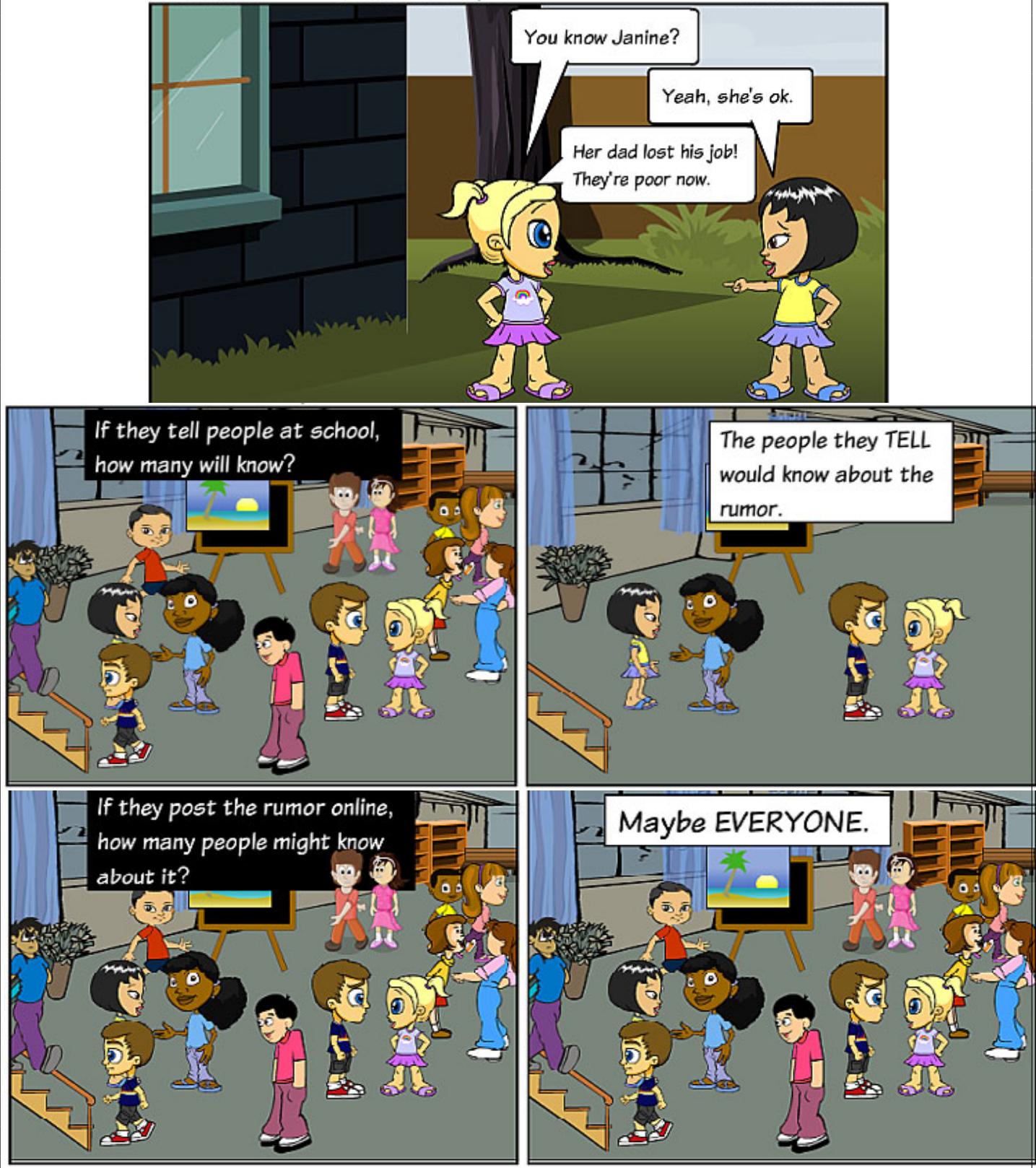
## FOURTH GRADE

### Escalating the Fight Cartoon (Goes with Lesson 3)



## FOURTH GRADE

### Rumors Online Cartoon (Goes with Lesson 3)



# **FOURTH GRADE**

## **LESSONS #4-5: BULLYING AND CYBERBULLYING IN YOUR WORLD: Sharing your creations**

**(Note: this is a 2-lesson activity.)**

### **Activity: CLASS PRESENTATIONS**

Have each student narrate his or her presentation or read aloud his or her book to the class.

Encourage discussion after each presentation. Questions that may spur discussion could include:

- \* Has anyone else experienced something similar?**
- \* How did it make him/her feel?**
- \* What impact did it have on him/her?**
- \* I was surprised by -----. Was anyone else surprised by that? Why or why not?**

## FOURTH GRADE: LESSON #6

### THINKING ABOUT YOUNGER KIDS

Goal: in preparation for their work with their 1<sup>st</sup> 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.

#### Activity #1: Introduction

- \* Starting ----, each of you is going to be helping a younger Buddy, in the first grade, 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?
  - o 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?
  - o Mostly, you're going to be reading to him/her.
  - o 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?
- \* Tell us what you need to do when you read them a book.
  - o Show them the pictures
  - o Speak slowly so they can follow the story
  - o Let them turn the pages
  - o Let them ask questions
  - o Be patient!

#### Activity #3: Looking at the website with your Buddy

- \* Pass out the HANDOUT FOR FOURTH GRADERS
- \* Go through the process with the class. Explain each step separately.
- \* 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.
  - 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.

### 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 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 4<sup>th</sup> 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.

#### **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.
      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 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.**

## 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:
  - o Do you agree that these are the major problems here?
  - o 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**

**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 Lesson 2: Learning to Brainstorm Solutions

## What have other kids done?

This lesson is completed partially in a computer lab, and partially in the regular classroom.

Goal: this lesson is intended to help fifth graders appreciate that even young 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: Google Search

- I am going to give each of you a paper with a set of phrases and names on it. One or two of those phrases and names will be checked off.
- Your job will be to google the names or phrases that are checked off.
- Write down who the kid is and what they did.
- If you want to, you can also google some of the other kids on the list!

### Activity #3: Reporting Back

- Go through the list of names, asking the class for a volunteer for each name, to describe who the kid is and what he or she did.
- Once you've gone through the list, ask the students 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 & Google List may be found on the next page.

**Important Note about this lesson:** The names and phrases on the next page have been googled to ensure that only appropriate webpages are listed first. HOWEVER, the internet is a fluid resource and changes may have occurred since; therefore, prior to teaching this lesson, be sure to google each phrase to ensure that only appropriate materials appear first. As an alternative, the materials found may be printed prior to the lesson and simply read by the students.

# TEACHER'S GUIDE: (cut out GOOGLE LIST below)

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 third grader who started Jaylan's challenge)

Cati Grant

- Started Cati Cares, an anti-bullying group

Alexandra (9 yrs old) does anti-bullying presentation at International Sports Center (no last name. They google the phrase.)

- She does presentations at schools

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

Create a Wave of Change Anti-Bullying Committee

- Started a community group against bullying and help schools plan

Abbi Morrall-Faulkner

- Created an anti-bullying video that got onto TV

DIRECTIONS: Do a Google Search on the EXACT names or phrases that are checked off.

1. Click **ONLY** on the FIRST LINK that is listed.
2. Read the webpage, but do **NOT** click on any links on it.
3. Write down in one or two sentences what you find out.

Ziainey Stokes

Alex Brantely Project Anti Bully

Jaylen Arnold

Cati Grant stomp out bullying

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

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

Bronx River's Anti-Bullying Hero - Edgar Ruiz

Create a Wave of Change Anti-Bullying Committee

Abbi's got allies in her campaign

# Fifth Grade Lesson 3: 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 Lesson #4:

## What we decide to do

Goal: the purpose of this lesson is to finalize a concrete plan of action.

### 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 doable, 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 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 #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.

Lesson 6 should be a continuation of Lesson 5.

#### 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 Lesson #7:

## 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.

## **PREPARATION FOR THE PAIRED LESSONS**

“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 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.

See the Grade Five Curriculum for training the fifth graders.

## Fifth Grade 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.
  - o All together, the books should take approximately 15-20 minutes to read aloud.
  - o 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.
  - o 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
  - o Their names and ages
  - o What they like to do
  - o 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 #9:**

### **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 #10:

### 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.