



OVERCOMING OBSTACLES® LIFE SKILLS PROGRAM
**ANTI-BULLYING HANDBOOK:
CREATING A POSITIVE ENVIRONMENT
IN THE CLASSROOM AND BEYOND**



Published by Community for Education Foundation, Inc.

125 Maiden Lane, 5th Floor
New York, NY 10038

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OUR MISSION

To ensure that all young people learn the communication, decision making, and goal setting skills they need to be successful in life.

Founded in 1992, Community for Education Foundation developed the Overcoming Obstacles Life Skills Program, which includes curriculum materials, teacher training, and ongoing support, to help educators explicitly teach life skills.

Covering more than 20 important life skills and including over 600 activity-based lessons, the Overcoming Obstacles curriculum is uniquely comprehensive. Its modular format gives middle and high school teachers the flexibility to select lessons based on theme, teaching time, and learning environment. The curriculum can be incorporated into core academic classes, taught as a stand-alone course, or used in after-school settings for an entire school year.

To date, the Overcoming Obstacles Life Skills Program has positively impacted the lives of more than two million young people across the country. For more information on our program, visit www.overcomingobstacles.org.





WELCOME

Students today are surrounded by negativity and violence. From bullies in schools to violence on television to weapons in the hands of classmates, students face serious challenges every day to their physical and emotional well-being. Students also receive many conflicting messages about the way they should look and act, so it is not surprising that middle and high school students often have low self-esteem, confused ideas of self-worth, and a lack of confidence in their positive attributes.

In this handbook, students address the concepts of rules and respect, work on confronting and eliminating bullying in all of its forms, affirm the high worth of themselves and others, and learn practical, realistic ways to handle violence. This handbook makes it clear that anger, insults, and violence are not answers to problems and conflicts. It provides positive, nonviolent actions, words, and plans that students can use to improve themselves and their surrounding communities.





ANTI-BULLYING HANDBOOK: CREATING A POSITIVE ENVIRONMENT IN THE CLASSROOM AND BEYOND

TABLE OF CONTENTS

PART 1: OVERVIEW FOR EDUCATORS.....	3
-------------------------------------	---


PART 2: LESSONS

1. Creating a Positive Classroom.....	9
--	----------

- Students define and participate in an organized class meeting.
- Students break down group barriers in the classroom.
- Students identify the emotions connected to put downs and bullying.
- Students practice respectful communication by following class rules.

2. Identifying Bullying	27
--------------------------------------	-----------

- Students discuss the impact that bullying has on their school environment.
- Students apply problem solving skills to a bullying situation.
- Students identify and pledge not to copy the actions of bullies.
- Students discuss bullying from various perspectives to gain insight on how and why bullying occurs.


3. Helping Victims.....45


- Students review the truth about bullies.
- Students evaluate common misconceptions about bullying victims.
- Students observe and discuss emotional bullying.
- Students increase their awareness about their own social and emotional needs.

4. Positive Ways to Remain Powerful61

- Students understand that self-knowledge leads to positive attitudes.
- Students understand that positive power involves respecting the needs of others.
- Students will learn to recognize negative thoughts and replace them with positive ones.
- Students identify positive talents they share with others.

5. Dealing with Violence77

- Students identify the connection between television and violence.
- Students explain the relationship between guns and violence.
- Students examine how certain environments promote nonviolence.
- Students examine how to respond to violent personal relationships.


6. Cyberbullying Solutions95

- Students identify the elements of cyberbullying.
- Students practice brainstorming solutions to a cyberbullying issue that arises between friends.
- Students learn to recognize when an incident of cyberbullying crosses the line and should be reported to adults.
- Students create an acceptable use policy to prevent future incidents of cyberbullying.

PART 3: ACTIVITY SHEETS 109**PART 4: CURRICULUM RESOURCES** 139

- Overcoming Obstacles Life Skills Program Introduction
- Life Skills Curriculum and Handbooks
 - Middle School Curriculum
 - High School Curriculum
 - Service Learning Handbook
 - Back-to-School Handbook

PART 1
OVERVIEW FOR EDUCATORS





OVERVIEW FOR EDUCATORS

Connecting the Core Skills

The core skills of the Overcoming Obstacles Life Skills Program—communication, decision making, and goal setting—play a significant role in the successful use of *Anti-Bullying Handbook: Creating a Positive Environment in the Classroom and Beyond*. Students should understand that their communication skills will help them when they deal with the aggression of others, as well as in forming strong and supportive friendships. As students make choices about how they should respond to anger or violence, their knowledge of the decision making process will provide clear, rational guidance. Finally, when students are empowered to set and reach personal goals, they are less likely to turn to violence and bullying.

Handbook Structure and Organization

Anti-Bullying Handbook: Creating a Positive Environment in the Classroom and Beyond contains six comprehensive lesson plans, each containing six to eight activities addressing specific topics related to bullying, cyberbullying, and bullying prevention.

To accommodate differences in school schedules, each lesson contains activities of varying length so that the materials are flexible enough to fit into your teaching schedule no matter how much or how little class time you may have.

Each lesson is divided into the following sections:

- Lesson Description:
An overview of the lesson topic
- Total Lesson Time:
The suggested time frame for each lesson
- Lesson Outline:
A breakdown of the specific activities contained in each lesson
- Lesson Materials List:
A complete list of all the materials you will need to teach each activity within each lesson
- Warm Up Activity:
A brief icebreaker, designed to engage students and focus their attention on the concepts or skills being introduced
- Short Take:
A preliminary activity designed to further develop the concepts taught in the lesson
- Activities One, Two, and Three:
The activities are the cornerstone of each lesson. They fully develop the key skills that students will need to identify, understand, and prevent bullying. Each activity contains time suggestions, learning objectives, and debrief questions.

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- **Lesson Wrap Up and Assessment:**
This section contains everything you will need to conclude the lesson and ensure that students have met the lesson objectives. It includes possible discussion topics, points for reinforcement, questions for assessment, and journal ideas.
 - **Additional Activities:**
Supplemental activities related to the lesson topic for additional student enrichment
 - **Activity Sheets:**
Some activities utilize Activity Sheets to enhance learning. When they do, the title of the Activity Sheet will be clearly noted within the activity. All Activity Sheets can be found at the end of the handbook.

Enhancing Your Use of the Handbook

- Read through the materials in depth before using them with your students. Many activities require the teacher to have a clear understanding of the directions and the process.
- Assess the supplies and Activity Sheets you will need to run a given exercise ahead of time.
- Consider having your students make use of a journal, particularly for the journal prompts found at the end of each lesson. Students might also record group work and personal thoughts in their journals throughout their work on the handbook.
- Incorporate your academic curriculum and current events into your use of the handbook

whenever possible. Conversely, the handbook's topics are excellent complements to your work in academic subjects. A close connection between academic knowledge and life skills makes both more relevant and applicable for students.

- Encourage discussion and debate as much as possible.
- Many of the activities involve moving around, rearranging seats, etc. Make sure that your classroom is equipped for these activities on the days you run them.
- The curriculum involves a great deal of group work—take the steps needed in your classroom to ensure that groups can work together smoothly.
- Please do not hesitate to contact us for guidance in making the best use of the curriculum. You may reach us at:

Community for Education Foundation
125 Maiden Lane, 5th Floor
New York, NY 10038
Tel: (212) 406-7488
Toll Free: (877) 840-9606
mail@overcomingobstacles.org
www.overcomingobstacles.org

PART 2
LESSONS



CREATING A POSITIVE CLASSROOM

■ CONCEPTS

It is important to create a positive classroom environment where everyone feels safe, accepted, and appreciated. When this atmosphere is achieved, students and teachers are free to concentrate on quality education. In a positive classroom, students can learn, teachers can teach, and learning is the focus. To create this positive classroom, students must work on respecting and understanding themselves and each other. In this lesson, students work with their teacher to build a supportive, productive classroom, free of the restraints and negative effects of bullying.

■ ACTIVITIES

- Warm Up: Positive and Negative
- Short Take: The Class Meeting
- Activity One: When Students Don't Clique
- Activity Two: Put Downs Make Us Feel...
- Activity Three: The Talking Stick

■ LESSON WRAP UP AND ASSESSMENT

■ ADDITIONAL ACTIVITIES

- It's on the Card
- Definition Bee
- Connecting the Curriculum

Materials

None

Discuss with students the types of behaviors that contribute to a positive classroom environment (such as respect, listening, being friendly, supporting one another, etc.) and those that contribute to a negative classroom environment (such as put downs, yelling, interrupting, teasing, etc.). Provide your own suggestions and solicit responses from the class.

Explain to students that you will call on them one at a time. When you call a name, that student should stand. You will then say either “positive” or “negative” to the student. The student should quickly respond with a classroom behavior that matches the word you have given him or her. Remind students to maintain appropriate school behavior.

Tell students that the game should move at a quick pace, and therefore they should think of answers as quickly as possible. Play a few rounds, as time permits.

Objective

Students define and participate in an organized class meeting.

Materials

- Copy of class meeting rules for each student (found below)
 - Slips of paper, each with a student's name written on it
 - A hat
-

Discuss with students the purpose of learning about and participating in class meetings. Class meetings allow all students to speak in a calm, organized manner and can help students and teachers discuss or work out sensitive or pressing issues. Participants in class meetings have the ability to share their thoughts and opinions in a safe, moderated environment. By organizing the meeting and setting ground rules for it ahead of time, the meeting itself is more productive.

Explain to students that this class meeting will differ from other discussions. Teachers often use a class discussion to assess homework, reading, or other assignments, which means that students may not always have the choice to participate or not. These class meetings will be different because they will focus on matters of opinion, so students have the right to pass if they are uncomfortable with speaking or don't have an opinion to share.

Explain to students that, throughout the class meeting, they should focus on keeping all words, actions, and behaviors helpful rather than hurtful. Remind students that they are all working as a community toward a goal—to help and listen to each other.

Distribute the following class meeting rules to each student. Modify this list and include additional rules as needed to better fit your classroom community:

- Only one person may speak at a time.
- Avoid all put downs and insults.

-
- Listen to each other.
 - Respect the rights of others to disagree.
 - Act in a helpful, not in a hurtful, way.

Ask volunteers to read each of the rules out loud. You may want to discuss the rules further, especially if students have questions or comments.

Next, tell students that you are going to run through a mock class meeting. As a class, decide on a topic for the meeting. This could be a current issue that your class is facing (e.g., behavior in the cafeteria, homework assignments, relationships between groups of students in your classroom, etc.) or just a general topic to use in practicing the class discussion (e.g., best movie students have seen recently, plans for an upcoming holiday, etc.).

Explain that you would like the class meeting to begin with the giving and receiving of compliments.

Fold the individual papers with students' names and put them in the hat. Ask each student to draw out one piece of paper from the hat. Students should give a compliment to the person whose name they draw. If a student draws his or her own name, he or she should give him- or herself a compliment.

Switch the focus of the discussion to the topic that you and your students chose. Start off the discussion by making a comment about the topic and ask for a volunteer to respond. Continue the meeting, following the rules you distributed to students.

DEBRIEF

Ask students how the giving and receiving of compliments affected the rest of the meeting. Ask, "Is this a practice you would like to continue at future class meetings?"

Encourage students to provide ideas of topics and issues that they would like to discuss in future class meetings.

Objective

Students break down group barriers in the classroom.

Materials

- Large pieces of poster board
 - Markers
 - Collage supplies, such as old magazines and newspapers, crayons, scissors, glue, stickers, pipe cleaners, etc.
-

On the board, write the word “clique.”

Ask students to develop a definition for the word “clique.” You may want to provide suggestions, read the dictionary definition, and solicit student ideas and examples. (Merriam-Webster defines “clique” as “a narrow exclusive circle or group of persons, especially one held together by common interests, views, or purposes.”) Write the final definition that the class develops on the board.

Ask students to think of positive and negative words associated with cliques. Ask, “What are some positive and negative features of cliques? Are cliques always negative? Can they represent places of comfort and acceptance for people? Why do cliques have a negative side?” (Possible answers include: not everyone is welcome in that group; cliques exclude people, often irrationally; people in a clique often do not want to expand beyond their own level of comfort; cliques make classroom and social interactions uncomfortable.)

Discuss with students the existence and roles of cliques in general and, specifically, within your school. What are some of the cliques in your school? Why do cliques form? Can there be cliques within cliques? Write down all of the cliques (these might be general and school-specific) that students brainstorm on the board.

Next, divide students into groups of six to nine. Each group must have the following:

- Presenters, who will present their group’s arguments to the class
- Scribes, who will write their group’s points on poster board for the presentation

- Artists, who will create images to support their group's presentation using the collage materials you have provided

More than one student can take on these roles in each group.

Ask each group to determine a collective opinion about cliques. Groups may choose whatever opinion they want (e.g., cliques are positive, are negative, can be good and bad, etc.), but should be prepared to support their opinion through arguments, bullet points on poster board, and collage art.

Give the groups ample time to determine their opinions and create their presentations. Remind them that they must use examples and clear arguments to back up their statements.

Have each group present their findings and creations.

DEBRIEF

Ask students if it was difficult to come to a group consensus about cliques. Why or why not?

Ask students if their feelings on cliques were changed by their classmates' arguments and presentations.

What did students think were some of the most convincing arguments and presentations? Why?

Are cliques limited to schools? What about cliques in society? Ask students to brainstorm some real-world cliques (such as in the workplace, among adult friends, in neighborhoods, etc.). Are these cliques negative, positive, or both?

Objective

Students identify the emotions connected to put downs and bullying.

Materials

One index card per student

Ask students to think about a time when they heard someone being made fun of, teased, or put down. Tell students that they will use this occurrence to answer some questions.

Distribute one index card to each student. Ask students to answer (on the index card) the following questions about the incident. Remind them that they should not use names or other identifying information (e.g., nationality, looks, etc.) in their responses and that they will share their responses with the class.

- Why was the person being teased or put down?
- How do you think this teasing made the person feel?
- How did you feel when you heard this teasing?
- What emotions and feelings come to mind as you answer these questions? Write a list of these emotions at the bottom of your card.

When students are finished writing, collect all of the cards. Shuffle the cards and redistribute them throughout the class.

Go around the room and ask students to read only the emotions and feelings listed on the bottom of their cards. As these are read, ask students to raise their hands if they have ever felt the emotion being described (not necessarily because of teasing/bullying).

Divide students into groups of three. Ask group members to share their cards with each other. Have groups take a few minutes to brainstorm how a bystander might have interfered with or defused the teasing mentioned on the card in order to make the victim feel better. Ask a few groups for their ideas. (Responses may include: telling the bully to stop, leading the victim away from the situation, etc.)

DEBRIEF

Ask students why people use put downs. Have they ever witnessed this outside of school, in their homes, or in their neighborhoods?

Ask students to think of strategies that will help them to stop putting down and teasing other people.

How do students feel about teasing someone in the future after identifying the emotions that people feel when being teased or put down?

Objective

Students practice respectful communication by following class rules.

Materials

A stick that can be used throughout the year as the class “talking stick”

Pair up students. Give students several minutes to tell their partners two things they like about themselves and why they like these things.

Bring students back together and have them sit in a circle. Explain to students that in many tribal communities, people used a “talking stick” to make sure that each person in the circle had a turn to share his or her ideas and opinions with the rest of the tribe.

Explain that the rules of the talking stick are:

- The person holding the stick has the right to speak.
- Everyone else is expected to listen with respect.
- Do not use names, personal information, or negative comments when talking about another student.
- When a student is finished talking, he or she passes the stick to someone else.

Hand one student the talking stick. Have this student introduce his or her partner and share the positive things that the partner said about him- or herself. When finished, the student should pass the talking stick to the student on his or her right. This student should introduce his or her partner and repeat the task. The stick should move all the way around the circle until every student has participated.

After the stick has gone around the circle once and all partners have been introduced, give the class a topic that you would like them to talk about (such as what they did over the weekend, how they feel about homework, relationships with family, etc.).

Give the talking stick to a student in the circle. Ask that student to share his or her ideas and opinions on the given topic with the rest of the group. When he or she is finished, he or she should pass the stick to someone who would like to speak next. Explain that, this time, the talking stick does not need to go around the circle—it can be passed to anyone who feels ready to speak.

Let students pass the stick until you feel that everyone has been heard and/or the topic has been exhausted.

DEBRIEF

Review the rules used during the talking-stick meeting: one person speaks at a time if they choose to, listen to the student speaking, and no put downs or name-calling. Compliment those students who followed the rules throughout the entire activity.

Ask students to identify other times when this circle and the talking stick might be useful. (Responses may include: to resolve conflicts for an athletic team, to share opinions about a heated issue, etc.)

Tell students that the talking stick will remain in the classroom and will be used whenever the teacher or students feel that a respectful meeting is needed.

■ LESSON WRAP UP AND ASSESSMENT

Possible Discussion Topics

- Why are cliques harmful to the school environment? What damage might they have already done to your school?
- How are put downs detrimental to people? What happens when someone is teased or put down? What are some of the negative consequences?
- What makes people think that put downs and teasing are okay? Do you think engaging in this type of behavior is acceptable? Discuss times when teasing might seem harmless, but really is not. Do people react to teasing in different ways? (Responses may include: some people might shrug it off or tease back, some people might get upset.)

Points for Reinforcement

- Students should avoid teasing and recognize that they must be sensitive to the feelings of their classmates.
- Students should be respectful of their own and others' feelings.
- Negative comments made to friends can be hurtful, even if you are kidding.
- Each student has a responsibility to end the teasing and putting down of others.
- Each student has a right to come to school without fearing teasing or insults.

Questions for Assessment

- Define "clique."
- Make a list of put downs that you regularly hear.
- Explain how cliques might encourage teasing or bullying.

Journal Ideas

1. Think of an experience you had where someone said something that hurt you. Write that person a letter in your journal explaining how his or her comment made you feel. Suggest a resolution.
2. Make a list of put downs that you have used. Rewrite them to express something helpful or complimentary instead.
3. Identify three issues that came up during the class discussion on cliques. Write a letter to a member of one of those cliques telling him or her how you feel. (This could be a letter about wanting to join in, wanting to get out, agreeing or disagreeing with the clique—anything you feel.) Although you should write the letter as if it is real, you will not have to deliver this message to the clique.
4. Imagine that you are in a clique and you are one of its most respected members. Do you have any responsibilities to students in school who are not members of your clique? How would you treat someone who is not in your clique and wanted to join? What might you do to avoid being thought of in a negative way by those outside the clique?

■ ADDITIONAL ACTIVITY: It's on the Card

Objective

Students identify the different feelings that victims of teasing and insults experience.

Materials

One index card for each student

Have students arrange their desks or chairs in a circle. Distribute one index card to each student.

Have students write the numbers one through eight on their index card. Explain that they should write down one or two words on the index card (next to the appropriate number) describing how they would feel in each of the following situations. Students should not include any identifying information on their cards. Read these situations aloud:

1. You are the last one picked when teams are made in physical education class.
2. You are the winner of a class election.
3. Someone says you look great in your class picture.
4. Someone in the class makes fun of your new shoes.
5. Someone you like a lot invites you to a party.
6. Someone you admire calls you a loser.
7. There is a rumor about you embarrassing yourself at a party.
8. Someone you hurt accepts your apology.

Collect the index cards, shuffle them, and redistribute them. Ask students to share the card responses with the entire class.

DEBRIEF

Ask if some of the students in the class had difficulty expressing their feelings about the situations.

Look for similarities between student responses and point these out to the class. Remind students that some emotions and reactions are universal, and that they should remember this as they interact with others.

■ ADDITIONAL ACTIVITY: Definition Bee

Objective

Students practice defining words and behaviors addressed in this lesson.

Materials

- List of positive and negative words related to respect and bullying for students to define (e.g., “respect,” “compliment,” “insult,” “put down,” “clique,” “supportive,” “compassion,” “teasing,” etc.)
 - Dictionary
-

Conduct a “definition bee,” which uses a similar format as a spelling bee but asks students to give the definition of the given word rather than its spelling. You may also want to ask students for an example of the given word, along with the definition. Have a dictionary on hand in case clarification or assistance is needed.

DEBRIEF

Ask students how the given definitions affect them. Is it important to remember the meaning of our words and their effect on others?

■ ADDITIONAL ACTIVITY: Connecting the Curriculum

Objective

Students discuss how creating a positive classroom connects to their academic subjects.

Materials

None

Ask students to describe how this lesson or positive behavior in general connects to, for example, their math or science classes.

Explain to students that to be truly effective, they need to carry the lessons they've learned through these activities into all of their classroom and school experiences.

Encourage students to develop and share ideas as to how supportive, respectful behavior can impact all parts of the school day. (For example, ask how respectful behavior can impact their math, science, or language arts classes, or even their lunch period.) Push students to give concrete answers (such as using teamwork in physical education rather than making fun of poor athletes, not laughing at students who answer math problems incorrectly, etc.).

DEBRIEF

Ask students if feeling scared, embarrassed, or worried would distract them from learning in class. Mention your own class rules, and call on volunteers to connect how these rules help establish a respectful, safe, and positive classroom environment.



IDENTIFYING BULLYING

■ CONCEPTS

Bullying affects not only bullies and their victims, but everyone in a community where bullying is tolerated. Bullying needs to be identified as unacceptable behavior, rather than passed off as teasing or joking around. Students don't just "grow out" of bullying; rather, they often need to explicitly learn that it is not appropriate. Additionally, those who tolerate bullying must learn that they have an obligation and a right to purge it from their communities. In this lesson, students will learn to clearly identify bullying, its effects on their communities, and ways by which it can be stopped.

■ ACTIVITIES

- Warm Up: What Is Bullying?
- Short Take: Our School
- Activity One: What to Do?
- Activity Two: I Pledge
- Activity Three: Bullying Stories

■ LESSON WRAP UP AND ASSESSMENT

■ ADDITIONAL ACTIVITIES

- Changing Shoes
- An Important List
- Passing the Message Along

Materials

None

Write the word “bullying” on the board and ask students to define it in their own words. Call on volunteers to share their thoughts. (Merriam-Webster defines “bullying” as “to treat abusively.”)

Next, ask students to stand in a circle. Explain that you will walk around the circle and tap each student, one at a time, on his or her head. When you tap each student on the head, he or she must say one word (any word) that comes to mind when he or she thinks of bullying. If students freeze up, offer some examples, such as “scared,” “mean,” “worried,” “power,” “taking,” “nervous,” “stress,” “avoidance,” etc.

Moving around the circle, tap each student gently on the head and let him or her offer his or her word. Do not stop to critique or prod students.

When you have gone once around the circle, explain to students that in this lesson you are going to talk about bullies, people who are bullied, and how to stop bullying.

If you have time, try going around the circle again, this time asking for words that are the opposite of “bullying” (such as “nice,” “kind,” “open,” “friendly,” “relaxed,” or “patient”).

Objective

Students discuss the impact that bullying has on their school environment.

Materials

None

Remind students of their definition of “bullying.” (Merriam-Webster defines “bullying” as “to treat abusively.”)

Ask students to raise their hands if they or someone they know could answer yes to any of the following questions. You may want to add a few questions of your own, depending on your knowledge of the students and the thoughts they shared when defining “bullying.”

- Have you, or someone you know, ever felt any pressure to let someone cheat off of you on a test?
- Have you, or someone you know, ever been teased in school?
- Have you, or someone you know, ever teased anyone in school?
- Have you, or someone you know, ever felt pressure to allow another student to copy your homework?
- Have you, or someone you know, ever felt any pressure to give someone money for lunch?
- Have you, or someone you know, ever felt any pressure to date?
- Have you, or someone you know, ever been teased for not dating?

Finally, ask, "Is there a bullying problem in our school?" Ask students for a show of hands to vote on an answer. Students should raise their hand either for a yes or a no answer to the question.

DEBRIEF

Do students respect one another in our school? Give an example of respect/disrespect among students.

Do teachers respect one another in our school? Give an example of respect/disrespect among teachers.

Do teachers and students respect one another? Give an example of respect/disrespect between teachers and students.

Objective

Students apply problem solving skills to a bullying situation.

Materials

None

Discuss as you write on the board the first five steps to approaching and solving a problem:

1. Define the issue.
2. Gather information.
3. Identify the options.
4. Think through possible outcomes.
5. Make the decision (and act on it).

Read the following scenario to your class:

Two students are walking home together after school. As they round a corner, they see the neighborhood bully heading towards them. One student just shrugs, but the other gets very nervous and looks around, hoping to find another way to walk home. Realizing the bully has already seen them, he reluctantly starts to take money out of his wallet.

Divide students into pairs. Ask each pair to take out one sheet of paper and make five rows on it, writing one of the following headings in each row: "The Issue," "All of the Information," "Different Options," "Possible Consequences," and "One Possible Solution."

For example:

The Issue	Two students are about to encounter a bully.
All of the Information	One student is not bothered, but the other is clearly intimidated; his reaction shows that this is not the first time the bully has victimized him.
Different Options	<ol style="list-style-type: none"> 1. Give the bully the money. 2. Don't give the bully the money. 3. Fight back. 4. Run.
Possible Consequences	<ol style="list-style-type: none"> 1. The bully will continue victimizing the student. 2. The bully may retaliate by harming the victim physically. 3. Both the bully and the student may be harmed or be penalized at school or by the law. 4. The bully may catch up, resulting in further abuse.
One Possible Solution	Refuse to give the bully the money and stand strong. This may change the bully's view of the victim, and discourage or prevent future abuse.

Pairs should fill out each column according to what they think might be going on in the scenario you read to them. Remind students that there may be more than one solution to any problem, and that they should pick the one they think is the best.

When pairs have finished, ask the class to discuss their thoughts and observations. Tell them that they have just helped one another start to solve the problem of bullying.

DEBRIEF

Why do you think someone might act like a bully?

Have you ever felt tempted to act like a bully?

What would you do if you saw a bully treating someone kindly?

Objective

Students identify and pledge not to copy the actions of bullies.

Materials

- Index cards, one per student
 - Poster board
 - Markers
-

Ask students, “What do bullies do?” Give students a few minutes to think quietly. (Student responses may include: intimidate others, start rumors, shove someone in the hallway, etc.)

Hand out index cards to students. Ask students to answer the question by making a list on the index card that includes as many ideas as they would like to share. They should not write their names on the card. When students are finished, collect the cards.

Create two columns on the board, one labeled “Physical” and the other labeled “Verbal.”

Ask for two volunteers to come to the board. Explain that you will read the responses on the index cards. After you read each idea, the class will identify each as physical or verbal bullying. The volunteers will write each idea in the appropriate column on the board.

When you have finished classifying every idea from the index cards, take out a piece of poster board. In large letters write “AS A CLASS WE PLEDGE NOT TO” across the top of the poster board.

Ask students to refer to the “Physical” and “Verbal” columns on the board and also to think about their own ideas about bullying. As a class, decide which words and actions to include in the pledge for a bully-free classroom. By including these ideas, students are committing to avoid saying or doing them. As students share ideas, write them on the poster board.

When you finish writing, have all students sign their names on the bottom of the poster board.

Hang the poster in the classroom or on the door.

DEBRIEF

Ask students to write in their journals (or share in small groups) their own experiences with bullies from one or more of the following points of view:

- Someone who was bullied.
- Someone who bullied another person.
- Someone who witnessed a bullying incident.
- Someone who intervened in a bullying incident.

Discuss some of the stories as a class.

■ ACTIVITY THREE: Bullying Stories

20-45 Minutes

Objective

Students discuss bullying from various perspectives to gain insight on how and why bullying occurs.

Materials

One copy of the **“Bullying Stories” Activity Sheet** for each student

Hand out the **“Bullying Stories” Activity Sheet** and ask students to fill it out. Remind them not to use names in their writing.

When students are finished writing, divide the class into small groups. Ask groups to discuss the completed Activity Sheets.

Bring the class back together and ask students to share their stories and what they discussed in their groups. Ask students to look for similarities in the situations they wrote about and in how the situations were handled.

DEBRIEF

What stories did we hear about people being bullied? How did these stories make you feel?

What stories did we hear about people bullying others? How did these stories make you feel?

If you saw or heard someone being bullied, what would you do?

What positive ideas about stopping bullying or getting help did we hear?

Are there any ideas that you might try if you see or hear someone being bullied?

■ LESSON WRAP UP AND ASSESSMENT

Possible Discussion Topics

- Ask students why someone bullies and why he or she might find it rewarding.
- Ask students to come up with some ways to stop bullying in school.
- If you see bullying, what are your options?
- If you are bullied, what are your options?

Points for Reinforcement

- People actively encourage bullying by doing it or passively encourage it by not stopping it.
- Students do not deserve to be bullied. They deserve a bully-free classroom and school.
- Bullying creates a negative, fearful, and unproductive environment for everyone, not just for the people being bullied.
- Everyone has a responsibility to prevent bullying.

Questions for Assessment

- Define “bully.”
- Name a way in which people passively encourage bullying.
- Describe a situation in which you encouraged bullying either actively or passively. What can you do to confront or stop bullying?

Journal Ideas

1. Dr. Martin Luther King Jr. once said, "In the end, we will remember not the words of our enemies, but the silence of our friends." Respond to this quote. What might this quote mean? What do you think Dr. King would have to say about bullying?
2. Write about a lunchroom situation where a group of kids will not let another person sit at their table. What would you do as a person already sitting at the table? What would you do as the person trying to sit at the table? What is the best resolution to this situation?
3. Write for five minutes from the point of view of a bully. Why do you act the way you do? How do you feel about the way you treat people? Now write for five minutes from the point of view of the bully's family. How do you treat the bully at home? What is your home life like? Now write for five minutes from the point of view of the bully's only friend. Why do you like the bully? What do you get out of being friends with him or her?
4. Imagine that you are the principal of a school that has a big bullying problem. What can you do? What would be effective? If the bullies were in your office, what would you say to them? If those being bullied were in your office, what would you say to them?

■ ADDITIONAL ACTIVITY: Changing Shoes

Objective

Students understand how it feels to be a victim of bullying.

Materials

None

Have students imagine that they will have to spend an entire school day without speaking to, sitting with, or hanging out with their friends. Give students time to fully understand this scenario.

Explain to students that people who are bullied often feel alone and may have only a few friends. Why do students think that this is?

DEBRIEF

As a class, discuss how it would feel to be alienated for a day. Would students ever want to feel like that? Would they want other people to feel like that?

What are some ways that students could ensure that their classmates and peers don't have to experience this loneliness?

■ ADDITIONAL ACTIVITY: An Important List

Objective

Students consider how bullying could prevent their accomplishments.

Materials

None

Ask students to imagine a world with no teasing, no bullying, no put downs, and no insults.

With this image in mind, have each student create a list of all of the things that he or she would try, do, accomplish, or attempt without fear of the variables you have eliminated. Assure students that they will not have to share their answers.

As students work, share some suggestions (e.g., try out for the school play, bring certain foods for lunch, start a new club, wear a favorite sweatshirt or sweater to school, befriend a new person, etc.).

DEBRIEF

Ask students to review their lists. What do bullying and teasing hold them back from doing? If any volunteers are willing, ask for a few students to share some of their answers.

Have students write briefly in their journals about what they might accomplish in a bully-free world. Are their lists an incentive to help eliminate bullying?

■ ADDITIONAL ACTIVITY: Passing the Message Along

Objective

Students share with a younger audience what they have learned about bullying.

Materials

None

Explain to students that they will each be writing a letter about bullying to a younger student.

Students should include a personal story about bullying, pointers on how to avoid being a bully, ideas about standing up to a bully, and different steps to take now to have a bully-free school later on.

Remind your class that they should write appropriately for younger students.

DEBRIEF

If possible, distribute the letters to a younger class and solicit their feedback. Share and discuss this feedback with your class.

If it's not possible to actually distribute the letters, have students read some or all of their letters out loud and encourage class feedback as to how the advice and stories might help a younger student.

Do students wish that they had received a letter about bullying to read when they were younger?



HELPING VICTIMS

■ CONCEPTS

This lesson focuses on the issues surrounding victims of bullying. Students will learn alternatives to violence when bothered by bullies and also how to assist victims in asserting themselves appropriately. Students will discuss and participate in activities focused on how to reject bullying. Students will also identify the effects of bullying and practice standing up against physical and verbal assault.

■ ACTIVITIES

- Warm Up: Handshakes Around
- Short Take: Scary Statistics
- Activity One: Who Gets Bullied?
- Activity Two: Words Can Hurt or Help
- Activity Three: Stand Positive and Strong

■ LESSON WRAP UP AND ASSESSMENT

■ ADDITIONAL ACTIVITIES

- Negative to Positive
- You Look Like...
- Creative Writing Challenge

■ WARM UP: Handshakes Around

10-15 Minutes

Materials

None

Ask students to stand up. Tell them that you are going to give them two minutes to try to shake hands with every person in the classroom. (Adjust this time as needed for more or less students.)

Explain that each handshake must include three things: (1) eye contact between both people, (2) a smile, and (3) a verbal greeting (e.g., "hi," "hello," "what's up," etc.). The handshake must include these three elements or it does not count.

On the count of three, tell students to begin.

After two minutes, call out, "Freeze!" Ask for a show of hands from the people who completed the task.

Run the challenge a few more times, with less time in each round to ensure a frenzy of cheerful activity. Remind students not to run around.

Ask students how the activity made them feel. (Possible answers include: fun, nice, crazy, frantic, happy, etc.) Remind students that it always feels good to feel noticed, respected, and liked. Smiles, greetings, and eye contact demonstrate that you notice and have respect for someone.

Objective

Students review the truth about bullies.

Materials

None

At the top of the board, write “Bullying Statistics.” Underneath, write the following statements:

- One out of four kids is bullied.
- Eight percent of students miss one day of class per month because they fear bullies.
- Bullying starts in elementary school, peaks in middle school/junior high school, and continues in high school.
- A child is bullied every seven minutes.
- Bullying can take the form of physical intimidation, threats, or verbal harassment; bullying can take place in person or online.

Ask a student to read these statistics out loud.

(For more statistics on bullying, visit <http://stopbullyingnow.hrsa.gov> or www.stompoutbullying.org.)

DEBRIEF

Read through each statement again. Ask the class to put their thumbs up if they agree with the statement, thumbs down if they disagree, and thumbs sideways if they are not sure. Take a count of student opinion on each statement. Invite students to share their reasons for why they voted as they did.

Objective

Students evaluate common misconceptions about bullying victims.

Materials

Copy of the **“What Do You Know?” Activity Sheet** for each student

At the top of the board write “Victims of bullies are . . .” Underneath, write the following facts:

- More likely to develop symptoms of anxiety and depression
- More likely to have difficulty adjusting to school
- More likely to have academic problems
- More likely to develop antisocial behavior

Ask students to define the word “victim” and read the dictionary definition. (Merriam-Webster defines “victim” as “one that is subjected to oppression, hardship, or mistreatment.”) Read through each of the statements on the board. Ask students to comment or ask questions.

Hand out the **“What Do You Know?” Activity Sheet** to students and ask them to complete it. When students are finished, go through it as a class. Ask students to share and justify their answers. Encourage them to discuss and debate if they disagree.

After some discussion, explain to students that each statement on the Activity Sheet is true. Ask, “Do you agree? How does this information make you feel?”

DEBRIEF

Ask students if they were surprised by any of the answers to the questions on the Activity Sheet. Prompt a discussion with students about answers that might have surprised or confused them. Before you end the conversation, give students a chance to go deeper into the topic by asking if they have anything else they would like to share.

Objective

Students observe and discuss emotional bullying.

Materials

- Two pieces of red construction paper for each student
 - One black and one blue marker for each student
-

Ask students to explain what happens to a person when he or she is punched. Ask students for the physical signs of being punched, the reaction a person has when punched, the way it feels to be punched, etc. Discuss with the class how easy it is to see the physical bruising and injury of a victim of a physical assault.

Ask the class what other people do when they realize that someone has been physically assaulted. (Answers might include: offer help, show support, call an ambulance, put ice on the bruise, give the victim a bandage, etc.)

Ask students if verbal bullying can cause a person harm. In what ways might this harm show? (Responses might include: social withdrawal, avoidance, depression, etc.) How does this “invisible bruising” make emotional harm so hurtful? Would people bully if the effects of emotional harm were visible?

Ask students what other people do when they realize that someone has been emotionally assaulted. How do they know? (Responses may include: the victim said something, the people witnessed the bullying, etc.) What can they do? (Responses may include: remind the victim that they are there to listen to his or her feelings, offer to support the victim in confronting the bully, or recommend the victim speak to an adult who can help.)

Give each student two pieces of red construction paper, a blue marker, and a black marker. Ask students to draw one large heart on each piece of paper. Have them write all of the hurtful words and names that they have heard people call each other in black ink on their heart. They do not only have to use words that they have said or heard about themselves—they can choose any hurtful terms they have heard in general.

Ask for a volunteer to read two of his or her words. If other students have written one or both of those words, have them rip off a small piece of their heart. Repeat the process until every student has read two of his or her words.

Ask students to take the blank heart on the other piece of paper and, using blue ink, write down a compliment in large letters. This compliment could be one that they have heard, one that they have given, or one that they have received (e.g., "you are funny, beautiful, smart, athletic, cool, stylish, etc."). Collect all of the hearts with compliments and hang them around the class. Remind students that it is much harder (but also much better) to give someone a compliment than it is to tease or insult him or her.

DEBRIEF

Discuss with students the emotional trauma of being called names. Does being insulted or teased indeed feel like a little piece of your heart is hurting or torn?

Ask students if being called names has any physical signs. Does receiving a compliment have any physical signs?

What types of problems might verbal abuse lead to? Lead students to see that being verbally abused might push people into becoming a bully themselves.

Objective

Students increase their awareness about their own social and emotional needs.

Materials

- Copy of the **“SMART Information Sheet” Activity Sheet** for each student
 - Copy of the **“Bullying Scenarios” Activity Sheet** for each group
-

At the top of the board, write “SMART means...”

Ask students to volunteer ways to protect themselves and to stay safe when dealing with a bully. You may want to provide your own suggestions.

Distribute the **“SMART Information Sheet” Activity Sheet**. Read through the Activity Sheet with the class and encourage discussion about each strategy. Do students agree with everything presented? Why or why not? What might they add to the Activity Sheet?

Divide the class into groups of four or five. Give each group a copy of the **“Bullying Scenarios” Activity Sheet**. Assign each group one of the scenarios from the Activity Sheet.

Each group should prepare a role play of its assigned scenario. The role play should first depict the scenario as it is written, without any resolution. The second half of the role play should include at least three suggestions from the **“SMART Information Sheet” Activity Sheet** used by the character to address and potentially resolve the bullying situation.

Have groups present their role plays. At the end of each role play, invite volunteers from the rest of the class to offer additional suggestions as to how the bullying in the scenario could have been addressed.

DEBRIEF

Why was the student a target for bullying or teasing?

What did the bullies gain from their teasing?

What do you think the person being bullied was thinking and feeling during the incident?

Did you think the solutions that you created and observed were effective? Would they work in real life? Why or why not?

■ LESSON WRAP UP AND ASSESSMENT

Possible Discussion Topics

- Your friend is being made fun of by a group of boys about her freckles and red hair. It bothers her and she doesn't want to face them. How can you help her stand up for herself?
- How can you avoid being a victim of bullying? How can you help others do the same?
- Why is it hard for some people to compliment themselves? (Responses might include: low self-esteem, being unaware of their own talents, etc.)

Points for Reinforcement

- Bullying is often verbal.
- If you find yourself in a situation where you are being bullied, be proactive and take control of the situation.
- If you stand by and let bullying occur in front of you, you are encouraging this behavior.
- You and your fellow students do not have to be victims of bullying. Take a nonviolent stand, ask for help, and be confident.

Questions for Assessment

- Define "bullying." Define "victim."
- What is one bullying statistic that surprised you?
- What is one true/false statement that you got wrong? Why did you think it was the other choice?
- What is the difference between physical and emotional injury? How can you help someone who is the victim of emotional bullying?

Journal Ideas

1. Write a letter to your teachers describing a bullying situation in the school. What do you want the teachers to do about it?
2. Write another letter about the same topic described above, but this time address it to the students in your school. What can they do about the situation?
3. Write about a special talent that you have. What is this talent? When did you first discover it? Do other people know about this talent, or do you keep it a secret? Do you know anyone else who has this talent? (You may wish to have students share their responses, as this writing prompt allows them to discover their peers' hidden talents and even that they share a special talent with someone else.)
4. Write a short story that begins with the line, "Jason was the biggest bully in school and he couldn't believe what Ally had just said to him."

■ ADDITIONAL ACTIVITY: Negative to Positive

Objective

Students take negative comments and transform them into positive statements.

Materials

None

Create two columns on the board. Ask students to come up, one at a time, and write negative comments that they have heard or said in the left column on the board.

Divide the class into groups of three or four and assign four or five of the statements from the board to each group. Ask groups to change each negative comment into a positive statement. The general topic/idea of the statement must stay the same, but it must now be supportive or complimentary (e.g., “you’re such a nerd” could be changed to “you work hard for good grades”).

When students have finished, ask one representative from each group to write the positive statements in the right column, next to the original negative statements.

DEBRIEF

Go through each pair of statements with the class and discuss how the statements changed.

How can students apply this activity to their everyday lives?

■ ADDITIONAL ACTIVITY: You Look Like...

Objective

Students increase their awareness about the impact of negative comments about appearances.

Materials

None

Ask your students to consider the following questions, but let them know they will not have to share their responses:

- Have others ever told you that you do not look good or are not well dressed?
- Have you ever skipped an activity or get-together to avoid hearing comments about your appearance?
- Do you think that you should diet because people tease you about your weight?
- Do you style your hair so you can look better for other people?
- Have you ever made cruel comments to others about their appearance?

Ask students to silently reflect on these questions and keep their answers to themselves.

After three minutes, point out that, unfortunately, most of us can answer yes to at least one of these questions.

DEBRIEF

Ask, "Why are we quick to judge people and make mean remarks about their appearance?" Encourage students to provide suggestions about how we can stop focusing so much on the appearance and dress of others and ourselves.

■ ADDITIONAL ACTIVITY: Creative Writing Challenge

Objective

Students practice writing about bullies and victims.

Materials

- Paper
 - Pens or pencils
-

Explain to students that you are holding a creative writing contest. Students are to write a fictional short story about a creative, nonviolent way in which a victim deals with a bully.

Students will read their stories to the class and you will judge the competition. Be sure to develop a few different categories, such as Most Creative, Best Characters, Most Realistic, etc.

DEBRIEF

Have students read their stories to the class. In addition to your judging, classmates may also offer constructive, complimentary comments.





LESSON 4

POSITIVE WAYS TO REMAIN POWERFUL

■ CONCEPTS

When students learn the importance of self-knowledge, they are enabled to think positively about themselves and others. When students feel good about themselves and their actions, they are less likely to seek satisfaction at the expense of others. As students achieve personal power in positive, creative, and nonviolent ways, they become better students, better friends, and valuable members of their communities. In this lesson, students work on feeling powerful through their own actions and successes.

■ ACTIVITIES

- Warm Up: Power Lifting
- Short Take: About Me Poem
- Activity One: The Needs of Others
- Activity Two: Taking a Positive Position
- Activity Three: The Hot Seat

■ LESSON WRAP UP AND ASSESSMENT

■ ADDITIONAL ACTIVITIES

- Circulate Positive Papers
- Puzzle It Out
- Speaking with Power

Materials

None

Pair up students. Create pairs who are approximately the same size. Ask each pair to sit on the floor. They should face one another with the toes of their shoes touching and their knees bent. They should also hold each other's wrists tightly.

Tell pairs that they are going to do some power lifting, but that they must come up with a "power shout" first. This shout should be something loud, strong, and positive (such as "We will win!" or "We have the power!").

Once each pair has created and practiced their shout, challenge them to stand up without letting go of each other's wrists. Students should use their power shout to inspire themselves and their partners.

If you have enough time, encourage pairs to get into groups of four or more students—all with toes touching and hands held, trying to stand up. The larger groups can combine their power shouts or can each yell their own as they struggle to get off the ground. (The maximum practical size for this activity tends to be eight people, but students may want to try the challenge in larger groups as well.)

Have students return to their seats. Tell them that this lesson will be about power, but not just any power. This lesson focuses on positive power—the kind of power that enabled the pairs to get off the ground.

Objective

Students understand that self-knowledge leads to positive attitudes.

Materials

Writing paper

Write the following poem template on the board:

Line 1: (first name only)

Line 2: (four traits that characterize you)

Line 3: I live in (town, state, country, etc.)

Line 4: I love (three different things)

Line 5: I fear (three different things)

Line 6: I feel (three different things)

Line 7: I would like to see (three different things)

Line 8: (last name only)

Have students write a poem about themselves using this format as a guide. Students should include the appropriate information (defined by the guide) in each line. They should also use poetic devices of their choosing to form a poem (e.g., making the lines rhyme, using descriptive adjectives and creative phrasing, etc.).

DEBRIEF

Ask for student volunteers to share their poems (or parts of their poems, if they are not comfortable sharing the whole thing).

Ask students if these poems are positive or negative. Point out that having a positive attitude generally begins with having a positive attitude about oneself.

Objective

Students understand that positive power involves respecting the needs of others.

Materials

None

Lead a class discussion about the needs and desires that all people have no matter where they live, where they work, or how much money they have (e.g., food, water, housing, relationships, employment, recreation, etc.).

Divide the class into groups of four or five students. Ask students to brainstorm different groups of people in society. (Possible answers include: the elderly, young people, college students, rich people, people with families, people who are poor, urban people, people from rural areas, etc.) Have groups share their ideas as a class. Write student ideas on the board.

Once a list has been developed, assign each group of students one of the societal groups on the list. Challenge each group of students to identify the top three needs of their societal group. Give students approximately 10 minutes to develop this list, as well as prepare a verbal explanation of their decisions.

After students have completed their lists, call on each group to present their list of needs. Ask students to put a check next to their own needs each time another group shares a similar response.

DEBRIEF

Ask students to identify what needs are shared by all groups of people, and call on volunteers for responses. Explain that some needs all people have, while some needs are specific to groups of people. Point out that although the needs of one group may differ from another, each group's needs are equally important. Ask students:

- Why is being aware of the needs of different groups of people important?
- Why is it important to respect the needs of others?

Objective

Students will learn to recognize negative thoughts and replace them with positive ones.

Materials

Index cards

Ask students to identify a negative thought (on any topic) that they had today and write it down word for word.

Ask students to generate a list of ideas about how they could diminish or stop their particular negative thought. (Possible answers include: ask someone for advice, focus on positive ideas, make a pro/con list to solve the problem, think of something funny, focus on schoolwork or enjoyable times with friends, brainstorm ways to change the negative thought, etc.) Students should write these ideas down as well.

Ask for volunteers to share strategies and ideas with the class. (Responses might include: “knowing your weaknesses helps you identify your strengths,” or “if you visualize yourself failing at something, figure out what went wrong and make decisions to change the real-life outcome.”) Brainstorm together until everyone has a working list of ways to change a negative thought into a positive one. Ask students to change the wording of the negative thought that they wrote down to make it a positive statement.

Tell students that they are going to try using the skills that they just practiced throughout the day. They should keep track of their attempts and successes in writing. Students will report their results in the next class.

DEBRIEF

This debrief should be run at the beginning of the next class period in which you will be teaching *Anti-Bullying Handbook: Creating a Positive Environment in the Classroom and Beyond*. This gives students a chance to try the techniques discussed in the above activity.

Ask students to share their experiences with changing their negative thoughts into positive ones.

Ask students questions such as the following:

- How often did you have a negative thought?
- Did you find that you could stop each negative thought and transform it into a positive statement?
- Did changing your thoughts into positive statements become easier as you practiced?

Remind students that like their muscles, their brains need to be kept in shape. When it comes to positive thinking, practice and training will make this difficult task automatic.

Objective

Students identify positive talents they share with others.

Materials

- Oversized construction paper
 - Markers
 - Tape
 - One copy of the **“Positive Inventory” Activity Sheet** for each student
-

Hand out the **“Positive Inventory” Activity Sheet** and ask students to complete it.

Once they are finished, ask them to tell, by a quick show of hands, whether they found it easy, somewhat easy, somewhat hard, or hard to list positive things about themselves. (Give students the four options ahead of time so they know what choices they have.)

Next, divide the class into groups of six to eight students. Place one chair for each group against the wall, spaced evenly apart. Tape one sheet of oversized construction paper next to each chair. Have each group sit together in a semicircle in front of its designated chair. Choose one person from each group to be that group’s recorder. Also choose one student from each group to sit on his or her group’s chair.

Go around each group’s semicircle and have each student say one positive trait that he or she has observed about the person sitting in his or her group’s chair. The recorder should take notes on what is said on the paper taped to the wall. After all group members have had a chance to speak, the recorder should read the responses from the paper on the wall. Give the paper to the student sitting in the chair.

Next, put up a clean sheet of paper for the next student. Have another student sit in the chair against the wall and a new student assume the role of recorder. Repeat the activity, making sure that all students have the opportunity to sit in the chair.

DEBRIEF

What body language did people have when they sat in their group's chair? What did their body language tell you about their comfort level?

Did the comments people made about you match with your image of yourself?

Which was easier—coming up with positive thoughts about yourself or about others?

■ LESSON WRAP UP AND ASSESSMENT

Possible Discussion Topics

- How does a positive outlook change your everyday disposition?
- What is the difference between being confident and being conceited?
- How does positive thinking make you powerful? How does positive thinking help make your day better?

Points for Reinforcement

- Each person has a set of positive attributes that makes him or her special.
- Others can often see our positive qualities more easily than we can.
- Power lies in being positive and seeing possibilities in a wide variety of situations.
- Power lies in having satisfaction with yourself and your accomplishments, not in how you might be able to negatively affect others.

Questions for Assessment

- Why is it beneficial to a community to have members from many different groups?
- What does it mean to have a positive outlook?
- Describe someone you know personally who is powerful. What gives him or her power?
- When people are powerful, how should they treat others?

Journal Ideas

1. You are one of the most successful people in your industry. Your opinions are highly respected and sought after. What is your job? What goals have you accomplished over your career? Why do you think so many people seek and respect your opinion?
2. Write down the word “power.” For 40 seconds, write down every word that comes to mind when you think of power. Do not stop writing or lift your pen off of the paper. After time is up, choose one of the words that you’ve written and now begin to write about this word. Every 30 to 60 seconds, pick another word from your list and begin to write about it.
3. Respond to the following statement:

Not everybody has to love me or even like me. I do not necessarily like everybody, so why should everybody else like me? I enjoy being liked and being loved, but if somebody does not like me, I will still be fine and still feel like a good person. I cannot make somebody like me any more than someone can make me like him or her. I don’t need approval all of the time. If someone does not approve of me, I will still be okay.

4. Imagine that you have just been elected mayor of your city. You are extremely excited and proud of yourself. On your first day, four different community groups come to your office and demand change in the city. They all have different needs and you don’t know what to do. It seems like it would be easiest just to ignore them or shoot their ideas down. What do you do?

■ ADDITIONAL ACTIVITY: Circulate Positive Papers

Objective

Students emphasize the positive qualities about each individual.

Materials

None

Arrange the desks or chairs in one large circle.

Have each student put his or her name at the top of a blank piece of paper. Explain that students will pass the papers around the room and each write something positive/complimentary about the person named at the top of the paper.

Have students pass the papers to the left, switching when you say “pass” until all of the papers have made their way around the circle. Then, give students a few moments to silently read what others have written about them.

DEBRIEF

Ask students which comments surprised them the most.

Ask students whether it was harder to give or receive compliments.

■ ADDITIONAL ACTIVITY: Puzzle It Out

Objective

Students identify their particular personal powers for problem solving.

Materials

Different varieties of puzzles and games, as many as you are able to bring to class (Be certain to include visual/colorful puzzles, word searches and word problems, math-related problems, hands-on games to figure out, etc.)

Explain to students that they are going to try out a variety of puzzles and games. Allow each student the opportunity to attempt all or most of the puzzles.

Have students write which puzzles they find easy, which they find difficult, which they enjoy, and which they dislike.

Invite students to share their observations with the class.

DEBRIEF

Ask students what their experience with the puzzles taught them about their personal strengths. For instance, the puzzles they found to be easy and/or enjoyable highlight some of the areas in which they have particular skill.

How can students apply what they've learned from the puzzles to their daily lives (e.g., "problem solving requires logic and reasoning")?

■ ADDITIONAL ACTIVITY: Speaking with Power

Objective

Students listen to a professional who utilizes personal power to make important decisions.

Materials

A guest speaker to explain the relationship between positive thinking and personal power

Invite a professional with a high level of power to speak with your class. Possible speakers include police officers, judges, principals, company executives, athletic coaches, etc.

Ask the speaker to concentrate on personal power and positive thinking.

Before the speaker arrives, work with students to develop appropriate questions about the speaker's use of power and ability to think positively when facing challenges.

DEBRIEF

After the speaker leaves, ask students what they've learned. How do personal power and positive thinking affect professional careers?



DEALING WITH VIOLENCE

■ CONCEPTS

Every day we are bombarded with acts of violence in our society. Newspapers, television, the internet, streets, and schools are filled with stories and acts of aggression and anger. Unfortunately, students are so frequently exposed to violence that they have become oblivious and desensitized to it. It is important for students to learn that violence is not an acceptable means of resolving a conflict. In this lesson, students will examine what contributes to violence in our society and consider how to lessen the presence of violence in their own lives.

■ ACTIVITIES

- Warm Up: Messages of Violence
- Short Take: Review the Guide
- Activity One: Have to Get Rid of Guns!
- Activity Two: Breaking the Cycle of Violence
- Activity Three: You Don't Own Me

■ LESSON WRAP UP AND ASSESSMENT

■ ADDITIONAL ACTIVITIES

- Write to Change
- Protect Yourself
- A Friend's Secret

■ WARM UP: Messages of Violence

10-15 Minutes

Materials

None

Ask the class to consider the idea of buying toy guns or other toy weapons for children as presents. Have them suggest the pros and cons of doing this. Do students agree that young children should not have toy weapons? What kind of message does it send to children when weapons are shown as toys and fun items to have? Give students a few minutes to think about these questions.

Have each student stand up, one at a time, and make a statement about children having toy weapons. He or she may either agree or disagree with the practice, or instead share a thought or reflection on the topic.

Objective

Students identify the connection between television and violence.

Materials

A copy of one evening of scheduled programming from a television guide for each student

Distribute photocopies to students. Divide students into pairs. Ask pairs to discuss what makes a television show violent. Partners should write down their thoughts. Have each pair then circle all of the television shows that are violent, that they think are violent, or that might contain significant violence. Pairs should make use of the criteria they developed for determining if a show is violent. Ask pairs to count how many violent shows they circled.

Ask for volunteers to share their findings with the class. Are there disagreements about what shows are violent? Have pairs share how they decided which shows were violent or contained violence.

Ask students what this activity tells us about television and violence. Ask students if they agree or disagree with the statement, "Television encourages and promotes violence."

DEBRIEF

Write the following scenario on the board: "The United States government has proposed a bill that would prevent all programs depicting violence of any form from being broadcast before 11:00 pm."

Ask students questions such as the following:

- Do you approve of this idea?
- Do you think it would violate your rights as a citizen?

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- Do you think many adults would vote to pass this bill? Why or why not?
 - Would you want this bill to pass if it were real? Now, imagine you are a parent, and decide why you would or would not support this bill.

If you have more time, encourage students to contemplate and discuss the reasons why violence on television is accepted and even popular. Why do television producers keep making violent shows? Why do audiences keep watching them?

Objective

Students explain the relationship between guns and violence.

Materials

Copy of the **“Violence Scenarios” Activity Sheet** for each student

Ask students if they have stories to share about guns and gun violence. If they feel comfortable doing so, have them share their personal experiences and how they feel about guns. Explain that you will share the following gun-related statistics with them.

The 2009 National Youth Risk Behavior Survey studied six categories of risk behaviors among youth. The study is performed biennially and is representative of ninth through twelfth grade students in the United States. The 2009 survey found that:

- 5.6% of students had carried a weapon (e.g., a gun, knife, or club) on school property on at least one day during the 30 days before the survey.
- 7.7% of students had been threatened or injured with a weapon (e.g., a gun, knife, or club) on school property one or more times during the 12 months before the survey.
- 19.9% of students had been bullied on school property during the 12 months before the survey.

The United States Secret Service studied incidents of targeted school violence involving one or multiple attackers from 1974 to 2000. The study found that:

- The attackers ranged in age from 11 to 21.
- Nearly two-thirds of attackers (63%) had never been in trouble or rarely were in trouble in school.
- Almost three-quarters of the attackers (71%) felt persecuted, bullied, threatened, attacked, or injured by others prior to the incident.

- More than two-thirds of the attackers (68%) acquired the gun used in the attack from their own home or that of a relative.

Hand out the **“Violence Scenarios” Activity Sheet**. Have students quietly read and review the situations presented.

Break students into groups of three or four. Encourage groups to discuss the scenarios. Do they sound plausible? Have any students been in situations like these?

Assign each group one of the scenarios to role play. Before acting, groups should create both a violent and a nonviolent ending for each situation. Groups should practice their role plays with both endings.

Invite groups to perform both versions of their assigned situation. Encourage the class to comment on the two different endings. Which is more realistic? Which would they rather have happen in real life? Are there other possible nonviolent resolutions to the issue?

DEBRIEF

How would you feel if you saw someone shot or if you saw a real gun?

How does it make you feel that gun violence kills so many students and young people? If you could, what would you do to change this?

Should there be metal detectors in all schools, including elementary schools?

■ ACTIVITY TWO: Breaking the Cycle of Violence 20-45 Minutes

Objective

Students examine how certain environments promote nonviolence.

Materials

Copy of the **“In East New York, a Haven on the Court” Activity Sheet** for each student

Draw three separate columns labeled “School Rules,” “House Rules,” and “Team Rules” on the board.

Ask students to share school rules; write their responses in the appropriate column. Then have students share some of the rules in their homes. Write these rules in the appropriate column. Finally, ask students to discuss some of the rules that members of a sports team follow. Again, write student responses in the appropriate column.

Ask the class questions such as the following:

- How do rules make our school a peaceful, orderly place?
- What are the effects of rules in your house? What might happen if there were no rules at home?
- Why do sports teams have rules for their coaches and team members? If there were no rules, would a sports league or games be possible?

Hand out the **“In East New York, a Haven on the Court” Activity Sheet**. Explain that this article is about applying the rules of a game to life in a community.

Read the article to the class as students follow along. Before you begin, ask students to make special note of the importance of rules and regulations to the program. What might happen if there were no rules?

After finishing the article, ask questions such as the following:

- How did the “rules of the game” affect the teens in this Brooklyn community?
- What important lessons do you think these rules taught the teenagers involved?
- How can these rules and methods be used today in our schools and our community?

Ask students what the violence level would be like in a community whose members have respect for rules and for each other. Ask, “Why are rules important? Why is it important to follow rules?”

Ask students to describe what might happen when members of a community (whether a school, home, town, etc.) choose to follow their community’s rules. Explain that there are serious consequences for breaking these rules as well.

DEBRIEF

How does the Beacon Program promote both respect for oneself and respect for others?

What aspects of this program show this community’s concern for the education of its youth?

How effective is Mr. Jackson in breaking the cycle of violence in his community?

Should schools have a school uniform or a strict dress code? Why or why not?

Objective

Students examine how to respond to violent personal relationships.

Materials

Copy of the **"You Don't Own Me" Activity Sheet** for each student

Hand out the **"You Don't Own Me" Activity Sheet** to each student. Ask students to quietly read and review the scenario.

Working quietly, students should complete the six-step outline that Lauren suggests to Karen. They should concentrate on putting themselves in Karen's shoes and try to view all sides of the situation.

Divide the class into groups of four. Assign each group one of the following outcomes based on the scenario. Depending on the number of groups, two or more might have to work on the same scenario.

- Karen decides to confront Gary about his behavior.
- Karen talks to an adult she trusts about Gary's behavior.
- Karen breaks up with Gary and recommends that he talk to someone who can help him manage his anger.
- Karen does nothing to change the situation.

Ask groups to write a short description of what might happen in their given scenario. Group members should utilize what they wrote in the six-step outline in developing their descriptions.

When groups have finished, ask a representative from each group to read what his or her group has written. Encourage the class to comment on what they hear. Do they agree with the description? Do they believe it is realistic? What might they have written differently?

DEBRIEF

Ask students to imagine that they are Gary. Have them write about Gary's thoughts on why he is angry, controlling, and abusive to his girlfriends. Ask for volunteers to read their writing. Have the writings lead into a discussion of the factors that might be behind someone's violent behavior. Encourage students to talk about what they would do as Karen, as Gary, and as Lauren.

■ LESSON WRAP UP AND ASSESSMENT

Possible Discussion Topics

- Ask students if talking about violence in the media changed their point of view about any shows they watch and enjoy.
- Ask students if casual conversation and joking about guns is appropriate. Can it be detrimental or dangerous?
- Ask students how they can resolve a situation in a nonviolent manner if they are confronted with violence. Have them give some specific examples.

Points for Reinforcement

- Violence is rarely a solitary incident. Often one violent comment or behavior can lead to more aggressive words and behavior.
- Violent behavior is influenced by society.
- Students can be proactive in preventing violence in their own lives.
- Rules and respect for rules can create safe, stable environments.

Questions for Assessment

- Make a connection between a violent cartoon and a child who watches the cartoon and then acts in an aggressive manner.
- Suggest a way to keep young children away from violent television shows.
- Describe how a neighborhood initiative can help to decrease violent incidents in a community.
- Talk about ways in which students can work against and prevent violence in their own lives.

Journal Ideas

1. Do we live in a violent society? Think beyond your neighborhood and school when you answer.
2. Imagine that someone at school is picking on your little sister and calling her names. You feel so angry that you want to hit this person. What can you do to control your feelings? How do you handle this person?
3. How does violence affect your life? How does it affect the lives of the people around you?
4. Write an outline for a new television show. The show should appeal to students your age, but should be nonviolent and address different social issues. Be as creative as possible.

■ ADDITIONAL ACTIVITY: Write to Change

Objective

Students verbalize their desire to improve their community.

Materials

A list of local government representatives' names and mailing addresses

Ask students to choose one area of their community that they would like to see improved, such as a local park or basketball court. Ask students to make a list of ways that the improvement could happen, and what exactly needs work. Ask, "How might these improvements lead to a better community?"

Together with students, determine which representatives from the list to target. Students should write letters to the chosen representatives, explaining their request and asking for assistance. Remind students to be proactive—for example, students should suggest ways in which they can be a part of the improvement project or specific ways in which to get changes made.

DEBRIEF

Ask student volunteers to share their letters. Mail the letters and, if students receive a response, ask them to share it with the class.

■ ADDITIONAL ACTIVITY: Protect Yourself

Objective

Students discuss and brainstorm ways to avoid being a victim of violence.

Materials

Copy of the **“Protecting Yourself from Crime” Activity Sheet** for each student

Distribute the **“Protecting Yourself from Crime” Activity Sheet** and ask students to review it. Encourage them to ask questions or make comments about the items on the lists.

Ask students to add to the lists other ways (both dos and don'ts) that people can protect themselves from crime.

Divide the class into groups of three or four. Ask the groups to brainstorm some contributing factors to crime in their own neighborhoods. (Possible answers include: poverty, drugs, broken homes, alcohol, violent culture, lack of parental involvement, TV/media that promotes violence, etc.)

Bring the class back together and ask students to volunteer some of their answers. Create a list on the board using the responses.

DEBRIEF

As a class, brainstorm ways that crime might be lessened or prevented in students' neighborhoods. How can students themselves make a difference?

■ ADDITIONAL ACTIVITY: A Friend's Secret

Objective

Students encounter and deal with violence towards a friend.

Materials

None

Ask students to imagine the following situation (or something similar of your choosing):

Your friend Joe has confided something serious in you. Joe has always had a rocky relationship with his older brother, and he now reveals that the relationship has gotten out of hand. Joe's brother is violent and threatening to Joe. Joe confesses that he dreads being home alone with his brother. Joe asks you what he should do, but begs you not to say anything to his parents or your parents.

Encourage students to share their first reaction to Joe's situation.

Ask students to brainstorm possible solutions for Joe. Use the decision making steps from the "You Don't Own Me" activity in this lesson.

DEBRIEF

Have students debate whether or not they would speak to Joe's parents, their own parents, or another adult. Should they disregard Joe's request to not say anything? What might happen if they do? What action would help Joe be safest?

Point out to students that decisions like this are very difficult to make. When violence is involved, it is always better to take the safest option. In this case, students might have to ignore Joe's wishes and speak with an adult.



CYBERBULLYING SOLUTIONS

■ CONCEPTS

Cyberbullying is when someone is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another person using the internet, interactive and digital technologies, or mobile phones. The popularity of social networking websites and instant messaging has presented new challenges in curtailing and preventing cyberbullying. While many of the same bullying issues exist both in the real world and on the internet, the anonymity of online communities and the ability to manipulate virtual identities have led to cyberbullying becoming a disturbing trend.

The first step in cyberbullying prevention is to educate students about its damaging effects and consequences. Teaching students about the emotional and psychological impact of their virtual actions will result in fewer instances of cyberbullying. Unfortunately, there is no universal solution to cyberbullying since the motives of online bullies are difficult to identify and schools' ability to monitor online communications is limited. Therefore, teaching students about respect and character is of paramount importance. In this lesson, students define and analyze cyberbullying, discuss its damaging effects, and work together to develop solutions.

■ ACTIVITIES

- Warm Up: Do the Right Thing
- Short Take: Cyberbullying Quiz
- Activity One: A Falling Out
- Activity Two: When It Goes Too Far
- Activity Three: Know the Rules

■ LESSON WRAP UP AND ASSESSMENT

■ WARM UP: Do the Right Thing

10-15 Minutes

Materials

None

Write the following quote on the chalkboard:

“Character is what you know you are, not what others think you have.” — Henry Clay

Have students explain what they think this quote means through either a journal writing exercise or class discussion.

Ask students if they are more or less likely to do the right thing because of peer pressure. Why? Open up a class discussion on why we are more likely to act a certain way when other people are looking at or monitoring our behavior.

Objective

Students identify the elements of cyberbullying.

Materials

- One copy of the **“Are You a Cyberbully?” Activity Sheet** for each student
 - One copy of the **“Cyberbullying Scoring Sheet” Activity Sheet** for each student
-

Write the following definition of “cyberbullying” on the board or overhead transparency: “Cyberbullying is when someone is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another person using the internet, interactive and digital technologies, or mobile phones.”

Distribute one copy of the **“Are You a Cyberbully?” Activity Sheet** to each student. Tell students that they will not have to hand in the quiz or share the information with any of their classmates. Read the instructions on the Activity Sheet and allow five minutes for students to complete the quiz.

Once they have completed the quiz, give each student a copy of the **“Cyberbullying Scoring Sheet” Activity Sheet** and have them score the quiz themselves. Review each scoring category with students.

DEBRIEF

Ask students about their reaction to the quiz:

- Was anyone surprised by the results?
- Does anyone feel like they need to improve their online behavior?
- Are there things that you’ve done online that you regret?
- Would anyone like to share his or her score and discuss why he or she may have received that score?

If students do not want to share information, do not force them.

Objective

Students practice brainstorming solutions to a cyberbullying issue that arises between friends.

Materials

One copy of the **“Cyberbullying Scenario” Activity Sheet** for each student

Lead a class discussion about disagreements that students have had with their friends. Ask students to provide specific examples. Explain that very often the most heated arguments we have are with our closest friends.

Ask students if they have ever said or done something to a friend that they later regretted. Point out that because so many young people socialize online or through text messaging, the things they say or do are often expressed in the virtual world. Explain that even though things are said in the virtual world, they can be permanent and can have long-lasting consequences.

Distribute the **“Cyberbullying Scenario” Activity Sheet** to each student. Have students read the scenario about Octavia and Erica.

After students have read the scenario, have them write responses to the questions on the Activity Sheet. Have students share their responses with the class. Look for responses that show empathy for the embarrassment and anger that Octavia probably felt. Look for understanding that the picture Erica posted can be seen by all of their friends, and even people they may not know. Emphasize that this embarrassing picture may remain on the internet forever.

Explain to students that Erica’s actions are cyberbullying.

Invite students to share their own stories. Ask, “Have you ever witnessed cyberbullying?”

Next, divide the class into groups of three. Explain that they will be role-playing a solution to the problem that Erica has created. Have the members of each group act out the roles of Octavia, Erica, and a third student who saw the picture online and is now making fun of

Octavia. (Boys may change the names and gender of the characters on the Activity Sheet.)
Invite each group to present their role play to the rest of the class.

DEBRIEF

Ask students the following questions to spark a discussion about the dangers of cyberbullying:

- How does cyberbullying make students feel?
- What is the danger of posting embarrassing pictures of others on the internet?
- If you have a disagreement or falling out with a friend, how can you ensure that you don't do or say something you'll regret later?

Objective

Students learn to recognize when an incident of cyberbullying crosses the line and should be reported to adults.

Materials

One copy of the **“Crossing the Cyberbullying Line” Activity Sheet** for each student

Ask students to brainstorm all of the methods they use to send electronic messages to each other (e.g., email, IMs, social networking sites, text messages, etc.). Discuss the positives and negatives of electronic messages, including the fact that sometimes it’s hard to know the sender’s intent (for example, whether he or she is serious or just kidding).

Distribute the **“Crossing the Cyberbullying Line” Activity Sheet** to each student. Have students read the scenario about Jerome and Henry.

After students have read the scenario, have them write responses to the questions on the Activity Sheet. Have students share their responses with the class. Look for responses that indicate students’ understanding that Jerome, even though he might not show it, is extremely upset by the way he’s treated at school, and that Henry may be scared that Jerome will follow through on his threat. For the last question, look for responses that indicate the incident should be reported to an adult.

Ask students to share their own stories without using actual names. Ask, “Have you ever witnessed a situation similar to this one? What happened? Why?”

Remind students of the definition of “cyberbullying”: intentional and repeated use of computer and cell phone networks to cause harm or distress to others. Point out that, in this scenario, Jerome crossed the line by making a threat through cyberspace. Because it is difficult to know how serious he is about acting on his threat, it should be taken very seriously and reported to an adult immediately.

Make sure students understand that Henry must report the threat to the school and his parents. Also point out that Jerome could have asked adults for help before resorting to

sending the threat. Emphasize that those students who knew what was going on should have supported Jerome and reported the cyberbullying to an adult in a position of authority.

DEBRIEF

Ask students the following questions to spark a discussion about when cyberbullying crosses the line:

- What kinds of behaviors are considered cyberbullying?
- What should you do if you are being treated like Jerome was being treated at school?
- When must you report cyberbullying to adults in positions of authority (like teachers, school staff, and parents)?

Objective

Students create an acceptable use policy to prevent future incidents of cyberbullying.

Materials

- Poster board and markers for each group of three to four students
 - Acceptable use policies from various websites
-

Ask students if they have ever read the acceptable use policies of their favorite websites. Distribute the sample acceptable use policies to students. Spend several minutes reviewing them and highlighting major points. Explain that websites can revoke user privileges if use policies aren't followed. Encourage students to read the policies carefully so they understand what they can and can't do on a particular site. Also, explain how many sites take ownership of their pictures and posts once they are uploaded. Remind students to be careful about what they choose to post.

Explain that students are going to create their own acceptable use policies. Divide students into groups of three or four. Distribute poster board and markers to each group. Have each group use the poster board and markers to create a list of 10 rules they promise to follow when interacting electronically. Provide students with examples such as, "I will never send a threatening instant message." Give groups 15-20 minutes to create their policies.

Have groups present their policies to the class and then post them on the walls of the classroom.

DEBRIEF

Why is it important to follow acceptable use policies?

Do you promise to follow the acceptable use policies you've created?

What should we do as a class if one of us violates this policy?

■ LESSON WRAP UP AND ASSESSMENT

Possible Discussion Topics

- What is cyberbullying? Do any of you feel more comfortable dealing with cyberbullying after this lesson?
- How is cyberbullying the same or different from other forms of bullying? What is the difference between teasing and cyberbullying?
- What should you do if cyberbullying turns into real threats?
- What can you do as a bystander if you learn about a cyberbullying incident?

Points for Reinforcement

- Bullying should never be tolerated, whether in school or in cyberspace.
- Everyone has a right to be free from bullying. If you are the victim of cyberbullying, report it to an adult in a position of authority immediately.
- Before you post anything online, stop for a moment and reflect on whether it will hurt someone else.
- If you know about cyberbullying, you can help by supporting the victim and letting the bully know that his or her behavior is not acceptable.

Questions for Assessment

- What types of online behaviors are considered cyberbullying?
- What are the dangers of cyberbullying?
- How does cyberbullying make people feel?
- How is cyberbullying the same as traditional bullying? How is it different?
- What can you do if you are the victim of cyberbullying?
- What can you do if you know of someone else being cyberbullied?

Journal Ideas

1. Imagine that you just found out that someone at school has posted an embarrassing photo of you online. Everyone at school has seen the photo. What would you do? How would you handle the situation?
2. Write about a time when you either used electronic communications to bully someone or were the victim of cyberbullying. What could you have done differently in that situation? All responses will be kept confidential.
3. Imagine that you have been selected to talk to younger students in your school community about cyberbullying. What would you say to them? What would you teach them about cyberbullying?

PART 3
ACTIVITY SHEETS

■ Bullying Stories Activity Sheet

Overcoming Obstacles Anti-Bullying Handbook: Creating a Positive Environment in the Classroom and Beyond

Bullying Stories

Use the spaces below to write about experiences from your life. Remember not to use specific names.

1. Describe a time when someone's words or behavior hurt you.

2. Describe a time when you said or did something to hurt another person.

3. Describe a time when you saw/heard bullying, but did not do anything about it.

4. Describe a time when you saw/heard bullying and either sought help or tried to stop it.

■ What Do You Know? Activity Sheet

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What Do You Know?

There are many misconceptions when it comes to bullies, bullying behaviors, and victims of bullying. Take this true/false quiz to discover which of these statements about bullying and bullying victims are true.

1. **T/F** ____ Schools across the country cite bullying as a major problem.
2. **T/F** ____ 25% of students say that they are bullied frequently.
3. **T/F** ____ Students who are bullied tend to be afraid of using the school bathroom.
4. **T/F** ____ Bullying impacts bystanders by creating an environment of fear.
5. **T/F** ____ Victims of bullying often try to stay home from school so they do not have to face their bullies.
6. **T/F** ____ Bullying can take the form of physical intimidation, threats, verbal taunts or harassment, and online interactions.
7. **T/F** ____ Bullies can be both male and female.
8. **T/F** ____ Being bullied can have a lasting negative effect on the victim.
9. **T/F** ____ School violence, including violence with weapons, is often connected to bullying.
10. **T/F** ____ Bullying makes victims feel scared, sick, lonely, angry, and isolated.

(Statistics taken from <http://stopbullyingnow.hrsa.gov> and <http://wch.uhs.wis.edu>.)

■ SMART Information Sheet Activity Sheet

Overcoming Obstacles Anti-Bullying Handbook: Creating a Positive Environment in the Classroom and Beyond

SMART Information Sheet

SMART means:

Stay calm and confident.

Make connections with people who can help you.

Address the bullying situation—don't ignore it.

Remain strong and believe in yourself.

Talk to friends, teachers, and parents.

Here are some strategies to consider when dealing with bullies and bullying:

- Stay calm and confident—don't appear scared or intimidated.
- Try a joke or funny comment to defuse the situation.
- Turn your back and walk away.
- Don't become emotional or upset. Keep your voice calm and light.
- Draw on support from your friends.
- Talk to parents, teachers, or other trusted adults. Use their guidance and experience to help develop a solution.
- Express belief in yourself and your values.
- Don't take negative remarks seriously.

■ Bullying Scenarios Activity Sheet

Overcoming Obstacles Anti-Bullying Handbook: Creating a Positive Environment in the Classroom and Beyond

Bullying Scenarios

Scenario 1

The popular girls have decided to make fun of Alecia, a student new to school. They try to trip her in the cafeteria and throw little pieces of paper at her in class when the teacher isn't looking. Soon the popular crowd starts spreading rumors that Alecia was kicked out of her previous school because the teachers couldn't take having someone so stupid in their classes. Whenever Alecia speaks in class, a lot of students roll their eyes, cough, and giggle. The popular crowd has told everyone that Alecia has lice and not to sit with her at lunch. Alecia is miserable at her new school.

Scenario 2

Mathias was born with a physical deformity to his right hand. He has become very adept at using his left hand and, after years of perfecting his jump shot, decides to try out for the school basketball team. When Mathias walks into the gym for the tryouts, some of the other guys immediately start pointing at him and whispering. A few angrily tell him, "We don't want a cripple on this team." Others say, "What do you think you're doing trying out? You can't play basketball!" When the coach runs a three-on-three game, Mathias' teammates refuse to pass to him and make comments under their breath about his hand. A few of the students trying out seem upset with the teasing, but don't say anything.

Scenario 3

Kellie has a lot of trouble reading out loud. She is working with a counselor and is improving her confidence and skills. Though she usually doesn't volunteer to read in class, she is feeling good about her progress and raises her hand to read a section of the science text out loud. Kellie is doing well, but a word momentarily trips her up. She gets back on track, but some of her classmates start laughing at her. Their laughter flusters her and her reading becomes worse. After class, students tease Kellie, imitating her struggling with words and calling her a dummy. One girl suggests that she go back to kindergarten and learn how to read. At lunch, Kellie sees her classmates making fun of her, and soon a number of students in the cafeteria are pointing at her and laughing.

Scenario 4

Kendall is known for being shy and reserved. He's not an athlete and is involved with music and theater, so some students have always teased him for being "girly." Soon, a few older students continually harass Kendall, taking his lunch money, threatening to beat him up, stealing from his locker, and pushing him into the wall as they walk by him. Kendall doesn't know how to confront them and knows he wouldn't win if he tried to fight back physically.

■ Positive Inventory Activity Sheet

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Positive Inventory

1. The things I like about myself are

2. I once received an award for

3. Something I can do that I am proud of is

4. The last time someone gave me a positive comment was

5. An accomplishment that made me feel good about my abilities was

6. Something I am learning to do right now is

7. Something I did this week that I feel good about is

8. Something I did this month that I am proud of is

9. Things I have learned to do are

10. Something I will do this year that I will be proud of is

11. Something I did today that I feel good about is

■ Violence Scenarios Activity Sheet

Overcoming Obstacles Anti-Bullying Handbook: Creating a Positive Environment in the Classroom and Beyond

Violence Scenarios

Scenario 1

Ryan is sitting next to Emily on the bus going to school. He shows her a toy gun and tells her that he is going to pretend to use it on the principal during lunchtime to see how scared he will get. He tells her not to tell anyone about his plan. She knows it is only a toy gun but she also knows Ryan's plan is wrong. What should Emily do when she gets to school?

Scenario 2

Edward saw Justin speaking to Edward's girlfriend, Kara, outside of school. Before Kara leaves for softball practice, Justin gives her a kiss good-bye. Edward is so angry he does not know who he would like to hurt first. Edward tells Justin that night that he saw him kiss Kara and that he will settle this with him in school tomorrow. The next day, Edward emails Justin an image of a gun and writes, "Watch your back!" What should Justin do?

Scenario 3

Keith and Danny are on school grounds playing handball when Keith playfully takes a toy gun out of his backpack and pretends to shoot Danny with it. A police officer on patrol nearby sees the incident. What might happen next?

Scenario 4

Anna and Maria get in an argument at school. Maria tells Anna to meet her that night to fight. Anna is afraid, but she knows that if she does not show up the other kids will tease her. Anna decides to steal her dad's gun to bring to the fight. What might happen next?

Scenario 5

Juliet bumps into Jared in the hallway. Juliet apologizes, but Jared's girlfriend, Shawna, sees it and decides that Juliet is being disrespectful to her boyfriend. What might happen next?

**Overcoming Obstacles Anti-Bullying Handbook:
Creating a Positive Environment in the Classroom and Beyond**

In East New York, a Haven on the Court

By Dennis Hevesi, New York Times, March 20, 1995, p. B3

Night after night they play hard ball on the basketball courts of George Gershwin Junior High School in East New York: a bumping, banging, reach-in kind of game played by street kids snared in the ferocity of eternal tryout.

But they do not fight.

In this harsh corner of Brooklyn—where a boy speaks of not being able to erase mental pictures of his mother, face down on the pavement, the barrel of a gun at the back of her head; where schoolchildren must walk past the hollow-stare windows of crumbling buildings—Gershwin Junior High is a haven. And Greg (Jocko) Jackson is the gatekeeper.

The rules Mr. Jackson has established during four years as director of the Beacon Program—a recreation center financed by the city’s Department of Youth Services—at the school on Van Siclen Avenue are simple:

- Knock a guy down, you pick him up.
- Argue a foul call loud and hard, but nothing else.
- Two technical fouls in one game and you are out of the league and your team shirt is yanked off on the spot.
- No boots, no street pants, no gang colors in the gym; just shorts or sweats.
- No kids from the same project on the same team.

Those last two rules are particularly potent in a community where 50,000 people survive in 23 bullet-pocked public housing towers; where turf is paramount and the slightest hint of disrespect is a territorial violation; where there are no movie theaters, and no shortage of R.I.P. murals.

continued >

Overcoming Obstacles Anti-Bullying Handbook: Creating a Positive Environment in the Classroom and Beyond

"We need these rules," said Alvin Jones, 20, in billowed pants and hooded jacket, hanging out with two friends at the corner of New Lots Avenue and Mother Gaston Boulevard. Otherwise, he said, "it would be fighting up there every day."

Antoine Smith, 20, a student aide at the center who plans to attend Dowling College on Long Island in the fall, said the rules have a salutary effect on his troubled neighborhood—a community in which well-kept, though thoroughly gated, homes abut lots piled high with old tires along trash-strewn streets. "When you leave the center, the rules hold up," Mr. Smith said. "Go home, the game is over. That's it." Mr. Jackson, 43, who in his slightly sleeker days was a New York Knick and a Phoenix Sun, said it has come to the point that when gunfire erupts in the neighborhood where he grew up, as it often does, "the little kids don't duck anymore."

The 2,000 youngsters registered there can also sign up for the high school equivalency diploma program, the drama program, the after-school homework tutorial programs. To play ball, the younger children must first show that they have done their schoolwork.

"We check homework and keep photocopies of all the youngsters' report cards," said Bernard Waiters, director of the East New York Development Corporation, which manages the Beacon Program for the Youth Services Department.

On Saturdays, the center provides lunch for about 800 children. And there is a speakers program. "I have surgeons come down, sanitation workers, correction officers, lawyers, Congressman Edolphus Towns," Mr. Jackson said. "Most of the time the guys are people who played some kind of ball. All the kids have the dream of playing in the N.B.A., but the speakers tell them the realistic thing is that if they don't make it, there's avenues to take other than selling drugs."

What he has tried to create at the center, Mr. Jackson said, "is a place where everybody respects each other's rites of passage." That sense of respect seems to resonate as he walks the streets, youngster after youngster waving and shouting, "Hey, Jocko," or ambling over to share a problem.

"Not because he's N.B.A.," Mr. Jones said.

"He takes you away from the trouble," Mr. Perry said.

■ You Don't Own Me Activity Sheet

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You Don't Own Me

Lauren has a 15-year-old sister, Karen. One night, Karen confides to Lauren that she is feeling uncomfortable about her relationship with her boyfriend Gary. She tells Lauren that sometimes Gary gets angry with her and yells loudly at her. He has even slapped her. Karen used to look forward to going out with Gary, but lately she worries about saying or doing things that may upset him. Gary is a popular guy at school and Karen feels that no one would believe that Gary could behave so badly. She does not want to talk about his behavior with him, because she is afraid that this would make him even angrier. She also does not want to tell her parents because she is afraid that Gary will get in trouble and take it out on her.

Lauren suggests that Karen write in her journal a six-step decision making strategy to help her let Gary know he does not have the right to touch her, own her, or control her. Lauren suggests the following outline:

Step 1: State the problem.

Step 2: List as many details as possible about the problem.

Step 3: Identify what choices you have to resolve this situation.

Step 4: Consider all consequences, positive and negative, of each of your choices.

Step 5: Make a decision and act.

Step 6: Evaluate your decision.

■ Protecting Yourself from Crime Activity Sheet

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Protecting Yourself from Crime

DO	DON'T
Always stay in well-lit public places at night.	Don't walk alone at night in isolated places, such as wooded areas or deserted streets.
Walk towards the center of the sidewalk, avoiding the curb and doorways.	Don't put your money in an easily accessible place or count it in public.
Lock doors and windows when you leave your home or when you are at home alone.	Don't open the door to anyone you don't know.
Tell the police the make, model, and license plate numbers of suspicious cars near your home or school.	Don't approach vehicles of people you do not know.
Immediately report anyone who threatens you or tries to assault you.	Don't give any personal information over the telephone or by computer.
Make sure your family knows how to reach you and where to find you when you are not home.	Don't accept food or beverages from people you do not know.

■ Are You a Cyberbully? Activity Sheet

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Are You a Cyberbully?

Are you part of the cyberbullying problem? Take the quiz and rate yourself on the following point scale. Give yourself 0 points if you've never done the act described, 1 point if you have done it one to two times, 2 points if you have done it three to five times, or 3 points if you have done it more than five times.

Have you ever...

- Signed in to an instant messaging service or email account with someone else's screen name to dig up personal information?
- Sent an email, without permission, from someone else's account?
- Pretended you were someone else online?
- Made fun of or criticized someone over IM?
- Forwarded someone else's private IM conversation or email without permission?
- Changed your profile or away message to embarrass someone else?
- Posted pictures or a video of someone on a site without consent?
- Created an internet poll about someone else without consent?
- Used information found online to track or harass someone in person?
- Sent potentially offensive or insulting material to someone else, even if you were just joking?
- Used profanity online?
- Signed up someone else for a service or mailing list without permission?
- Created a screen name or email address that appears to be someone else's?
- Hacked into someone else's computer or sent a virus to someone else?
- Insulted someone in an online gaming community?
- Threatened to hurt someone online, even if you had no real intention of doing so?
- Posted comments on a website saying mean and disparaging things?

■ Cyberbullying Scoring Sheet Activity Sheet

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Cyberbullying Scoring Sheet

CALCULATE YOUR SCORE: Add your score, and put your total number in the correct box.

0–5 Points: Cyber Safe

Congratulations! You are a responsible internet user. Keep up the good work.

6–10 Points: Cyber Hazard

While your behavior does not rise to the level of a cyberbully, keep a close watch on your internet habits. You don't want to do anything you'll regret!

11–18 Points: Cyber Problem

You must improve your online behavior. You have committed a number of irresponsible acts online. Some of your acts are dangerous. Keep in mind some may even be illegal.

More than 18 Points: Cyberbully

You are clearly a cyberbully. Before you get into serious trouble, rethink the ways you are using technology. You are headed down a very dangerous path.

■ Cyberbullying Scenario Activity Sheet

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Cyberbullying Scenario

Octavia and Erica are classmates. They have been best friends since the third grade. Erica just found out that Octavia has been secretly hanging out after school with Trent, a boy Erica has had a crush on all year. Frustrated and angry, Erica goes home and posts online, for all her friends to see, an unflattering picture of Octavia she took at a beach last summer with the caption, "Octavia is so ugly."

- What's the problem in the scenario?

- How do you think you would feel if you were Octavia?

- Erica and Octavia are best friends. Best friends often have fights and arguments, but what's the danger of reacting the way Erica did in the situation?

■ Crossing the Cyberbullying Line Activity Sheet

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Crossing the Cyberbullying Line

Jerome has never fit in at school. He's extremely intelligent, but has a difficult time meeting new people and making new friends. He's one of the best students in the school, and spends most of his time after school studying. Other students tease him and call him a nerd, but Jerome never says anything back; he just takes the abuse, although secretly it upsets him. Recently, Jerome has been getting instant messages from an unknown person calling him a loser and a geek. He thinks he knows who is behind the messages: Henry, the most popular guy in school and someone who is especially cruel to Jerome. One night while Jerome is preparing for a big test, he gets one of these messages and responds, "Henry, I know this is you. Watch your back tomorrow at school. I'm going to kill you and all your friends for doing this. Be afraid. Be very afraid."

Assume that Henry is in fact the person behind the messages.

- How do you think Jerome felt when he received Henry's messages?

- How do you think Henry felt when he received Jerome's response?

- Should Henry keep Jerome's reply to himself or report it to an adult?

- What is the responsibility, if any, of other students who know about the messages sent to Jerome?

PART 4
CURRICULUM RESOURCES



OVERCOMING OBSTACLES® LIFE SKILLS PROGRAM

The Overcoming Obstacles Life Skills Program has been taught by thousands of middle school and high school teachers across the country and has positively impacted the lives of more than two million young people!

Overcoming Obstacles helps educators equip students with skills they need to be successful in the classroom and beyond. In addition to this handbook, our standard curriculum contains over 180 hours of classroom instruction and over 600 activity-based lessons and reproducible student worksheets that are easy to use, adaptable to nearly any learning environment, and relevant to the lives of young people.

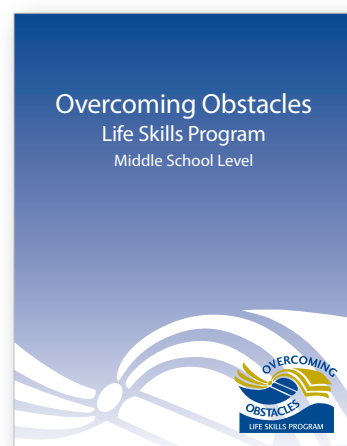




OVERCOMING OBSTACLES® LIFE SKILLS CURRICULUM

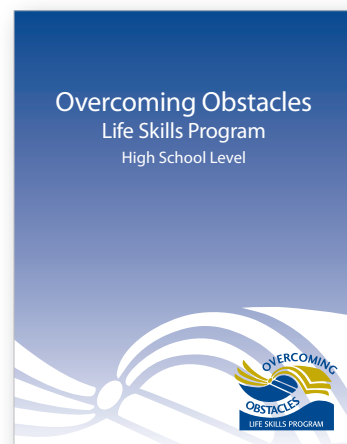
MIDDLE SCHOOL CURRICULUM

- Over 180 hours of classroom instruction and over 600 activity-based lessons
- Lesson topics include: getting started, confidence building, communication, decision making, goal setting, managing personal resources, studying effectively, problem solving, resolving conflicts, looking to the future, and service learning.



HIGH SCHOOL CURRICULUM

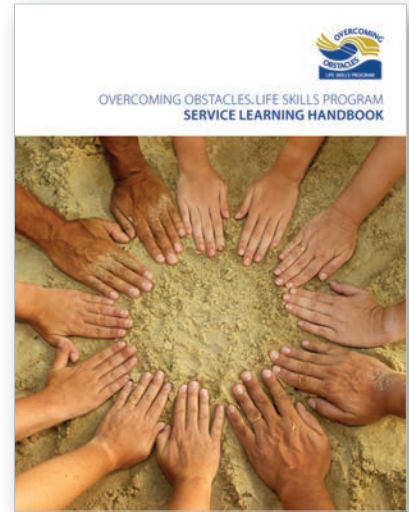
- Over 180 hours of classroom instruction and over 600 activity-based lessons
- Lesson topics include: getting started, confidence building, communication, decision making, goal setting, resolving conflicts, problem solving, skills for school, college game plan, work game plan, getting the job, on-the-job skills, on your own, and service learning.



SERVICE LEARNING HANDBOOK

The Overcoming Obstacles *Service Learning Handbook* guides students and teachers through the process of planning, implementing, and evaluating meaningful service learning projects in their community.

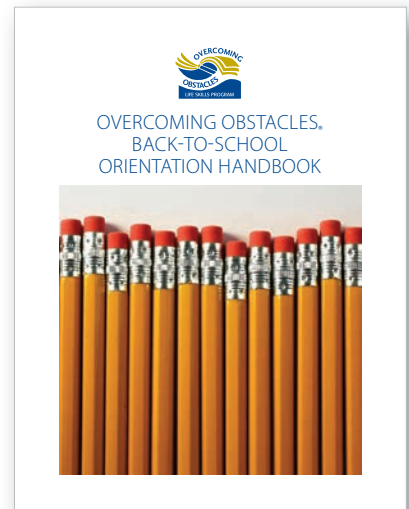
The 132-page handbook contains a comprehensive teacher's guide, engaging lesson plans, and reproducible activity sheets that will help create an environment where students can learn valuable lessons and explore issues affecting their community, while also strengthening communication, decision making, goal setting, and time management skills.



BACK-TO-SCHOOL HANDBOOK

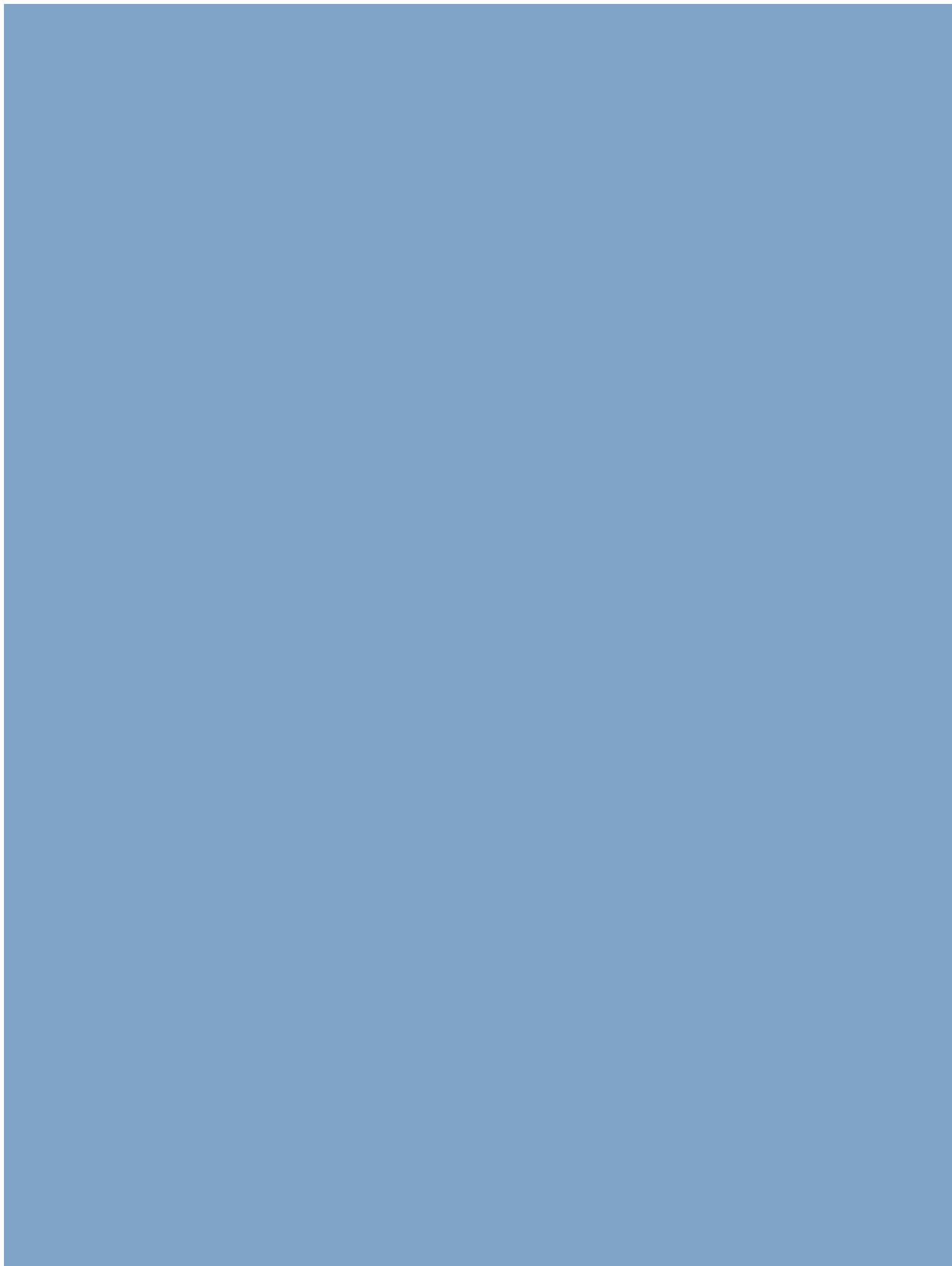
Heading back to school after summer vacation brings out a variety of mixed emotions in students. While there is a sense of excitement at the thought of beginning a new school year, many students are uncertain about teacher expectations, confused over complex course schedules, and anxious to approach a new social scene.

This handbook of 10 activity-based lessons helps students learn more about their classmates, build self-esteem, develop personal management skills, and understand the importance of teamwork.



For more information about the Overcoming Obstacles Life Skills Program, contact:

Community for Education Foundation
125 Maiden Lane, 5th Floor, New York, New York 10038
P 212.406.7488 | F 212.406.7480 | Toll free 877.840.9606
mail@overcomingobstacles.org
www.overcomingobstacles.org





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