



R.I.S.E Lessons

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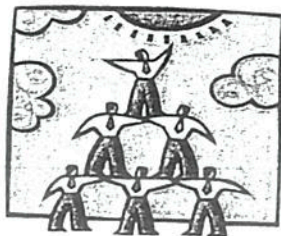
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R.I.S.E



Introduction
to
Bully Prevention
Lessons 1-3

Bullying Survey

DIRECTIONS: Please circle or underline the best answers to the following questions. You may have more than one best answer for some questions. You do not have to put your name on the paper.

1. Have you ever been bullied?
Yes No
 - If you answered yes, how often did someone bully you?
Occasionally Often Every day
 - Where did it happen?
School Park Home Neighborhood Somewhere else
 - If it happened at school, where?
Hallway Classroom Playground Cafeteria Bathroom Somewhere else

2. Have you seen other students being bullied at school?
Yes No
 - If you answered yes, how often did it happen?
Occasionally Often Every day
 - Where have you seen other students bullied?
Hallway Classroom Playground Cafeteria Bathroom Somewhere else

3. What kinds of things have bullies done to you or to someone you know?
Called names Threatened Stole or damaged something Shoved, kicked, or hit
Ignored

4. How much of a problem is bullying for you?
Very much Not much None

5. On the back of this paper, list some of the actions you think parents, teachers, and other adults could perform to stop bullying.

Objectives: To bring attention to bullying behaviors.

To help classroom bullies recognize their behaviors and how they are affecting others.

To help all students learn new, more appropriate ways to interact with others.

Materials: Stop, Rewind, Play It Again worksheet

Procedure:

1. Emphasize to the class that there will always be someone we may not get along with (e.g., a peer, sibling, or teacher) and that we don't take that person's feelings into consideration, we may say or do something that is hurtful to the person.
2. Explain that this activity will help the group become aware of how they are treating others and how others are treating them. Tell students that when one student makes a negative comment toward another student, teacher, or other person, you will ask that student to restate the comment in a more positive way. For example, if someone calls another class member a "nerd" because she received the highest grade on a test, you will identify that behavior as unacceptable. At that time, you will ask the student who called the other person a nerd to restate the comment-for example, "You work hard and deserve good grades." The reframed comment requires that the opinion be stated in a constructive manner.
3. Distribute copies of the Stop, Rewind, Play It Again worksheet. Pair class members and ask them to practice reframing negative comments as constructive, positive statements. The pairs may work together to generate their own negative comment and restated positive response.
4. After the pairs have had a chance to work through the items, reassemble the class and process the activity by discussing the following questions:
 - a. What are some examples of negative statements students make?
 - b. Why do you think some students say these things?
 - c. How do you think the students to whom these statements are directed feel when they hear these things/
 - d. What are some alternative things that could be said?
 - e. What can be done to increase the likelihood that these kinder alternative statements will be used?
 - f. What might be appropriate to do if you have nothing positive to say?

Objective: To introduce bullying and to explore its prevalence.

Grade: 6/8

Time: 25-30 minutes

Materials: Board and Markers
'Why Children Bully?' sheet
Bully Survey

Procedure:

1. Tell the class that you are starting a unit to prevent bullying. Explain that the goal of this unit is to stop bullying in the classroom, hallway and school bus. You will learn in this lesson the steps that can prevent bullying.
2. Ask the class to define a bully. You can use one of their definitions or this one: Someone who hurts or intimidates other people.
3. Pass out the 'Why Students Bully?' sheet to the class. Go through sheet with class.
4. Under the 'Ways Students Bully' question, give examples for each category. Physical: spitting, tripping, pushing, shoving, destroying another's things, hitting Social: gossiping, spreading rumors, ethnic or racial slurs, excluding, humiliating Verbal: name-calling, teasing, mocking, verbal threats of aggression, Intimidation: graffiti, making a public challenge, coercion
5. Divide the students into groups of three to six people. Ask the groups to rate 1 –5 which one of the ways outlined in "Why Students Bully?" happens the most at school.
6. Ask the groups to rate 1 –5 which one of the ways outlined in "Who is a Bully" is the truest. Ask the groups to rate 1 – 4 which one of the ways outlined in "Ways Students Bully" happens the most at school. Ask the groups to rate 1 –4 which one of the ways outlined in "Who do Bullies most often pick on" is the truest. Ask reporters to share the group's results.
7. Pass out the 'Bully Survey.' Make sure the students don't put their names on the top of the sheet. Question one and two are optional. Explain that answers won't be shared.
8. Review what a bully is and tell the class they will learn effective ways to deal with bullying in this unit. Ask students to pass in their survey.

Why do students bully?

1. To gain power
2. To get attention or become popular
3. To get material things
4. To act out problems at home
5. To copy another person they admire

Who is a bully?

1. A person who doesn't care if bad things happen to other people.
2. A person who doesn't feel bad when they hurt others.
3. A person who likes to be in charge and always gets their way.
4. A person who believes deserves to get bullied.
5. A person who is bullied at home by their parents, brothers or sisters.

Ways students bully

1. Physical aggression
2. Social alienation
3. Verbal aggression
4. Intimidation

What can happen to people who get bullied?

1. Feel scared, alone and sad
2. Don't like school
3. Don't feel good about themselves
4. Get headaches and stomachaches

Bully Survey

Responses:

1) Very Sad 2) Sad 3) OK 4) Happy 5) Very Happy

1. How do you most often feel at school? ____

Responses:

1) Not Helpful 2) Sometimes Helpful 3) Always Helpful

2. The adults at my school are: _____

How do you feel in these places?

1) Unsafe 2) OK 3) Safe

3. In the classroom _____

4. On the playground _____

5. In the lunchroom _____

6. Going to and from school _____

Responses:

1) Often 2) Sometimes 3) Rarely 4) Never

7. How often do other students hit, kick or push you? _____

8. How often do other students say mean things to you? _____

9. If you have been bullied this year, whom have you told? _____

10. If you have been bullied this year, who has helped? _____

11. How often do you hit, kick or push? _____

12. How often do you say mean things? _____

13. How many people do you think are lonely at school? _____

14. Do you feel lonely at school? _____

15. List three students you like to do things with: _____

16. List three students you don't like to be with: _____

17. List three students who most needs friends: _____

STOP, REWIND, PLAY IT AGAIN

INSTRUCTIONS

For each negative comment listed below, write a more appropriate or constructive comment.

NEGATIVE COMMENT

POSITIVE ALTERNATIVE

- | | |
|--------------------------------------|------------------|
| 1 You are an airhead. | 1 _____
_____ |
| 2 You always brown-nose the teacher. | 2 _____
_____ |
| 3 You are a nerd. | 3 _____
_____ |
| 4 I can't stand you. | 4 _____
_____ |
| 5 Your clothes are ugly. | 5 _____
_____ |

INSTRUCTIONS

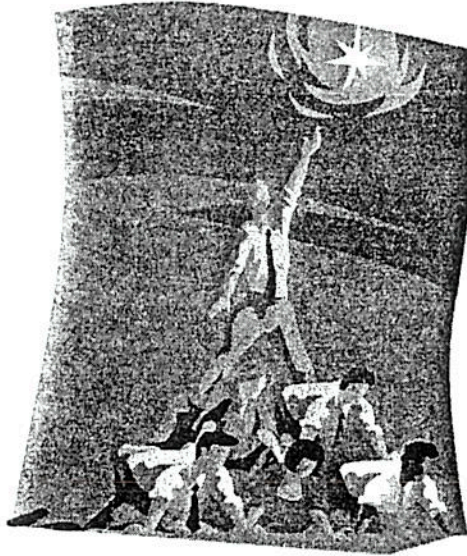
What mean or negative thing have you said to someone or has someone said to you? Write it down in the following space and then restate it in a positive way.

NEGATIVE COMMENT

POSITIVE ALTERNATIVE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

R.I.S.E



General Lessons

These lessons can be applied to various age groups and disciplines.

"What's in a name?"

- Class:** 6th grade ELA. Block scheduling.
- Objective:** Students will reflect on the importance attached to names and the different feelings brought up when names are used as put-ups or put-downs. Students will also gain a sense of empowerment as they assert what they do and do not want to be called at school while simultaneously creating an atmosphere in which they seek to use names that make others feel good.
- Aim:** How important are our names?
- Materials:** Paper, pen/pencil, Put-ups vs. Put-downs T-chart, "I want to be called/I do not want to be called" ditto.
- Do Now:** Who gave you your name? Do you know why it was chosen to be your name? What do you like about your name? Do you have any nicknames that you like to be called?

Procedure:

1. Students will complete the do now independently.
2. Students will pair up and take about five minutes to share their do now responses.
3. Class will re-group and students will introduce their partner and share some highlights of what they learned about their partner's name.
4. Class will have a whole group discussion examining what students learned about their classmates that they did not know before and what some of the similarities and differences were in people's answers to the do now questions.
5. Teacher should guide the discussion and lead students to conclude that names are very important to people because often that is one of the first things people know about you, and it is something that stays with us our whole life.
6. Round out the discussion with asking: Can you remember a time when someone called you the wrong name or said your name incorrectly? How did that feel and what did you do?
7. After students have had a chance to think about and discuss the last question(s), teacher will introduce the terms put-ups and put-downs and ask students to think about what those words might mean.
8. Teacher will lead students in filling out a T-chart that list the characteristics of a put-up on one side and the characteristics of a put-down on the other. Encourage students to not only think of examples of put-ups and put-downs but descriptions of how those words might make one feel.
9. Once T-chart is complete teacher should be sure to review with students that when someone uses a name we like, or says something kind, they are using a put-up because it makes us feel good and vice-versa with the put-downs.
10. Teacher should lead a discussion regarding why students think it is important to use positive names and put-ups rather than put-downs. Possible responses: To help people feel good about themselves. To create a positive classroom where everyone enjoys coming to school.
11. Students will fill out a chart exploring the names they want to be called vs. names they do not want to be called. Ask students to identify names and words that feel good to them (i.e. their own name, a nickname they like, "champ" or "buddy"), and names and words that don't feel good (i.e. their name mispronounced, a nickname they don't like, "loser" or "jerk").
12. Students can share their charts with the class and charts can be displayed in the classroom if possible.

- Class:** 6th grade ELA. Block scheduling.
- Objective:** Students will examine the similarities and differences between themselves and their peers in an effort to discover why name-calling often occurs when an individual is deemed different and how this behavior can be changed into something positive.
- Aim:** Why do some students resort to name-calling? How does this behavior affect others?
- Materials:** Paper, pen/pencil, index cards.
- Do Now:** What is your favorite school subject? (Question can be changed to suit the class)

Procedure:

1. Students will complete the do now independently.
2. Once students have had a chance to answer the do now question they will be instructed by the teacher to relocate to a section of the classroom with other students with the same response (students will need to share their answers orally in order to find out what group they are in).
3. When students have relocated have them sit either on the floor or at a desk in their area.
4. Teacher will inform students that they are now seated with a group of their peers who are the same as them in some way.
5. Teacher will provide each student in the group with an index card whereby the student will write down one idea for a positive, put-up name for the group that they are in (i.e. "Math Maniacs"). Teacher will signal students with a bell or whistle after 30 seconds and students will pass their index card to the person to their right. This person will have to read what is written on the card and then write down another positive put-up for the group. This continues until the card returns to the first group member.
6. When the brainstorming activity is done, students will be given 2-3 minutes to review all their names and decide on one to represent their group.
7. Students will share their new group names and discuss how it felt to come up with a positive group name based on this similarity. Teacher will prompt students to discuss why they believe people use names in this way?
8. Repeat the activity only this time have them brainstorm ideas for put-downs.
9. Review their group names and discuss how this round of brainstorming felt. Why do students think people use names in this way?
10. Teacher will lead a whole class discussion in which students share experiences they have had with put-downs and being called a name because they were different from those around them. Discuss how it made them feel and what they did when it occurred.
11. Ask students what similarities they noticed between the stories. Write the similarities on the board.
12. Maintaining the same groups, students will now work together to create a skit telling the story of someone who was called a name for being different, how it felt, and how they dealt with it.
13. Students will share their skits and participate in a follow-up discussion examining how the students being called names in the skits dealt with being teased and why they think people call each other names or put people down because of differences.

- Class:** 7th or 8th grade ELA/Health/Social Studies.
- Objective:** Students will define and examine the idea of bullying in order to develop a deeper understanding of the issue and what constitutes bullying.
- Aim:** What is bullying?
- Materials:** Paper, pen/pencil, "Bullying Scenario" ditto.
- Do Now:** How would you define the word bully or bullying?

Procedure:

1. Students will complete the do now and share their responses with the class.
2. Based on student responses the class will come up with a group definition for bullying.
3. Teacher will write the definition on the board or overhead.
4. Students will review a handout detailing several different bullying scenarios. Independently, students will decide whether they think each scenario constitutes bullying and place a check mark next to those that they feel do.
5. Class will review each scenario as a group and share responses to the activity. Students will need to explain why they believe something is or is not an example of bullying. Allow them to debate each scenario as appropriate.
6. Teacher will provide students with the U.S. Government's three criteria for identifying bullying (behavior is aggressive and negative, behavior is carried out repeatedly, the behavior occurs in a relationship where there is an imbalance of power) and introduce the terms direct and indirect bullying.
7. Students will review the data and re-evaluate their responses to the scenario activity based on these definitions. Ask students whether or not there are any scenarios that they now believe are examples of bullying. Why did they change their mind?
8. Class will review their group definition for bullying and decide whether or not it needs to be altered in light of this information.
9. Class will review a bullying fact sheet.

"Staying SAFE"

- Class:** Adaptable for all grades - ELA/Health/Social Studies.
- Objective:** Students will tap into what they already know about dealing with incidents of name-calling and bullying and discuss what else they can do in these situations. Lesson will provide students with strategies for dealing with bullying.
- Aim:** How can we stay safe in the face of name-calling and bullying?
- Materials:** Paper, pen/pencil, SAFE ditto, construction paper, crayons, colored pencils.
- Do Now:** What can you do when someone is name-calling or bullying you in school?

Procedure:

1. Students will complete the do now and share their responses with the class.
2. Whole class discussion on techniques for dealing with bullies. Record student strategies on the board or overhead.
3. Teacher will introduce students to the SAFE acronym, which represents four strategies for dealing with bullying. Write SAFE on the board as follows:
S ay what you feel
A sk for help
F ind a friend
E xit the area
4. Students will fill out a Venn Diagram examining what each part of the acronym means.
5. Pose the following questions to help them fill in the diagram:
 - a. What do you think this strategy means?
 - b. When could you use this strategy?
 - c. What could be a positive result of this strategy? Negative result?
 - d. Is there a time when it would be best not to use this particular strategy? What might you do instead?
6. As students work through each strategy, encourage them to make connections between the strategies, and use these similarities to fill in the overlapping parts of the Venn Diagram.
7. Share Venn Diagram responses. Discuss with students the idea of safety and illustrate to them that all four strategies are united by an outcome of safety. Prompt them to recognize that the strategies do not involve calling names back or otherwise escalating the situation.
8. Provide students with the SAFE ditto, which explains each step of the acronym. Read the ditto with the class.
9. Students will now create their own cartoon illustrating a bullying incident and the appropriate use of one of the four SAFE strategies to diffuse the situation.
10. Students will share their cartoons with the class.

"Bystander"

- Class:** Adaptable for all grades - ELA/Health/Social Studies.
- Objective:** Students will understand what it means to be a witness or a bystander to bullying. This activity will help students think about how they should act as a bystander and to differentiate between when a student can "take a stand" and times when a student needs to ask for help.
- Aim:** What does it mean to be a witness or a bystander? How should a bystander behave?
- Materials:** Paper, pen/pencil, bystander scenarios handout, chart paper, markers.
- Do Now:** Have you ever seen or heard someone being bullied or called a name? How did it make you feel? What did you do?

Procedure:

1. Students will complete the do now.
2. Students will share their responses one-by-one.
3. Once all students have shared, pose the following questions:
 - a. How did it feel when you were the only one who saw or heard someone being called names or bullied?
 - b. How does it feel now that you know everyone here has seen or heard something similar?
4. Teacher will introduce the terms "witness" and "bystander" and ask students to come up with a class definition for both words.
5. Ask students what they can do when they are a witness to bullying. Record their responses on the board.
6. Discuss whether or not their suggestions are a SAFE (from previous lesson) option for you and other people involved.
7. For responses they list that are not SAFE, ask them to reconsider and think of another option that will not hurt (physically or emotionally) anyone.
8. Teacher will explain to students that in a bystander situation, the SAFE options for what to do often fall into three categories:
 - a. "Taking a stand" by using words or phrases that interrupt or end the name-calling
 - b. Asking for help from an adult
 - c. Ignoring the situation
9. Go back to their suggestions for dealing with bullying and use three different markers to color-code their answers according to the three SAFE options listed above.
10. Discuss with students what can happen when a bystander ignores bullying and why someone might choose to ignore it.
11. Have students review the bystander scenarios handout and select an appropriate response (taking a stand, asking for help, ignoring situation) for each scenario.
12. Share student responses and discuss their rationale for each choice.
13. Students will use chart paper and markers to trace their feet. Have students sign their names in the outline. The chart represents their ability to take a stand against bullying. Teachers can post the chart(s) around the room when possible.

- Class:** 8th grade ELA – As part of The Diary of Anne Frank/Holocaust Unit.
- Objective:** Students will continue to examine the notion of the bystander and relate it to the events surrounding WWII and Anne Frank.
- Aim:** How important is it to stand up for what is right?
- Materials:** Paper, pen/pencil, student journals, Pastor Niemoller “First They Came for the Jews.”
- Do Now:** Journal – Describe someone who has “stood up” for those around them (it can be a famous person)? How did they do this? What challenges did they face?

Procedure:

1. Students will complete the do now and share their responses with the class.
2. Revisit the techniques a bystander can utilize in the face of bullying (based on previous lessons).
3. Read the poem “First They Came for the Jews.”
4. Discuss the poems message. Key questions:
 - a. What is the author’s message?
 - b. What could the narrator of the poem have done to “stand up” for those around him?
 - c. What effect did his silence have on those around him?

- Class:** 7th/8th grade ELA
- Objective:** Students will read the poem "Still I Rise" by Maya Angelou and examine the idea of inner strength and coping strategies for dealing with bullies.
- Aim:** How can we resist or stand against those who try and put us down?
- Materials:** Paper, pen/pencil, "Still I Rise" by Maya Angelou, magazines, newspapers, construction paper, glue stick, markers, crayons.
- Do Now:** Define inner strength. What helps you to rise above those that would make fun of you?

Procedure:

1. Students will complete the do now and share their responses with the class.
2. Brainstorm inner qualities that help people rise above adversity (humor, creativity, passion for a hobby, sports). Make a word web of student responses on the board.
3. Read the poem "Still I Rise."
4. Discuss poem with students. Key questions:
 - a. What makes the poem powerful?
 - b. Why is the poet persecuted by other people?
 - c. How does she resist those that try and put her down?
 - d. What inner qualities does the poet possess?
5. Have students create a collage to illustrate their uniqueness and inner strength. Display student work (collage can be finished for homework).

R.I.S.E



RESPECT

Lessons

Lesson Plans – Anti-Bullying Program
 “Names Can Really Hurt Us”
 Grade 7 or 8

Objective:

- Students will be able to understand how name calling can be hurtful to themselves and others.

Procedure:

Teachers can begin the lesson by having the students answer the following question in a journal, or a class discussion.

- Have you have heard the saying, “Stick and Stones can break my bones but names with never hurt me?” What do you think this saying means? Do you believe this statement is true? Explain why or why not.
- Show the class the scene from the movie *Mean Girls* when the group introduces Cady to the Burn Book. You could also show the students the scene from the movie *Do the Right Thing* with the montage of racial slurs and name calling.
- After the film get feedback from the class in regards to their feelings about the film.
- Distribute to the students the name calling handout, and give the students a few minutes to respond to the prompts. (5-7 minutes)
- After the students complete the handout, break them into groups of 2-3 people, ideally with classmates that they are not their close friends. In their groups the students should: (10-15 minutes)
 - Begin by sharing something positive about who they are, and/or something they are really proud of.
 - Next, the group should discuss their responses to one of the prompts in the handout. **Please note:** the students may share stories that are very personal, therefore it is important for the teacher to encourage the students to be respectful of one another, as well as stress the importance of confidentiality.
 - While the students are sharing their responses please stress the following rule:
 - “When sharing in your small group, here are a few additional ground rules:
 - First, when you are the speaker, you get to say anything you want in relation to one of four questions. However, when you are the listener, you CANNOT ask questions. The reason being is that often times when we ask questions we take the speaker in a different direction, other than where they want to take us. So each of us will need to be really good listeners.
 - Second, you will each have about two to three minutes to share your incident of prejudice.
 - Lastly, someone may share something very personal with you. We want to create an atmosphere of safety and confidentiality. Therefore, what it said in this room does not leave this room. After each of you have shared in your small groups, we will come back together as a larger group and discuss some of the issues of themes you raised.”

Closure:

- Bring the class back together and ask the following questions:
 - What have you learned from you classmates story? How did hearing the story make you feel?
 - When you leave class today, how might you change things for the future? How would you change your behavior in the future?

Materials Needed:

- Journal Notebook, Video, Handout

Name: _____

"Names Can Really Hurt Us"

Share a time when...

You were hurt by name calling ...

You said something and you wish you hadn't ...

You didn't say something and you wish you had ...

You felt like an outsider ...

Lesson Plans – Anti-Bullying Program
“The Lemon Activity” – Generalizations and Stereotypes
Grade 7
1-2 periods

Objective:

- Students will be able to understand the relationship between generalizations and stereotypes.

Procedure:

Part One

- Put all lemons out on a table where everyone can see them. Ask the class share words that would describe the characteristics of a lemon (i.e., round, yellow, sour, etc.), and write the student's responses on the board.
- Next, divide the class into small groups (4-5 students) and give each group a lemon.
- Then ask the students to get to know their lemon by studying it and noticing all of its special characteristics. Tell them not to mark or alter their lemon in any way. They can give their lemon a name, create a story about their lemon, and start to see it as an individual. Give the students several minutes to study their lemon. **(5-7 minutes)**
- After the students have had time to study their lemon, have someone from the group tell the large group about their lemon. **(5-7 minutes)**
- Finally, collect all the lemons and mix them up. Ask one person from each group to come up and pick out “their” lemon. (FYI – This usually isn't a problem because the group has gotten to know their lemon as unique and individual.) Then, use the following questions to discuss this part of the lesson **(10-12 minutes)**:
 - Why was it so easy for you to identify your lemon?
 - Have you ever had certain ideas about someone that changed once you got to know him or her?
 - Has someone ever had certain ideas about you that changed once they got to know you?
 - Why can stereotypes be harmful?

Part Two

- Distribute a different fruit to each group.
- Don't ask the students to study this fruit. Ask them to decide as a group if they are going to let this “outsider” into their lemon world. Give them a couple minutes to decide. **(2-3 minutes)**
- Once the groups make their decision, use the following questions to discuss this part of the lesson **(10-15 minutes)**:
 - What did you decide about letting the “outsider” fruit in?
 - How far are you willing to let this “outsider” into your lemon's life? Would you let your lemon date it? Would you bring the “outsider” home to meet your family?
 - Have you ever been a kiwi in a lemon world? How did you handle it?
 - Who are the “outsiders” in your school? Your community? Your Home/Family?
 - What are some of the ways we make people feel unwelcome? What are some of the ways we make people feel welcome?

Closure:

- Bring the class back together and ask the following questions:
 - How are stereotypes created?
 - When you leave class today, how might you change your behavior in the future?

Materials Needed:

- For Part I of the Activity you will need several lemons.
- For Part II you will need a different fruit for each group (i.e., apple, banana, kiwi, plum, etc.)

Lesson Plan ~ Respect Proud to Be Me

Objectives:

- To help students learn how they are different from their classmates
- To assist students in communicating with other students outside their immediate group
- To encourage students to appreciate individuality

Materials:

- Proud to Be Me worksheet
- Proud to Be Different worksheet
- Chalkboard or chart paper

Procedure:

1. Distribute copies of the Proud to Be Me worksheet, one per student.
2. Ask students to complete the statements on the worksheet by filling in the blanks with information about themselves.
3. After students have completed this worksheet, distribute the Proud to Be Different worksheet.
4. Ask students to walk around the room and talk to their classmates about their responses on the Proud to Be Me worksheet. Students should search for classmates who have different responses to each question and record their answers on their Proud to Be Different worksheet. If possible, it is best for them to have a different student respond to each question.
5. Conduct a class discussion on the differences and variety of responses to each question. Write some of the responses on the chalkboard or chart paper so you can identify themes or topics of special interest to the class. Stress that, even though students have many similarities, their interests, backgrounds, and experiences may be quite different.

Closure:

- What are some new things you learned today about members of your class?
- How did your interests compare with those of others? Which of your interests were the same? Which differed?
- Was your background the same or different? How so?
- What can we learn from this experience? (That respecting peoples' differences is important; that we come from many backgrounds and that is OK).

PROUD TO BE ME

Instructions: Fill in each blank with information about yourself.

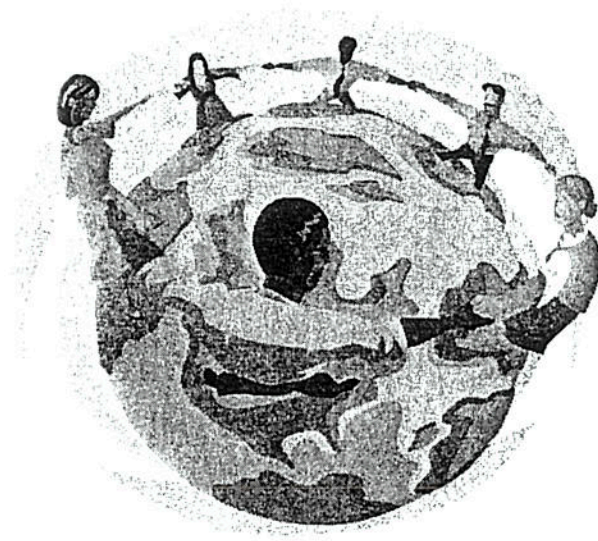
- 1 I was born in _____.
- 2 I have _____ brothers and sisters.
- 3 My favorite movie is _____.
- 4 My cultural heritage is _____.
- 5 I want to be a _____ when I am older.
- 6 My favorite subject is _____.
- 7 I like to _____ after school.
- 8 I am happiest when _____.
- 9 My best characteristic is my _____.
- 10 I get really angry when _____.
- 11 My favorite color is _____.
- 12 If I were an animal I would be a _____.
- 13 It makes me laugh when _____.
- 14 It hurts my feelings when _____.

PROUD TO BE DIFFERENT

Instructions: Find a classmate whose response is different from your own on the Proud to Be Me worksheet. Write the person's name in the first blank and record his or her response in the second blank. If possible, get a different classmate to respond to each item.

- 1 _____ was born in _____.
- 2 _____ has _____ brothers and sisters.
- 3 _____'s favorite movie is _____.
- 4 _____'s cultural heritage is _____.
- 5 _____ wants to be a _____.
- 6 _____'s favorite subject is _____.
- 7 _____ likes to _____ after school.
- 8 _____ is happiest when _____.
- 9 _____'s best characteristic is _____.
- 10 _____ gets really angry when _____.
- 11 _____'s favorite color is _____.
- 12 If _____ were an animal, he/she would be a _____.
- 13 It makes _____ laugh when _____.
- 14 It hurts _____'s feelings when _____.

R.I.S.E



INTEGRITY
Lessons

Lesson Plans – Anti-Bullying Program
“Crossing the Bridge” – Integrity
1 period

Objective:

- Students will be able to work cooperatively as a team to achieve a goal.
- Students will be able to build communication skills.

Procedure:

- Divide the class into groups of six. Take seven pieces of construction paper (one for each group member, plus one additional piece) and place each on the ground in a semicircle.
- Ask each group member to stand on a piece of paper, leaving the middle piece of paper empty. The students should stand facing the middle piece of paper.
- The objective is to have each student make it “across the bridge” to the opposite side: When members have crossed the bridge, the middle piece of paper should once again be empty. The team must work together to find the best way to do this.

Closure:

- Bring the class back together and ask the following questions:
 - How did it feel to work together as a team?
 - What would happen if one person did not cooperate?
 - Did you find this activity easy or difficult? In what way?
 - What would you have done differently?

Materials Needed:

- Approximately 30 sheets of construction paper

Lesson Plans – Anti-Bullying Program
“Going for the Gold” – Integrity
½ - 1 period

Objective:

- Students will be able to become aware of their strengths.
- Students will be able to assist students in experiencing the feeling of being valued and appreciated.
- Students will be able to help class members who view themselves in a negative manner to view themselves more positively.

Procedure:

- Explain that every individual has positive qualities. It is easy to see the qualities you like in your friends, but it can be more difficult to see the strengths in people you know less well.
- Hand out the index cards, and then instruct each student to write every other student's name on the front of a separate index card. On the back of each card, students write two positive qualities about the student named. For example:
 - I like your strength.
 - You speak well in class.
 - You are a true friend.
 - You are a hard worker.
- Collect the cards and screen them for appropriateness, then give each student the cards on which his or her name is written. Tell students to keep the cards. If they are feeling down or need a boost, they can read them and remind themselves of all their great qualities.

Closure:

- Bring the class back together and ask the following questions:
 - How did it feel to write down the positive characteristics of your classmates?
 - How did it feel to get cards back with your positive attributes?
 - Are there other items you are proud of or happy about that your classmates may have missed? If so, please write them on a card and add to your collection.

Materials Needed:

- Index cards (enough so that each student had one for every other student in the class)

Lesson Plans – Anti-Bullying Program
“An Afternoon at the Movies” – Integrity
1 period

Objective:

- Students will be able to identify bully/victim scenarios in a broad range of contexts.
- Students will be able to become aware of feelings associated with witnessing bullying interactions.
- Students will be able to generate ideas on how to intervene in a bully/victim interaction.

Procedure:

- Each of the following movies includes scenes where bullying takes place. Select one or substitute another that you think illustrates bullying and ways of dealing with bullying.
 - *The Karate Kid*
 - *Grease*
 - *Can't Buy Me Love*
 - *Lucas*
 - *Stand by Me*
 - *Back to the Future*
 - *Circle of Friends*
 - *Rudy*
 - *Pretty in Pink*
 - *Sixteen Candles*
 - *Dangerous Minds*
 - *Jack*
- Show the scene to the students. (If time permits, you could show the entire video.)
- Ask students to complete the Movie Review worksheet.
- Facilitate a group discussion related to the students' responses on the worksheet. As you discuss, help students identify the ABC's of the scene:
 - **A** = the antecedent (what happened before and leading up to the scene)
 - **B** = the behavior (what happened before and leading up to the incident)
 - **C** = the consequence (the outcome for each person involved, both in the immediate situation and later on)

Closure:

- Bring the class back together and ask the following questions:
 - What might have been done to prevent the bullying situation?
 - Challenge any answers that seem to be “blaming the victim” for what happened
 - What different steps could the characters have taken during the bullying situation that would have made the outcome less damaging?
 - Does this kind of situation happen at our school? If so, what could we do to prevent it or make the outcome less damaging?

Materials Needed:

- Videotaped movie of choice
- Movie Review Worksheet

Please Note: Familiarize yourself with the scene(s) you are going to show before presenting them to the group. You may also wish to give students a homework assignment to find examples of bullying behavior in movies or TV shows. (Be careful if you have students bring in videos; some material may be offensive or extreme.) The more subtle the events depicted, the more skill students will develop in identifying aggressive acts.

Movie Review Worksheet

"An Afternoon at the Movies"

1. Who was the bully? _____

2. What made him/her a bully? _____

3. Who was the victim? _____

4. Why did the bully pick on this person? _____

R.I.S.E



SAFETY
Lessons

Lesson Plans
Anti-bullying program
"Lend a Hand"

Objectives:

- To increase students' abilities to recognize when someone needs their help
- To increase students' comfort level with helping someone voluntarily
- To encourage students to ask for someone else's help when a situation is too big for them
- To teach students how to respond if someone rejects their offer to help

Procedure:

1. Distribute the Lend a Hand worksheets, one copy per student.
2. Divide the class into groups of three to four students each. Allow students to read and discuss their options for each scenario.
3. Bring the class back together in a circle. Ask students to raise their hands if they find offering help challenging. Ask students to raise their hands if they are comfortable and willing to offer help to others. Encourage students to discuss their responses.
4. Process the activity by conducting a class discussion.

Discussion and Closure Questions:

- How do you recognize when someone is in need of help?
- If you aren't able to assist, what do you do?
- Have you ever offered to help someone, and the person responded negatively? Why do you think the person responded this way?
- Has someone offered you help when you needed it?
- Was there ever a time you needed help and didn't get it? How did you feel?
- Do you ever want to help and don't? Why or why not?

LEND A HAND

SCENARIO 1

Troy was walking down the hall when Bart tripped him. Troy fell to the ground, and his books flew in every direction. A few people began to giggle and call Troy a klutz. You are not close friends with Troy; however, you notice he looks very embarrassed.

How can you be of help?

What do you do?

SCENARIO 2

Sara, Mika, and Lola cornered Cyndi in the bathroom. They were accusing her of liking Mika's boyfriend. Cyndi told them she didn't even know him. Together, the girls began to yell at Cyndi, and finally Mika pushed her to the ground. You walk in just at this moment.

How can you be of help?

What do you do?

SCENARIO 3

Bill and Edward are scary. Everyone knows it and stays as far away as possible from them. They like this because it makes them feel powerful. You are really tired of their acting like they own the whole school. As you walk into the cafeteria, you see them knock Steve's food tray to the ground.

How can you be of help?

What do you do?

SCENARIO 4

Every day on your way to the bus stop, you observe a group of older boys and girls harassing younger kids. They call the younger kids names and take their lunches or lunch money. Each day you walk with your head down and hope they don't notice you. Although they don't notice you, you realize what these younger kids are going through.

How can you be of help?

What do you do?

Lesson Plans
Anti-bullying program
"Building an Empire"

Objectives:

- To help students work together
- To allow students to become aware of one another's non-verbal communication
- To recognize and appreciate differences in people's work patterns

Procedure:

1. Divide the classroom into groups of three. Provide each group with 25 gumdrops and a handful of toothpicks.
2. Instruct each group to build a structure with the gumdrops and toothpicks. (Group members are not permitted to talk during this exercise.)
3. After groups have completed their structures, conduct a class discussion, using the following questions:

Discussion and Closure Questions:

- What was it like having to work as a group?
- Was it challenging to work together and not talk? (Have the groups share their experiences.)
- How did you communicate if you were not allowed to talk?
- Could you still understand one another without talking? How?
- Did you notice differences in how your teammates worked? If so, what were they?
- Are there certain situations in which you express your thoughts or feelings toward someone without saying a word? Name one.

Materials:

- ✓ Gumdrops
- ✓ A box of toothpicks

R.I.S.E



EMPATHY
Lessons

Lesson Plans – Anti-Bullying Program
 “Four Quadrants Activity”
 Grade 7 or 8
 1 period

Objective:

- Students will be able to share experiences related to bullying with their classmates. This activity will help the students become better listeners, as well as learn more about their classmates.

Procedure:

(Format A)

- Teachers can ask students to find a partner. Explain that participants are going to be asked a series of four questions, one at a time, and they will share their responses with their partner.
 - Please explain that as one person is responding to the question, the listening partner must be silent. Absolutely no verbal response, interruptions, or comments should occur. This is important so that the students learn to really listen to another’s experiences, feelings, and ideas rather than thinking about what they want to say next.
- Select one person to start in each partner pair. Explain that he/she will be timed and allowed only two minutes for responding to each answer, at which time partners will trade roles.
- The questions are as follows:
 - Tell your partner something good that happened to you today/this week.
 - Describe a time when someone’s words hurt you.
 - Describe a time when you interrupted bullying.
 - Describe a time when you did not interrupt bullying.
 - **NOTE: increase the time to a three minute limit for the last two questions**
- Depending on the time left, after each question, you can instruct the students to share their responses or stories (**only their own**) with the whole group.

(Format B)

- Distribute to the class the Four Quadrants Activity handout. Ask the students the following questions, instructing the students to enter their response in the appropriate box. Explain that they don’t need to write out the entire experience, but may simply paraphrase in order to recall the experience.
- The questions are:
 - A time when someone’s words or action hurt you.
 - A time when you said or did something you wished you could take back.
 - A time when you interrupted bullying.
 - A time when you did not interrupt bullying.
- After the students write their responses, divide the class into small groups (2-4 students).
- Explain that the most important part of the sharing process is that when one person is talking, the other(s) must be totally silent and only listen. No interrupting, comments, or verbal responses are allowed.
- Next, one by one, each person will have three minutes to discuss any portion of their responses they choose. Once every person has shared their own experiences, the small groups can discuss, ask questions, etc.

Closure:

- Bring the class back together and ask the following questions:
 - How many of you were able to just listen without talking?
 - How did it feel to be the listener? The speaker?
 - Why is a structure like this useful?
 - Did things you remembered and/or shared surprise you?

- Without naming the person, what did someone do that made you feel you were being well listened to?
- Some questions may have been more difficult to answer than others. How does talking about issues of bullying make you feel?

Materials Needed:

- Clock or watch with a second hand
- Room to place the students in groups
- Four Quadrants Activity worksheet

Name: _____

Four Quadrant Activity

A time when someone's words or actions hurt you...	A time when you said or did something you wished you could take back...
A time when you interrupted bullying...	A time when you did not interrupt bullying...

Name: _____

Four Quadrant Activity

A time when someone's words or actions hurt you...	A time when you said or did something you wished you could take back...
A time when you interrupted bullying...	A time when you did not interrupt bullying...

Lesson Plans – Anti-Bullying Program
“Victim/Victimizer Activity”
Grade 8
½ period

Objective:

- Students will be able to share experiences related to bullying with their classmates.

Procedure:

- Put the students into pairs for the purpose of discussion.
- Before beginning the discussion, please explain that as one person is responding to the question, the listening partner must be silent. Absolutely no verbal response, interruptions, or comments should occur. This is important so that the students learn to really listen to another's experiences, feelings, and ideas rather than thinking about what they what to say next.
- Each student should have approximately three minutes of uninterrupted time for each question. Ask the students to share aloud their responses to each of the following questions:
 - Describe a time when you were a victim of bullying.
 - Describe a time that you said or did something that someone else perceived as bullying or that you wished you could “take back.”
- After small group sharing, bring the class back together, and ask a few people to share their responses.

Closure:

- Bring the class back together and ask the following questions:
 - Did you notice a pattern in the responses?
 - Was it easier to talk about times when you were in the role of victim or victimizer?
 - If it was easier to talk about times when you were a victim, explain why this might be true.
 - How hard was the exercise? Why?
 - After listening to your classmates stories, what might you change about your own behavior in the future?

Materials Needed:

- Clock or watch with a second hand

Empathy Lesson

Title: All Ears

Objectives:

1. To help students learn the definition and key components of empathy
2. To help students become more active and empathic listeners

Materials:

1. Teacher's Empathy Educator (attached)
2. Please Let Me Understand worksheet (attached)

Procedures:

1. Discuss the term *empathy* with your students, based on the information given in the Teacher's Empathy Educator, on the next page.
2. Distribute the Please Let Me Understand worksheets, one per student, then divide the class into dyads.
3. Instruct the dyads to read each scenario and brainstorm possible empathic and non-empathic responses.
4. Have the class come together again and share the responses they created.
5. Conduct a class discussion, using the following questions.

Closure:

1. How can you tell when someone else is being an empathic listener?
2. How can you be an empathic listener?
3. What is the difference between an empathic listener and someone who just listens?
4. How do you understand how someone else is feeling?
5. Do some responses seem to be more understanding than others?
6. What makes a good empathic response to someone's story?
7. What is it like to feel empathy toward another person and that person's life situation?

TEACHER'S EMPATHY EDUCATOR

The purpose of the following discussion is to provide teachers with knowledge about empathy. The information serves as a guide for teaching students the definition of empathy and the key components in being empathic with others.

DEFINITIONS OF EMPATHY

- The ability to understand how it feels to walk in someone else's shoes
- A level of understanding that allows you to relate closely to how another individual is feeling
- The ability to be a good listener and to understand the issue a person is confiding in you
- The ability to demonstrate to another that you are interested in what that person has to say and that you have a desire to understand his or her position

THE EMPATHIC RESPONSE

A person knows you are empathic by your response to what that person is saying. A genuine, interested response lets the person know you are listening and have the desire to understand his or her story.

Have you ever had the experience of sharing an important story with another individual and having that person dismiss it as unimportant? Or maybe the individual turns and walks away from you? Even worse, the person blames you for the feelings you are experiencing? If this has happened to you, you know what it is like to have someone misunderstand you and neglect your story.

Isn't it nice when someone is truly interested and pays close attention to what you have to say? Isn't it wonderful when you tell someone your situation and the person acknowledges you and recognizes that you are in a really tough spot! This is when you have experienced empathy from another individual.

KEY COMPONENTS OF EMPATHY

- A genuine interest in others, communicated through words or actions
- Desire to understand another individual
- Ability to acknowledge and identify how another person is feeling
- Skills to respond to another individual in a caring and understanding manner

MODELING

As a teacher, your empathic responses to students are crucial. Empathic responses can be difficult for students at times, particularly when they do not know how to relate to a specific situation or person. Therefore, it becomes very important for you to model empathic responses in your interactions with your students. If you respond to students in a judgmental or critical manner, this will give students permission to respond in a similar manner. If you respond in a genuine and empathic way, your students will be able to follow the examples you set.

PLEASE LET ME UNDERSTAND

SCENARIO 1

Karyn is a seventh grader and new at her middle school. Although she had close friends at her old school, she hasn't made many friends at her new school. She walks to class by herself, eats lunch by herself, and stands alone at recess. Karyn has overheard some boys call her a "freak." You also heard the boys make this comment and see Karyn standing by herself.

Karyn may feel:

A nonempathic response would be:

An empathic response would be:

SCENARIO 2

Fredrick is the one of the smallest boys in the eighth grade. He really wants to fit in with the other kids, but he is often excluded from their conversations and games during the school day. Therefore, Fredrick often stays by himself or with his one friend. As Fredrick was walking down the hallway, he tripped on his shoelace. When he fell to the ground, his books flew in every direction. The worst part for Fredrick was that he tripped right in front of Torrence, who always makes fun of him for being a "nerd." You were also in the hallway and saw Fredrick trip.

Fredrick may feel:

A nonempathic response would be:

An empathic response would be: