

JANUARY Bullying

- Empathy
 - Bullying
 - Teasing
-

In a world where conflict, violence, drugs, and weapons have a daily presence, the ability to empathize is vital. Children who lack the skills of empathy and compassion may have difficulty with impulse control, which can lead to conflict. The wrong look, a side comment, or an accidental push can quickly escalate into a major confrontation. With the appropriate skills, the magnitude of conflicts can be reduced. Our children will learn to care if we make time to model empathy.

MONTHLY OBJECTIVES

Students will:

- learn to understand and accept people because of what they have on the inside
- practice empathy skills as they learn the importance of compassion and kindness

TEACHING TIPS

- In daily interaction with students, we often say, "Yes, I am listening," yet children complain that we do not really hear what they are trying to tell us. We need to listen not only with our ears but also with our hearts. When we listen with our hearts, we are better able to understand the subtle yet important messages children are trying to give us.
- We want to be proactive and anticipate potential conflict in order to prevent disruptions in teaching and learning.

JANUARY INTEGRATED ACTIVITIES

In addition to the specific lesson plans for this month, you can use these optional ideas to integrate and extend the Safe & Caring themes into your daily routines and across curricular areas.

LANGUAGE ARTS

- Have students define and discuss the word *caring*. What are synonyms and antonyms of *caring*? Is it a noun, verb, adverb, or adjective?
- Create a "Classroom of Kindness" book. Students can record whenever they see kindness to others or when others show kindness to them. Share the completed book during circle time at the end of the week.
- Divide students into small groups. Ask each group to come up with a list of words and actions that describe kindness, compassion, and acceptance. Use the list to write short stories showing how these skills help us get along with others.
- Ask students to write in journals about a time they have experienced bullying. Give students the option to share their journal entries with the class.

LITERATURE

- Read *Martin's Big Words: The Life of Martin Luther King, Jr.* by Doreen Rappaport. Have students identify times when Dr. King showed compassion, equality, acceptance, and kindness.
- Read real-life stories about young people who are everyday heroes. Explain that a hero is someone who is kind, helpful, and brave. Tell the students about the everyday heroes in your life (including them!).
- Discuss community, national, or world leaders who have worked for equal rights for all people. Have students identify common characteristics among these leaders.
- Read books about teasing and bullying behaviors. (for example: *Just Kidding* by Trudy Ludwig or *A Bad Case of Tattle Tongue* by Julia Cook). Have students write their own stories about bullying, teasing, and tattling.

ART

- Use a camera to take pictures of students as they role-play the right and wrong ways to deal with bullies. Post the pictures with captions, or create a classroom book about bullies.
- Using "No Bullying Allowed in Our School" as a theme, students can decorate bulletin boards in the hallways, the cafeteria, or entryway of your school.
- Help students make kindness cards to give to people who have been kind to them. See the "Gift from the Heart" template (page 69).
- Have students create miniposters showing the meaning of empathy.

MUSIC

- Teach songs related to the struggles for equal rights, such as "We Shall Overcome," "Blowin' in the Wind," or "This Little Light of Mine." Have students identify how lyrics and melody help express the emotions of the time.

MATH

- Ask students to create a chart that shows how many acts of kindness they witnessed during the month. To make it more interesting, have each classroom in a grade level keep its own chart, and compare the charts at the end of the month. Recognize all attempts to use acts of kindness.
- Students write word problems related to the monthly theme. (For example, Mary helped her mother with the dishes for 7 days, walked her elderly neighbor's dog for 6 days, and read a book to her sister for 5 nights. How many acts of kindness did Mary do? If Mary did this every month for a year, how many acts of kindness would that be?) Kids write their own word problems using names of their classmates. Write the problems on index cards, and pass them out for others to solve.

Safe & Caring Vocabulary and Word Find

LEARNING OBJECTIVES

Students will:

- be introduced to vocabulary that supports caring about others and preventing bullying behaviors
- internalize the vocabulary as they use it throughout the month and year in real-life situations

MATERIALS NEEDED

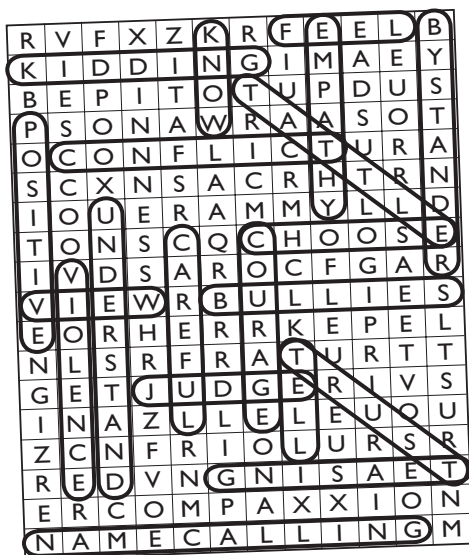
"Safe & Caring Vocabulary" (page 103) and "Safe and Caring Word Find" (page 104), dictionaries, pencils

LESSON PLAN

Use the vocabulary activities to introduce the concepts and common language associated with this month's theme. Throughout the month, use the words in writing, spelling, storytelling, and dealing with conflict situations.

For "Safe & Caring Schools Vocabulary," explain how to unscramble the words to complete the paragraph and decipher the message. (Sometimes people choose to get what they want by being bullies, but name-calling, teasing, and violence are not the safe and caring school's way. We can stop bullying when we take the time to understand how someone else feels. When we try to see things from the other person's view, we learn to have empathy for them and make positive choices to help us get along.)

For "Safe & Caring Word Find," discuss what the words mean after completing the page. You may want students to work in pairs to help each other.



Too Quick to Judge

LEARNING OBJECTIVES

Students will:

- understand the importance of getting to know people on the inside instead of judging them from the outside
- learn that bullying is a learned behavior that they can work to change

MATERIALS NEEDED

The book *Enemy Pie* by Derek Munson, a brown paper lunch bag (one per student), construction paper, writing and drawing tools, scissors, glue

LESSON PLAN

READ *Enemy Pie*. It is a perfect summer until Jeremy Ross moves into the house down the street and becomes neighborhood enemy number one. Luckily, Dad has a surefire way to get rid of enemies: Enemy Pie. But, part of the secret recipe is spending an entire day playing with the enemy!

An optional text for independent reading or teacher modeled and shared reading is *The Bully of Barkham Street* by Mary Stolz. Feeling misunderstood at home and at school, Martin Hastings becomes a bully. When he finds he has no friends and a bad reputation, Martin decides to make a change.

DISCUSS what the students learned from the story about understanding and accepting others. Everyone wants to feel included in a group, so ask the students what they can do to help everyone feel included.

DO Ask students to draw pictures or write about the things that describe themselves (for example, their favorite books, things they enjoy doing after school, their talents, how many people in their families). Have students place their drawings or stories inside their bags. The outside of the bag represents the way the students look on the outside. Using construction paper or other art supplies, have students create an image of themselves on the outside of the bag.

RELATE the lesson to daily life by having students share things about their inside and outside selves. Remind students that we are more alike than different and understanding this helps us get along.

The Problem with Bullying

LEARNING OBJECTIVES

Students will:

- explore the meaning of bullying behaviors and reflect upon their own experiences with bullying
- learn practical strategies to help them deal with bullying in nonviolent ways, including how to be a positive bystander

MATERIALS NEEDED

The book *My Secret Bully* by Trudy Ludwig, “The Problem with Bullying” activity sheet (page 105), writing and drawing tools

LESSON PLAN

READ *My Secret Bully*. Two girls have been friends since kindergarten, but lately one excludes and embarrasses the other in front of their classmates.

DISCUSS the bullying behaviors in the story (*pushing, yelling, and more*). Help students identify how the characters felt while they were being bullied. Ask: What was the problem between Monica and Katie? How did Monica feel about the way Katie treated her? To whom did she reach out for help? How did Monica solve the problem? What does bullying look like, and why do people bully? What types of bullying have you seen? Review specific things students can do when they encounter bullies (*stay calm, use I-messages, say “stop,” don’t fight, tell an adult*).

DO “The Problem with Bullying” activity sheet, having students write from their own experiences.

RELATE the lesson to the students’ lives by asking volunteers to share their work on the activity sheets. Discuss positive options for dealing with kids who bully. Tell students that although they are learning new skills to deal with bullying, they will not always be able to solve problems alone. Encourage them to ask for help from someone they know and trust.

Mean Words Hurt

LEARNING OBJECTIVES

Students will:

- review how words can hurt just as much as actions
- practice dealing with difficult situations with positive communication

MATERIALS NEEDED

The book *But Names Will Never Hurt Me* by Bernard Waber, “Mean Words Hurt” activity sheet (page 106), writing and drawing tools

LESSON PLAN

READ *But Names Will Never Hurt Me*. Alison Wonderland is teased by others because of her name. She finds a positive way to resolve the problem.

DISCUSS why students choose to tease. Why was Alison teased? How did she feel about it? What can friends do to help each other when one is being teased?

DO the “Mean Words Hurt” activity sheet. Students complete the sheet by evaluating what is happening in each scenario.

RELATE the lesson to real life by asking students to share their work with classmates. Allow children to discuss their thoughts about hurtful words. When do they hear them the most? What can they do about it?

A Kid’s View on Bullies

LEARNING OBJECTIVES

Students will:

- review and discuss how to cope with bullying behavior
- create a personal journal sheet to explore bullying

MATERIALS NEEDED

The book: *Stop Picking on Me* by Pat Thomas, “A Kid’s View on Bullies” activity sheet. (page 107), writing tools

LESSON PLAN

READ *Stop Picking on Me*. This picture book explores the issue of bullying among children. It helps kids accept the normal fears and worries that accompany bullying and suggests ways to handle the problem.

An option for independent reading or teacher modeled and shared reading is *Bullies Are a Pain in the Brain* by Trevor Romain. This book blends humor with serious, practical suggestions for coping with bullying behavior.

DISCUSS what the class learned today about bullying and how to deal with it.

DO the activity sheet, having each student work independently to thoughtfully answer the questions. Be sensitive to answers related to bullies in families and among friends.

RELATE the issue of bullying to school life by reviewing the students' completed sheets. Develop an action plan to help students bring the issue of bullying into the open. How can they be positive bystanders to support one another when confronted with bullying?

Helping Our Friends Stop Bullying

LEARNING OBJECTIVES

Students will:

- learn about positive and negative bystanders
- explore ways they can be positive bystanders and develop support systems

MATERIALS NEEDED

The book *Nobody Knew What to Do: A Story About Bullying* by Becky Ray McCain, "Helping Our Friends Stop Bullying" activity sheet (page 108), writing tools

LESSON PLAN

READ *Nobody Knew What to Do: A Story About Bullying*. When a boy at school is bullied by other kids, a classmate decides that he must do something, even if he is a bit afraid.

DISCUSS what happened to Ray. Why were kids picking on him? How did some of the students help Ray stand up to the bullies?

DO the "Helping Our Friends Stop Bullying" activity sheet. Direct students to write responses to the different bullying situations.

RELATE the activity to student life by discussing ways to help kids who are being bullied. Ask: Why do students choose to stand and watch but not to get involved in a bullying situation? What can we do to help stop bullying at school? Discuss being a positive bystander.

The Other Person's Shoes

LEARNING OBJECTIVES

Students will:

- review the concept of empathy
- learn what they can do to support others who need help

MATERIALS NEEDED

The book *Say Something* by Peggy Moss, "The Other Person's Shoes" activity sheet (page 109), writing and drawing tools

LESSON PLAN

READ *Say Something*. After watching other kids bully and tease the kids, a young girl realizes she can no longer stand and watch as others get hurt.

DISCUSS Explain to students that it is sometimes hard to know what to do when we see a friend in trouble. Review how the girl in the story empathized with her classmate, and how she got the courage to help. Brainstorm ideas about what the students can do to help stop bullying.

DO "The Other Person's Shoes" activity sheet. Have students think of an actual situation they know and then answer the questions.

RELATE Ask volunteers to share their answers on the activity sheet in order to talk about real situations and how the students can put themselves in the shoes of the person who needs their help. Then turn the situation around and ask what would happen if they put themselves in the shoes of the person who is bullying others.

Just Kidding

LEARNING OBJECTIVES

Students will:

- learn the difference between kidding and teasing and the effects they have on people
- review kidding or teasing situations and use a rating scale to determine the severity of each

MATERIALS NEEDED

The book *Just Kidding* by Trudy Ludwig, "Just Kidding!" activity sheet (page 110), writing tools

LESSON PLAN

READ *Just Kidding*. This is the story of a bully who uses words in hurtful ways, and then uses the excuse of "just kidding" to stay out of trouble.

DISCUSS What did Vince do to bully Cody? How did Cody feel, and what did he do when he was teased? Who helped Cody figure out what to do? Challenge students to articulate how they know when a comment is mean or offensive rather than funny. Record their answers on the board.

DO the "Just Kidding!" activity sheet. Ask students to write three ways they can recognize when kidding crosses the line and becomes hurtful teasing. Students will also rate situations as to whether or not they are kidding or teasing.

RELATE what students learned from the lesson to the classroom and school. Summarize the difference between teasing and kidding. When does kidding stop being funny? What does it feel like to be teased, and what can be done about it?

Stop the Tease Monster Game

LEARNING OBJECTIVES

Students will:

- practice identifying teasing behaviors
- learn to use I-messages in teasing situations

MATERIALS NEEDED

The book *The Meanest Thing to Say* by Bill Cosby, "Stop the Tease Monster Game" template (page 111) copied onto an overhead transparency, overhead projector, playing piece, coin.

LESSON PLAN

READ *The Meanest Thing to Say*. Little Bill must figure out how to avoid the challenge offered by the new kid in his class, a duel of insults. Bill doesn't want to join in. With his family's help, Bill finds a solution.

DISCUSS What was the problem Bill had to face? Why was it a problem for Bill? What did Bill do to get some help? How did he solve the problem?

DO Play the "Stop the Tease Monster" game. Be sure everyone understands these directions before playing.

- Display the game transparency on the overhead projector. Note that there are 14 teasing situations on the game board.
- Play the game all together in one large group. Later you may want to have teams play each other.
- Flip a coin to proceed along the game path. Heads = move 1 space, Tails = move 2 spaces.
- If you land on a space with a thumbs-up, flip the coin again to go on.
- If you land on a space with the Tease Monster and a word, ask the students: What do we do? They should reply, "Stop the Tease Monster." Discuss and solve the teasing situation indicated by the word.
- If you land on a question mark, students are to provide their own teasing situation and a solution for it.

RELATE what the class learned about kidding and teasing in this lesson to real life. Ask the class if they feel better prepared to deal with teasing. Remind students that in a safe and caring school, everyone is respectful. Teasing someone in a hurtful way is not how we treat others.

It's Okay to Tell Sometimes

LEARNING OBJECTIVES

Students will:

- learn the difference between asking for help and tattling
- discover how to ask for help when dealing with conflict

MATERIALS NEEDED

The book *Telling Isn't Tattling* by Kathryn M. Hammerseng, "It's Okay to Tell Sometimes" activity sheet (page 112), writing tools

LESSON PLAN

READ *Telling Isn't Tattling*. This easy-to-read book describes several situations and asks kids to determine whether the characters are tattling or if they really need an adult to intervene.

An optional text for independent reading or teacher modeled and shared reading is *Speak Up, Chelsea Martin!* by Becky T. Lindberg. Third-grader Chelsea Martin learns to speak up when in conflict with others.

DISCUSS What does it sound like when someone is tattling? What does it sound like when someone is asking for help? What are the differences?

DO the "It's Okay to Tell Sometimes" activity sheet. Students are to create a cartoon about a situation where it is necessary to get an adult's help.

RELATE the lesson to the children's lives by asking them to share their cartoons with the class. Remind students that everyone has a hard time knowing what to do sometimes when we are in conflict situations. Review the difference between asking for help and tattling. Sometimes children will not ask for help out of fear that it may be perceived as tattling and will get them into trouble. Remind students that it takes courage to ask for help, especially if their own attempts to solve a problem did not work.

Courageous and Safe

LEARNING OBJECTIVES

Students will:

- understand the meaning of courage and the different ways people can be courageous
- learn how to be courageous in the face of bullying

MATERIALS NEEDED

The book *The Ant Bully* by John Nickle, “Courageous and Safe” activity sheet (page 113), writing tools

LESSON PLAN

READ *The Ant Bully*. Ten-year-old Lucas is tormented by a neighborhood bully. He takes out his frustration on the anthill in his yard. The ants decide to teach Lucas a lesson about friendship and having the courage to stand up for himself.

DISCUSS What happened to Lucas? On whom did he take out his frustrations? Who decided to teach him a lesson and how? What were the two most important things Lucas learned in the story? What is the definition of *courage*? What would be the opposite of courage?

DO the “Courageous and Safe” activity sheet. Students will write five words that describe courage and use them in sentences that show how to be courageous.

RELATE the lesson to real-life situations by reviewing the completed activity sheets. What are some examples of times we need to be courageous? When is it safe to stand up to bullying? When is it best to walk away? How do you know the difference?

“Safe & Caring Schools is very much a part of everything I do. In my transitional fourth grade classroom, we constantly talk about the choices we make, our interactions with other people, and what results from making good choices versus making choices we would regret in the long run. We talk a lot about personal responsibility, and all of that is so much a part of a safe and caring school.”

TEACHER—SOUTH LAWRENCE
EAST SCHOOL

Bullying Quiz

To assess student progress, use the quiz on page 114. (Answers: 1-F, 2-T, 3-F, 4-T, 5-F, 6-d, 7-b, 8-c, 9-difference, kidding, 10-bystanders, bullies)

SAFE & CARING VOCABULARY

Fill in the blanks by unscrambling the words.

Sometimes people _____ to get what they want
o o s h c e

by being _____, but _____,
s i b l e l u m e a n g a l n c i l

_____, and _____ are not the _____
n e t g s i a c e v i n e l o e a f s

and _____ way. We can stop
r g c i n a c s l o h o s

bullying when we take the time to _____ how
a n s d t u n r d e

someone else _____. When we try to see
l e f s e

things from the other person's _____, we learn
i w v e

to have _____ for them and make
h a m y t e p

_____ choices to help us _____.
s i p e i v t o t e g g n o l a

Define the word **empathy**. _____

Write a sentence using the words **positive** and **empathy**.



SAFE & CARING WORD FIND

Find and circle the words listed at the bottom of the page.

(Hint: Answers can run forward, backward, up, down, or diagonally.)



TATTLE
CONFLICT
JUDGE
EMPATHY
CHOOSE
BULLIES

NAME-CALLING
UNDERSTAND
KNOW
TRUST
BYSTANDER
TEASING

KIDDING
COURAGE
CAREFUL
POSITIVE
TELL
FEEL

VIOLENCE
VIEW

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THE PROBLEM WITH BULLYING

Bullying is _____

Some ways that people bully each other are _____

When I was bullied before, I felt _____

Sometimes I have bullied my:
_____ brother, because _____
_____ sister, because _____
_____ friend, because _____
_____ pet, because _____

Some things I can do to stop bullying others are _____

When I see others being hurt by a bully, I can be a positive bystander



MEAN WORDS HURT

Sometimes bullies hurt by hitting, other times they hurt by saying mean things.

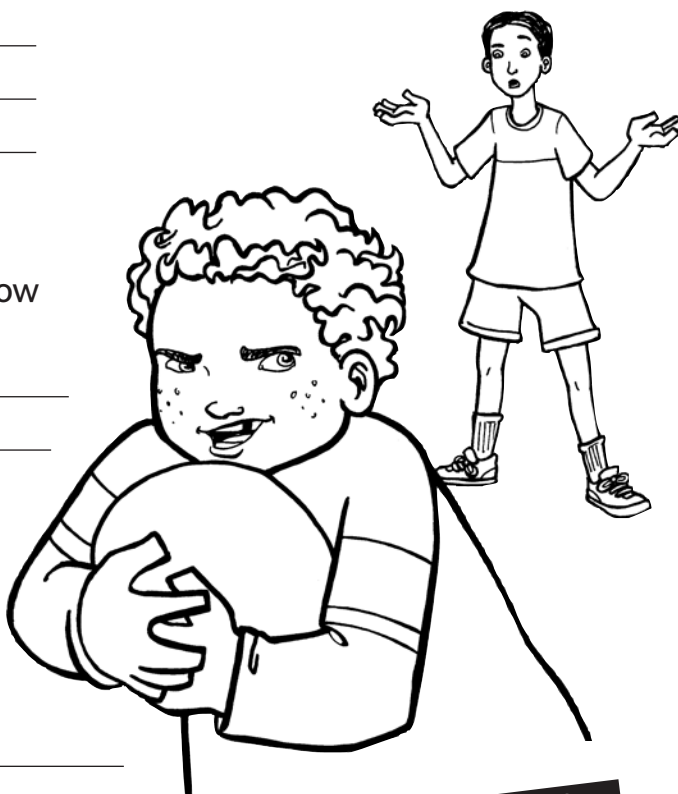


What can Heidi do?

Sheila thinks Heidi dresses dorky and told her friends not to hang out with Heidi anymore. **How do you think Heidi feels?**

Why do you think Sheila acts so mean?

Jack loves to play basketball even though he's not very good. Sam steals the ball and makes fun of how Jack plays. **How do you think Jack feels?**



Why do you think Sam acts so mean?

What can Jack do?

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A KID’S VIEW ON BULLIES

As we grow up, we see bullies around us. Can you think of examples of bullies...

...in your family? _____

...among your friends? _____

...in movies or on TV? _____

...around your school? _____

...among community leaders? _____

What is a bully anyway? _____

Is it important to resolve conflicts peacefully? Why or why not?

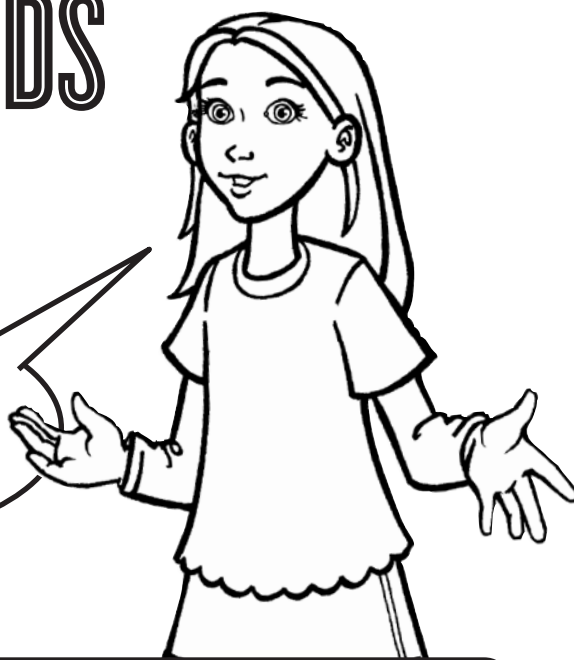
Have you ever been hurt by something a bully said or did?



HELPING OUR FRIENDS STOP BULLYING

It's important
to learn how we can
help each other when
we're being bullied.

But we also can
help each other
stop being bullies.



C'mon, let's go
tease the new kid!

What can you say or do to help?

It was just a note
with a rumor about Jessie...
no big deal!

What can you say or do to help?

Write your own...

What can you say or do to help?

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THE OTHER PERSON'S SHOES



To understand how others feel, it helps to put yourself in their shoes.



Hmm... you mean you have to try to see things from where they stand?

Exactly!

Describe a situation where someone was teased. What happened?

How do you think the person who was teased felt?

What could have been done to help make things better?

What does it take to be a good friend to someone who has been teased? Write a paragraph about how you can help.



JUST KIDDING!



Kidding can be fun and usually feels okay. But if kidding turns mean, it crosses a line and becomes teasing.

List three ways we might kid our friends and then tell how that kidding can turn into teasing.

Kidding:

Teasing:

The line between kidding and teasing

1

2

3

Tease Tester Are the situations below fun or mean? Use this tester to rate how hurtful or funny each one is by circling the score from 1–5. Is it bullying or not? Explain why.

Fun

Mean

Calling people names

1 2 3 4 5

Is this bullying? Yes or No, explain. _____

Laughing at a joke together

1 2 3 4 5

Is this bullying? Yes or No, explain. _____

Pointing and laughing at someone's haircut

1 2 3 4 5

Is this bullying? Yes or No, explain. _____

Mimicking someone's speech or accent

1 2 3 4 5

Is this bullying? Yes or No, explain. _____

Someone laughing after tripping you

1 2 3 4 5

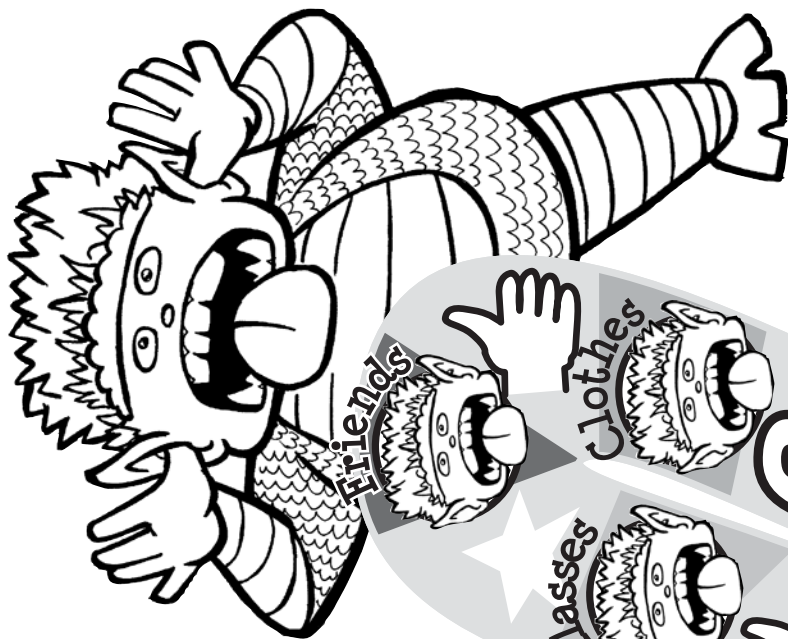
Is this bullying? Yes or No, explain. _____

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THE TEASE MONSTER

Game



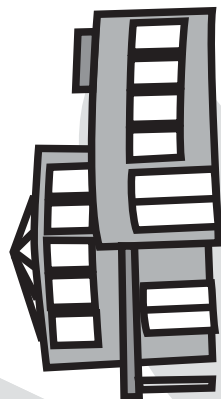
Hair



Voice



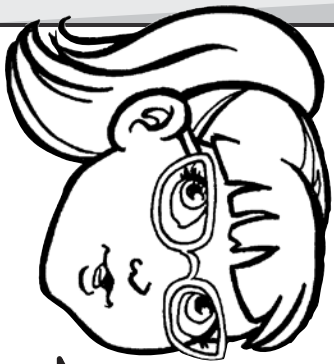
START →



FINISH!

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IT'S OKAY TO TELL SOMETIMES



Asking for help isn't the same as tattling.

It's okay to ask for help if you try to solve problems yourself and it doesn't work.



Asking for help takes courage and is a sign of real strength.

Draw a cartoon about a situation you have observed or experienced that required help from an adult.
(Include the situation, what happened, how it felt, and who could have helped.)

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COURAGEOUS and safe



Bullying is not okay, but it's scary to stand up to bullies by yourself.

We need to be courageous and safe. That means knowing when to ask for help.



List five words that describe courage:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Use the five words that describe courage in sentences that show how and when someone can be courageous.

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____



Okay, real life...

You see a kid being bullied by two other kids, but you're alone. What can you choose to do? How can you be courageous and safe?

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BULLYING QUIZ

True or False (circle the correct answer)

- 1) Using mean words or spreading rumors isn't really bullyingTrue / False
- 2) We can help our friends stop bullying by using Stop, Think, Choose.True / False
- 3) Girls can't be bullies, only boys are bulliesTrue / False
- 4) Empathy means we understand how the other person is feelingTrue / False
- 5) Bullying isn't a big deal, it's just part of life.True / False

Multiple Choice (circle the correct answer)

- 6) At a Safe & Caring School:
 - a. we try not to call each other names or tease.
 - b. we know bullying is mean and hurts others.
 - c. we can join together and stop bullying.
 - d. all of the above
- 7) One way people bully each other is by:
 - a. helping clean up the classroom.
 - b. ignoring somebody because they are different.
 - c. laughing and joking with friends.
 - d. making fun of ourselves.
- 8) It's cool being an ambassador of peace because:
 - a. I treat others the way I want to be treated.
 - b. I help stop bullying by helping others who are bullied.
 - c. I tattle on those I think are bullies.
 - d. a and b above

Fill in the Blanks

- 9) There is a big **d** _____ between teasing and **k** _____.
- 10) When I am a positive **b** _____, I don't join in with **b** _____, but I try to help who is being bullied.

Real-Life Writing

When we help others who are bullied, we also need to make sure we stay safe. What can you do if two big bullies follow your friend on the playground and threatened him or her? How can you help your friend without getting yourself into the same trouble with the bullies?

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