



FOR YOUTH DEVELOPMENT™
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



ABC YEAR 2 LESSON #6

My Secret Bully

By Trudy Ludwig

MESSAGE TO ABC READERS

This lesson addresses **relational bullying**. Relational bullying refers to “acts of emotional bullying among tightly knit networks of peers.” Instead of using their fists to hit or feet to kick, relational bullying includes under the radar actions like spreading rumors, intimidating and humiliating, excluding and ignoring, as well as manipulating a victim. These behaviors are often devastating to a child’s self-esteem and their sense of social belonging. Many targets report stomachaches, headaches, depression, anxiety and school avoidance as a result of peer abuse. This type of behavior can start as early as preschool and continue into adulthood.

- Nine out of ten elementary students have been bullied by their peers.
- Everyday 160,000 kids miss school because of bullying.
- Kids are, on average, the targets of bullying about once every three to six minutes from the start of kindergarten to the end of first grade.

*From *Confessions of a Former Bully* by Trudy Ludwig

Asset Information:

This book builds assets from 7 of the 8 categories:

- **Support**-#1 Family Support, #2 Positive Family Communication and #5 Caring School Climate
- **Social Competencies**-#33 Interpersonal Competence and #36 Peaceful Conflict Resolution
- **Positive Identity** #37 Personal Power
- Empowerment-#10 Safety
- Boundaries and Expectations-#12 School Boundaries and #14 Adult Role Models
- Commitment to Learning-#24 Bonding to School
- Positive Values-#26 Caring and #30 Responsibility

In our lesson today, our goal is to:

- Identify the caring adults and family members who provide support and positive communication for young people.
- Empower students to discuss problems with supportive family members and caring adults.
- Use *positive self-talk* to boost personal power in interpersonal relationships.
- Understand and identify *friendship boosters and busters*.
- Apply ABC tools learned in previous lessons to handle bullying behaviors: face to face and in the digital world.

Types of Bullying Addressed:

In the story, Katy uses name-calling, humiliation, exclusion and manipulation to bully Monica. Because *relational bullying* is frequently under-reported and difficult for adults to “catch”, building positive communication between youth and caring adults is a vital element in reducing this form of bullying. Addressing the needs of the student exhibiting bully behaviors is also important. As noted in *Have You Filled a Bucket Today?*, bully behaviors hurt everyone involved including the *bucket dipper*. As supportive adults we need to *fill the buckets* of all youth to help them understand the consequences of their actions.

When your *bucket is empty* it is tempting to be mean to others as a way to *fill your bucket*. **Anyone can wear the *bully hat* and we all have made the mistake of *dipping into someone else’s bucket* in an attempt to *fill our own bucket*.** Helping youth discover their own personal power, their ability to influence others by *bucket filling* and their choice to wear the *bully hat* or to take it off are life lessons promoted in this lesson.

LESSON

Conversation Starter:

Key Concept for Conversation Starter:

Positive Self-Talk - *Positive self-talk* is about personal power. It is tapping into the voice inside you that says: “I can do this.” “I am strong and capable.” “I know the right thing to do.” Explain that *positive self-talk* is a tool that uses empowering words and phrases to protect us from hurtful actions and words. *Positive self-talk* can be a way that we *put a lid on our bucket* to protect the good feelings we have about ourselves. Everyone needs to develop and practice *positive self-talk*. *Positive self-talk* allows you to notice and focus on things that make you feel good about yourself. How you act, effects how others act toward you.

Option 1 for Younger Students

Before you go in to read to the class, make a cape for yourself that you can wear during the activity time – like a “superwoman – superman” cape. Tell the students that your cape is filled with *positive self-talk* phrases. Instead of a cape, a shield can be used instead.

On the cape attach *positive self-talk* statements such as:

- I believe in myself.
- I am lovable.
- I am great at: sports, art, music, math, etc.
- I am a *bucket-filler*.
- I am a good friend because I...
- I love learning new things.
- I’m really good on the computer.
- I share with others.
- I am creative.
- I am unique.
- I am thoughtful.

Write out the following negative statements on index cards ahead of time – one statement per card – Use some of your own ideas, too!

- You can’t do anything right!

- Nobody wants to be your friend.
- You're really weird.
- You are a crybaby.
- Everybody thinks your science fair project is stupid.
- Teacher's pet!

Hand out the cards to student volunteers who are willing to help you perform a skit. Ask your volunteers to read each statement out loud to you – with feeling. Following each *put-down*, pull the cape around you and with an *UPstander* voice and body language respond with one of the positive self-statements on your cape. For example, "You're really weird." Respond with: "I am unique and have special talents!" Practice this a few times. Let the students know that they all have "an invisible cape" around them filled with positive thoughts and actions.

Option 2 for any Grade

- 1) Extend *bucket-filling* language to this lesson by using a bucket and lid as props.
- 2) Remind students that your *bucket* holds the good feelings you have about you. When people notice you, invite you, welcome you, say hello or smile... all these good feelings and "warm fuzzies" are kept in your invisible bucket.
- 3) If *bucket dippers* try to take away those good feelings you have about you, you can *choose to react by putting a lid on your bucket*.
- 4) Use *positive self-talk* messages as your "lid" to protect the good feelings you have about you.
- 5) Invite students to practice in pairs with the phrases in Option 1.

Extra credit: Ask pairs to *fill each other's buckets* with *warm fuzzies*. In this way, we can help others *put a lid on their bucket*. *UPstanders* say and do something to protect everyone's bucket.

Option 3 for Older Students

- 1) Show- "Mean" video by Taylor Swift.
- 2) Discuss the video.
- 3) People can be mean but how we react to the mean behavior is up to us. What does Taylor tied to the track signify? What do you see her do toward the end to get off the track?
- 4) This month's book is *My Secret Bully* by Trudy Ludwig. In this story the main characters are girls. One of the girls is mean and tries to embarrass and exclude her friend. The author calls this girl a "secret bully". What do you think secret bully means?(not so noticeable – it's not physical; it's more words) This is known as Relational Aggression.
- 5) Do boys have secret bullies too? (Yes- this is not just a girl problem. Boys might exclude other boys from being on their team in sports or from the lunch table.
- 6) Have the students complete the Relational Aggression Quotient handout.

Option 4 for Older Students

- 1) Read selected pages from *Confessions of a Former Bully*—start with *My Very Important Book About Bullying*.
- 2) Talk about the *bully hat* and how we can choose to wear it or not.
- 3) Read or discuss *My Secret Bully*.
- 4) Compare and contrast the two viewpoints of Monica and Katie.

Option 5 for Older Students: The Digital World Connection

ENCOURAGE students to share what they know about bullying.

ASK

- What kinds of things count as bullying? Students should understand that bullying is behavior that is purposely mean or scary to someone else. For example, making fun of how someone looks, telling lies about them behind their back, or threatening to do something bad to them.
- How does bullying make other people feel?
- What is the best thing to do when you feel bullied, or when you see someone else being bullied? Students should know to always tell a trusted adult when they experience or witness bullying.

EXPLAIN to students that they will be learning about a kind of bullying that can take place when they use the Internet called cyberbullying.

DISCUSS the fact that some kids don't go online very much at all, either because of their parents' rules or because they don't like it very much. Other kids do go online to do different things.

ASK

- What do you do online, or what do you think you might like to do? Students may mention sending emails, instant messaging, and playing games.

SHARE with students that most of the time when they go online it is to do fun or interesting things. But sometimes people can be mean to each other online and this is called cyberbullying.

Students should understand that when children are mean to someone else online, even if they only do it one time, it isn't nice. Also stress that cyberbullies usually bully repeatedly with the intention of causing hurt feelings. When children do something very mean and/or scary and do it over and over again, then they are cyberbullying.

SHARE with students some examples of cyberbullying. These might include:

- sending a mean email or IM to someone
- posting mean things about someone on a website
- making fun of someone in an online chat
- doing mean things to someone's character in an online world like NeoPets or WebKinz

ASK: Did you ever see someone make someone else feel bad online? Tell what happened, but don't use real names.

EXPLAIN to students that they will be learning more about how cyberbullying occurs, and what to do when it happens to them or to someone they know.

After reading *My Secret Bully* go to Group Activities to the Digital Citizenship section.

Read the Book:

Even our youngest students experience relational bullying. Therefore, the valuable discussions that will evolve following the reading make this an important book for all grades. The text is lengthy. For younger audiences, practice paraphrasing the text, while emphasizing the vivid illustrations and conversations between the girls. The expressions on the faces of the girls and their body language are very powerful. These illustrations should be shared with all audiences.

Tell the students that In this story, the main characters are girls. One of the girls uses *put-downs* to embarrass and exclude the other friend. The author calls her *my secret bully*. Ask them to think if about this question: Do you think boys might have secret bullies, too? After reading the story discuss make this a part of the discussion. The answer is yes. Boys can use relational aggression while playing sports, x-box games or hanging out during lunch.

Discussion:

On the board or chart paper, draw an umbrella divided into 3 parts and write the words- *positive self-talk*, caring adults and good friends, and additional ABC tools. As you discuss the questions, fill in student responses under the correct umbrella piece. (Refer to the *Student Toolkit* as an additional resource.)

1. How was Katie being mean to Monica?
2. **Why do you think this happens?** For older students you might say: This peaks in middle school when your going through a lot of physical changes. It's a scary time trying to figure out who you are and where you fit in. Every one of you may deal with insecurity in one way or another. Sadly some people try and hide their insecurity by putting other people down or excluding friends from activities. (*bucket dipping*) They do this to try to boost their own self-esteem but their buckets are empty.
3. **Could Sarah have done anything to help Monica?** If so, what? Move out of the role of *bystander* and become an *UPstander* by:
 - a. She could have stood up for Monica and invited her to play.
 - b. She could have played with Monica even if Katie did not want to join them.
 - c. She could have told Katie that Monica is their friend and they need to all play together.
4. **How did Monica stop Katie's bully behaviors?**
 - a. Told a trusted adult –her mom
 - b. Play-acted or role-played with her mom (go over possible conflict resolution steps:
 - a. Affirm the relationship: we've been friends along time
 - b. Use I statement: It made me feel sad when you wouldn't le me play with you and Sarah
 - c. Admit your contribution I'm sorry if you felt I did something to hurt your feelings (maybe Monica perceived some slight) 4.
 - d. How Can We Solve This Together?:
 - c. Could she have bullied Monica back? No –that never helps.
5. **What can you say or do if you are a target for bully behaviors from a "friend"?**
 - a. Know that it is not your fault.
 - b. Know that you don't deserve it.

- c. Tell the bully to stop –only if you feel safe doing so.
 - d. If possible, remove yourself from the situation. Report bullying behaviors to an adult you trust
 - e. Hang out with people who let you be you.
 - f. Use humor to deflect bullying behaviors.
 - g. Don't respond to bullying behaviors by becoming a bucket dipper yourself.
 - h. You get to choose the friendships that you keep. If a friendship is hurtful, you may have to take a break from the friendship, or even "lock-out" the friendship to keep yourself safe. Good friends bring out the good in you. If a friendship worries you, makes you feel sad or unsafe you need to choose how you will react. You may need help deciding what to do.
- 6. If you see/hear kids being unkind to each other here at our school, what can you say or do to be an UPstander and influence your fellow student to swim free?**
- a. How can you influence your friend not to wear the *bully hat*?
 - b. What can you say or do if you see cyberbullying in the digital world?
- 7. We all need a caring adult we can talk to about tough problems. Who is a caring adult you can talk to? I hope you will come to me, your teacher and the other caring adults at our school when you need help with a problem.**
8. Next, look at the list you have created. The list will describe many tools the students have learned in previous ABC books as well as in this lesson. Compare it to the *Student Toolkit* and add any missing ideas.
9. Review the strategies. Have the students think about the tools in their tool belts. Which ones are they the most comfortable with? Which ones do you need practice with? You may choose not to use some tools. The tools you like best may not be the same as your classmate. That is OK. Your toolkit gives you lots of options for you to *choose how to react*.

GROUP ACTIVITIES:

Choose one activity that you feel will work best with the students in your class. *Activities marked with an * may be especially suitable for students in grades 1-3.

Umbrella of Support

Materials: 1 Umbrella of Support for each student, pencils

Have each child customize their own umbrella, so they can feel supported by *positive self-talk*, caring adults and good friends, and additional ABC tools that work for them. Their umbrella protects them and also offers resources to use when needed.

*** Positive Self-Talk Capes**

Materials: fabric or paper large enough to make capes (pre-cut the capes for the younger students and encourage older students to design their own, markers, decorations

Note: Large grocery bags or butcher paper work well or regular paper size for smaller capes.

Affirmations serve as an important self-empowerment tool for children and one that can be utilized throughout their lives. Children learn to feel good about their own special qualities, cope with life's challenges and better communicate their needs when they develop a positive self-image and self-esteem.

Tell the students that they are going to create their own special cape filled with their own *positive self-talk*. Explain that this cape will help them remember to tap into an invisible cape, when needed. When we practice and believe in our own strengths, *put-downs*, *cold pricklies*, and teasing statements bounce off and will not stick. In their mind, they can remind themselves, "I know that is not true. I am..."

Have the students write *positive self-talk* words on their cape. Use the list created during the discussion in addition to their own thoughts to write positive phrases on their capes.

Option: Use paper dolls instead of a cape and have them write their words on the dolls.

*** Positive Self-Talk Shields**

Materials: *Positive Self-talk Shield* for every student, colored pencils or crayons

Option 1: This is similar to the cape activity above. The shield can be used for students to write their *positive self-talk* messages. Explain that these messages will shield their heart from hurtful words.

Option 2: Have them write their name at the top. In the bottom, divide the shield into 3 parts. In each part, have students write an affirming statement that shows one of their strengths.

*** Positive Self-Talk Lids**

Materials: *Positive Self-talk Shield* (do they use shield handout for lid activity?) for every student, colored pencils or crayons

Create a template of a "lid" for students' invisible buckets. Decorate the lid with *positive self-talk* that will protect the good feelings in their *bucket*.

*** Portrait of a Caring Adult**

Materials: paper, drawing materials

Have students think of a caring adult they feel comfortable talking with. Ask them to draw a picture of this person. They can write on the bottom or in a speech bubble who it is and why they chose this person. If they have trouble of thinking of someone help them brainstorm different people who might be there: current teacher, past teacher, you-ABC reader, staff, neighbor, etc.

Friendship Blossoms

Materials: See instruction sheet attached to lesson

Before assembling their blossom have the students write one of the bullets on the wide part of the heart:

- names of caring adults in their lives
- how they are a good friend/classmate to others
- what they value in a good friend
- ways to be an *UPstander* for your friends and classmates



*Rewind Role Play

Materials: index cards with scenarios, props to act this out, list from discussion

Use index cards with sample stories for role-play scripts. First, role-play the situation so the target feels victimized and the bystander does nothing. Then do a “rewind” – start again with the second version of the scenario, with the bystander becoming an *UPstander* and/or the target using tools in their toolkit. Choose children in groups of two or three depending on the scenario. Act this out with them and pretend you are the “director” and physically do a “rewind” of a camera, etc. Wear a director’s hat – get them involved in this spoof!

Ignore/Feeling invisible:

1. The “oldest” one and the “youngest” one have been friends for a long time. But lately, the “youngest” one has been hanging out with a new group. When the “oldest” one walks up to join the conversation or to play, the “youngest” one ignores the “oldest” one, won’t answer and even sometimes walks away.
2. The “oldest” one and the “youngest” one have always been in the same class, since Kindergarten. The “youngest” one wants to be friends with the “oldest” one, but the “oldest” one acts as if they don’t even know each other.

Feeling Left Out/Excluded:

1. The “oldest” one and the “youngest” one are friends. The “youngest” one played with a new friend at recess. The “oldest” one feels left out.
2. The “oldest” one and the “youngest” one are friends. The “oldest” one will not let the “youngest” one sit at the group’s lunch table. The “youngest” one feels left out.
3. The “oldest” one and the “youngest” one have it better than most kids; they do well in school, are good at sports, are pretty good looking and hang out with the popular crowd. They don’t really think about other kids and their problems very much. Lately the “oldest” one has noticed that many of the “youngest” one’s conversations are all about putting others down. It is starting to bother the “oldest” one.



Disaster Control

(Adapted from: *Building Assets Together*, Jolene L. Roehlkepartain)

Materials: A pencil and paper for each group to record their decisions. This is a good activity for 4th -8th grade.

This exercise will help the students learn how to boost their personal power. Prior to introducing the activity, talk about the fact that we all have resources we can turn to, to handle difficult situations.

1. Have students form small “**villages**” of 3-4 people. You may need to explain the concept of a village and that they are not in a modern city. Explain that you are about to tell them a story of a disaster that will strike their small village. By working together, they must decide how to best cope with the difficult situation you are about to describe.
2. **The Disaster:** Each of your villages is located next to a beautiful, flowing river that provides you with fresh water and plenty of fish. The river, the companionship of your fellow villagers and the rich land surrounding the river all help keep your village strong and

healthy. One day, heavy rains come. The rain causes the river to flood, threatening to damage your homes and community.

3. **Disaster Control:** Working together as a group, each group must choose three items that they think will best help them cope in this situation. The group can decide upon any three items they like. Focus on the three items and why you choose them.
4. Give the groups time to discuss the problem and to brainstorm possible items that will help them cope with the disaster. Then, ask the groups to report their three items.
5. Discussion questions:
 - Did having the opportunity to choose three items help you in this difficult situation? Why?
 - Do you think you could manage a disaster alone or would you rather work with others to face the challenges?
 - How would you have felt if I had told you that you could do nothing and just let the flood wash away your community?
 - When bad things happen, do you usually feel like you have the power to deal with the situation? Why or why not?
 - Are your personal power and your power to make choices important to you? Why or why not?
 - How did this activity relate to dealing with secret bullies?
 - What tools within yourself, do you have to deal with bully behaviors?
 - When the situation is difficult who are the caring adults who will assist you?



Digital Citizenship Connection:

Materials: STOP Cyberbullying Student Handout, one for every student.

GUIDE students through the scenario on the handout. After allowing students time to read it on their own, you may wish to read it aloud.

ENCOURAGE the class to answer the questions on their handouts. Invite them to share their answers.

- What do you think happened? (Students should conclude that Michael went to the website himself and messed up the pony's stall.)
- How do you think this made Jada feel? (Students should recognize that Michael's behavior probably made Jada feel upset, sad, angry, or let down by her friend.)

DIRECT students' attention to the four rules for dealing with cyberbullying at the bottom of their STOP Cyberbullying Student Handout. Use the following questions to guide discussion.

ASK

- How will you know when someone is cyberbullying you? Students should recognize that they may be experiencing cyberbullying whenever someone does something online that makes them feel sad, scared, angry, or upset in any way.
- Why do you think it is important to stop using the computer when someone starts cyberbullying you? Students should realize that if they stay online, the cyberbullying may continue or get worse.
- If someone makes you feel angry, sad, or scared online, which grown-ups can you tell and ask for help? Students may name parents or grandparents, an older sister or

brother, a teacher, or the school nurse or counselor. If students cannot think of someone right away, help them brainstorm and identify an appropriate adult.

- Why is it important to go online only with an adult, or when an adult says it is OK? Students should recognize that adults can help guide them online and keep them safe from cyberbullying.
- How can you decide whether you should play or chat with someone online? Students should acknowledge that they need adult guidance in deciding who to connect with online. If someone is very mean to them, or is mean repeatedly, then that person is a cyberbully and should not be contacted online. Remind students that they should never talk to strangers online either without asking a trusted adult, even if that person is nice or has shared interests.
- Which of the four things do you think is the most important? Students should recognize that telling an adult is the single most important thing they should do if they experience or witness cyberbullying.
- Now what do they think Jada should do after Michael messes up her pony's stall? Encourage students to apply the S-T-O-P rules to the scenario:
 - Jada should STOP using the computer.
 - Jada should TELL an adult she trusts what happened.
 - Jada should not go back ONLINE or return to the pony website until an adult says it is OK.
 - If Jada and Michael are good friends, Jada may want to tell Michael how his actions made her feel, after she gets advice from an adult. But if Michael continues cyberbullying her, she should PLAY with other kids who don't take part in cyberbullying.

This lesson comes from Common Sense Media. It can be found at:

<http://www.common sense media.org/educators/lesson/screen-out-mean-2-3>

CLOSING

Three Minute Huddle (Led by ABC Volunteer)

Close your eyes for a minute and imagine that YOU have a *secret bully*. What would be the first thing you would do or say to make the situation better? Think of a caring adult you would feel comfortable sharing this with. Pair-share your idea with the person sitting next to you. Have two or three students share their anti-*secret bully* strategy with the entire class.

SCHOOL WIDE EXTENSIONS

Special Message Boxes:

Ask students to cover boxes with a lid (shoe boxes work well) for every classroom and a few for public areas. Box lids should be removable and have a slit in the top to insert messages. Decorate boxes with a title such as "Special Message Box" or ABC words such as *UPstander*, *Positive Self-Talk*, *Don't Take the Bait*, etc.

Cornerstone students can present the boxes to classrooms explaining to students that the message boxes are there to be used if the students wish to talk about worries and need support. Messages can be written on any paper and put in the box. It would be a good idea to put your name on the message so your worry can be addressed to you. The ABC readers and teachers will be the caring adults to look inside the box.

Many classroom teachers use boxes like this to generate weekly conversations within their class about pressing topics and promoting positive behaviors.

10-Second Interventions

As you know all too well, there's no immediate fix for bullying behavior and the climate issues that sustain it. A key assumption of the 10-second intervention is that we can prevent negative behavior by promoting intentional, positive, and respectful behaviors. **Research tells us that it takes 5 positive interventions to balance 1 negative intervention.** With every adult at school doing them consistently, it gets the attention of students, gives adults a clear policy to guide and support them, and changes the norms and behavior of the school's culture.

10-Second Intervention for Positive Behaviors

We would like to encourage you to begin using the 10-second intervention. This is a simple process. **Commit to six 10-second interventions a day – just one minute of your time!**

- Notice when someone says or does something positive;
- Turn calmly to whoever said or did the action;
- Smile and look the student in the eye;
- Use the person's name and name the specific words or action.
 - "John, thanks for helping Susan bring in the balls from recess."
 - "Sam, swimming free is a great way to be an UPstander."
 - "Tom, high-five to you for including everyone in the game."

10-Second Intervention for Negative Behaviors

The escalator of bullying behavior, harassment and intimidation begins with language. It continues to escalate until the adults draw a clear line for the students about what is and isn't appropriate with language or resulting behavior.

- Stop when you hear something inappropriate being said;
- Turn calmly to whoever said the inappropriate statement;
- Name the specific words or action. Say something like:
 - "We don't talk like that at this school. Please don't say it again."
 - "That's inappropriate language for school. Please don't say it again."
- Then move on. No lecture or full "teachable moment."

The 10-second interventions shows that caring adults on campus are trying to do something about peer abuse and make school a more caring place for ALL kids. We hope you will join us in this effort. Take a couple minutes each day to make a difference in the lives of the students at your school as you set boundaries and expectations that improve school culture. Thank you for all you do for children and young people every day!

Frequent use of the 10-second intervention sends a consistent and strong message to youth about what adults will permit at our school. Remember the wisdom of, "What we permit, we promote."

From: Kansas Association of School Psychologists – Adapted from Steve Wessler's The Respectful School

Positive Picket Signs:

Materials: poster board or large construction paper, markers

- 1) Help students brainstorm a list of *UPstander* actions (things an *UPstander* could *say or do* to help a classmate feel welcomed, supported and valued). From this list, ask each student to create a *Positive Picket Sign* of an *UPstander* action. For example: smile, hi, let's play, be a friend, listen, let's hang-out, encourage, support, kindness, include, caring, etc.
- 2) March in front of school at drop-off or pick-up time, or at recess or at the cafeteria lunch line displaying your *Positive Picket Signs*. Bring along a boombox with festive music, smile and wave at passers by! When people ask what you are doing, tell them, "We are starting something!"

EXTENSIONS FOR TEACHERS

Three Minute Huddle (Led by Teacher)

***Friendship Busters and Boosters**

Refer to *10 Ways to Be a Good Friend and Thinking about Being a Friend* found in reference section.

Ask your students:

Project Cornerstone, ABC Year 2, Lesson 6, *My Secret Bully*

- 1) What makes someone a good friend?
- 2) What can you *do or say* to be a good friend?
- 3) What qualities do you like in your friends?

Write their ideas on the board under *Friendship Boosters*.

Ask your students:

- 1) Was Monica a good friend to Katie and Sarah? Was Katie a good friend to Monica?"
- 2) What kinds of things can hurt a friendship?
- 3) What are some of the things that happened in *My Secret Bully* that hurt the friendship between Monica and Katie?

Write their ideas on the board under *Friendship Busters*. These *bucket dipping* behaviors can ruin a friendship or even prevent a friendship.

Divide the students into smaller groups. Have each group brainstorm things they can *say or do* as a class to make and keep friends. Have the students create a *Top 10 Friendship Tips*. This list may include ideas already listed on the *Friendship Booster* list, and more.

Here are some ideas: reach out, smile, say hello, get involved-take a class, join a club, volunteer, show people you are interested in them, be a good listener, tell people about yourself, be honest, be kind, accept people for who they are, be forgiving, offer a *genuine apology* when you make a mistake, be an *UPstander*, be a *bucket filler*

Extra credit: All people at our school desire to be treated in friendship boosting ways. We may not be friends with everyone in our class. But as classmates, we treat each other with friendship boosting behaviors.

Classroom Enrichment

Caring Classroom

Materials: poster board or large construction paper, markers

On the board, write: "Our Classroom is a place where _____." Discuss with the students how they would fill in the blank with positive statements. Some suggestions are: we accept each other for who we are, we celebrate each other, we solve problems peacefully, we are *UPstanders*, we *say something* if we see something, etc.

Divide your students into groups of four. Have the groups choose a statement or a cluster of statements and write them on the poster board. Have them include examples that support their statement or pictures. Ask each group to report to the class what their poster means and their interpretation of the drawings. Post the posters all over the room.

***Friendship Rocks**

Materials needed: one rock for each student and Sharpie markers.

Using Sharpie markers have students write a positive statement or word on their stone – words like "kindness", "friendship", "respect", etc. Ask them to keep their personal statement in or on their desk. Ask them to just touch or rub it on their way out to recess or lunch as a

reminder that they have the power to be their best – a kind, respectful friend. You can also talk about how the rock represents the earth’s foundation and can be a part of your foundation. No one can take this foundation away from you.

Friend, Classmate, UPstanders Chart

Materials needed: Friend, Classmate, UPstander worksheet for each student group, pencils

Talking about: Friends, Classmates, Enemies and *UPstanders*

Prior to completing the worksheet in small conversation groups, introduce the following ideas to the whole group:

- At our school, connection, belonging and support for all kids is a top priority!
- All kids at our school are *classmates*.
- Some kids at our school are *friends*.
- Sometimes, kids at our school behave like *enemies* and try to hurt others.
- *Enemy behaviors are not allowed at our school.*

Ask students to think about the behaviors of friends, classmates, enemies and *UPstanders* (someone who *says or does* something to give support). Write the 4 behavior categories on the board. Reading aloud, ask students to match each of the following behaviors with the relationship that it best describes: Friend, Classmate, Enemy or *UPstander*.

*Sometimes, a behavior can belong in more than one category. Talk about it! Discuss the different opinions.

Acknowledge differing views.	We are polite to each other.	We do not stop the other person from having friends.
You hang out together.	We are not mean to each other.	Tries to hurt the other person’s feelings or body.
You help each other.	We do not try to hurt the other person.	Makes fun of the other person.
You play with each other.	We help each other with schoolwork.	Tries to stop the other person from having friends.
You stick up for each other.	We help each other in emergencies.	Starts or spreads rumors.
You like them and they like you.	We may stay away from each other.	Tells lies about the other person to get them in trouble for something they did not do.
You trust each other.	We may choose not to play. wit	
It’s OK if we do not like each other.		

Following the class discussion, have students complete the worksheet, *Friend, Classmate, UPstanders Chart* in small groups. Use this activity as a way to reflect upon classroom behavior agreements.

Homework

- 1) Hand out copies of the "How Do You Spell Support" worksheet. Tell the students the first part is for them to describe how they would like to give support. The second part is to describe the support they'd like to receive.
- 2) Think of a caring adult that you can turn to when you need advice, help or comfort. Write a note, make a phone call or start a face-to-face conversation with your "person" to let them know that you look to them as a caring adult in your world.

RESOURCES

Books:

- *Confessions of a Former Bully* by Trudy Ludwig
- Two books that correlate with the book above: *People Who Care About You* and *Proud to Be You* by Pamela Espeland and Elizabeth Verdick
- *The Bully Free Classroom* by Allan Beane
- *Bullyproof Your Child for Life* by Joel Haber Ph.D.
- *Easing the Teasing: Helping your Child Cope with Name-Calling, Ridicule, and Verbal Bullying* by Judy Freeman

Websites:

- <http://www.commonsemmedia.org/educators/lesson/screen-out-mean-2-3>
- www.bullying.org

Video:





- Created by 2 Middle School students:
<http://www.youtube.com/watch?v=CpMw1QjR4Yg&feature=email>
- Taylor Swift "Mean" www.youtube.com/watch?v=jYa1e11hpDE

Newsletters:

- *Ideas for Parents* Newsletters #2-8 Support, #41-Interpersonal Competence, #44-Peaceful Conflict Resolution, #46 Personal Power

21st Century Skills:

Here is a key to the 21st Century skills used in this lesson:

21 st Century Learning Skills	
	Collaboration
	Critical Thinking
	Communication
	Creativity

10-Second Interventions

As you know all too well, there's no immediate fix for bullying behavior and the climate issues that sustain it. A key assumption of the 10-second intervention is that we can prevent negative behavior by promoting intentional, positive, and respectful behaviors. **Research tells us that it takes 5 positive interventions to balance 1 negative intervention.** With every adult at school doing them consistently, it gets the attention of students, gives adults a clear policy to guide and support them, and changes the norms and behavior of the school's culture.

10-Second Intervention for Positive Behaviors

We would like to encourage you to begin using the 10-second intervention. This is a simple process. **Commit to six 10-second interventions a day – just one minute of your time!**

- Notice when someone says or does something positive;
- Turn calmly to whoever said or did the action;
- Smile and look the student in the eye;
- Use the person's name and name the specific words or action.
 - "John, thanks for helping Susan bring in the balls from recess."
 - "Sam, swimming free is a great way to be an UPstander."
 - "Tom, high-five to you for including everyone in the game."

10-Second Intervention for Negative Behaviors

The escalator of bullying behavior, harassment and intimidation begins with language. It continues to escalate until the adults draw a clear line for the students about what is and isn't appropriate with language or resulting behavior.

- Stop when you hear something inappropriate being said;
- Turn calmly to whoever said the inappropriate statement;
- Name the specific words or action. Say something like:
 - "We don't talk like that at this school. Please don't say it again."
 - "That's inappropriate language for school. Please don't say it again."
- Then move on. No lecture or full "teachable moment."

The 10-second interventions shows that caring adults on campus are trying to do something about peer abuse and make school a more caring place for ALL kids. We hope you will join us in this effort. Take a couple minutes each day to make a difference in the lives of the students at your school as you set boundaries and expectations that improve school culture. Thank you for all you do for children and young people every day!

Frequent use of the 10-second intervention sends a consistent and strong message to youth about what adults will permit at our school. Remember the wisdom of, "What we permit, we promote."

From: Kansas Association of School Psychologists – Adapted from Steve Wessler's The Respectful School



10 Ways to Build Relationships

1. **Be an *UPstander*.** Be *there* for people when they need your help, your comfort and your friendship.
2. **Be honest.**
3. **Keep your promises.**
4. **Apologize.** Be genuine. Use the steps for a *real apology*.
5. **Be a forgiving friend.** Everyone makes mistakes. Give second chances. Accept an apology with forgiveness.
6. **Be helpful.** Everybody needs help from time to time.
7. **Respect classmates' feelings and their possessions.**
8. ***Gossip and rumors STOP with me!***
9. **Tell friends and classmates how you feel.**
 - a. Share your feelings.
 - b. Use an *I statement*: I feel ____ when ____ because_____.
10. **Be a *bucket filler*. Give lots of *warm fuzzies!***
 - a. Be a kind, caring and generous person.
 - b. Be a good listener.
 - c. Involve people in your life and in your activities.
 - d. Invite them to play and to join in!



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**PROJECT
CORNERSTONE**
A YMCA of Silicon Valley Initiative

Thinking About: *Being a Friend and Classmate*

The questions below can be used for conversation starters with the students. They can be cut up and put in a bucket for groups to use as discussion or even role plays.

- Are you usually “there” for your classmates when they need you?
- Do you support your friends? Are you in their ‘Cheering Section’?
- Do you try to be the best person you can be and get along with others?
- Do you usually find help for a person who has a problem?
- Do you usually tell the truth, even when it is not easy?
- Are you usually honest with others?
- Do you usually finish what you start out to do?
- Do you usually keep your promises?
- When you hurt someone (*bucket dip*) do you find a way to “make it right”?
- Do you give a *real* apology?
- Do you overlook other people’s faults?
- Do you learn from your mistakes?
- Do classmates come to you when they need help? Need an *UPstander*?
- Do others come to you when they are upset?
- Do you respect other people’s things?
- Do you take good care of your things?
- Do you accept and respect your friend’s ideas?
- Do others sometimes ask you for advice?
- Do you stop gossip and rumors?
- When there is a problem, do you talk directly to the person?
- Do you tell your friends when you are sad?
- Are you a good listener?
- Are you good at sharing?
- Do you compliment your friends?
- Do you say nice things about your friends?
- Do you invite others to join in your activities?
- Do you enjoy doing things for others?
- Do you include others in games?



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Friends/Classmates/*UP*stander Chart

<p>Friends: They like you, and you like them.</p> <p>What do you <i>say and do</i> for a friend?</p> <ul style="list-style-type: none">•••••	<p>Classmates: We treat each other with respect.</p> <p>What do you <i>say and do</i> for a classmate?</p> <ul style="list-style-type: none">•••••
<p>Enemies: We do not allow people at our school to behave as enemies.</p> <p>Enemy behaviors:</p> <ul style="list-style-type: none">• Try to hurt the other person's body or feelings• Make fun of the other person• Stop the other person from having friends• Start or spread rumors• Lie to get the other person in trouble for something they didn't do. <p>What can you <i>say and do</i> to fill a <i>bucket dipper's</i> bucket?</p> <ul style="list-style-type: none">•••	<p>Upstanders: We help everyone belong at our school.</p> <p>What can <i>UPstanders say and do</i> to help everyone belong?</p> <ul style="list-style-type: none">•••••

Friendship Blossoms

From Family Fun Magazine

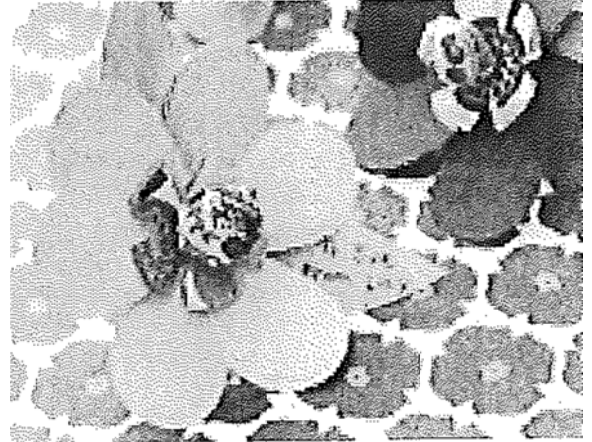
Materials

- Scrapbooking paper or card stock
- Scissors
- Lollipops
- Tape

Total time needed: 30 minutes or less

Instructions

1. For each, cut three heart-shaped petals, two leaves, and two flowers centers from the scrapbooking paper or card stock.
2. Poke a small hole in each, crease the petals as shown, and slide the pieces onto a lollipop stem. Tape the bottom to secure.



Messages to write on hearts:

- Names of Caring Adults in their lives
- How to be a good friend/classmate
- What you value in a friendship
- Ways to be an *UPstander*
- How to make a friendship bloom
- Be my bud-dy-Name buddies in your life
- *Positive self-talk* phrases



I am a good friend when I

HOW DO *YOU* SPELL **SUPPORT**?

Using the letters in the word **SUPPORT**, write sentences or words that show how you *give* support to your family and/or friends:

S _____
U _____
P _____
P _____
O _____
R _____
T _____

Now write the words that describe the support you would like to *receive* from family/friends/caring adults/role models in your life.

S _____
U _____
P _____
P _____
O _____
R _____
T _____

WHAT'S YOUR RELATIONAL AGGRESSION QUOTIENT?

Think about your behavior in the last week. Circle those you have done.

1. Called other kids names that make fun of them?
2. Said something about someone else that you knew wasn't nice?
3. Walked away when your friends started talking about someone else you know?
4. Laughed when someone else made fun of another person?
5. Written a note or graffiti about someone else that wasn't nice?
6. Felt put down by someone but not spoken up about it?
7. Asked your friends to stop talking about another friend who wasn't there?
8. Let someone else talk you into doing something you didn't really want to do?
9. Refused to talk to someone so it would upset them?
10. Invited a new kid to sit with your crowd at lunch?
11. Repeated a rumor you heard about your friend?
12. Started a rumor about someone who was mean to someone else?
13. Made fun of another kid's clothes, hair, or appearance?
14. Stood up for another person your friends were making fun of?
15. Texted or e-mailed someone that said something negative you wouldn't say in person?
16. Been the target of a rumor?
17. Threatened someone because they made you mad?
18. Gone to sit with someone who was by her/his- self and sad?
19. Listened to gossip about another person?
20. Received messages in a chat room that hurt your feelings?
21. Tried to sit with a group at lunch and been told you couldn't?
22. Excluded someone to make them feel bad?
23. Cried or felt sad because of something mean another person did to you?
24. Helped another person with their homework, even though your friends say she/he is stupid and will never be able to understand the assignment?
25. Made a new friend?
26. Been part of a crowd who watched as your group leader made fun of another person?
27. Deliberately done something you knew would hurt someone?
28. Took something that belonged to someone else just to bother them?
29. Wanted to speak up and defend someone else, but didn't because you were afraid?
30. Had to sit by yourself in class because your friends decided to move away from you?
31. Complimented someone you don't know very well about something?
32. Tried to convince others to be mean to someone or to ignore them?
33. Done something to embarrass someone you don't like?
34. Threatened not to be friends with someone if they didn't do what you wanted them to?

35. Stayed and watched one person be mean to another?
36. Dared someone to do something they didn't want to?
37. Insulted someone verbally because they looked at you the wrong way?
38. Wrote something unkind about someone you don't like in a public place, without signing your name?
39. Called someone an unkind name when they could hear you?
40. Listened in when a friend called another person and tried to get them to talk about you?
41. Made up something to get a former friend in trouble?
42. Given a friend a compliment?
43. Teased someone you know but not very well?
44. Deliberately ignored someone you don't like when they said hi to you?
45. Stayed friends with someone because you were afraid of what they would do if you didn't?
46. Been teased by someone else about the way you look?
47. Excluded someone from your group because your friends told you to?
48. Looked or gestured at someone in a way meant to hurt or insult someone?
49. Been in a chat room but not participated when a person you know got flamed by your friends?
50. Forgiven a friend who hurt your feelings?

Chances are you've used some if not all of these behaviors in the past week. Check and see which of the following you used the most.

AGGRESSIVE BEHAVIORS:

1, 2, 5, 9, 11, 12, 13, 15, 17, 22, 27, 28, 32, 33, 34, 36, 37, 38, 39, 41, 43, 44, 48

BYSTANDER BEHAVIORS THAT SUPPORT AGGRESSION:

4, 19, 26, 29, 35, 40, 47, 49

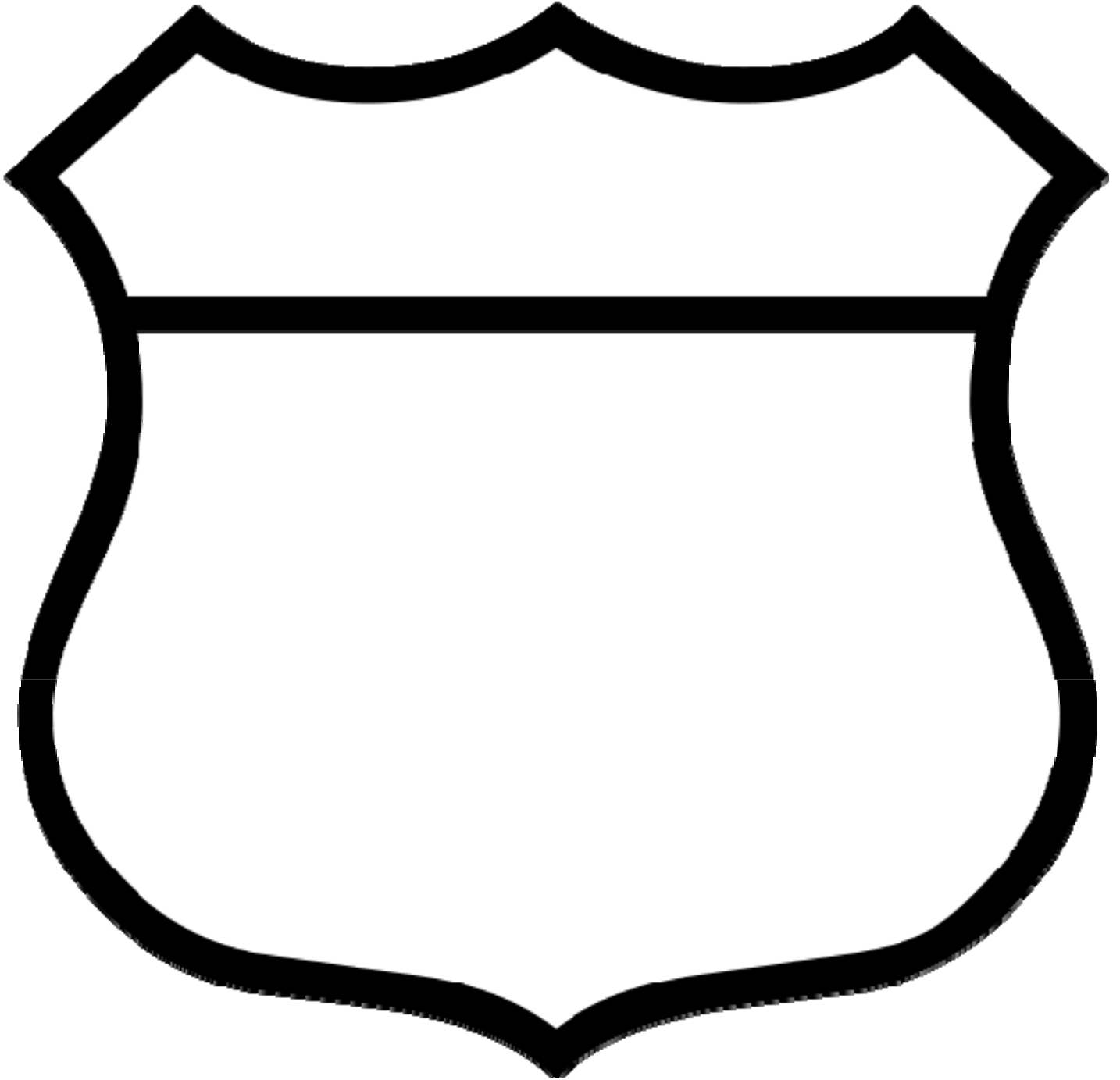
BEHAVIORS CHECKED OFF BY TARGETS:

6, 8, 16, 20, 21, 23, 30, 45, 46

POWER BEHAVIORS; CONGRATULATIONS!:

3, 7, 10, 14, 18, 24, 25, 31, 42, 50

Name: _____



**POSITIVE SELF-TALK
WILL SHIELD ME!**



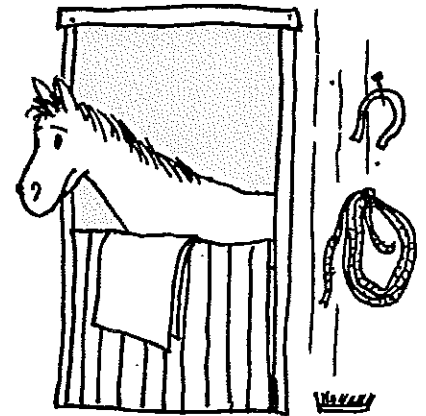
Name

Class

Date

Directions

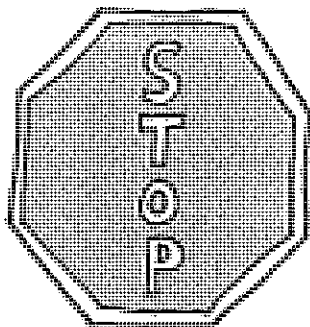
Jada's parents let her play on a website where she can take care of a pet pony and decorate its stall. Her friend Michael has played with her in the past and knows her user name and password. One day Jada goes to the site to care for her pony. She finds that her pony's stall is a mess and that there are some things missing.



What do you think happened?

How do you think Jana feels?

What should you do if someone starts cyberbullying you?



STOP using the computer until it is safe.

TELL an adult you trust.

Go **ONLINE** only when a trusted adult says it's **OK**.

PLAY online only with kids who are nice.



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Dear Parents/Guardians:

Today in your child's classroom, I read the book *My Secret Bully* by Trudy Ludwig. *My Secret Bully* is a story of how a girl named Katie bullies her close friend Monica making her feel unwelcome and isolated from her friends. Monica's mom notices Monica's sudden stomachaches and asks if something is going on at school. Her mom listens to Monica, which leaves Monica feeling loved, appreciated and accepted. With the support and advice of her mother, Monica learns to reclaim her personal power.

The term for what Monica experiences is *relational bullying*: subtle emotional bullying including "under the radar" actions like spreading rumors, intimidating and humiliating, excluding and ignoring. These behaviors are often devastating to a child's self-esteem and their sense of social belonging.

Whether your child is a target, a bystander or the instigator of relational aggression, you can help.

- Help them bring secrets of peer abuse into the open. Let your child know they are not alone.
- Be a thoughtful listener. Listen without interrupting. Afterwards, ask what kind of help your child needs. Sometimes, just sharing the problem helps them figure out what to do.
- If they need help, offer suggestions about how to respond to bullying and role-play their response.
- Brainstorm *positive self-talk* words and phrases that will empower your child.
- Continue to practice the ABC tools.
- Enlist other family members and caring adults to support your child.
- Open a conversation about bullying issues with your child's teacher. Arrange a conference to discuss your concerns. Help your child create a plan for safety and support at school.

After reading the book we discussed what happened in the story, whether anyone had experienced anything like what happened to Monica, and what to do if it did happen. We talked about *positive self-talk*, messages you say to yourself to keep you strong, qualities to look for in a friend and ways to be a good friend to others.

Please ask your children about the story and about their ideas. They were wonderful active participants in this lesson and had a lot to say. Thank you so much for your support and for helping create a positive environment for our children.

Sincerely,

ABC Volunteer

Telephone/Email

P.S. On the back of this letter is a list of the ABC tools your child has learned in the ABC Program. Please help them practice these tools by role-playing different situations with your child.

STUDENT TOOLKIT

❖ **Have You Filled A Bucket Today?**

- Be a *bucket-filler!*
- *Fill buckets* by doing kind actions and deeds for yourself and others.
- *Don't dip* into other buckets. *Bucket dipping* happens when your bucket is low.
- *Use your lid* to protect and guard the good thoughts and feelings inside your bucket.

❖ **Simon's Hook**

- Be a *free fish. Swim Free!*
- Do little or nothing! Don't react!
- Pretend to agree with the "hook".
- Change the subject; distract the student doing the bullying.
- Laugh at the "hook" and make a joke of it.
- Stay away from students you know to be hurtful. You may need to stop being friends with a *Secret Bully* and make new friends.

❖ **Say Something**

- Be an *UPstander and say something!*
- Refuse to join in with bully behaviors.
- Use positive peer influence to help friends do the "right thing".
- *Say or do* something when someone needs help. (Just standing by someone will make him/her feel better!)
- Help all kids join the fun. Invite someone new to play!
- Everyone belongs at our school.
- Help friends find positive things to *do and say!*
- Laughing and joking with friends is fun. (But, laughing at a friend can hurt.)
- Help kids save face when they are in a tough spot.

❖ **Mr. Peabody's Apples**

- Rumors stop with me!
- Refuse to hear when friends are gossiping. Do not repeat the rumor or gossip to others. *Say something* positive about the target.
- Ignore the *hook*. Change the subject.
- Question the accuracy of the rumor. Go to the source.
"Gee, that really doesn't sound like XXX. Do you think that is really true?"
- Tell a trusted adult and discuss your options.

❖ **Nobody Knew What to Do**

- *Tell and make a report.*
- *UPstanders* take action to keep school safe by *saying and doing something.*
- *Tell* an adult when there is danger, an issue of safety or the right thing to do.
- *Making a report* can help prevent something from happening or protect someone from getting hurt.
- Ask an ally to go with you to *make the report.*
- *Tell* as many adults as needed until someone helps you.

❖ **The Empty Pot**

- Act with positive values of integrity, honesty, perseverance, responsibility and courage.
- *Stand by* your beliefs with others.
- *Stand up* for your beliefs with courage and determination.
- Being honest means telling the truth, even when it is not easy!
- It is important to always *do your best*.

❖ **Chrysanthemum**

- Use *I messages* to explain how you feel.
- Ask for support from caring adults. Let them know what makes you *bloom*.
- *Fill buckets* to help people *bloom*.
- Use *your lid* to prevent *wilting*.

❖ **Recess Queen**

- Learn and use *conflict resolution skills*.
- Targets can be empowered to become *UPstanders!*
- Become friends with the Bully.
- *UPstanders* on the playground can help improve your school's climate.
- Practice all the tools in your toolkit.
- Be open to learning new things about fellow students.

❖ **Stand Tall Molly Lou Melon**

- **"Don't focus on the bully; focus on the fact that you have the power to choose how you react!"**
- Use your body language to *stand tall, walk proud, smile big and sing loud*.
- Remove *mud thoughts* by using *clear thoughts and positive self-talk*.
- *Stop, think, and understand* to prevent *bucket dipping*.
- Identify and name the caring adults that are your *cheerleaders*.

❖ **ONE**

- It just takes ONE to make a difference!
- EVERYONE counts!
- Be a forgiving person and give a person a second chance.
- Offer opportunities to belong and be included.

❖ **Don't Laugh At Me/If The World Were Blind**

- Accept and understand differences.
- Become *UPstanders* by practicing *intentional acts of caring and peaceful conflict resolution*.
- *Notice, name and celebrate* students who are *UPstanders*.

❖ **Blue Day Book For Kids**

- When you are having blue days you can change them to *good days*.
- Accept and name your feelings. Say to yourself: "I am sad." "I am scared." "I am angry." "I am embarrassed."
- Relax and take a time out before you act. Take slow, deep breaths and relax all of the muscles in your body.
- Think about ways to help yourself. Make a plan. Thinking helps you do something smart instead of making things worse.
- Do something to help change the way you feel. Do something you enjoy. Get active! Talk to a friend or an adult about your feelings.
- Be aware if your friend is feeling *blue*. *Fill their bucket* by being "*there*" to listen.

❖ **Salt In His Shoes/Long Shot**

- Follow your sparks-dreams, interests and passions.
- *Set a GPS* for both short-term and long-term goals.
- *Practice* and work hard to achieve your goals.
- Identify your *goal champions*.
- Identify your role models (both famous and ordinary) and reflect upon their accomplishments.